Chapter I

INTRODUCTION
INTRODUCTION

1.1 Importance of Education

Education plays a vital role in giving human beings proper equipment to lead a gracious and harmonious life. Even lower animals make an unconscious effort to make their lives happy by securing adjustment with their environment. Among human beings, the effort for self-improvement and making their lives happy and comfortable is conscious and deliberate. They try to secure happiness not only at the physical but also at the mental and spiritual level. Education in the widest sense is this constant interaction between the individual and the environment. No good life is conceivable without education.

Ancient Indians considered knowledge the third eye of man. The word Vidya comes from the root ‘vid’ (to know) and therefore means knowledge, sciences, learning, lore, education, scholarship, and philosophy. A person who did not possess the light of education was really described as a beast and a blind man. Education was thought of as a veritable desire yielding tree. It was thought a man can discharge his debt to ancestors not merely by procreating sons but providing for their proper education.

The Rigveda regards education as a force which makes an individual self-reliant as well as selfless. The Upanishads consider the result of education more important than its nature. The end product of education according to the Upanishads is salvation. Parimi the scholar and
Grammarians view education as the training one obtains from nature while Kanada the ancient philosopher considers it to be a means of developing self contentment. Sankaracharya regarded education to be synonymous with self realisation.

The purpose of education is manifold. One of its objectives is to prepare the people for economic development by overcoming there by technical cultural and social backwardness. To quote John Dewey what nutrition and reproduction are to physiological life education is to social life.

Education is the process by which an individual is enabled to function according to the expectations of the society as well as according to his capabilities. Locke (1969) stated plants are developed by cultivation and men by education. To Pestalozzi it is the natural harmonious and progressive development of mass innate powers. Rousseau recognises education as a process of development. It is the natural development of humanity the spontaneous development of all our innate nature and faculties.

Swami Vivekananda remarks: Education is the manifestation of divine perfection already existing in man. To Mahatma Gandhi, Education is the drawing out of the best in child and man body, mind and spirit. According to Rabindranath Tagore Education means enabling the mind to find out the ultimate truth which emancipates us from the bondage of the dust and gives us the wealth not of things but of inner life, not of power but of the love making truth of its own and giving expression to it.
Education is the most fundamental requirement for the overall development and allround progress of a nation. It is a liberating force cutting across the barriers of caste, colour, creed and class, smoothing out inequalities imposed by birth and other circumstances.

In a democracy, education can be used for giving training in good citizenship. It can produce leaders in all walks of life who are capable of independent thought, judgement, self-expression, originality and initiative. No wonder, therefore, Aristotle declares, "Educated men are much superior to the uneducated as the living are to the dead."

According to Smt. Indira Gandhi, the late Prime Minister of India, education is a life-long process—a process by which the man's inherent qualities of excellence, creativity, and receptivity would be developed to the maximum possible extent and makes him a human being.

Emphasizing the importance of education, the Kothari Commission's Report on Indian Education (1964-66) says, "In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people and the quality and number of persons coming out of our schools and colleges will depend on our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people."

In the light of the observations stated above, it is no doubt that in the 21st century our society will be knowledge dominant. It is the function of education to ensure that knowledge is widely diffused among the people so that they may understand the use and direction of knowledge as power. In this respect, education can no longer be the limited prerogative of a few.
Education and Economic Development

In the recent years as the new countries of Asia and Africa have turned to the tasks of national development they are called upon to decide what priority they have to accord to investment in education. Should it have the very highest priority? Is education a prerequisite to all other kinds of progress? Or should a certain economic base be provided first? Does good education become possible only when income based on increased production is available?

In any planning process it becomes necessary to order priorities according to the needs of the people on the development path. Sometimes the purpose of investment plan gets lost in the technical complexity of means. In the early stages of development sometimes the clarity of purpose gets blurred and seems missing in the midstream of emotional upheavals. It is helpful to reflect on how the countries privileged to lead achieved economic advance met the challenges represented by development promoted popular enlightenment and concentrated effort on growth, employment and redistribution.

