

Present Scenario of Technical Education in Punjab - India (2017-18)

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Abstract : This paper is related with the present scenario of technical education in Punjab (India) during the year 2017-18. This study is very important & unique in understanding the status of degradation of technical education not only in Punjab but other states of India as well. This study indicates the different courses available in India, the area of interest of the students after completing their diploma course, the profession of their parents, the reason of degradation of technical education & how to improve it. This paper may not have more reference because it is based on the true data collected on various parameters.

IndexTerms – Technical Education, Interest area, Profession,

I. INTRODUCTION

The aim of technical education in India is to provide technical knowledge in designing, manufacturing, production, repairing etc. to the students. In India, the national level apex advisory body which is responsible to provide technical education is “All India Council for Technical Education (AICTE)” which has been in existence since November 1945 with its mission of developing and promoting quality Technical Education in the Country in a coordinated and integrated manner.

II. PRESENT STATUS OF TECHNICAL EDUCATION IN INDIA

As per AICTE, there are 399 diploma levels, 53 post diploma levels, 520 Post graduate (PG) levels, 12 PG diploma level & 234 under graduate (UG) level technical courses are available in India as shown in table 1 [1].

Table 1: Technical courses and their level

Sr. No	Level	Technical Courses
1	Diploma	399
2	Post Diploma	53
3	Post Graduate	520
4	PG Diploma	12
5	UG	234

In table 2, the total intake of diploma/ post diploma, Engineering & Technology and Management in India from 2013-14 to 2017-18 is shown. In table 2, it also founds that from 2016-17, the number of intake in diploma was reduced but in Engineering, the number of intake was already start decreasing in 2015-16. On the other hand, the management intake decreases in 2015-16 but again increase in 2017-18 i.e. students preferred management courses.

Table 2: Status of technical courses Intake

Year	Diploma/Post Diploma	Engineering & Tech	Management
2013-14	1177918	1804353	364816
2014-15	1307344	1901501	365352
2015-16	1310414	1844642	350161
2016-17	1293843	1752296	329273
2017-18	1261059	1662488	393055

Table 3 shows the status of approved institutions & approved intake in Punjab from year 2015-16 to 2017-18 [2]. In the overall decreasing trend in the country the total no of approved diploma institutions in Punjab has increased but approved intake was decreased. In both UG & PG, the number of approved Institutions & approved intake has both decreased. This shows that demand of diploma courses is more as compared to UG & PG courses.

Table 3: Status of approved Institutions & Intake in Punjab

Year	Approved Institutions in Punjab	Approved Intake in Punjab
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	Diploma	UG	PG	Diploma	UG	PG
2015-16	190	148	190	67767	50980	21954
2016-17	195	144	183	67055	47253	20468
2017-18	206	143	180	65395	44315	19646

III. STUDENT'S FUTURE PLANNING & AREA OF INTEREST

As shown in table 4, in a survey of 334 diploma students of seven branches of batch 2015-18 i.e. Electronics & Communication (ECE), Electronics & Telecommunication (ETE), Computer Engg. (CE), Information technology (IT), Mechanical Engg. (ME), Civil Engg. & Electrical Engg. (EE). When we look at the common fields, it is found that only 10.17 % students are interested for Government Job, 3.5% for Armed forces, 9.28% for abroad, surprisingly 2.39% technical students are also interested in Music/Dance/Acting/Singing, 0.89% in Business, 24.8% in B. Tech/ Higher Studies and 10.17% in other jobs.

Table 4: Area of Interest of Diploma Students of Batch (2015-18)

Sr. No	Area of Interest	ECE/ETE	CE/IT	EE	ME	Civil	Total	%age
1	Government Job	5	13		2	14	34	10.17
2	Pilot					1	12	3.5
3	Army/Defense				8	2		
4	Navy					1		
5	Construction					5	5	
6	Abroad	3	12	4		12	31	9.28
7	Singer/Acting/Dance/Music		2		5	1	8	2.39
8	Business				2	1	3	0.89
9	B.Tech/Higher Education	21	17	41	4		83	24.8
10	Job	5	14	8	7		34	10.17
11	Cars/Bike/Automobile Engg.				37		37	
12	Machine Operator				4		4	
13	Sports/Running		1		1		2	
14	CAD				5		5	
15	Railways				4		4	
16	Police				2		2	
17	Air force	1			1		2	
18	Communication	1					1	
19	Web Development		45				45	
20	Networking		9				9	
21	Hardware		1				1	
22	Hacking		2				2	
23	Data Structure		1				1	
24	Linux		1				1	
25	Farming		2				2	
26	Apprentice			3			3	
27	Air Hostess	1					1	
28	Part time study			2			2	
	Total	37	120	58	82	37	334	

