



INCLUSIVENESS IN TECHNICAL AND VOCATIONAL EDUCATION: A CASE STUDY OF SOCIO ECONOMICALLY DISADVANTAGED GROUPS OF WEST BENGAL

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Abstract: In 21st century, education system focuses on inclusive education. Without marginalization every person can participate in mainstream education. New national education policy has been given special importance on vocational and technical education. This paper analyses the role of vocational and technical education in empowering socio economically disadvantaged groups. All representative belongs to several disadvantaged groups. Case study methods with purposive sampling were used for data collection. The findings revealed that socio economically disadvantaged groups are empowered through vocational and technical education. They become self-employed and financially strong. They able to achieve their goals avoiding any types of obstacles. They have effective participation in mainstreams of the society.

Index Terms - Inclusiveness, Technical and Vocational Education and Socio Economically Disadvantaged Groups.

1. INTRODUCTION

Accessibility of quality education to all has been a major challenge in countries all over the world. In our country, there are several disadvantaged groups, such as women, minorities, SCs and STs, who lag from others in the field of education. Accordingly, the National Education Policy (NEP) 2020 emphasizes the need to address the issues of students belonging to Socio-Economically Disadvantaged Groups (SEDGs). This group gets facilities of Eareen while Learn (EWL) scheme. The EWL scheme help the SEDGs students earn and support their education and acquire skills and capabilities that would enhance their employability. It attempts to mitigate the economic hardships of learning and enhance the learner's adaptability. Both will improve the quality of education and make it a purposeful endeavor. It provides the students opportunities to develop their personality, gain technical skills and build their entrepreneurial ability, which would help them take up

professional assignments relatively quickly. Under this scheme, opportunities for part-time engagement are provided to needy students (SEDGs,2023). Gradually numbers of disadvantage group students are increasing in technical and vocational education. There is a need to provide skill-based education to make an inclusive society.

Inclusion means that different identities people are feel valued, respected, and welcomed in social group. All get equal opportunities to participate, contribute and benefit within a group. Any person doesn't stay behind in workplace, community, and social settings. They can access educational and vocational opportunities. They can admit different courses of technical vocational education irrespective of gender, socioeconomic status, ethnicity, and others factors and achieve their full potential.

2. Technical and vocational education

Technical and vocational education refers to educational programs and courses which are designed to equip individuals with practical skills, knowledge, and competencies related to specific professions or trades. These types of education focus on preparing students for careers in various industries and emphasize hands on training, practical experience, and real-world application of skills. Technical and vocational education can be pursued at different levels like upper primary schools, higher secondary schools and specialized training centers. Nowadays, the ever-changing demand market can be fulfilled by these types of education. It does not differentiate our caste, gender and identity. In this study, the primary goal is the role of vocational and technical education in empowering socio economically disadvantaged groups.

This education related short term and long-term courses are well organized in West Bengal. Even different types of disadvantages groups have taken admission in these courses and abled to remove their barriers.

3. Methodology

In this study, the case study design has been adopted. Primary data were used in this research. Primary data were collected through observation and interview method. 10 employed socio economically disadvantage groups members were selected purposely in this study. Interview were held some structure and unstructured way to get perception and experience of the respondents. The data were recoded and analyzed for result.

3.1 Case - I

Rima, 37 years old, lives in joint family in rural area. Having passed Madhyamik she got married. Her husband was a migrant worker in another state but he couldn't satisfy economically of his family. That time she decided to admit short term training course. She jointed one year beautician course. She shifted urban city for training period. when she went to the classes her baby was looked after by one neighbor. After completing training, she came back in rural area and opened own Parlor shop. First time she faced lot of challenges. She couldn't match her work with demand of local area. She has been stigmatized by her closer relatives. They have called 'Barber'. But she has not broken down. She has gradually updated herself. Now she earns above 15000 Rs. Per months. She supports economically of her family. She has developed her family status. She has satisfied at her own profession. She has 15 years' experience related to this work. At present she is a good trainer. Her husband helps her homework. She has taught her son at the evening. She has said that everyone should have self-identity. They can be independent when they can overcome their obstacles.