Approaches to development need to be designed to increase income earning opportunities the public services intended to reach the poor the flow of goods and services and participation in development effort. If luxuries of the educational curriculum esoteric educational institutions refined agricultural services prefabricated housing and a wide range of public services are adopted before their time they will draw resources and energies from the tasks that are strategically vital for development (Galbraith 1969).
Education is an important aspect of the level of living for fuller life. Hence in poor countries it has a definite effect on human productivity and it constitutes an important form of investment. Human productivity is highly and complex; abstract, open to several interpretations. Education is one of the basic needs.

The basic need approach spells in terms of health, food, education, water, shelter, transport simple household goods as well as non-material needs like participation, cultural identity, and a sense of purpose in life and work which interact with the material needs (Stroeten 1979).

Education is a kind of investment, like a dam or a canal, in which we invest to produce more in the future. All discussion in recent times tends to be concentrated on education reminding indifferent audiences that man does not live by bread alone and enrichment of the mind is as important as the nourishment of the body.

People should be rescued from the servitude of ignorance in order to make them more productive. Studies by Theodore Schultz (1972) have recently shown that outlays for education may bring large increases in production as a rupee invested in the intellectual improvement of human beings will often bring greater increase in national income than a rupee devoted to railways, dams, machine tools, or other tangible capital goods. The provision of power and transportation to literate people is bound to be productive. There can be no effective advance if the masses of the people do not participate as literacy is economically efficient. Hence popular education must come before machine tools and it releases the energies of the many literate people who will see the need for getting machines. Hence popular education must have priority over the dams, factories, and other forms of capital equipment.
In all countries of the World it is seen that high per capita incomes are associated with high rates of literacy. Education is valued because it contributes to a better life.

Any country placed on the development path has to accept all the implications of education as a form of development investment. India invests only 6 per cent of what it invests in physical capital per capita.

Education as a form of investment must be responsive to the changing needs of the developing community translated into curricula and courses.

Education in a developing economy has to be adapted to changing experiences and it is to be fine tuned to the objective of development. The accumulating experience has called for changes in the approaches. Experience is a considerable teacher. If we fail to learn from experience, we are only acting out comedy of errors.

Alfred Marshall emphasised the importance of education as a national investment. It is the most valuable of all capital invested in human beings.

Although it is obvious that people acquire useful skills and knowledge, it is not obvious that these skills and knowledge are a form of capital. That this capital is in substantial part a product of deliberate investment (Schultz 1972).

People invest in themselves and these investments are very large and they enlarge the range of choice. Schultz (1972) says that our values and beliefs inhibit us from looking upon human beings as capital goods. Human resources should be explicitly treated as a form of capital. It is obvious that the differences in earnings (non-labour income is not included) are usually explained by the differences in the amount of human investment. It is meaningful to treat education like foods partly as consumption and partly as capital goods.
Literacy is also a measure of human capital and it is an important indicator of human resource development. The ratio of enrolment of children in Primary Schools in proportion to the actual or estimated population in the age group of 5 to 14 years gives an indicator of human capital formation.

The Kothari Commission (1964-66) considers education an important factor in manpower planning for a planned economy. The success of such an economy depends upon the development and proper utilisation of human capital. The commission depicts a grand structure of education which will provide training manpower for the growth of national economy through vocationalisation of education at the secondary level. It recommended that work experience should be introduced as an integral part of all education. The role of education should be to increase productivity, achieve social and national integration, strengthen democracy, accelerate the process of modernisation and cultivate social, moral and spiritual values.

13 General Education Vs Vocational and Professional Education

The term general education is used to mean the education that moulds the young into respectable citizens who can understand and enjoy life. Hence general education implies the knowledge, skills and attitudes needed by persons for successful and purposeful career for good living.

