

Vocational Education in India

Abstract

The paper will throw light on the awareness and status of vocational education in India and how vocational education is offered to meet the needs of individuals and society. Vocational education lays impact on human resource development, productivity and economic growth focusing on the national development strategies. Traditional education only creates knowledge and the inability for our youth to apply what they have learnt to improve their daily life or generate gainful employment is causing them to question the very essence of such an education system thus enlightens the vocational education.

The status of vocational education in India is very low and with increase in unemployment, the govt. should focus on the vocational education as a skill based and life based education.

Keywords: Vocational Education, Human Resource Development, National Development, Traditional Education, Skill Based Education, Life Based Education.

Introduction

"Every handicraft has to be taught not merely mechanically as is done today, but scientifically. This is to say, the child should learn the why and wherefore of every process." - **Gandhi's Philosophy of Education**

Vocational education is the acquisition of specific skills for self employment or career skills instruction for example cookery, dressmaking, carpentry, masonry as well as working in the industries.

This type of education is offered to meet needs of individuals and society as well. Vocational education is one of the national development strategies in many societies. It creates a great impact on human resource development, productivity and economic growth.

Vocational Education, Training and Skill Development (VETSD) is further understood to be:-

1. a means of preparing for occupational fields and for effective participation in the world of work;
2. an aspect of lifelong learning and a preparation for responsible citizenship;
3. an instrument for promoting environmentally sound sustainable development;

Aim of the Study

To study the awareness and status of Vocational Education in India.

In the changing global scenario, employment possibilities of graduates and postgraduates of general subjects are becoming increasingly limited. The education imparted at degree level is not oriented to the market needs and neither it is skill based. Due to this changing nature of work and employment, individuals now look for more flexible and multi-skilling learning opportunities for mobility across employment sector and geographic locations. The general education system has not been able to provide these opportunities.

Moreover, the strong linkage between the economy and education was never so clearly visible as now. The execution of the educational institutions, as well as the educational choice of the youth, has tremendously been influenced by the market economy. Hunt for knowledge is no more the only motivating factor for forthcoming learners; rather, it is the availability of employment in the market that makes the learners choose their areas of study. The lack of employment opportunities to conventional graduates has led to the shifting of focus on the skill based, industry oriented teaching learning pedagogy.

Traditional education which only creates knowledge, although important for basic development of a person, is fast losing its role as a means for human and societal growth. In our country, the growing unemployment amongst the educated youth is posing a serious concern to the value of traditional education in the context of living a better life in a



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better society. The inability for our youth to apply what they have learnt to improve their daily life or generate gainful employment is causing them to question the very essence of such an education system. It is thus imperative that as a society we must re-look at what should be the objective or outcome of our education system.

In present economy, the objectives of a society have also changed from fulfilling the basic needs of all round development to empowerment. The education scheme instead of going by text-book teaching needs to be promoted by skill based teaching learning pedagogy. The human resource instead of being unskilled or semi-skilled needs to be knowledgeable, self-empowered and flexibly skilled.

Status of Education and Vocational Education in India

According to Educational statistics

(Abstract) 2005-06, MHRD, Govt. of India

Indian education system largest in Common wealth countries and 2nd largest in the world next to USA.

- Among persons of age 15 years and above:
 - i. Only 2 % had any type of technical degrees/ diplomas/ certificates.
 - ii. The proportion was only 1% in the rural areas and 5 % in the urban.
- Only 40 % of the 55,000 instructors have undergone a full instructor-training course" (Urgent need to look into training of trainers) (*Planning Commission*).
- About **95%** of the world youth (15 - 35 yrs) age learn any type of vocation / skill / trade, with a choice of 3000 vocational streams.
- In India we have identified only about 170 trades and only 2-3% of the youth (15-29 yrs) goes in for formal vocational training.

