

## **Impact of vocational training being held in India**

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### **Abstract**

India is a growing nation that can increase its GDP by making the greatest use of its sizable population by expanding its people resources and improving their abilities. In India, efforts are being made in the area of human development by beginning skill development in many sectors in various methods. Because vocational education is based on business and jobs, every country requires a strong vocational education system. It can be compared to education with a spending emphasis. Education in the trades fosters economic growth. The value of education, particularly vocational training, is recognized by the Indian educational system. The National Council for Vocational Training was created by the Indian government and is a key body in the growth of India's vocational education system. This paper clarifies the scope, concerns, and role of government in vocational education as it relates to the development of human resources occurring in India through vocational training.

**Keywords:** VET (Vocational Education Training), Vocational Education, Skills Development

### **Introduction**

The contribution of education to the advancement of society and the economy has long been acknowledged. Education enhances practical and analytical abilities, providing chances for people and organizations to have better access to the job market and other aspects of life. In order to accommodate the labour demands of rapid expansion, a highly educated workforce is crucial. Not only is education a tool for efficiency, but it is also a potent tool for democratization, democratic participation expansion, and general improvement of the quality of communal and individual life.

Although India's population growth has slowed over the years, it is expected that the workforce will increase by approximately 2% over the next few years, or 7 million more people annually. More women are entering the workforce as a result of societal change and modernization, and the dependency ratio—the proportion of dependents to working-age people—has decreased from 0.8 in 1991 to 0.73 throughout 2001 and 2011. By 2020, 0.59 is the anticipated lower level.

Any country's economic and social progress is fueled by its citizens' skills and knowledge. The problems and opportunities of globalization are met more swiftly and efficiently by nations with higher levels of knowledge and competence. India's economic advantage will depend on how successfully its people can develop, share, and utilize information as it transitions to an experience and understanding economy. India will need to train its labour force to produce knowledge workers that are more adaptable, flexible, analytical, and versatile. Professional, managerial, behavioral, interpersonal, and cross-functional skills are among the competencies required in the emerging knowledge-based economy. India needs a flexible education and training system that offers a foundation for learning, secondary and tertiary education, and the development of essential skills as a method of achieving lifelong learning in order to accomplish these aims.

For more than a decade, Indian VET (VET) has been of particular interest to various stakeholders. Countries and international organizations interested in foreign aid and economic development are active in this area and seek to advance skills development through

various instruments and initiatives (e.g. Dar, 2008; World Bank, 2017). At the same time, the Government of India has shown a strong interest in skills development through formal her VET in order to capitalize on the huge potential of the growing young population (Agrawal, 2014). Although the government is pushing to further develop an economy that has shown impressive growth rates following liberalization in the 1990s, India remains the fastest growing economy among the five major emerging economies in terms of economic growth. It is often cited as one of the promising countries, but we respect the challenges. Infrastructure and education are huge. On the one hand, a young and growing population offers great potential for growth and prosperity, but if India does not provide qualified workers and decent job opportunities, economic and social cohesion will actually may pose a threat to About 12 to 13 million young people leave school every year to seek apprenticeships, apprenticeships or jobs (British Council, 2016). However, while 59% of the population is in her 15-54 year old group (United Nations Development Program [UNDP], 2019), a shortage of skilled workers is evident (Agrawal, 2014).

While large investments in formal VET are considered essential to solve the problem of 'skilling' a large portion of the population (Rao et al., 2014), this system It fails to meet the needs of either primary or low-level student quality (King, 2012), and has serious quantitative problems (Mitra, 2005). Since 2004, the Government of India (GoI) has made several efforts to modernize the formal VET sector, targeting both quantitative and qualitative issues (British Council, 2016 ). A skills development policy was enacted in 2009, but the overall effort to improve the system has been largely unsuccessful, with the government failing to meet the ambitious target of 2% qualified staff annually. I couldn't do it. King, 2012) Less than 3% of the population has some form of formal vocational training (MSDE, 2018). In the following section, we take a closer look at India's existing VET systems, initiatives and strategies to identify possible perspectives and current challenges for the system.

### **Vocationalisation of Secondary Education**

The introduction of vocational training at the secondary and upper secondary levels aims to improve youth employability through demand-oriented, competency-based and modular vocational training courses, while reducing dropout rates at the secondary level. That's it.

The Centrally Funded Secondary and Upper Secondary Vocational Training Program approved by the Government in September 2011 was revised on February 12, 2014 and superseded by the NVEQF issued by the State Department on September 2, 2012. Modified to match the National Skills Qualification Framework. The NSQF document is available on the National Skills Development Authority website. [www.skilldevelopment.gov.in](http://www.skilldevelopment.gov.in). This program covers her NSQF level 1 to level 4 vocational training from grade 9 through her grade 12.

