CHAPTER I

INTRODUCTION

Education has been included as one of the basic necessities of human life in modern society. Education is there in the family, school, playground, club, office, in fact everywhere. At every place the individual is taught something and socialized. Without education an individual is unfit for group life. Education is necessary for the progress of an individual as well as society. Education increases morality in individuals.

It is only the human being who is capable of being educated. Through education, he tries to seek new ideas and new ways of life. Education in fact is one of the major life processes of the human individual. Education is indispensable to normal living. Without education, an individual would be unqualified for group life. Without education human race would be no better than animal race. In every society and in every age, a system of education is evolved according to its need and the temper of its times. Education is concerned with the growing man in an ever-growing society. So education is a process through which human personality develops. It is not a temporary process, which begins at a definite time and comes to an end at a definite time in the life of man. There is no end to the process of education in human life. From birth till death we come in contact with many things, persons, institutions and ideas, and at every movement we gain new experience.
The word education is derived from the Latin word 'educare' that means 'to bring up'. To impart instructions to the students in certain subjects is not mere aim of education. But to bring up the students or develop in them those habits and attitudes which may enable them to face the future well. Education is the process where by the social heritage of a group is passed on from one generation to another. So education is a comprehensive term, which means "the impartation or acquisition of knowledge, skill or discipline of character"\(^1\) Indian education in its wider perspective is more inclined toward spiritual development, receiving knowledge and disciplining the mind as well. Sanskrit term 'Shiksha' and 'Vidya' subscribe to similar meanings.

In the modern times education is largely devoted to the communication of empirical knowledge. It is required today to prepare individuals for a changing world. Formal education has been communicating ideas and values, which play a part in regulating behaviour. The whole rationalization of the modern world is connected with the development of science. The chief instrument of this development is educational system. In this way formal education can be viewed as a type of social control. Education has contributed to the regulation of conduct in the early socialization of every child. Education from infancy to adulthood is an important means of social

control. Through education new generation learns the social norms and the penalties for violating them. Theoretical education, that is reading and writing, serves to form the intellectual bases and with practical education one learns to put this into practice. Without proper education the harmony of the individual and society is not merely difficult but also impossible.

Some educators have suggested that education must be used for making a good society. Education is not primarily an attempt to stuff the mind with information, but train people to think to distinguish between right and wrong to arrive at reality. Education is an attempt to shape the development of the coming generation in accordance with the social idea of life. However, we shall use the word education in a limited sense meaning a formal training by a body of instructors within the institutional pattern of the schools, colleges, and universities.

THE PURPOSE OF EDUCATION:

The aim of education is always two fold: there is a collective aspect and there is an individual aspect. From the collectivity point of view, education is expected to turn the individual into a good citizen that is in to a person who has harmonious relations with the other members of the community, who is useful to the society and who fulfills with zeal his obligations as a citizen.

On the other hand, it may be expected that education will give to the individual a strong and healthy body, help him in building
up his character attaining self-mastery, and supply him with good opportunities of discovering and developing harmoniously his natural abilities.

The chief aim of education should be to help the growing soul to draw out that in it, which is best and make it perfect for a noble use.

DISTINGUISHING FEATURES OF EDUCATION:

There are certain important features of institution of education. Those are as follows:

1. Historically, education has been an institution operated for very limited and inherently conservative ends. To the extent that it performed a homogenizing function, it did so far the new entrants to a tiny elite. By contrast, modern educational systems frequently constitute an attempt to provide vast social and cultural changes and extend the homogenizing function to the masses.

2. Education is marked by a complexity of levels and programmes which obstruct analysis and generalization. Educational systems in industrializing societies are characterized by a growing degree of differentiation and specialization.

3. National educational system usually reflects a wide distribution and great diversity with respect to age, sex and social and cultural groups, personality types and geographic coverage. Moreover, international and intranational comparisons like wise show great variation in the size of enrolments, staff, plant and extent of financial support.
4. Education is composite of skills, techniques, non-cognitive learning, many of which have long-range rather than immediate consequences. Many of the activities of educational system serve mainly to perpetuate the system itself. Moreover education develops a ‘culture’ of its own which may reinforce or interfere with the official educational and other objectives.

5. The operation of educational system has been labour intensive rather than capital-intensive, that is, technology has not yet been applied to significantly reduce the needed numbers of teachers and administrators. This condition has restricted its capacity for increased productivity.

DEFINITIONS OF EDUCATION:

Different sociologists, educationists and philosophers have defined the term ‘Education’ differently. Some of the definitions are as follows:

1. According to Emile Durkheim “Education is the socialization of young generation. It is a continuous effort to impose on the child ways of seeing, feeling and acting which he could not have arrived at spontaneously”.

2. F.J. Brown and J.S. Roucek define “Education is the sum total of the experience which moulds the attitudes and determines the conduct of both the child and the adult”.

3. John Dewey opines,“ Education is the development of all those capacities in the individual which will enable him to control his environments and fulfill his possibilities”.

4. According to Aristotle “Education is the creation of a sound mind in a sound body”. He also opines, the aim of education is ‘to
develop man's facilities, especially his mind so that he may be able to enjoy the contemplation of supreme truth, beauty and goodness”.

5. According to Plato - The aim of education is “to develop in the body and in the soul of the pupils all the perfection and all the beauty of which they are capable”.

6. Mahatma Gandhi opines, “By education I mean an all-round drawing out of the best in child and man—body, mind and spirit”.

7. Ravindranath Tagore said “The highest education is that which does not merely give us information but makes our life in harmony with all existence”.

**IMPORTANCE OF EDUCATION:**

Education is important for both individual and society. The working of society is impossible without education or educated persons. In fact, human life begins with education. The fulfillment of the needs of human life is possible only through education.

Man is a social animal and hence he lives in society. Every human society has its own needs, traditions and customs. The existence of society depends on these traditions and men’s social feelings. Every society wants its members to perform their duties towards it. For this it arranges for proper education, so that the knowledge of duties may be imparted to its members. Society always wants to safeguard its culture, traditions and customs. It wants to
safeguard its characteristic qualities for future. For this it wants to give proper training to its future adults. Therefore every society takes it as its duty to arrange for the proper education of the growing generation.

Education, in modern society plays an important role by performing two main functions. Viz

1. Functions of education as an instrument of social change.
2. Functions of education as an agent of social control.

Firstly, education plays a very predominant role in social change. Science and technology in modern society are important for rationalization. The chief instrument of this development is educational system. By education, man forms a proper attitude to life. Education shows us some ways by which we can solve the problems of life. Man makes his life successful by proper education and training. Man learns something everyday and every movement. Society produces educated persons in order to pass on civilization and culture to the coming generation. Thus education by developing the skills and knowledge in individuals also develops society or brings changes in society.

Secondly, education plays a predominant role in modern complex society as an agent of social control. It regulates the life of individuals and helps to mould their personalities. Education controls as well as directs the behaviour of human beings.
In the traditional Indian society family was regarded as the center of socialization. But many of the functions are now shifted from family to other institutions, like school. So, now it is the responsibility of the teachers to cultivate good behaviours in the children. Now, school as an agency of education devotes much of its time and energy to develop good citizenship, patriotic sentiments, social and national values among the children. This work is being done directly through textbooks, indirectly through celebration of different programmes. Thus in modern society education is inculcating many qualities in individuals to help them to adjust with the social conditions.

Education helps an individual for the proper personality development through different modern techniques. Students understand many unknown as well as new things in educational institutions by the eminent teachers and their fellow learners. This helps them for their intellectual progress. Teachers always try to develop good behaviours and good qualities in students by punishing them for their mistakes, disobedience and indiscipline. By this teachers develop the character of 'self-control' in the students. This in turn helps for the progress of the society.

Education also brings reformation in human attitudes. It helps children in developing right attitudes. Many children may have developed certain wrong attitudes, beliefs and prejudices right from their childhood. These are to be reformed. So, it is the main function
of the education to help children in changing these attitudes. So, the school is expected to make its efforts in reforming the attitudes of the children. It is also utterly necessary to change the attitudes of the children specially in deviating them from criminal activities. Educational institutions in modern society are also doing this work.

Education, at the same time helps to control political system. India is a democratic country. Education is used to support and stabilize democratic system. Every individual has a role to play in democracy. To play this role he needs education. The success of democracy depends upon the literacy of the people. If people are literate they can participate in administration effectively. Literacy is a product of education. Democratic values and other political aspects are being taught in modern educational institutions. So, now a day it is very easy for people to adjust with the democracy. Literacy allows full participation of the people in democratic process and effective voting. Educational system has thus economic as well as political significance.

