



Need & importance of girls vocational education in India: An analytical study

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Abstract

Vocational Education has been major concerns in the context of an overall transformation of the educational system in India. Vocational education for girls create self-employment as well as self-respect and self-reliance. Vocational education for girls not only improves the economic condition of the family but also contributes to the GDP of the state/nation. For the economic progress of any nation, it is necessary that all the men and women of the nation take professional education and contribute to the professional development.

The importance of girl vocational education in India lies in its ability to address several social issues such as poverty, gender inequality, child marriage, and population growth. Vocational Education can help girls to develop confidence, critical thinking skills, improve their economic prospects, and empower them to make informed life decisions. Taken as a whole we can say vocational education make to the girls self confident (Aatmanirbhar).

Keywords: 1. Girls vocational education, 2. Importance of Girls vocational education

Introduction

B. Russell said “A community of men and women possessing vitality, courage, sensitiveness, and intelligence, in the highest degree that education can produce, would be very different from anything that has hitherto existed, very few people would be unhappy then.”

In modern times most important and urgent reform needed in education is to relate it to the needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. The most important objective of modern education is considered to develop the increase of productivity individual. Education should enable a person to get his bread and to earn his living in a society. Indian society is changing very rapidly due to stupendous advancement of science and technology. The world of today is getting closer day by day due to the advancement of computer and internet systems and digitalization. Our social progress, activities daily living, life styles, all amenities depend on modern scientific and technological development. It is the era in which we cannot think any aspect of our life without science and technology. But Indian society confronts many serious problems such as unemployment value erosion, indiscipline, regionalism etc. Education is considered as the best media to evolve ultimate possible way-out for probable solutions of those problems. On the other hand the building of modern nations depends upon the development of people through proper education. The healthy socio-economic growth of societies also depends to a great extent upon the effectiveness of their manpower preparation system and this is possible through education. But our education has been so academic and theoretical and so divorced from practical work that the educated classes have, generally speaking, failed to make enormous contribution to the development of the country's natural resources and to add to natural wealth. It is the 'technical and vocational' education, which is prerequisite for

sustaining the complex structure of modern civilization and economic and social development. It is the era in which we cannot think any aspect of our life without science, technology and vocational education. But Indian society confronts many serious problems such as unemployment value erosion, indiscipline, regionalism etc. Education is considered as the best media to evolve ultimate possible way-out for probable solutions of those problems. On the other hand the building of modern nations depends upon the development of people through proper education. The healthy socio-economic growth of societies also depends to a great extent upon the effectiveness of their manpower preparation system and this is possible through education. But our education has been so academic and theoretical and so divorced from practical work that the educated classes have, generally speaking, failed to make enormous contribution to the development of the country's natural resources and to add to natural wealth. It is the vocational education, which is prerequisite for sustaining the complex structure of modern civilization and economic and social development. A.J. Goddard in his discussion on vocational education said, “There are not one kind of education that prepares a person to make a living and another kind that prepares for living.” With the rapid growth of population, speedy urbanization, rising competition in the field of employment and growing need for specialist manpower the significance of vocational efficiency has been gradually growing in stature.

Vocational education in ancient India

Vocational education in ancient India had been ages. The combination of Para Vidya and Aparā Vidya constituted the wholeness of ancient Indian education. The Rishis were conscious of worldly duties. They placed emphasis upon creation of “wealth”. Cattle-breeding had been held in high esteem in the earliest days. With the growth of urban life and social complexities concomitant with caste-divisions

analogous with vocational specialization, the importance of secular studies obviously increased. Sixty four arts were known to the ancient Hindus. With the rise of powerful monarchies, some professions and careers acquired added importance. Ayurveda was one such professions formalized Ayurvedic study was open to all with requisite qualification. Military career was similarly open to all, although the intake was mainly from amongst the Kshatriyas. Professional education of the Vaisyas was mainly of the commercial type. Apart from studying certain scriptures and texts, they had particularly to be well versed in accounting, weights and measures, nature, quality and use value of the articles of merchandise, the genuineness and values of stones and jewels. They were expected to be acquainted with topography and transport as well as multiple languages and dialects. Training for manual and industrial production was well organized. There was a twofold development in this field. Apprenticeship was extensively in vogue. The residential trainee had to take an oath of fidelity and loyalty while the master accepted the responsibility of training and maintaining the student. The Arthashastra of Kautilya gives an elaborate account of the various arts and crafts viz, weaving and spinning, mineral and metal industries, sandal, wool, wood and silk industries, irrigated agriculture etc. Education in the arts and crafts continued and flourished also in the Buddhist system. Nalanda is known to have a department of Arts. The names of Dhiman and Bitpal are associated with it. It was during the Gupta and subsequent eras that Indian arts and architecture influenced the whole of South-East Asia, in the Medieval India there are more or less similar system of vocational education as it was earlier.