- The proportion of persons (15-29 yrs) who received formal vocational training was the highest among the unemployed.
 - i. 3 % for the employed
 - ii. 11% for the unemployed, and
 - iii. 2% for persons not in the labour force
- iv. China has nearly 500,000 senior higher secondary vocational schools, whereas we have about 5100 ITI's and 6000 VET schools in all.
- To boost Vocational Education and Skill Development Prime Minister in his Independence Day address stated to open
 - i. 1600 new ITI's and Polytechnics
 - ii. 50,000 new Skill Development Centers,
 - iii. It would enable 1 core students to get Vocational training.
- Compared to many developed countries India is far behind in introducing new and innovative trades in VET to attract young children's.
 - i. About 5% to 7% of our population (50 to 70 million) every year should be involved in vocational programmes.
 - ii. Of all new employment generated
 - 1% is government jobs,
 - 2% are in the 'Organised sector' and
 - 97% in the unorganized sector
- Countries labour force in (20-24 yrs) age undergone formal vocational training
 - i. India - 5 %
 - ii. Mexico - 28 %
 - iii. Most industrialised nations - 60 to 80 %
 - iv. Korea - 96 %.

Skill Development Schemes for various Target groups in India -

S.No	Name of Scheme	Particulars/Objectives of the Scheme	Duration of the Training Program	Any Specific Group Scheme Caters to
1.	Horticulture Mission for North East and Himalayan States (HMNEH)	HMNEH is being implemented for overall development of Horticulture in NE and Himalayan states. The mission addresses entire spectrum of horticulture from production to consumption through backward and forward linkages.	3 months-1 year (Farmers- 2 to 5 days)	Entrepreneurs, Gardeners, Farmers, Supervisors, Field Staff
2.	Support to Artisans scheme. Sub- Scheme of Integrated Leather Development Program.	For providing employment opportunity and to fill the demand of operators in the footwear sector and improving the quality.	Short duration training Varies (2 weeks - 1month)	Artisans in rural clusters
3.	Capacity Building and Technical Assistance(CBTA) scheme	Provide funding for skill development, enhancing of employability and competencies and promotion of self-employment and entrepreneurship amongst youth.	Varies (6 months- 1 year)	Youth from the North East Region, special focus on girls, women, disabled persons and youth from BPL background and from remote and backward districts or unreached areas.

4.	Entrepreneurship development programme (EDP) by various govt. and pvt. organizations , industries or NGO's	To enable trainees to establish commercially viable enterprises in food and agri-processing		SC/ST/Minority Community/Women At least 35%
5.	National Urban Livelihoods Mission (NULM)	Skill training to be provided for both wage Employment (job placement)and Enterprise Development.	Minimum 3 months (with 400 hr of technical training and 30 hrs soft skills training).	Urban poor
6.	Jan Shikshan Sansthan (JSS) as a component of "Scheme of Support to Voluntary Agencies for Adult Education and Skill Development"	Jan Shikshan Sansthans (JSSs) are established to provide vocational training to non-literate, neo literate, as well as school drop outs by identifying skills as would have a market in the region of their establishment.		Socio-economically backward and educationally disadvantaged groups in both Rural and Urban areas.
7.	Vocationalisation of Secondary and Higher Secondary Education	To enhance the employability of youth through demand driven competency based modular vocational courses, to maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility/interchangeability in qualifications, and to reduce dropout rates.		Children from Class 9 th onwards i.e. At the secondary stage.
8.	Integrating Differently Abled persons in the mainstream of technical and Vocational Education.	To train the differently abled students in technical institutions by Ministry of Human Resource and Development(MHRD).The differently abled students were given both formal and non-formal training in the Polytechnics Colleges in India.	Few weeks to 6 Months (part time non formal)	Differently Abled
9.	Pradhan Mantri Kaushal Vikas Yojana (PMKVY)	24 lakh Trainees to be offered monetary incentives and a government certification on successful completion of training and assessment, which will help them in securing a job for a better future.	Trainees with more than 3 months training	Target to aligned to the demand from the flagship programmes.
10.	Craftsmen Training Scheme	Provide semi-skilled/skilled workers to industry by systematic training to school leavers, and Reduce unemployment among educated youth by equipping them with suitable skills for industrial employment. The scheme is implemented through government run it is and private ITCs. Under the scheme focus is on creating centres of excellence as also focus on difficult areas.	6 months- 3 years	School Leavers with 8 th , 10 th , and 12 th pass, maximum of 50% reservation depending on State SC/ST %, 25% women, 3% physically handicapped
11.	Skill Development Initiative	Provide for skills up gradation/formation, vertical and horizontal mobility including recognition of prior learning for school dropouts, unorganized sector workers etc; and	11 month to 1 Year (Modular courses from 60 hours to 1000 hours)	Class 5 th onwards as well as people with uncertified prior learning, at least 30% women.

