

REVOLUTIONIZING VOCATIONAL EDUCATION: MOVING TOWARDS SKILLED INDIA

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ABSTRACT

In the Era of Make in India, with two main factors of Production- Labour and Capital, the development of Labour cannot be ignored. With the advancement in machines and technology, developing high technological skills in our Labour force has become the need of the hour. Analyzing the situation and recognizing the need of the hour, our Government has announced National Skill Development Mission. This Research paper is an insight into the Vocational Education system in India and what improvements can be brought about in our Education System to bring it at par with the Industrial Employability.

KEYWORDS: Vocational Education, National Skill Development Mission, Skill India

INTRODUCTION

Vocational Education reflects a sophisticated level of knowledge and skills concerning a wide range of contemporary and technical skills. It also implies a well-developed understanding of theoretical knowledge and practical application. Professionally, Vocational training provides the skills needed to match the technical advancements in the required industry. For a worker, the knowledge gained in Vocational courses can make the difference in the wages received in highly competitive environment.

In Indian context, many workers start working at low levels and at low paid job in industries because of domestic financial pressures. In the long run, they feel stagnated both in context of wages and job responsibilities. Vocational training in this regard is a breakthrough for such people.

This research paper in an insight into Vocational Training programs and what improvements can be brought about in these programs to bring it at par with industry requirement.

CONTEMPRORAY ISSUES IN VOCATIONAL EDUCATION

Vocational Training and Education

Education is a process to impart knowledge to bring about a change in the behavior of the learner on the professional as well as the personal front. A complete education process is the one which involves imparting of knowledge followed by providing opportunity for growth of an individual. Vocational training is a way ahead of formal education, primarily because it is objective based. Objective of imparting specific industry specific skill set.

Vocational Education is the education imparted in the special schools or institutions that provide trade or business related knowledge. It helps to develop perfection amongst the students in all aspects of specified trade or

business.

Vocational education is classified as using procedural knowledge.

Generally known as Career and Technical Education (CTE) or technical and vocational education and training (TVET) it prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a high professional practitioner position in careers such as engineering, accountancy, nursing, medicine, architecture, law etc. Craft vocations are usually based on manual or practical activities and are traditionally non-academic but related to a specific trade, occupation. It is also termed as technical education as the trainee directly develops expertise in a particular group of techniques.

Integration of Vocational Education and Formal Education: Need of the Hour

Vocational education is generally related to the apprenticeship system of learning. But, it is high time that we recognize the need of the hour and incorporate Vocational Training in our Formal Education System.

In the Era of Make in India, Labour Market is becoming more and more specialized and hence requires higher level of Skill Sets. A pre-defined pattern of Education cannot meet up the expectations of each and every Industry. Therefore, Government and Businesses are increasingly investing in the future of Vocational Education.

Vocational Education can be introduced and imparted at various levels of teaching both in school and college levels. The various levels that can be listed as following:

- Secondary level
- Senior Secondary level
- Higher Secondary
- Apprenticeship Programme.

It is important to note that vocational education can be attached with formal education system with due academic credits given at successful completion.

Vocational Education basically aims at providing a skill based education which will help the students to acquire a specific set of trade or business related skills. They skills will be trade or business related and may or may not be related to the academics in general. This type of education may also be referred to as Technical Education and Career Education. This type of education or training helps students to develop an expertise in a particular area of technique.

These courses are designed in such a way that they are imparted through application based study and the theoretical concepts are incorporated in the teaching methodology. The understanding of application and theory are weaved together in such a way that the students gain a wholesome knowledge on each and every area of the subject taught.

