

TVET for Skill Development- Issues and Implications

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Abstract : India has one of the largest technical manpower in the world. However, compared to its population it is not significant and there is a tremendous scope of improvement in this area. In India, the emphasis has been on general education, with vocational education at the receiving end. This has resulted in large number of educated people remaining unemployed. This phenomenon has now been recognised by the planners and hence there is a greater thrust on vocationalisation of education. Another shortcoming in the area of technical and vocational education is that till now, the number of engineers graduating is more than the diploma holders. This is creating an imbalance, as more workforces are required at the lower level. Hence more polytechnics and Institute for Industrial Training (ITIs) are being opened now. Besides, various Ministries are trying to impart vocational courses through innovative institutions, specially launched for the purpose. In doing so, the government is trying to maintain quality of these courses. Under the XIth Plan, vocationalisation of education has received a boost with more funds being allocated for the purpose. Besides, it is also being ensured that the marginalised sections of the society, including women, get adequate representation in these courses. It can thus be hoped that TVET (Technical Vocational Education Tool) will play a major role in improving the lives of the people of India.

KEY WORDS : Vocationalisation, marginalised, unemployment, Technical

INTRODUCTION:

The role of education in facilitating social and economic progress has long been recognized. Education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labour markets and livelihoods. A better educated labour force is essential if we are to meet the labour supply requirements of faster growth. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life. The population growth of India has declined over many years, yet the labour is projected to grow by close to 2% or some 7 million or more per year over next few years. Modernisation and social processes have also led to more women entering the work force lowering the dependency ratio (ratio of dependent to working age population) from 0.8 in 1991 to 0.73

in 2001 and is expected to further decline to 0.59 by 2021. Skills and knowledge are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalisation. India is in transition to a knowledge based economy and its competitive edge will be determined by the abilities of its people to create, share and use knowledge more effectively. This transition will require India to develop workers into knowledge workers who will be more flexible, analytical, adaptable and multi skilled. In the new knowledge economy the skill sets will include professional, managerial, operational, behavioral, inter personal and inter functional skills.

To achieve these goals, India needs flexible education and training system that will provide the

foundation for learning, secondary and tertiary education and to develop required competencies as means of achieving lifelong learning.

INCLUSIVENESS

As education is the means for bringing socio-economic transformation in a society, various measures are being taken to enhance the access of education to the marginalized sections of the society. One such measure is the introduction of the reservation system in the institutes of higher education. Efforts are also being taken to improve the access to higher education among the women of India by setting up various educational institutes exclusively for them or reserving seats in the already existing institutes. The growing acceptance of distance learning courses and expansion of the Open University system is also contributing a lot in the democratization of higher education in India

CONSTITUTION COMMITMENTS

According to the Indian Constitution, Education is a concurrent subject hereby powers are vested both in the Central and State Governments. The Constitution (86th Amendment) Act, 2002, enacted in December 2002 seeks to make free and compulsory education a Fundamental Right for all Children in the age group 6-14 years by inserting a new Article 21-A in Part III ('Fundamental Right') of the Constitution.

TECHNICAL AND VOCATIONAL EDUCATION SYSTEM IN INDIA

Technical and Vocational Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. The term Technical Education and Vocational Training are sometimes used synonymously. However, as per present practice, the term TE refers to post-secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff. The term VT refers to lower level education and

training for the population of skilled or semi-skilled workers in various trades and it does not enhance their level with respect to general education.

The main agencies involved in TVET policy formulation and its implementation include:

Central Government

- National Skills Development Council
- Ministry of Human Resource Development
- Department of School Education and Literacy (for TVET programmes in senior secondary schools)
- Department of Higher Education (for Technical Education)
- Ministry of Labour and Employment, Directorate General of Employment and Training (for Vocational Training)
- There are some other 20 Central Ministries and Departments which have running some small TVET programmes .

State Government

- Directorate of Technical Education

Private Sector

NGOs

Technical Education Quality Improvement Programme (TEQIP)

Government of India has implemented a Technical Quality Improvement Programme (TEQIP) with the assistance from the World Bank to improve the quality of education and enhance the capabilities of the technical institutions to become dynamic, demand-driven, quality conscious and competitive at national and international levels. The proposed reforms include faculty development, examination reforms, regular curriculum revision, introduction of semester system, focus on research and giving autonomy with the accountability.

VOCATIONAL AND TRAINING EDUCATION IN INDIA

The National Policy on Education (NPE), 1986 (as modified in 1992) Keeping in mind that the education system should cater to the needs of the manpower requirement for the economic development of the country. Government of India has accorded high importance to vocational education and training. While elaborating on the essence and role of Education, the National Policy on Education (NPE), 1986 (as modified in 1992) has recognized that Education develops manpower for different levels of the economy. The NPE also envisages the introduction of systematic, well-planned and rigorously implemented programmes of vocational education, which can be rigorously implemented to enhance employability, reduce the mis-match between demand and supply of skilled manpower and to provide an alternative to those pursuing tertiary education, without particular interest or purpose. The policy envisages that efforts will be made to provide children at the higher secondary level with generic vocational courses which cut across several occupational fields and which are not occupation specific.

