

Policy of Vocationalisation of School Education as a part of Development in India: An Analysis

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ABSTRACT: Schools provide an environment for systematic teaching – learning to students for acquiring knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. Vocationalisation of school education refers to the inclusion of those practical subjects or courses which shall generate some basic knowledge, skills among the students and prepare them to become skilled worker or entrepreneur. The vocationalisation of school education along with general education from class IX to XII is introduced with an aim to provide opportunities to the students to orient themselves with the skills required for various occupations in a sector and to equip them to get informed about choices while selecting their subjects in higher classes. The present research paper analyzes the policy of vocationalisation of school education in India. This study is focused on the role of vocationalisation of school education as a part of development of India and also discussion about the problems of schools and students for implementation of this policy.

Key Words: Development, Policy, School Education, Skill Development, Vocational Education.

1. INTRODUCTION

The role of education is facilitating social and economic progress has long been recognized. Education improves functional and analytical ability and opens up opportunities for individuals. The school education provide an environment for systematic teaching- learning to students for acquiring knowledge , skills and attitude required to meet the varied aspirations needs and educational goals.

Vocationalisation of school education refers to the inclusion of those practical subjects or courses, which shall generate among the students. Some basic knowledge, skills prepare them to becoming skilled workers and entrepreneurs. Vocational education in a much broader sense cover education and skill development at all levels from post primary to tertiary education – both through formal and non- formal programmes. Vocational education at the +2 stage, also known as higher secondary stage , develop competencies (knowledge, skills and attitude) required by a specific occupation or a group of occupations , through diversified vocational courses to prepare pupil for the world of work , especially for self-employment. Traditional education which only creates knowledge, although important for basic development of a student, is fast losing its role as a means for human and societal growth. In our country, the growing unemployment among the educated youth is posing a serious concern to the value of traditional education in the context of living a better life in a better society. The inability for our youth to apply what they have learnt to improve their daily life or generate gainful employment is causing them to question the very essence of such an education system. It is thus imperative that as a society we must relook at what should be the objectives or outcome of our education system.

2. Research Methodology:-

2.1 Objective of the study

- * To analyze the policy of vocational education at school level.
- * To evaluate the role of vocational education as a part of development of India
- * To present the current status of vocational education.

2.2 Research Design: - In view of the objectives of the study listed above, explanatory research design has been adopted. Explanatory research is one, which largely interprets the already available information, and it lays particular emphasis on analysis and interpretation of the existing and available information and it makes use of secondary data.

2.3 Sources of data: - The study is based on secondary data. The data has been collected from various documents and reports by government of India, journals, articles and official websites.

2.4 Tools of analysis:-The data collected for the study is analyzed logically and meaningfully to arrive at meaningful conclusion.

3. Review of related Literature:-Review of related research is a very important part of any research. Discussion about these research guides, a writer has to understand the problem (R.KUMAR, SMANDEVA v/s GOPANAPALLI, 2019) in their paper reveals that formal vocational training is associated with higher wages with the effect being the highest in the primary sector. The model suggests that there exist good economic returns, which are associated with formal vocational training, and hence, it makes sense to invest resources in vocational training.

Qotimah k.,Basuki I.,Muslim S.(2019) studied that entrepreneurial insight and industrial work practices have a positive and significant influence on vocational readiness of vocational students . Therefore, schools need to improve entrepreneurial insight and the quality of industrial work practices to produce students with good quality vocational high school job readiness.

Adegbesan et al, (2010) studied through education, we can achieve many other Sustainable Development Goals (SDG). The people can break the vicious cycle of poverty when they are able to obtain quality education. Through education, the inequalities can be reduced and it also empowers the people to live more sustainable and healthy life. Education can also foster tolerance in people and makes the society more peaceful.

Mustafa et al,(2005) explored the role of skilled development programs and vocational education on human capital formation . They argued that skill development and training were necessary part for human capital formation. The survey of labor market revealed that 58percent firms confirmed that the workers needed 3-6 months on-the-job training after pas-out from vocational education.