		Facilitating multi entry and exit and allowing recognition of prior learning.		
12.	Apprenticeship Training Scheme	To utilize fully the facilities available in industry for imparting practical training with a view to meeting the requirements of skilled manpower for industry and thereby reducing mismatch. Apprenticeship Protsahan Yojana (APY) would facilitate MSME also to engage the trainees.	6 months to 4 years	School leavers with 8 th , 10 th , and 12 th pass or NCVT holder. The Apprenticeship scheme to cover all categories of apprentices except the Graduate, Technician and Technician
13.	Women Training Institutes	Enhancing women training to increase women participation in the labour market. Training facilities are being offered to women through 11 institutes spread across the country.	Short and long term	Girls 8 th , 10 th , 12 th Pass.
14.	Entrepreneurship Development Programs through MSME-	Entrepreneurship Development Programmes are being organized regularly to nurture the talent of youth by enlightening them on various aspects of industrial activity required for setting up MSEs.	EDP-2 week , ESDP-6 Week, MDP- 1 Week (FT)/2 Week(PT)	Workers, Educated unemployed youth, Entrepreneurs and their executives.
15.	Skill Development activities through Tool Rooms	Upgrade skills of prospective entrepreneurs, existing workforce and also develop skills of new workers and technician of MSEs	Short term and long term programmes on High End Technology	Workers, Educated unemployed youth, Entrepreneurs and their executives
16.	Multi-Disciplinary Training Centers (MTDC) and other training Centers of KVIC	To set up own units of cottage and small industry. The Multi-Disciplinary Training Centre of KVIC implement the programme.	Flexible, usually short term	Artisans, unemployed youth, supervisors etc.
17.	Training by Coir Board on spinning of coir and production of value added products	Provide intensive training in advanced method of coir manufacture including extraction of fibre spinning, bleaching, dyeing, weaving and designing etc.	Long term and short term	Rural Women
18.	Multi Sectoral Development Programme	Improving socio-economic conditions of minorities and providing basic amenities to them for improving the quality of life of the people and reducing imbalances in the identified minority concentration areas	Varies	Minority youth
19.	Seekho aur Kamao	To bring down Unemployment rate of minorities; Conserve and update traditional skills of minorities and establish their linkages with the market and improve employability of existing workers, school dropouts etc. and ensure their placement.	Modern Trades Minimum 3 months	Minority youth
20.	Pandit Deen Dayal Upadhyaya Yojana(earlier known as Aajeevika)	Training 10 lakh (1 million) rural youths for jobs in three years, that is , by 2017 and bench marking training against international standards. This would also address the needs of differently abled, marginalized youth and women in LWE	3-12 months	Rural poor youth (18 35 years), 33% women, 50% SC/ST, 15% minorities, 3% differently abled.

		districts		
21.	Rural Self Employment and Training Scheme(RSET)	Rural Self Employment Training Institutes (RSETIs) across the country as institution to mitigate the unemployment and underemployment problem among youth in the country. This institute generates self employment in rural areas through training for capacity building and by facilitating in settlement in vocations.	1-6 weeks	Rural BPL youth
22.	Hunar Se Rozgar Tak under Capacity Building for service Providers (CBSP) scheme	To create employable skills in the interested youth who are in the age group of 18-25 years and ho are minimum 8 th pass	6-8 weeks	8 th pass, 18-28 yrs
23.	Special Central Assistance to SC and Tribal Sub Plan	10 percent allocation of assistance is fixed for skill development of tribal youth	Varies	Scheduled Castes and Tribe youth
24.	TRIFED-Skill development/ upgradation and capacity building for Handicrafts/ Handlooms	TRIFED-Na national level Cooperative Body under the Ministry of Tribal Affairs, Government of India, is engaged in the skill development/ upgradation and capacity building trainings of tribal handicraft artisans and tribal people along with marketing of their products. Skill development and Capacity Building training of Minor Forest Produce gatherers and Training of Tribal Handicraft Artisans engaged in making Handlooms, Handicrafts, Tribal Paintings etc.	45 days (30 days training and rest 15 days in mass production)	Women and educated unemployed school drop out youths
25.	Support to Training and Employment Programme for Women (STEP)	To provide skills that give employability to women. And to provide competencies and skills that enable women to become self employable/entrepreneurs	Less than 3 weeks	Poor and asset less women in traditional sectors
26.	Priyadarshini scheme to organize women into effective self help group	The "Women Empowerment and Livelihood Programme in Mid Gangetic Plains" also called Priyadarshini Programme envisages holistic empowerment of 1,08,000 poor women and adolescent girls through formation of 7200 SHGs. The programme originally being implemented in six districts in Uttar Pradesh	Less than 3 weeks	Women
27.	SABLA- Rajiv Gandhi Scheme for Empowerment of Adolescent Girls	The objective is to improve the nutritional and health status of adolescent girls in the age group of 11-18 years and to empower them by providing education in life –skills, health and nutrition, the Government of India introduced the SABLA in November, 2010. The Scheme also aims at equipping girls with information on family welfare, health and hygiene, existing public services, etc., and to draw out-of-school girls into the	MES modules	Adolescent girls(in the age group of 11 to 18 years)

