

**Chapter – I**  
**INTRODUCTION**

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### **1.1. BACKGROUND OF THE STUDY**

***“ By education I mean all-round drawing out of the best in man- body, mind and spirit. ”***

**Mahatma Gandhi**

Education plays a very important role in our society. It is a tool that helps to acquire knowledge within the mind of an individual. Education is one of the essential requirements of man's life. Education is something that holds utmost importance in one's life. Education helps a person to live the life and to gain knowledge which is helpful to the development of society and nation. It is the process which aims at all round development of individual. Through education people become more responsible and informed citizens. Education is the key to solve various problems of life. Education always contributes immensely to the destiny of a nation. The growth of a country is directly related to the type of education it imparts to the generation. It makes a country progressive, self-reliant and independent. Every child needs to be on a path that ultimately results in him or her becoming a productive member of society.

Education is good when it helps a child to earn a living and teaches child how to live. Education has the power to lift people out of poverty as it is means to rewarding career. Education helps a person in gaining economic independence by educating him/her to be self-reliant in earning a living. The growth and development of nation depends upon the

quality of education which is being provided by people. Quality of education will help an individual to improve their skills, development and knowledge. The skill of an individual depends upon the educational, social and cultural background of the individual. Every individual has a different skill in them according to their level of interest. Each individual has different skills in different areas like technician, accounting, animation, retail, banking, business administration, marketing etc.

The need of skill development is important among its citizens so that they can be productive and proving to be an asset for their families and nation as well. A further push for skill development has come from the government's recent emphasis on "Atmanirbhar Bharat". It needs to master all its available assets to make it sure that "a trained person is reliable for each educated personnel". Millions of people graduate every year to discover that they have no job waiting for them. There are number of job positions remain unfilled because there is no trained manpower for them. So all streams of education must somehow to be linked to the job market. A knowledgeable and skilled workforce is seen as the most important human capital required for development of a country. Both vocational education and skill development are known to increase national growth.

According to the draft of National Policy on Education, 1986, "an ideal system of education needs to assist individuals to recognize and cultivate to their fullest all their potential". It is true that general education lays the foundation of certain fundamentals of knowledge. So, we required skilled personnel for maintaining high economic growth. It is this need which led the Education Commission (1964-66) to recommend the introduction of a variety of terminal vocational courses at the +2 stage. The main aim to introduced the vocational courses at this stage is to avoid forcing students into the academic channels

alone and to offer them opportunities to choose subjects and programs of study with a view to increase their employability. Some states and central board of secondary education have already introduced a variety of vocational courses in +2 stages.

In accordance with the recommendation held in New Delhi in 1976, N.C.E.R.T has worked out the following board outlines of the programs of vocational education. It intends to offer a wide variety of skills and employment oriented subjects to the majority students in accordance with their aptitude, interest and abilities.

Education is a multi dimensional process. While developing the individual, there must be stress on education contributing to assist the students towards attaining rational goals. Introduction of vocational courses in schools is an effective way to achieve skill development among students so that they become productive citizens and contribute to country's development. It is a process of empowerment and also an instrument of social change. Education should present a strong base for vocational education at higher level.

## **1.2. DEFINITION OF KEY TERM**

### **I) ATTITUDE**

“An attitude is a readiness to respond in such a way that behavior is given a certain direction.”

The word “ Attitude ” means the sum total of man's inclination and feelings, prejudice or bias, ideas, fears, treats and about any specific topics, events etc.

In the words of Rokeach (1968) “An attitude is a learned orientation or disposition, towards an object or situation, which provides a tendency to respond favorably or unfavorably to the object or situation”.

**Crow and Crow (1956)** “a child need not to be permitted to do completely as the wishes usually he can be simulated towards desirable activities through the arousal of interest in worth-while projects. Constructive attitudes develop during his adolescence and adulthood”

Attitude generally implies a personality disposition which determines behavior towards and opinion about a given object, person’s situation , institution , idea or concept. It is normally understood as feeling or opinion towards something. It involves liking or disliking , love or hatred, beliefs or disbeliefs of an idea towards a subject or an object of an individual or group of individual.

