

## ENHANCEMENT OF EDUCATIONAL OPPORTUNITIES THROUGH VOCATIONALISATION OF EDUCATION: A PERSPECTIVES OF GANDHIAN PHILOSOPHY

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### **Abstract**

Educational opportunity is a fundamental right for every citizen in India. Though Now-a-days, it is essential to confirm job opportunity as well as joyful learning for every student in the society yet the over theoretical emphasis in education is the one of the major problem in formal education system in India.

In this study researchers try to explain by the help of secondary sources of information about the necessity of Gandhian philosophy in recent perspective and how it is helpful for the enhancement of educational opportunity through skill based activities or vocational education in recent times.

### **Introduction**

According to the Right to Education Act (2009) free and compulsory education for children between the ages of 6 to 14 years is mandatory in India. It also supports the Article 21A of the Indian Constitution. So enhancement of educational opportunity is a specific aim from the beginning of the journey of India as a freedom country.

Vocational education is education that prepares pupils to work as a technician or in various jobs such as a trade or a craft. Vocational education called the technical education or career education. When vocational training integrated with general education is formed vocational education. It is not only the process of gathering theoretical knowledge but also it helps the pupils to understand the construction behind the theoretical knowledge. This education is a type of 'Learning by Doing' or 'Activity based education'. A Vocational school is a type of educational institution specifically designed to provide vocational education. Vocational education can take place at the post –secondary, further education and higher education level, and can interact with the apprenticeship system.

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Gandhiji wished that each child should, through his education, be able to learn a productive craft to meet his/her future needs of life by earning some money. Gandhiji also said about the 'Basic Education' which is laid a strong emphasis on manual work. It is life centered education.

The view of Gandhiji on basic education is, " Taken as a whole, a vocation or vocations are the best medium for the all round development of a boy or a girl and, therefore, the syllabus should be woven round vocational training, primary education thus conceived as a whole is bound to be self-supporting."

## **Significance of the Study**

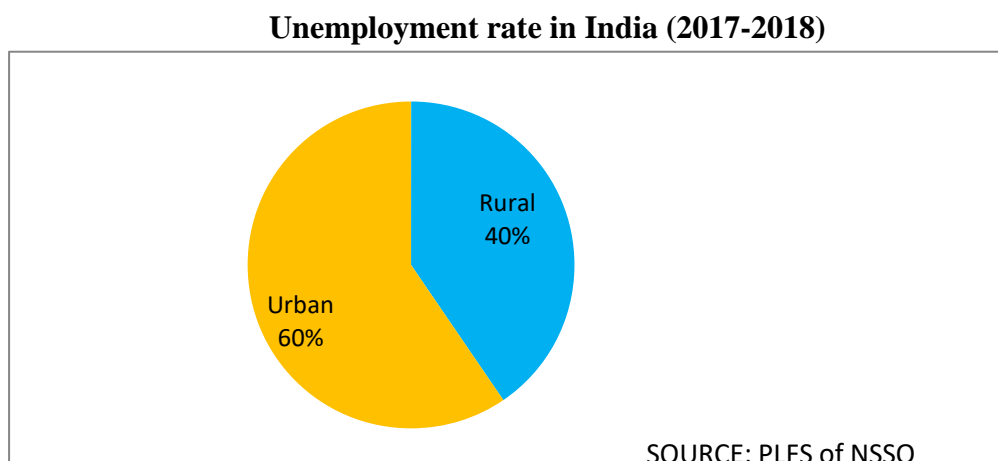
### **Educational opportunity for marginalised people is a challenge**

Now days, Educational opportunity for marginalised people is a big challenge in India. It is evident that, Literacy is the stepping stone to social and economic empowerment. Early language and literacy (reading and writing) development begins in the early childhood days. The interactions that children have with literacy materials such as books and stories and with the adults in their lives for the building blocks of language, reading, and writing development. In India, several large scale studies reveal that a significant percentage of our children fail to achieve basic levels of reading achievement. The incidence of reading failure is even higher within poor families, scheduled castes and scheduled tribes and ethnic minority groups and these impacts negatively on their later literacy learning.

