

Chapter 5

Revolutionising Training and Vocational Education With Ongoing AI Innovation

D. Ravikumar

*SRM Valliammai Engineering,
Chennai, India*


V. Ravichandran

*Kings Engineering College, Chennai,
India*

Madona B. Sahaai

*Vels Institute of Science, Technology,
and Advanced Studies, Chennai, India*


S. Lavanya

 <https://orcid.org/0009-0002-9566-8785>
KCG College of Technology, India

C. Sharanya

*Sathyabama Institute of Science and
Technology, Chennai, India*

M. Robinson Joel

 <https://orcid.org/0000-0002-3030-8431>
KCG College of Technology, India

ABSTRACT

Training and vocational education are undergoing a transformation thanks to artificial intelligence (AI), which is turning conventional teaching strategies into individualised, effective, and flexible experiences. By customising information to each user's needs and facilitating real-time feedback, AI-powered solutions such as chatbots, virtual tutors, and immersive simulations are revolutionising skill development. Especially in fields that demand practical experience, these technologies improve competency-based learning, increase engagement, and close knowledge gaps. AI-driven analytics make it easier to assess student development over time, providing institutions and teachers with data on trends and results to improve curriculum. AI also facilitates scalable educational approaches, which open up vocational training to a range

DOI: 10.4018/979-8-3693-8915-7.ch005

of people, including underprivileged communities and distant learners. However, issues including ethical concerns, digital fairness, and opposition to implementing AI in the classroom need to be addressed.

1.1 INTRODUCTION:

Vocational Education and Training (VET) systems need to change as technology transforms sectors and the nature of work in order to educate a workforce that is ready for the future. A more dynamic, adaptable, and learner-centered approach to education is being made possible by the quick integration of artificial intelligence (AI) into many industries, which is opening up new avenues for innovation within VET. By increasing accessibility, personalizing learning, and giving students skills that meet the dynamic needs of the modern workforce, artificial intelligence (AI) has the potential to revolutionize conventional vocational training approaches. In addition to technical skills, VET must address the flexibility, creativity, and problem-solving talents that are essential for navigating complex work situations in the context of Industry 4.0 and beyond. By providing individualized learning experiences, artificial intelligence (AI) technologies like machine learning, natural language processing, and intelligent tutoring systems can help achieve these goals. Learners can gain access to automated exams that take into account their individual strengths and limitations, adaptive learning pathways, and real-time feedback through AI-driven platforms.

AI is also essential for meeting the rising demand for reskilling, upskilling, and lifelong learning. Continuous learning becomes crucial for employees to stay competitive when jobs change and new positions are created. By predicting new skill gaps, AI-driven labor market analytics can help VET institutions adapt their curricula to meet the demands of the business. This study examines how ongoing advancements in AI are revolutionizing VET by improving the caliber, usability, and efficacy of training initiatives. In order to guarantee that AI-driven VET systems are inclusive and equitable, it also looks at the potential and problems that come with incorporating AI into vocational training, such as the requirement for strong infrastructure, digital literacy, and legislative frameworks.

VET can create a workforce that is more flexible and agile and ready to meet the demands of the future economy by utilizing AI. Through virtual simulations, augmented reality (AR), and virtual reality (VR), artificial intelligence (AI) makes it possible to create immersive learning environments that provide realistic, hands-on educational experiences in a scalable and affordable manner. By simulating real-world job situations, these technologies give students the chance to hone their abilities in a safe and regulated environment.

26 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/revolutionising-training-and-vocational-education-with-ongoing-ai-innovation/385029

Related Content

From Principles to Processes: Lessons for Higher Education From the Development of AI Ethics

Jeremy Knox, Tore Hoeland Li Yuan (2022). *Strategy, Policy, Practice, and Governance for AI in Higher Education Institutions* (pp. 101-125).

www.irma-international.org/chapter/from-principles-to-processes/304103

An Intelligent Traffic Engineering Method over Software Defined Networks for Video Surveillance Systems Based on Artificial Bee Colony

Reza Mohammadiand Reza Javidan (2016). *International Journal of Intelligent Information Technologies* (pp. 45-62).

www.irma-international.org/article/an-intelligent-traffic-engineering-method-over-software-defined-networks-for-video-surveillance-systems-based-on-artificial-bee-colony/171440

A Model for Monitoring and Enforcing Online Auction Ethics

Shouhong Wangand Diana Kao (2005). *International Journal of Intelligent Information Technologies* (pp. 56-72).

www.irma-international.org/article/model-monitoring-enforcing-online-auction/2389

Cyber-Physical Systems Based on Marble Marcher Using Artificial Intelligence With IoT

Sivaraju S. S., Kandasamy V., Viswanathan T.and Senthilkumar T. (2023). *Revolutionizing Healthcare Through Artificial Intelligence and Internet of Things Applications* (pp. 104-119).

www.irma-international.org/chapter/cyber-physical-systems-based-on-marble-marcher-using-artificial-intelligence-with-iot/324938

Covering Rough Clustering Approach for Unstructured Activity Analysis

Prabhavathy Panneerand B.K. Tripathy (2016). *International Journal of Intelligent Information Technologies* (pp. 1-11).

www.irma-international.org/article/covering-rough-clustering-approach-for-unstructured-activity-analysis/152302