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RECENT SCENARIO OF TECHNICAL AND VOCATIONAL EDUCATION

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Abstract : Technical and vocational education and training (TVET) is considered as entry point to ensure a world of work that contribute to social institutions and support environmentally sound sustainable development. India needs to train and update their technical workforce for rapid industrialization and national development. Technical and vocational education is necessary but not supporting satisfied environment for industrialization. The paper support Technical and vocational education to develop economic growth, to sustain industrialization and to remove poverty. Skills development training, use of new information and communication technologies must be include in the curricula of the vocational education to fulfill the need of industry. A large number of people who take admission in vocational education programme do so as a step ahead to further educational development, rather than to enter the labor market.

1 INTRODUCTION

• Industrial development is one of the prime needs for our country. Industry required skilled manpower and Vocational Education plays an important role in this field. Technical and Vocational education and training (TVET) provides skills and practical knowledge of work and enhance employability. Vocational training offers the education which provides job opportunities and students can immediately grab a job in the labour market. Student of Vocational Education gets a job faster and play a productive role in the economy instead of an unproductive trouble. Vocation Education educates the employees for better performance and to earn beneficial outcomes. Basically it is based on 'earn & learn' policy

.For this research paper, here is a case study of Industrial Training Institute(ITI), Vangoan, Taluka Dhanu. It is a government institute in Tribal Area. There are 20 different trades like Electrician, Refrigeration & Air Conditioning, Electronic Mechanic, Machinist guider, Fitter, Turner, Machinist guider, Information Technology & Electronics, Tool & Die Maker ,Wireman, Mechanic Motor Vehicle, Mechanic Machine, Tool Maintenance, Carpenter, Welder, Plumber, Interior decorator& Designing, Computer Operator & Programming Assistant, Mechanic Diesel, Plastic Processing Operator, Cutting & Swing. There is a big play ground. This institute has green belt and scenic beauty. Institute Management Committee provides the platform for closer interaction with the industry which is very vital for successful implementation of Vocational Training Programme. Effective industry institute linkage is essential to improve the relevance of training in the ITIs with the labour market needs.

Objectives:

- ❖ To study the role of Technical and vocational education
- ❖ To find out the problems of multi-skilled manpower in Industry.
- ❖ To find out a way to increase ancestors business?

Hypothesis:

1. There is a significant role of vocational education in employment.

2. There is a shortage of multi-skilled courses.

RESEARCH METHODOLOGY OF THE STUDY-

1.Research Method: The present study is an explanatory research conducted to understand the advantages and limitations of Technical and vocational education and to find out the problems of multi-skilled manpower in Industry. It also aims to find out that how local community people can benefit with the Technical and vocational education and to find out that how this education plays an important role to decrease the poverty rate of India.
i.DATA COLLECTION: Primary data as well as secondary data is used for conducting the study. The primary data is collected through the survey and interview. The Secondary data is collected from journals, books, periodicals, news papers and web sites.
ii.DATA ANALYSIS -The collected information is systematically edited, complied and analyzed. The hypothesis is tested and few suggestions are given on the problems faced by ITI.

Classification of Vocational Education & training:

Basically two type of vocational training in India: i) Formal and ii) Informal. Formal

vocational training has a specified training program. It is recognized by State/Central Government or Private Sectors. Formal vocational training provides certificates, diploma or degrees. Informal vocational training facilitates a person to carry out his/her ancestral trade or occupation. This kind of training receives through 'hereditary' sources. Hereditary learning is providing more skilled manpower than the formal learning.

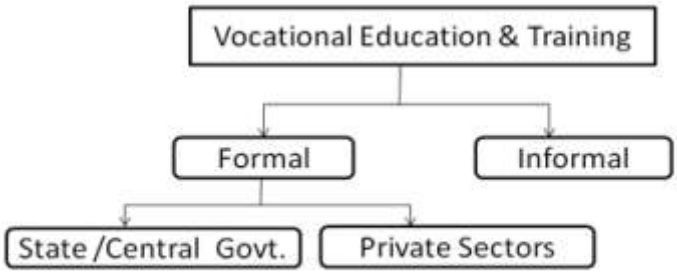
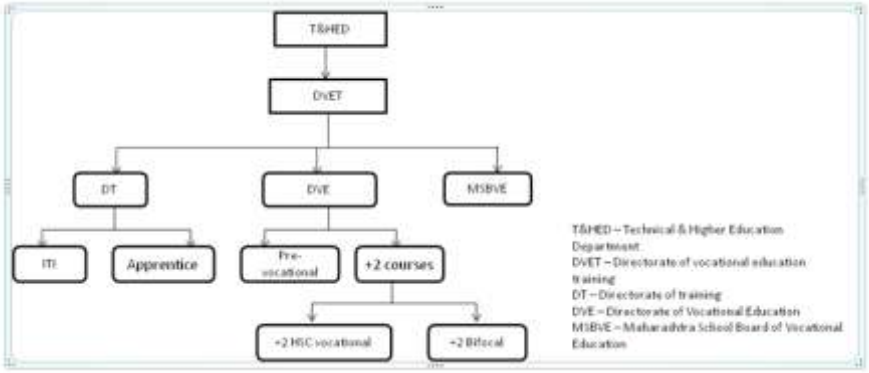


Figure 1: Classification of VET

Hierarchical structure of vocational education in Maharashtra:

