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Concurrent Issues Related To Technical And Vocational Education In India

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Abstract

Vocational and technical education is a term applied to schools, institutions and educational programs that specialize in the skilled trades, applied sciences, modern technologies and career preparation. It was formerly called vocational education.

Vocational and technical programs frequently offer both academic and career oriented courses and many provide students with the opportunity to gain work experience though internships, job shadowing on the job training and industry certification opportunities. Vocational and technical program depending on their size, configuration, location and mission provide a wide range learning experiences spanning many different career tracks fields and industrial from skilled trades.

Keywords- Concurrent Issues, Technical, Vocational, Education

Introduction

India's technical and vocational education and training (TVET) sector faces several concurrent challenges that impact its effectiveness and ability to meet industry demands. These issues hinder the development of a skilled workforce, limiting employment opportunities and economic growth. Here are the key challenges. Educational technology provides individualized classes and brings to students a host of options for interacting learning. Virtual learning is increasing but still out of reach for millions of families due to various reasons.

SIGNIFICANCE OF Ed-TECH FOR INDIA

1. INTRACTIVE AND INNOVATIVE LEARNING **:** Learning online with lectures, multimedia graphics, and interactive elements makes learning more engaging, and reinforce learning concepts with a visual approach.
2. NEED OF ON-DEMAND LEARNING **:** Students who were not compatible with the traditional school system`s rigid timetables can get access to quality education from their home. Especially competitive exam candidates often perform work and studied simultaneously.
3. AVAILABILITY OF EDUCATIORS **:** In the post, a single professor could handle at most a batch of 100 students.
4. PERSONALIZED EVALUATION **:** Students receive personalized recommendations based on data on their previous learning patterns and performance.
5. REMOVE AGE BARRIERS **:** Online programs and courses allows people of any age group to learn at their own pace, without inhibitions, and without compromising on their other commitments, which were not available at their time.
6. EQUITABLE CHANCES AND REDUCED PAY-WALL **:** India`s Ed-tech industry could slowly bridge the education-quality gap between the rich and the poor, giving Indians from all backgrounds more equitable chances of success.

VOCATIONAL EDUCATION AND NEP 2020

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With the roll-out of the National Education Policy (2020), vocational education has garnered the required spotlight. The NEP, 2020 is a comprehensive policy document that extensively discusses the revamping of vocational education.

STATUS OF VOCATIONAL EDUCATION IN INDIA

1. The model of imparting vocational education in India operates at two levels: vocational education (theory) and training (practical).
2. National Institute of Open Schooling: Only 2% of the total population in between 15-29 years of age have received formal vocational training, and only 8% have received non-formal vocational training.
3. 12th Five-Year Plan (2017-18) estimates: According to the 75th round of National Sample Survey Office (NSSO) data.
4. Only 15.3% of the population is enrolled in formal vocational training institute.

TECHNICAL EDUCATION: ISSUES AND SUGGESTIONS

DETERIORATION OF QUALITY

1. **Tweaking with Curriculum:** Private entrepreneurs took the lead to meet the growing demand of the country in technical education in the mid-Eighties, but with little idea of the subject.
2. Subjects like materials, applied physics and thermodynamics which forms the building blocks of engineering became dispensable.
3. Because they were both tough to teach for the teachers and tough to pass for the students.
4. **Expansion:** this softening of subjects coupled with unfettered expansion in the early and mid-2000s, resulted in **real dilution of the overall standards in the country.**
5. Lack of adequate number of teachers, lack of quality in those in available, inability of the management to make adequate investments in a dynamic environment, lack of employment opportunities, shelf life of skills coming down with every technology-related intervention and a constant experimentation with curriculum have all been the bane of quality in technical education.

ISSUES

1. Engineering education suffers from regulatory gaps, poor infrastructure, lack of qualified faculty and the non-existent industry linkage that contributed to the abysmal employability of graduates from most of these institutes.
2. **No Linkage with Industry:** Not a single industry body, be it CII, FICCI or ASSOCHAM has managed to effectively inform the education planners on the growth in different employment sectors.
3. **No Independent Body to Suggest AICTEC :** The government also has not taken concrete steps to set up an independent body to advise AICTE on this vital aspect.
4. **Excessive Changes :** A constant fiddling with the curriculum, reducing total credits, giving multiple choices in the name of flexibility, dispensing with mathematics and physics at the qualification level, teaching in local languages may all be good arguments, but one must assess their utility and their effect on technical education in the long run.

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