3.2 Case - II

Mina, 38 years old, has completed bachelor degree in 2007. She gave many competitive exams but she couldn't get success. That time she searched different types of short-term vocational courses. She admitted to the tailoring trade. She belonged to middle class family in rural area. She went to training Centre by cycling. Having finished six months tailoring, she admitted to ITI course for getting better training related to tailoring. She shifted urban institution for this training course. She has completed the course and she has got married in rural area. She couldn't express her skill in law house. Her husband didn't permit this type of work. Suddenly her husband has injured in an accident. He couldn't support economically of his family. That time she has decided to open own shop. First, she has bought one machine. She earns below 10000 Rs. Per months. She pays tuition fees of her children. She also expends another family work. She has 15 years' experience about this work. Now she has joined in a rural college as a vocational trainer. She has bought more different type of machine. She is happy of her work. She has told that each person has own ability. They can try to establish through vocational training.

3.3 Case - III

Seema is 25 years old. She was trained before marriage. She belonged to joint family in rural area. She always wants to self-dependent. She has passed graduate then she has admitted six months makeup artist course. But her family did not agree with her training. Her family had some restriction about female. Woman could never take decision of her family. They had to return their house before evening. Their family did not want to expend for their girl's education. She has been paid course fees by herself. After completing the course, she has started her professional work and also engaged in higher studies. She earns money and support her family. Her families' members mentality has been changed. Now her family members feel pride of her. She says that this type of vocation has no retirement. She can update her work regularly.

3.4 Case - IV

Situ, 32 years old, belonged to middle class family. He is affiliated to OBC caste. She is unmarried. She likes skill-based education. Her parents supported her education. She admitted to the Computer Hardware Engineering course for three years. She was a first women in her institution. Last year of this course she got placement in a private sector. She faced lot of challenges after entering the job. Usually, boys took training about this course. So, boys' colleague couldn't accept her as a female worker. She was only women in office. All time she was neglected from outside work. After four years job life she has decided to open own shop and provided service as an outside worker. She earns above 20000 Rs. Per months. She always thinks that gender cannot differentiate our ability. Gender is an identity. Persons can easily be self-reliant through skill-based education.

3.5 Case - V

Mitu is 25 years old. She lived in rural middle-class family. Before marriage she has completed diploma in food technology course. First time she went to urban area for studying. She was indirectly criticized by her friends more times. She faced language and economic problem. Her father is a farmer. She couldn't pay course fees in proper time. She has jointed work in a private sector. After marriage she is facing lot of challenges.

She can't spend time with her family members. She can't do house work regularly. She goes to office from 10 am to 8 pm. only her husband supports her work. She is also preparing better job.

3.6 Case - VI

Ritu, 25 years old, belongs to rural area. She is a minority woman. Her parents are very supportive of her education. Her father inspired her for choosing technical course. Having passed diploma in architecture course, she got a private sector job. She has also continued her higher studies. Sometimes she was criticized by other friends in related to minority. But her family is very open minded. They tried to make understand to her. She is a first learner of their family. She could easily adjust any situation. Now she can economically help to her family.

3.7 Case - VII

Madhabi is 24 years old. She lived in rural area in a poor family. She belongs schedule caste family. When she wanted to admit in vocational stream, her parents did not agree with her. Her many relatives criticized this stream. But she has determined to fulfil her own goals. She shifted in a rent room for her studies. Parents could not pay tuition fees time to time. Many teachers did not take tuition fees. After vocational education she got the chance in Electrical diploma course. Most of the time she commented as a rural girl. She has qualified VOCLET exam. She is only one the girls who has continued her studies in this course. Finally, she has got a job in private sector. Now she is going on her higher studies with job. She has gained three years' experience in service life. She is satisfied of her service life. She can economically support to her family. Sometimes many friends and colleague assess her success through caste. But she cannot be shriveled by this type of comment. She has confidence to get better position in worked place. She suggests all students that they can try to achieve their goals avoiding their obstacles.

