

vocational and technical education to only 6,600 students. This number increased to 4,35,796 in the year 1963. Besides this, facilities were also provided to 25,000 students for engineering and technical degree and to 49,000 for diploma in the year 1966.

Recommendations of Committees and Commissions

Pre-Independence

Committees and commissions of education were appointed keeping in view the problems arising out of vocationalisation of education. These committees and commissions have given following suggestions for vocationalisation of education.

Wood's Despatch (1854) considered India to be the supplier of raw materials for British industries and as the consumers of the finished products of England. Nevertheless the Despatch indirectly referred to the introduction of some form of vocational education when it stated that the institution in secondary schools should be 'practically useful to the people of India in their different spheres of life.' The Despatch further desired that the new schools should 'provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess it more useful members of society in every condition of life.'

Indian Education Commission (1882) suggested that vocational subjects should be given due place in the current curriculum. But the Government made no effort to implement this suggestion.

Rise of National Education Movement (1905-21), one of the important developments during the period 1905-21, was emergence of the concept of national education. The national thinkers agreed upon certain fundamental principles of national education such as:

282 ♦ Income Generation : Challenges and Opportunities

(a) Indian control.

(b) Teaching the love for the Motherland, which would

(c) 'Servile' imitation of England, but English in blood and colour but English in

(d) No 'Servile' imitation in blood and colour but English in blood and colour but English in

(e) create Indians in blood and colour but English in blood and colour but English in

(f) Domination of English to be minimized.

(g) Vocational education to be emphasized.

(h) The rise of National Education movement led to the

(i) Vocational Education movement like the Jamia Millia

(j) The rise of National Universities like the Jamia Millia

(k) establishment of National Universities like the Jamia Millia

(l) The rise of National Universities like the Jamia Millia

(m) establishment of National Universities like the Jamia Millia

(n) The rise of National Universities like the Jamia Millia

(o) establishment of National Universities like the Jamia Millia

(p) The rise of National Universities like the Jamia Millia

(q) establishment of National Universities like the Jamia Millia

(r) The rise of National Universities like the Jamia Millia

Income Generation : Challenges and Opportunities ♦ 283

National Committee on Women's Education the possibility and methods of encouraging a large number of women to go into vocational trades by providing suitable special courses designed for adult women. *Kothari Commission (1964-66)* emphasized the utility of vocational education and gave the following suggestions:

- We have not yet fully emphasized vocational education at the secondary stage. Vocational means available to us.
- Vocational education should be subdivided into the following stages according to the curriculum.
 - (i) Junior Secondary Stage. The students who have passed seventh or eighth class should be admitted in Industrial Training Institutes (I.T.I.). The admission age should be reduced to 14 years of age. This may also benefit the primary school passed students. Part-time education should be arranged for industrial training to benefit those children who are mostly engaged in domestic work. The students should be given training in agriculture and domestic science.
 - (ii) Higher Secondary Stage. Polytechnic institutions should be established for those students who have passed secondary school classes. Part-time training or Correspondence Courses may also be arranged for such students. In health, commerce, administration and small industries varying courses of six months to three years duration should be instituted.
 - (iii) Separate Commission and Sub-committees should be organized within the jurisdiction of the

Education Department of Government for giving training in their respective vocation. These committees will look after part-time training and correspondence courses in their respective areas. First-of-all the manpower available for the various vocations should be organized. The firms, which may absorb the trained hands that they consulted about the trained hands that they would require.

- (iv) The Central Government should give adequate financial assistance to the various States for vocational and technical education. In U.S.A. it was due to the federal assistance that secondary education could be vocationalised. This practice should be adopted in India also.
- (v) The current facilities for vocational and technical education should be further extended. The training of workmen should be grouped into two parts: semi-skilled and skilled. The number of vocational and technical institutions should be increased. Giving financial help should encourage the private and state trade schools.

- (vi) People have no interest in vocational curriculum, as they do not understand its utility. Government should try to create interest in the vocational curriculum, as they do not understand its utility. People for vocational and technical training in the Vocational courses should be made more interesting. Vocational Guidance Committees should be organized in schools to give psychological vocational guidance to the students. *Central Advisory Board of Education (1967)* observed, "Agricultural polytechnics providing different

courses needed for agricultural or agro-industrial development should be established. The curriculum in these institutions should aim at building up a spirit of self-reliance and self-employment in the students. The curriculum in these to depend entirely on government jobs should be discouraged. There is urgent need, in rural areas, for suitable centers or institutions providing extension services to farmers and giving part-time intensive courses to young person who have left school and taken to agriculture.

National Policy on Education, 1968, on Vocationalisation of Education states under the head 'Secondary Education', "There is need to increase facilities for technical and vocational education at this stage. Provision should conform broadly to requirements of the developing economy and real employment opportunities. Such linkage is necessary to make technical and vocational education at the secondary stage effectively terminal. Facilities for technical and vocational education should be suitably diversified to cover a large number of fields such as agriculture, industry, trade and commerce, medicine and public health, home management, arts and crafts, secretariat training, etc."

