

## Vocational Education and Career Advancement

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*Abstract: It is only the human being who is capable of being educated. Through education, he tries to seek new ideas and new ways of life. Education in fact is one of the major life processes of the human individual. Education is indispensable to normal living. Without education, an individual would be unqualified for group life. Without education human race would be no better than animal race. In every society and in every age, a system of education is evolved according to its need and the temper of its times. Education is concerned with the growing man in an ever-growing society. So education is a process through which human personality develops. It is not a temporary process, which begins at a definite time and comes to an end at a definite time in the life of man. There is no end to the process of education in human life. From birth till death we come in contact with many things, persons, institutions and ideas, and at every movement we gain new experience.*

**Keywords:** Education, Vocational Education, Career Advancement

### Introduction

People start to learn from the moment they are born. Family and friends can no longer teach most people all they need to know in order to earn a living in our increasingly technological and complex society. Formal institutions like schools, colleges and universities have developed to prepare youth for the world of professions.

Our modern culture believes in the right of the individual to choose his work. It also believes in a high degree of specialization. Occupational choice affects both the individual and society. To be more practical, pupils should be provided with accurate and usable information about jobs, work-process, employment trends, opportunities, and duties of workers, qualification of the workers, average income and status of the work. In 1958, Cotgrove pointed out that although the extension of education to all had not

provided the disaster that some expected, neither has it led to the equality anticipated by others. As certificates and Diplomas are more and more the means of entry to the better paid, more secure, higher status jobs, education becomes increasingly important as a base for occupational achievement and upward social mobility.

In modern society the scope for adjustment of human resources to the occupational world is increasing. The overwhelming majority of the people are engaged in a specific, relatively continuous activity in order to earn their livelihood and maintain a definite social status. This activity is called 'occupation' or 'work'. Although 'work' might include unpaid jobs and tasks done in the home, social scientists typically use an economic approach by considering only paid work. "Work is the set of activities associated with performing one's paid occupation". For society, work provides goods and services to be purchased: for

individuals, work provides the money to purchase those goods and services. Work can be producing or repairing a machine, creating a work of art, or providing services such as education, tax advice, or police protection.

Occupation is the position one holds or occupies, such as clerk, doctor, account executive, or garbage collector. In an organization, an individual's job title often reveals the occupation. Both the occupation and the environment in which a particular person holds that occupation define the actual work expected. Thus, work involves the actual activities that an individual carries out as a result of holding an occupation in a particular environment.

Vocational education is a part of the total education process. Like health education, Character education, it implies a particular goal and a content and methodology suitable to the goal. In the broadest sense vocational education is that part of education which makes an individual more employable in one group of occupations than in another. So any training, which contributes to employability or preparation for work is vocational education. Vocational education is a method of integrating education with work.

### **Review of Literature**

In a broad sense all education, formal or informal, contributes to vocational competence. Vocational education is intended to mean any high school, junior college, or adult education program that deals specifically in an organized and systematic manner with the acquisition of skills, understandings, attitudes, and abilities that are necessary for entry into and successful progress within a specific occupation or job family.

The term 'Vocational Education' has been defined in different ways by various national and international agencies and also by different scholars. The following are some of the important definitions.

According to Struck F.T. (1945) in a broad sense of the term, 'Vocational Education' refers to – "The experiences that enable one to carry on successfully a socially useful occupation".

According to Homer J Smith. "Vocational Education means getting people ready and keeping them ready for the types of service we need".

He further explains that the term 'Vocational education' has no limitations as to kind or levels of such needed services. Occupational education is good education, good sociology, good economics and good democracy.

In the dictionary of education, it is quoted that, "Vocational education is a programme of education organized to prepare the learner for entrance in to a particular chosen vocation or to upgrade employed workers: includes such divisions as trade and industrial education, agricultural education, distributive education and home economics education".

### **Methodology**

The present article is prepared on the basis of secondary data only. The data was collected from libraries, journals, books and statistical reports.

### **Objectives**

1. It aims at understanding the role of vocational education in removal of unemployment and career advancement.

### **Vocational Education and Career Advancement**

Today education has become to be seen as the answer to many of society's most serious problems, from getting rid of poverty to maintaining our competitive advantage over other industrial nations in the global economy. Unfortunately, education is not making such problems disappear.

The aim of all education is developmental, cultural and vocational fulfillment. Work or vocation occupies an important place in the life of every individual. It gives him independence and security. The term "Vocational Education" is relatively new in the literature of education. It came in to prominence near the beginning of 20<sup>th</sup> century. This term however is simply a new name for such training, which is as old as civilization itself. Most educators, both general and vocational agree that vocational education is concerned with learning to work.

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Vocational education is a part of the total education process. Like health education, Character education, it implies a particular goal and a content and methodology suitable to the goal. In the broadest sense vocational education is that part of education which makes an individual more employable in one group of occupations than in another. So any training, which contributes to employability or preparation for work is vocational education. Vocational education is a method of integrating education with work.

Vocational education may be differentiated from general education. General education focuses upon knowledge, skills and attitudes that are useful for successful living, without application to particular occupations. But vocational education deals with knowledge, skills and attitudes that fit an individual, wholly or in part, for a definite occupation or vocation.

According to B.D. Bhatia (1945) vocational education is differentiated from general education. He opines that liberal education or general education advocates a curriculum, which includes a wide range of subjects as opposed to the study of one or two branches of learning. It implies a training that prepares individuals for every future occupation rather than a specific one. But vocational education, with its emphasis on practical works and arts 'can unlock the

finer energies of the learner'. He further explains that vocational education liberalizes the mind by setting it free for greater and more creative activities. It awakens the constructive impulses and curiosity of the learner.

According to Roy.W.Roberts (1965) "Vocational education is designed to make a person an efficient producer, and liberal education is designed to make a person an efficient consumer". Though there is difference between general education and vocational education, both are interdependent and are related. Both general and vocational educations have their own appropriate useful functions.

Vocational education and guidance means helping pupils to choose work in which they will be reasonably contented, and successful within the limits of their abilities. More ambitiously, it involves the idea of guidance towards a career, which will be completely absorbing, to a life that will be fulfilled by work-in short, a vocation. In both cases, vocational happiness requires that a person's interest, aptitudes and personality be suitable for his work. The need for vocational education for young people today is probably greater than it has ever been in the history of our country.

### Conclusion

In spite of more than four decades of independence and recommendations of high-powered commissions consisting of eminent educationists, our system of education has remained largely bookish and literary. Our educational institutions emphasize the academic aspect of education in a large measure, by neglecting those aspects of education that are relevant to life and its problems. The basic objective of education is two dimensional in nature and significance. In the first place education must enable

the individual to develop the ability and the skill to earn so as to enable him to lead a life with a reasonable standard of living. The second objective is that education must enable him to develop his creative faculties to the utmost, so that intellectually, morally, physically, mentally, and spiritually he is in a position to enrich his personality. Technical and vocational education is going through a period of intensive change and re-orientation. A multiplicity of natural models, forms and structures has emerged in an effort to cope with the rapid technological advances and the changing needs of the labour market.

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