

# CHAPTER 1



## INTRODUCTION

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## 1.1 INTRODUCTION

EDUCATION is important for the personal, social and economic development of the nation. In India one of the main objective of education is to provide general education as well as Vocational education .General education is education that is design to develop learner general knowledge, skills and competencies, literacy and numeracy skills to prepare Students for more advanced educational programmes but not prepare for employment in particular occupation or trade or not lead directly to a labour market with relevant qualification. If we spot a light on curriculum of our secondary and senior secondary system which mostly emphasis on providing general education and give less concern to vocational education due to this after completion of schooling our Students have colourful certificate, but everyone is not benefited with this certificate because 60% of Students are not capable to take right career decision they just follow the parents decision or influence by peers decision, Gradually education become competitive in nature and its impact is seen on our school education. Students are not good in general education faces lot of challenges to get the job. The condition of these Students best describe through this beautiful quote

**“Everybody is a genius but if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid.”** We Indians are living in a society where we are forcing a fish to climb a tree due to competitive nature of education. Movies like tare zameen par tried to convey a message to society toward individual capabilities i.e. everyone has their own potential, interest, and abilities and we as a member of society should give respect to individual differences among Students.

We can reduce this problem by changing the mindset of parents, teachers, Students even school authorities towards Vocational education. They have to understand that as general education is important similarly VE play equal importance in one's life. So there is need of integrate the general education with Vocational education in our Indian schools. Here Vocational education is a education which help youth to acquire practical experience and learn modern method of diverse vocations. It prepares Students to take up highly rewarding job and help them become at young age such as a trade, a craft or as a technician. Vocational education is not a new concept. There are various commissions and committee who gives provision for Vocational and technical education should be part of school curriculum. It is initiated and become a part of education system since BRITISH EDUCATION.

### 1.1.1 Vocational education during pre and post-independence era:-

The 18<sup>th</sup> century was considered as a crucial period in the worlds history during which machine came into existence to help men to improve the productivity and remarkable evolution in technological civilisation ultimately gave birth to “Industrial revolution”. Revolution in the industry sector created more demand for technically trained employees to meet the occupational needs. Policies for Vocational and technical education was following:-

1.1.2 Lord Wood’s Despatch (1854): For the first time this highlighted the need for introducing Vocational education at the secondary school stage.

1.1.3 Indian Education Commission (Hunter, 1882) recommended introduction of practical subjects in secondary schools so as to divert them into different walks of life. However, no effective action was taken to implement the recommendation.

**1.1.4 Hartog Review Committee (1929) and the Sapru Enquiry Committee (1934)** Both recommended diversified courses at the secondary stage of education to enable the youths to prepare for commercial and industrial careers.

**1.1.5 Basic system of education Zakir Hussain committee proposals** for education should centre round some basic craft and the craft must be taught scientifically and all subjects should be integrally related to selected craft.

**1.1.6 Central Advisory Board of Education (Sargent Report, 1944):** -The report emphasised the need to introduce two streams, academic and technical to provide good general education.

After Post independent India realized emergence of several new technologies and competitiveness. The country felt the VE and training could make an individual more employable. Government of India took various measures through its five years plans.

One such measure AICTE established in 1945 to contribute towards technical education in India. Government of India commissioned many committees to suggest possible changes in the educational system.

**1.1.7 University education commission 1947 – 1949** stressed the need to meet a variety of needs of our young men and women by giving a Vocational course.

**1.1.8 Education commission (1964 -1966)** headed by *Kothari* emphasized diversions of at least 50 % of the Students who successfully complete 10 year schooling of the Vocational stream to prepare Students for employment. It also insisted that work experience should be introduced as an integral part of all education (NCERT 2007). Their recommendations were well taken by the government which led to the policy formulation 1968 and 1986 on Vocationalisation of school education.

In India Vocational education divided into 2 levels:- **School level** – Vocational school (under the MHRD), **Higher level** – Vocational training Institute.

