



Role of the Bilingual Teaching in Vocational Education And Training As A Perspective And Practice In Bharat

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Abstract

In Bharat Vocational Education is one of the important topic for development of our country. Many universities many researchers and many educational bodies are focuses on this aspect, because Bharat have own history in developmental aspect. Its take much more time for freedom from Britishers after that India faces different difficulties in different sectors, for example- Industrial Sector, Political Sector, Educational Sector and also Vocational Sector etc. other Sectors are adjustable through time to time but Vocational Sector is one of the major sector which is not Understandable for Indians. And also in present time Bhartiya people are not showing more consciousness about this sector which is creates more difficulties for Vocationalist. If we want develop of our country then we have to want to work on this sector and need to deep study to different aspects of this sector. It can help to make independent to Bharat and make own effective image like a all developed countries. NEP 2020 has plays important role for increase of vocational Education in Bharat which is suggest as a subject or as a important role in Education. And give special focuses how can we increase the number of Vocationalist in Bharat. This policy has recommends as a main component of our curriculum in class 6th onwards. Through this recommendation most of the educators are aware and think about this aspect. As a researcher we also need to know and deep study about this component which is important for educational development and new generations. This paper is thematic paper which studies “Role Of The Bilingual Teaching In Vocational Education And Training As A Perspective And Practice In Bharat”.

Keywords - Bilingual Teaching, Vocational Education, Training, Perspective, Practices And Bharat.

Introduction

Vocational Education is helps to youth learn life long learning skills, acquire knowledge and adapt different technologies in vocational areas. And this is based on ‘Earn and Learn’ concept. Vocational Education helps to student get new opportunities and and engaging in real life situations which is related to vocational areas. It improves learning styles and make effective personality skills. The National Council of Educational Research and Training (NCERT) is also prepare guidelines, Textbooks, and Teacher handbooks for vocational education. Assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities and integrate more easily into classrooms, and engage with teachers and their peers. Learning Outcomes (LOs) will be the developmental considerations for providing inputs to the new National Curriculum Framework.

Language is one of the part of the Vocational Development because through language students can know how can we grow vocational skills or improve the skills in them selves. But all languages included in our curriculum faces different difficulties for policy makers and teacher also that’s why we can use bilingual teaching method in classroom which is plays main important role of factor. If student can learn vocational skills or knowledge through their mother tongue then they can plays effective performance and learn more effectively which is very useful for vocationalist. State Council of Educational Research and Training (SCERTs), and teachers from across levels and regions, expert organisations in teacher preparation and development, higher educational institutions and other relevant stakeholders. State Professional Standards for Teachers to be developed by SCERTs. “With high economic growing rates and an evident shortage of skilled workers, the modernisation of formal vocational education and training (VET) in India increasingly came into focus. Skill

development has been on top of the agenda of the Indian government for more than a decade, resulting in state policies and related schemes to upgrade and develop a system struggling with quantitative issues.” (Matthias Pilz and Julia Regal, 2021)

Vocational training may start from class 9th onward and goes on into post-secondary education, based on the type and level of course offered (International Centre for Technical and Vocational Education and Training [UNEVOC], 2018). It refers to certificate-level training in a variety of craft skills. Entry requirements differ from course to course, however, a successful completion of class 8th is a minimum requirement for all courses except for some schemes targeting the informal sector (MSDE, 2018). It is provided under two major schemes: the Craftsman Training Scheme (CTS) and apprenticeship training under the Apprentices Act (Wessels & Pilz, 2018).

Bilingual Teaching is helps to learn more effectively in Vocational Education because it provide flexibility and make more easy way to get vocational skills. If students is not comfortable with second language or English in India then they can learn through their mother tongue and express to self with effectively. Language is a medium for any goal but it make barrier some time that’s why students can not be express their self in any field and feel uncomfortable because some Indian people use mostly English language as a medium of instruction in education, vocational areas and another fields. But we have to want to use our mother tongue because our mostly Indian population survive in villages, and their mother tongue hindi or another language. And they are familiar and feel more comfortable with their mother tongue language. That’s why we have to need to change our medium of instruction in vocational education. Bilingual Vocational Education (BE) is refers to improve the job and English skills training makes instruction immediately comprehensible to the students.

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- Students may express to self more effectively during learn Vocational Education.
- Students can interact in a better way to during learn vocational education.
- Bilingual Teaching is increases more opportunities in vocational areas.
- Bilingual Teaching is developing more understanding skills in vocationalist.
- Bilingual Teaching makes more active to vocationalist for their own work.
- Bilingual Teaching develops positive attitude about another peoples.
- Bilingual Teaching develops different effective personality skills in vocationalist.

