

A Study of improving the Capacity of Teachers Working in the Vocational Education System and Training Centers

Jagminder Kataria^{1*}, Dr. Kailash Chand Seval²

¹ Research Scholar, Department of Management, Sunrise University, Alwar-Rajasthan

² Associate Professor, Department of Management, Sunrise University, Alwar-Rajasthan

Abstract - Vocational training in industries like manufacturing or construction is a crucial component of our educational strategy. If vocational education is to play an effective role in the rapidly changing national environment and reap the demographic dividend in India, it is imperative that it provide flexible, current, relevant, inclusive, and innovative vocational education and training. The government has already taken a number of significant steps in this direction and acknowledges the crucial role that vocational education will play in the future of the nation. Population for this study was teachers and trainers of the vocational training centers in Delhi/NCR region comprised in the research. A small portion of chosen population, more particularly the teachers, dealt to some degree of negligence where the survey forms are filled out. There was the use of cross-sectional research design so one can choose vocational education schools and teachers in a random order. Here 500 respondents were the final sample size in research. Investigator selected 500 students as sample from 20 schools 10 is government school and 10 is private school in located at South Delhi where Vocational Education were imparted. The questionnaire exclusively prepared by the Investigator for the students of such schools was administered on the sample to know the status and problems faced by them. The questionnaire was developed in English. It has 15 items of both open-ended and closed ended. The responses to open-ended items have been grouped and frequencies obtained

Keyword - vocational, education

-----X-----

INTRODUCTION

"Education is crucial for nation-building since it equips the next generation with the skills and information they'll need to contribute to society. Economy-wide and societal advancement can only be achieved via education. Secularism, democratic traditions, civil freedoms, and justice are strongly ingrained in the Indian education system. There is a sizable population of young people in India. Over 125,000,000,000,000 people call India home. Most of these folks (about 70%) are young adults (between 15 and 59 years old). In most contexts, people in this age range are considered to be in the working age population. About 11% of the population in 2001 fell into the 18-24 age range; by the conclusion of the 11th Five Year Plan, that proportion was projected to climb to 12.5%. If this population is well educated, they will be able to make important contributions to the growth of the national and international economies. "Technical and Vocational Education and Training (TVET) institutions are widely acknowledged for their role in equipping students with the information and skills essential to securing gainful employment. Atchoarena and Delluc (2002) argue that TVET is crucial in preparing all of the

country's youth for future employment. Economic and social progress in every nation requires the development of certain skillsets, and TVET is a great way to instill them in the next generation. The nation needs a TVET-educated workforce that can adapt to new jobs and industries. The higher education system in India includes a vocationalization programme. All technical and vocational schools are quite pricey, as is often observed. For technical and vocational education, it is necessary to import a wide range of instruments and study materials. As a result, it is particularly challenging for underdeveloped nations to raise the necessary finances to cover the cost. Almost all of India's vocational training institutions and technical schools, as noted by Washi (2004), are funded in large part by the United Nations via international and bilateral donors. Therefore, the state of these organizations worsened when donors ceased providing financial help to them owing to political difficulties. As the cost of technical education is quite costly, most graduate level education of TVET instructors is carried out abroad, which increases the discrepancies between the educated worker and the working environment (UNEVOC, 1997). TVET instructors in most Indian

countries, including India, are not well qualified since they are often drawn from traditional professions such as those of the artisan, technologist, technician, engineer, tradesman, etc. Few of them have earned diplomas, and even fewer enrol in diploma programmes to further their skills in the field. Furthermore, the low salaries offered to teachers mean that only the least competent are drawn to the profession. Qualified TVET professionals are often encouraged to start their own firm, which offers more income potential than teaching at vocational schools. The value of technical and vocational education is widely acknowledged in India; yet, the potential of the education has not been completely harnessed owing to a number of factors. This has resulted in the vast majority of individuals being unready to take on such labour. Therefore, it is crucial to invest in the education of teachers at the ground level. Professional academic and research leadership to support policy formulation, planning, development, and implementation is essential, and this can only be achieved with a greater number of highly educated TVET specialists. A fully trained technical or vocational educator fits the description given by Bird (1997): "someone who is certified in his or her field of specialty and who has the proper degree of pedagogical ability." [1]