The main indication of these studies emphasizes on importance of vocational education and explored the role of skill development programs through school education.

4. Vocationalization of School Education in India: - Vocational education is a means to prepare population in various job oriented trades as well towards self-employment. Vocational education prepares individuals for jobs with manual and practical training. It is non-academic in nature and since it is related to some specific occupation, it is known as vocational education. Due to fast growing population job opportunities in India are not growing in similar proportion. According to Centre for Monitoring Indian Economy (CMIE), 31 million people in India are unemployed.

Vocational education in a much broader sense cover education and skill development at all levels from post-primary to tertiary education, both through formal and non- formal programmes. Vocational education at the age +2 stage, also known as higher secondary stage , develop competencies(knowledge, skills and attitude) required by a specific occupation or a group of occupations, through diversified vocational courses to prepare pupil for the world of work, especially for self-employment.

Schools provide an environment for systematic teaching-learning to the learners for acquiring knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. Vocationalisation of education refers to the inclusion of those practical subjects or courses, which shall generate among the students some basic knowledge, skills and disposition that prepare them to think of becoming skilled workers or entrepreneurs. It serves as an instrument to bring about the connectivity between general education and vocational education. It may be seen as an instrument for providing diversification of educational opportunities, enhancing individual's employability and enabling individual to pursue higher education.

Vocational education in schools has been emphasized upon in various National plans and policies at the national level. The details of various plans and policies are given below:-

4.1 The National Policy on Education (NPE, 1986, modified in 1992):-The policy states that “the introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed implemented educational reorganization”. These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, to reduce the miss-match between demand and supply and to provide an alternative for those intending to pursue higher education without particular purpose or interest.

The policy also states that graduates of vocational courses will be given opportunities under predetermined conditions, for professional growth, career improvement and lateral entry into courses of general, technical and professional education through bridge courses. Kothari Commission report had also emphasized on full-fledged vocational education in vocational institutions and schools after VIII and X+ as well at higher secondary levels.

4.2 Vocational Education in National Five Year Plans:-

- i) *Eighth Five Year Plan:* - Vocationalisation of education was identified as a priority area in this plan. The revised policy formulations which set forth the modifications to the NPE, however, revised to divert 10% of the higher secondary students by 1995 and 25% by the year 2000.
- ii) *Ninth Five Year Plan:* - The focus in this plan was on reducing disparities, renewal of curricula with emphasis on vocationalisation and employment oriented courses, expansion and diversification of the open learning system, reorganization of teacher training and the greater use of information and communication technology.

- iii) *Tenth Five Year Plan:* - Vocational education and training has been identified as an important thrust area. Special focus has been laid on vocational education in order to ensure that there is consistency between the demand for and supply of skills. Additional allocation of Rs. 650 cr. has been done for the vocational education mission in the Tenth plan. Keeping in view the growing problem of unemployment. The planning commission constituted a separate working group on vocational education for the tenth plan in 2000.

Despite strong recommendations in the Tenth Five Year Plan, the recommendations were not implemented in the sector of vocational education, training and skill development as envisaged.

- iv) *Eleventh Five Year Plan:* - The government of India at the national level is also in the process of establishing a “National Vocational Education Qualification Framework (NVEQF). As a part of Eleventh plan policy, Central Advisory Board of Education (CABE) had set up an interministerial group which includes representatives of state governments to develop guidelines for such a National Framework.

NVEQF was a descriptive framework that organizes qualification according to a series of levels to knowledge along with skills. These levels are defined in terms of learning outcomes i.e., the competences which a learner must possess regardless of whether they were acquired through formal, non-formal or in-formal education and training. The components of the scheme include introduction of vocational education in government schools from class 9th, capacity building of existing vocational education teachers (VET) development of competency based modules for each individual vocational course, and performance linked incentive to government, added and recognized unaided private schools.