The term 'vocational education' is used to mean the education that should prepare persons to work more efficiently. Efficient vocational education implies specific education and training in the usable knowledge, skills and competencies for the occupation in question.
However, different concepts of the relationship of general education and vocational education are there. Mostly, they arise from differences in educational philosophy. Some educationalists and administrators contend that a general or fundamental content is the best preparation for a vocation. They advocate that courses in such areas as general agriculture, domestic science, and general business provide appropriate education or training for both general and vocational needs and must be included in the general education subjects. However, vocational educators differ on the point that courses designed this way do not provide education for the specific competencies needed in preparing for a vocation. These educators contend that courses of a specific nature as well as those of a general nature are needed for the workers. In a democratic system of education, they believe every citizen should have the opportunity as part of his training for both types of education.

In the present-day situation, general education and vocational education are major divisions of the total education process. Each of them is of equal importance and both of them are necessary in the education of workers. This suggests that general education and vocational education have much to contribute to each other and to the total education process. Both general and vocational educators should therefore strive to achieve the proper coordination of these two divisions of education within the total education process.

14 Vocationalisation of Education

Technological instruction must be given its due place together with instruction in languages, history, geography, sociological and community life.

International Commission of Education
The term vocationalisation of education is comprehensive and all-embracing in nature. Apart from general education, it indicates acquisition of knowledge and practical skills in different sectors of economic and social life. It is an integral part of General Education. It is also an aspect of continuing education. It prepares an individual to select a particular vocation or occupation. It ends the academic and practical nature of general education. It also stops the divorce between work and education. It gives practical orientation to education which becomes meaningful and brings utility to the education. It is not merely technician training. It is more than that. It prepares and cultivates the individual to understand the social reality and to realise his own potential within the framework of economic development. It broadens the education horizons for the individual and enables him to reach higher levels of achievement through self-learning. Vocationalisation means learning of a skill or a range of skills. It prepares an individual for specific competencies in different vocations. Hence, education has to be urgently vocationalised to meet the growing needs of skilled personnel in different walks of life in the world of work. The principle of Education through work or learning by doing has been accepted by all the progressive educators and in all the progressive countries of the world. All educators recognised that activity as an important instrument of education.

Aristotle pleaded that a proper understanding and appreciation of music comes only when the learner himself practises it.

Common observes: Impression must be ensured by expression and what has to be done must be learnt by doing.

Rousseau protested against the traditional methods of teaching very vehemently and declared: Child is first restless and then curious. Instead of making the child stick to his books, I keep him busy in the workshop his hands will work to the profit of his mind.
Pestolezzi called the traditional systems as the wordy system of teaching. According to him, our unpsychological schools are essentially only artificial shifting machines for destroying all the results of the power and experience the nature himself brings to life in them. After they have enjoyed sensuous life for five whole years, we make all nature round them vanish before their eyes tyrannically stop the delightful course of their unrestricted freedom, open them up like sleep pitilessly chain them for hours, days, weeks, months, years to the contemplation of unnatural and unattractive letters.

Dewey propounded that the school is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing children’s development along desirable lines.

Gandhi observed, My plan to impart education through the medium of village handicrafts, like spinning, carding etc., is thus conceived as the spearhead of a silent social revolution fraught with the most reaching consequences. It will provide a healthy and moral basis of relationship between the city and the village and thus go a long way towards eradicating some of the worst evils of the present social insecurity and poisoned relationships between the classes.

The concept of vocationalization came into vogue with the British rule in India. For the first time, the Wood Despatch of 1854 emphasized the importance of making Indian education useful to life. The Hunter Commission of 1882 divided the curriculum into two parts: 1 Literary and Science subjects and 2 Vocational subjects. The Hartog Committee (1929) suggested that the universities should control the problem of unemployment.
by opening employment opportunities. In 1944 the Sargent Report considered vocational education on par with literary and science education and emphasised that vocational education should be organised according to the needs of various vocational areas.

