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Technical And Vocational Education In India Sustainable Development

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Abstract*:* Science and Technology is the central point of development which means we can say that in modern time science & technology have a great image in modernsocial and economical development. Technology makes any weak in perfect direction Education Technology is the combination of Education & Technology. Education & Technology Both function with same objectives then they convert education Technology. To achieve goal of human education convert into technical and vocational education. Technical education is related with human goal by technology other hand vocational education is governed by skill based syllabus.

Keywords: Technical Education

INTRODUCTION

Education commission, Hunter's commission Education is the most crucial element in human development. In modern time education converted into technical education. In modern time the importance of technical education play a great role in human development.

Aim of study

1. Role of Education
2. Role of Technical education in development

TECHNICAL EDUCATIONIN INDIA

The importance of technical education in India was recognized as early as 1882 by the Hunter's Commission. Since then various Commission and Committees appointed by the respective governments have made recommendations for the expansion and improvement of technical education in the country.

When the Secondary Education Commission met in 1952 there were, however, very few technical institutes and polytechnics in the country. The Secondary Education Commission, Therefore, recommended the establishment of a large number of technical schools "either separately or as part of the secondary schools.

As a result of the recommendations of this Commission, the number of technical schools expanded both as part of secondary school as well as separate vocational and industrial training institutes. Thus, at the beginning of the Third Five Year Plan in 1961, there were 196 polytechnics and 167 ITIs in the country with a total seating capacity of 25,571 and 42,136 students respectively (Planning commission 1961,615).

When the Education Commission (1964-66) reviewed the situation with regardto the adequacy of technical and vocational education at the school stage it was found that these were far short of the requirements of the country for middle level technical manpower. The Commission, therefore, recommended that by 1986. some 20 percent of all enrolments at the lower secondary level and some 50 per cent beyond Xth class should be in part time or full time vocational and professional courses.

There are Technical institutions following type at present:-

1. Diploma Course
2. Engineering & Technological College
3. Post-Graduate Engineering & technology colleges
4. Special

VOCATIONAL EDUCATIONIN INDIA

The National Policy on Education (NPE),1986 (as modified in1972)

The Government of India has accorded high importance to vocational education and training. While elaborating on the essence and role of Education, the National Policy on Education (NPE), 1986 (as modified in 1972) has recognized that Education develops manpower for different levels of the economy. The NPEalso envisages the introduction of systematic, well-planned and implemented to enhance implemented to enhance employability, reduce the mis-match between demand and supply of skilled manpower and to provide and alternative to those pursuing tertiary education, without particular

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interest or purpose, The policy envisages that efforts will be made to provide children at the higher secondary level with generic vocational courses which cut across several occupational fields and which are not occupation specific.

VOCATIONALISATION OF SECONDARY EDUCATION

Technical education in india

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Special

Vocational Education In India

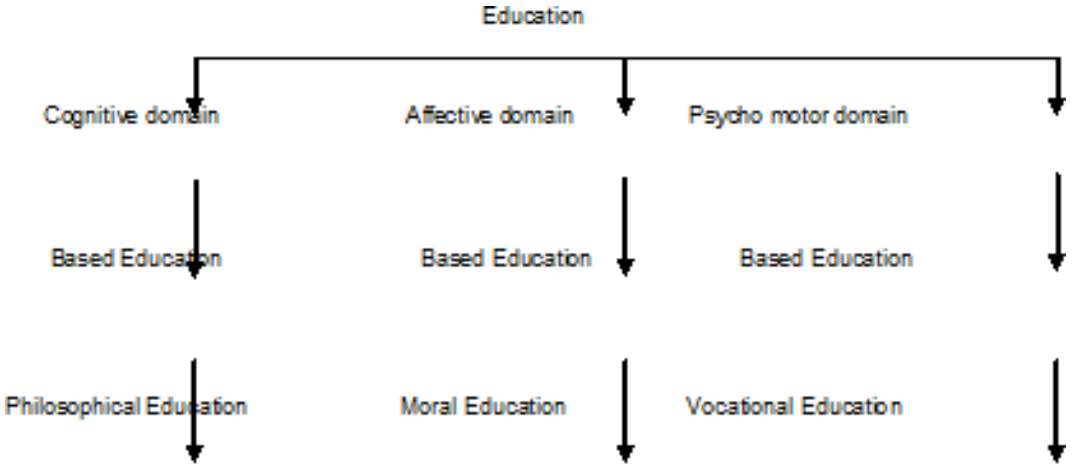
Vocational education is a new term for a way of learning with skill based subjects. It describes those forms of education in which skill based subject and process of education are associated.

Development of vocational education in India can be written in the following point.

Be independencePeriod

History education in India functions as an eminent note from Vedic period to modern time. In ancient period. Agriculture is main business of human being, when the collection of grain increase then Agriculture tam up to into vocationalwale after the independent need of human being increase day by day then demand of human increase, So maintain the demand of product education (Agriculture & others) converted into vocational education. Education home

three main domain. (Cognitive, Affective, psychomotor) each do mainly maintaina separate direction. If education is related to the psychomotor domain then education will automatically convert vocational education.



In modern times vocational education enters into the education system then it iscompulsory that minimum one skill based education is necessary for each student. Employers who provide trainers and internships, advice on Curricula,participate in assessment and certification.