Wood's dispatch of 1854: Stated "This knowledge will teach the natives of India the marvellous results of the employment of labor and capital, rouse them to emulate us in the development of the vast resources of their county, guide them in their efforts, and gradually, but certainly confer upon them all the advantages which accompany the healthy increase of wealth and commerce, and at the same time, secure to us a large and more certain supply of many articles necessary for our manufacturers and extensively consumed by all classes of our population, as well as an almost inexhaustible demand for the produce for the British Labour."

The Indian Education Commission, 1882 observed that it was only in the Province of Bombay that some provision was made for vocational education for children of agriculturists. The Commission gave considerable attention to the provision of vocational education and stated, "we, therefore, recommended that in the upper classes of high schools there be two divisions, one leading to the Entrance examination of the Universities, the other of a more practical character intended to fit youths for commercial or non-literacy pursuits" demanded commercial and technical education of complete nature. The national education movement brought the question of technical education into prominence. The First World War, however, brought about a revolutionary change in our concept.

The Hartog committee: Observed, "The whole system of secondary education is still dominated by the ideal that every boy who enters a secondary school should prepare himself for the university examination. This indicates a great waste of effort such attempts as have been made to

provide vocational and industrial training have little contact with educational system and are, therefore, largely in fruitless." The Committee, therefore, recommended: (i) The retention in the middle vernacular schools of more of the boys intended for rural pursuits, accompanied by the introduction of a more diversified curricula in those schools; (ii) The diversion of more boys to industries and commercial careers at the end of High middle stages, for which provision should be made by alternative courses in that stage, preparatory to special instruction in technical and industrial schools.

The Central Advisory Board of Education: prepared a plan of educational development in India and submitted it to the Executive Council of the Governor-General for consideration. This was the first attempt to plan a national system of education for India. The object of the plan was "to create, in a period of not less than forty years, the same standard of educational attainments as had already been admitted in England." "Basic education, as envisaged by the Central Advisory Board, embodies many of the educational ideas contained in the Original Wardha Scheme, though it differs from it in certain important particulars. The main principle of "Learning through activity" has been endorsed by educationists all over the world. At the lower stages the activity will take many forms, leading gradually up to a basic craft or crafts suited to local conditions.

After independence: The first educational commission attached great importance to engineering and technological studies at the University stage. The Commission emphasized the need for vocational education "to meet variety of needs of our young men and women giving a vocational bias to their courses by retaining at the same time their value in assistance of general education as preparation for university courses."

The Mudalhar Commission 1952: recommended technical school, industrial school and apprenticeship system. The Commission emphasized the terminal nature of the post-secondary stage in contrast to the college preparatory nature of the preceding commission. The Commission felt that at the end of this a student should be in a position, if he wishes, to enter life and take up some vocation. A chain of multi-purpose schools were established in response to these recommendations throughout the country.

The Education Commission (1964-66): noted the uncontrolled meaningless rush to universities and the drafting of university students for a variety of occupations which do not require the university education for the types of jobs they are performing. The Commission suggested restructuring of education (10 + 2 + 3) and recommended distinct streams of general and vocational education at higher secondary stage to intercept the goal-less climb-up of the youth on the educational ladder and divert them to productive path.

The Parliamentary Resolution: On National Policy of Education (NPE 1968) accepted the recommendations of the Education Commission (1964-66) and emphasized the "effectively terminal nature of the vocational stream of studies." The Central Advisory Board of Education (CABE) at its meeting endorsed the Policy Resolution and resolved

to adopt 10 + 2 + 3 pattern of education and reiterated that the + 2 stage of education should be regarded not merely as a college preparatory, but a period for preparing an increasingly large number of school leavers for different vocations in life.

