

Vocationalisation of secondary school education as an instrument to bring the stability in Indian economy

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HIGHLIGHTS

- Recommendations from Education Commissions in Colonial India
- Status of Vocational education in Post-independent India
- Vocational Education in Five Year Plans
- Reasons of failure
- Our Proposal
- References

Recommendation from Education Commissions in Colonial India

- Education in colonial India emerged in the context of meeting the needs of alien administration rather than to those of socio-economic development (CRRID 1985).
- The Dispatch of 1854; for the first time, recognized the need of giving the people an education of “such a character as may be practically useful to the people of India in their different spheres of life.” (*ibid*).

Recommendation from Education Commissions in Colonial India

- In 1904, the Governor general, Council of Indian Education, made resolution regarding technical education and its promotion (Ghosh,2000).
- Hortog Committee (1929) proposed the diversion of more students towards industrial or commerce career at the end of middle stage (Aggrawal,1993).
- Wood-Abbott report (1937) suggested to introduce some form of vocational education in Secondary Schools. Similar emphasis has been found later in Sergeant Plan (1944).

Gandhi's Philosophy of Education

- M. Gandhi strongly supported the vocationalisation of education and published his thoughts in Harijan.

“Every handicraft has to be taught not merely mechanically as is done to day, but scientifically. This is to say, the child should learn the why and wherefore of every process” (Ali, 1999).

- Wardha conference (1938) had adopted resolutions based on Gandhi's philosophy of Basic Education (Ghosh,2000) and stated 'the process of education ... should centre round some form of manual productive work' considering the environment of the child.

Views of Zakir Hussain Committee

- Zakir Hussain Committee reviewed the Gandhian Philosophy of education and chosen three intrinsically inter-connected aspects; the physical environment, the social environment, and the craft work, as the foci for the curriculum.
- This report simultaneously cautioned about the problem of such curriculum in practice.
- The report also asked for a qualified teachers to make the policy successful.

Status of Vocational Education in Post-independent India

- After independence there has been a tremendous but unplanned expansion of education in India, particularly in higher education which is too academic in nature (Ghosh,2000).
- In 1951-52, Secondary Education Commission felt need to promote technical skill and efficiency at all stages (Aggrawal, 1993)

Recommendation from Education Commissions in Post-independent India

- March 1952, Central advisory board of education Stated

“A system of education cannot be considered as basic education in the real sense unless

(a) it provides an integrated course, including both the junior and the senior stages, and

(b) places adequate emphasis on craft work in both its educational and productive aspects”

Kothari Commission:

- In 1964-66, Kothari Commission Report suggested to relate education to work and recommended vocational education for both lower and higher secondary stage (aggrawal, 1993).

“we visualize the future trend of school education to be towards a fruitful mingling of general and vocational education containing some elements of pre-vocational, technical education and vocational education, in its turn, having all elements of general education. In the kind of society in which we will be living increasingly in the coming years a complete separation between the two will be not only undesirable but impossible.”

Journey after Kothari Commission Report

- The National Seminars on 'Gandhian Values' and on 'Primary and Work-Oriented Education' (1970) recommended the ways of implementing Gandhian values in Indian education system (Aggarwal 1993) in same line as recommended by Zakir Hussain Committee.
- In recent past Ramamurti Committee's recommendation (1990) had three key potential features viz. universalisation, vocationalisation, and decentralisation (Ghosh, 2000), which again reminds the need and urgency of vocationalisation of education.

V E in Five Year Plan

- 1st Five Year Plan: Proposed to establish social school cum community centre with the unit of basic education.
- 2nd Five Year Plan: Proposed to set up workshop and farms in schools.
- 3rd Five Year Plan: Emphasized on integrating and improving the status of vocational education.
- 6th Five Year Plan: Proposed to include experienced craftsman and practitioner of arts to impart skills to the students without undue emphasis on pedagogic issues.

V E in Five Year Plan

- 7th Five Year Plan: “Radical re-construction of education and envisaged a transformation of the system to relate it more closely to the life of the people.”
- 8th Five Year Plan: The role of V E has been looked at in one side to provide the manpower in the emerging field of economy and on the other side providing some professional and need based skills to the people of various capacities.
- 10th Five Year Plan: Said to link education with the world of work.

