
Preparing Teachers for Vocationalization of Secondary Education

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Vocational Education is an important element of the nation's education initiative. In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative. Wardha Scheme of Education (1937), Mudaliar Commission (1952-53), Kothari Commission (1963-64), and National Policy of Education (1986) recommended vocationalisation of education. The Centrally Sponsored Scheme of Vocationalisation of Secondary Education at + 2 level is being implemented since 1988. The revised scheme is in operation since 1992-93. The Scheme provides for financial assistance to the States to set up administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation etc. It also provides financial assistance to NGOs and voluntary

organizations towards implementation of specific innovative projects for conducting short-term courses.

The Scheme, so far, has created infrastructure of 21000 sections in 9619 schools and creating a capacity of about 10 lakh students at + 2 level. The grants released so far since the inception of the scheme is Rs. 765 crore. But, inspite of various efforts for the same, there are various bottlenecks in its successful implementation and one such is factor related to teachers. In order to meet the teacher training needs of the scheme of vocationalisation, a vocational teacher education programme was started in the mid sixties in four Regional Institutes of Education, NCERT. The Programme of Action (1992) visualized a well structured programme of pre-service teacher training to be implemented. The report of "Learning-to-do" (GOI, 1978) also mentions that unless a teacher is prepared by the way of pre-service and in-service education to take up new challenges of education, the objective of +2 reform will be a new starter. The nature of vocational course and their objectives place special demands on the vocational teachers. At

the national level there is a great demand for trained vocational teachers to teach vocational courses at the national level, but there is absence of pre-service teachers training programme for vocational teachers. Thus, NCERT in its document □Higher Secondary Education and its Vocationalisation□ laid special emphasis on designing of special teacher training programme, including pedagogic training as well as training in specific skills and technologies.

In order to meet the demands of vocational teachers, trainees with B. Ed. specialization in vocational education degree will be highly successful and effective not only in teaching the school subjects but also the specialized courses of vocational trades. **In order to produce vocational teachers, the teacher training programme must aim:**

- To provide training to teacher trainees for teaching different school subjects along with vocational trades.
- To provide teacher trainees sufficient knowledge and skills required for acquiring vocational competencies in the area of different vocational streams.
- To develop attitude, knowledge and skills among students for entrepreneurship and self-employment.

- To help in reducing the problem of unemployment by creating courses leading to self-employment opportunities.

Efforts for Vocational Teacher Education

Regional Institute of Education, (RIE), NCERT, Bhopal has developed a curriculum for Bachelor of Vocational Education course to prepare vocational teachers for the four major areas in Agriculture, Business & Commerce, Home Science and Engineering & Technology. This curriculum comprises of pedagogy, content-cum-methodology, school based training and enterprise based training. The course is based on the curriculum framework for quality teacher education prepared by NCTE. The duration of the course is two years.

IGNOU has been taking steps from time to time to ensure quality of design, development and delivery of education and training. After going through the optional course of Vocational Education, the student-teachers will be able to appreciate the role of vocational education, analyze the existing status of vocational education and highlight the role of vocational education.

In the session 1995-96, B. Ed. specialization in Vocational Education was launched by the State Government. The course provides intensive and

specialized training in the teaching of vocational subjects.

All these efforts are done because the vocational teacher has to be professionally competent both in his/her specific discipline as well as in transacting the skills, knowledge and attitudes in his/her students and making them competent to perform the jobs for which they are being prepared. As educational and vocational guidance counselors are not available in most of the schools running vocational courses, the responsibility of providing vocational guidance lies with teachers (Mathur, 2008). Once they are trained they have to plan and implement vocational guidance activities in their schools. The vocational teacher is expected to organize following guidance activities in schools:

- Organize group guidance activities (career talks, career exhibition, fare, competition etc.) to popularize vocational courses and also to help vocational passouts in their future planning.
- Ensure active participation of school staff, parents, community agencies, NGOs, employers and institutes of higher education in organizing guidance activities and also in collecting career information.

- Popularize vocational programme among the students, parents and community.
- Establish and maintain a guidance resource room with the updated career information related to vocational courses.

Thus, in the light of the above mentioned points, the vocational teacher preparation has to be seen in a holistic perspective. Pre-service courses for fresher, in-service training programmes, refresher courses for existing teachers should become a regular feature of vocational teacher education.

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