Education also develops social values in individuals. Teachers in the schools and colleges impart new ideas, norms and social values to the students directly and indirectly. They teach them through the curriculum of school, its extra-curricular activities and informal relationships amongst students and teachers. Educational institutions try to impart values such as co-operation, team spirit, obedience, truth, social justice etc. through various activities. It is
through education that new generation learns the social norms and the penalties for violating them.

Education develops unity among people. It acts as an integrative force in society. Because it communicates many values that unite different sections of the society. Education helps and encourages children belonging to different race, language, religion and caste to develop common national values and to minimize their prejudices. The educational institutions help the children to learn new skills, values and outlook to interact with people of different social background without much hesitation or reservation. Thus education plays an important role in uniting the people of different caste, religion, race and of different social and economic background. The school and the teachers play a predominant role in developing national integration among students. At the same time education condemns selfishness and conservativeness of individuals and tries to develop broad mindedness in them.

Education enhances the status of individuals in society. It is education, which is responsible for the higher status of women today. It is education, which is trying to improve the position of backward class people. Therefore by acquiring more and more education, individuals today are improving their status in society. Therefore education is a must for every individual in modern society. It is one of the basic needs, next to food, shelter and clothing. Thus education is very important for the progress of both individual and society. The
unique contribution of education is to make life progressive and civilized.

**HISTORY OF EDUCATION:**

The evolution of education system in India can be traced through four main phases, namely:

1. Aryan civilization
2. Buddhism
3. Islamic culture
4. British India

During the period of Aryans education was the monopoly of the highest caste, namely the Brahmins. In those days education consisted of a study of sacred texts and scriptures. Hence the non-Brahmins were barred ritually from acquiring this knowledge.

With the arrival of Buddhism, there was a shift not only in the venue of education, but also from the top most strata of Brahmins to the lower strata of Kshatriyas and Vaishyas. During this period the monasteries and Maths headed by the Buddhist monks of Kshatriya origin become the main venues of Imparting knowledge. The famous Maths of Shringeri, Puri, Badari and Dwarka are said to have came in to existence during this period. The disciples of Maths and Monasteries included, besides the priestly class, the Kshatriyas and Vaishyas who were trained to pursue their technical skill. The technical skill so acquired was passed on from one generation to another generation. Buddhist monasteries, later developed in to corporative educational institutions, and some like 'Nalanda',

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'Valabhi' and 'Vikramashila' became international centers of learning. These institutions were open to all, irrespective of any considerations of caste or country.

Then came in to third phase with the arrival of Muslims about the 10th century A.D. The establishment of Muslim rule in India led to a number of changes in educational system. Indian education gradually assumed a new form in this era due to the efforts of the state and those of wealthy people. Islamic education was considerably influenced in the fields of Philosophy, Medical science and Vocational education. The main aim of Muslim education was religious and the educator was required to produce pious and religious minded people. 'Maktabs' and 'Madarsas' were the places where education was imparted. These institutions were generally run in mosques. Muslims followed the pattern set by the Brahmins, so closely, that, while in the past, education comprised of memorization of Vedas and vedangas, now education meant 'Tafsir' and 'Hadis'. While in the past it was the Brahmin pandits and Buddhist monks who were the fountain heads of learning, it was now the muslim 'Moulvis' who occupied that position. Hence, the Muslim role changed the linguistic aspect of education, but the basic format of the system was retained.

When the British came to power, the question of imparting education to Indian became a center of controversy. Two school of thought namely 'the Occidentalists and 'the Orientalists’ emerged. These two schools carried on a debate with regard to defining the
aims of modern education, its pattern and organization, the medium of education, as well as the method and extent to which education was to be spread in India and the agencies which would finance and establish educational institutions. Occidentalists like Lord Macaulay and Raja Ram Mohan Roy strongly advocated the introduction of western education.

Lord Macaulay especially advocated the imparting of knowledge of English literature and science. Macaulay's Minute and Wood's dispatch (1854) completely served the traditional link between religion and education, and paved the way for secular educational system in India.

EDUCATION AND VOCATION:

People start to learn from the movement they are born. Family and friends can no longer teach most people all they need to know in order to earn a living in our increasingly technological and complex society. So formal institutions such as schools, colleges and universities have developed to prepare people for the world of work.

To sociologists, education is a structured form of socialization in which a cultural knowledge, skills and values are formally transmitted from one generation to the next. In addition to the school, education may take place in a work place, in a club, in a governmental organization, or even in front of a home computer or television set. Whatever the setting, education is a conscious, intentional process. Those involved in this process are aware that learning is expected to occur. Ideally, from the stand point of
functional integration, the educational system should prepare a
student for whatever career that student has the ability to fill.
Providing equal opportunity to all students so that any one with
talent can rise to the top in the society. Thus the fundamental aim of
education is to develop human personality by eliciting those traits
and qualities, which are already present in persons. Dr. Staley\(^3\)
proposed that education is that process of instruction and learning
which prepares a person to function in a wide range of occupational
and general living situations. It would include such broadly applicable
items of skill, knowledge and personality development as are
associated with language and communication arts, basic
mathematics, basic science (physical, biological and social), and how
to co-operate effectively with other people. Training, on the other
hand could be considered as a process of instruction and learning
which prepares a person to a specific task or tasks. Such as those
which make up a particular job or occupation. The difference between
education and training, then, hinges on the degree of specificity.

A general model for thinking about occupational education and
training was proposed by Dr. Staley. According to him, occupational
preparation would ideally comprise four main phases or stages, which
would emphasize in turn:
1. General education.
2. General education plus pre-occupational education.
3. Job-entry training plus further education.
4. Career-long further training or retraining, plus further education.

\(^3\) Craig Calhoun, Donald Light, Suzanne Keller and Douglass Harper, "Sociology"—sixth
Dr. Staley proposed that the first two stages, which emphasize general education, should be regarded as the primary responsibility of the formal school system; while the last two phases, which emphasize training, should in their training aspects be the primary responsibility of the employment system (meaning all public and private employers). However, in the areas where education and training merge, there must be close co-operation between these two elements of society. The school system will need accurate information and help with its pre-occupational education, and the employment system will need assistance in certain aspects of its training activities and especially in the concurrent provision for the further education that should accompany training.

It was rather quickly agreed that general education, since it is a social and cultural benefit to the society, is a governmental responsibility and it should be provided for the entire population, at least this should be a goal of any national development plan. In a certain measure, general education could be considered a substitute for occupational training. The more education a person has (within limits), the more easily and quickly he can be trained to do a specific task. It was also recognized that the more rapidly technology changes, the more important it is to concentrate on teaching children how to learn so that they may more easily and quickly absorb necessary future training and retraining.
Our modern culture believes in the right of the individual to choose his work. It also believes in a high degree of specialization. Occupational choice affects both the individual and society. To be more practical, pupils should be provided with accurate and usable information about jobs, work-process, employment trends, opportunities, duties of workers, qualification of the workers, average income and status of the work. In 1958, Cotgrove⁴ pointed out that although the extension of education to all had not provided the disaster that some expected, neither has it led to the equality anticipated by others. As certificates and Diplomas are more and more the means of entry to the better paid, more secure, higher status jobs, education becomes increasingly important as a bases for occupational achievement and upward social mobility.

HISTORY OF VOCATIONAL EDUCATION IN INDIA:

The roots of vocational education in India can be traced back to the ancient Vedic culture. At that time there were several kinds of commercial federations in the country. Each of these federations practiced a separate trade. The training of the trade and its technological knowledge were transferred mainly from the father to the son. That is, fathers taught sons, mothers instructed daughters, and the elders of the tribe trained younger ones in arts and crafts. This kind of education also descended from the teacher to the pupil.

Vocational education of primitive man was largely a process of growing up among adults, and learning the things, which were necessary for the existence of individual and the group, first through play and imitation and later through the shared experiences. The process of educating youth for work was little different during the pastoral period of human race as compared to present society. But as community life developed and advantages of exchange of commodities became apparent, the work of individuals began to be specialized and the training for work became selective and more intensive. This increasing specialization of work developed apprenticeship as a system of vocational education.

Analyzing historically, one may discern three models of imparting vocational education or their variants. These are:

1. Acquiring vocational skills through apprenticeship where the father or an experienced teacher passes on occupation skills to the son or disciple; after the industrial revolution, this got structured in the form of on-the-job training.