The attainment of independence ushered in a new era of national development with determination to eliminate the poverty of the people and to ensure reasonable standard of living for all. Modernisation and rapid development of industry required skilled personnel in various new fields who would become instruments of social transformation and economic progress.

Thus the need of the hour is to vocationalise education in different new emerging fields or areas and needed to channelise the manpower in the right direction. In the reports of various successive commissions the need and importance of Vocationalisation of Education has been emphasised. The Education Policy of 1986 also states that the introduction of systematic well-planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganisation. These elements are meant to enhance individual employability to reduce the mismatch between the demand and supply of skilled manpower and to provide an alternative for those pursuing higher education without particular interest and purpose.

The Planning Commission and the Institute of Applied Manpower Research (IAMR) estimated that two to nine million (about two million by Planning Commission and 8.72 million by IAMR) educated people would be looking for employment by the end of the Eighth Plan (1997). Here the question arises why is it so?
Vocationalisation can be effective only through a proper planning of education and through providing some sort of specialised skill along with general subjects at secondary and higher education levels. This will also help in reduction of rush to higher general education and technical education. The Capital raw material and minerals are necessary for the progress of a country. But despite their availability in abundance, prosperity of a country is not possible unless it possesses skilled manpower to turn the raw material into finished products (Achani Agrawal 1994)

India is basically a land of agriculture. Knowledge of the latest advances in the field of agricultural science is essential to increase our production to improve the quality of our products to develop our farm activities so that we can stand the stiff competition in this area with the other countries in the world promoting agriculture.

No doubt, India has various traditional industries and arts like carpet, pottery, brassware, sculpture etc. Introduction of new designs and adoption of the latest technology in these various fields may help meet the internal demands of the country. They may help in producing cheap and quality goods in a short time with reasonable amount. Youth should be encouraged to have professional training in these areas so that they can motivated to set up industries so that they can proper well.

A proper planning of education is a sure way for vocationalisation. Planners will have to assess the qualitative and quantitative needs in various skilled and semi-skilled fields on a long term basis. Then only proper structure of vocationalisation can be laid down.
The quality of vocational education provided by various government and semi-government agencies is also deplorable. Instead of merely increasing the number of vocational centres, the existing ones should be standardised with adequate and good teaching facilities and well-equipped labs.

Students may be encouraged to seek admission to job-oriented courses for self-employment. By providing incentives like loan facilities and financial support to create self-employment projects.

For graduate students, part-time or short-time courses in various fields like dairy science, agriculture, photography, music, fine arts, hotel industry, leather work, furniture, plastic goods, repair of electric goods, computer and many other trades can be provided. They will be beneficial for those who are interested in taking up self-employment projects.

Thus the vocationalisation of education is an absolute necessity to meet the demands of the individual and society. Education must be provided in such a way that it can produce self-reliant and self-dependent citizens.

15 Recommendations of Different Commissions and Committees on Vocationalisation of Education

The following is an account of the efforts that have been made to bring about closer relationship between education and work (vocationalisation) since 1854 when the first set of recommendations were made on this subject in Wood's despatch.
It was in 1854 that the attention of the Government was drawn towards practical education by the Wood's despatch. It said, "Our attention should be now directed to consideration of possible still more important and which has been hitherto we are bound to admit too much neglected, namely how useful the practical knowledge suitable to every situation of life may be best conveyed to the great mass of people who are utterly incapable of obtaining any education worthy of the name by their unaided efforts. But evidently this report did not make any noticeable impact until 1882.

The Hunter Commission was set up in 1882 to examine the problems of education in general and those of technical and vocational education in particular. It recommended that at the High School stage there ought to be two distinctive streams, first for preparing the students for entrance examinations to the University course and the second for practical occupations. The practical subjects suggested by the Commission were Accounts, Elements of Natural and Physical Science, and their application in Agriculture. These recommendations, however, were not implemented.