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India is among the countries with the lowest proportion of trained youth in the world. Even worse, vocational education in secondary schools has received very limited funding since the mid-1980s, it has remained non-aspirational, of poor quality and involves little industry collaboration. Vocational training helps students think about a variety of practical aspects and applications of their education. Vocational Education can help students gain deeper context into their learning by being able to relate what is taught in class to their practical applications. One research has examines the role of open and distance learning system (ODL) in providing effective and dynamic vocational education and training in the country. And it also included IGNOU’s experience in launching and effectively delivering of a vocational training program developed for the work force working for footwear sector to improve their skills (Fozdar & Kumar, 2006). Open distance learning has also made some contributions in vocational and technical education (Mehrotra & Sacheti, 2005 and). The distance education also has potential to reach to un-reached and even marginalised and excluded groups. It can provide vocational and technical education and engage them in income-generating livelihood.

In this globalize world, it well known fact that skill training enhance productivity sustains competitiveness in the global economy (Mishra, 1994 and World Bank, 2008). As per the report of the Working Group for the Revision of the Centrally Sponsored Scheme of Vocationalization of Secondary Education, NCERT, 1998, vocational education also viewed as an inferior option, it suffers from poor infrastructure, obsolete Equipments, untrained or under-qualified teachers (often on part-time basis), outdated and inflexible courses, lack of vertical or lateral mobility, absence of linkage with the ‘word of work’, lack of a credible evaluation, accreditation and apprenticeship system, and finally employability. For building an effective and dynamic programme of vocational education, National Curriculum Framework 2005 (NCERT, 2005) has suggested that vocational education programme should be implemented in mission mode, involving establishment of separate Vocational Education Institutions and Centres from the level of villafe cluster and blocks to sub-divisional/districts, towns and metropolitan area. This also talked about providing better infrastructure at VEP centres, there should be the provision of training of teachers and VEP curriculum should be reviewed and updated from time to time to meet the challenges of a globalised economy. The Prime Minister of India in his Independence Day address on 2006 indicated of setting up Vocational Education Mission and a Task Force to improves

vocational education system in Bharat so that high economic growth through increased productivity can be maintained. For implementing this special provision has been made in both present 10th plan and coming 11th plan of the country. There are some findings of the Important Research. (Chaudhary & Ghosh, 2023)

- Trade certificate from ITI is the lowest level technician course. It is for lower end posts. One may get a job but not a carrier. Hence Matric pass or Higher Secondary pass students don't want to pursue Vocational Education and Training (VE&T) courses due to its narrow job prospects.
- VE&T has been associated with the activities of lower social classes. As consequences, it attracted a level of stigma.
- Shortage of faculties and instructors in ITIs.
- Lacking of skill based courses aligned to the specific needs and requirements of the local market, leading to a supply-demand gap on various counts.
- Most of the VE&T institutes are following outdated centralized syllabi that do not have much sync with the prevailing market conditions.
- Literacy in India is a key for social-economic progress. According to UNESCO Institute of statistics in 2018 the male literacy rate in India was 82% whereas female literacy rate was 66% with overall literacy rate is 74%. Research also suggests that literate people may have greater self-esteem and most Indian parents wanted their children to study engineering (23%) which were followed by business management and finance (22%), computer and information sciences (16%), medicine (14%) and law (2%).
- Education loan facility in India was launched in India in 2001. Any student who secures admission in domestic/foreign educational institution can apply for loan. There is no income ceiling on students/parents for the eligibility for availing this loan scheme (Rani, 2016).
- High standard of living persuade a youth to undergo degree from technical colleges ,NITs, IITs which can full fill ones aspiration of getting highest paying jobs and lucrative carrier in abroad.

The National Education Policy 2020 proposes the revision and revamping of all aspects of education, including the educational structure, regulations and governance, to create a new system which is aligned with the aspirational goals of 21st century students. According to the policy, by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and

timelines are to be developed. The policy aims to overcome the social status hierarchy associated with vocational education and integration of vocational education into mainstream education in all educational institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into school and higher education. Every child will learn at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and artisanship. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan. (Dr. R.K. Pathak, PSSCIVE, NCERT)

Conclusion

The National Education Policy 2020 has given due importance to Vocational Education, and capacity development of teachers to boost the employability skills and Vocational skills of the learners at all level. And its also important for all types of students. Quality of Vocational Educational Training is to be enhanced by identifying, designing and development of vocational courses that meet the common norms and skills standards identified at the national level. Accreditation of vocational courses and registration of providers would also enhance the quality and sustainability of the VET programmes and it should include the process of selection and recruitment of teachers, the selection of students, the course delivery, assessment and awarding qualifications to students. The administration and management of the VET system as a whole and provision of student support services would require a strong system of capacity development of the stakeholders at all levels i.e. National, State, District and Institutional levels. Best practices in vocational education and training with focus on specific criteria which can be replicated in different institutions in the relevant areas need to be identified and shared at various levels to promote effectiveness in pedagogical and other aspects of implementation of VET.

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