2. Vocational education in separate schools or technical institutions imparting vocational instruction- mainly skills along with a little bit of theory. The schools that were opened based on this model were independent of and different from the secondary education system.

3. Vocational subjects are taught in secondary /high school side by side with general education.
4. The approach underlying this model stems from the philosophy that vocational education should concern itself with the broadest possible knowledge about occupations and not merely about training in specific and narrow skills associated with different occupations.

In India, the system of vocational education has been of the mixed type. Model (1) has been in operation through enactment of the Apprentices Act, 1961. The vocational and technical education system run by the Ministry of Labour and others primarily follows the model (2) Where as, the vocational education at the +2 stage is largely based on model (3). As a matter of fact, the vocational education has existed in India during ancient times, but its importance was felt only after the establishment of the East India Company. The company established many institutions for vocational education in order to fulfill the government’s demand for trained personnel to its factories and offices. The Christian missionaries also began to take interest in this regard. But real progress in this direction actually began after independence.

For the first time in India the attention of the government was drawn towards vocational education by 'Wood's dispatch' in 1854. After that various commissions and advisory bodies stressed the importance of vocational education. Amongst them 'Kothari commission' in 1964 suggested how this particular education can be imparted with science as its base.
Karnataka was one of the first states to start vocational education in 1977. The job-oriented courses as they are popularly called, were introduced in 13 Junior colleges in 3 districts with enrolment of 1275 students. In 1984 about 5375 students were getting training in 212 vocational courses in 134 Junior colleges. During 1987-88, 306 vocational courses were run in 196 Junior colleges with enrolment around 12,500. In 1991, with another 100 courses sanctioned with the central assistance, the total number of courses increased to 405, and the number of Junior colleges running vocational courses were increased to 235.

**JOB-ORIENTED PRE-UNIVERSITY DIPLOMA COURSES**

**INTRODUCED IN KARNATAKA STATE ARE:**

1. Electrical wiring and servicing of electrical appliances.
2. Building Constructing Technology.
3. Photography.
4. Dairying
5. Fisheries
8. Servicing Technology.
9. Clock and Watch Repair Technology.
11. Sericulture.
12. Co-operation.
13. Laboratory Technician.
14. X-ray Technician. (Radiologist Assistant)
15. Medical Record Technician.
16. Multi-purpose basic health workers (Male)
17. Psychiatric Assistant.
19. Accounting.
20. Coasting.
21. Optician and Refractionist
22. Pharmaceutics Operator.
23. Pharmaceutical Laboratory Assistant.
25. Auditing.

**VOCATIONAL COURSES SPECIALLY DESIGNED FOR WOMEN:**

Even though, women are eligible to join all those courses mentioned above, they are getting training in few particular vocational courses, which are suited to their temperament. For example —

1. Clothing and Embroidery
2. Pre-school education.

**VOCATIONAL EDUCATION:**

"You cannot remain even for a moment without working; the impulses of nature force you into activity, your body mechanism is ceaselessly working to maintain your life. Even god is eternally engaged in work; if he ceases to work, the universe will fall apart".

- Gita
Today education has become to be seen as the answer to many of society's most serious problems, from getting rid of poverty to maintaining our competitive advantage over other industrial nations in the global economy. Unfortunately, education is not making such problems disappear.

The aim of all education is developmental, cultural and vocational fulfillment. Work or vocation occupies an important place in the life of every individual. It gives him independence and security. The term "Vocational Education" is relatively new in the literature of education. It came in to prominence near the beginning of 20th century. This term however is simply a new name for such training, which is as old as civilization itself. Most educators, both general and vocational agree that vocational education is concerned with learning to work.

In modern society the scope for adjustment of human resources to the occupational world is increasing. The overwhelming majority of the people are engaged in a specific, relatively continuous activity in order to earn their livelihood and maintain a definite social status. This activity is called 'occupation' or 'work'. Although 'work' might include unpaid jobs and tasks done in the home, social scientists typically use an economic approach by considering only paid work. "Work is the set of activities associated with performing one's paid occupation". For society, work provides goods and services to be purchased: for individuals, work provides the money to
purchase those goods and services. Work can be producing or repairing a machine, creating a work of art, or providing services such as education, tax advice, or police protection.

Occupation is the position one holds or occupies, such as clerk, doctor, account executive, or garbage collector. In an organization, an individual's job title often reveals the occupation. Both the occupation and the environment in which a particular person holds that occupation define the actual work expected. Thus, work involves the actual activities that an individual carries out as a result of holding an occupation in a particular environment.

Vocational education is a part of the total education process. Like health education, Character education, it implies a particular goal and a content and methodology suitable to the goal. In the broadest sense vocational education is that part of education which makes an individual more employable in one group of occupations than in another. So any training, which contributes to employability or preparation for work is vocational education. Vocational education is a method of integrating education with work.

Vocational education may be differentiated from general education. General education focuses upon knowledge, skills and attitudes that are useful for successful living, without application to particular occupations. But vocational education deals with knowledge, skills and attitudes that fit an individual, wholly or in part, for a definite occupation or vocation.
According to B.D. Bhatia, vocational education is differentiated from general education. He opines that liberal education or general education advocates a curriculum, which includes a wide range of subjects as opposed to the study of one or two branches of learning. It implies a training that prepares individuals for every future occupation rather than a specific one. But vocational education, with its emphasis on practical works and arts 'can unlock the finer energies of the learner'. He further explains that vocational education liberalizes the mind by setting it free for greater and more creative activities. It awakens the constructive impulses and curiosity of the learner. According to Roy W. Roberts, "Vocational education is designed to make a person an efficient producer, and liberal education is designed to make a person an efficient consumer". Though there is difference between general education and vocational education, both are interdependent and are related. Both general and vocational educations have their own appropriate useful functions.

Vocational education and guidance means helping pupils to choose work in which they will be reasonably contented, and successful within the limits of their abilities. More ambitiously, it involves the idea of guidance towards a career, which will be completely absorbing, to a life that will be fulfilled by work-in short, a

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vocation. In both cases, vocational happiness requires that a person's interest, aptitudes and personality be suitable for his work. The need for vocational education for young people today is probably greater than it has ever been in the history of our country.

DEFINITIONS:

Science and Research Associates, Inc., in a report dealing with the assessment of goals of vocational education, reported: First, there is the problem of what is meant by the term 'Vocational Education'. In its broadest sense, it could mean education preparatory to the entering of all occupations, both professional and non-professional, and thus encompass the entire educational process. In its narrowest sense, it could assume the meaning given to the term today in educational literature and refer only to those very precise courses of study found in the most schools that prepare students for direct entry in to a definite group of skilled occupations.

In a broad sense all education, formal or informal, contributes to vocational competence. Vocational education is intended to mean any high school, junior college, or adult education program that deals specifically in an organized and systematic manner with the acquisition of skills, understandings, attitudes, and abilities that are necessary for entry into and successful progress within a specific occupation or job family.


The term 'Vocational Education' has been defined in different ways by various national and international agencies and also by different scholars. The following are some of the important definitions.

In a broad sense of the term, 'Vocational Education' refers to —
"The experiences that enable one to carry on successfully a socially useful occupation".8

The report of the commission on the Reorganization of secondary education (U.S.A.) states, "Vocational education should equip the individual to secure a livelihood for himself and those dependent on him to serve society well through his vocation, to maintain the right relationship toward his fellow workers and society, and as far as possible, to find in that vocation his own best development".

The commission further explains as follows:

"Vocational education should aim to develop an appreciation of the significance of the vocation to the community, and a clear conception of right relations between members of the chosen vocation, between different groups, between employer and employee and between producer and consumer.

According to Homer J Smith, "Vocational Education means getting people ready and keeping them ready for the types of service we need".9

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He further explains that the term 'Vocational education' has no limitations as to kind or levels of such needed services. Occupational education is good education, good sociology, good economics and good democracy.

In the dictionary of education, it is quoted that, "Vocational education is a programme of education organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers: includes such divisions as trade and industrial education, agricultural education, distributive education and home economics education".

In the dictionary of education it is further mentioned that vocational course mean, "A course consisting of practical work and instruction in some technical subjects, preparing the students for some competent service in a non-professional or semi-professional occupation (e.g. courses in welding, carpentry etc.); the term is ordinarily used to distinguish such courses from cultural courses (such as English literature and Music appreciation) and professional courses (such as Medicine, Teaching and Engineering)

Process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in the various sectors of economic and social life”.