The Report of the Committee, on 10+2+3 Educational Structure, 1973 - This committee was appointed by the Ministry of Education, Government of India in August 1972 comprising of Shri P.D. Shukla, Chairman of the Central Board of Secondary Education as its Chairman and Shri R.P. Singhal, Secretary of the Board as its Member Secretary. Important recommendations of the Committee in regard to vocationalisation of education at 10+2+3 stage are as follows:

- The vocational stream at the higher secondary stage should be taken to supplement the existing facilities for vocational education by its polytechnics and

vocational schools. The vocational streams should provide specific job-oriented courses.

- The course content of each vocational subject should include the relevant theoretical knowledge of the allied branches on the academic side.
- For the success of the vocational stream it is highly desirable for each institution to make a collaborative arrangement with the concerned establishment in the region in terms of syllabus making, instructional work, practical training and internship.
- For effective vocationalisation and strengthening education, some reorganisation and vocational guidance of the existing educational institutions should be made. service in educational institutions should be made.

Higher Secondary Educations and Its Vocationalisation, 1975 - The Curriculum Committee, initially set up by the Ministry of Education and later enlarged and supported by the NCERT submitted its report in September. Prof. Rais Ahmed was the chairman of the committee which included 6 members representing Boards of Secondary Education, Universities, Ministries of Education, Health, Agriculture, Labour and Industries, etc., besides a number of other distinguished guests. The report observed, "The characteristic features of the last two years of schooling is into the academic channel alone and to offer them opportunities to choose subjects and programmes of study in a much wider field of education in keeping with their aptitudes, interests and abilities, with a view to increasing their employability which would, in turn, provide society with personnel having a wide spectrum of knowledge and training for its own needs and upliftment. It also aims at the reduction and elimination of frustration among the

• Youth resulting from non-productive and aimless education offered of present."

- Report of the Working Group on Vocationalisation, 1978 - A working group on vocationalisation was appointed under the chairmanship of PSabanagam, by the ministry of education and social welfare. A summary of recommendations of the group is given below:*
- To identify the vocations having good employment potential, to locate good schools where the vocational courses can be introduced and to assess the local assistance for on-the-job training, vocational surveys should be conducted, in a phased manner before introducing vocational courses and only those courses which have good employment potential should be started.
 - The new schools for vocational studies should be constructed in the rural areas and they should be well equipped.
 - Adequate incentives should be offered to students of vocational studies.
 - Adequate number of vocational teachers should be appointed.
 - Vocational courses should be designed to inculcate the capacity to combine intellectual knowledge with skill training in the selected vocations.
 - Steps should be taken to provide guidance and counseling facilities for careers and courses to all the students.

Vocationalisation of Higher Secondary Education and the +2 Committee, 1978 - In October 1977 the union minister of education, government of India appointed a national review committee under the chairmanship of Dr

Malcom S. Adisesiah, vice-chancellor, University of Madras, to review the curriculum of the +2 stage of school education with special reference to vocationalisation of education. The committee submitted its report under the title 'Learning to do - towards a learning and working society'.

Working Group on Vocationalisation of Education, 1985 - Minister for Education, Government of India, in his capacity as the chairman, All India Council for Technical Education (AICTE) appointed in February 1985, the national working group on vocational education. The group submitted its report in August 1985, states the term vocational education may be used in a broad sense to cover all educational programmes that aim at job orientation and develop in the individual's knowledge and skill.

National Policy on Education 1986 (NPE 1986) adopted. 'Operation Blackboard' and the 'scheme for restructuring and reorganization of teacher education' launched in 1987 as centrally-assisted schemes/programmes. The policy expanded the open University system with the IGNOU, which had been created in 1985.

1992 National Policy on Education 1986 revised. Three - Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions - with an option to join AIEEE)

Education Cess (2004) introduced for raising additional financial resources needed to fulfill Government's commitment to universalize education and EDUSAT, a satellite exclusively dedicated to education launched to harness modern technology for delivery of education of good quality to all, including hard-to-reach groups.

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) March 2009, with the vision of making secondary education

of good quality available, accessible and affordable to all young persons in the age group 15-16 years

The revised Centrally-Sponsored Scheme "Vocationalisation of Higher Secondary Education" approved (2011) National Youth Policy, 2014 adopted. Policy identifies five well-defined objectives and 11 priority areas and suggests policy interventions in each priority area. The priority areas are education, skill development and employment, entrepreneurship, health and healthy lifestyle, sports, promotion of social values, community engagement, participation in politics and governance, youth engagement, inclusion and social justice.

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26. PAVING WAY FOR WOMEN EMPOWERMENT- REALITY OR A FARCE

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Abstract

We are living in a world of paradox as far as working women are concerned. We believe that women play a significant role in boosting the Indian economy but are not willing to pave way to make it a reality. We want our women should work but not at the cost of neglecting home or children. We want them to be emotionally strong and independent to be able to face the challenges of outside world but question them if they make an independent choice at home. Hence true empowerment of women is a far cry and a long way to go. We need to delve upon our ideology about women for the real change to happen, else policies and documents on women empowerment would continue to beautify our files on paper but not become a reality cherish. This article is an enquiry into some of the issues and challenges faced by working women in the industrial units of Bawana. An attempt has been made to understand changes if any in the status of women following numerous policies and laws. Is the women today empowered?

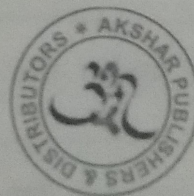
INCOME GENERATION : CHALLENGES AND OPPORTUNITIES

Editors

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Dr. Neelam Rathi

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अक्षर पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स

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