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Present Situation and Issues of Vocational Education in India: A Case Study of Nagpur

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Abstratct – Vocational education is increasingly attaining enormous significance in our nation of lately. The absence of professional capability as a result of the current educational framework has offered ascend to the requirement for ability based educational schemes. It is in this setting this study is conducted to ponder the present situation, issues and put forward conceivable proposals for the Vocational Education segment in India.

The general point of this research paper is to consider the present situation and issues of Vocational education in India and to derive specific conclusions regarding administration framework which can currently bind together and streamlines this sector of education in India. Both primary and secondary data is collected for the research. The primary is collected through a self-administered questionnaire survey. The data is collected from Total 14 vocational training institutes in Nagpur district.

Keywords: Vocational Education, Skill Development

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I. INTRODUCTION

Training, Vocational Education, and the Skill Development or VETSD refers to all types of forms and different levels that involve general knowledge along with academic skills. It also consists of the technology studies, related sciences, and significance of acquiring practical skills, different beneficial attitudes and better understanding that is related to the occupations in several economic sectors and the social life as well.

By the end of 2025, India is predictable to become a powerhouse of the human resources worldwide. In such an evolving generation of less outspoken society who also has the minimum knowledge about who's-who, reducing work demands, and the aging population seen in the developed nations, India stands still with heads high because it has the highest young population that has the chance to place themselves as an excellent source of educated and qualified manpower for the world to see. The young Indian population can demand the training and vocational education to reap the rich dividend for the nation.

In the ever-changing globalization, the chances of employment for the graduated and the non-graduated students in usual subjects are getting limited day by day. The education that gets completed before the degree is not much of in demand these days to fulfill the market requirements and is also considered as not skilled. Because of the changing work environment and employment requirements, the job seekers have to look for the more flexible learning opportunities that are multi-skilled as well for better job chances in the job sector across the world. The general learning system has been not capable enough in providing these opportunities to the job seekers.

The connection between education and economy is much clearer in the present as compared with the past. The working of educational organizations and the choice of education that the youth decides has been completely determined by market economy of the nation. The urge of gaining knowledge, which is no more the major prospects for the learners these days instead the students opt for the study courses that have higher job opportunities in and across the world. The lack of job opportunities for the conventional graduates has tremendously led to distraction in focus of the students to skill-based and company-oriented learning pedagogy and teaching.

II. LITERATURE REVIEW

The training and vocational education courses are the vital courses for growth of any country when it comes to building the socio-economic conditions (Adams and Arvil, 2011). Today the nations that have made it to change the global scenario through availing the vocational education and training courses to provide quality and certified skills are now placed in better work positions across the world. Like other countries, India can also come forward and adapt this teaching and learning technique and incorporate it in the Indian education system and gain popularity and success in international levels (Tushar, 2012).

The present condition in India of vocational scenario and some victorious international VET systems are mentioned in the below-listed pages.

The traditional education system of India is capable of only generating theoretical knowledge, knowledge is however important for the fundamental development of an individual but at the same time is losing its importance and value in growing human and the societal enlargement (Barabasch and Watt-Malcolm, 2012). In India, the growing rate of unemployment in the educated young generation is getting more and more alarmingly dangerous concern to live a better and successful life in the society.

It is important that being in society; we should re-look and re-consider all the important things on what should be the actual motive and focus of our Indian education system to provide beneficial employment scopes (Brandt, 1998).

In the current economic conditions, the focus of the society has also tremendously changed from just fulfilling the fundamental needs of the overall development to becoming empowered. Instead of approaching the text-book education methods, the education system needs to promote the skill-based teaching and learning systems. Instead of having some skills or unskilled, the human resource is supposed to be knowledgeable enough, self-motivated, empowered and flexible to pursue successful employment opportunities.

A. Present Scenario of Vocational Education in India

The below-mentioned structure can explain the present Indian education system:

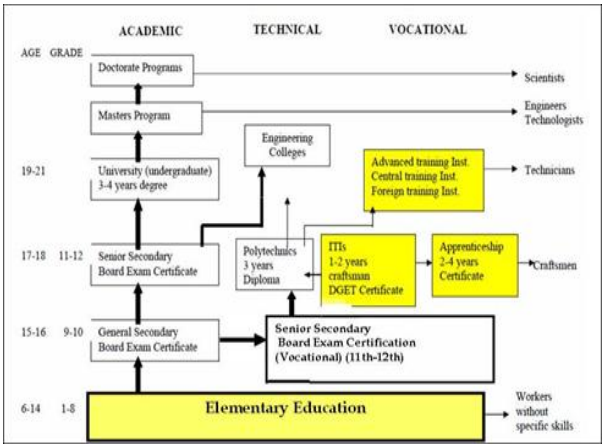

Figure 1: Scenario of Vocational Education in India

(Source -World Bank Report, 2006)

The skill acquisition in India is done by two fundamental structural streams namely the small formal and the large informal. There are no particular government rules or laws for the vocational teaching classroom facilities at present in India (Carrero, and Elena, 2006). According to World Bank Report (2006), one of the most important things to consider in the education industry is the poor and improper conditions of the classrooms. This is the aspect that is interlinked to the type of training that is imparted in the vocational institutions and the ITI/ITCs. There is a shortage of proper classroom facilities and unequipped services of vocational training in the classrooms. Most of the classrooms tend to go for the conventional education pedagogy for opting for the vocational and skill-based learning courses (Goel, 2013). Another important factor is the quality of the industrial training that affects the better standards of the vocational training organizations.