## **II) VOCATIONAL EDUCATION**

Vocational education can be defined as the education that is based on occupation employment. Vocational education is a bridge between the general education and demand of industries. It helps to prepare students for a specific career. Vocational education usually consists of a mix of theory practical and hands on experience. It might be classified as teaching procedural knowledge. It can be at the secondary or post-secondary level. This type of education prepares people for specific trade, crafts and careers at various levels in all spheres of life. It involves various practical activities through which one gains skilled and experience directly linked to a career in future. It helps students to be skilled and in turn, offers better employment opportunities.

Vocational education has a great importance for developing a country because of it has a great contribution to become drop-out and weak student as skilled manpower. It also has contribution to reduce unemployment, child labour , child abuse and to create scopes of self development income generating activities for individual. Vocational Education treated as a ‘ wise investment decision’ for both the individual and the nation.

Large number of students receiving vocational education can not only develop the right type of attitude towards different types of vocations, but contribute significantly to the development of the country. Education should not produced men and women who are fit for white collar jobs. It has to be such as to inculcate respect for labour. Vocational suffers from many kinds of challenges, though it focus on some prospects for economic growth by creating skilled manpower.

### **III) STUDENTS**

In this study students mentioned are to be understood as secondary school students of grades IX and X of the selected schools.

### **1.3 DEVELOPMENT OF VOCATIONAL EDUCATION IN INDIA**

The need of vocational education felt among policy makers before independence. In modern education system *Wood’s Dispatch* (1854) for the first time it mentioned that at secondary school level vocational education is highly needed. Thereafter *INDIAN EDUCATION COMMISSION* (1882 ) also emphasized that vocational education would be introduced at secondary level for the developmental needs of the country. The *HARTOG REVIEW COMMITTEE* (1929) and the *SAPRU ENQUIRY COMMITTEE*

(1934) emphasized the vital role of vocational education in the country's economic development .

**ZAKIR HUSSAIN COMMITTEE'S REPORT (1937)** recommended that a craft or vocation would be core for effective education. The education would be self-supporting means it would earn so much amount which will be sufficient to pay salaries to the teachers and after completion of education, student will be able to self-earning.

**SARGENT REPORT (1944)** places great emphasis on technical and vocational education. In independent India the *Radhakrishna commission* (1948) emphasized the need for vocational education to meet a variety of needs of our young men and women.

The **SECONDARY EDUCATION COMMISSION (1952-53)** also known as *Mudaliar Commission* emphasized that after having received secondary education one should be able to earn enough for maintaining himself. For developing this capacity vocational subjects should be introduced in the curriculum.

The **KOTHARI COMMISSION (1964-66)** was appointed by the Government of India to overhaul the Indian Education sector. The Commission recommended development of a comprehensive system of vocational education in relation to the developmental needs of the country.

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 educational reorganization.” These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, to reduce the mis-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. The Kothari Commission Report had also emphasized on full-fledged vocational education in vocational institutions and schools after VIII+ and X+ as well as at higher secondary levels.

The **CENTRAL ADVISORY BOARD OF EDUCATION (1992)** emphasized on vocationalization of education, the existing vocational stream at the +2 level may be suitably strengthened and, wherever possible, the vocational courses may be started from class ix also. The idea of core vocational course is attractive. The work experience programme should have practical orientation in relation to various subjects.

**NATIONAL CURRICULUM FRAMEWORK (2005)** stated that vocational and technical education is to be formulated for all those students who want decent job after their completion of courses or if needed it will help them to get job even before completed it. The VET should be preferred choice not the residual option. The VET design would be so comprehensive that it may include all socially disadvantageous section and physically challenged students. The curriculum of VET constantly updated from the point of view of industries demand.

As in 2007 the Ministry of Human Resource and Development designed a framework called *NVEQF* which provides a path to the school student from school education to the higher education. It provides flexibility in structure with multiple entry and multiple exits. It gives more opportunity to student to choose what modules he like



according to his/her aptitude and requirement. This framework provides connectivity of learning to the livelihoods to the students of secondary and higher secondary schools.

Central government established a “**NATIONAL VOCATIONAL EDUCATION QUALIFICATION FRAMEWORK**” to support and stimulate the reforms in skill development. This framework included the whole education system i.e., schools, vocational education institution and industrial training institutions and higher education providing institutions. This framework is a unified system which is based on well recognized occupational standards and activities.

