

## “VOCATIONAL EDUCATION & SKILL DEVELOPMENT IN INDIA”

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**Abstract :** Vocational education & skill development both go hand in hand and are interrelated to each other. In India there is a need of vocational education which enhances skill development as it is very low in percentage as compare to higher education in traditional courses. The paper discuss about the status of vocational education in nation which are run by ITIs & ICTs. It also state about the challenges faced in vocational education such as lack of quality, outdated modules & inadequate courses. The study is also about the new policy and initiatives taken by the government to increase the quality of vocational education & skill development in India.

**Keywords:** ITIs (Industrial Training Institutes), ITCs (Industrial Training Centers), Skilled, VET (Vocational Education Training) etc.

### INTRODUCTION

Vocational education consists basically of practical courses through which one gains skills and experience directly linked to a career in future. It helps students to be skilled and in turn, offers better employment opportunities. Time management and meeting deadlines play an important role in success in a vocational course and during their studies students normally produce a portfolio of evidence (plans, reports, drawings, videos, placements), which is taken as a demonstration of students' capabilities for a job. According to a National Sample Survey Organization (NSSO) two types of vocational trainings are available in India: a) Formal and; b) Non-formal. Formal vocational training follows a structured training program and leads to certificates, diplomas or degrees, recognized by State/Central Government, Public Sector and other reputed concerns. Non-formal vocational training helps in acquiring some marketable expertise, which enables a person to carry out her/his ancestral trade or occupation. In a way through such non-formal vocational training, a person receives vocational training through 'hereditary' sources. Vocational education has diversified over the 20th century and now exists in industries such as retail, tourism, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industries.

### BACKGROUND

Vocational education is education within vocational schools that prepares people for a specific trade. It directly develops expertise in techniques related to technology, skill and scientific technique to span all aspects of the trade. India has a large number of manpower but the industry is facing critical shortage in terms of skill and quality of manpower available. Severe challenge is posed by lack of skilled manpower in India and hence an action oriented and integrated approach is required in order to sustain the growth story and to transform the skill development landscape. 80 percent of India's youth are from low income families who have low quality of educational standards coupled with a high dropout rate beyond primary school stage. Also their knowledge in terms of various options related to skill training is minimal and are often unable to pay the admission fee for such training. It is critical for the country to make secondary education more job-oriented through skill training within the schools.

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Vocational training in India is provided on a full-time as well as part-time basis. Full-time programs are generally offered through I.T.I.s Industrial training institutes. The nodal agency for granting the recognition to the I.T.I.s is NCVT, which is under the Min. of labour, Govt. of India. Part-time programs are offered through state technical education boards or universities who also offer full-time courses. Vocational training has been successful in India only in industrial training institutes and that too in engineering trades. There are many private institutes in India which offer courses in vocational training and finishing, but most of them have not been recognized by the Government.

### OBJECTIVE OF THE STUDY

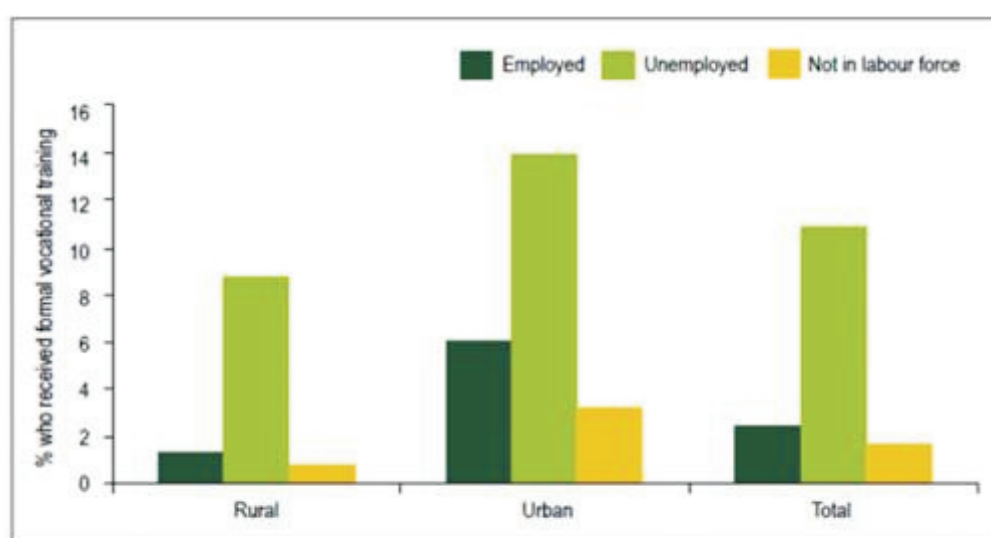
- ❖ To study about the need of vocational education in India.
- ❖ To analyze the status of vocational training in India.
- ❖ To find the challenges of vocational education training in India.
- ❖ To study about government policy and initiatives for vocational education.