The skill development centers that are being built by the NSDC that is about 5000 in numbers since the year 2013 and certainly they will need the advanced building for the industry training. The requirement of the training facilities has tremendously increased in numbers and popularity in today's world as compared to that of the past (Jamal and Mandal, 2013). According to NSDC, there is an enormous shortage of the industrial services and facilities that are needed to undergo the annual training processes from vocational education as well as the training sector. This is the reason why there is a need to build the quality and highly professional industrial training organizations all over the country, and this need will emerge in coming years until it reaches its expectations. The high training costs along with the importance of the individuals to afford the costs linked with deprived efficiency of the training institutes are some of the essential and crucial factors that drive demand expert workforce in the sector (NCTVE, 2008).

III. RESEARCH METHODOLOGY

Purpose of this study is to examine the present situation and issues of vocational education and skill development through vocational training institutes of Nagpur district in India. This study was conducted among the students studying under-graduation in the affiliated institutes such as Govt ITI Nagpur, Chaitanya ITI Nagpur, Govt ITI Kamptee, and Husnoor Industrial Training Centre etc. Total 14 institutes have been chosen for survey. In total 139 respondents have responded on the designed questionnaire. Age group of the respondents lies between 16 to 31 years. Out of 139 respondents 97% of the respondents are male. 67% of the respondents fall in the age group of 16 to 20 years.

Data collected for this study is processed manually through coding and then entered electronically into a statistical package for social sciences SPSS. The use of statistical distributions like classroom facility quality of the vocational training and change in the quality of training in the institute are the demographic factors. Hypotheses stated in the study are subjected to One-way ANOVA.

IV. HYPOTHESIS OF THE STUDY

H_0^1: Classroom facilities quality of the vocational training institute is not as per the quality standards.

Vs.

H_1^1: Classroom facilities quality of the vocational training institute is as per the quality standards.

V. RESULTS

In the hypothesis of analysing classroom facility quality of the vocational training institute four parameters such as sitting facilities, electricity supply, blackboard and audio/ video facilities have been considered to analyse the responses of the respondents. Descriptive analysis has been done to see the viability of the data. Out of 139 respondents 34% of the respondents believe that quality of the standard is good however remaining 66% of the respondents say that the quality of the standard is not good at 95% confidence level. In all the parameters mean in between average to satisfactory and the standard deviation is 1.1. Significant high deviation of 1.58 is being found in the parameter “audio / visual facility” and low standard deviation of .974 in the parameter “electricity supply” and “black board”. This could be because there is no major cost involve in both the parameters.

Descriptive

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
Sitting Facilities	.0	47	2.702	1.1212	.1635	2.373	3.031	1.0	5.0
	1.0	92	3.554	1.0095	.1052	3.345	3.763	.0	5.0
	Total	**139**	**3.266**	**1.1201**	**.0950**	**3.078**	**3.454**	**.0**	**5.0**
Electricity Supply	.0	47	3.000	1.1229	.1638	2.670	3.330	1.0	5.0
	1.0	92	3.924	.7146	.0745	3.776	4.072	3.0	5.0
	Total	**139**	**3.612**	**.9744**	**.0826**	**3.448**	**3.775**	**1.0**	**5.0**
Blackboard	.0	47	2.979	1.1130	.1623	2.652	3.305	1.0	5.0
	1.0	92	3.870	.7445	.0776	3.715	4.024	2.0	5.0
	Total	**139**	**3.568**	**.9784**	**.0830**	**3.404**	**3.732**	**1.0**	**5.0**
Audio/ Visual Facilities	.0	47	1.596	1.3935	.2033	1.187	2.005	.0	4.0
	1.0	92	2.261	1.6299	.1699	1.923	2.598	.0	5.0
	Total	**139**	**2.036**	**1.5807**	**.1341**	**1.771**	**2.301**	**.0**	**5.0**

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Sitting Facilities	Between Groups	22.593	1	22.593	20.558	.000
	Within Groups	150.558	137	1.099		
	Total	**173.151**	**138**			
Electricity Supply	Between Groups	26.554	1	26.554	34.824	.000
	Within Groups	104.467	137	.763		
	Total	**131.022**	**138**			
Blackboard	Between Groups	24.687	1	24.687	31.487	.000
	Within Groups	107.414	137	.784		
	Total	**132.101**	**138**			
Audio/Visual Facilities	Between Groups	13.762	1	13.762	5.695	.018
	Within Groups	331.058	137	2.416		
	Total	**344.820**	**138**			

According to the statistical analysis, quality of the classroom facilities of the vocational training institute is as per the quality standards between and within all the parameters as compared with the quality standards. Significant relationship has been found between Sitting Facilities and the quality standards (0.00), Electricity Supply and the quality standards (0.00), blackboard and the quality standards (0.00) and Audio/Visual Facilities and the quality standards (0.018) at 95% confidence level.

