



Technical Session IV : Presentation- 2

Reforming Vocational and Technical Education in India: Challenges and Prospects

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ABSTRACT

Vocational and technical education has had been an important issue in independent India. There have been several attempts to expand vocational and technical education with an objective to provide vocational and technical education at least to 25-50 per cent of the students at secondary/higher secondary level of education. Quite a few, rather uncoordinated, initiatives also have been in this regard. But the result is: vocational and technical education has not progressed much; rather it did not take-off at all. The targets remain as distant goals. Vocational education was also introduced in college education, and some marginal reforms were also made, but still the situation is far from satisfactory. Both supply and demand side factors are found to be responsible for this. The priority given to it very low in education development. It requires huge investments, but scanty amounts were spent on vocational and technical education. It is not provided in a large number of secondary and higher secondary schools. Absence of horizontal and vertical linkages with the rest of the education system is also found to be an important reason for the poor demand for it. Of all, the status attached to it is very low. A massive programme of skill development for 500 million youth is now being implemented.

Realising some of the inherent problems with the design and planning of vocational and technical education, the Dr. Kasturirangan Committee proposed a wide range of reforms in its Draft National Policy on Education 2019, including integration of vocational education with general education, easy mobility – horizontal and vertical – across levels, and curricular reforms. It is proposed to provide a short comment on some of the recommendations of the Committee with respect to vocational education in India.

Keywords: TVET, Reform, National Policy on Education, Vertical Mobility

BRIEF CV

Professor Jandhyala B.G. Tilak holds MA in Economics (gold medallist) from Andhra University and Ph.D. in Economics (of Education) from Delhi School of Economics. Dr Tilak taught in National University of Educational Planning and Administration, in the University of Delhi, the Indian Institute of Education, and as a Visiting Professor, at Centre for International Cooperation in Education, Hiroshima University, Virginia University, and Sri Sathya Sai Institute of Higher Learning.

Prof. Tilak was also on the research staff of the World Bank, and has been a consultant to many national and international bodies. Dr Tilak served on several committees on education and related issues constituted by the Government of India, UGC, Planning Commission, State Governments in India (Andhra Pradesh, Maharashtra, Kerala etc.).

Prof Tilak has authored/ edited over 20 books and about 300 papers in the area of economics of education and development studies. Prof Tilak served as the Editor of Journal of Educational Planning and Administration for 27 years and is on the editorial board of several professional journals. He also served as the President of the Comparative Education Society of India, and is on the Board of Comparative Education Society of Asia

In recognition of his contributions, Prof. Tilak has been felicitated with many awards and honours such as the prestigious Swami Pranavananda Saraswati National Award of the UGC, Dr. Malcolm Adiseshiah Award), Inspirational Teacher of the Year Global Education Award 2012, and Devang Mehta Award for outstanding contributions to education (2015). Among many other honours, he had the privilege of delivering a keynote address in a meeting of the Noble laureates in Barcelona in 2005.