#### **1.4 NATIONAL EDUCATION POLICY 2020**

The **NATIONAL EDUCATION POLICY (2020)** has also given special emphasis on vocational education through integration and mainstreaming of vocational education with general education which will help students in acquiring various skills to meet the needs of the industries and improve the quality of education. It aims to make vocational education more accessible, more flexible, more contemporary, more relevant, more inclusive and more creative. By 2025, it aims to get at least 50% students through school and higher education systems to have exposure to vocational education.

The recommendation of **NATIONAL EDUCATION POLICY (2020)** in relation to vocational education are as under:

**Access** - It is estimated that only 5% of the workforce in India between the age group of 19 to 24 have received formal vocational training as opposed to South Korea where 96% in same age group have received formal Vocational training. The main reason is that till now the Vocational Education in India have focused on class 11<sup>th</sup> and 12<sup>th</sup>

primarily where a huge number of children drop out after class 8<sup>th</sup>. The *NEP* (2020) has recommended that Vocational Education should start from class 6<sup>th</sup> for which a programme called Samagra Siksha Abhiyan will be launched. This would give children exposure to work environment and various career options early in their lives.

**Equity** - The frames of NEP (2020) are aware of the fact that the people perceive vocational education as being inferior to general education. It is widely believed that vocational education is meant for the students who can't cope up with the general education courses. Such a perception prevents the students in taking up vocational education. Keeping this in mind the *NEP* (2020) proposes that the vocational education be integrated to the general education courses so that all the students learn at least one vocation and are exposed to many more.

**Adaptability and flexibility** - The curriculum of Vocational Education be up to date and keep adapting to the changes taking place. It is also important to develop capacity in the students for lifelong learning and to provide support for the same so that they adapt to the changes successfully. *NCERT* integrated Vocational Education in the *National Curriculum Framework*. *NCERT* is also expected to prepare guidelines, teacher's handbook, text-books Vocational Education.

**Assessment and evaluation** - The assessment and evaluation of the students of vocational education is to be competency based for which the *NCERT* is to provide appropriate guidelines.

**Higher Vocational Education** - It is imperative that the vertical mobility of the students of vocational education courses must be ensured. NSQF is one step in this direction. It is planned that vocational education will be integrated to the school and higher education institution in a phased manner.

**Open Vocational Education** - Open and distance learning mode will also be utilized to promote and provide vocational education courses.

**Strengthening PSSCIVE** - PSSCIVE will be strengthened by making available quality human resources, funds, infrastructure and technological inputs. This will help PSSCIVE in its role of proliferating vocational education on a massive scale.

## **1.5 VOCATIONAL EDUCATION IN NATIONAL FIVE YEAR PLANS**

Vocationalisation of education was identified as a priority area in the Eighth Five Year Plan. The revised policy formulations which set forth the modifications to the NPE, however, retained the policy framework laid down by NPE. The target coverage was however, revised to divert 10 percent of the higher secondary students by 1995 and 25 percent by the year 2000. The focus in the Ninth 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. In the 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 5 to ensure that there is consistency between the demand for and supply of skills. Additional allocation of Rs 650 crores has been done for the Vocational Education Mission in the Tenth Plan.

## **1.6 NEED FOR VOCATIONAL EDUCATION**

Over the years , education has gained a more academic and theoretical nature leading to its distancing from practical skills and from the realm of work resulting in unemployment among the graduate and post-graduate students. Reintroducing the practical aspect to education enhances its utility and its meaningfulness leading to development of employable skills. It therefore, is imperative and need of the hour that government pays serious attention towards vocational education.

Today , India faces many challenges and one of the factors that could help meet these challenges successfully is by increasing its gross national productivity leading to growth in economy . India has a huge population that is young but to benefit from this demographic dividend, it is equally important that these people are well trained and in possession of the skills needed for agricultural and industrial growth. It is equally important to well trained these people. Skill development through vocational education can help realize this national objective by utilizing the human resources to the fullest and in the best way possible. This ensures a decent livelihood for an individual as also enabling him/her to contribute towards the development and growth of the nation.