The Calcutta University Commission (Sadlar Commission) of 1917

The Sadlar Commission of 1917 made recommendations for the establishment of intermediate colleges with subjects of study like arts, science, medicine, and engineering.
The Hartog committee recommended that

1. Industrial and commercial subjects should be introduced at the secondary stage of education
2. There should be provision for professional education at the college level
3. Instead of being attracted to clerical and sedentary pursuits, the students should take up some executive/practical occupations

The Sapru committee recommended the introduction of vocational courses along with General education courses in the secondary schools for solving the problem of unemployment among educated youth.

The Abbot and Wood Commission suggested that vocational education should be on the same plane as General education. It means that hierarchy of vocational institutions should be on par with that of institutions of general education. This recommendation resulted in the opening of polytechnic and technical commercial and agricultural high schools.

At the Wardha National Education Conference in October 1937 it was Mahatma Gandhi, the Father of the nation, who for the first time forcefully pleaded that manual and productive work should be a part of the school curriculum.
The Conference endorsed Mahatma Gandhi's proposal that the process of education throughout this period (seven years) should centre around some form of manual and productive work and that all other abilities to be developed or training to be given should as far as possible be integrally related to the handicraft chosen with due regard to the environment of the child.

Gandhi's views on education were given practical shape by Zakir Hussain Committee and consequently basic education came to be accepted as the national pattern of education at the elementary stage in 1938.

Since then many issues pertaining to the socially useful productive work have remained controversial e.g. its productive aspects, its relation to other area of curriculum, the position of text books. Clarifications were issued by the Ministry of Education, Government of India in the year 1966. As the Basic Education was being implemented, many practical difficulties came to the fore and efforts were made to rectify them.

Sargent Report (1944)

Sir John Sargent, an Education Advisor to Govt of India, recommended that

1. Provision should be made for a variety of courses at the middle school stage.

11. There should be two types of High Schools
   a. Academic and
   b. Technical

111. The objective of both types of schools should be to impart a good all-round education. While preserving an essentially cultural character, they should prepare the students for entering into industrial and commercial occupation as well as into Universities.
The Secondary Education Commission (1952-53)

Inspite of all the recommendations made by the commissions and committees stated above nothing substantial was done. After independence the need for vocationalisation was felt more and more.

The Secondary Education Commission also known as Mudahar Commission appointed in 1953 recommended. The position of 1963 is very different from what the Hunter Commission stated in 1882. Very little advance has been made on the lines suggested by this and successive commission.

The Secondary Education Commission reiterated that the Secondary Education is a complete unit by itself and not merely a preparatory stage that at the end of this period the student should be in a position if he wishes to shoulder the responsibilities of life by taking some vocation.

The Commission Recommended

1. Diversification of courses at the higher secondary stage
2. Establishment of multi-purpose schools
3. Opening technical schools and
4. Promotion of Agricultural education

Indian Education Commission 1964-66

The Indian Education Commission popularly known as Kothan Commission (1964-66) studied at length the problem of vocationalisation of education and offered valuable suggestions. While enumerating the aims of education the commission wished to have productivity as one of the major aims. In this context the commission observed.
To bring education into closer relationship with productivity it is necessary to give a strong vocational basis to secondary education and to increase the emphasis on agricultural and technological education at the university stage. This is of special significance in the Indian situation where the educational system has been training young persons so far mostly for Government services and the so-called white collar professions.

As corollary to this, the Commission recommended the introduction of work experience as a major channel for vocational experience. The commission recommended various programmes of vocational education for secondary and higher secondary stages.

The Iswarbhai Patel Committee (1977)

The Iswarbhai Patel Committee (1977) which reviewed the NCERT's document came forward with the concept of socially useful productive work as a central component of the ten-year school curriculum. It pointed out that work experience which was intended to be an integral feature of the curriculum at all stages did not find a proper place in the teaching-learning process that followed the introduction of the new pattern. It defined Socially Useful Productive Work as: Purposive and meaningful manual work resulting in either goods or services which are useful to the community.
The Ministry of Education and social welfare (now Ministry of Human Resource Development) Government of India appointed in 1978 a national review committee on Higher secondary education with special reference to Vocationalisation of Education. Its Chairman was Dr Malcolm S Adiseshaiah the then Vice Chancellor of Madras University. The Committee Report entitled learning to do recommended two broad level components as

1. The general education spectrum and
2. The vocational spectrum

The general education spectrum is for the general information of the person through learning centres around languages socially useful productive work and combination of starting phase of some four natural social or human science discipline. This is the bridge fact of the +2 stage.