VOCATIONAL EDUCATION

Students who participate in Career and Technical Education (CTE), also known as Professional Education and Training (VET) or Vocational Education, get the education and training they need to succeed in the workforce. trade, profession, or line of work that piques the curiosity of the seeker. Education in which a student acquires knowledge and practice in a particular Technique or Technology; sometimes known as "Technical Education." The pursuit of a professional education is motivated by the need to acquire or hone skills relevant to one's chosen line of employment. According to Smith (1942), we may get the type of service we want from those who take use of professional ways that educate and retain people. There are no limitations on the kind or scope of these mandatory services under the term. Education at the professional level emphasizes a wide range of disciplines, including economics, politics, and the rule of law by the majority. Vocational education is defined as "part of the school educational curriculum designed to make The intern is employable in their area of study" by the American Educator's Encyclopedia (1982). Professional training in agriculture, business, administration, distribution, wellness careers, labour, home economics, international trade, contemporary education, and specialized study. Vocational education, according to the Encyclopedia American (1985), is the process of preparing students of all ages for skilled labour and lucrative business ventures. Usually only available in high schools and junior highs, it does not often involve pre-professional coursework for fields like law and medicine. The New Encyclopedia Britannica (1985) states that Vocational Education is crucial in preparing individuals for contemporary or business-related employment, It may

be obtained formally at exchange schools, specialized auxiliary schools, or the job preparing system, or it can be acquired informally by picking up the required talents or the task without actual management. An examination of these definitions of vocational education reveals the whole range of experiences through which one learns about and prepares to engage: in function as a part of that person's way of life (which incorporates work). It includes both formally structured classes and informal mentorship for high school and college students to prepare them for entry into and advancement within a profession or cluster of professions. J.S., the new system of education is based on the vocationalization of education in the latter two stages. Using the new model as an example, we recommend vocationalizing education from both an economic and a good-samaritan vantage point. Vocational education refers to courses taken at the secondary, high school, and maybe postsecondary levels that focus on educating students for certain occupations. Second, the term "Vocationalization" refers to a more specialized kind of education that complements a general education curriculum. In my opinion, this is the single most crucial aspect of vocationalization. "We envision the future pattern of school training to be toward a productive blending of general and Vocational Education," the Indian Education Commission (1966) in this group wrote. "Overall instruction contains a few components of pre-professional and specialized schooling, and professional instruction, in turn, has a component of general training." [2-3]

The country of India is now making strides toward industrialization. As a result, people are abandoning rural areas for urban centers. Vocational training not only helps students acquire a sense of professional pride in their job, but it also helps the rapidly developing nation produce competent and reliable professionals. The second and maybe most crucial step in the Vocationalisation process is shifting the pedagogical foundation away from an emphasis on knowledge or its use. In an early adopter company, we're part of a cycle that proactively prepares young people for many career paths. The purpose of the Delhil isn't to fill any particular labour shortages, but rather to place students in a wide range of managerial positions across sectors including the arts, commerce, agriculture, and the service sector. Professional Education or Vocational Education and Training encompassed all exchanges preparing from mechanics to handiwork, which includes all painstaking work and different courses like sewing, painting, employing, and fitting, and so forth. This was done at various paramedical and teaching locations, at home, and to choose the reach based on local employment requirements. Education that prepares a student for a certain career field is what instills optimism about his future prospects. The public's concerns for their jobs will be the primary litmus test. The present imperative in India is to increase profits. By placing more emphasis on Agricultural and Technological Education in the higher education setting, this capability for training

may be achieved. This is especially important in India, where the educational system has traditionally focused on training young men and women for positions in government and other middle-class professions.