### **Job opportunity for every learner is a dare**

Poor job opportunities are a big problem in now days. It is the biggest challenges facing jobseekers today. According to the report of PLFS (Periodic Labour Force Survey) of NSSO (National Sample Survey office), the overall rate of Unemployment in India was 6.1% for the year 2017-2018.

figure-1



*To secure the joyful learning for the learner*

Learners always want to have joyful learning. The joyful learning in the context of education refers to the positive intellectual and emotional state of learner. This state or experience is achieved when an individual or group is deriving pleasure and a sense of satisfaction from the process of learning. In the way of vocational education learner find the joyful learning.

*Make student to self dependent and self reliant*

Vocational training or Vocational education can help students to make self dependent and as well as self reliant. Self-reliant students learn to become independent in decision-making. They are likely to be focused, goal-oriented, confident in their abilities and committed to their learning.

### **Objective**

1. To find out the process of enhancement of educational opportunities with the help of vocational education.
2. To interpret the vocational education with the light of Gandhian Philosophy.
3. To assess the inter relationship among the educational opportunity, vocationalization of education and the Gandhian Philosophy.

### **Methodology**

It is a Descriptive study purely based on secondary sources of informations.

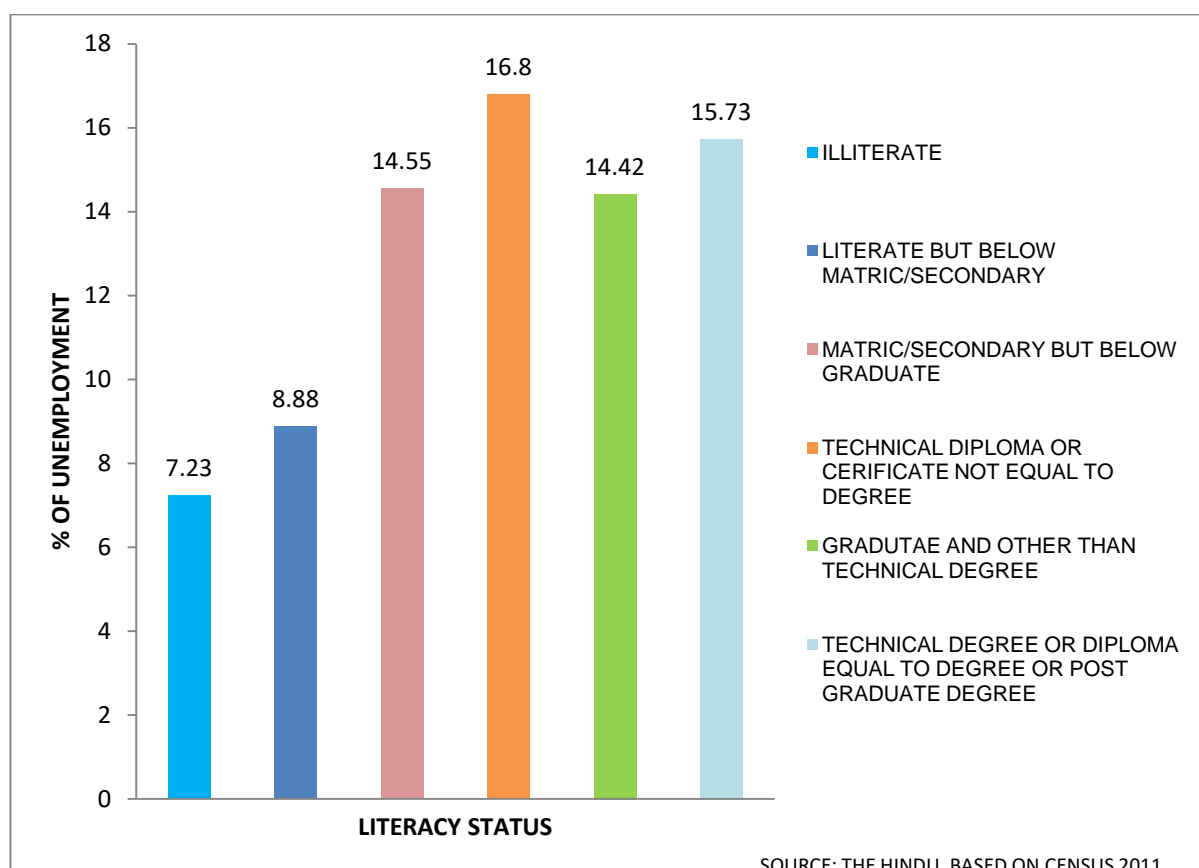
## Discussion

Literacy rate and employment rate are the indices of the development of any society. There is a positive relationship between these two indicators. Increasing literacy rate and decreasing unemployment rate securing good health of any society but when the literacy rate and unemployment rate both are increase, the society faces different types of problems ranging from physical, social, economical, and even in political. Here unemployed means those who were not currently working but were seeking or available for work.