Nearly a decade later, the report of National working group on vocationalization of education, ministry of education (1985), which undertook the extensive review of vocational education in the country and provided guidelines for the development of the programme in the present context stated that, “traditionally, vocational education has been understood as education designed to prepare skilled personnel at lower levels of qualification for one or more group of occupations, trades or jobs”

DIFFERENT COMMITTEES AND COMMISSIONS RECOMMENDED VOCATIONAL EDUCATION:

Different committees and commissions in favour of vocationalization of education have made several recommendations. Of such committees and commissions following are worth quoting:

The ‘Calcutta University Commission’ (1917) – while giving its comprehensive recommendations stated that the government should create new type of institutions called the intermediate colleges which would provide for instruction in Arts, Science, Medicine, Engineering, Teaching etc. The intermediate colleges must be regarded as fulfilling a double purpose. In the first place they must provide training to the students to qualify them for admission to the university, in different
faculties or in other institutions of higher or technological training. In the second place, they must provide training suitable for students, who after completing the courses will proceed directly into various occupations. As a result of the recommendations made by this commission, higher secondary schools were created in several parts of the country, mostly for the first objective neglecting the vocational aspect of the recommendation.

The Hartog Committee' (1929), and The Sapru Commission' (1934), set up by the United Provinces Interalia deliberated on vocational education. The Hartog Committee recommended diversified courses for diverting boys and girls to industrial and commercial careers at the end of middle stage. The Sapru Commission was of the opinion that vocational studies should commence after the secondary stage.

The Wood Abbott Commission' (1936), examined certain problems of education, specially the vocational problems and made recommendations. As a result of this report a network of polytechnics was created in the country. This commission also recommended that the nature of vocational education should be determined by prevailing circumstances in view of multifarious needs of the place. Abbott in his report observed that as a matter of fact general education is the counterpart of technical education. The technical education is, however, incomplete without the general education, and all the vocational subjects begin in general schools. Despite this similarity,
the aims and means of both the types of education differ considerably. Therefore there should be separate schools for them. The report also recommended the establishment of Advisory Council for vocational education in each province. This commission indicated the formation of Junior vocational schools after middle examination and senior vocational schools parallel to higher secondary or intermediate examination. This report, further, recommended the establishment of a single polytechnic school, where training in many vocations should be given.

'The Central Advisory Board of Education' (1944), in its plan of post-war educational development in India commonly known as 'Sargent Report' visualized high schools of two main types of the 'Academic' and the 'Technical'. The report also pointed out that there was an urgent need in India of what is called the part time system in respect of technical and vocational education.

'The Radha Krishnan Commission' (1948) felt that a large number of intermediate colleges should be opened to divert students to vocations at the end of class X or XII. The report went on to say – "The aim of these colleges would be to meet a variety of needs of our young men and women by giving a vocational bias to their courses by retaining at the same time their values in a system of general education as preparation for university courses".

"The Secondary Education Commission", also known as 'Mudaliar Commission' (1952) gave the similar opinion. This report
also recommended the diversification of the courses at the secondary stage. The off-shoot of this recommendation was the creation of multi-purpose schools. A multi-purpose school seeks to provide various types of courses for students with diverse aims, interest and ability.

Although the 'Radha Krishnan Commission' (1948) and 'The Secondary Education Commission' (1952) identified secondary education as a complete unit in itself capable of preparing students for a variety of vocational areas, not much was achieved in terms of concrete outcomes.

'The Education Commission' (1964-66), popularly known as 'Kothari Commission' made most comprehensive recommendations towards vocationalization of higher secondary education. This commission presented a blueprint for complete transformation of the educational system in the country. The recommendations of the Education Commission found due acceptance in the National Policy of Education Resolution of 1968. It particularly suggested the vocational courses to be "effectively terminal" and sufficiently diversified to cover a large number of vocations. Endorsing the policy resolution, the Central Advisory Board of Education entrusted the task of preparing curricula for such courses to the N.C.E.R.T. and asked N.C.E.R.T. to help state governments in implementing vocational education.

asserts that "Vocationalization is major transformation in education and it cannot be achieved without important structural and functional changes in the whole set-up". Recommendations in the document concerned many vital issues such as flexibility in courses, nature of courses, admission and streaming, choice of vocations, time allocation, teacher orientation etc.

The Union Minister of Education in his capacity as the president, NCERT, appointed a 'National Review Committee' popularly known as 'Adisheshaih Committee' to review the above NCERT document. This committee touched upon nearly all the recommendations of the preceding document and gave detailed recommendations for the introduction of vocational courses at the higher secondary stage. This report was published as 'Learning to Do' (1978).

The Ministry of Education, Government of India simultaneously constituted 'the working group on vocationalization of education', the report of which was finalized in November 1977. It presented details in regard to the scheme of implementation and financial implications while giving its own set of recommendations, which closely resembled to those of the 'Learning to Do' followed by NCERT document.

The National seminar on vocationalization of education (March 1979) in which various states and concerned officials from ministry of education and planning commission participated took stock of the situation.

The National seminar on 'Vocationalization of Education' (1981) took stock of developments, successes and failures. This seminar identified the points of strengths and weaknesses. A National Orientation workshop on vocationalization of education was conducted at the Regional college of Education, Mysore (November, 1983) for the states, which have 10+2 pattern of education but have not yet introduced vocationalization. The states of Bihar, U.P., Sikkim, Tripura, Kerala, Assam, Jammu and Kashmir and Orissa participated in the programme.

The Report of the working group on Secondary Education – Seventh five-year plan has made the following recommendations:

1) In view of the importance of linking education with productivity, a major impetus has to be given in the seventh and subsequent five-year plans to vocationalization of higher secondary education. The schools have therefore, to be encouraged to introduce vocational stream at +2 stage on a large scale. As far as possible, +2 stage should have vocational courses related to local needs.
2) Facilities for vocational education at the +2 stage should be suitably diversified to cover a large number of fields such as agriculture, industries, trade and commerce, medicine and public health, home-management, arts and crafts, secretarial training, entrepreneurial training etc.

3) In designing vocational courses, the schools should keep in mind the regional needs and local employment opportunities.

4) More courses, which have a relevance to rural needs, for example those dealing with agriculture and allied sectors should be introduced.

5) The vocationalized courses should not be terminal in the sense that a student is unable to go in for higher education; but at the same time, the vocationalization should be of adequate level to ensure that the skill obtained will be of meaningful help and use in one's career.

6) The vocationalization programme should be enlarged further in scope so as to include practical training and also to ensure that an adequate level of skills is imparted.

7) Minimum qualifications for recruitment to the services in the government and public sector undertakings should be so modified that, wherever possible preference is given to those completing the vocationalized stream.

8) On the lines of All India Board of Vocational Education, Boards of Vocational Education may be set up in each state to suggest programmes of vocationalization and coordination between the
various vocational/Professional interests such as trade and industry, government departments, public undertakings and other employing agencies.

MODELS OF VOCATIONAL EDUCATION:

Analyzing historically, one may discern three models of imparting vocational education or their variants. These are:

a) Acquiring vocational skills through apprenticeship where the father or an experienced teacher passes on occupation skills to the son or disciple; after the industrial revolution, this got structured in the form of on-the-job training.

b) Vocational education in separate schools or technical institutions imparting vocational instruction- mainly skills along with a little bit of theory. The schools that were opened based on this model were independent of and different from the secondary education system.

c) Vocational subjects are taught in secondary/ high schools side by side with general education. The approach underlying this model stems from the philosophy that vocational education should concern itself with the broadest possible knowledge about occupations and not merely about training in specific and narrow skills associated with different occupations.

In India the system of vocational education has been mixed type. Model (a) has been in operation through enactment of the
Apprentices Act, 1961. The vocational and technical education system run by the Ministry of Labour and others primarily follows the model (b) where as, the vocational education at the +2 stage is largely based on model (c). There are a variety of alternative avenues available to students in the field of vocational education. These include technician courses in polytechnics, craftsmen- training programme in Industrial Training Institutes (ITI); Para-medical courses in nursing, dental and pharmacy schools; other specific courses offered in forestry schools, veterinary and animal husbandry schools, commercial institutes, fishery schools, schools of fine arts etc.

THE NEED FOR VOCATIONAL EDUCATION IN INDIA:

The growth of vocational education in India is basically a Post-Independence phenomenon. Vocational courses at +2 stage have been designed to impart intensive knowledge and practical experience of specific vocations in order to develop desired competencies for entry in to various occupations in the world of work. However, preliminary initiations to work ethics, good work habits and creating a distinct work culture at the earlier stages have been considered crucial. Therefore, the concept of Work Experience in the form of socially useful and productive work in the pre-secondary classes, rightly emphasized by the Education Commission Report (1964-66) and NPE 1986, is of basic significance in this context.

