

“VOCATIONAL EDUCATION IN INDIA”

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Abstract : The right to Education is a fundamental right as per Article 21 A of the Indian Constitution (86th Amendment) Act 2002. Though the literacy has grown up to 74.03 % as per 2013 census education is currently growing at 11.3% CAG Report. Annual Status of Education Report says that more than 70% of India is either badly educated or uneducated. Hence right to education has been largely ineffective. The most important fact is that education is unaffordable & inaccessible. Almost half of the rural India is below poverty line. Therefore inspite of having a large number of youth, our country is facing a problem of skilled workforce. If vocational education can be implemented effectively in all parts of the nation, we can be a major reservoir of skilled workforce. In this paper I have tried to highlight the government policies related to vocational education & training & skill development programs.

Key words: Vocational Education , Skill Development.

OBJECTIVES OF THE STUDY:-

- 1.To understand the various efforts of the Government for Skill Development
- 2.To know the challenges in imparting vocational skill and suggest remedies, if any.

Methods of Data Collection:- In this paper the secondary data has been used. It is collected from newspapers, Magazines, Internet Research Journal, Report of MHRD, MoLE and other government bodies. The methodology is mainly doctrinal.

INTRODUCTION:-

On 15th August, 2014, Prime Minister Shri. Narendra Modi made an appeal to Indians for a ‘Make in India’. Addressing the nation from the Red Fort he said, “If we have a plan to develop our country then our mission has to be ‘Skill development’ & ‘Skilled India’”. He also stressed on the need for foreign investments in the Indian industry. According to the India skills Report 2014 published by Confederation of Indian Industries (CII), only 37% of the graduates in India are employable. It seems to be a contradictory condition in the employment situation. On one hand there is scarcity of the skilled workforce in the market and on other hand there are millions ready to enter the job market. This will definitely decrease the Gross Domestic product (GDP). It is expected that by 2020, India will have a working population of about 0.8 billion out of the total population of 1.3 billion.

On the issue of skilled labour in the country, the former Prime Minister of India Dr. Manmohan Singh remarked in 2006, “As our economy booms & our industry grows, I hear a pressing complaint about an imminent shortage of skilled employees. As a country endowed with huge human resources, we cannot let this be a constraint”. India’s workforce is the 2nd largest in the world after China. The necessity is to train from ‘white collar’ executives to ‘Rust Collar’, workers, to link them to job opportunities & market reality.

Necessity of skill development : In the last decade GDP grew about 8% per annum while growth in jobs

was below 1%. The fact is that only 10% of the labor force acquired technical skill, of which just one fourth received formal technical education. The consequence of the reality is that, productivity of the nation is too low. 65% of the population in our country happens to be under the age of 35. Our country has the largest number of youth in the world. It is a big challenge before the nation to create jobs for them. It is possible only if there is a tremendous growth in manufacturing capacity in different sectors. The share of the manufacturing sector plays a vital role in increasing GDP of the nation. In India, it is just 16% which is too low compare to 36% in China & 34% in South Korea. To change this situation, India will have to revive its manufacturing sector which has been stagnant for last many years.

It is a fact that for ‘Make in India’, it is necessary to create a pool of skilled youth. There should be skilled youth who can become entrepreneurs & at the same time there should be skilled youth to work for them. Therefore it is extremely important to enhance the skill development programmes at a rapid speed to stimulate growth.

The Present Scene:- Currently we have a large number of youth but we hardly find youth who are educated in a true sense. We have observed a decline in quality of skill in every field especially in the manufacturing sector. It is observed that skill development gets less importance in academics. A passive response to skill development fails to fulfil the need of existing academic & industrial need. Considering these facts, the government has been giving priorities to the vocational education & skill development in the country.

GOVERNMENT POLICIES FOR VOCATIONAL EDUCATION IN INDIA

Vocational education and training laws enacted in 1996 provides a legal backing for vocational education and training in the country. The law not only encourages students to take up vocational stream but also clearly defines the different roles and responsibilities of the various stakeholders in the technical, vocational education and training system.

Ministry of HRD has introduced multiple schemes that integrate skilled training into the school curriculum in an innovative manner. 6800 schools have been covered under the vocationalization of Secondary Education Program for students passing out of class 10. The National Program on Technology Enhanced Learning (NPTEL) gives support for distance education and web based learning . The National Institute of Open Schooling (NIOS) has distance vocational educational programs for the students dropping out after fifth, seventh, eighth and tenth standard. The Apprenticeship Act has vocational courses for students graduating from 10+2 vocational stream.

All India Council for Technical Education (AICTE) prepares curriculum and imparts vocational higher education through polytechnics. National Council Education Research and Training (NCERT) prepares curriculum & imparts vocational education at school level through open school.

Ministry of Labour and Employment (MoLE) formulates policies like, Craftsmen Training Scheme (CTS) and trains 1.2 million people through Industrial Training Institutes (ITIs). Skills Development Initiative Schemes (SDIS) trains one million people through Vocational Training Providers(VTPs). Both ministries developed separate frameworks called National Vocational Qualification Framework(NVQF) and National Vocational Education Qualification Framework (NVEQF) for curriculum design, standardization and certification. Apprenticeship Training Scheme (ATS) trains 3,00,000 instructors annually.

National Policies on Skill Development (NPSD) has set target of providing skills training to 500 million people by 2022.