### RESEARCH METHODOLOGY

- ❖ This study is based on secondary data. The data is collected from books, Journals, research articles and electronic media.
- ❖ The data is analysed through multiple bar diagram, and percentages.
- ❖ The study is limited to Vocational education & skill development in India only.

### NEED OF VOCATIONAL EDUCATION

Vocational, or skills-based, education is becoming more and more important today, with many employers expecting new employees to have all the practical skills they need to start work and also for those who have to support their families immediately after senior secondary education. Vocational courses are typically more practical and skills-based than academic degrees, but they are often taught at universities as well as colleges and technical institutes. Vocational Education and Training (VET) is an important element of the nation's education initiative. Vocational education has to be viewed from different multi-layered practices. One is of course the hands on training component. The other is employment generation and sustainability. The World Bank report of 2006 shows that among persons of age 15-29 only about 2 per cent reported to have received formal vocational training and another 8 per cent reported to have received non formal vocational training. The proportion of persons (15-29 years) who received formal vocational training was the highest among the unemployed. The proportion was around 3 per cent for the employed, 11 percent for the unemployed and 2 per cent for persons not in the labour force. The activity of persons receiving vocational education is as shown below:-



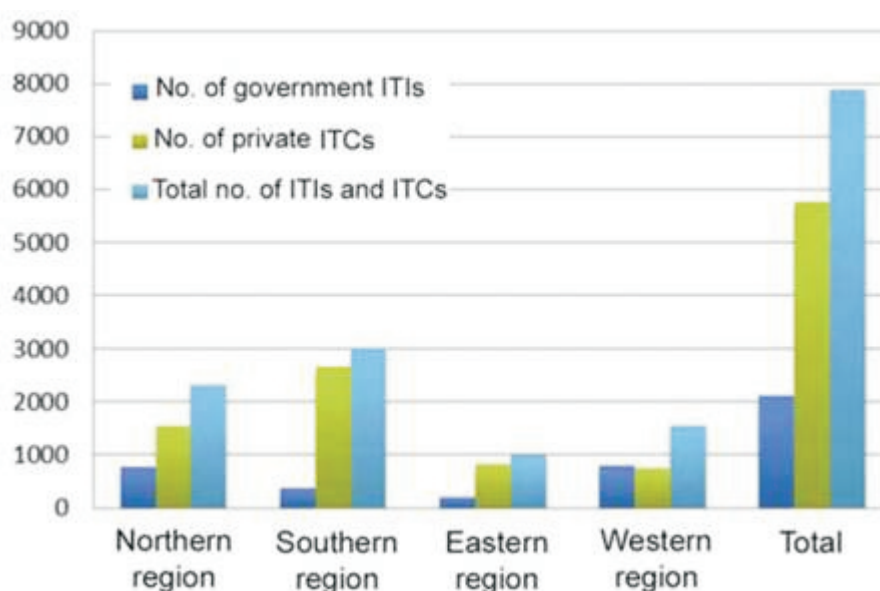
Source: Status of Education and Vocational Training in India, 2004-05, NSS 61<sup>st</sup> Round

## STATUS OF VOCATIONAL EDUCATION AND TRAINING IN INDIA

❖ Vocational training in India is being undertaken by the Directorate General of Employment and Training (DGET), under the Ministry of Labour and Employment (MoLE), Government of India (GoI). The DGET is the apex organization of development and coordination at national level for all programmes relating to vocational training through the following schemes:

- ❖ Craftsman Training Scheme (CTS) – Industrial Training Institute (ITI)/Industrial Training Centre (ITC) Training.
- ❖ Apprenticeship Training Scheme (ATS).
- ❖ Craftsmen Instructor Training Scheme.
- ❖ Advance Vocational Training Scheme.
- ❖ Women Training Scheme, Research and Staff Training.
- ❖ Instructional Material Development Programme and Hi-tech Training Scheme.

Vocational training is primarily imparted through public ITIs and privately owned ITCs from grade 8 onwards. The present capacity of both ITIs and ITCs (region-wise) is reflected in Figure



Region-wise Distribution of Industrial Training Institutes (ITIs) and Industrial Training Centres (ITCs).