The vocational spectrum of the higher secondary school envisages learning of a skill or a range of skills through study of technologies related sciences and one or other practical work. The vocationalisation learning must be distinguished from technical/vocational education imparted in the Industrial Training Institutions, Technical High Schools, agricultural or industrial polytechnics. Such an education would be an integral part of continuing general education and also a means of preparing for an occupational field. This spectrum refers back to the terminal charter of formal schooling and is supposed to cover over 60 per cent entrants.

The National Working Group on Vocationalisation of Education 1985 appointed by the Ministry of Education Govt of India New Delhi considered in depth the concept and operation of work experience/ socially useful productive work and its implementation in various states and underscored its conceptual aspects as applicable to the primary the middle and the lower secondary stages. It has suggested certain improvements to be incorporated in the educational programme in future.


The National Policy on education 1986 made a strong case for Vocationalisation of Education. The framers of this policy observed:

Vocational education will be a distinct stream intended to prepare students for identified occupations spanning several areas of activity. These courses will ordinarily be provided after the secondary stage but keeping the scheme flexible these may also be made available after class VIII.

Ramamurthi Review Committee 1990

The committee suggested that for work experience socially useful and productive work should be integrally linked with various subjects both at the level of content and as well as of pedagogy.

An integrated design of vocational education to be operated for classes from IX to XII may be established as follows with a general core and a vocational core and flexible combination of academic and vocational subjects.
Classes IX to XII

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Core general</th>
<th>Core Vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational</td>
<td>Academic</td>
<td>Vocational</td>
</tr>
<tr>
<td>Groupings</td>
<td>Academic</td>
<td>Vocational</td>
</tr>
<tr>
<td></td>
<td>Academic</td>
<td>Vocational</td>
</tr>
<tr>
<td></td>
<td>Academic</td>
<td>Vocational</td>
</tr>
</tbody>
</table>

Flexibility should be provided for children to opt for different mixes of academic and vocational subjects as per the pattern exhibited above.

Janardhana Reddy Committee 1992

The Janardhana Reddy Committee of 1992 recommended that work experience programme may be systematically implemented by allocating 12.5 per cent to 20 per cent of the school time for the activities having a practical orientation in relation to various subjects.

More recently the revised policy formulations of 1992 assigned a very important place to work experience in the school curriculum at all stages. It reverted to the term 'work experience' which had been used earlier by the Kothari Commission.

The Revised Programme of Action 1992 stated that it has been observed in actual practice that work experience has degenerated into trivial activities in the school and in many states the time allocation rarely exceeds 10 per cent. It further stated that all states/union territories should ensure that work experience is actually included as an integral part of the curriculum.
That teachers are trained to impart the instructions and that necessary financial provision is made. Work experience programmes are aimed at developing in learners confidence and sufficient psychomotor skills to facilitate their entry into world of work at a subsequent stage. In school where work experience already forms a part of the curriculum these courses need to be toned up in keeping with the perceptions reflected in the NPE.

1.6 The Present Status of Vocationalisation of Education Causes for its Failure

The analysis of the recommendations made by various commissions and committees and the steps taken by different governments for over a period of 150 years reveals that the present system of education contains both the approaches of vocationalising the general education by incorporating a minor component of vocational element and establishing exclusive institutions of vocational education such as Industrial Training Institutions and Polytechnic Institutions. But these changes in the system are not in line with the requirements of our economies and the success rate in the Vocationalisation of general education is almost zero although there is perceptible progress in the form of among the exclusive vocational education institutions. What could be the reasons for our failure in vocationalising the stream of general education?