Our School board, Namely CBSE i. e Central Board of Secondary Education has inculcated various Vocational Subjects in regular stream. The subjects have been added keeping in mind the changing needs of today's business environment. The Subjects are as follows:

Subjects for Agricultural Study

- Dairy Technology and Sciences

- Horticulture
- Poultry Farming

Subjects for Commerce

- Audits and Accounts
- Banking related Studies
- Business Administration
- Financial Markets and their Management
- Office Secretary ship
- Salesmanship and Marketing
- Retailing
- Stenography
- Computer Application

Subjects in Engineering Field

- Automobile Technology
- Civil Engineering
- Electricals
- Electronics Technology
- Foundry
- Geo Spatial Technology
- Information Technology
- Refrigeration and Air-conditioning Technology

Subjects for Health and Para Medical Sciences

- Auxiliary Nursing and Midwifery
- Health and Beauty Studies
- Health care Science
- Medical Diagnostics
- Medical Laboratory Techniques
- Ophthalmic Techniques
- X-Ray Techniques

Subjects for Home Sciences

- Beauty Services
- Clothing Construction
- Design Fundamental
- Fashion Designing
- Textile Designing
- Music Technical Production

Subjects for Hospitality and Tourism

- Bakery and Confectionary
- Food and Beverage Services
- Food Production
- Front Office
- Mass Media Studies and Media Production
- Tourism and Travel

Other Subjects Introduced

- Library and Information Sciences
- Life Insurance
- Transportation System and Logistics

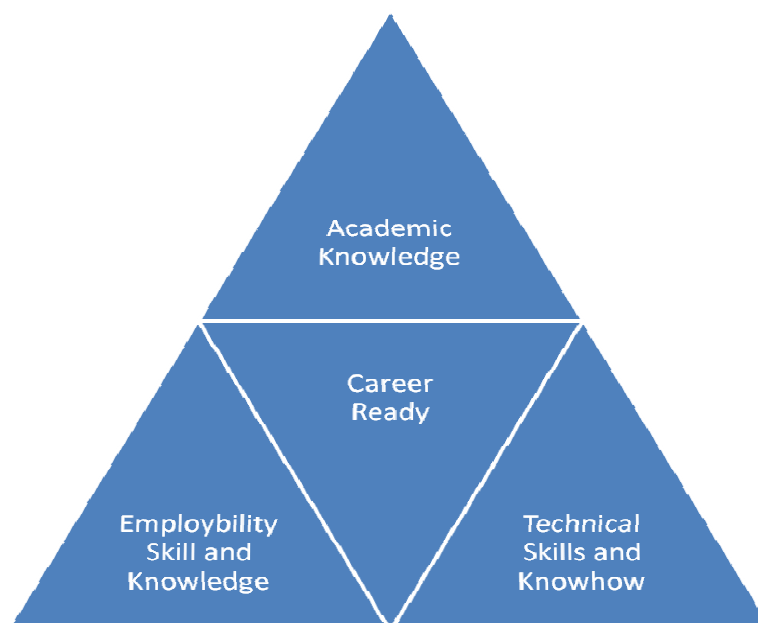


Figure 1: Need for Vocationalization of Education

National Skill Development Mission

On the occasion of World Youth Skills Day, i. e 15th July 2015, Our Honorable Prime Minister Shri Narendre Modi officially launched The National Skill Development Mission, with prior approval from the Union Cabinet.

The basic Objectives of this mission are as follows:

- To create convergence across sectors and states in terms of Skill training activities.
- To achieve the Vision Of “SKILLED INDIA”
- Expedite decision making across sectors to achieve skilling at scale
- To achieve Skilling at speed and Standard.

