



PROBLEMS FOR VOCATIONAL EDUCATION IMPLEMENTATION

Vocational training has been successful in India only in industrial training institutes and that too in engineering trades. There are many private institutes in India which offer courses in vocational training and finishing, but most of them have not been recognized by the Government. Firstly required steps should be taken to recognize appropriate institutes those fulfill the underlined criteria.

Vocational Higher Secondary schools are under MHRD in India. This need to be made strong as this is the base of Vocational Education.

Through, the study of the prevalent Vocational Education System in India the following problem areas have been identified -:

1. There is a high drop-out rate at Secondary level.
2. Vocational Education is presently offered at Grade 11, 12th.
3. Private & Industry Participation is lacking.
4. Less number of Vocational Institutes in the country.
5. Not adequate number of trained faculty.
6. Vocationalization at all levels has not been successful.
7. Lacking of new sectors of vocational education and skills training.
8. Acute shortage of skilled instructors and teachers in the country.
9. Lack of opportunities for continuous skill up-gradation.
10. Current education system is non-responsive to the skill demands of the existing and future industry, leading to a supply-demand gap on various counts.
11. Outside the school system, relevant vocational training centers are ill-equipped to handle the demand and are accessible to only a selected number of students who have passed at least level 10 and 10+.
12. Huge demand-supply skill gap. 90% of the jobs in India are "skill based"; entailing the requirement of vocational training. It is estimated that only 5% of the youth in India are vocationally trained.
13. Most of the Vocational Education Training Institutes are characterized by structurally rigid and outdated centralized syllabi that do not have much sync with the prevailing market conditions.
14. Absence of monitoring committee.

Apart from that However there is a lot of variation among the various programs in terms of duration, target group, entry qualifications, testing and certification, curriculum, etc. which has resulted in problems related to recognition of qualifications, equivalence and vertical mobility