VOCATIONALISATION OF COMMERCE EDUCATION

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Abstract
This paper critically analyses vocationalisation school education, higher education, secondary education and commerce education. The contribution of education depends upon the values it teaches and skills impart. Education will become the foundation stone of a sustainable society only if it succeeds in imparting necessary life skills. The achieved status of being educated is largely appreciated as mobility enabler in traditionally stratified societies like India.

Introduction
This continued from Vedic period to Rajput period and remained almost the same during the Muslim period. Vocational Courses, School Guidance Service would be necessary with Career Masters in Schools. The aptitude and interest of pupils should be taken as major factors for choice of vocations. So provision of educational and vocational guidance is essential in higher secondary schools. The Vocational guidance programme will enable students offering vocational courses to acquire competence of high order such that they can enter the world of work with examples for others.

The Vocational Courses provided in the 11 years higher secondary pattern have one major weakness that vocational content remain weak because the total time available is limited. But in the 10+2 pattern of higher secondary goes for a stable vocational courses. Agricultural Polytechnics at the post-matriculation level, Technical Institutions with higher secondary curricular for vocational education are predominantly terminal in character. School leavers at the secondary stage should be guided for stable vocations in life. An infrastructure should be provided for carrying on planning administration and supervision of the programmes of vocationalisation of education.

Vocational Education (VE), introducing job market oriented courses, making education and training flexible, and developing industry institute linkages. In developed countries VE is used as an effective tool to control Unemployment and Poverty, especially in countries where VE is made an integral part of their general education the VE has played pivotal role in their economic growth. Thus for increasing employability of youth, there is a need of the our that vocational training will be made integral part of general education.

Objective
This paper tries to resolve some of the issues related to vocational education, vocationalisation of education, skill development, focusing on the needs of Indian population and the challenges it is facing.

Education
Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. Education as the process of educating or teaching. Educate is further defined as “to develop the knowledge, skill, or character of...” Thus, from these
definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Unfortunately, this definition offers little unless we further define words such as develop, knowledge, and character.

**Vocational Education**

Vocational education is a form of education focused on direct and practical training for a specific trade or craft. Vocational education may come in the form of an apprenticeship or internship as well as institutions teaching courses such as carpentry, agriculture, engineering, medicine etc. Vocational education is an education that prepares trainees for jobs or careers at various levels from a trade to a craft or a position in engineering, accountancy, nursing, medicine, and other healing arts, architecture, pharmacy, law etc. Vocational education may be classified as teaching procedural knowledge. This can be contrasted with declarative knowledge, as used in education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education. Vocational education can be at the secondary, post-secondary level, further education level and can interact with the apprenticeship system. Increasingly, vocational education can be recognized in terms of recognition of prior learning and partial academic credit towards tertiary education.

**Vocationalization**

Vocationalisation of education is not synonymous to vocational education. Vocationalisation does not refer to providing vocational training to pupils after completion of certain school level courses in a specific stream. Vocationalisation refers to increasing the vocation oriented skills and components of all education for all students. This is what Mahatma Gandhi intended in his ‘Nai Talim’ (New Education) system; this is what was recommended by the Kothari Commission report through ‘work experience’ and ‘Socially Useful Productive Work’. The aim of vocationalisation of education is to give the pupil the skills and confidence that he can make and build things, that he can act on his ideas and that he can acquire many more abilities through his own effort. This is the capability to act and propel him forward. Both ‘vocational education’ and ‘vocationalisation of all education’ will involve skills development. Whereas in vocationalisation, the skills development is intended to build the capability to act in a variety of real life situations, the vocational education gives skills for a specific vocation under well-defined limitations. Without the general skills development, the specific skill cannot help him to survive in the competition that is life. Therefore vocational education can only be useful on a base of general skills development.

**Education System in India**

The structure of current education system can be described as below:-
Education in India at present has become the Fundamental Right of every citizen in India. Since its commencement in the ancient days, education has travelled through a long way. Gradually a time had come that enunciated the need for a developing Structure of Indian Education. This made Indian Education to be categorized into four stages: Pre-primary Education, Primary education, Secondary education and Tertiary education. The Preprimary level is usually composed of Lower Kindergarten and Upper Kindergarten, where primary reading and writing skills are developed. Primary school includes children of ages six to eleven. The secondary Education fulfills the requirement of schools providing education in the rural areas. These schools usually either follow the State or national curriculum. Tertiary education becomes synonymous in technical education.