Hence, null hypothesis is rejected and alternate hypothesis (H_0^1) is accepted.

Therefore, it can be concluded that there is a significant relationship between the quality standards and the classroom facilities of the vocational training institute of various institutes in Nagpur India at 95% confidence level. F calculated value of every parameter is less than the F significant value.

H_0^2: There is no significant change in the quality of training in institute or industrial training as per the emerging trend.

Vs.

H_1^2: There is a significant change in the quality of training in institute or industrial training as per the emerging trend.

In the hypothesis of significant change in the quality of training in institute or industrial training as per the emerging trend two parameters such as training in institute and industrial training have been considered to analyse the responses of the respondents. Descriptive analysis has been done to see the viability of the data. Out of 139 respondents 6% of the respondents say that they would like to go for industrial training however remaining 94% of the respondents are not at all interested in going to industrial training at 95% confidence level. In both the parameters mean is 2.9 and the standard deviation is 0.9.

Descriptive

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Quality of the Training in Institute	.0	9	3.889	1.1667	.3889	2.992	4.786	1.0	5.0
	1.0	130	2.954	1.0701	.0939	2.768	3.140	.0	5.0
	Total	**139**	**3.014**	**1.0967**	**.0930**	**2.830**	**3.198**	**.0**	**5.0**
Quality of the Industrial Training	.0	9	3.778	.4410	.1470	3.439	4.117	3.0	4.0
	1.0	130	2.785	.8351	.0732	2.640	2.930	.0	5.0
	Total	**139**	**2.849**	**.8505**	**.0721**	**2.706**	**2.992**	**.0**	**5.0**

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Quality of the Training in Institute	Between Groups	7.359	1	7.359	6.357	.013
	Within Groups	158.612	137	1.158		
	Total	**165.971**	**138**			
Quality of the Industrial Training	Between Groups	8.303	1	8.303	12.428	.001
	Within Groups	91.525	137	.668		
	Total	**99.827**	**138**			

According to the statistical analysis, there is a significant change in the quality of training in institute or industrial training as per the emerging trend. Significant relationship has been found between Quality of the Training in Institute and the emerging trend (0.013) and Quality of the industrial training and the emerging trend (0.01) at 95% confidence level.

Hence, null hypothesis is rejected and alternate hypothesis (H_0^2) is accepted.

Therefore, it can be concluded that there is a significant change in the quality of training in institute or industrial training as per the emerging trend in Nagpur India at 5% significance level. F calculated value of both the parameter is less than the F significant value (F value of Quality of the Training in Institute is 6.357 and F value of industrial training is 12.428).

VI. FINDINGS

Vocational Education is designed to create skilled manpower, so that in turn to help the individual's development. When student of a vocational education find himself/herself qualified for self, society, industry and the nation then the goal of vocational education is achieved. From the analysis on analyzing the present situation and issues of Vocational Education in Nagpur India, following findings can be made:

- Age group of the respondents lies between 16 to 31 years.
- Out of 139 respondents 97% of the respondents are male and remaining 3% of the respondents are female.
- 67% of the respondents come in the age group of 16 to 20 years.
- Total fourteen institutes student's respondents on the designed questionnaire.
- Significant relationship has been found between the quality standards and the classroom facilities of the vocational training institute of various institutes in Nagpur India at 95% confidence level.
- Significant relationship has been found between Sitting Facilities and the quality standards (0.00), Electricity Supply and the quality standards (0.00), blackboard and the quality standards (0.00) and Audio/Visual Facilities and the quality standards (0.018) at 5% significance level.
- Significant relationship has been found between Quality of the Training in Institute and the emerging trend (0.013) and Quality of the industrial training and the emerging trend (0.01) at 95% confidence level.
- Significant change has been found in the quality of training in institute or industrial training as per the emerging trend in Nagpur India at 5% significance level.
- F calculated value is less than the F significant value for Quality of the Training in Institute and Quality of industrial training (6.357 and 12.428).

CONCLUSION

This study was conducted to examine the present situation and issues of vocational education and skill development through vocational training institutes of Nagpur district in India. The review of secondary data showed that one of the most important things to consider in the education industry is the poor and improper conditions of the classrooms. Another important factor is the quality of the industrial training that affects the better standards of the vocational training organizations. Moreover the secondary study also indicates that there is an enormous shortage of the industrial services and facilities that are needed to undergo the annual training processes from vocational education as well as the training sector. The primary study also found out that there is a significant relationship between the quality standards and the classroom facilities of the vocational training institute of various institutes. Particularly significant relationship was found between sitting facilities and the quality standards. Moreover there was a link established between quality of the training in institute and the emerging trend and quality of the industrial training and the emerging trend confidence level. Moreover this study also indicated that significant change has been found in the quality of training in institute or industrial training as per the emerging trend in Nagpur.

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