Professional training directly related to the students' job and gaining provides knowledge on various appropriate courses. It facilitates the development of students' talents and opens up more professional doors for them. After finishing the coursework, students are given preferential treatment in future job openings.[4]

Many firms look for graduates who have participated in professional training programmes designed to provide them hands-on experience in a variety of fields related to the workplace. According to a National Sample Survey Organization (NSSO) study (No. 517, 61/10/03), there are two types of vocational training programmes available in India: formal and non-formal.

i. Formal Vocational Training

Formal vocational training is a structured and planned training program which on completion confers certificates, diplomas or degrees to the learners from a Government recognized, Public or private concerns."

ii. Non-formal Vocational Training

It is possible to learn valuable skills in one's ancestor's trade via non-formal vocational training. A person receives "Hereditary" occupational training as part of their non-formal education. Work-related "Informal" Education and "Informal" Experiences are Common "Other Sources" of Education. If one's forefathers didn't work at the same profession, it's likely that the person's current line of work isn't related to his or her education or expertise.

The goal of the vocationalization movement is to infuse secondary school with a more vocational focus. This means that secondary schools should provide vocational programmes ranging from one to five years in duration alongside general education programmes. What this means is that maybe General and Vocational Education shouldn't be kept separate, and that perhaps they should be blended together. Under the vocationalism paradigm, education is tailored to each student based on their own interests and goals. Every day, increased output is the top priority for the nation. In light of this, it is imperative that we artificially establish a link between Education and Productivity."[5-6]

LITERATURE REVIEW

Dr. Arambam Jolly Devi (2020) ability to do a job-related task the growth of the nation's economy relies heavily on training. Competing and growing in the age of technological revolution necessitates the development of skills. According to the Ministry of Skill Development & Entrepreneurship, an additional

109.73 million people would be needed across 24 industries by 2022. This study examines the different forms of occupational skill training offered by educational institutions in Meghalaya and the rest of the North East. In order for Meghalaya's skill training to be more beneficial, training institutions should provide training according to the state's SWOT analysis. With a great location for fruit and plantation crop cultivation, the state has the potential to create additional jobs by gaining the necessary skills. The conventional belief that general education should be prioritized over vocational training must be modified to emphasize the development of vocational skills. After completing vocational skill training, people should have a better understanding of their career prospects. Future fruit and plantation crop regions, tourist sectors, handloom and handicrafts industries, and the handicrafts industry in general are critical for identifying and filling talent gaps. As a result, all stakeholders in the nation's growth, as well as the job opportunities for local residents, should pay attention. [7]

Namrata Tognatta (2014) India has come a long way and now has about 100% of its children enrolled in basic school. A major worry is the quality of learning and advancement beyond primary school; over half of fifth graders cannot read content from second grade and secondary retention rates are quite poor. Higher education has also grown impressively, however there are a number of issues related to unequal access and bad quality in the industry. Because of the poor performance of students in secondary and higher education, there is a considerable shortage of people who are both marketable and vocationally prepared in the workforce. Only 14% of new workers have a bachelor's or master's degree, according to research. Low secondary and postsecondary school results have been linked to worse lifetime incomes and well-being, according to the research. Because of the country's poor educational and job results, policy in India has centered on the development of skills in the TVET sector. The fundamental goal of these policies is to increase the number of young people and adults who engage in these types of activities dramatically. However, research on TVET in India is scarce. [8]

Eric A, Hanushek., Ludger, Woessmann., Lei, Zhang.(2011) research on "General Education, Vocational Education, and Labour Market Outcomes across the Life-Cycle" was undertaken. Vocational and general education programmes are discussed in the research in relation to the transition from school to the work environment. Faster technological development, however, may negate benefits in young employment by reducing flexibility and, as a result, job opportunities later in life. They use a difference-in-differences technique to compare employment rates across various ages for those with general and vocational education to test the key premise that any relative labor-market benefit of

vocational education fades with age. They found substantial evidence for the presence of such a trade-off in nations prioritizing apprenticeship programmes, using micro data from the International Adult Literacy Survey for 18 countries. The results hold up when ability trends are taken into consideration and propensity-score matching is used. [9]