In spite of more than four decades of independence and recommendations of high-powered commissions consisting of eminent
educationists, our system of education has remained largely bookish and literary. Our educational institutions emphasize the academic aspect of education in a large measure, by neglecting those aspects of education that are relevant to life and its problems. The basic objective of education is two-dimensional in nature and significance. In the first place education must enable the individual to develop the ability and the skill to earn so as to enable him to lead a life with a reasonable standard of living. The second objective is that education must enable him to develop his creative faculties to the utmost, so that intellectually, morally, physically, mentally, and spiritually he is in a position to enrich his personality.

Technical and vocational education is going through a period of intensive change and re-orientation. A multiplicity of natural models, forms and structures has emerged in an effort to cope with the rapid technological advances and the changing needs of the labour market. (UNESCO 1993).

Technological advancement and maintenance of a high level of economic growth demands the manpower equipped with high degree of skills in widely diversified areas. This cannot be met by the present system of general education. Rapid strides in the sphere of technology and maintenance of a high pace of economic growth require a qualitative transformation in the work force towards a manpower equipped with a high degree of skills in widely diversified vocational streams.
Whereas a trend towards more widespread vocational education is common to a good many countries. Vocational education has followed different paths of development depending upon each country's environmental and historical factors. Considerable re-thinking has been going on in almost all the countries to either redesign or evolve the most appropriate type of vocational education suited to contemporary economic and technological changes. It is being increasingly recognized that the scope and variety of vocational courses should be further extended to cover much larger and varied target groups than at present; besides the courses content offered should neither be too specialized nor too narrowly conceived. These have led to the growing realization that vocational education programmes should not be treated independently of the general education system; rather, these should be closely allied to it.

Different people in a society may have different aptitudes, abilities and preferences. Some people may have aptitude for humanities, others for languages, some for science and technology, while others may have talent for fine arts, music or handi-crafts. This only means that different kinds of abilities must be used to serve the best interests of the society. It is in such a context that the need for a planned and systematic strategy for the vocationalization of our education must be given highest priority. The various commissions on education have brought out the need for a progressive changeover to a system of vocational education at the secondary school and
university levels to cater to the needs of rapid modernization and industrialization.

Education can become a powerful engine of socio-economic and political development if it is intimately linked with long-term aspirations of the people in society. The need to increase productivity in agriculture and industry clearly show the content and quality of education must emphasize modern thoughts and practices.

Vast millions of our population is unemployed and underemployed, with the result that our per capita income is meager and our standard of life is among the lowest in the world. The only remedy for this is that education must be re-oriented towards increasing productivity through the philosophy of vocational education. A draft report of the planning commission reveals that in our country Arts, commerce and Science graduates account for majority of unemployed graduates. So there is the necessity of vocational education to reduce the percentage of unemployed graduates.

Any educational system that incorporates the principles of vocational education certainly enriches the quality of human life. Vocation-centered education creates a link with real life by helping the students to become more intelligent and more knowledgeable. A comprehensive scheme of vocational education in our educational institutions will enable the students to identify their learning experience with the welfare of the community at large. Vocational
education is also necessary to bring about a corresponding identity between mental ability and physical activity. The concept of vocational education enables the students to acquire practical training through a need based curricula. Vocationalization involves a radical change in the attitudes, interests, aptitudes, skill and values of students.

The present system of classroom teaching hinders the development of proper work attitudes and concentration among students. Therefore, there is the need of vocational education, which helps the students to acquire skills, scientific and technological knowledge of industrial process. Our educational institutions should incorporate vocational education intensively and extensively in the curricula. This is helpful for the students to engage in creative or productive work, which is important for the progress and enrichment of a society. Acquisition of skills through vocational education is possible through self-reliance and co-operation, correct techniques, adequate motivation, advance planning and recognition of individual differences.

In the context of rapid industrialization and economic development it is felt that the general education system is not adequate to meet the growing demands of the diversifying economy. It is generally felt that the varied needs of the growing economy can be met effectively through diversified vocational courses at the higher secondary stage. For the socio-economic development of the country, it is necessary to establish and develop more and more industries,
which can be achieved through a programme of vocational training in educational institutions. For the perspective of our economic development such courses as Business Management, Office Administration, Marketing, Banking Practices and Journalism, Statistical Methods and Stenography should be introduced everywhere without any delay.

**IMPORTANCE OF VOCATIONAL EDUCATION:**

Education, which prepares the individual for a particular profession save him from aimless life. Absence of vocation will encourage a tendency to depend upon others like parasites. Thus vocational education here scores over general education, which leads to a particular occupation or vocation.

Better standard of living can be achieved by an increase in productivity. Constant persistence and efficiency are required to increase productivity. This in itself can be achieved by vocational or occupational education. The manpower in India is great, but it has not been utilized in creative and productive activity. Education based on agriculture and handy crafts is necessary for rural development in India. In vocational education stream more importance will be given to the ‘Skill and Production Orientation’ rather than the ‘Examination Orientation’ in the implementation of the courses to improve the employability and self-employment.

Vocational education, when conceived as a dynamic concept can modernize traditional practices, by the application of the latest
scientific and the technological knowledge. Vocational education also develops the value of dignity of labour in individuals through a positive mental attitude towards all kinds of work. Our traditional values are such that manual or physical work is looked upon as something degrading or undignified. This harmful attitude may undermine the foundations of our democracy, which lays emphasis on such values as equality, brotherhood and freedom. The attitude of our educated younger generation towards physical or manual work must undergo a sea change. And fortunately in present days this attitude is dying out and it is being realized that even manual work requires specific training as much as any white collar jobs.

Woods dispatch in 1854 highlighted the importance of vocational education. After that various commissions and advisory bodies stressed the importance of vocational education. Amongst them Kothari commission in 1964, suggested how this particular education can be imparted with science as its base. Karnataka government decided to impart this particular education in 1974. Thus the scheme of vocational education at the 10+2 stage was finally started in Karnataka as a centrally sponsored scheme in the year 1977-78. Vocational education is important for rural growth and healthy social surroundings. Today we need an education, which will make a man perfect in his profession.

Vocationalization of education and vocational training through special institutions are also considered essential to provide manpower
for economic growth, particularly for the maintenance of the infrastructure and for production technologies. In many ways vocational dimension of education provides the link between the production function, employment and educational process. IN the process of imparting vocational skills, the school system has to be integrated with its immediate environment and the community in which it is located.

Vocational education constitutes an important aspect of life long continuing education and general education. Such an education contributes immensely towards speedy democratization through socio-economic and political equality. Vocational education must constitute major weapon for bringing about higher standards of living for the people. Vocational education enables many persons to receive 'refresher' training through which their skills can be replenished and improved for the national effort. It makes possible for hundreds of thousands of others to get instruction that is supplemental to their daily employment. Thus, vocational education enables the individuals to render better service than would otherwise be possible.

Vocational education pre-eminently stands for efficient work. That is efficient work is the central objective of vocational education. Through vocational education both human and natural resources are conserved. With the help of vocational education man power and machine power are made to serve essential purposes without waste of time, energy and material. Vocational education is needed so that individuals may have suitable preparations for work in industry, on
the farm, in the office; at home or wherever else they can be of greatest value to the society.

Probably the most severe problem every country is facing, is that of poverty. That is why the congress party has brought up the slogan of 'Garibi Hatao'. But unfortunately poverty cannot be removed merely by shouting slogans. For this, comprehensive development in industry and agriculture must take place and this is possible only when vocational and technical education is given as much importance as general education.

As far as possible the government should establish a large number of institutions for vocational and technical training. So that at least some of the educated people may not have to search for jobs. Parents specially favour vocational education because they feel that the money, which they spend on their children's education, will lead to a capacity to earn. Thus in developing countries like India, vocational education is receiving as much importance as general education. Vocational education helps to develop the manpower resources of the nation, channelise them to meet the requirements of the labour market, reduce labour turn over and unemployment and increase national productivity.

Another fact, that the researchers in this field should take cognizance of, is that the vocational world is undergoing rapid and profound changes. The factors behind these changes are varied. Some of the factors of significance in the present context are:
a) The economy becoming global and competitive.
b) The changing profile of the learner.
c) Technology becoming all-pervasive.
d) Changing expectation of employers.
e) Expansion in the service sector.
f) Harnessing of renewable and non-conventional sources of energy.