Vocational course comes under the Department of Technical and Higher education. ITI and Apprentice courses are running under the directorate of training. Pre-vocational and +2 courses comes under the directorate of vocational education. Pre-vocational courses are v1 (rural technical), v2 (mechanical), v3 (Electrical) vocational courses and these courses run by the government technical High school centre. In Pre-vocational courses students taking vocational education with the core subjects of VIII/IX/X education. Each taluka (Tahseel) have such kind of centre of provide technical education with the core-subject. Pre-vocational and +2 courses run by Directorate of Vocational Education. +2 courses are HSC vocational and Bifocal. HSC vocational courses are Minimum competency vocational courses. In Bifocal courses, students taking education with +2 core subjects + vocational course. Certificate also provided by Maharashtra School Board Vocational Education.



Case Study of Industrial Training Institute, Vangoan, Taluka Dhanu. This ITI is established in the year 1973 with four trades initially with the core aim of imparting Training to the tribals in order to elevate their life style. Upto 2013, this ITI has 23 conventional trades with Centre of Excellence in Production and Manufacture Sector. Today this ITI has 20 conventional trades imparting training to 631 students approximately. This ITI is Tribal ITI and 75% trainees are SC category students. ITI syllabus has been revised in 2014. Exam pattern also changed i.e. yearly to semester-wise.

Government realized that acute shortage of skilled manpower in industry, to overcome this problem Apprentices Act 1961 was introduced in the parliament on 23rd Dec.1961. Under this act, Apprenticeship Training Scheme was introduced to supply of skilled manpower to the industry. It is a legislative obligation on Employers in the specified industries to engage apprentices as per ratio prescribed in the designated trades.

2 years courses of ITI, Vangoan					
S.No.	Course	Sanction Seats	Admission 2013	Admission 2014	Total
1	Electrician	32	19	19	38
2	Refrigeration & Air Conditioning	42	21	21	42
3	Electronic Mechanic	21		26	26
4	Machinist guider			16	16
5	Fitter	21		21	21
6	Turner	48	16	32	48
7	Machinist guider	32		32	32
8	Information Technology & Electronics	21		26	26
9	Tool & Die Maker	21	20	21	41
10	Wireman	42	21	21	42
11	Mechanic Motor Vehicle	42	21	21	42
12	Mechanic Machine Tool Maintenance	21		21	21
	Total	343	118	277	395
1 year courses of ITI, Vangoan					
13	Carpenter	21			21
14	Welder	16			16
15	Plumber	21			21

16	Interior decorator& Designing	21			21
17	Computer Operator & Programming Assistant	52			52
18	Mechanic Diesel	42			42
19	Plastic Processing Operator	42			42
20	Cutting & Swing	21			21
Total		579			631

This ITI dropout rate is approximately 8-10% and Pass percentage is 85-90%. About 90% passed students doing job in industry. In the year 2012 total sanction seat of COE was 96 and Admitted students were 126. In 2013 this course was cancelled. COE was a Multi-skilled course, in that course multiple courses training was provided to the candidates and these candidates supplied in the industry but Industry was not accepted due to not proper specialization in a particular field. We can say that these were jack of all and master of none, so they were rejected. A question arises that how a candidate can be proper worked in every field and how they can learn everything within two years duration, so they were rejected now this scheme was failed. Industry wants candidate who can work efficiently in every field but that is not possible without experience. Skilled person should be jack of all and master of one.

ITI pass students are semi- skilled worker and Apprentice/ All India Trade Test pass worker is skilled worker. ITI + Apprentice Pass workers are ready to do job in industry. ITI course is 100% job oriented course and 98-100% students are doing job in industries.

Findings and Suggestions:

1.COE course was rejected by the industry due to inefficiency. In COE course multiple courses include and a course was designed i.e. multi-skilled course. Industry required that an employee do all different jobs efficiently but a problem occurs that candidate has limited knowledge in that particular field. Basically candidate knowledge based on jack of all and master of none.

Institute has only limited period to provide knowledge and practical of multiple subjects (course). To overcome such problem a course should be design with a specialization and introduction part of multiple course include in the syllabus of that course. That course should be based on concept of jack of all and master of one. Industry should have to be trained.

2.Tool & die maker is one of the course of this ITI. Chinchani is a village near by this area i.e. rural area and about 70-75% people have a business of die making. This local community should be benefit with this ITI. Here is also a provision to give exam privately but these local people cannot be pass theory examination without any theoretical knowledge.

Local business should be benefit with ITI. Weekend lectures should be provide by ITI, so they can enhance their knowledge and expand their business in national and international level and participate in the economic growth of India.

3.Pre-vocational classes conducted by the government technical High school centre i.e. situated in every taluka and weekend lectures arranged in that centre. Pre-vocational education provides with the core subjects of VIII/IX/X std. This education system basically trained them in early age and such kind of initiative is playing a vital role to develop skilled manpower.

Pre vocational course should include with the core subjects so all students will take advantage.

Conclusion: In India, technical and vocational education plays an important role in industrialization, wealth formation and poverty suppression. It is able to provide skilled manpower in industry. It improves the economic growth of India. Recent survey found that only 2% of India's youth and only about 7% of the whole working age population have received vocational training. Government should aware people through seminars or counseling and promote vocational education.

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