- v) *Twelfth Five Year Plan:-* The scheme of ‘vocationalisation of higher education’ is a big step to help those school students, who wants to start their career in early age by enhancing their skills. This scheme is approved in September 2011, was revised with the approval of the cabinet committee on skill development on February 12, 2014. The main reason for revision were continuation of the scheme during the 12th Five Year Plan, incorporating the learning emerging out from the Haryana Pilot on NVEQF and subsuming the scheme under the umbrella of RAMSA. The revised scheme is now known as ‘vocationalisation of secondary and higher secondary education’. The scheme draws on the learning emerging from the pilot on NVEQF launched across 40 schools in 8 districts covering 4908 students.

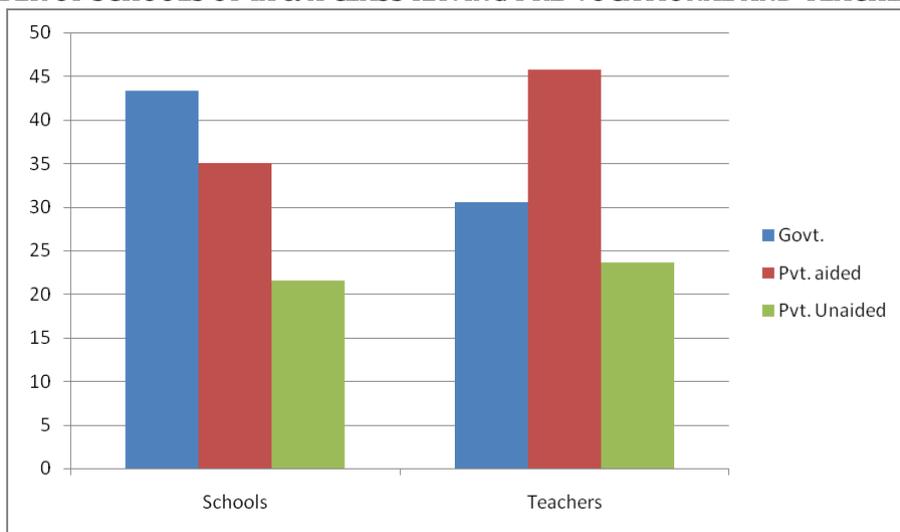
4.3 The Present Scenerio:- The government of India is implementing the scheme of vocationalisation of secondary and higher secondary education as a component of centrally sponsored scheme of RMSA from class 9th onwards. The scheme integrates vocational education with general academic education. Under the scheme, financial assistance is provided to the States/UTs based on the viability of proposals received and availability of funds. The major aim of the scheme is to prepare educated, employable and competitive human resource for various sectors of the economy. Till March, 2018, 8227 government schools in 33 States/UTs have been approved for the scheme. The CBSE offers 40 vocational courses at senior secondary level and 15 courses at secondary level in its affiliated schools. The National Institutes of Open Schooling (NIOS) also runs 103 vocational courses up to higher secondary level.

All India Council for Technical Education (AICTE) has recently introduced degree/diploma programmes leading to degree or diploma in vocational education under NSQF in 13 specializations for AICTE approved institutions. Under this scheme, education component is taught by the institute and the skill component is covered by Industry partner or Skill Knowledge Provider (SKP) approved by the AICTE or NSDC or any government agency.

4.4 Present Status of Vocational Education at Higher Secondary Schools in India:-The main findings of eighth All India School Education Survey (8th AISES) with regarding vocational education in schools at secondary and higher secondary stages are as under –

- (i) A total of 38995 teachers are in position of the time of survey for pre-vocational courses. Out of which are 64.42% male and 35.58% are females. Out total teachers for pre-vocational courses, 45.79% are in private aided schools followed by 30.58% in government schools and 23.63% in private unaided schools.
- (ii) A total of 5732 number of schools offering prevocational courses at class IX and X. Out of which 2485 (43.35%) are government (includes local body) schools followed by 35.05% private aided schools and the rest 21.6% are private unaided schools.