3.8 Case - VIII

Payel, 28 years old, belongs to schedule caste family in rural area. After having completed graduate, she tried the Government services. But she couldn't get success. Then she admitted to the tailoring vocational course for six months. Training Centre was situated long distance from home and communication was not good. She went to this Centre by one hour cycling. She returned home to be very tired and week. Many time her parents advised her to give up the course. She determined to learn this work. After finishing this course, she has stared won performance. She has five years' experience. Now she has opened a new dress cutting shop. After marriage she is facing problem of time management. She is overloaded by housework and business work. Her in laws members don't permit to work in evening time. But she is continuing her work. She earns above 10,000 Rs. Per months. She supports her both families economically. They are pleased to her helping nature. She comments to the society that different barriers are existed in our surroundings. Avoiding these obstacles, we should have to focus our needs.

3.9 Case -IX

Moli is a 28 year old girl. She belongs to poor family in remote area. She lives in joint family. Many times, she is neglected by her family members. Parents couldn't fulfil her needs. She started private teaching home to home. After graduation she decided to admit makeup artist vocational course. She wanted to go urban area for sixth months training course. This course fee was very high. Her parents denied this type of professional work. She took bank loans and admit this course without family permissions. After returning from training, she has started her work in rented house. Now she earns money 10000 Rs. monthly. She has opened a new shop. At present she supports her family economically.

3.10 Case - X

Koyel is a 25 year old lady. She belongs to schedule cast in rural area. Her parents cultivate the land. They are very open minded. They have supported their children to become established. After passing higher secondary, she admitted Batchelors's in Computer Application for three years. She has overcome many challenges. She is a first learner in her family. She has confidence own self. Having completing this course she has prepared for bank exam. Finally, she has got a job in a private bank. She earns above 30000 Rs. monthly. She continues her study for promotion. She is satisfied of her job. She is only one girl who has got the job in her village. Parents are proud of her success.

4. Results and Discussion

All women belong to SEDGs groups. They are first learner of their family. Many women are first learners also of her institution. All are employed in technical and vocational education. They have come this profession of their won interest. They are engaged in Govt job, private sectors and won shop. They belief that skill-based education has not retirement. Someone can continue work up to her skill ability (Stadler and Smith,2017). The most of the technical and vocational education facilities were not available in rural area. So, they shifted urban area for studies. That time they faced lot of challenges like economic problem, language problem, communication problems, cultural barriers, gender, and caste (Maitra & Mani 2014). They were criticized many times. But they had not been crinkled by their comments. They fixed their goals. After finishing courses, they involved in professionally worked. When they have earned money, some problems have got solution (Nilsson,2010). They have trained different skills which have great demand in the market. They get opportunity to explore their knowledge (Eichhorst et al. 2012).

Most of the unmarried women can manage their time properly. But the majority of married women cannot spend time in proper way. They are pressurized by office work and homework. Under the circumstances they don't give up their hope. They continue their career (Thompson,2020). Many employed SEDGs groups are continuing their higher studies. They try to manage their job life parallel to the education life. They can help economically to their family. They are satisfied of their profession (Mishra,2014). Many representatives said that they took admission in this course for getting fast job. Some women entered short term vocational courses after graduating. Their main aims became an employed person.

Colleagues and friends discriminated to another partner in workplace according to their caste, gender and other identities. But they did not stop their race. They built confidence about their skills. They could proof their ability skills to enter in job. So, they have been demanding equal opportunity of their work.

5. Conclusion

All representatives are inspiration of another SDEGs persons. Anyone is not excluded from the society. They should get equal opportunity in the society. But some disadvantages are created by social men in our society. Many persons could move forward to their goal avoiding any hindrance and included mainstream of the society. First of all, parents should create healthy environment for their children. They have to encourage career-based education of their children. Their families shouldn't follow traditional restriction. They will keep belief of their children profession. They need to know that all professions have a won value. It does not compare to another work. They should feel proud of their children vocation. Government should give loan facilities to the SEDGs groups for their business. It should create special provision for Government job. It should provide the upgradation facilities of the technical and vocational skill according to the demand market. Further a study could be conducted to assess gaps in the training design and delivery in accordance to demands and learners' capacity to acquire specific vocational skills.

Finally, inclusion is necessary for socio economically disadvantaged group in field of vocational technical education in 21 centuries. They should play the role as productive worker in a country.

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