Vocational education was initiated in the school level with three main objectives.

- i. To enhance the employability of individual Students.
- ii. To reduce mismatch between demand and supply of manpower.
- iii. To provide alternative to those seeking to pursue higher education.

Government include vocation from the school levels:-

**Primary (1 to 5):-** To know work education, **Upper primary (6 to 8):-** To make the Students aware of the concept of work, **Secondary level (9 to 10):-** Per Vocational education to make Students familiar with world of work.

Through all these **Schemes** we can say clearly that government also realized the importance of Vocational education. But somewhere 100% implementation of the given policies is not seen in school curriculum of India. Still Students don't want to enrol themselves in Vocational education, many other factors are responsible but one of them is lack of awareness among Students, teacher, parents toward various Schemes and initiatives taken by government of India toward Vocational education.

Some of them are given below:-

**1.1.9 Central Board of Secondary Education (CBSE) :-**

CBSE is offering 34 Vocational courses consisting of 107 subjects in its about 500 governments and government aided schools across the country. During the academic session 2007-08, Financial Market Management was introduced as Vocational package in class 11. CBSE launched three new Vocational courses, namely, "Hospitality and Tourism," "Mass Media Studies & Media Production" and "Geospatial Technology" from the academic



session 2010-11. CBSE is making efforts to introduce more such courses in collaboration with relevant industry/organization, and has facilities for joint certification.

#### **1.1.10 National Vocational Qualification Framework (NVEQF)**

The National Vocational Education Qualification Framework (NVEQF), which has been launched by AICTE and Ministry of HRD mainly focuses on general education element into Vocational education and vice versa. It bring the Vocational education program in schools that will offer new career choices to Students and make them better prepared for the world of work. Through NVEQF, Ministry aims to develop the skills and competencies of Students opting for Vocational courses.

#### **1.1.11 National Skills Qualifications Framework (NSQF)**

Cabinet notified the National Skills Qualifications Framework (NSQF) on 27th December 2013. It is a quality assurance framework that aims at bridging the demand-supply gap for skilled workforce in different industry sectors in India It is a competency based framework that organizes qualifications into ten levels, with the entry level being 1, and the highest level being 10. Accordingly, to be certified to have the competency needed for any level, the learner can acquire the same through formal, non-formal or informal learning. .As a competency framework it integrates Vocational education and training, general education, technical education through various paths that show the higher order and levels of learning

#### **1.1.12 Skill India**

Skill India is a campaign launched by Prime Minister Narendra Modi on 15 July 2015 which aim to train over 40 crore people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan Schemes".

These initiatives taken by government must concern by school authority for the successful implementation of Vocational education in school, Effective implementation of the given scheme leads to develop a positive attitude among secondary Students of India.

As many time we heard in news that Students commit suicide if they were not able to achieve the parents' career demands. So it is a time when school should take responsibility to change the mindset of parents too by promoting awareness toward Vocational education in society by integrating it with general education.

It is important to develop a right attitude among senior secondary Students towards Vocational education so that they can recognise their potential and take decision regarding their career selection. In Bhopal there are various Vocational training Institute like CRISP, POLYTECHNIC ETC, recently at school level as CBSE introduced various Vocational courses so through this research i want to know to what extent school of Bhopal encouraging Vocational education and integrating it with general education to develop a positive attitude among senior secondary Students.

To investigate this I selected a Topic:-**AWARENESS AND ATTITUDE OF VOCATIONAL EDUCATION AMONG STUDENTS OF SENIOR SECONDARY SCHOOLS OF BHOPAL-A STUDY**

## **1.2 NEED OF THE STUDY**

Secondary education is a crucial stage that prepares a child for better life and for the world of work. It also helps him in becoming a competent citizen especially in the knowledge based society. Moreover, besides the general education up to secondary level, there is a need for providing Vocational knowledge and skill at the higher secondary level to enable Students to be employable. But reality of secondary Students in India are encouraged to score well and

seek admission in good colleges whether it imparts Vocational training or not. So if Students are aware of the Vocational education they can select their career according to their interest and calibre.