CHART-A
Pre-vocational courses at school level
NUMBER OF SCHOOLS OF IX & X CLASS HAVING PRE-VOCATIONAL AND TEACHERS



A total of 167,375 students are enrolled in pre-vocational courses at class 9th, out of which 55% are boys and 45% are girls.

TOTAL ENROLLMENT	BOYS %	GIRLS%
167,375 (LACS)	55	45

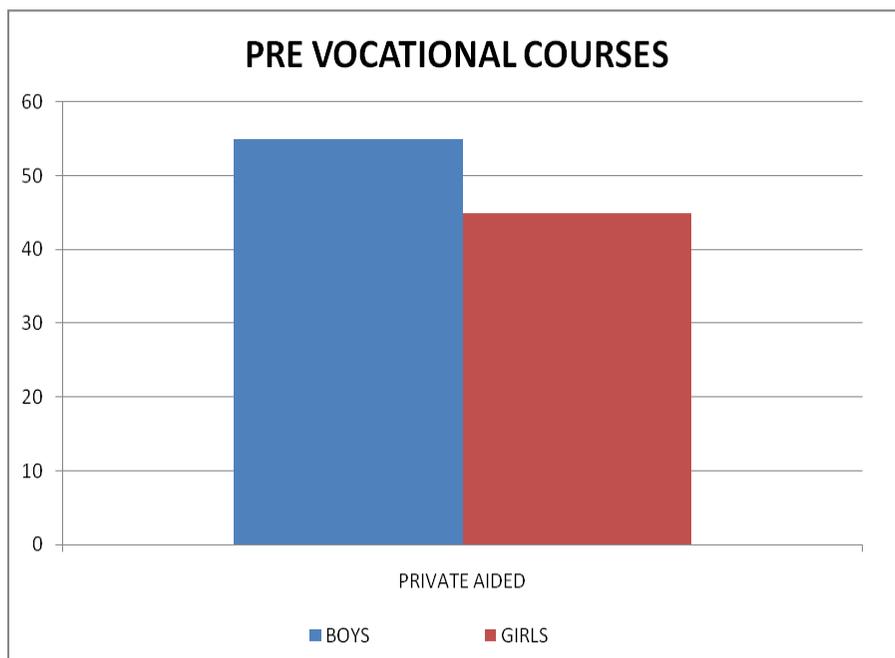


CHART-B
ENROLLMENT IN PRE-VOCATIONAL COURSES: GENDER SPECIFIC

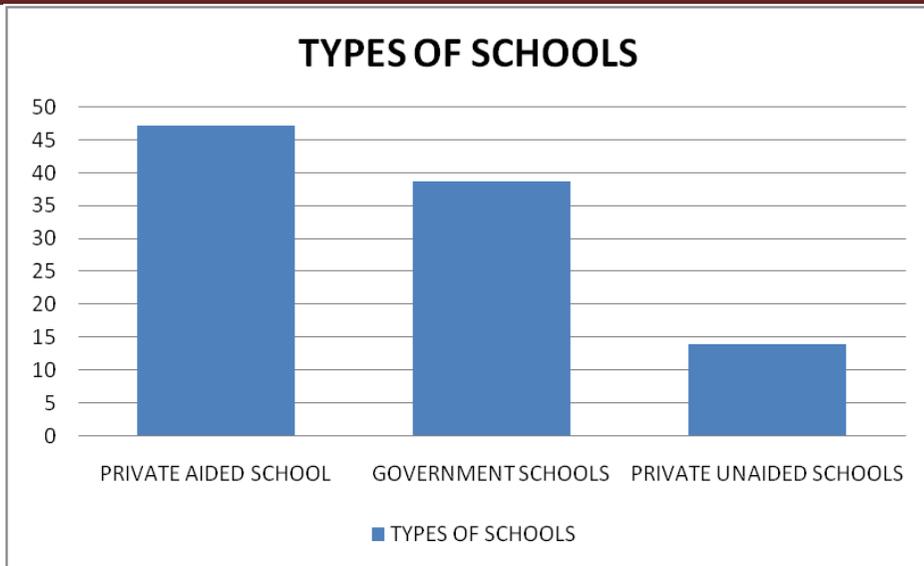


CHART-C
SHARE OF ENROLLMENT BY TYPES OF SCHOOL

TYPES OF SCHOOL	PERCENTAGE
PRIVATE AIDED SCHOOLS	47.18
GOVERNMENT AIDED SCHOOLS	38.72
PRIVATE UNAIDED SCHOOLS	14.10