While answering the above question we have to think of two major domains 1) the ideological and the practical with regard to the Ideological domain one has to analyse the gap between the Ideologies of educationists and the Ideologies of parents whose children are in the process of acquiring
education. The theoretical framework and the objective to be realised by vocationalising the stream of general education are well known to us, but the aspirations of the parents in sending their children to schooling are in conflict with the ideologies of educationists who intended to incorporate vocational element in general education.

Every parent is ambitious to see that his/her ward should come up well in education and occupy a socially prestigious position i.e., the job of a doctor, an engineer, an IAS officer, any decent white collar job. The parents do not want to divert their children's attention to these lower level skill-oriented education. Only when the child cannot compete with others in studies and was unsuccessful in formal schooling then the parents think of sending him/her for an alternative programme of education. As long as the children are able to come up well in general education, the parents in general are not inclined to train their children in any vocational course at the school level.

The second reason is that by formalising the vocational education, we lose the central thread of practical orientation in these vocations. The vocational courses introduced in our schools and junior colleges are making the children get only theoretical knowledge but not practical training. The children are not capable of undertaking any job independently after completion of their courses in these schools and colleges.

The causes for our failure in vocationalising our education are as follows:

→ Improper utilisation of available facilities

→ No in-service training facilities

→ Inadequate space
→ Location of most of the vocational schools and colleges in urban areas

→ No full time faculty appointed in vocational schools

→ Dissatisfaction among teachers regarding low salaries

→ Non availability of competent teachers in certain trades

→ Out moded syllabus

→ Poor quality of curricular activities due to lack of resources

→ Syllabus is too heavy to be completed within the stipulated timeframe

→ Non involvement of the experts from industry and trade in planning curriculum designs resulting in a mismatch between what is taught in schools and what is required in industries

→ Non availability of good textbooks in Telugu

→ Lack of textbooks reading and instructional materials and resource materials

→ Lack of good library and laboratory facilities

→ Non availability of raw material for providing practical experience to learners

→ Absence of guidance for the choice of courses

→ No appropriate provision for practical experience to the students due to lack of funds and lack of facilities

→ Lack of employment opportunities
→ Absence of vocational guidance counselling and information centres to provide placement services for the students

→ Absence of proper provisions for professional growth and career advancement for the vocational passouts etc

→ No clear cut planning procedures

→ Lack of central planning and management

→ Lack of linkages among vocational courses at different levels

→ Defective selection procedures of staff and students

→ Poor Administration

→ Improper attention to the functioning of the vocational system by the principals of Junior Vocational Colleges due to lack of technical education qualification

→ Operation of indecisive factors in the selection of the students for the course

→ Insufficient coordination and co-operation between different departments of the government some institutions being under the director of labour and some other under the director of education

→ Lack of coordination between schools and colleges in coming vocational programmes to provide vertical mobility

→ Absence of any specific policies to coordinate the relationship of institutions and Industries

→ Courses in most cases not in tune with the local needs of employment

→ Mis Match between demand and supply

→ Low social status for vocational programmes of education
The present Study

The observations made in foregoing pages demand an in-depth study of the deficiencies/lapses, hurdles/difficulties conflicts between profession and practice in the existing system of vocational education to make it more effective and purposeful in accordance with the demands of the times.

Accordingly, the investigator is interested in collecting all the relevant literature available on Vocationalisation of Education including the research already done in this field to get sufficient insight for suggesting remedial measures to overcome the deficiencies in the present system or to suggest a new approach to vocational education suited to the present needs of our society. Further, the researcher is also interested in procuring empirical evidence on the basis of the opinions or attitudes obtained from all those who are involved in the process of vocationalisation of education namely students, teachers/instructors/lecturers and administrators to analyse whether their views are in line with the insights obtained by the researcher. The exact problem with its objectives will be listed out only after getting a thorough review of related literature.