Avis James., Roy Canning. Roy Fisher., Brenda Morgan-klein. And Robin Simmons (2011) in Scotland and England: Policy and practice, a research was done on vocational education teacher training. According to the findings, there are significant differences between the policy contexts in Scotland and England because of the importance placed on lifelong learning and competition. This makes it possible to compare the two countries, as well as to examine how VETTs have responded to globalization and continuing education. A small-scale illuminating case study of VETT educators in Scotland and England complements the article's policy analysis and analyses how policy is lived and mediated at the place of practice. VETT educators in both the Scottish and English VETT systems are committed to working on the "good" 'side of the systems in which they are placed, even if the setting and history of the two VETT systems are fundamentally different. Educators in both systems are interested in helping their students acquire critical faculties, but this desire may be accentuated by engaging in general pedagogy rather than topic pedagogy or the other way around. Additionally, educators in both systems are worried about securing areas in which they may use their professional discretionary authority. [10]

Debjani R and Jayshree K. (2011) vocational education helps people enter the labour market, but it decreases people's chances of finding work when they become older. What are the benefits of vocational training over a general education? When economies change quickly and over the course of a person's whole life, the benefit accrues at the expense of fewer job options as they age. "If Europe is to preserve its position as the world's leading exporter of industrial goods, it must have world-class VET," said the European Commission in its appeal for better vocational training. Workplace skills and competencies are equally vital as academic skills and competencies in the knowledge society. Education programmers' philosophies vary widely across countries. Some nations, particularly in Europe, place an emphasis on vocational training that helps students learn specific job-related skills so they are ready to enter the workforce. A different approach is taken by nations such as the United States, which places a greater emphasis on general education, which equips students with a wide base of knowledge as well as the fundamental arithmetic and communication skills they will need as they go forward in their careers. [11]

METHODOLOGY

(A) Research Design

There are numerous differentiated principle approaches which are used in educational study nowadays and scientific approach is one of them in which the investigator has a Delhi of knowing the truth in a particular condition with the help of creation of laws which would lead to a concept which can be used tie and time again to estimate the upcoming incidents and regulate them. The research can be considered as applied research via which a case study is held to produce expressive data regarding the issue. Bell (1999) has described case studies as helpful in trying to explain the current condition. Cohen and Manion (1994) further discussed about the way the case study researcher provides attention just on recognizing the individual features like school, teacher or child and had an objective of making simplifications. Adelman et al (1976) had stated about how the case studies can be considered as a step towards action and how they can provide a lot of information to people so they can understand. Though if one has to gather numerous observations here then it can take a lot of time and would be a very expensive procedure. Cohen and Manion (1994) have stated that numerous educational research policies are self-explanatory due to descriptive research evaluating the situations and the connections, procedures, opinions, viewpoints, outlooks, existing procedures, etc. Pre-test of the planned survey form will be done and the teachers will be chosen in a random order after which field study for the research will start and then the alterations and some changes will be made prior to the final distribution.

(B) Sampling

Population for this study was teachers and trainers of the vocational training centers in Delhi/NCR region comprised in the research. A small portion of chosen population, more particularly the teachers, dealt to some degree of negligence where the survey forms are filled out. There was the use of cross-sectional research design so one can choose vocational education schools and teachers in a random order. Here 500 respondents were the final sample size in research

DATA SOURCES

- **Primary data**

Study has largely focus on the primary information which is gathered via a semi-structured survey form to gather the data from a large group of teachers in vocational training centers in Delhi/NCR and therefore the research were take the help of quantitative data.

- **Secondary data**

Secondary data was collected from internet, reports, and literature and official credentials.

Target Population

Every type of teacher and trainer currently in vocational training centers in Delhi/NCR area was a part of sample population of the research. Survey form were comprise of the ones teaching theoretical subjects along with the teachers who look over practical lectures inside the workshops and the teachers teaching the practical subjects associated with profession.

The information collected with the help of questionnaire survey was coded and analyzed. Hypothesis testing was performed statistical test such as ANOVA, t-tests or any other relevant tests through Statistical Package for Social Sciences (SPSS) and Excel so the research can achieve the Delhi's.

DATA ANALYSIS

The Investigator selected 500 students as sample from 20 schools 10 is government school and 10 is private school in located at South Delhi where Vocational Education were imparted. The questionnaire exclusively prepared by the Investigator for the students of such schools was administered on the sample to know the status and problems faced by them. The questionnaire was developed in English. It has 15 items of both open-ended and closed ended. The responses to open-ended items have been grouped and frequencies obtained. In some cases there is more than one response from a subject. The total responses therefore, exceed the number of subjects. The Researcher has done item wise analysis of the responses and at the end summed up in the generalized form.