Our Shri Narendra Modi (Prime minister of India) talks about skill India, he said “**Skilling is building a better India, if we have to move India towards development than skill development should be our mission**”. so this study help us to know the implementation of skill India in Bhopal by knowing the awareness level of senior secondary Students of school toward emerging Vocational courses and sources of information toward Vocational education.

This study is helpful to know the attitude of senior secondary Students toward status of Vocational education, their social perspective and enrolment issues toward Vocational education.

### **1.3 STATEMENT OF THE PROBLEM**

Awareness and Attitude of Vocational Education among Students of Senior Secondary Schools of Bhopal– A Study

### **1.4 OPERATIONAL DEFINITION OF THE PROBLEM:**

Before proceeding further in any research the researcher should have clear understanding of the problem. The problem selected for the study is a Awareness and attitude of Vocational education among Students of secondary schools of Bhopal– A Study

There are two terms in the study - **awareness and attitude**. These terms carry different meaning to different people. Therefore the researcher here under in brief spells out his own understanding of these terms.

#### **AWARENESS:**

Awareness is primarily a mental state of an individual regarding something. Awareness is always awareness of something. It is a process of taking in something that is outside to individual. it indicates the knowledge of an individual about some phenomenon.

Awareness is a state of being conscious of one's self and one's surroundings. A state of being conscious and aware of one's awareness is called self-awareness and is considered a higher form of awareness.

#### **ATTITUDE:**

Attitude is an acquired state which is attained through experiences in a person's life. It is a state which makes someone liable for his actions and reactions. Attitude is a state of thought which is totally dependent on the condition of the event or situation. It can be evaluated by two measures, the one is extremely negative and the other is extremely positive. There are people who can take hold on both the types of attitude positive as well as negative which simply leads to the controversy if a person can hold multiple attitudes towards something.

### **1.5 OBJECTIVES OF THE STUDY**

Researcher formulated following objectives for the present study. Since the study has two dimensions namely Awareness and Attitude, researcher formulated two sets of objectives they are:-

#### **1.5.1 Objectives Regarding AWARENESS:**

- To Study the Awareness of Vocational Education among Students of senior secondary schools of Bhopal.
- To Study the differences in awareness of Vocational Education among Students of senior secondary school Bhopal due to gender.

- To Study the differences in awareness of Vocational Education among Students of senior secondary school Bhopal due to different streams.

#### **1.5.2 Objectives Regarding ATTITUDE:**

- To Study the Attitude of Vocational Education among the Students of senior secondary school of Bhopal.
- To Study the differences in Attitude of Vocational Education among Students of senior secondary schools of Bhopal due to gender.
- To Study the differences in Attitude of Vocational education among Students of senior secondary school Bhopal due to different streams.

### **1.6 HYPOTHESIS OF THE PROBLEM**

- 1: Differences will be there in awareness of Vocational Education due to gender of senior secondary schools of Bhopal.
2. Differences will be there in awareness of Vocational Education due to different streams of senior secondary schools of Bhopal..
3. There will be no significance difference between attitudes of Vocational Education due to gender of senior secondary schools of Bhopal.
4. There will be no significance difference between attitudes of Vocational Education due to streams of senior secondary schools of Bhopal.

### **1.7 DELIMITATION OF THE STUDY:**

1. The study is limited to only Students with science and commerce stream of senior secondary schools of Bhopal.
2. The study is limited to English medium Students of senior secondary Students of Bhopal.
3. The study is limited to Students studying in class 12th of senior secondary schools of Bhopal.
4. This study sample is limited to 200 Students of senior secondary Students of Bhopal.
5. The study is restricted to four senior secondary schools of Bhopal district.
6. Awareness and attitude of respondents is based on structured questions and items only.