

**VOCATIONALIZATION OF INDIAN EDUCATION: EMERGING PERSPECTIVES****Dr. Namita Sahoo**

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**ABSTRACT**

Many Commissions and committees have constantly recommended that education at various level should provide vocational education with the objective of employment. Vocationalization education at school stage has its origin in 28<sup>th</sup> century when Sadler commission, known as Calcutta University Commission 1917-19 suggested the introduction of 10+2 pattern. The need of vocational education was felt more after the independence by many educationists and experts of our country. The NaiTalim system of education proposed by Mahatma Gandhi with the aim on self-reliance and work education was emphasized in the curriculum. In the report of Mudaliar commission 1956 craft centered education with multipurpose school system was recommended. The Calcutta commission report was also recommended that after completing class 10<sup>th</sup> students should be education with productivity and national development. After the impact of Russian Education system many work experience curriculum was introduced at school stage. One of the most important thing come into focused in the Ishwar Bhai Patel Committee report 1978 suggested about social useful productive work (SUPW) a modified version of work experience. The growing unemployment problem among school students requires a rethinking of the total vocational education system. The present paper will focus on problems of vocationalization of education and its future perspectives.

**Key words:** Vocationalization, Perspective, Social useful productive work (SUPW), Work Experience.

Vocationalization of education at school stage has its origin in the 20<sup>th</sup> century when Sadler Commission, known as Calcutta University Commission 1917-19 suggested introduction of 10+2 pattern. The NaiTalim System of Education work education was emphasized in the curriculum. Craft centered education with multipurpose school system was recommended by Mudaliar Commission report 1956. The Kothari commission report (1964-66) was more helpful about linkage of education with productivity and national development curriculum was introduced at school stage. The Ishwar Bhai Patel Committee report (1978) suggested about socially useful production work

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(SUPW) as a modified version of work experience curriculum at secondary school stage. M. Adisehiah Committee report (1978) discussed at length about vocationalization of education at +2 stage focused on training of skills associated with different trades. There were also recommendations for bridge courses of moving from vocational stream to general stream at college level.

The New Policy in Education 1986-92 also insisted on introduction of vocational courses at secondary level and promotion of open distance learning technology instruction. Ofcourse, New Education Policy gave more emphasis on suggested for creations of institutions and programmes of Gandhian education. It talked about delinking degrees from jobs.

The concept of human resource development adopting micro planning at grass-root level was also emphasized with high correlation of vocational education. In the Ambani- Birla report 2000 talked about education of rural poor and the problem of unorganized labor force. However, it did not stress much upon linkage of labor with education. At international level, the Delors Commission report, 1996 had already highlighted the need for training of hand as a component of 'learning to do' which was in tune with Gandhian philosophy. The National knowledge Commission report, 2010 talked about vocational education, course with different connotations. It insisted on learning competency rather than on vocational training.

**Problems of Vocationalization of Education:**

Modern education system having its genesis over two centuries in Indian soil emphasized on knowledge component with its utilitarian implications. It suited very well to the needs of industrial society. Division of labour and education for skilled jobs got major attention. However, education and needs of real life remained apart from each other. The so called education class did not value orientation, hence the problem of unemployment are clearly visible in the country. Vocationalization of education has not been appreciated by social system since jobs are of low dignity. Labour forces working in organized sector do not understand the need for adopting technology oriented competencies in the productions sector.

The absence of decentralized development oriented planning and required human resources come in regional development has been associated with education developments of concerned areas. Monopoly of certificate/degree oriented education hinders expansion of life oriented competency

based education in the country. Moreover, curriculum planning, implementation curriculum, and its outcome in the context of vocationalization of education have not brought significant impact in development sectors. There has been indifferent attitude for successful implementation of vocational courses run in the government and government aided institutions. Proper planning has not been made to introduce effective job oriented programmes at higher secondary level. Lack of co-ordination between education sector with production and service sector also act as a major barrier. Hence, there is casual approach of functioning of vocational institutions.

**Future Perspective:**

In the emergence of learning society education must be linked with life competencies and production orientation on a continuous basis. Globalization, competition for skilled forces and market orientation pose major problem for sustainable placement of educated products in the society. Hence, there is a strong need to encourage competency based education of different nature for youngsters as well as adults. Our school system as well as development with pragmatic approach. Open facilities for integration of vocational training must be integrated with knowledge based experiences. Dichotomy of general streams of educational and vocational streams must be with equal footing. Model curriculum must be developed and practiced in decentralized form giving equal emphasis on local needs with global outlook. Problem specific participatory oriented approaches should be promoted in delivery of varieties of experiences with vocational orientation.

**Conclusion:**

The growing problem of unemployment among the youth need a refocusing of the entire scheme of the vocational education and the challenges that remains is how to link such school/Community Level experiences with the nationwide programme. There are many reasons for not successfully implementations of vocational education in the past are that it was not define properly the pathway for students to continue with their vacations in higher educations. Not properly designed to provide job opportunities to students who have completed their course on vocational education which led them to no-vertical mobility. It is a matter of serious issue that this perception is persists even today. To overcome from the problem of vocational education and its proper implementation the Central Government, The State Government and different NGO’s should take and rethink about this for the batter future of the Indian youth.

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