DIMENSION-1: MEANING AND IMPORTANCE OF VOCATIONAL EDUCATION

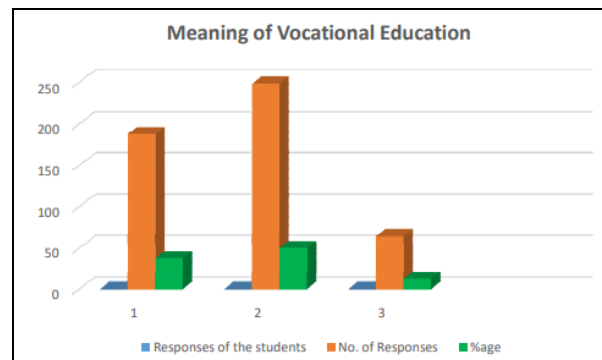
Item 1: Meaning of Vocational Education

Table 1.1 gives the responses of students who gave varied answers of meaning of Vocational Education, which were collected and categorized as following:

Table 1.1: Meaning of Vocational Education

Sr. No.	Responses of the Students	No. of Responses	%age
1	Study of a Vocational Course in the school and It is an art of Hand	188	37
2	It is the Education for earning livelihood and help us in future Employment	248	50
3	This is the Education which is parallel to the general education	64	13
	Total	500	100

Table 1.1 Shows that majority of students (50%) took the Vocational Courses because they were helpful to them in their future employment and to earn their livelihood. While some of the students did not know the proper meaning of the Vocational Education, 37% students responded that it is an art of hand and a course which they study in school.



Graph 1.1 showing various meanings of vocational education

Graph 1.1 shows the categories of responses of students who gave the various meanings of Vocational Education. Instead of giving definition of Vocational Education, 50% students directly thought of its importance and they responded that the Vocational Courses helpful to get future employment. Thus, it can be concluded that that most of the students are in favour that Vocational Education is meant for earning livelihood which helps us to be prepared for future Employment. Very few students consider the Vocational Education is the Education which is parallel to the general education.

Item 2: Causes of Admission in Vocational Courses

When students were asked why they had taken admission in Vocational Courses, they gave various responses as given in Table 1.2.

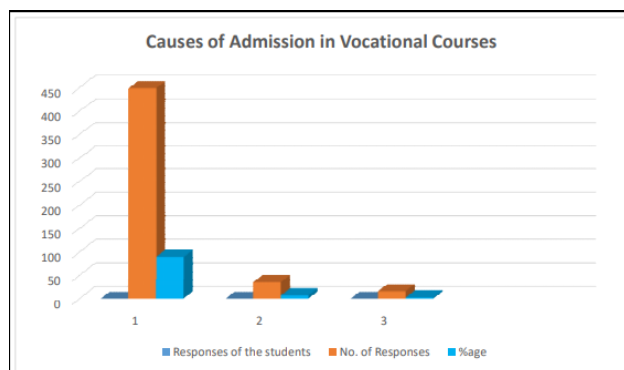
Table 1.2: Causes of Admission in Vocational Courses

Sr. No.	Responses of the Students	No. of Responses	%age
1	It is a good source of starting profession, earning livelihood and get employment	448	90
2	It does mental development and full utilization of time	36	7
3	It is very costly seeking outside the school	16	3
	Total	500	100

Table 1.2 reveals that the half of the sample of students responses that Vocational Education is the important source of earning livelihood. That is why students opt the various courses and they think that it is a good source of starting profession and get employment. In other words we can say that overall 90% students responded that the Vocational Courses helps them to get employment.

Graph 1.2 shows that more than 90% students responded that it is a good source of starting profession and also good source of getting employment.

The students are clear in their opinion that having completed vocational education they can start their profession which will be a source of their earning and livelihood. Besides, they can get employment.



Graph 1.2 showing Causes of Admission in Vocational Courses

Very few students responded that the Vocational Education is the full utilization of time, and also, very costly to get training from outside private sources.