Reasons of failure of vocationalisation of education:

- In spite of these efforts the country has huge shortage of skilled people and this is hampering the growth of service and manufacturing sectors (Gore, 1995).
- “Basic education was regarded by urban middle class as suitable for the rural children but not for their own. The landed gentry of the villages rejected the new system because they saw it as a device to deprive their children of good education” (*ibid*).

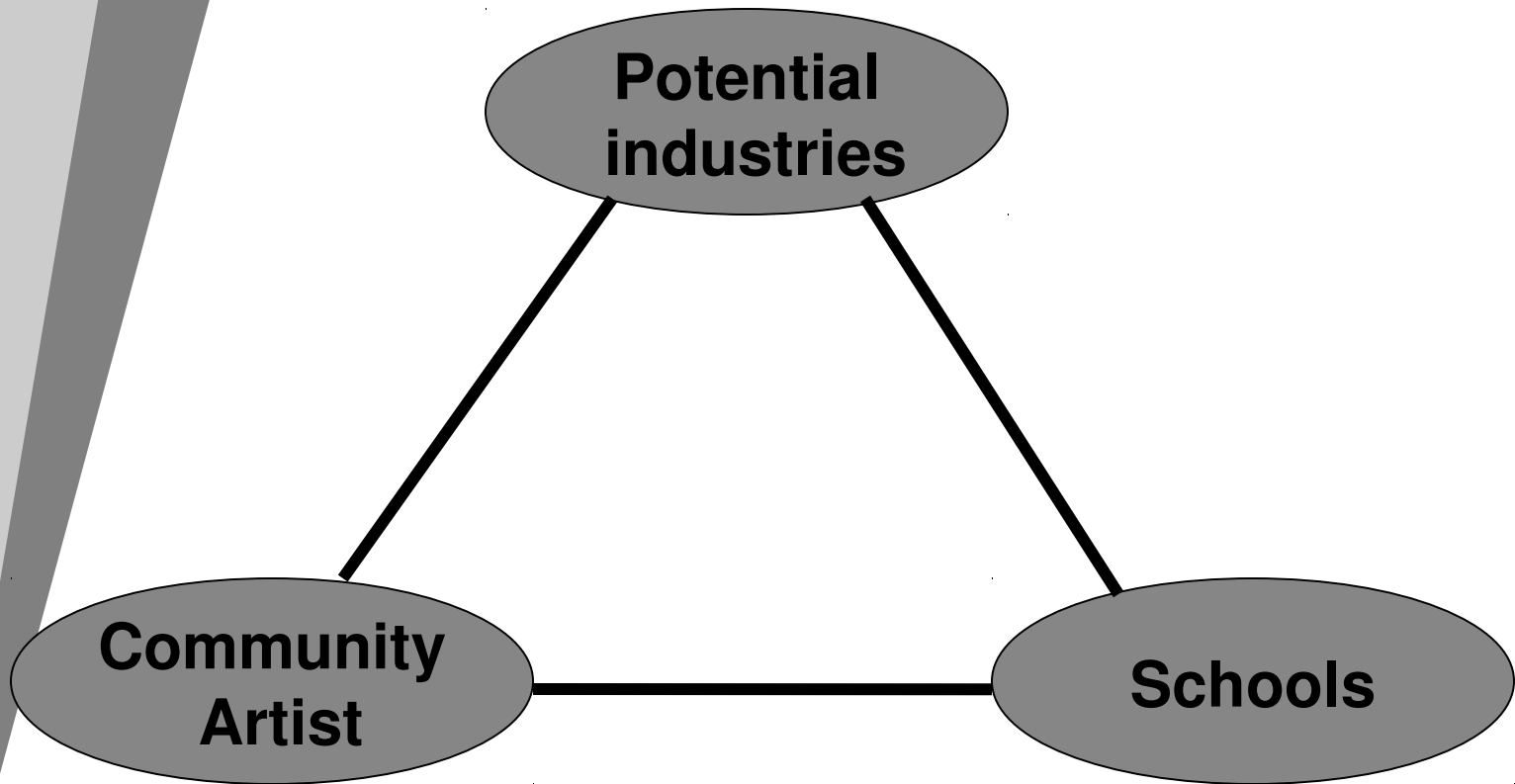
Reasons Contd...

