CHAPTER I

INTRODUCTION
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Education has been considered as an important input to national development, it must contribute to increase in productivity of individuals in all sectors of economy. Vocationalisation of Education is also a national imperative for the effective correction in the supply system of manpower to keep pace with the individual activities. The scheme of vocationalisation has two important aspects in it, i.e. 'Vocation' and 'Education', which indicates that education - that is being imparted to the students would be related to vocations.

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. There are moments in history when a new direction has to be given to an age-old process. That moment is today.

Vocationalisation of Education has come to be accepted, perhaps, as the only way through which a large segment of student population can be diverted from purposeless pursuit of university education to more meaningful education combined with training for gainful employment at the secondary and higher secondary stages without sacrificing the fundamental aim of education of preparing youth for fuller life in society. Two years higher secondary stage of education is important because it provides the bridge between general education of secondary stage and higher education in colleges or other professional or technical institutions.

Vocational education means getting people ready and keeping them ready for the types of service we need. The term has no limitations as to kind or level of such needed services. Vocational education is good education, good sociology, good economics and good democracy (Smith, 1942). Morphet (1945) terms vocational education as that aspect of
education that aims at the development of human abilities in terms of knowledge, skills and understanding so that the individual may serve efficiently in carrying on the activities in the vocational pursuits of his choice.

Cotton (1989) remarked that vocational education prepares a student for life, meets the needs of the work force and enhances individual learning.

The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections of society. Education is the highway to that goal. In our country, linking education with productivity and preparing students for gainful employment has been the major concern of the educationists.

From time to time, the reports of several commissions and committees on education have been emphasizing the need for bridging the gap between education and the world of work. The programme of Vocationalization of Education at the plus two stage was introduced in 1976. From 1976 to 1986, many states introduced the programme, though the progress remained slow.

So far as reports of several commissions and committees on education are conceived, Radhakrishnan (1948) and Mudaliar (1952) commissions, in no uncertain terms, identified secondary education as a complete unit in itself, capable of preparing students for a variety of vocational areas. Secondary Education Commission (1952-53) emphasised the improvement of vocational efficiency of the students. Kothari commission (1964-66) stressed the programme of vocationalisation which can bring education into closer relationship with productivity to give a strong vocational bias to secondary education. The Parliamentary Resolution on National policy of Education (1968) accepted the recommendations of the Education Commission.
The Central Advisory Board Education (CABE), at its 38th meeting held in November 1975 entrusted NCERT to prepare curricula and help state Governments in implementing vocational education. The NCERT document "Higher Secondary Education and its vocationalization" (1976) was presented to the country, setting out a model conceptual framework for its implementation. **Vocational education programme** at higher secondary stage was initiated in 1976.

In 1986, the National policy on Education highlighted the importance of vocationalisation of education as a crucial measure for re-organisation of the system of education in the country. To give a practical shape to the recommendations of NPE (1986) and its modification in 1992, a frame work for the vocationalization was presented in the Plan of Action document of the Ministry of Human Resource Development. Further impetus to the programme was provided when the centre decided to assume a more decisive role in promoting vocationalization in the States by launching the centrally sponsored scheme on vocationalization. Under this scheme substantial financial assistance has been made available to the States for implementation of the programme. In VIII **Five Year Plan impetus was given to vocationalization of higher secondary education**. The total VIII plan outlay for the scheme is Rs.1962 crores. The Joint Council for vocational education (1994) have been conducted for the enhancement of vocational education programmes.

An evaluation of vocational Education stream will be an attempt to determine the status of the vocational education programmes. It provides a base for deciding the nature of improvement needed.

A review of published literature on vocational education reveals that there is paucity of research studies related to evaluation of vocational Education stream. However, the available research studies as reported in chapter-III of the present report are related to the evaluation of vocational education stream.
Most of the Studies regarding situational analysis of vocational education stream were related to the vocational choices, factors influencing vocational choices, vocational education, training and programmes, evaluation by vocational teachers and administrators, and problems encountered by vocational students.

A few studies related to vocational choices were reported by Watkine (1979), futrell (1986), and Chapin (1988).


A few studies were conducted in the area of vocational education training and programmes in India by Roy (1978), Soundaravalli (1984), and Mohanty (1986).

Some studies which have been conducted regarding the evaluation by vocational teachers and administrators were reported by Bayati (1979), Shepherd (1979), Fruehling (1980), Robertson (1980), Gilbreath (1982), Malki (1986), Kleinle (1988), Sanders (1988), Ambrose (1989), Mallory (1990), Shiminski (1990), and Shuheil (1990).

A few studies regarding the problems encountered by the vocational students were reported by Nwagbaraocha (1978), Evans (1979), Zachary (1989), and Meyer (1991).


Dhote (1979-82) conducted the study in India regarding the survey and follow-up of the vocational students.


On the basis of studies, the need for evaluation of vocational education stream has been widely recognised. There is hardly any evidence to show that the need is being met. A pursual of the investigations about the vocational education stream shows that a large number of studies have been conducted in this field abroad, yet only a few deal with the evaluation of vocational education stream as a whole. Looking at the Indian scene, the conditions are not much encouraging as regards the evaluation of vocational education stream.

Rationale for the present study

The success of vocationalisation lies in evaluating the extent upto which the intended objectives and targets inherent therein have been achieved. For this purpose the evaluation of vocational education programme is necessary, so as to know whether this programme has been implemented in the schools, to know the functioning of the institutions, to know the problems faced by students, teachers and administrators etc. Besides, evaluation is needed to know the strength and weaknesses of this programme, to find out whether the benefits have flowed to intended beneficiaries i.e., the qualified student etc. The institutions in Chandigarh started these courses scrupulously under this national programme, but they are not aware of the benefits out of these courses to the passed-out students. The efforts are
underway to extend and popularize vocational education stream under the auspices of State Institute of Education (SIE), Chandigarh.

Although Vocational education programme has been in operation since 1987 in Chandigarh, yet hardly any extensive attempt has been reported regarding the evaluation of vocational education stream. An evaluation of the programme is very much needed to see the effectiveness of the programme, i.e., to find out whether these vocational courses are beneficial to the students for their further placement of Job or not and also to know whether the students placed on the jobs are satisfied with their Job or not. Besides, how far the programme has been successful in meeting the objectives set forth for it, is also a question to be probed into.

So the above factors stressing the importance of the vocational education in modern times and the paucity of research in the evaluation of vocational education in Chandigarh has inspired the investigator to undertake the present study entitled 'An Evaluation of Vocational Education Stream in Senior Secondary Schools of Chandigarh.'

The present study was designed in the light of the following objectives:
1. To do the situational analysis and classify the present school students according to their different options for different courses.
2. To study sex differences in choosing vocational courses provided in the school.
3. To evaluate vocational education programmes and practices in their respective schools through (i) students (ii) teachers and (iii) Administrators.
4. To compare the career maturity of boys and girls.
5. To follow-up the passed-out students opting for vocational courses in senior secondary schools of Chandigarh.
6. To survey the Job placement of passed-out students.
7. To find out the job satisfaction of those placed in different jobs.
8. To identify various difficulties encountered by the students, teachers and administrators.