

Vocational Education in India

Miss Kusum Kaushik

*Freelance Content Writer and Technical Writer
Certified Technical Writer from Tech Total Solutions Pvt Ltd, Hyderabad
Pursuing PG Diploma in Technical Writing from Symbiosis(SCDL)
Pursuing M.A. (Mass Comm)*

Abstract

Vocational Education is based on occupation and employment and it is the need of the hour for every country to have strong vocational education system. It can be defined as skilled based education. Vocational Education helps in Economic growth. The Indian education system recognizes the role of education and particularly Vocational Education. National Council for Vocational Training, an advisory body, was set up by the Government of India plays its important role in implementation of Vocational Education in India. Although there are lots many areas in which India is facing problems in Vocational Education Implementation. This article throws light upon scope, problem areas and government role in Vocational Education Implementation.

Keywords – Vocational Education, occupation, skilled, economic growth, advisory body, implementation.

What is Vocational Education?

Vocational Education can be defined as the education that is based on occupation and employment. Vocational Education is also 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 in all spheres of life. It involves various practical activities. It is sometimes referred as technical education because the trainee directly develops expertise in a particular group of techniques. Vocational education is related to the age-old apprenticeship system of learning. In other words Vocational Education may be classified as teaching procedural knowledge.

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.

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.

If you know exactly what you want to do in your career and it requires practical skills, then vocational learning is important. It could be hospitality and tourism, retail management, software development or interior design. There are literally thousands of skills based training options out there.

In today's technical world, even an engineering graduate is supposed to have some technical skills apart from the degree possessed by him or her i.e. in the form of certification etc.

Vocational Training in India

In India, we believe that education is the key to the task of nation-building. It is also a well-accepted fact that providing the right knowledge and skills to the youth can ensure the overall national progress and economic growth. The Indian education system recognizes the role of education and particularly Vocational Education.

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 Ministry of Labour, Govt. of India.

Part-time programs are offered through state technical education boards or universities who also offer full-time courses.

The technical and vocational education and training system (TVET) in India develops human resource through a three-tier system:

- Graduate and post-graduate level specialists (e.g. IITs, NITs, and engineering colleges) trained as engineers and technologists.
- Diploma-level graduates who are trained at Polytechnics as technicians and supervisors.
- Certificate-level for higher secondary students in the vocational stream and craft people trained in ITIs as well as through formal apprenticeships as semi-skilled and skilled workers.

National Council for Vocational Training (NCVT)

National Council for Vocational Training, an advisory body, was set up by the Government of India in the year 1956. The National Council is chaired by the Minister of Labour, with members from different Central and State Government Departments, Employers and Workers organizations, Professional and Learned

Bodies, All India Council for Technical Education, Scheduled castes and Scheduled tribes, All India Women's Organization, etc. And State Councils for Vocational Training at the State level and Trade Committees have been established to assist the NCVT. Main mandate of the NCVT, according to DGE&T, is to establish and award National Trade Certificates in engineering, non-engineering, building, textile, leather trades and such other trades which are brought within its scope by the Government of India. It also prescribes standards in respect of syllabi, equipment, scales of accommodation, duration of courses and methods of training. It also conducts tests in various trade courses and lays down standards of proficiency required for passing the examination leading to the award of National Trade Certificate etc. A new direction has been given to Vocational Education by NCVT.

Problems for Vocational Education Implementation

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. Firstly required steps should be taken to recognize appropriate institutes those fulfill the underlined criteria.

Vocational Higher Secondary schools are under MHRD in India. This need to be made strong as this is the base of Vocational Education.

Through, the study of the prevalent Vocational Education System in India the following problem areas have been identified -:

1. There is a high drop-out rate at Secondary level.
2. Vocational Education is presently offered at Grade 11, 12th.
3. Private & Industry Participation is lacking.
4. Less number of Vocational Institutes in the country.
5. Not adequate number of trained faculty.
6. Vocationalization at all levels has not been successful.
7. Lacking of new sectors of vocational education and skills training.
8. Acute shortage of skilled instructors and teachers in the country.
9. Lack of opportunities for continuous skill up-gradation.
10. Current education system is non-responsive to the skill demands of the existing and future industry, leading to a supply-demand gap on various counts.
11. Outside the school system, relevant vocational training centers are ill-equipped to handle the demand and are accessible to only a selected number of students who have passed at least level 10 and 10+.
12. Huge demand-supply skill gap. 90% of the jobs in India are "skill based"; entailing the requirement of vocational training. It is estimated that only 5% of the youth in India are vocationally trained.
13. 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.
14. Absence of monitoring committee.

Apart from that However there is a lot of variation among the various programs in terms of duration, target group, entry qualifications, testing and certification, curriculum, etc. which has resulted in problems related to recognition of qualifications, equivalence and vertical mobility.

Government Role

In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the technical fields, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative. The Government is well aware of the important role of Vocational education and has already taken a number of important initiatives in this area.

To stimulate and support reforms in skills development and to facilitate nationally standardized and acceptable, international comparability of qualifications, a “National Vocational Qualifications Framework” is being established by the Central Government. Central Advisory Board of Education (CABE) has resolved to set up an inter-ministerial group which would also include representatives of State Governments to develop guidelines for such a National Framework.

Conclusion

Vocational Education strengthens any country’s employment and same way its economy. India being a developing world has come a long way to enhance and implement Vocational Education.

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