Vocationalization and Quality of Education in 21st century: A Critical Analysis

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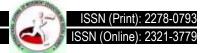
I.INTRODUCTION

Indian Education system is generally analyzed on two bases; one is Education system before the independence and another Education system after the independence.

Lord Macaulay (1835) had put his efforts in developing the education system in the country with some minor changes into the ongoing system and it was the time when the Indian Education system had begun to develop but at little pace. Later on Lord Bentinck, had worked hard in removing the bad rituals been followed in the society and also worked in improving the education system so that Indian can be educated and they can get formal education. On that time, priority was given to religious education and there was no fixed place where a formal education can be provided. It was the efforts of Lord Bentinck who brought Adam from Britain to present his three consecutive reports (1837-38) on Indian Education system and current scenario and insisted to improve the traditional school's infrastructure.

Thereafter, Wood Despatch (1854), Gokhale bill (1910), Vardha Scheme of education, Sergeant Plan etc were the main efforts which had given a new direction to India Education system. Planning of Basic education proposed by Mahatma Gandhi (1937) in which free and compulsory education for 6 to 14 years age was remarkable and had been a landmark in history of Indian Education. He had also insisted to provide vocational based education system to enhance the chance of employability among the youth of India.

After the Independence various initiative were taken to strengthen the India Education System various committees and commission like University Commission, Mudaliar Commission, Indian Education Commission or Kothari commission, new Education Policy, Ramamurthy committee, Programme of Action, DPEP, Mid day meal, *School Chalo Abhiyan*, *Sarv Shiksha Abhiyaan*, Right To Education, Rashtriya Madhyamik Siksha Abhiyaan, Rashtriya Uchhtar Siksha Abhiyaan etc. were designed and initiated. Meanwhile, the aim of Mahatma Gandhi to provide professional education had been taken away by professionalization of education. Institutions have become businesses to earn money and to spread unemployment in the society. In present scenario, there are 15 lacs primary, secondary and higher secondary schools, 799 universities, 57074 colleges are running in India (Source: MHRD, NUEPA). Mushrooming of schools and colleges at this numbers has led to commercialization of education in which quality education has vanished. All-round development of students has been overtaken by the commercialization of education. At this time out of 100 of students those becoming graduates only 5 of them are able to get placed or selected for a job rest 95 remains unemployed. According to the survey only 2 % of engineering graduates are employable and rest 98% is not having the practical

knowledge of engineering and is ineligible. In Uttrapradesh, AICTE has disaffiliated 125 colleges and closed them. The standards of pass outs from these colleges can be assessed.

Where, Mahatma Gandhi emphasized upon hand on skills like metal works, tannery work, stitching, weaving and other handcraft on the other hand present system and decision makers are giving full attention and focusing upon making *pakoda* after doing the professional courses.

Present Education: Direction, Status & Study

There are few points in education system on the basis of which, we can easily relate the efforts to remove the unemployment by promoting quality education as *pakoda.*

1.   Article 134 (A): In State of Haryana, there is a provision of 25 % seats to be reserved for economic backward students in private schools under article 134(a). This clearly means that government is motivating students to get enrolled in private schools rather in government schools. Students are preparing hard for the entrance exam to get admitted in private schools and which is putting bad results on to the examination system of government schools, where the good student leave the government schools to get admitted in private school under article 134 (a).
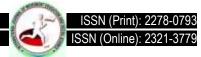
Government should give emphasis on government schools to deliver better education like private schools and should be more confident upon the teacher whom they are paying better salaries and selecting through many rounds of interview.

2.   School/ Colleges Examination system: In session 2015-16, a student of 12th standard stood First in the Bihar State board Exam scoring 444/500 marks and after being arrested comments that she has only capable to get passing marks but her father has planned to make her topper. She even did not know the content of papers which attempted by her and declared that she has written the English paper in Hindi. Almost 32 toppers got failed after this scam exposed in Bihar. In Haryana, daily we can read in news paper headline that students are involved in copying and cheating. Many cases of impersonation are being detected but no strict actions are being taken by flying squads. Recently, paper of CBSE board of economics and mathematic was leaked before the examination. These types of cases and news are really embarrassing for those students who are working hard to get better scores in their exams and want to secure their future. This ineffective and paralyzed system of administration of government can be assessed as *Pakoda* culture.

3.   End of Continuous and comprehensive evaluation and Semester system: Earlier CBSE and then HSBE have withdrawn the pattern of CCE system. In the year 2005, CBSE has introduced the CCE system on the basis of which a student is internally evaluated by practical activity and 30 % of his assessment is determine by his or her school. This has results in good score percentage to the students earlier before 2005. This has also led to higher cut off percentages for the entrance in higher education at the time admissions.

Due to this change of pattern, those students who have passed the examination earlier before the CCE pattern has automatically ruled out from the competition due to their low percentage compared to students who have passed through CCE pattern. The benefit of CCE pattern will be taken by the students of that session in future. Recently the Board at Matriculation level has been revived and also the semester system was ended.

