

CHAPTER I

SIGNIFICANCE OF THE STUDY

Education is a process of instruction and learning which prepares a person to function in a wide range of occupational and general living situations. It includes skills, knowledge and personality development, which are needed for an occupational and also in social life.

Educationists, philosophers and thinkers have defined education differently, even though all of them emphasize on three functions of education, which are :-

1. It should help in earning a livelihood;
2. It should build character;
3. It should make good citizens.

Man is a social being and so he is to lead his life in a civilized manner and for that he has to earn his livelihood through some civilian occupation, which is, as such, necessary for his existence. Education helps a person to find a proper occupation and to run it. But this is not the only aim of education because the mere existence is not the only requirement of a social being who possesses mind, emotions, morals, intellectual powers. Growth of these aspects of life is as important as earning bread to a human being and so, Education is to cater for it as well. As stated by J. Limaye "In fact individual and society are complimentary rather than at odds with each other. The uniqueness of individuality is an asset rather than a liability."

Formerly, in India, two types of Education were Prevalent :-
One was Occupational which was provided to the person in his family, mostly by father to his son. The other consisted of the study of Shastras and Vedas in Schools, Ashrams under some teacher or teachers. The later type of education was considered as higher type of education and was, in olden times, a privilege of a limited section of society which was considered as more respected section of the society.

However, with the passage of time, Social life became more developed, mixed and complicated and the man's social concept changed. Necessity arose for a child from so called lower section to learn about his duties and rights as a member of society as a whole. As a result social education, along with the Character building education (through the study of Shastras & Other religious books) became a part of School curriculum.

Vocational Education, even then, remained confined to domestic training and thus it was much neglected. But with new scientific discoveries domestic training from father to son no longer remained sufficient. Need was felt for specialized training in the trade through some technically advanced training centers .

Western countries started schools/training centres for advanced technical education before others and they therefore, developed at a faster rate. In India, however, Education remained

limited to the study of classical literature and fine arts for a long time, and therefore India did not advance industrially. It was, after Independence that our National Leaders, particularly Late Pandit Jawahar Lal Nehru felt the necessity of making India technologically advanced and strong. For this purpose, big industries were set up. New specialized occupations came up and new training centers had to come up to cater to their needs and requirements. As a result, there are at present more than 3,000 specialized vocations in India. Thus one can say that technical education is must for national development. As stated in "Learning to be", "An understanding of technology is vital in the modern world, and must be part of everyone's basic education. Lack of understanding of technological methods makes one more and more dependent on others in daily life, narrows employment possibilities and increases the danger of the potentially harmful effects of the unrestrained application of technology. Education in technology at the conceptual level should enable everyone to understand the ways in which he can change his environment."

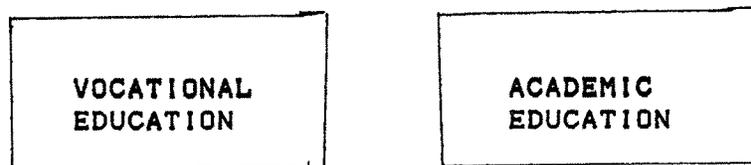
Industrial advancement and increase of vocations soon made it felt that Vocational education should also be provided at school stage. But the problem had been, how the three aspects of education; viz - Vocational, character building and social be intermingled and adjusted in the school curriculum.

Integration of character building education and social education is not difficult since there is not much of a difference between the two as the aim of social education is to produce good citizens and it thus included the aspect of character build-

ing also. Real problem lies in providing vocational education alongwith social education in schools.

One pattern of education could be to establish separate schools for vocational education or training and for social or academic education, as per model given below:

PATTERN I

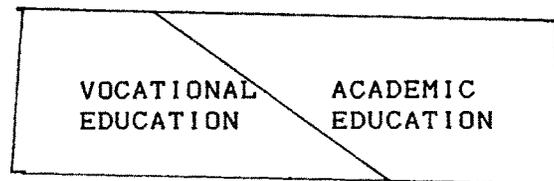


Under this pattern, student population is to be divided into two parts; one group going for social education and other joining schools which impart vocational training only.

In this pattern of education students getting one type of education will be completely deprived of the knowledge of other type which is not desirable for either the individual or the society for a vocationally educated person also lives in the society and it is necessary for him to possess knowledge and qualities of a good citizen, behave in a civilized manner and impress others by his work and behavior. In addition to developing his innate qualities and intellect he should also be given Social Education. Similarly, mere social education is not enough for an individual since he has to perform some vocation to earn his livelihood and do some productive work for the benefit of the society.

And this situation leads us to the Second pattern of Education which is shown below :-