The private aided schools are having a maximum share of enrollment i.e. 47.18% followed by government schools 38.72% and 14.10% at private unaided schools. A similar trend is observed in the enrollment of boys and girls in different schools by management.

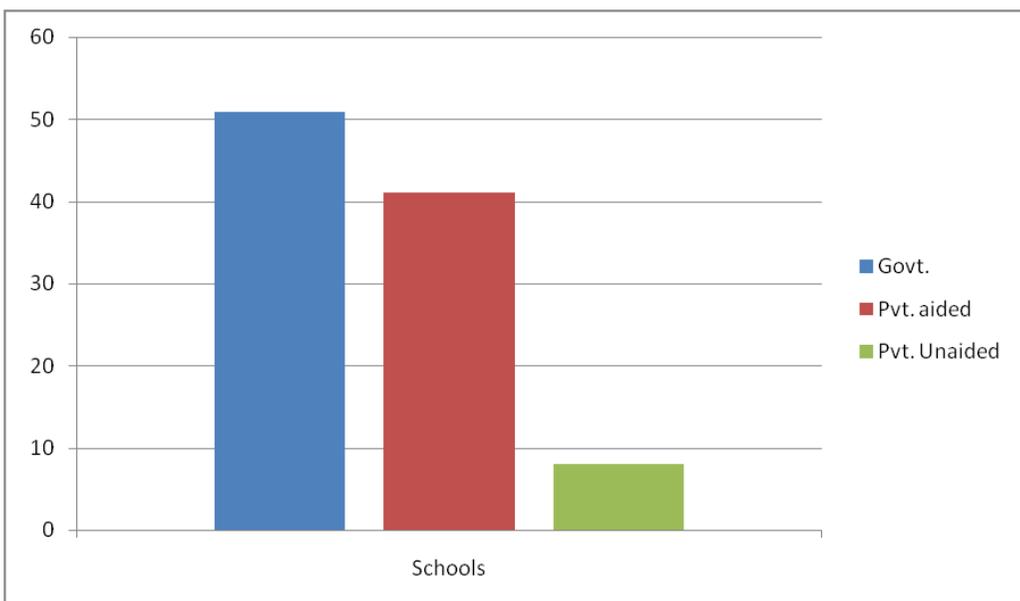


CHART- D
VOCATIONAL EDUCATION AT HIGHER SECONDARY SCHOOLS

A total 2812 higher secondary schools/degree colleges having class XI and XII are offering vocational courses out of the total schools, 1431 (50.9%) of schools are government managed followed by 1156 (41.1%) private aided and 225 (8%) private unaided.