From the above survey, it is found that the student's area of interest varies with their branch. The students who took ECE/ETE are already aware about the present & future status of this branch, therefore 56.75% students are interested for higher studies. As per CE/IT is concerned, I feel that the maximum students are unaware about the latest fields in their branch, they have selected only 06 common fields i.e. Web development, networking, hardware, hacking, data structure & linux. Here, the role of faculty is to explore the latest fields such as animation, cloud computing, cyber crime etc. in the Computer Engg., so that the students can

get more opportunities in other fields as well. The students in CE/IT & ECE/ETE knows that they have less opportunities in Government sector as only 11.46% is interested for government sector.

In a survey, 70% students of Electrical students are interested for higher education, as the opportunities in electrical after B. Tech in government sector is good, so they preferring for higher education. In ME, 45.12% students for interested for job in automobile sector it may be due the eagerness towards the latest automobile sector. In civil engg., 37.8% are interested for Government job as they know today civil is the best branch with good no of jobs in government sector even after diploma.

IV. PARENTS PROFESSION

In a same survey, the data of 272 parents of above students of batch 2015-18 have been collected. It is found that 26.8% are doing farming, 37.1% are doing labor, only 4% parents are in government job, 3% are drivers and have business, 3.44% in Police and rest all are doing different works with very small percentage as given in table 5.

Table 5: Parents Profession of batch 2015-18 students

Sr. No	Occupation	ECE/ETE	CE/IT	EE	ME	Civil	Total
1	Farmer	15	29	8	13	8	73
2	Police	2	1	1	2	2	8
3	Labor	9	35	17	30	10	101
4	Trident	1		3			4
5	Driver	1	4	1	1		7
6	Business	1	3		3		7
7	Army	1			1		2
8	Shopkeeper	1	1		1		3
9	Railway	1					1
10	Contractor	1					1
11	Government Job	1	5		2	3	11
12	Workshop		1	1			2
13	PRTC		1				1
14	Granthi		1			1	2
15	Painter		1				1
16	Abroad		1		1		2
18	Property Dealer		1				1
19	Carpenter		1	2	1		4
20	Vodafone		2				2
21	Plumber		1				1
22	Transporter		1		2		3
23	Milkman			1			1
24	Veterinary Doctor			2			2
26	Accountant			1			1
27	JE			2		1	3
28	SSO			1			1
29	AS Lineman			2			2
30	Co-Society			1			1
31	Scrap Dealer			1			1
32	BDO			1			1
33	Ex-Serviceman			1			1
34	Welder					1	1
35	Patwari					1	1

36	Principal					1	1
37	Private Job				1	1	2
38	Teacher				1	1	2
39	Supervisor				1	1	2
41	IAL				1		1
42	PVC Pipe				1		1
43	Mechanic				2		2
44	Administration				1		1
45	Turner				1		1
46	Foreman				1		1
47	Medical store	1					1
48	Restaurant		1				1
49	Tailor		1	1			2
50	Tea Stall			1			1
	Total						272

From the above survey, on the basis of parent's professions, we conclude that 76.1% parents are below 10th, 18.75% parents are between 10th to UG & only 4.78% are UG/PG. If we talk about the technical profession of the parents, surprisingly only 10.29% is form technical background. It concludes that the parents in technical profession are not promoting their ward for technical education. The parents with higher education are also not interested to adopt technical education. Another important conclusion is that only 8.45% of parents can give some time to their wards because of their particular job timing and 91.55% parents are such which do not have proper work timings.

V. STATUS OF NEW FIELDS

Sometime, the parents select the latest area for the wards, but it is possible that after due duration of time that particular area will be vanish. Government Policies always play a vital role in deciding the fate of the course also. It is possible that at one time new course is at the top and may be after few years nobody is interested for that. So, the entire field should be properly analyzed before taking admission [3].

VI. HOW TO IMPROVE THE QUALITY OF TECHNICAL EDUCATION & CONCLUSION

As per our experience & knowledge, it is possible to improve the quality of technical education by the following ways:

- The level of education, syllabus contents of PSEB must be upgraded.
- School-Institute Interaction must be part of their regular activity.
- The interest towards the technical education has to be created among the students.
- The past, present & future scope of each branch has to be discussed through seminars.
- Serious training of the students as per their interest has to be provided timely.
- Students having parents with fixed job timing can join.
- More number of students with educated parents can join.
- More number of students with parents having technical background can join.

REFERENCES

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 [2] AICTE Approval Handbook 2017-18.
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