

The Vocationalisation of Secondary Education: Policies Perspective in India

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Abstract

“Higher education must play a key role in preparing individuals for the world of work. Undoubtedly, all higher education must lead people to meaningful work roles. However, certain kinds of educational programmes are designed for preparing people for specific occupations. This is referred to as vocational education.” The NEP 2016 (Draft)

The importance of vocational education is identified in India by our national leaders before independence. Gandhiji emphasised on Buniyadi Shiksha which involved practical work with hand and realised the utility of it. All Commissions and Committee set up for reforms in education gave recommendation for increase the role of vocational and skill education. Skill Development leads to the growth of a nation due to its role in generating national income and employment. The government is moving forward for radical changes in education sector by focussing on integrated, flexible school curriculum and emphasis on integration of vocational and academic stream. This paper will focus on the issues related to vocationalisation of secondary education in India and its implication on teachers education which include the critical analysis of development of vocational education with special reference to Indian Education Policies.

Keywords: NEP 2016 (Draft), Vocationalisation of Secondary Education.

Introduction

“The wealth and prosperity of a nation depends on the effective utilization of its human and material resources through industrialisation. The use of human material for industrialisation demands its education in science and training in technical skills. Industry opens up possibilities of greater fulfillment for the individual. India’s enormous resources of manpower can only become an asset in the modern world, when trained and educated.”

-Science policy resolution, government of India,

March 4th, 1958