5. Role of Education as a part of Social Development: -

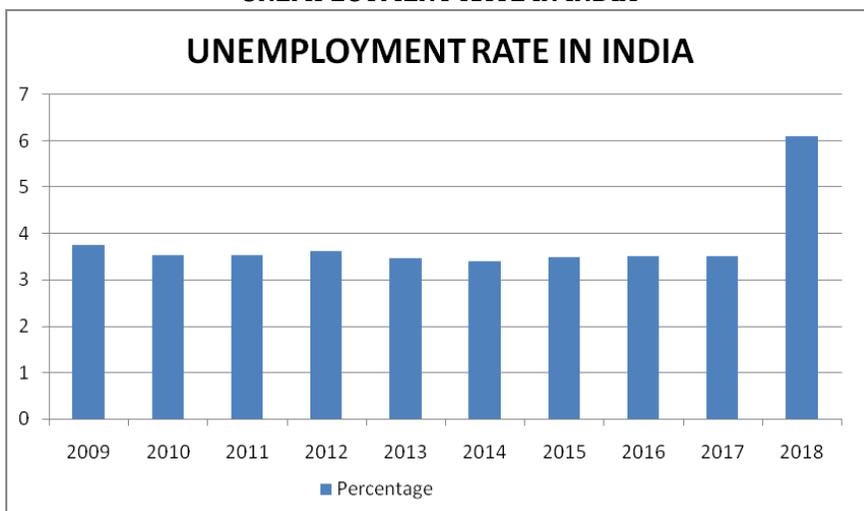
Social development is about improving the wellbeing of every individual in society, so they can reach to their full potential. *“Process of planned social changes designed to promote the well being of the population as a whole in conjunction with a dynamic process of economic development (Midgley1995)”*.

The essence of social development is education, which plays a significant and remedial role in balancing the socio-economic fabric of the society. An all round development of citizens can be achieved by building strong foundations in education. Education is a unique investment in the present, bearing invaluable benefits in the future. In 1990, a report of UNDP stated that education is one of the five necessities of human development. The others are health, nutrition, environment and employment, political and economic freedom. Development of society is change in the structure of a community by following the socio-economic policies in order to improve the prosperity levels of individuals. From this perspective, development is both an economic and an educational process. Social development is a concept indicating the increasing level of communities in terms of knowledge, mentality and life. Education is a process which brings about changes in the behavior of society. Education is a process which enables every individual to effectively participate in the activities of society and to make positive contribution to the progress of society. The relationship between education, social changes and development takes a dual form, education as an instrument is used as a means for bringing about desired changes in the educational structure follows a consequence of changes which have already taken place in the society. Education system changes according to the needs of society. Education plays a very important role in progress of society. Education especially school education is one of the very important components of social development. Since independence, education has been visualized in government policies as a precursor to national development as well as to better quality of life. Due to the initiatives taken by the states and central governments, education system in India has expanded exponentially over the past years, but its current achievement is grossly inadequate in realizing its potential greatness.

Social development is not predetermined but is a continuous process of improvement of level of living. The level of development cannot be fully estimated by a single indicator. Moreover, a number of indicators, when analyzed individually do not provide an integrated and easily comprehensible picture of reality and thus need to be analyzed together. The government of India made a series of policy changes regarding school education in the country from the period 2005 to 2018. The government made many changes in education setups as education a fundamental right to every child in India. The government also set out the infrastructure provisions that schools were mandated to implement in doing so, it adopted a right based approach to school education. *“Education must, and can contribute to a new vision of sustainable global development”(UNESCO,2015).*

5.1 elation between Employment and Education

**CHART-E
UNEMPLOYMENT RATE IN INDIA**



Unemployment Rate in India:- The rate of unemployment in India is increasing to 6.10% in 2018 from 3.52% in 2017. Unemployment Rate in India averaged 4.12% from 1983 until 2018, reaching an all time high of 8.30% in 1983 and a record low of 3.41% in 2014.

Year	Percentage
2009	3.75
2010	3.54
2011	3.53
2012	3.62
2013	3.46
2014	3.41
2015	3.49
2016	3.51
2017	3.52
2018	6.1