Pattern II



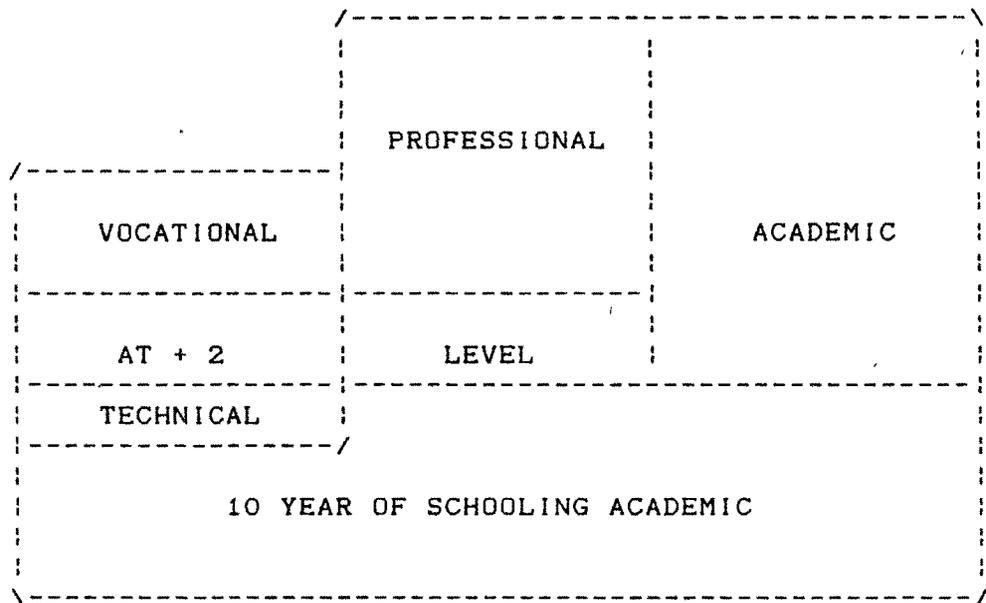
Under this pattern, both types of education are to be imparted to each and every student in equal proportion. However this may result in crowding a student with innumerable subjects leaving little time with him to specialize and grow in a particular field which is required in the present time of scientific advancement .

Thus it is observed that both the above patterns of education have their own limitations and none of them is complete by itself. In the third pattern of education, a student is provided with elementary and basic knowledge of both the types of education i.e. social and vocational , until a certain stage and thereafter he can go in for any one of the two types and further for specialization in any field. Our new education policy has been framed keeping this third pattern of education in mind. It reads "The National System of education envisages common education structure. The 10+2+3 structure has now been accepted

in all parts of the country. The national system of education will be based on a national curriculum which contains a common core along with other components that are flexible."

First ten years of school education have common syllabus for everybody. It includes all subjects of both the types of education and aims to provide elementary knowledge in almost every field. After Class 10, at plus two stage, a student may choose either Social (Academic) education or Vocational Education as per his interests for next two years of education .

PATTERN III



This new pattern of education consisting of vocational education at plus two stage is of recent origin. Earlier education at Plus two stage was of a preparatory nature for admission to Colleges, Universities. Number of institutions or colleges which provided only vocational education was limited . As a result, a

large population of the students, after the plus two stage, used to pursue academic stream, if they could not find a seat in professional institutes .

At the same time, because of industrial growth various middle level jobs, requiring not very advanced technical trained hands were created. For these jobs, graduates and diploma holders from technical colleges or institutes were not available as they were absorbed in higher level jobs. So on these middle level vocational jobs, graduates from academic stream were employed. This, on one hand, results in wastage of money, energy and time spent on academic education and on the other properly trained persons skilled in the respective vocations are not available for these jobs. As a result these graduates from the academic stream are not very useful for industrial growth and production. On this the Kothari Commission Report says - "We must emphasize particularly the need to vocationalize higher secondary education and to expand the vocational courses to cover about half of the total enrolment at this stage. A large variety of terminal courses should be organized, varying in duration from one to three years. These courses will make secondary education terminal."

Therefore, under the new education pattern, vocational education has been introduced at the plus two stage. And now in the New Education Policy (1986) plus two stage is not merely a preparation for admission to Universities or technical institutes but also for real life situation. New Courses are framed and introduced in schools. This pattern of Education at Plus two stage providing vocational education is called :- Vocationalisa-

tion of Education. Detailed discussion about its emergence, history, meaning etc., will be undertaken in Chapter IV. This scheme was launched in six states and two union territories in the year 1977. Therefore, researcher has undertaken thin study to see the implementation and progress of this scheme. The problem undertaken is "VOCATIONALISATION OF EDUCATION IN HIGHER SECOND-ARY SCHOOLS AT THE PLUS-TWO STAGE IN THE UNION TERRITORY OF DELHI,"

SCOPE AND LIMITATIONS OF THE STUDY: This study is limited to Vocational Courses introduced at Plus two stage of education in Higher Secondary Schools in Delhi. Institutions meant for pure vocational education like I.T.I. and polytechniques are not included in this study.

SIGNIFICANCE OF THE STUDY : Scheme of Vocationalisation of education at the Plus Two stage has been implemented in States with certain aims, expectations and demands. An in-depth study of the system, as it is operating would offer a clear and comprehensive picture which would help in further planning, implementation and improvement.

PURPOSE OF THE STUDY : The problem, undertaken, will be carried out with a broad purpose of understanding the concept of Vocationalization and to suggest improvement in the internal efficiency of the system. For detailed investigation on the above lines the following specific objective have been formulated :-

1. To make a study of the concept of Vocationalization from

Historical point of view. Its emergence and difference from other types of education.

2. To study the implementation of the scheme of 'Vocationalization of education' in Higher Secondary Schools at plus two stage, introduced in the year 1977 in The Union Territory of Delhi. This objective includes following aspects to be studied,

(a) To make a study of the criteria on the basis of which vocational courses and institutions are selected for implementation.

(b) To make a study of the present position of vocational courses in terms of (i) admission; (ii) mobility; (iii) management; (iv) Text-books; (v) Syllabus; (vi) funds.

(c) To study the type of students who opt for vocational courses with reference to their socio-economic status, academic achievement and their opinion regarding vocational courses.

(d) To investigate the present position about the teachers of vocational courses in terms of their qualifications and experiences and nature of work.

(e) To identify the problems faced by students, teachers and principals in the institutions.

(f) To study the position of passed out students with vocational courses.

3. To make in-depth studies of few schools.