- The major weakness of the present education system is the “dysfunctional linkage between education and the world of work” (CRRID, 1985).
- The introduction of Socially Useful Productive Work (SUPW) as third dimension with a hope “to occupy the central place in the school curriculum” (CRRID, 1985) has been reduced to a ritual and teachers were unable to tune themselves with the original conceptual basis of the SUPW.
- The Union Government, in spite of being the originator of SUPW, failed to introduce the same in either the Kendriya Vidyalayas or the schools under the Central Board of Secondary Education (CRRID, 1985).

Rational of incorporating VE in upper primary level

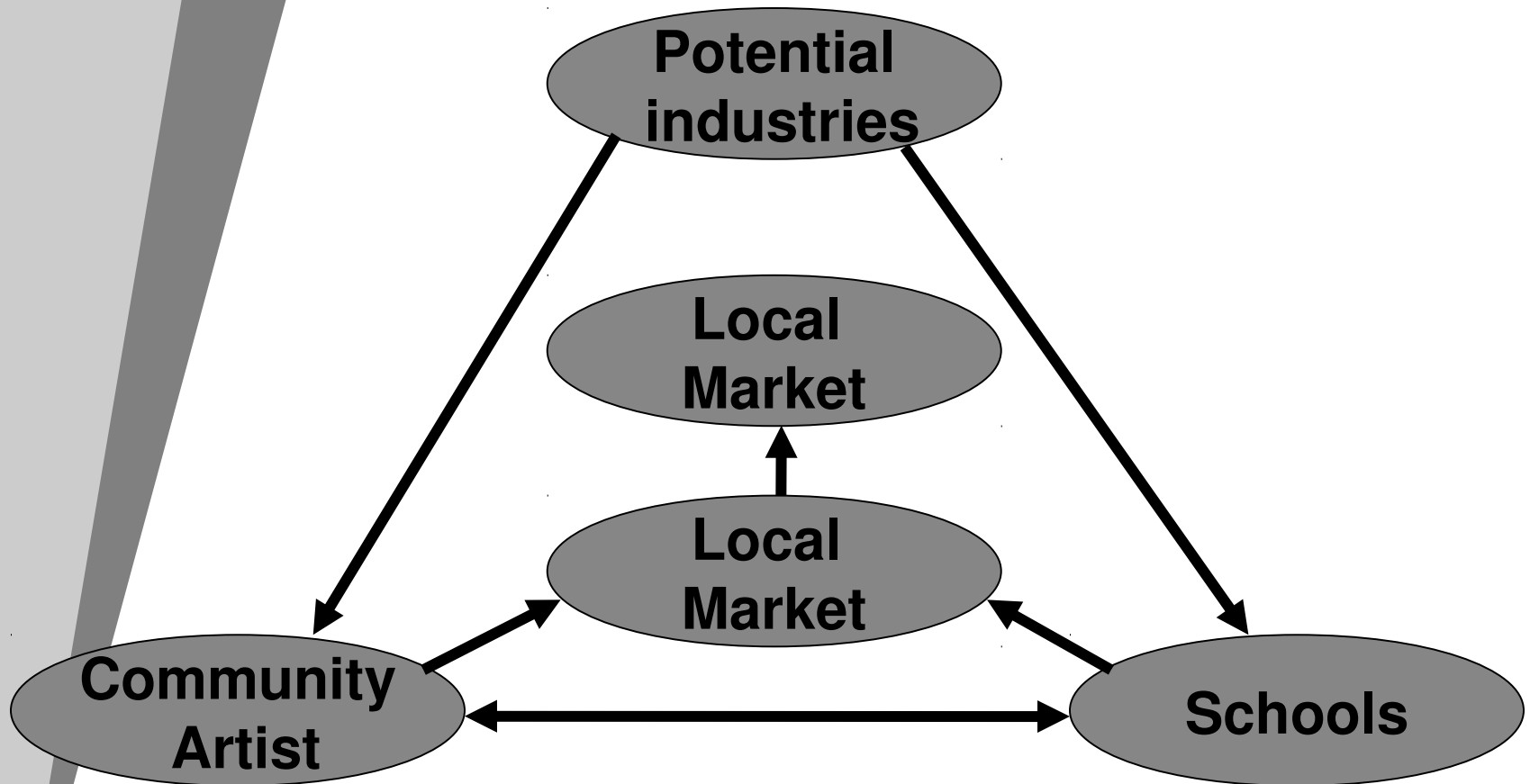
- Piagetian perspective says that a child learns through the physical interaction with the world.
- As per Vygotskian perspective it is through work centric approach students can enhance ability of peer interaction in Zone of Proximal Development
- From Bandura's social learning theory the child learns through imitating the specialists in action.