In India the unemployment rate jumped from 6.8% in 2001 to 9.6% in 2011(The Hindu, based on Census 2011). On the other hand The International Labour Organization (ILO) assumed that India will have 18.9 million jobless people in 2019. The data from Census 2011 analysed by the Hindu revealed the fact that 84 million literate Indian were either seeking or available for work. It also showed unemployment rate is high among the better qualified Indian; 15% of all Indians with the highest levels of education were seeking job.

**Figure-2**

### Unemployment Rate in India According to Educational Status



According to the report of State of India's Environment (SoE) In figures, 2019 that the unemployment rate grew from 4% in May 2017 to 7.6% in April 2019. This report showed that 40% of Indian labour force (age between 20-24 years) had an unemployment rate of 32%. SoE point out that the lack of skill for jobs are major causes behind the unemployment in India. The Union Ministry of Skill Development and Entrepreneurship interpreted that the 4.69% of Indian's total workforce is formally skilled.

### **Enhancement of Educational Opportunities**

The Hindu published a report on 4<sup>th</sup> January 2019 that dropout rate in India is highest in elementary education (94%) followed by 75% in Secondary and 70% in Senior level (udise.in). This dropout rates are the good example of unwillingness regarding education. The causes of such dropout prove that there are ill connection between human needs and recent educational thoughts.

Educational opportunity eradicates the educational unwillingness of the people. But it is not an easy task because formal education is not helpful for earning money along with engagement with the study. In modern age, Job opportunity for every student is essential. So there is a need of supporting educational process which will be helpful or ensure the job opportunity as well as joyful learning for every learner. This type of education will not produce 'good machine', produce 'good human resource'.

On 8<sup>th</sup> August 2019, UGC (University Grant Commission) has approved some new age skill-based courses to six Universities throughout in India. The courses as for examples are Internet of Things (IoT), Artificial Intelligence (AI), Robotics, machine Learning, Digital Marketing Fundamentals, Fundamentals of Patents, Private Banking, Export and Import Documentation etc (Bangalore Mirror Bureau, 10<sup>th</sup> Aug, 2019).

India has shown a remarkable progress in education in the recent times by the help of vocationalization of education. Learner have to find out the job centric, career centric and earning of money from this type education, so in this way we may enhance the educational opportunity for the learner, mostly the marginalised people.

### ***Vocationalisation of education***

The UNESCO defined vocational education as a "comprehensive term embracing those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in the various sectors of economic and social life." It is clearly defined that vocational

education is integrated form of general education and craft centred education. Another way, It is defined as the manual skill in general education. It is training in some vocation in secondary, higher secondary and so on the level of general education. It is the process of practical skills in the educational process. Vocational education programmes prepare participants for direct entry into specific occupations without further training.