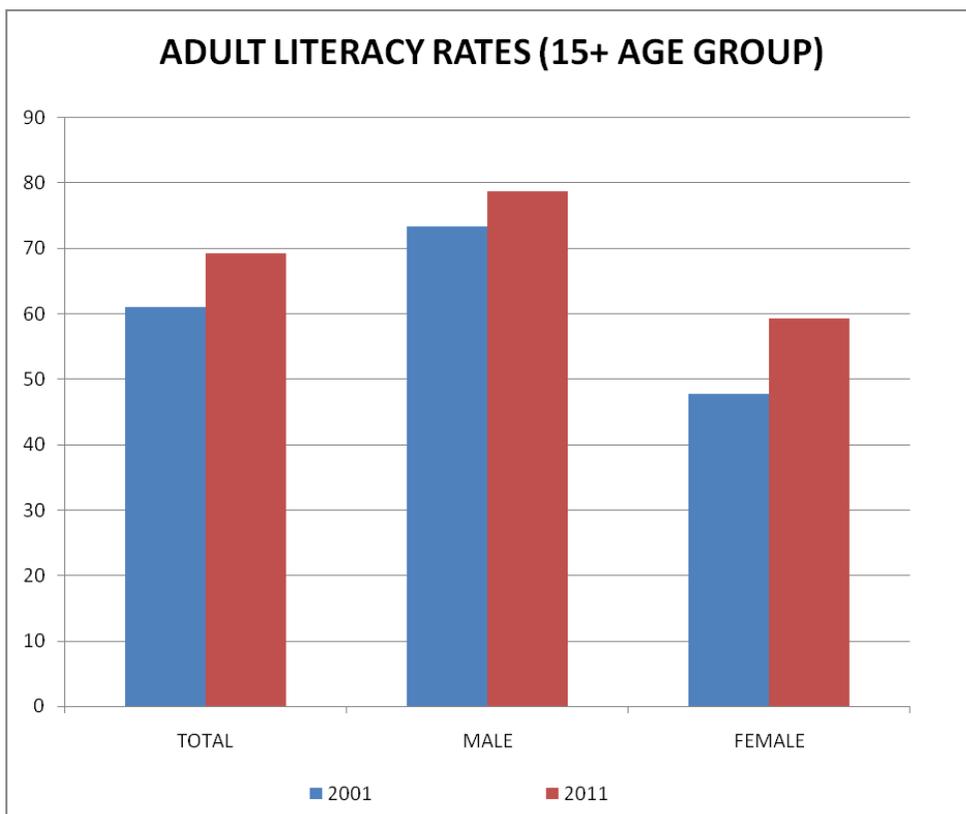


CHART- F
ADULT LITERACY RATES (15+AGE GRP.)

Adult Literacy Rate: - In India a person aged 7 years and above who can both read and write with understanding in any language has been taken as literate. The Adult Literacy Rate (15+age group) is the percentage of population 15-24 years old who can both read and write with understanding a short simple statement on everyday life. The adult literacy has shown an upward trend for females as well as males. It has increased from 61% to 69.3% during the period 2001-2011. As per NSS 71st round findings, Adult Literacy Rate stands 70.5% for year 2014.

YEAR	2001	2011
TOTAL %	61	69.3
MALE %	73.4	78.8
FEMALE %	47.8	59.3

After comparison of both charts, it demonstrates the growth of Adult Literacy Rate in India can be seen in effective manner. On the other hand the unemployment rate is also increasing year by year. The question is that when literacy rate in adults is increasing then how can the unemployment rate is increasing? The

reason behind this is educational growth is the main indicator of development and education is the way to take employment but in India there is contradictory picture. We can see in these charts, our education system cannot provide the quality education. So we can say that educational degrees are not helpful to provide employment to our youth.