## CHALLENGES OF VOCATIONAL TRAINING SYSTEM IN INDIA

Although India has already achieved notable success in creating a skilled workforce, there are still several serious challenges that the country has to overcome in order to achieve its goals. Some of these challenges are listed below:

**Shortage of experienced and qualified Teachers** – Providing for trainers has always proven to be a bottleneck for vocational education reform. Faculty shortages and the inability of the educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years. The number of teachers in the system has not kept pace with the growth in student enrolments and this aspect needs considerable and concerted attention to ensure the sustainability of the higher education system.

**Weak private and industry participation** – Without the support of business, practical training has become very problematic; besides, practical training conditions in the schools are far from satisfactory in fulfilling practical requirements. Currently, there is no law stipulating that enterprises are obliged to take part in pre-job vocational education

**Outdated training modules and inadequate courses** – Most of the Vocational Education Training Institutes are characterized by structurally rigid and outdated centralized syllabi that do not have much sync

with the prevailing market conditions.

**Quality of training not in line with industry demands** – Disconnect in the skills imparted and skills required by the industry. Low relevance of the curriculum to industry requirements leads to unemployment even after receiving the formal vocational training.

Along with the challenges mentioned above one of the major risk is lack of monitoring mechanism that can regularly assess the performance of the ITIs and ITCs and the quality of training that is imparted. Also there is a need for extensive advertising and public information campaigns which appears to be necessary to counter the weak reputation of domestic vocational education.

## **GOVERNMENT POLICIES AND INITIATIVES**

The government of India has recently taken a lot of initiative in order to promote vocational training and fulfill the increasing need of employable skills. The Prime Minister of India has suggested that India should set a goal to create 500 million certified and skilled technicians in the country by 2022. The Government has been steadily increasing the budgetary allocation for education and the country has also made significant strides in higher and technical education. Currently, the Government spends around 5 per cent of its GDP on education with FDI inflows at \$31.22 million during May 2012. Ministry of Human Resource Development and Directorate General of Employment & Training are the two key government bodies in this sector. Government initiatives largely comprise of National Policy on Skill Development, Skill Development Initiative Scheme, Craftsmen Training Scheme, National Vocational Qualification Framework and National Vocational Educational Qualification Framework. Some of the initiatives taken by the Government are listed below:

- ❖ Private Industrial Training Institutes – In 2007, when the Government of India decided to initiate a Skill Development Initiative there were just under 2000 private ITIs in the country. However, in the wake of the Government’s focus on skill development in the 11th Five Year Plan, there took place a rapid increase in the number of private ITIs to nearly 6498 within three years.
- ❖ Private Partners of NSDC – As part of the Government of India’s Skill Development Initiative (which started in 2007 with the 11th Five Year Plan), three institutions were created: the Prime Minister’s Skill Development Advisory Council, the National Skill Development Coordination Board (chaired by the Deputy Chairman, Planning Commission), and the PPP-based National Skill Development Corporation (NSDC). The NSDC is jointly funded by the private sector, and the Government of India (51 per cent private equity owned mainly by Confederation of Indian Industry, Federation of Indian Chambers of Commerce and Industry, Association of Chambers of Commerce, and 49 per cent equity owned by the Ministry of Finance).
- ❖ Establishment of New Polytechnics and Strengthening of Existing Polytechnics – Government has proposed to establish 1000 Polytechnics in the country and to upgrade infrastructure of existing diploma level public funded Polytechnics by
  - providing financial assistance for modern equipment and replacement of obsolete Equipments.
  - providing modern facilities for application of IT in teaching, learning and testing Processes and
  - Creating infrastructure facilities as well as introduction of new diploma courses.

## **FINDINGS & SUGGESTION**

- ❖ Major population of nation could not get formal vocational training.
- ❖ Vocational education & training is given through ITIs and ITCs.
- ❖ Challenges of vocational training are multi task.
- ❖ Government has started taking up the appropriate measure to increase the quality of vocational education & skill development.

## **CONCLUSION**

Strengthening of the training support services is absolutely essential for qualitative improvement of the vocational training. A highly flexible and decentralized approach is needed. Taking into consideration the current scenario as regards skill deficiency in VET in India and the current initiatives at the government level, it appears that although there are various schemes and programmes dedicated to skill

development in VET, there is a huge gap between demand and supply as the respective initiatives are happening in isolation. Secondly, there is also an urgent need for restructuring of courses of VET as the structure of the job market is changing. Therefore, the courses should be designed in a manner that they are demand-driven, especially for emerging occupations in the area of ICT, services, green occupations, etc. Thirdly, financing of vocational institutes which occurs in an unstructured manner presently, should be performance-based to motivate the drive for innovation and excellence in the respective institutions.

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