*A proposal to incorporate vocational education
in upper primary level:*



*Fig. Triadic relation between community,
school and potential technology*

*A proposal to incorporate vocational education
in upper primary level:*



*Fig. Physical movement of human and/
or material*

Symbiotic relation of educational and vocational institutes

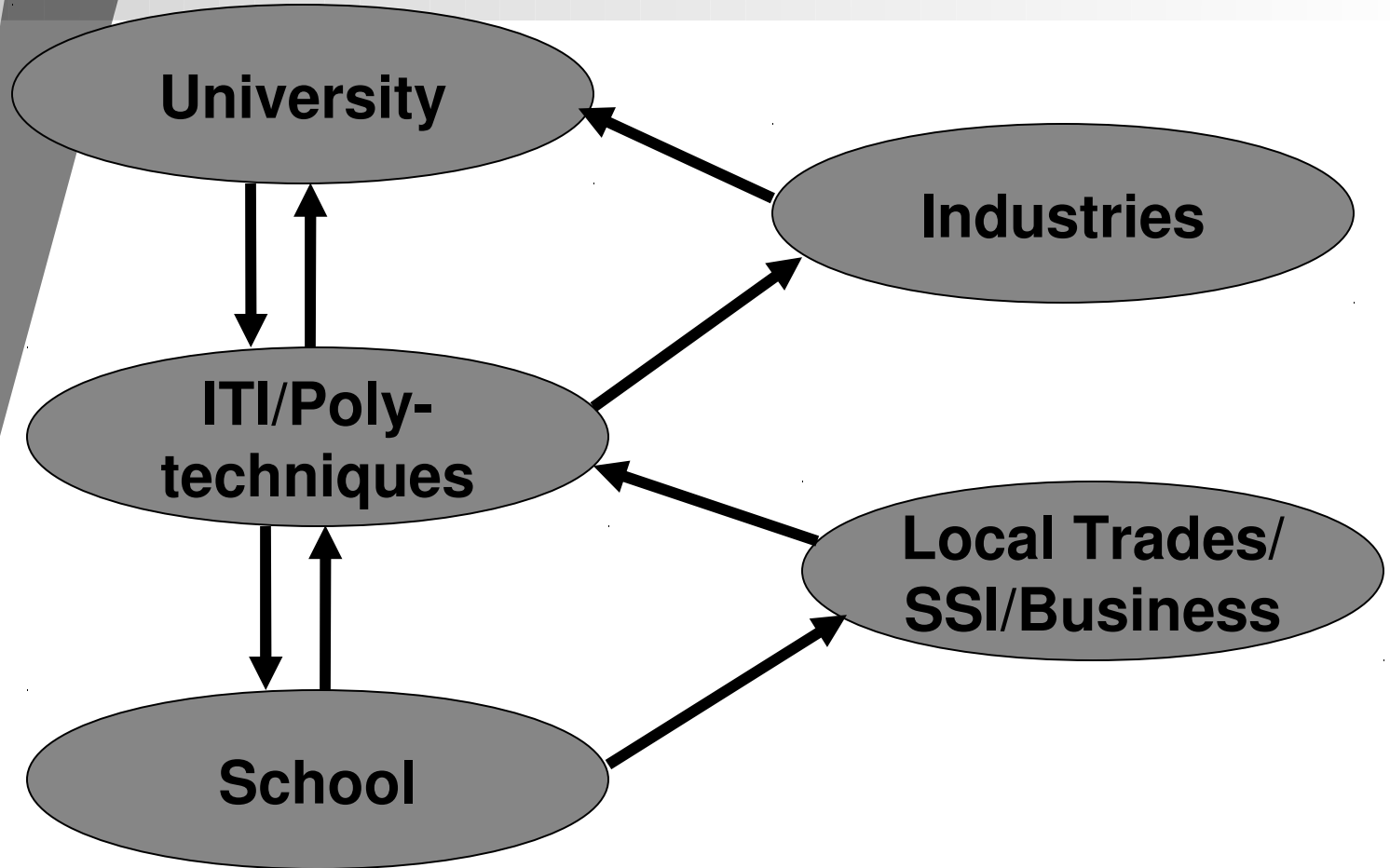


Fig.-Intellectual/ Academic enrichment of personnel/student

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Thanks