6. Major Issues in Vocationalisation of School Education: -

In India only 2% of our man power in the age group of 15-29 is formally skilled. However, statistics show that 90% of the employment opportunities require vocational skills which are not being imparted in our schools. India's transition to a knowledge-based economy requires a new generation of multi-skilled youth. A knowledge economy requires India to develop worker-knowledge workers and knowledge technologists, who are flexible and analytical and who can be the driving force for innovation and growth. To achieve this, India needs a flexible education system: basic education to provide the foundation for learning; secondary and tertiary education to develop core capabilities and core hands on skills and further means of achieving lifelong learning. The education system must be attained to the new global environment by promoting creativity and improving the quality of education and training at all levels. Major issues in vocationalisation of school education are as follows:-

- i) Lack of infrastructure- buildings, modern equipments and raw materials.
- ii) Shortage of trained trainers and teachers.
- iii) Lack of career guidance services at school levels.
- iv) Low priority for vocational education in regular school education.
- v) Lack of state government's involvement for implementation of vocational education in schools.
- vi) Inflexible curriculum and course design.
- vii) Inadequate or non coverage of trades in service sector which has higher employment potential.
- viii) High dropout rate of school children at primary and secondary level.
- ix) Shortage of finance for vocational education.
- x) Shortage of awareness programmes to encourage the students for participating in pre-vocational courses.

7. Recommendations: -

Skill and knowledge are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization. India is in transition to a knowledge based economy and its competitive edge will be determined by the abilities of its people. In present economy, the objectives of a society have also changed from fulfilling the basic needs of all round development to empowerment. The education instead of going by text-books teaching needs to be promoted by skill based teaching learning pedagogy. The human resource instead of being unskilled or semi-skilled needs to be knowledgeable, self empowered and flexibly skilled.

- i) The vocational courses in school should be competency-based and in modular form with a credit transfer system and provisions for a multipoint entry/exit.
- ii) There is a need to establish linkage between vocational courses at the +2 level and courses at the university level.
- iii) The present admission criterion for entry to vocational courses at the graduation level also needs to be changed.
- iv) The placement of those who have completed vocational studies for apprenticeship and training should be decided by the board of apprenticeship and training immediately after the results of +2 examinations are declared.
- v) Before vocational courses are started in schools, local business and industry should be closely involved in studying the need and for conducting district vocational surveys.
- vi) There is a need to sensitize State governments and UTs administrations on the importance skill training / vocational education in the context of the problem of unemployment.
- vii) The vocational courses should be demand and need based, keeping in mind the constantly changing requirements of industries. Vocational courses have an inbuilt flexibility to allow students to switch courses with changes in demand patterns.
- viii) There is a need to have a re-look at the vocational education scheme given the fact that a number of districts in UP, Bihar, Haryana, Rajasthan & MP have a poor industrial base.
- ix) The syllabi of vocational subjects should be updated on a regular basis to keep pace with changes in technology. This is especially relevant in trades like food processing, dairy-technology, leather and tanning technology, etc.

- x) Urgent attention needs to be given to training vocational education teachers.
- xi) Strengthening the general education component of these programmes for providing basic knowledge in humanities and sciences, preparing students to work in various occupations, teaching them to solve problems and encouraging them to continue learning.
- xii) Funding and budget allocations-moving from a system which is exclusively financed by the government to a system which is increasingly financed by the private sector and by students paying user fees. The private sector would be willing to contribute only if they see that the system is producing relevant graduates. Students are likely to contribute if they see accrual of labor market benefits from vocational education.

8. Conclusion: -

Vocational education in schools is an important part of the nation's education initiative. In order for vocational education to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the elements of vocational education to make it flexible, contemporary, relevant, inclusive and creative.

Traditional education which only creates knowledge, although important for basic development of an individual, is fast losing its role as a means for human and societal growth. In India growing unemployment amongst the educated youth is posing a serious concern. The inability for our youth to apply for a gainful employment is causing them to question the essence of such an education system. As a part of society we must re-look at what should be the objectives of our education system.

Through this research paper researcher examines the role of vocational education as a part of development in India. The problem of growing rate of unemployment in India is also discussed. A comparison of unemployment rate and increasing adult literacy rate is presented in this research paper. The policy of vocalization of school education is presented as an effective solution for problem of unemployment. In this research major issues in vocationalisation of school education is also discussed and some effective recommendations also presented by the researcher. Keeping in mind these issues Indian government should take important steps to ensure strong foundation of vocational education in schools for the development of our nation.

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