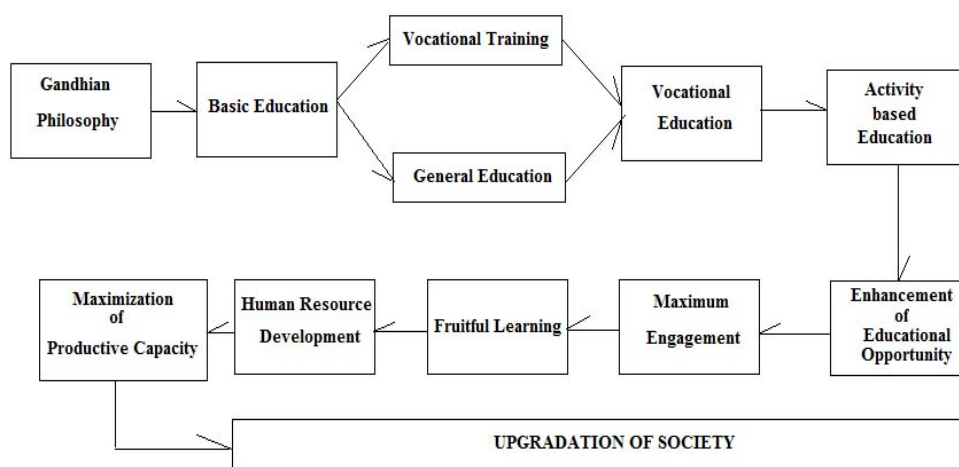
### **Gandhian Philosophy**

Mahatma Gandhi had emphasized that handicrafts should be taught “not merely for production work but for developing intellect of the pupils.” And, this idea has been implemented in schools as Socially Useful and Productive Work (SUPW) as per reports of landmark commissions and policy. SUPW is mostly perceived as a hobby; it could be embroidery, clay modelling, bamboo crafts, leather work, pottery and many other socio-culturally relevant creatively stimulating activities that have a potential for enabling livelihoods. When connected with skilling and vocational options, SUPW can transform the way children perceive manual work and impact their young minds positively towards dignity of work and labour.

M.K. Gandhi advocated, ‘learning by doing by experience’. He wished that each child should, through his education, be able to learn a productive craft to meet his future needs of life by adopting some industry or business. In Wardha congress in 1937 Gandhiji advocated about ‘Basic education’. This education is based on Indian national culture and civilisation which will make a child ‘self reliant’ by enabling him/her to use his acquired knowledge and skill in practical affair of life. Which will increase the productive capacity of our learner (workers). It is a self supporting process of education which will help one to be self supporting in future life and these educations in it is self supporting.

Figure-3

Relationship among educational opportunity, vocationalisation of education and Gandhian philosophy



The figure 3 shows that, how does Gandhian philosophy help in the upgradation of society. Gandhian philosophy advocated about the ‘Basic Education’ or ‘Craft centred education’, which is integrated term of ‘General Education’ and ‘Vocational Training’. The combine form of ‘General Education’ and ‘Vocational Training’ is called ‘Vocational education’. Gandhiji wished that each child should, through his education, be able to learn a productive craft to meet his future needs of life by adopting some industry or business. Hence he advocated education for self reliance and capacity to earn one’s livelihood as the main aim of education. By this aim he did not mean to make the child a labourer. He wished that each child should earn while engaged in learning and gain some learning as he is busy with earning. In his own words, “Education ought to be for them (children) a kind of insurance against unemployment.”

Vocational Education is an activity based education system and it enhance the educational experience of learner through securing the maximum participation in activity based learning. Gandhiji’s thought about basic education is a revolutionary thought beyond the age. The philosophy of this education system is the permanent solution of unemployment and eradication of illiteracy. Overcrowded Indian population is a burden to the Indian economy. So the thought of Gandhiji is an easy way to transform women and men of this society into human resource.

## Conclusion

Population explosion is a sin for Indian society. So rising problem of this society about the non engagement in the job of every person as well as secure of education for every persons also a challenge for different government and non government sectors in this country.

To abolish these problems, vocationalisation of education is one of the best educational processes. But the new policies of vocalization of education in India merely engage in higher education.

Gandhiji brought a drastic change on the educational process in India where he developed a new structure of education for increasing literacy rate in India, enhancement of job opportunity and upliftment of Indian society. The philosophy of Gandhiji about education system in India not only concentrated on the production of labour forces after a certain time or level of education, he tried to establish a new education system which will give the opportunity to the students to cope with the education system according to their interest and which will able them to join with the work for earn money within and after the completion of their formal education. Actually Gandhiji wants to train the student's Heart, Head and Hand (3H) through Basic Education.

To establish a standard and stable economy in India it is essential to produce skill human resources. If students are trained from the beginning of their formal education according to the needs of them as well as of societies; the upgradation of the societies will be maximized. The difference between producing man as a machine and man as human resource is in the interior of the Gandhian thought of basic education.

It may be concluded that the Gandhian thought about the educational practice is the one of the best processes which is helpful for the control of emerging problems connecting with educational opportunity, engagement with work and upgradation of society in India till date.

This paper advocates about vocationalization of education not only after a certain level of education but also from the beginning of the formal education of a student from her/his primary education according to the thought of Gandhiji.

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