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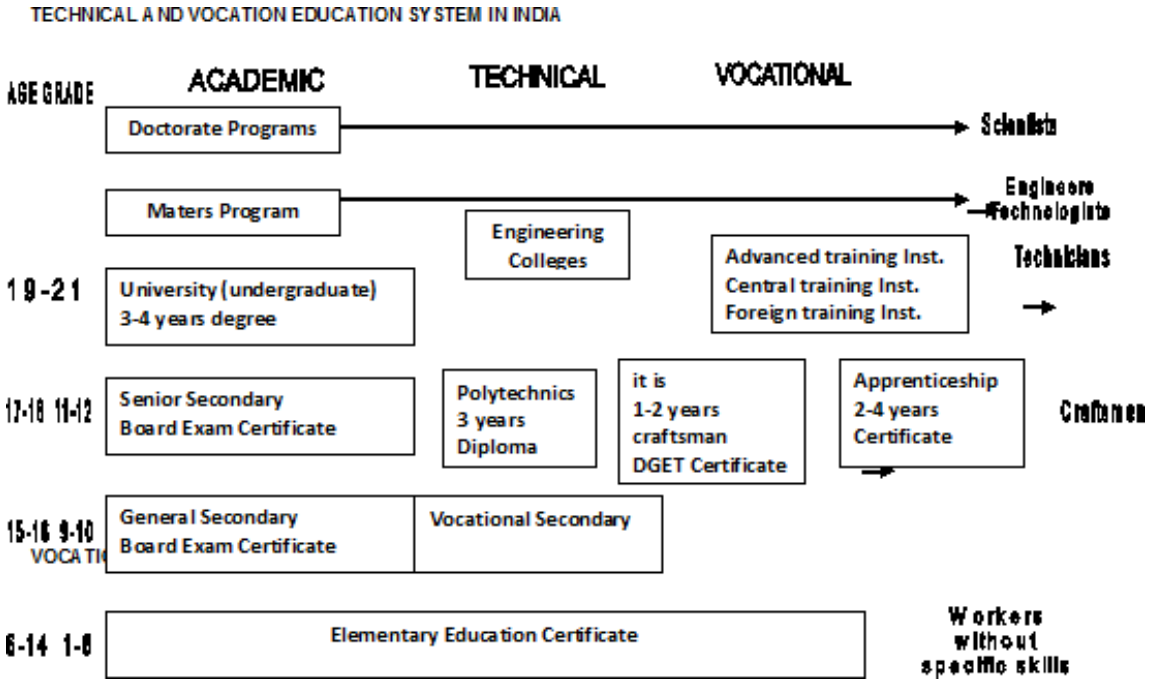
National institute of open schooling (nios)
programs to general and prioritized groups (Scheduled Castes, Scheduled Tribes, women, rural people, neo-literates, disabled and disadvantaged groups of the society etc.) through a network of its study-cum-training centres known as Accredited Institutes (AIs)

JAn shikshan sansthan (jss) literallymeaning People's Education
JSS. The programming initially focuses on adults and young people living in urban and industrial areas and those who had migrated from the rural area. JSS has acted as a district level resource to organize vocational training and skill development programs.

New initiatives in xiplan
At a higher level the technical education and vocational training system in India produces a labour force through a three-tier system - graduate and postgraduatelevel specialists (eg, Indian Institutes of Technology (IIT) and engineering colleges) trained as engineers and technologists: diploma-level graduates, who are trained in polytechnics as technicians and supervisors; and certificate-level craft people trained in it is, as well as through formal apprenticeship as semi-skilled and skilled workers.

TECHNICAL AND VOCATIONAL EDUCATIONSYSTEM IN INDIA



Agriculture
Poultry Production, Fisheries/Fish Processing, Dairying, Sericulture, Apiculture, Floriculture, Plant Protection, Agricultural Chemicals, Inland Fisheries, Plantation Crops and Management, Seed Production Technology, Swine Production, Vegetable Seed production, Medicinal and Aromatic Plant Industry. (Crop based), Agro Based Food Industry (Feed based), Post Harvest Technology, Fish Seed Production, Fishing Technology, Horticulture, Soil Conservation, Crop Cultivation/Production.

Business andCommerce
Taxation Practices/ Taxation laws/Tax Assistant, Industrial Management, Receptionist. Basic Financial Services, Office Management, Tourism and Travel,Accountancy and Auditing

Engineering andTechnology
Building Maintenance, Ceramic Technology, Computer Technique, Rural Engineering Technology, Materials Management Technology, Rubber Technology, Structure and Fabrication Technology, Sugar Technology, Tanneries.

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Health and Paramedical
Ophthalmic Technology, X-ray Technician, Physiotherapy and Occupational Therapy, Multi-rehabilitation Worker. Bio Medical Equipment and Technician, Dental Hygienist, Dental Technician, Multi Purpose Health Worker, Pharmacist, ECG and Audiometric Technician, Nutrition and Dietetics, Auxiliary Nurse and Mid Wives, Primary Health Worker.

Home Science
Humanities Scienceand Education
Library and Information science, Instrumental Music (Percussion Table). Classical Dance (Kathak), Indian Music (Hindustani Vocal Music, Photography, Commercial Art, Physical Education, Bharat Natyam, Cotton Classifier.

AIM OF THE STUDY

1. To Know about role of education in development.
2. Role of technical education.

CONCLUSION

In modern time technology impact is spreading in every were, then education must be included with technical methodology.

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