

VOCATIONAL EDUCATION AND SKILL DEVELOPMENT

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Abstract :Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labor market for the first time (12.8 million annually), those employed in the organized sector (26.0 million) and those working in the unorganized sector (433 million) in 2013-14. The current capacity of the skill development programs is 3.1 million. India has set a target of skilling 500 million people by 2022.

Keywords:Vocational education, Skill development, Intellectual resources

OBJECTIVES

1. To understand the role of Vocational Education and Skill Development in the prospectus of India
2. To Analyze the Existence Vocational Education and Skill Development
3. Measures to sort the problems of unskilled labour.
4. Government policy in regards with skill development and vocational education

INTRODUCTION

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. Vocational education is classified as using procedural knowledge. As the proportion of working age group of 15-59 years will be increasing steadily, India Has the advantage of demographic dividend". Harnessing the demographic dividend. Through appropriate skill development efforts would provide an opportunity to achieve Inclusion and productivity within the country and also a reduction in the global skill Shortages. Large scale skill development is thus an imminent imperative. Major challenge of skill development initiatives is also to address the needs of huge population by providing skills in order to make them employable and help them secure "decent work." Skill development for persons working in the unorganized sector is a key strategy in that direction. This will also inculcate dignity of labour and create greater awareness towards environmental, safety and health concerns. Planned development of skills must be underpinned by a „policy”, which is both comprehensive as well as national in character. A national policy response is, therefore, Needed to guide the skill development strategies and coordinated action by all stake holders.

It is also important that the policies of skill development be Linked to policies in the economy. The country is poised at a moment in history when a much brighter future for its entire people is within its reach. Skill development will help actualize this potential. Development and articulation of a national policy on skill development is a matter of priority.

A TASK OF SKILL DEVELOPMENT HAS MANY CHALLENGES WHICH INCLUDE:-

- a) Increasing capacity & capability of existing system to ensure equitable access to all.
- b) Promoting lifelong learning, maintaining quality and relevance, according to Changing requirement particularly of emerging knowledge economy.
- c) Creating effective convergence between school education, various skill development Efforts of government and between government and Private Sector initiative.
- d) Capacity building of institutions for planning, quality assurance and involvement of Stake holders.
- e) Creating institutional mechanism for research development quality assurance, Examinations & certification, affiliations and accreditation.
- f) Increasing participation of stakeholders, mobilizing adequate investment for Financing skill development, attaining sustainability by strengthening physical and Intellectual resources. economic, employment and social development arenas.

VISION FOR THE NATIONAL SKILL DEVELOPMENT INITIATIVE IN INDIA

V1) Scale of ambition: At present the capacity of skill development in India is around 3.1 million Persons per year. The 11th Five Year Plan envisions an increase in that Capacity to 15 million annually. India has target of creating 500 million skilled workers by 2022. Thus, there is a need for increasing capacity and capability of skill development programs.

V2) High inclusivity: The skill development initiatives will harness inclusivity and Reduce divisions such as male/female, rural/urban, organized/unorganized employment And traditional/contemporary workplace.

V3) Dynamic and demand-based system planning: The skill development initiatives Support the supply of trained workers who are adjustable dynamically to the changing Demands of employment and technologies. This policy will promote excellence and will Meet the requirements of knowledge economy.

V4) Choice, competition and accountability: The skill development initiative does not discriminate between private or public delivery and places importance on outcomes, users’ choice and competition among training providers and their accountability.

V5) Policy coordination and coherence: The skill development initiatives support Employment generation, economic growth and social development processes. Skill Development policy will be an integral part of comprehensive economic, labor and Social policies and programs. A framework for better coordination among various Ministries, States, industry and other stakeholders will be established.

THE FOLLOWING OPERATIONAL STRATEGIES SHOULD BE ADOPTED:

(S1) Folding the future in: If we start from our current position, we are likely to extrapolate. Folding the future in allows us to innovate. Innovation is, therefore, an important element of the strategy.

(S2) Skills framework must move to a system of equivalence to diplomas /degrees: National Vocational Qualification Framework (NVQF) will be created with an open/flexible system which will permit individuals to accumulate their knowledge and skills, and convert them through testing and certification into higher diplomas and degrees. NVQF will provide Quality assured various learning pathways having standards, comparable with any international qualification framework. NVQF will support lifelong learning, continuous up gradation of skills and knowledge.

(S3) Skills must be bankable: The process of skill acquisition especially for the poor and needy persons will be made bankable. The effort would be to complement public investment with institutional/ bank finance.

(S4) Co-created solutions and forging partnerships: We have to accept a very asymmetric India as a starting point. Partnerships will be consciously promoted between Government, industry, local governments, civil society institutions and all potential skill providers. Institutional mechanism and standing platforms will be created to ensure sustainability.