The NCERT: Document “Higher Secondary Education and its Vocationalization” was presented to the country setting out a model conceptual framework for implementation. The document asserts that “Vocationalization is a major transformation in education and cannot be achieved without important structural and functional changes in the whole set up.” The vocational education programme at higher secondary stage was initiated in 1976. The Working Group on Vocationalization of Education constituted by the Ministry of Education, Government of India, presented the scheme of implementation and its financial implications. The National Review Committee reviewed the NCERT document, studied the syllabi and courses of the CBSE and a few State Boards and gave detailed concrete recommendations for introduction of vocational courses at the higher secondary stage. Its report was published as “Learning to Do”.

The document “Challenge of Education - a policy perspective” published by the Ministry of Education, Government of India, initiated a nationwide debate on all major issues in the domain of education. The national Working Group on Vocationalization of Education, Ministry of Education, led by Dr. V. C. Kulandaiswamy, undertook extensive review of vocational education in the country and provided guidelines for the development of programmes. The National Policy on Education (NPE 1986) accorded a very high priority to the programme of vocationalization of education. The policy states, “The introduction of systemic, well-planned and rigorously, implemented programme of vocational education is crucial in the proposed educational reorganization. Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity.”

The Programme of Action: (POA) was prepared by the Ministry of implementation of NPE (1986), in the field of vocationalization accepted the model suggested by the Kulandaiswamy working group. A detailed framework of the programme of vocationalization of education to be launched in the country was formulated in consultation with experts and discussed in the conference of State Education Ministers held in April 1987, and a broad consensus. The centrally sponsored scheme was launched by Ministry of Human Resource Development under which assistance would give to the State Government administration and non-government organizations for approved purposes. In spite of all these efforts, the scheme of vocationalisation of education has not yet picked up. There have been many factors responsible for the slow progress, such as absence of a well organized management system, unemployability of vocational pass out, miss-match between demand and supply, reluctance in accepting the concept by the society, absence of proper provision for professional growth and career advancement for the vocational pass out etc.

Vocational education has great importance in human life. The importance of this education is realized in every sphere of daily life and should be there. In the modern era, it is difficult to survive in the absence of any special religious

education. This education is essential for work like use of transport vehicles, construction of various costumes, treatment of diseases, living, preservation of cultural environment, mental development, music, dance drama, painting. It provides education and training to do livelihood related work. It is said that man cannot live without bread. Food, clothes and house are essential. For this man has to work. But without proper training this work is difficult. Through vocational education, a person can fulfil his need through various training mediums. Before discussion in details about vocational education and girl’s vocational education we should talk about education in brief.

National Education Policy (2020)

The National Education Policy (2020) emphasises the importance of Vocational Education and includes a thorough roadmap for promoting Vocational Education in the country. It attempts to make vocational education more accessible, flexible, current, relevant, inclusive, and creative. The proposals of the National Education Policy (2020) for vocational education are as follows.

Access: It is estimated that just 5% of the workforce in India between the ages of 19 and 24 has undergone formal vocational training, as contrast to 96% in South Korea in the same age range. This has an impact on productivity and quality of work, which is why; even with cheaper labour, manufacturing things in India is more expensive. The main reason for this is that, until now, vocational education in India has mostly focused on class 11th and 12th, where a large proportion of pupils drop out after class 8th.

Equity: The NEP (2020) framers are aware that people regard vocational education as inferior to general education. It is often assumed that vocational education is intended for pupils who are unable to complete general education courses. Such a notion discourages students from pursuing vocational education. Keeping this in mind, the NEP (2020) suggests integrating vocational education into general education courses so that all students study at least one vocation and are exposed to a variety of others.

Need of Girls Vocational Education

Education has become increasingly intellectual and theoretical throughout time, separating it from practical skills and the sphere of labour, resulting in unemployment among graduate and post-graduate students.

Reintroducing a practical component to education increases its utility and significance, leading to the development of employable skills. As a result, it is necessary and urgent that the government give substantial attention to vocational education.

Today, India has a slew of issues, and one aspect that could help India address these challenges successfully is increased gross national productivity, which leads to economic growth. India has a large young population, but in order to profit from this demographic dividend, these people must also be highly educated and have the skills required for agricultural and industrial expansion. Skill development through vocational education can help achieve this national goal by making the most use of human resources. This offers a decent living while also allowing an individual to contribute to the nation's development and prosperity.