Item 3: Future Prospects after 10+2

When students were asked what they will do after 10+2, their responses are given in Table 4.3

Table 1.3: Future Prospects after 10+2

Sr. No.	Responses of the students	No. of Responses	%age
1	Do Higher Education (Graduation)	256	51
2	Continue the Vocational Courses	112	22
3	Start a Professional Course	132	27
	Total	500	100

Majority of students (51%) responded that they were interested in getting higher education and 27% students responded that they would start a Professional Courses like ITI, C.A., BCA, MBA, CS, and admission in Polytechnics and a few students stated that they would continue the Vocational Courses like course of Beautician, Diploma in Fashion Designing, Fashion Technology courses, Diploma in Electrical, etc.

CONCLUSION

Adequate design of successful Vocational Courses in different disciplines, and the proper implementation of plans advised by various bodies, may contribute to the country's socioeconomic progress. We require deliberate preparation for the Vocationalization of Higher Education. Extensive study on this topic, with the participation of a significant number of intellectuals, will provide us with excellent new ideas for developing Vocational Courses that can meet the rising need for qualified individuals in a variety of disciplines. Government intervention backed by innovative, forward-thinking policies is seen as a key ingredient to

the Vocational Education systems' rapid growth at the undergraduate level. However, the introduction of Vocational Education at the graduate and post-graduate levels takes on more relevance since students at these levels are on the cusp of their practical life and are preparing to accept additional socio-economic obligations.

"Recent developments include a new impetus to skill development through vocational education in the context of the emergence of new technologies in a rapidly expanding economy in a globalised environment, need for innovative ways of student financing, addressing challenges of globalization and liberalization, recognition of the multi- and inter-disciplinary nature of learning and knowledge, efficient use of public resources, and encouraging ways of enhancing private sector participation,"

REFERENCES

1. Abhay Kumar A and Ravi K. Knowledge Paper on Skill development in India: Learner first; [online]. 2012 [cited 2020 April 26]. Available from: URL: https://www.imyriaads.files.wordpress.com/ficci_skill_report_2012
2. Sunita S, Srija A. Skill Development and Productivity of the Workforce; [online]. 2015 [cited 2020 April 27]. Available
3. Sunita S and Kuntal S. Skills for All. Yojana, A Development Monthly 2013; Vol. 64:57-61
4. Nakarin C and Supaporn C. Building a skilled workforce: Public discourses on Vocational Education in Thailand. International. Journal of Research in Vocational Education and Training 2020; Vol 7(1):67- 90
5. P Nayak and S K Mishra. Problems and Prospects of Promoting Tourism in Meghalaya. Promotion of International Tourism Circuits in North East India: Prospects, Priorities and Strategic Options; 2013 [cited 2020 April 27]. Available from: URL: https://www.researchgate.net/publication/236177148_
6. Dr. Arambam Jolly Devi, 2020, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.
7. Tognatta, Namrata, (2014) "Technical and Vocational Education and Training in India - A Study of Choice and Returns". Publicly Accessible Penn Dissertations. 1472.

<https://repository.upenn.edu/edissertations/1472>

8. Hanushek, Eric A., Ludger Woessmann, and Lei Zhang (2011), "General education, vocational education, and labor-market outcomes over the life-cycle", NBER Working Paper 17504, National Bureau of Economic Research, October.
9. Janies, Avis., Roy, Canning., Roy, Fisher., Brenda, Morgan-Klein. And Robin Simmons. (2011) Vocational Education teacher training in Scotland and England: Policy and Practice, Journal of Vocational Education and Training, Vol.63, No.2, June 2011, 115- 127.
10. Debjani R and Jayshree K. Imparting skill development training to the Lakadong turmeric farmers of the Jaintia Hills of Meghalaya; 2011
11. Mishra, Archana (2019) on "Vocationalisation of education: Improving productivity and employability through skills development" International Journal for Environmental Rehabilitation and Conservation ISSN: 0975 — 6272 X (1): 43 49 www.essence-journal.com

Corresponding Author

Jagminder Kataria*

Research Scholar, Department of Management,
Sunrise University, Alwar-Rajasthan