59. Teaching Strategy to Vocational Courses in India

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Abstract:

Vocational education and skill development are interrelated to each other to develop productivity by providing employable skill suitable to industry. Vocational education prepares students for jobs, it is essential to have strong vocational education system in the country to provide skill-based education. This paper is to present a strategy of vocational education teaching.

Key Words: Vocational Education, Skill development, Employability, Teaching Techniques.

Introduction

In India, vocational education and training is provided from the Industrial Training Institute, Polytechnics, schools at different levels i.e. secondary, higher secondary and recently at graduation level in few courses. As compare to higher education in all sectors, there is a need of vocational education and training which enhances skill development to increase employability. Government of India established an advisory body 'National

Council for Vocational Training' in 1956, for the implementation of vocational education in India.

The vocational training in India has been successful engineering level at the industrial sector only. To attain certain industry relevant content and to update the conventional syllabi of various courses for different job roles, the National Vocational Education Qualification Framework (NVEQF), which has been launched by All India Council of Technical Education (AICTE) and Ministry of HRD. It brings the vocational education program in ITIs, Polytechnics, colleges and schools that will offer new career of choices in different sectors.

Teaching Methods in vocational education in India

Though the syllabi of courses are updated and AICTE and HRD ministry involved, the teaching methodology for the vocational courses is mostly remains conventional i.e. classroom and lab based learning with industry exposure for the apprenticeship which later tend to encourage industry to keep them on job. But opting vocational courses in India, it not considered first preferred option to engineering as there is few scopes for further progression in job and opportunities in higher education. Now, the trend is changing as, various universities such as University of Mumbai, Chandigarh University adopting vocational education graduation courses in few selected sectors in the beginning. While most of the vocational courses allied with higher secondary school level, with state education boards.

In the vocational education, on job training is proving the most suitable content to improve skill at certain extent. This is done after classroom teaching, lab learning to work on skills and then on job training. In Maharashtra Board of Vocational Education and Examination (MSBVEE), diploma courses, this on job training is in middle of course for two complete months. Since, the study is based with 'limited skill based problem solving', this 'on job training' proves training session. To make this session the duration of training need to be increased, to expose additional skills to solve problems, which will be helpful to both.

Still many companies are not satisfied with the level of skill knowledge and possessed by the vocational students in India, considering lack of industry exposure to solve industry oriented problems. Though, industry absorbs students after completion of course, they provide training to improve skills and making them employable.

The assessment techniques in MSBVEE are conventional, and contains theory exam and practical exam for the skill assessment. Skills are assessed in the practical exams based on conducted practical problems with different knowledge level such as, for passing, understanding for application of the topic to perform task. While for higher grades, skill shall be assessed to evaluation of job and problems to solve problem and analysis of job and problem. This analysis need to be done by the industry professional, who are supervising the skills and aware the advancements in the industry and forthcoming trends as well.

This will improve communication with the industry and will help to work in certain direction to fix the strategy to improve vocational education as per industry needs. This strategy will by large will improve scope of vocational education.

Later at Institution level, or board level, improvement can be done in adoption of flexible continuously updating syllabus. Recruitment of right industry people also makes difference.

To encourage study in vocational education, use of active learning and virtual learning on models will expose students to different visual problems and will improve to skills to solve work based problems with academics will help to improve skill and learning both.

Tutor and Trainer skill qualification requirements

Requirement of industry professional is essential, with good experience and minimum technical qualification for the teaching as per the vocational boards norm. But, the recruitment of industry experts alone cannot be the solution, as it finds difficult to relate mindset of the students and their understanding. Hence, technical teaching and training skill need to be introduced by limited set of skills of using psychological and communication techniques in teaching. Then faculties and trainers shall be introduced with regular updates in the concerned industry. Then faculties will be ready to apply strategies to the teaching and industry related problem solving, which will enhance employability of vocational students. Active

learning and lab learning in the industry (not only visits but regular workshops), will prepare students for job oriented learning. This can be done at local or industry affiliation and Corporate Social Responsibility (CSR) activities of the industrial organizations. Also, Government introduced the portal http://www.apprenticeship.gov.in where candidate can register for apprenticeship and industry will look for the relevant skilled student.

Conclusion

To improve employability of vocational students, education shall be introduced as per the industry requirements and this is to be done by updating syllabus, introducing revised industry-oriented assessments criteria. Chang in conventional and old lab teaching methods. Augmented and virtual reality can be introduced for the teaching, practice along with industry workshop oriented practical in accordance with trade and branch. Vocational educations shall be made relevant to vertical progression by providing changes in syllabi and eligibility modifications for higher education. This will help industry to prepare research after acquisition of skills.

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