These change factors obviously have far reaching educational implications while preparing the youth for tomorrow's work force.

AIMS OR PURPOSES OF VOCATIONAL EDUCATION:

The main purposes or objectives of vocational education are as follows:

1. To fulfill the national goals of Rural Development and the removal of unemployment and destitution.

2. To impart education relevant to productivity and National development.

3. To train up middle level power for growing sectors of economy.

4. To train persons for those middle level jobs which may be anticipated in industry and in the service sector.

5. To train persons for self-employment in agriculture, small industries, service such as repairing etc.

6. To enhance individual employability.
7. To offer vocational courses which are neither too narrow nor too specialized.
8. To reduce mis-match between the demand and supply of skilled manpower.
9. To establish close link between education and employment.
10. To raise the standard of living of individuals and socio-economic development of the country.
11. To enlarge the intellectual horizons of individuals by enabling them to reach higher levels of attainments through self-learning and self-realization.
12. To reduce a mad rush to general education.
Thus, the central objective of vocational education is to train each person to perform useful work efficiently.
Apart from the above objectives of vocational education, there are three basic objectives in any public school vocational curriculum mentioned by Evans and Herr. They are:
1) Meeting society's needs for workers.
2) Increasing the options available to each student.
3) Serving as a motivating force to enhance all types of learning.
It is obvious from all these objectives that vocational education is intended to be both terminal and transitional course. It is terminal in the sense that those students who successfully complete the

course and prefer to seek gainful employment may take up suitable jobs or get self-employed. Others who prefer to go in for higher education may continue general education.

PRESENT SITUATION OF VOCATIONAL EDUCATION:

The growth of vocational education as a part of nation-wide uniform pattern began with the adoption of the 10+2 pattern. In 1976, the National Council of Educational Research and Training (NCERT) document “Higher Secondary Education and its Vocationalization” was presented to the country setting out a model conceptual framework for implementation. Since then it has been implemented in 10 states and 5 union territories. A number of other states are like to introduce vocationalization in the academic year 1986-87.

The NPE (National Policy of Education) 1986 advocated a systematic, well-planned programme of vocational education, which would be a distinct stream, intended to prepare students for identified occupations. It envisaged that vocational courses would ordinarily be provided at +2 stage but flexibility was provided to start vocational education after class VIII. The NPE set a target to cover 10% of higher secondary students under vocational courses by 1990 and 25% by 1995. This target has been achieved. A Substantially funded centrally sponsored scheme for vocationalization of secondary education was started with effect from February 1988. The scheme was taken for implementation in all states and Union territories excepting few. At
the end of 1991-92, 12,543 vocational courses were approved in 4,400 institutions, thereby creating facilities for diversion of about 6.27 lakh students at the +2 stage. This accounts for 9.3% of students enrolled at the +2 stage. Although quantitatively the implementation of the vocational education scheme at the +2 stage has been fairly substantial, in qualitative terms there remains much to be done. Vocationalization of education is identified as a priority area in Eighth Five-year plan.

The Revised Policy Formulations retain the policy framework laid by the NPE, 1986 but for two modifications. First, the target for coverage under vocational courses has been revised-ten percent of the higher secondary students by 1995 and 25 percent by 2000. Secondly, they envisage children at the higher secondary level being imparted generic vocational courses which cut across several occupational fields and which are not occupation specific, thereby adopting an important recommendation of NPERC.

Being aware of the importance and need for diversification of secondary education- its vocationalization, the Ministry of Human Resource development, Government of India and NCERT have initiated many actions and made many proposals. Evaluation studies of vocational programmes in most of the states were conducted to provide the findings to the states for improving implementation.
MANAGEMENT OF VOCATIONAL EDUCATION:

Management is critical to the implementation of a complex programme of vocationalization of education. The following management structure was envisaged under the centrally sponsored scheme of vocationalization:

1) National Level:
   a) A Joint Council of Vocational Education (JCVE) under the chairmanship of Union Education Minister for the planning and coordination of vocational programmes; to provide guidelines for development of vocational programmes at all levels, and to evolve schemes for involvement of public and private sector industry in vocational education.
   b) The Bureau of vocational education in the Department of Education, Ministry of Human Resource Development, would provide secretariat support to JCVE and oversee the implementation of the programmes.
   c) The NCERT through its department of Vocational Education would function as the apex level Research and development (R&D) institution giving academic support in the planning and implementation of vocational programmes.

2) Regional Level:
   a) Boards of Apprenticeship Training would be augmented to cater to the training needs of vocational students after they complete the vocational courses at the +2 stage.
b) The Regional Colleges of Education (RCE) under NCERT would function as regional vocational teacher training institutions in addition to performing R&D functions.

3. **State Level:**

a) The State Council of Vocational Education (SCVE) should be set up as a counterpart of the JCVE.

b) The Directorate of Education in the states/Union Territories should provide the administrative leadership to the vocational education programmes.

c) In the SCERTs (State Council for Education Research and Training) a separate wing would be established to provide R&D support to the programme at the state level.

4. **District Level:**

A District Vocational Education Committee would be constituted to promote the programme and maintain linkages with the Directorate of Education and other related institutions as well as backward and forward linkages with the community.

5. **School Level:**

A senior staff member will be in charge of the management and actual implementation of the vocational courses. He will also build up contacts and linkages with the community.

As envisaged by the scheme, the JCVE and its standing committee were established at the national level. In view of the
magnitude and complexity of the programme and the number of areas requiring close attention it has been decided to set up a Central Institute of Vocational Education (CIVE) under the umbrella of the NCERT, but with considerable functional autonomy. The institute will be the apex R & D institution in the field of vocational education.

However, at the state level, out of the 24 states and 4 union territories, only 15 states and 2 union territories have set up offices at the Directorate level; only 8 states and one union territory have set up organizations at the SCERT level and only 6 states have set up district level organizations for this programme. Many of these states, which have set up offices, have not filled the full contingent posts required. Only 11 states have established the SCVEs or similar body as the counter part of the JCVE at the state level.

State Departments of Vocational Education will give directives and guidelines to vocational institutions to develop linkages between schools, employers and voluntary organizations in the community, to facilitate successful implementation of vocational programmes ensuring optimum resource utilization as well as effectiveness. State Department of Vocational Education will prepare the scheme for the same.

Programmes at 10+2 level will be formulated by SCERTs/SIVEs in the light of guidelines laid down by NCERT. The SCVEs shall facilitate the introduction of these programmes on the basis of result of area vocational surveys in selected schools in a
phased manner keeping in view the national targets. To provide more opportunities to students for 10+2 vocational courses in engineering and technology, hundred more vocational institutions shall be established.

SUBSTANCE OF VOCATIONAL EDUCATION:

In India the present facilities for vocational education are largely formulated on the basis of the experience of industrialized countries. Facilities for vocational education often go-hand-in-hand with the establishment and development of the industrial sector. In India, the mushroom growth of vocational educational institutions is a clear indication that the policy makers in the government believe eagerly or fervently in the dictum of rapid industrialization for socio-economic advancement. Social efficiency and economic progress can be maximized through a programme of vocational education in educational institutions. The process of vocational education helps the individuals to choose their occupations, to prepare themselves for entrance into it and make progress in it.

It is our considered view that vocationalization of education is not systematically and sincerely planned and implemented; with the result definite progress in the desired direction is very slow. However, it must be noted that the enrolment in these vocational courses is less than 10% of the total enrolment, which is probably the lowest in the world. In India we are not giving any serious consideration to the
establishment of a linkage between education and productivity through vocationalization of education. Therefore we are facing the problem of educated unemployment, which leads to frustration among younger generation. The only way out for this is to provide new avenues for appropriate and useful vocational education for youth. The shift away from the single-track education, to double track or multi-track vocational education is a step in the right direction, which is to achieve national development. A realistic balance has to be struck between job-orientation, work-experience and production of skills and attitudes that enables individuals to go in for self-employment rather than merely being on look-out for job.

VOCATIONALIZATION OF SECONDARY EDUCATION AT +2 LEVEL:

A. Schematic pattern and coverage:

As already mentioned, the scheme of vocationalization of secondary education at +2 level was started in 1987-88 and taken up for implementation in 24 States and 4 Union Territories. The NCERT undertook a quick appraisal of the implementation of the programme in seven states in 1990. The Department of Education collected data on implementation of the programme. A computerized Management Information System (MIS) has been developed so that necessary information on different aspects of the programme implementation is available at different levels from the district to the central government. The MIS became operational from July 1992-93.
A determined effort will be made to introduce the programme in remaining Union Territories. The Main emphasis during the 8th plan was consolidation and quality improvement of the existing programme.