The changes in pattern of education system also affecting the standards of competition, the students having passed the exam at CCE and semester system has higher percentage level than the students who have been in

annual system or not in CCE pattern. The situation is almost like *pakoda* when in we look in term of common standard being followed.
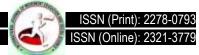
4.   Validity of Distance Education: Recently, Haryana government has declared ineligibility of those candidates who have done M.Sc. (IT/CS) or MCA from distance mode for various government posts. On one side the university charges huge amount of fees from the students for distance education courses and on the other side the degree from distance course is applicable for the various openings.

An action is to be taken on those universities or institutions those have given approval and affiliation to these courses rather on to the students who have taken admission in these courses. If these courses are not valid and are of no use for the students for his or her safe future then why the courses are being running. This is a picture of *pakoda* culture in our education system which is leading to dilemma in the mind of youth.

Teacher education is being given through distance mode which is valid and legally accepted by court also, if student can learn the teaching skill through distance mode then practical knowledge can also be learned via distance mode in PCP classes available in distance learning.

5.   Decrease in Recognition and Validity of Competitive Exams: Now a days almost entrance exam is compulsory in majority of the states of India for any government level job. At central level these exam are regulated by SSC, UPSC and CBSE. But recently, the malpractice in the SSC exam has lead to annoyance in the youth. Candidates are being offered to bribe in lakhs to clear the SSC exams. Of latest episode in the month of January, railway entrance exam was conducted at Jaipur centre where two centers were totally assigned to the candidate from Haryana and they were helped from Rohtak. It has been investigated in the Rajasthan Police Recruitment Examination that online exam in Jaipur centers were hacked from Bhiwani to help the candidates to clear their exams. Not only this rumors about REET question paper that it was leaked one hour before the commencement of exam. Online mode and latest technologies are being used by the candidates to do the unfair means in the exams. Sometimes whole exam centers are taken on rent to provide the help. These are the some cases which are highlighted, and there are many cases which are untraced and are never highlighted. This is heartbreaking and demotivating situation for those students who really worked hard and still cannot beat the system of *pakoda* culture.

6.   Quality of Education and Educational Qualification: In our country there are organization like NCTE, UGC, AICTE, MHRD which are responsible to set the guideline for better and quality education. As per the survey, there are more than 13 lakhs untrained teachers who are working and need to be trained for teaching. On the other side, almost 16 lakhs of graduate passed their B.Ed.degree in every academic session. Still? The state governments are appointing untrained teachers and completely ignoring the qualified candidates. Hence untrained are getting the favour of employment and trained teachers are compelled to sell *pakoda*. In Haryana, around 15000 guest teachers are working, and they have been ordered by High court and Supreme court to be relieved from their job as their appointment process was not legal and transparent. Also, many of them are not eligible to teach their subjects. Still the government for the sake of political advantages is trying to regularize these candidates and those who are eligible and competent are on strikes and doing movements against the system and are forced to make *pakoda*.

All the Education colleges were under the affiliation of Ch. Ranbir Singh University, Jind(Haryana) in the session 2016-17 and the university has opted out the condition of UGC-NET exam for the selection of Assistant

Professor. This has been an example of quantity education rather quality education. The regular change in the selection criteria for the assistant professor by NCTE will make the suitable and quality candidates to make the *pakoda*.

7.   Ineligibility over eligibility: On Ist of April 2018, Time period to complete the eligibility for those 4600 candidates selected in year 2012 on the basis of 4 years of experience without HTET eligibility will be finished. They have been given the period of four year to complete their eligibility but after 6 year of completion they are still ineligible and are demanding more time period by the 2024. On the other side the eligible and qualified students are still empty hands and still waiting for their turns. Government is busy in giving opportunity to ineligible ones, even recruiting the retired teachers again in the service but not doing anything for eligible young jobseekers.

8.   One country one election, One Country one Tax, Why not One country one education system: Government are putting their efforts on one country one tax but are failed to develop a system where one country one school sytem, one country one fee structure, one country one eligibility, one country one examination rules. MHRD should make it compulsory a Teacher Eligibility Test (TET) for teachers and should validate the CTET at all states for the selection of teachers, this will save time and money of the candidates. Today every state is organizing TET at their level but MHRD should make CTET as compulsory like NET in all over India. This will provide better options for the students and will help them to focus on limited area.

9.   University environment and Quality education: Politics has been entered in university level also. It has become common that students and teachers are making union party and doing strike against the system. This politics is a big loss to education, the example of CDLU, Sirsa where no classes has been recorded since one month. This is the ultimate loss to the students who are engaged in such activities which is spoiling their career.

II.CONCLUSION

Today steps are being taken to improve the quality of education, as many 799 universities, 50000 colleges and 1.5 lakhs primary and secondary schools are available to provide better education system to the students. But they all are fail to provide quality education to the students, better jobs and safe future. At present, around 18 lakhs teaching post are vacant. Various   teaching and non teaching post are also vacant at college level. Government has to focus upon the situation of unemployability and to take steps for better placement and quality education.
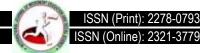
Today's youth does not require congress free India and BJP free India but needs Unemployability free India. India is not only a country in the world but is only country which leads the world by the Ideal thoughts of person like Swami Vivekanand, Raja Rammohan Rai, Mahatma Gandhi, Bhagat Singh, Jyotibha Bai Phulle, Baba Sahib Ambedkar, Arybhatta and many more.

These are the personalities who united to solve the problem not to unite to raise the problem against the solution.

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