The revised program aims to integrate VET with general education, as it is introduced at the secondary education level and provides horizontal and vertical mobility for students. We offer close industry partnerships in the design, development, delivery, evaluation and certification of competency content.

The program's revised policies are available at: Vocational Education section of [www.rmsaindia.org](http://www.rmsaindia.org) and [www.mhrd.gov.in](http://www.mhrd.gov.in). A larger definition of vocational education covers learning and skill development at all educational levels, from post-primary to higher education. The +2 level of vocational education, also known as upper secondary education, aims to prepare students for the world of work, particularly for themselves, by teaching them the necessary competencies (knowledge, skills, and attitudes) for employment a particular

occupation or occupational group through a variety of vocational courses provided by governments.

This secondary level vocational education programme aims to increase the variety of educational options available to students in order to increase their employability, lessen the disparity between the supply and demand for highly skilled labour, and give students who want to pursue further education an alternative. This program requires the state/province to establish administrative structures, prepare professional research on the ground, and create curricula, textbooks, workbooks, curricula, training manuals, teacher training programs, and technical support systems for research and development. Provide financial support to strengthen Conduct training, evaluation, etc. within the framework of the program.

- There are 21,000 sections in 9,619 schools offering vocational education to around 1 million students. By 2011–12, it is planned to add 20,000 new schools to the vocational education system, increasing enrollment to 2.5 million students.
- The fields of Agriculture offer about 150 +2 level job-oriented courses. Engineering and technology, home science, and business & commerce Social sciences, humanities, and paramedical fields are among them.

The curriculum for the new vocational education programmes will be demand driven, and they will include structured workplace hands-on training and exposure. The service sector will receive more attention, along with soft skills, computer literacy, and flexible scheduling. Other characteristics include required collaboration with businesses that offer internships and trainers, curriculum suggestions, assessment participation, and certification. The programme will guarantee mobility between general, technical, and vocational education as well as different entry and departure points. Students in the 11th and 12th grades have access to over 160 vocational courses that are provided in roughly 6,000 schools across the country's 32 States and Union territories.

### **New Vocationalization Plan for Higher Secondary Education**

- The strategy includes the following significant changes:
  - Strengthening current vocational schools and developing new vocational schools.
  - An increase in intake capacity during the Eleventh Plan.
  - Creation of competency-based, modular vocational courses with a range of lengths.
  - A demand-based revision of the current system, which is now supply-based.
  - The establishment of several committees and/or bodies for the purpose of monitoring governance and carrying out the National Vocational Qualification Framework
  - The establishment of the Boards of Vocational Education in each state and the Central Board (CBVE and SBVE), respectively, for the purposes of accreditation/affiliation, examination certification, and equivalent
  - The creation of paths between 14 Indian qualifications for upward and downward mobility.
  - The availability of various access, numerous exit, and flexible delivery options.
  - The sharing of duty between academic institutions and businesses/employers for preparing job candidates.

### **Vocational Education and Training**

Depending on the type and level of course provided, vocational training may begin in grade nine and continue through post-secondary education (International Centre for Technical and Vocational Education and Training [UNEVOC], 2018). It refers to certificate-level training in

a number of craft skills but is not connected to higher education. A successful completion of grade 8 is a basic condition for all courses, with the exception of those initiatives aimed at the unorganised sector, whose entry criteria vary from course to course (MSDE, 2018). It is offered through two significant programmes: the Craftsman Training Scheme (CTS) and the Apprentices Act's apprenticeship training (Wessels & Pilz, 2018).

### **National Policy on Skill Development**

A National Policy on Skill Development has been created by the Ministry of Labor and Employment. The objective is to create a workforce with improved knowledge, skills, and credentials that are internationally recognized in order to ensure India's competitiveness in the quick-paced global labour market. It seeks to boost participation of youth, women, the disabled, and other underrepresented groups, as well as to coordinate the activities of many sectors and improve the current system. It also intends to increase workforce productivity in both organized and unorganized sectors.

Presently, India has a 3.1 million person annual skill development capability. That capacity will be raised to 15 million annually according to the XI Five Year Plan. By 2022, India wants to have 500 million skilled workers. The capacity and capability of skill development programmes must therefore be increased. Initiatives to increase skills help the creation of jobs, economic expansion, and social progress. Comprehensive economic, political, and social policies and programmes will include skill development policy as a core component. There will be built a framework for improved cooperation amongst different stakeholders, including Ministries, States, Industry, etc. It will support excellence and adhere to knowledge economy standards.