Furthermore, pure academic is not suited to all students' interests, abilities, and aptitude, and such pupils are labelled as uneducated by the education system. Vocational education can assist these students in investing their energy, time, and effort in learning some practical and employable skills, allowing them to find acceptable jobs or even become self-employed and productive citizens of the nation.

God has created girls and boys as equals. But women had to face many kinds of discriminations consequently they could not develop and progress. They never had a chance to access to fill rights as men in communities that is mostly ruled by men.

Every nation should try to achieve full and equal participation of girls in all areas of life. It is needless to mention that no society would be able to achieve its goal of development without full participation of the girls. Forgetting the potential role of half of the population would create major obstacles to development procedure. For achieving any kind of progress in a society, the role of girls should not and cannot be ignored, because the role of the girls in development of any field of activity is as important as compared to men.

Education is one of the most important bases which may provide equality for girls in all fields of life. If they have equal education as men they would be able to have full partnership for building the society.

Like other countries, the Governments of Iran and India also had given a security to their struggles for equality of girls through legalization of their rights in different aspects.

The Indian Constitution has guaranteed "Equal rights and equal opportunities to all its citizens, irrespective of sex, age, race or religion." The rights are guaranteed by law, but yet to be legalized in custom. (Pillai 1995:37)

According to the law Indian girls have equal rights as of men in all spheres of life. They are free to choose any kind of education and training. There is no limitation for Indian women to enter in to any educational institution maintained by states or receiving aid out of states fund on grounds. According to the Constitution, education should offer equality for girls and boys, is compulsory and, free of charge for both of them before high level.

M. I. Khan and S. R. Sharma (1993) in their book 'Equality and Education have reminded that education can be an effective tool for women's empowerment, the parameters of which are:

- Enhance self esteem and self confidence of women,
- Building a positive image of women by recognizing their contribution to the society, polity and the economy.
- Developing ability to think critically.
- Fostering decision making and action through collective processes.
- Enable women to make informed choices in areas like education, employment and health (especially reproductive health).
- Ensuring equal participation in developmental processes.
- Providing information, knowledge and skill for economic independence.
- Enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

Importance of vocational Education for girls

The International Labor Bureau has reviewed the reasons for women's participation in employment. Middle class poverty plays a large role in forcing girls with elementary or advanced education to work in office. Needless to say, in the case of women from poorer sections of the community, it is nothing more than their abject poverty that has pushed them into the labour force. Complement and contributes to meeting the demands of the family wallet.

Another important reason for women's desire to work is that they want to develop their personality by taking an active part in the social and economic life of the community according to their interests and abilities. Technological and social developments in recent times have resulted in a huge increase in the amount of social freedom enjoyed by women. Along with the emergence of independence the need for men and women to work and earn also increased due to rising standards of living and infinitely increasing wants and desires. Women now have unlimited opportunities to mix and integrate their interests at home and outside. They have gained rights and privileges, which were once the monopoly of men. political equality and suffrage to women in a democracy

They should be empowered, that they are the builders of the generations to come, and the wide spread of female education has established women's ownership outside the home. Since professional development is a continuous process, professional guidance is required at all stages of development.

Home and family have a significant impact on the occupation of an individual. Vocational education should help girls to evaluate their abilities and interests and relate these to the different needs of different curriculum and occupations.

The time when girls leave school is also a time of crucial decision; hence there is a need for vocational guidance especially for school dropout girls. Work is an integral part of one's life, and determines to a large extent the way of life of the infected person. Vocational goals can therefore be meaningfully set in relation to one's overall life goals. Vocational counselling is thus vaguely shadowed in individual counselling that seeks to help girls develop and apply a self-concept.

Professional counselling may be needed at later stages in women's development. Whenever he is faced with the problems of choice to work or not to work, what kind of work to look for, how to prepare himself for his chosen occupation, how to enter it, how to proceed in it.

The responsibility of providing vocational counselling services to women is to be shared by colleges and universities, National Employment Service, community agencies and other social welfare organizations. Economic necessity as well as the changing perception of women's roles prompting women to join the labour force in increasing numbers reflects the need for vocational education.

Vocational education for girls should provide the following feelings and experiences-

- Searching for work can be fun.
- To develop the qualities of perseverance, reliability and responsibility.
- Understanding the importance of work in your life.
- To understand the place of labour in the development of the nation.

- Enhanced ability to socialize with others in work relationships.
- Understanding your own abilities and work fitness.
- Understanding one's own individualistic needs in relation to the type of work.

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