B. Revision of the scheme:

In the light of the feedback received from the states and the experience gained in implementation, certain aspects in the scheme are being revised. These include the financial outlays for equipment, construction of work sheds, vocational surveys, raw materials and field visits. Assistance to vocational organizations would be separate scheme hereafter.

C. Essentials for a successful vocational programme:

There are certain essential factors for successful vocational programme. Those are:

1) The credibility of the programme should be established. This would depend on its quality, relevance and acceptability.

2) Education—Employment linkages should be firmly established.

3) Adequate infrastructure—Physical and academic be provided.

4) Assured supply of funds over an extended period of 5 to 10 years

5) Training programme for teachers—both pre-service and in-service.

6) Training of teacher trainers.
7) Effective management structures at all levels—at the center and in the states/union territories and reasonable tenure for their functionaries.

8) Equivalence among the vocational, technical and academic courses.

9) Curriculum development in consultation with employers.

10) Enlisting community involvement and participation of commercial establishments and industrial houses.

11) Need for active cooperation of other Government Departments with the Department of Education at the central and state level.

D. Apprenticeship Training:

It has been consistently felt that students of the vocational courses at +2 level should be provided facilities for apprenticeship training for promoting vocational education. The training would strengthen the skills of the vocational students by placing them in real work situation in industries/ farms where by establishing their worthiness in the area of vocational training obtained. In 1986, the Apprenticeship Act administered by the Ministry of Labour was amended to provide training to vocational students of +2 level. Efforts should be made to cover more vocational courses under the Apprenticeship Act. To derive maximum benefit from training facilities under the Apprenticeship scheme, the states and Union Territories should, as far as possible, adopt the nomenclature of the vocational courses approved under the act.
E. **Teacher Training:**

It is the teacher who interprets and implements the educational policy in actual class room situation and as such is the most crucial input. Presently, pre-service training for vocational teachers is practically non-existent; in-service training is not adequate and competent. Vocational teachers are often not available in desired number. Teacher training, therefore, requires priority attention.

F. **Curriculum:**

The national vocational education curriculum for the +2 stage has been adopted by most states and Union territories which have launched the vocational programme so far, and few are yet to fully switch over from the original state pattern to the national design.

The nationally recommended curriculum design consists of the following components.

1) **Language(s)**

2) **General Foundation Course** (Including Environment Education, Rural Development and Entrepreneurship Development)

3) **Vocational Theory and Practice** (Including on-the-job training).

It is essential that knowledge and skills acquired have relevance to self and wage employment, and should be based on an assessment of the market opportunities and potentialities.
The communication skills, entrepreneurial skills, perception of environment and suitable development should find suitable weight-age. On the job training as an integral component of vocational curriculum is necessary for developing skill competencies.

G. Vocational Education at Tertiary Level:

One of the factors responsible for the slow progress of vocationalization of secondary education is the lack of opportunities for the vocational stream graduates for their professional growth and career advancement.

Vertical mobility can be provided for the +2 stage vocational students through specially designed diploma courses, general degree courses and professional degree courses.

H. Measures Facilitating Employment:

Following steps are to be taken to facilitate employment opportunities to vocational graduates:

1. Equivalence of certificates
2. Modification of Recruitment rules
3. Vocational guidance
4. Linkages with Government Departments and Industrial houses
5. Self-Employment.
I. Research:

The NCERT through the CIVE would function as the apex level R&D institution. At the state level, the SCERTs are required to provide R&D support to the programme. It is necessary that research activities should be an important activity of these organizations at the national and state levels.

PROBLEMS IN THE FIELD OF VOCATIONAL EDUCATION:

Vocationalization has not made much headway partly because of cultural prejudices towards skill-oriented education. Insistence on some children going to vocational stream may create resentment among the presents even if the children are to enter that stream on the basis of their aptitudes. Some of the major problems of implementation of vocationalization programme arise for the paucity of trained teachers for carrying out this programme.

The most crucial element of a programme of vocational education is the question of sufficient financial resources. A common feature to note is that the salaries of the teachers of technical institutions are inadequate. Therefore the competent and qualified teachers are not attracted. Inadequate and inappropriate budgets, wrong or deviant purchasing procedures, lack of coordination between various services dealing with technical education have been mentioned here to highlight the significance of the structural problems.
The most frequent criticism advanced against the present system of vocational education institutions is that the curricula is antiquated and far removed from the pressing realities of the modern society. The most effective method for a successful scheme of vocational education is to involve industrialists and businessmen in the task of imparting practical or vocational training to individuals.

In India the operational aspect of vocational education has a number of shortcomings. Our system of examination places a premium on memory, rather than on the acquisition and assimilation, adequate knowledge and useful work experience. There are other related inadequacies like shoddy equipment, lack of space and meager financial resources. In addition to this, properly trained teachers in craft, agriculture etc. may not be available. This problem is further compounded by inadequate experience of the teachers and administrators, resulting in faculty planning of programmes, lack of involvement of students in these programmes and the over all inability to evaluate the results of programmes of vocational education.

The basic requirement to remove these inadequacies is to device a sound syllabus of vocational education. Such a syllabus must include all the important aspects of human activities. Frequent seminars, refresher courses and workshops to be conducted for students, teachers and educational administrators, so that they can evaluate the theory and practice of vocational education on a continuing basis.
In the context of India where nearly 80 percent of the population lives in rural areas, vocational education for the rural masses becomes an imperative necessity. Vocational training is also necessary for persons those engaged in agricultural industry. It must be stressed that vocational training must be planned to cater to different levels and sections of the society and the degree must be de-linked from service requirements.

Though several efforts have been made to popularize vocational education, educational institutions have not picked it up, because of –

1) Absence of well coordinated management system
2) Unemployability of vocational pass-outs
3) Mis-match between demand and supply of the skilled manpower
4) Reluctance in accepting the concept by the society
5) Absence of proper provisions for professional growth
6) Absence of proper provisions of career advancement for vocational pass-outs.

Hence, renewed efforts have to be made to accelerate the scheme of vocational education. For this the following steps need to be taken:
1) The state governments/Union Territories should set up adequate management structures at all levels as envisaged under the centrally sponsored scheme.

2) Personnel managing the management structure should be well trained and encouraged to establish linkages with concerned agencies in the government, voluntary organizations and individuals with specialized training. They should also remain in position for tenure of at least three years so as to give continuity to the programme.

3) While giving financial assistance preference will be given to States/Union Territories, which have set up adequate management structure.

4) The JCVE and SCVE should meet regularly in order to provide the required guidance and co-ordination at the national and state levels respectively.

5) The CIVE should be made functionally effective as early as possible.

6) If vocationalization is to be pursued vigorously, one of the first requirements will be the provision of an adequate number of teachers.

**PHILOSOPHY OF VOCATIONAL EDUCATION:**

The philosophies of vocationalization of education in the national context are presented below. These constitute the guiding
principles and beliefs, which provide the basis for setting the departmental goals and actions.

1) Vocational orientation must be offered in the school at all stages in the form of work experience but must lead to the development of employability amongst the students opting for vocational preparation. Diversification of educational tracks is called for to meet a variety of interests and aptitudes of the youth.

2) Vocational education is an integral component of the educational system to develop individual's vocational and related academic needs.

3) Vocational education has to be offered as an organized programme of instruction both, formal and non-formal, to all those who opt for it regardless of age, sex, economic status, caste or religion but there must be a premium in respect of girls, handicapped and economically weaker sections of the society.

4) Vocationalization of education must meet the needs and aspirations of the individuals as well as those of the society and the two are viewed as being complementary to each other.

5) Vocational education is a major contributor to the socio-economic enhancement of individual and the community and is vital to country's development.
6) Vocationalization of education must be planned and implemented through cooperative participation of the government, non-governmental organizations, civic bodies, legislators, business and industrial sector and the general citizens.

7) The higher secondary vocational education programmes should be large enough to show an impact on national productivity through enhanced individual and corporate productive. In terms of its magnitude it should eventually be equal to the academic stream of the higher secondary stage.

8) The development of a sound system of management and the cadre of vocational education personnel including teachers is a necessary precondition to success of the programme.

9) Vocational education is viewed as a path for future professional as well as educational advancement.