#### **Mission**

The National Skill Development Initiative would enable everyone to attain quality work and ensure India's competitiveness in the global market by enhancing their knowledge, skills, and nationally and internationally recognized credentials.

#### **Aims**

To ensure swift and inclusive growth, the nation's goal for developing skills is to:

- Improving individuals' employability (wage or self-employment) and adaptability to shifting technological requirements and the demands of the labor market.
- Increasing people's productivity and standard of living
- Improving the nation's competitiveness
- Getting investors to invest in skill development

#### **The following are the goals of the national policy on skill development:**

- Provide opportunities for everyone, particularly youth, women, and those from underprivileged backgrounds, to acquire skills throughout their lives.
- Encourage all stakeholders to commit to their own skill development initiatives.
- Create a workforce of high-quality skilled workers and entrepreneurs who are pertinent to the requirements of the emerging employment market.
- Make it possible to develop adaptable delivery systems that can meet the requirements of a wide range of stakeholders.
- Make it possible for various ministries, the federal government, states, and both public and private service providers to work together effectively.

#### **Scope**

Scope of The national policy on skill development addresses the following:

- Skill development at institutions like ITCs, vocational schools, ITIs, technical schools, professional colleges, and polytechnics, among others
- Sectoral skill development programs run by various ministries and departments.
- Apprenticeships, both formal and informal, and other types of training businesses.
- Self-employment and entrepreneurial development training.
- Non-formal training, such as training provided by civic society organizations;
- Lifelong learning, adult education, and retraining of retired or departing staff
- Online learning, distance learning, and web-based learning

### **Adopting the Right Methods:**

In order to make skill development simpler, the educational system at the school level should be changed. This can be done by promoting research in educational institutions, expanding and upgrading vocational education and training, and upgrading higher and technical education.

### **The government must reevaluate its role in:**

- Enhancing and reforming vocational education and training;
- establishing a clear policy to encourage private sector participation in capacity expansion.
- Invest in vocational training facilities;
- Encourage interaction between the business world and academia to close the skill shortage.

### **National Skills Qualifications Framework**

In order to integrate vocational education with general education and give students a seamless path for a smooth transition from school to job or further education and training, the Ministry of Human Resource Development created the National Vocational Education Qualifications Framework in 2012. 2013 saw its incorporation into the National Skills Qualifications Framework (NSQF). The NSQF is composed of a series of "learning outcomes" levels numbered from level 1 to level 10 (table 1). The learning outcomes-based levels serve as a benchmark for qualifications, enabling comparison and facilitating qualification evaluation. Levels are determined by learning difficulty; The simplest number is 1, while the most complex number is 10. It is a comprehensive framework that applies to colleges and universities from Grade IX (NSQF level 1) to Diploma (NSQF level 5) and Advanced Diploma (NSQF levels 6-10). A statement of learning outcomes is used to describe each NSQF level in the following domains: Organizational unification of general and vocational education is being done to bring about a unification in the academic and vocational study under the NSQF and creating common arrangements for funding, administration, regulation, and quality assurance (<https://ncvet.gov.in/nsqf-notification>). i) process required, ii) professional knowledge, iii) professional skills, iv) core skills, and v) responsibility

The National Vocational Qualification Framework was developed in 2009 with assistance from the World Bank in accordance with the National Policy on Skill Development, a first qualification framework. Its primary objective was to encourage the recognition of skills and knowledge acquired in informal settings and to facilitate international comparability of India's educational and vocational qualifications. In addition, the framework was created to structure and integrate the extensive array of qualifications, programs, and providers of VET in India across states. Under the MHRD, a second National Vocational Education Qualification Framework was established to integrate pre-vocational content into secondary and higher education and to integrate vocational qualifications into the educational system. The NSQF, which was launched in 2013 (MSDE, 2019b), replaces both of them in an effort

to provide comparability and mobility between general and vocational education, recognize prior learning, including skills acquired in informal settings, and implement international standards (MSDE, 2019b). In secondary and higher secondary education, NSQF standards are frequently used to shape revised curricula (Wessels & Pilz, 2018; PSS Central Institute of Vocational Education, 2019). The majority of the private sector has not recognized the NOS and QPs used by the NSDC and NSQF (MSDE, 2016). In addition, the qualification framework's transition between various forms of education and training was not effectively implemented. As VET and general education currently coexist without any practical link of relevance between sectors, it remains to be seen whether vertical mobility and recognition of prior learning will be facilitated in the future.

