

VOCATIONAL EDUCATION AT +2 LEVEL IN ANDHRA PRADESH

INTRODUCTION:

BRIEF HISTORICAL BACKGROUND:

Vocational Education first received attention in independent India when the Radha Krishnan Commission (1948) recommended that in order to direct students to vocations at the end of class X, a large number of intermediate colleges should be opened. “The aim of these colleges would be to meet a variety of needs of our young men and women by giving a vocational bias to their courses by retaining at the same time their value in a system of general education as preparation for university courses”.

The Commission (1952) also emphasized “the secondary education is a complete unit by itself and not merely a preparatory stage, that at the end of this period, the student should be in a position, if he wishes, to enter into responsibility of life and take up some vocations”. It also recommended diversification of the course at the secondary stage. This resulted in the creation of multipurpose schools.

Then the Government appointed the Education Commission of 1964 under the Chairmanship of (Late) Prof. D.S. Kothari. The commission suggested restructuring of Education to 10+2+3 pattern and district streams of general and vocational education at the higher secondary stage were recommended with an intention of intercepting the goal-less climb-up of the youth on the educational ladder and diverting them to a productive path. These recommendations became a vital component of the National Policy on Education (NPE 1968) where in the “effectively terminal nature of the vocational stream” was emphasized.

The Central Advisory Board of Education (CABE) entrusted the NCERT in 1975 to prepare curricula and help the State Governments in implementing Vocational Education. The vocational education programme at higher secondary stage was thus initiated in 1976 when the NCERT document “Higher Secondary Education and its Vocationalisation” was presented to the country setting out a conceptual framework for implementation.

After this document the vocational education at the senior secondary level came into existence. Initially, the progress of implementation was very slow because of

inadequate resources, lack of proper management system, inadequate teacher training etc. One now encounters much greater awareness about vocational education in society in general. The expansion of the people from these courses is also increasing.

NATIONAL POLICY ON EDUCATION:

The National Policy on Education (1986) has accorded very high priority to the programme of Vocationalization of Education. In inter alia, it states that, the introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization. It states that the vocational education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity and that vocational courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be available after class VIII.

The revised policy formulations (1992) retain policy framework laid by NPE 1986. Moreover, it envisages, children at the Higher Secondary level are imparted generic vocational courses which cut across several occupational fields and which are not occupational specific.

AIMS AND OBJECTIVES OF VOCATIONAL EDUCATION:

Some important objectives of Vocational Education are:

- To diversify a sizeable segment of students at the senior secondary stage to the world of work.
- To link education with productivity, economic development and individual prosperity.
- To meet the skilled and middle level manpower needs of the growing sectors of the economy – both organised and unorganized.
- To reduce the miss-match between demand and supply of manpower.
- To prepare students for self -reliance and gainful employment.
- To prevent aimless pursuit of higher education.