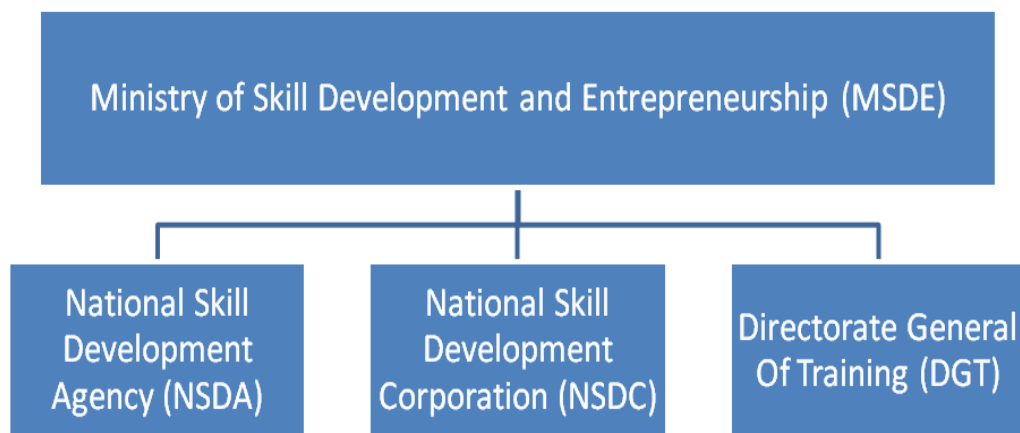


Figure 2: Implementation of National Skill Development Mission

There are seven Sub-Missions that were initially proposed so as to act as building blocks for achievement of the greater objectives of the Mission. They are listed as follows:

- Provision of proper and regular Institutional Training
- Provision of Proper Infrastructural Facilities
- Convergence
- Training the Trainers
- Seeking employment Opportunities overseas
- To be able to achieve Sustainable Livelihoods
- Creating Proper Provisions for Public Infrastructure

Vocationalization of Education

To bridge the gap between Academic Knowledge, Technical skills and employability, it is necessary to inculcate the spirit of Skill development in children at the School and Higher Education level. Understanding the core need to develop our students as Skilled Manpower of our economy, NSDC has announced Vocationalization of Education. This would be done at two levels.

Vocationalization of School Education

The Central Government Sponsored Scheme of Vocationalizing the Secondary Level Education, of HRD Ministry, Government of India has listed down a crucial role for NSC. There would be trainings conducted in these schemes. These trainings would be based on the National Occupational Standards. These Standards would be set by NSDC through its Sector Skill Councils. These Schemes also enforces these councils to conduct assessments and Certifications in coordination with state Boards.

NSDC is presently working for implementation of these Schemes in the following states in coordination with the respective state governments:

- Chhattisgarh
- Haryana
- Himachal Pradesh
- Karnataka
- Madhya Pradesh
- Maharashtra
- Nagaland
- Punjab
- Rajasthan
- Uttarakhand



Figure 3: Support of State Skill Council to States

Role and Responsibilities of the Stakeholders

State Government

- Framing Policies
- Creating Provision for proper Infrastructure
- Mobilizing Students
- Alignment of Vocational and Mainstream Scheme of Studies
- Project Marketing

NSDC

- Conceptualizing the Project
- Selecting partners in various businesses
- Implementing Projects across Schools
- Setting Up Standards and Quality Process
- Management and Review
- Student Certifications

NSDC Training Partner

- Developing Curriculum as per National Occupational Standards
- Preparing and Printing Courseware
- Providing Training
- Industry Participation

Vocationalization of Higher Education

NSDC has developed a unique model to integrate Skill based training and Formal University Education. They are created in accordance with National Occupational Standards set by Sector Skill Council.

The Main Features of the Model are listed as follows:

- It is primarily based on the skill gap report prepared by the state.
- The model will be developed and integrated into the timetable as per University Norms
- Sector Skill council will take the responsibility of training the trainers
- It will focus on capacity building workshop
- Student's orientation sessions will be taken up as per their career aspirations.
- Standardized training will be given by NSDC training partners

- On the job training will be on focus
- The Certification will be provided by Sector Skill Council
- Each and every student will be given Entrepreneurship and Employability opportunities

NSDC is working with 21 Universities and is in process of signing MOU's. UGC and AICTE are actively participating in the implementation of the program.

CONCLUSIONS

In today's global scenario and dynamic environment, India cannot afford to stick to the formal education pattern and practices. We have to continuously imbibe the changing trends and embrace the new format of education. Moreover, the challenge against Indian Industries is rising and thereby the requirement of skilled manpower is continuously increasing. Government has taken a major step, but still a lot has to be done.

This paper has presented one small but evolving practice in the era of Skill Development. The Educators and Government officials should pay attention to Industrial requirements and present education system and move continually to bridge the gap between the two both at Policy formulation and implementation levels.

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