		formal or non-formal education systems.		
28.	Skill Up-gradation Training Programme for Women in 200 Border/Tribal/Backward Districts(SUTP)	The programme is aimed at enhancing the vocational skills of women in the border or tribal or backward districts and also at helping them to acquire self-employment. The programme enables women participants to supplement their income in existing occupation, improve productivity and learn new skills for which there is a good demand in the market.	Maximum duration of Skill Training Programmes should not exceed three months	Women from SC/ST, OBC, Minority, Widow, Economically Backward and Destitute/ Homeless categories.
29.	Udaan	The Special Industry Initiative, known as "Udaan", targets the youth of J&K, specifically graduates and post graduates, who are seeking global and local opportunities. It aims at providing corporate India with exposure to the rich talent pool available in the State.	Varies by sector	J&K youth

Vocational Courses in India

Commerce based vocational courses, Engineering based vocational courses, Health and Para medical based vocational courses, Home

Science based vocational courses, Agriculture based vocational courses, Hospitality and Tourism based vocational course, Other vocational courses.

Allocation for Different Sectors of Education in Five Year Plans

(Figures in percent)

Plan	Elementary	Secondary	Adult	University	Technical	others
First Plan(1951-56)	57.6	5.5	0	7.8	14.2	15.0
Second Plan(1956-61)	34.8	18.7	0	17.6	17.9	11.0
Third Plan(1961-66)	34.1	17.5	0.0	14.8	21.2	12.4
Fourth Plan(1969-74)	50.1	0.0	1.7	25.2	10.5	12.5
Fifth Plan(1974-79)	51.7	0.0	2.1	27.9	9.4	8.9
Sixth Plan(1980-85)	32.1	20.4	5.9	21.4	10.4	9.8
Seventh Plan(1985-90)	37.3	24.0	6.2	15.7	14.2	2.6
Eighth Plan(1992-97)	47.7	24.0	5.2	9.6	10.1	3.4
Ninth plan(1997-02)	57.1	21.3	1.7	8.7	8.1	3.0
Tenth plan(2002-07)	65.6	9.9	2.8	9.5	10.7	1.5
Eleventh plan(2007-12)	46.5	19.8	2.2	15.5	11.1	4.9

Challenges and Issues in Vocational Education and Training

The present TVET system in India is facing some serious problems including outdated courses and curricula, low funding and multiple levels of policy planning and governing. Some of the major problems of the Indian TVET system are listed below-

1. Multiplicity of regulations, certifications and curriculum-
2. The demand supply mismatch of job market
3. Poor perception and public
4. Lack of coordination among Government Agencies and regulatory bodies
5. Inadequate academia-industry linkage
6. Lack of updated curriculum
7. Shortage of qualified teachers
8. Lack of proper infrastructure
9. Lack of autonomy

Conclusion

In India, professional education has been emphasized and vocational education has been downgraded to a level of imparting of manual skills,

due to an absence of understanding about the concept of vocation.

Any attempt at vocational education must start with an understanding on the part of educators about vocation as a life-purpose. Vocational education must move away from just skill learning to developing a sense of vocation in students. Instead of emphasizing professional goals in terms of placement opportunities, vocational education must aim for the heart and teach students to look at their inner self. The first step in vocational education should start with helping students to see their own hearts and to decide what their own life-purpose is. This is not an activity like career counseling or placement centres. It is an exercise to help an individual find his feet in the world and also to inculcate in him the concept that his life is not a meaningless exercise.

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