(S5) Game-changing delivery/innovation: Availability of public institutions above the high School level, after class hours for skill development by the Private Sector, without disturbing the normal working, will be explored. Necessary regulations would be brought in by the local management authority of the particular educational institution.

CORE OPERATING PRINCIPLES

C1) Government financial support must complement private investment: The Central Ministries must focus on areas where private investment in skilled development is unlikely to be available or forthcoming. The Government would aim at useful public-private partnerships.

C2) States as key actors: The States being the key actors in Skill Development would set up Overarching integrated framework for action for Skill Development through State level Skill Development Missions.

C3) Deployment of funds: The funds would be deployed more for activities than for buildings and other hard assets. However, up gradation of machinery and equipment, teaching and learning aids will be a continuous process. Creation of infrastructure in latest technology, need based new initiatives, creation of infrastructure in rural, remote and difficult areas will continue.

C4) Focus of modular courses, open architecture and short term courses: With fast Changing skills in the labour market, focus would be on short, relevant and effective courses that would get candidates into the workplace. They will be welded through NVQF to maintain dynamism and open to feedback.

C5) Separate financing from delivery: Today Government funds are only available for government delivery. National Skill Development Corporation will support private skill development initiatives. Following financing options will be explored:

a) Link financing to outcomes: Today public and private training is financed largely on inputs viz. number of courses, number of students, faculty, etc. Efforts would be made to move towards Government financing linked to placement ratios and outcomes.

b) Focus funding on candidates: The focus would be on funding the candidates rather opportunities and also about support schemes that enable them to participate in training.

c) In addition to vocational skills, the provision of soft (or life) skills – including basic literacy, numeracy, occupational safety and health, hygiene, basic labour rights, team work and confidence building – will be made as an integral component of the curricula. This will also help in empowerment of vulnerable groups.

VOCATIONAL TRAINING FOR WOMEN

Skill development for employability will be used as an agent of change in promoting women's employment. Women face a multitude of barriers in accessing skills and productive employment, remaining on the job due to effect of globalization or and advancing to higher level jobs, as well as returning to the labour market after a period of absence spent, for example, in raising children.

a) A policy of non-discrimination will be pursued vigorously to provide equal access for women to skill development and employment.

b) This Policy will aim to raise women's participation to at least 30% by the end of the 11th Plan.

c) Proactive measures that overcome barriers and facilitate participation, such as hostels for women, scholarships, transport, training materials and loans, will be made available on a large scale.

d) The Women's Vocational Training Program will be expanded and the institutional network providing training facilities exclusively for women, so that they can obtain skills with high wage and self-employment potential will be greatly expanded.

e) In order to promote skills and employability of women, the sectors which employ a large number of women will be identified. These may include construction; home based traditional crafts or piece rate work, financial and health service as well as agricultural sectors.

f) Gender stereotyping in vocational courses will be eliminated to encourage women's participation in non-traditional occupations, including existing and emerging technological fields.

RURAL, BORDER, HILLY AND DIFFICULT AREAS AND REGIONAL IMBALANCE IN OPPORTUNITIES

a) Infrastructure and programs for skill development are particularly scarce in rural and difficult areas and thus the problem of access to training is most acute in these areas. Specially the women are increasingly the main workers in rural households, as their husbands migrate but often equipped with only traditional and outdated skills and knowledge.

b) Skill development in rural areas contributes to improve productivity and working conditions in the agricultural sector while at the same time enabling rural workers, particularly young people, to access emerging employment opportunities beyond the agricultural sector.

c) The outreach and quality of skill development in rural areas will be improved so as to enable rural workers to acquire and upgrade technologies; improve linkages to value chains; increase agricultural production; expand access to market and engage in off-farm activities which can generate supplemental

income.

d) In view of the limited training infrastructure, a range of infrastructure facilities, including schools, community centers and local government buildings, will be utilized as training venues. Institutes for entrepreneurship training such as Rural Development & Self-employment Training Institutes (RUDSETI) will be further promoted. The Government itself will set up public institutions and will also promote the establishment of private sector training institutions through a package of suitably designed incentives such as provision of land and financial assistance.

DISADVANTAGED GROUPS: SCHEDULED CASTES, SCHEDULED TRIBES, OTHER BACKWARD CLASSES

- a) The reservations applicable to these groups will be strictly enforced, with appropriate gender composition.
- b) Existing schemes for benefitting these groups will be reviewed, strengthened and made more effective.
- c) Efforts will be made to mobilize capabilities and expertise of civil society

CONCLUSION

This descriptive paper aims to study and understand the importance and impact of The Vocational Education and skill Development on the Indian Economy. This research paper also put light on the challenges in Indian economy regarding the basic education and skill development

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