OBJECTIVES OF THE STUDY:

The main objectives of the present study are as follows:

1) To know the role of vocational education in removal of unemployment and destitution.

2) To analyze the differential vocational education ratio (men—women)

3) To know how vocational education helps to prevent mad rush to general education in colleges and universities.

4) To highlight on the value of vocational education among women.
5) To know the various facilities available to women in the field of vocational education.

6) To know the placement of vocationally trained women.

7) To know the reasons for dropping out of women from vocational stream.

8) To know the attitude of girls towards vocational education.

9) To create awareness about vocational education and self-employment among girls.

10) To make them understand about entrepreneurship and the facilities and problems in entrepreneurship.

So girl students from different Job Oriented colleges in Dharwad district were interviewed to collect information. I found that it was not difficult to establish rapport with the girls. When I approached the girls of Job-Oriented colleges with interview schedule and explained to them the nature of my research, most of them willingly agreed to spend some of their time to answer the questions in the interview schedule. And even principals of all Job-Oriented colleges and the teachers co-operated with me very much.

**METHODOLOGY OF THE STUDY:**

The present study is an attempt to explain the importance of vocational education for women and also to know the attitudes of women towards vocational education and their aim and aspirations. The required data is obtained through the interview method with the help of a structured interview schedule.
Selection of the field:

Since, the present study is related to women vocational education, two years Job-Oriented colleges of Dharwad district were selected. There are 13 Job-Oriented colleges in Dharwad district. Those are:

1) Government Pre-University college, Gopanakoppa
2) Government Pre-university college, Hebasur
3) Vidyaranya Pre-University college, Dharwad
4) Basel Mission Pre-University college, Dharwad
5) Anjuman Pre-University college, Dharwad
6) The New English Pre-University college, Alnavar
7) S.S.K. Pre-University college, Hubli
8) Vishwabharati Pre-University college, Hubli
9) Madina Pre-University college, Dharwad
10) J.S.S. college, Dharwad
11) Shankar college, Navalagund
12) G.N.W. Pre-University college, Kalaghatgi
13) Harabhatta Composite Junior college, Kundgol

Out of these colleges, girl students are enrolled only in 11 colleges. In The New English Pre-University College, Alnavar and S.S.K. pre-University College, Hubli girl students are not enrolled.
In this way the Job-Oriented colleges in which girls are enrolled were selected for the study. The list of Job- Oriented colleges was obtained from the office of The Deputy Director of Public Instruction (Vocational Education). Girls are enrolled only in 6 vocational courses. The vocational courses in which girls are enrolled are:

1) Commercial Garment Designing and Making
2) Textile Designing
3) Computer Techniques
4) Pre-School Education
5) City and Land Survey
6) Dairy Farming

Sources of data collection:

The main respondents of the present study are the girl students of Job-Oriented colleges and the principals of those colleges. The researcher has adopted simple random technique for selecting respondents as the basis for the research study and thus maintains objectivity.

The main sources of data collection of the present study are two. They are:

1) Primary Sources, and
2) Secondary Sources
1) **Primary Sources:**

The researcher through the fieldwork collected the data from the primary source. In order to collect information, the structured, closed ended questionnaire interview schedule was administered to the respondents in the sample to elicit data for analysis in order to arrive at objective conclusions. The researcher has also collected information by talking orally to the respondents. This helped the researcher at the time of analysis of data and to put the conclusions drawn in an appropriate manner.

**The Interview Method:**

In the sociological investigations, the interview method is accepted as a reliable field technique for the collection of primary data. In the present study, essential primary source information was collected through this method. With the help of interview schedule the researcher personally approached the respondents and collected the information. The interviews were conducted in their colleges. The normal duration of an interview was about 40 to 50 minutes. The interview schedule was prepared in both Kannada and English languages. The researcher followed a free conversation in the regional language in order to elicit relevant answers to the questions. All the respondents were fully co-operative and they took interest in answering the questions, as questions were regarding their
The present study is confined to the study of girl students enrolled in two years Job-Oriented colleges. I have surveyed 11 colleges in Dharwad district, in which totally 520 girls were enrolled in various vocational courses. By giving equal importance to all vocational courses, I decided to select 50% of the total number of girl students enrolled in various vocational courses as our sample units. So I have selected 260 girl students as our sample units, with the help of 'Tippets Random Number Table'. The details of the sample so draw are given in table below:
Table: 1

Distribution of total number of girls enrolled and sample drawn

<table>
<thead>
<tr>
<th>Sl.</th>
<th>Name of the college</th>
<th>Total No. of Girls</th>
<th>Sample Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I Year</td>
<td>II Year</td>
</tr>
<tr>
<td>1.</td>
<td>Govt.P.U.College, Gopanakoppa.</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>2.</td>
<td>Govt.P.U.College, Hebasur.</td>
<td>02</td>
<td>-----</td>
</tr>
<tr>
<td>3.</td>
<td>Vidyaranya P.U. College, DWD.</td>
<td>11</td>
<td>07</td>
</tr>
<tr>
<td>5.</td>
<td>Anjuman P.U. College, DWD.</td>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td>6.</td>
<td>Vishwabharati P.U. College, Hubli.</td>
<td>37</td>
<td>33</td>
</tr>
<tr>
<td>7.</td>
<td>Madina P.U. College, DWD. J.S.S. College, DWD.</td>
<td>32</td>
<td>01</td>
</tr>
<tr>
<td>8.</td>
<td>Shankar P.U. College, Navalgun.</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>9.</td>
<td>G.N.W.P.U. College, Kalaghatgi.</td>
<td>28</td>
<td>22</td>
</tr>
<tr>
<td>10.</td>
<td>Harabhatta P.U. College, Kundagol.</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>40</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>308</td>
<td>212</td>
</tr>
<tr>
<td></td>
<td></td>
<td>520</td>
<td></td>
</tr>
</tbody>
</table>

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### Table-2:
**Total number of girls enrolled in different Vocational Courses and Sample Drawn**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of the Vocational Course</th>
<th>Total No. Of Girls</th>
<th>Sample Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Commercial Garment Designing and Making</td>
<td>422</td>
<td>211</td>
</tr>
<tr>
<td>02</td>
<td>Textile Designing</td>
<td>18</td>
<td>09</td>
</tr>
<tr>
<td>03</td>
<td>Computer Techniques</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>04</td>
<td>Pre-School Education</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>05</td>
<td>City and land Survey</td>
<td>02</td>
<td>01</td>
</tr>
<tr>
<td>06</td>
<td>Dairy Farming</td>
<td>02</td>
<td>01</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>520</strong></td>
<td><strong>260</strong></td>
</tr>
</tbody>
</table>

#### 2) Secondary Sources:

Secondary data was collected from libraries and statistical departments. It was collected from District Gazetteer, journals, books, and other reports to throw more light on the subject under the study.

**Editing, Classification and Tabulation:**

The data so collected with the help of interview schedules were carefully scrutinized. Since myself had filled in the schedules, the errors were negligible and minor. Wherever such errors were detected, I took all the care and made every attempt to correct them.
The classification, that is, the process of arranging things in groups and classes was next step in the course of tabulating the data. As the interview schedule was so structured that most of the answers could be easily classified. Further the data have been classified on the basis of age, religion and caste, marital status, educational qualification and the vocational courses offered by the respondents.

During the course of tabulation all the efforts have been made to present data systematically and scientifically, so that problem under study could be adequately elucidated. The data thus collected have been tabulated with the help of statistical techniques and the results are presented in a tabular form in suitable chapters. The major statistical technique, which has been used, is simple percentage method.

CHAPTER SCHEME:

The study has been divided into seven chapters followed by Bibliography.

The introductory chapter deals with the meaning of education, importance of education, history of education in India, meaning of vocational education, history of vocational education, recommendations of different commissions on vocational education, need for vocational education, importance of vocational education in India, aims and objectives of vocational education,
vocational education for women, various problems in the field of vocational education, programmes of vocational education at 10+2 level etc. And also the objectives and methodology of the study.

The second chapter describes the profile of Dharwad district.

The third chapter is concerned with the socio-economic background of the respondents.

The fourth chapter outlines the importance of education for women. This chapter includes the role of education in the life of women in India.

The fifth chapter deals with the importance of vocational education for women. In this chapter an attempt has been made to know how far vocational education has been useful for women to lead successful life.

The sixth chapter deals with women and entrepreneurship.

The last chapter, that is, the seventh chapter deals with the summary, conclusion and suggestions followed by Bibliography.