Under NPSD and NSDC a Public Private Partnership (PPP) has been set up to provide funds, facilitation and advocacy by means of 21 sector skill councils (SSCs). As per the report of NSDA , the target to develop the skill of an individual in the financial year 2014-2015 is 1,05,07,600 under these 21 SSCs. Till October 2014, 31.52% is achieved. The Government is targeting to develop the skills of another 72 lacs by the end of the current financial year.

The current capacity of institutions of technical and vocational education and initiatives which are imparting skill development in the country is 3.1 million per annum. MHRD is planning upgradation of 1,900 ITIs and it is setting up of 1,500 new ITIs and 5,000 SDCs.

The European Union(EU) provides technical assistance, linkage and gives financial support. The World Bank has provided about 11.27 billion which is more than 70% of the total cost (INR 75.81 billion) for vocational Training Improvement Project.

National Skill development corporation (NSDC) has mandated to provide skill training to 150 million people by 2022. With a view to bridge the gap between employment opportunities and skills a lot of Private sector companies are investing into the skill development. India’s Skills is one of the leading initiatives in the private sector with an investment of two billion rupees.

The Government of India has collaborated with foreign countries to enhance the skill development programmes. The National Skill Development Co-ordination Board (NSDCB) was setup under the Deputy Chairman of the Planning Commission on the Public Private Partnership Capital (PPP) model. The basic function of the Board is to formulate strategies and to monitor and evaluate the outcomes of the various strategies. It also monitors private participation strategies. NSDC has signed an agreement with Central Bank of India so that the students at NSDC funded institution can avail skill loans from CBI.

Education currently is at 74.03 %. Between 2005 -2012 more than 18,000 colleges were established. The total number of colleges are about 35,539. These colleges are separated from 574 Universities out of which 50% are State run, 23% are deemed, 19% Private and 8% are Central. The reality is just shocking. According to Annual Status of Education Report (ASER) in 2014, In standard III only a fourth of all children can read a standard II text fluently. In standard VIII 75% children can read Standard II level text which implies that 25% cannot. Percentage of children in std. II who still cannot recognize numbers upto 9 has increased from 11.3% in 2009 to 19.5% in 2014.

In India 833 million (68%) population is rural and 51.73% of them are below age of 25 years. The census in 2013 concluded that almost 50% of rural population is qualified for BPL status. The children from this population either do not go to school or cannot complete education. The families of these children send them to work to earn some money. There are some children who are good in studies but they cannot complete their education and they dropout due to lack of funds. According to the available data 70% of labour force is illiterate, 20% have received primary education 30% have received middle or secondary education. Only 5% has received Higher Secondary or Higher level education.

This low level of education is mainly responsible for unskilled workforce. The solution of the problem is the introduction of effective vocational courses like hospitality, healthcare, tourism, textile, food, leather, energy sources, automotive sectors, pharmaceuticals, home management etc. at the secondary level education.

CHALLENGES:-

The vocationalization has been limited and unsuccessful due to:

1. People are unaware about the courses and their benefits. It is also ineffective as vocational subjects which also lack in practical studies are not reflected through marks in the results.
2. The students who adopt vocational courses are not allowed to appear in many entrance examinations.
3. The curriculum is not aligned to industry needs.
4. The teaching staff is not fully qualified. There is lack of proper guidance and encouragement from the teacher.
5. The curriculum is not upgraded periodically. The syllabus is outdated and rigid. It does not match with the need of any industry.
6. The modern technologies are not used in teaching learning process.
7. The poor quality of infrastructure and equipments is unable to create interest in the students.
8. Lack of social recognition is also responsible for lower preference by students and parents.
9. Very few vocational graduates get satisfactory job opportunities.
10. Poor utilization of funds, shortage of staff, poor planning results in poor administration and overall implementation of the policies.

With all these drawbacks of VET system corruption at all levels plays a significant role in poor implementation of any policy.

The VET system needs to overcome all these challenges. The possible solutions are :

1. Improvement in Vocational Education Training System.
2. It needs to provide educational experience relevant to market.
3. It also needs enhancement of self support capabilities.
4. It must provide multiple entry and exit between vocational education, skill training, technical or general education and job markets.
5. Increased participation of industries and employers in VET system is needed.
6. It needs to promote technology and vocational education in rural parts of the nation.
7. Introduction of job oriented courses in curriculum is expected.
8. It has to take care of development of more effective teachers training programmes.
9. Advertisement of Vocational courses to counter their weak reputation is badly needed.

10. Research centres must be established to improve the education and skill.

CONCLUSION:-

In India though the education market is worth a staggering INR 5.9 trillion, investments in education and training are not yet satisfactory. The youth face uncertainty in moving from education to work. On the other hand employers find trouble in getting skilled workers. Hence, there is a need to expand training opportunities to broader segments of the society so that they can meet their potential for productive work. Increased provision of training must accompany the enhanced flow of information to guide the trainees according to the requirements of employers. With proper vocation training we need to focus on different elements like relative strengths and weaknesses in our skill development systems. Our VET systems are not oriented towards future demand of skilled workforce due to wrong pattern of skill development systems. Skill Development is essential to address opportunity and challenges to meet new demands of changing economies and new technologies. Government is launching various schemes to empower. The challenge is the need for effective implementation of these schemes at the grass root level with equal participation from all the concerned stakeholders. It is a well known fact that the countries with a strong VET systems have increased their marginal productivity and lowered the unemployment rates and hence improved the economy of the nation. Government should collect and analyze the labour market information and accordingly changes should be made time to time in the curriculum of vocational training and skill development programmes.

The skill versus jobs mismatch often leads to economically inactive society. Therefore India needs to focus on quantity, quality and access of skill development initiatives to prepare India for global opportunities.

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