A crucial component of the National Skill Qualification Framework is internships (NSQF). It enables students to gain practical experience by working in an appropriate organisation. There are more than 25,000 students in class 11 and class 12 in the 2019–2020 batches, and out of that number, 6454 students have completed internships for a period of 10–15 days throughout the summer and winter breaks of 2019–2020 and beyond. The internship's primary goals were:

1. be familiar with the workplace.
2. Make wise career decisions.
3. By using concepts practically, you can learn things more effectively.
4. Boost your self-assurance when looking for work.
5. Students become accustomed to respecting the formalities, etiquettes, and timeliness expected in any workplace.
6. Without any downtime, organisations are actively involving students.

### **National Education Policy 2020**

In order to create a new system that is in line with the aspirational objectives of students in the 21st century, the National Education Policy 2020 proposes the revision and overhaul of all aspects of education, including the educational structure, regulations, and governance. A clear action plan with targets and timelines will be developed in order to ensure that at least 50% of students in the school and higher education system have access to vocational education by 2025. The policy aims to gradually integrate vocational education into mainstream education across all educational establishments and overcome the social status hierarchy associated with vocational education. Quality vocational education will seamlessly integrate into school and higher education, beginning with early exposure to the workforce in middle and secondary school. Every child is exposed to multiple occupations and will learn at least one. As a result, the dignity of labor and the significance of various occupations involving Indian arts and craftsmanship would be emphasized. A clear action plan will ensure that at least half of students in the school and higher education systems will have access to vocational education by 2025.

Over the next ten years, vocational education will gradually become part of the curriculum at all secondary schools. The growth of "academic" or other capacities will go hand in hand with the growth of vocational capacities. Secondary schools will need to work together with Polytechnics, Industrial Training Institutes (ITIs), Local Industry, and other organizations to accomplish this goal. In a Hub and Spoke model, skill labs will also be set up and created in the schools, making it possible for other schools to use the facility. Vocational education will be offered by higher education institutions alone or in collaboration with industry and other institutions.

The Ministry of Education is organising Shikshak Parva 2021-22 from 5th to 17th September, 2021 on the theme "Quality and Sustainable Schools-Learnings from Schools in India". During the Shiksha Parva, ten (10) webinars will be held on various sub-themes. One of the sub-themes is "Re-imagining the Vocational Education and Skill Building".

The National Education Policy 2020 places a high value on vocational education and teacher capacity development to improve students' employability and vocational skills at all levels. By identifying, designing, and developing vocational courses that meet the national norms and skill standards, the quality of VET will be improved. The selection and recruitment of teachers, the selection of students, the course delivery, assessment, and awarding of qualifications to students should all be included in the process of vocational course accreditation and provider registration, which would also improve the quality and sustainability of VET programs. A robust system for the capacity development of stakeholders at all levels, including the national, state, district, and institutional levels, is required for the administration and management of the VET system as a whole and the provision of student support services. To increase the effectiveness of pedagogical and other aspects of VET implementation, best practices in vocational education and training with a focus on specific criteria that can be replicated in various institutions in the relevant areas must be identified and shared at various levels.

### **Conclusion**

A vast majority of India's population, across all age groups, did not receive any skill training, the majority of whom were women and lived in rural areas. According to this scheme in India, vocational courses as per NSQF are provided to the students in schools from class 9 to 12. Vocational modules are offered to the students as an additional subject at the secondary level. Classes IX and X. Senior vocational courses are offered as a compulsory (elective) subject at the secondary level in classes XI and XII. Vocational programs are selected based on their nominal hours, age and educational background required, and suitability for school students. The existing Samagra Shiksha program has been revamped, and several new interventions relating to vocational education have been included to meet the various NEP objectives. Here are some examples: The scope of vocational education has been expanded to cover government aided schools in addition to government schools. Vocational trainers and employers have given very positive feedback overall. Furthermore, the results at the student level appear very promising: students now have a greater sense of self-assurance and are more aware of the opportunities available to them in their careers. They are now confident in how they conduct themselves at work. They do this because they have become familiar with the work environment and culture. It is observed that other students have expressed a strong interest and enthusiasm to do the internship as they were equally motivated by the intern.

- Hub and Spoke Model of Vocational Education has been introduced providing for the utilization of the infrastructure available in the Hub schools by the students of nearby schools (spoke schools) for vocational training.
- Exposure of pre-vocational education at Upper Primary level.
- Internships, bag less days etc. have been included under Innovation component of Samagra Shiksha.

The Employability Skill module has been made a requirement for vocational courses under the scheme. It includes green skills, self-management skills, entrepreneurial skills, and information and communication technology skills.

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