Also, plain and pure academic is not suited to the interest , abilities and aptitude of all the students and such students are branded as uneducated by the education system. Vocational education can help these students invest their energy, time and effort on developing some practical and employable skills so that they can find suitable employment or may even become self employed and a productive citizen of the nation. Vocational schools help with bridging the skills gap between work and education. Vocational education makes us

self-sufficient and independent altogether and would motivate us everyday to develop something new.

Vocational and skilled-based education is becoming more and more important today, with many employers expecting new employees to have all the practical skills they need to start work. Vocational education has long been an important part of the educational landscape. It helps students and professionals to learn skills they need to enter the workforce and provides them with the opportunity to explore different careers. Vocational education sets a sense of responsibility in children's minds. They get the opportunity to know their field of interest and gain practical knowledge.

Vocational education should more likely to make an individual be his / her own master by starting a new productive activity or a service which may satisfy a felt need of the community. It should help in learning various skills through study of technologies, related sciences or other practical work. Every benefit posed by the inclusion of vocational education will only make our country grow towards progress.

## **1.7 RATIONAL OF THE STUDY**

Skilled and technically trained people are the principle of any developing society. Their potential , number and development are the key not only to the wealth producing capacity of the nation but also to its social development. Helping an individual to prepare for a new stage of life becomes an imperative task for the welfare of the country. The government can prepare the youth for the economic and social needs of the community expressed in terms of various occupations through vocational education.

Vocational education aims at creating healthy mentality in students for both job and life, to reduce difference in demand and supply. Special care for the pass out vocational courses in both private and government sector. It has been decided by the experts and educationist that a vocational base is required to link general education with the world of work. Preparing students for fruitful employment it is felt to divert minimum 50 per cent of the pupil to vocational world.

The educationist from time to time, spoke of radical changes and recommended vocational education at various levels. Considering the fact that unemployment among the educated is pronounced in the case of pass course graduates, the strategy of the UGC to vocational education at the first degree level of the college and university premises to be an effective one.

It may be observed that research in vocational and technical education was undertaken only from 1960 onwards. So far 184 studies have been reported till the year 2000. The National Council of Educational Research and training (NCERT), Pandit Sunderlal Sharma Central Institute of vocational education, State Institute of Vocational Education are the ones that have conducted researches in Vocational Education. Ministry of Human Resource Development and Planning Commission also sponsor external agencies to conduct research on their behalf.

There are some long list of questions which confront the teacher, administrators and heads of institutions offering programmes of vocational education. A dis-balance between fee needs of man-power in that particular field and production of man-power for that field creates a crisis. Surplus man-power remains unemployed. In our country such disbalance is a widely known phenomenon. We import superior technical know-how from abroad, but do not provide for fee preparation of such man-power in our own country.

This study is needed to examine the extent to which the present education system has been able to meet the requirements of such a mass unemployed youth. To earn a livelihood on their own, vocational education may help immensely.

The drop-out rate of students after secondary examination is high in India for earning the livelihood for their family. The study will include the study of aspect of skills which would enable them for it. It will focus into various aspects of vocational education including facilities, students interest , attitude and effectiveness of vocational education.

## **1.8 STATEMENT OF THE PROBLEM**

Based on the above argument following statement of problem is proposed.

### **Attitude Towards Vocational Education Among Secondary School Students.**

## **1.9 OBJECTIVES OF THE STUDY**

The following major objective were formulated and tested in this study:

- To study the attitude of secondary school students towards vocational education
- To study the attitude of boys and girls of secondary school students towards vocational education.
- To study the attitude of government and private school students towards vocational education.

## **1.10 HYPOTHESIS**

A hypothesis is a proposed explanation for a phenomenon. Hypothesis to be a scientific one, scientific method requires that one can tested.

In this study the following statistical hypothesis have been formulated ;

**H0<sub>1</sub>** There will be no significant difference between boys and girls of secondary school students towards vocational education.

**H0<sub>2</sub>** There will be no significant difference between government and private schools students at secondary level towards vocational education.

## **1.11 DELIMITATION OF THE STUDY**

Direction of attitude is determined by information, information modulates attitude. This is an important limitations of this study.

- The study is limited to the secondary school students of the sampled school towards vocational education.
- The Likert scale used to measure attitude which is subject to response bias, subjective interpretation and restricted choice.
- This study is restricted to two government school and two private schools of urban areas of Bhopal city.
- This study was limited to 100 students .
- This study was completed in 15 days.