Among the extensive Structure of Indian Education, Pre-primary Education forms the very basis of learning. A very low percentage of children receive preschool education facilities. Kindergartens facilities are provided and in these there are two stages - lower kindergarten (LKG) and upper kindergarten (UKG). The education pattern of this stage to help the students gets accustomed with reading and developing a writing skill. In rural areas preprimary education in imparted free of cost. After finishing upper kindergarten, a child enters Class one of primary school. Kindergartens are considered an integral part of regular schools. In the primary level students form an idea of their own of the different subjects. According to the Structure of Indian Education, this education system is made available to all citizens of the country. Furthermore, in the 86th Constitutional Amendment Act was passed by the parliament to make the Right to Elementary Education a fundamental right and a fundamental duty. Primary education also involves maximum enrollment of girls. Secondary education follows just after primary education. It is one of the considerable main structures of Indian Education. Secondary education is generally the final stage of compulsory education. Secondary education is the next stage after the compulsory, comprehensive primary education for minors to the optional and selective higher education. In the secondary
level called secondary schools are termed as high schools, gymnasia, middle schools, colleges, vocational schools and preparatory schools. The purpose of secondary education is to provide common knowledge, to prepare the students for higher education or vocational education and offer training for profession.

The final level of the Structure of Indian Education is Tertiary education. Tertiary education is referred as the third stage and post-secondary education. Students undergo through this education after the completion of a school providing a secondary education. Colleges, universities, institutes of technology and polytechnics are the main institutions that provide tertiary education for. The introduction of Indian Education Structure has made the educational system more organised and help in imparting proper and systematic training.

In India, skill acquisition takes place through two basic structural streams – a small formal one and a large informal one. Details of major formal sources are listed in table below:

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Institute</th>
<th>Capacity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream education</td>
<td>Centrally Sponsored Scheme of Vocationalisation of Secondary Education run by the Ministry of Human Resource Development</td>
<td>Enrolling less than three per cent of students at the upper secondary level</td>
<td>9,583 schools offering about 150 educational courses of two years duration</td>
</tr>
<tr>
<td>Training institutions outside the school and university systems</td>
<td>Industrial Training Institutes (ITIs) and Industrial Training Centres (ITCs)</td>
<td>Total seating capacity of 7.85 lakh</td>
<td>5488 public (ITI) and private (ITC) institutions imparting VET, of which 1922 are ITIs and 3566 are ITCs</td>
</tr>
<tr>
<td>Diploma level</td>
<td>Polytechnics</td>
<td>1,244 polytechnics run by MHRD with a capacity of over 2.95 lakhs</td>
<td>1,747 AICTE approved diploma programs with 294,370 seats</td>
</tr>
</tbody>
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Status of Vocational Training received: The World Bank report of 2006, shows that among persons of age 15-29 only about 2 per cent reported to have received formal vocational training and another 8 per cent reported to have received non formal vocational training. The proportion of persons (15-29 years) who received formal vocational training was the highest among the unemployed. The proportion was around 3 per cent for the employed, 11 percent for the unemployed and 2 per cent for persons not in the labour force.

Secondary Education
Secondary Education in India serves as a bridge between the primary and higher education. Secondary education is mainly aimed at preparing the young students between the age group 14-18 for the world of work and entry into higher education. In India, the Secondary Education starts from the classes 9-10 and leads a student to the higher secondary classes 11 and 12. The Central Board for Secondary Education (CBSE) is in charge of all kinds of activities regarding secondary education in India.

There are several institutions that provide secondary education in India and the institutions include both the government and private schools. Generally, the schools follow either the State or the National Curriculum for providing secondary education to the students. Some of the top class schools in India also offer an alternative international qualification like the IB programme or the A Levels. The secondary education is provided in almost all the villages and towns in India, through the schools, having a secondary status. The
government of India has already taken many steps to attract the students of the primary level to continue their study in the secondary level also. Apart from the Central government, the State Board of Education of the Indian states is also playing their roles in spreading secondary education in their respective states.

**Higher Education**

Higher education is popularly taken to mean education that is imparted in Colleges under Universities. Its external test is the possession of a degree. Its intrinsic quality is the possession of a distinctive attitude to life based on intellectualism. Post Independence, history of higher education in India went through phases of rapid expansion. The number of universities in the country leapt from 25 in 1947 to 348 in 2005. Enrollment rose from 0.1 million in 1947 to 10.5 million in 2005. In present times, the country’s higher educational institutions have an enrolment of 10.5 million students and turn out 2.5 million each year. Approximately 45 per cent of the students pursue degrees in the arts, 20 per cent in sciences and 18 per cent in commerce. The remaining 17 per cent are enrolled into professional courses like law and medicine. The sheer numbers may seem enormous, but that appears pretty small for a country of India’s size.

**Conclusion**

We cannot meet the challenge of an advanced civilization with the outmoded ideas of a feudal age. Our responsibilities today are infinitely greater than what our fathers had to shoulder. This function can be fulfilled only by a higher standard of education.

It is, therefore, a very narrow outlook that judges higher education by immediate material value. The purpose of education is to make one a citizen of the whole world and a leader of the society.

Therefore, it is imperative to organize national education on a high level of efficiency. The foundation of national Universities and institutions (deemed as universities) national laboratories, national academies of art and culture are steps in the right direction. The Universities must prepare our students to play the leading role in building the nation, to fulfill its many-sided functions in the service of humanity.

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