Vocationalisation of Secondary Education

Vocational Education in a much broader sense cover education and skill development at all levels from post primary to tertiary education - both through formal and non-formal programmes. Vocational Education at the +2 stage, also known as higher secondary stage, develop competencies (knowledge, skills and attitude) required by a specific occupation or a group of occupations, through diversified vocational courses to prepare pupil for the world of work, especially for self - employment. A Centrally Sponsored Scheme on vocationalisation of secondary education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and an alternative for those pursuing higher education. The scheme provides for financial assistance to the states/UTs to set up administrative structure, area vocational surveys, preparation of curriculum, text books, work book

curriculum guides, training manuals, teacher training programme, strengthening technical support system for research and development, training and evaluation etc. Under the Scheme,

- Vocational education is provided in 9,619 schools with 21,000 sections covering about 1 million students. It is proposed to expand vocational education to 40,000 schools and the intake capacity to 4.5 million by 2016-17.
- About 150 job oriented courses at +2 level are being provided in the areas of Agriculture, Business & Commerce, Engineering and Technology, Home Science, Health and Paramedical, Social sciences, humanities etc. The vocational education programmes will be restructured with demand driven curriculum and a structured workplace hands on training/exposure. Greater emphasis will be on service sector with soft skills and computer literacy, flexi-time. Other features include compulsory partnership with employers who provide trainers and internship, advice on curricula, participate in assessment and certification. The programme will ensure mobility between vocational, general and technical education and multiple entry exit options. The 11th and 12th grade students have access to around 160 vocational courses offered in about 6,000 schools of the 32 States/Union territories of the country.

Revamped Scheme of Vocationalisation of Higher Secondary Education

The major modifications which can be suggested under the scheme are –

- Strengthening of existing Vocational Schools and establishing new vocational schools.
- Development of competency based modular Vocational courses of varying duration
- Revision of the existing system from supply based to demand based.
- Setting up/constitution of various bodies/committees for governance monitoring and implementation of the National Vocational Qualification Framework.
- Setting up of Central Board and State Boards of Vocational Education (CBVE) and (SBVE) for

accreditation/affiliation, examination certification and equivalence.

- Provision of pathways among 14 Indian qualifications for vertical and horizontal mobility.
- Provision of multiple-entry, multiple exit and flexibility in delivery.
- Provision of joint-responsibility of academic Institute and Industry/Employer for making a person employable.

POLYTECHNIC EDUCATION

Polytechnic education in India contributes significantly to its economic development. Most of the polytechnics in the country offer three year generalized diploma courses in conventional disciplines such as Civil, Electrical and Mechanical Engineering. During the last two decades many polytechnics started offering courses in other disciplines such as Electronics, Computer Science, Medical Lab technology, Hospital Engineering, Architectural Assistantship etc. In addition, many single technology institutions are also offering diploma programmes in areas like Leather Technology, Sugar Technology, and Printing Technology etc. Many diploma programmes are also being offered exclusively for women in Women's Polytechnics such as in Garment Technology, Beauty Culture and Textile Design. Polytechnics are meant to provide skills after class X and the duration of diploma programmes is 3 years, which means, the trainee becomes employable at the age of 19 years. Polytechnics are also offering post diploma and advanced diploma programmes of 1- 2 years duration in different specializations.

The aim of the polytechnic education is to create a pool of skill based manpower to support shop floor and field operations as a middle level link between technicians and engineers. The pass-outs of Diploma level Institutions in Engineering & Technology play an important role in managing shop-floor operations. It is further an established fact that small & medium Industry prefer to employ Diploma Holders because of their special skills in reading and interpreting drawings,

estimating, costing & billing, supervision, measurement, testing, repair, maintenance etc.

During the last decade, India has seen a tremendous increase in the number of Engineering Colleges at Degree level throughout the country. However, the growth of technical institutions has not been uniform as far as the number of polytechnics and degree engineering colleges is concerned. The present student intake in degree and diploma level technical institutions is 12.53 lakhs and 6.54 lakhs respectively. The ratio of degree to diploma holders is around 2:1, whereas ideally it should be 1:3. This is because of more private participation in the engineering sector compared to the diploma sector. There is also a societal perception that degrees command a premium in the job market rather than diplomas.

A Nation-wide scheme of "Sub-mission on Polytechnics" has also been launched. These Polytechnics should be established with central funding and could be set up through PPP and private funding. All these new polytechnic institutes will have a community polytechnic wing. Women's Hostels should also be set up in all the government polytechnics. The existing Government Polytechnics could be incentivised to modernize in PPP Mode. Efforts should also be made to increase intake capacity by using space, faculty and other facilities in the existing polytechnics in shifts. There is also a shortage of qualified diploma holder in several new areas. Therefore, engineering institutions will be incentivized and encouraged to introduce diploma courses to augment intake capacity. Diploma programmes could be run in evening shifts when the laboratory, workshop, equipment and library are free.

Main Problems of Polytechnic Education in India

Over the years, the diploma programmes have deteriorated losing the skill components, which has resulted in their being just a diluted version of degree education. The organizations employing them have to train them all over again in basic

skills. Major problems being faced by the polytechnic education system are: -

1. Non - availability of courses in new and emerging areas.
2. Inadequate infrastructure facilities and obsolete equipment.
3. System unable to attract quality teachers
4. Inadequate financial resources
5. Inadequate or non-existence of state policies for training and retraining of faculty and staff
6. Lack of flexibility and autonomy to the institutions
7. Inadequate industry institute participation
8. Lack of Research and Development in technician education
9. Antiquated Curricula.

UNIVERSITY GRANTS COMMISSION

The University Grants Commission has scheme of Career Orientation to Education/Career Oriented Programme/Career Oriented Courses. The objective of the scheme is to ensure that the graduates who pass out after completing these courses, have knowledge, skills and aptitude for gainful employment in wage sector, in general and self employment, in particular so as to reduce the pressure on institutions of higher learning for Master Degree. The courses run parallel to the conventional B.A., B.Com. and B.Sc. Degree. The successful students are awarded certificate/diploma/advanced diploma under this programme.

NATIONAL POLICY ON SKILL DEVELOPMENT

A National Policy on Skill Development has been formulated by the Ministry of Labour & Employment. The objective is to create a workforce empowered with improved skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic Global Labour market. It aims at increase in productivity of workforce both in the organized and the unorganized sectors, seeking

increased participation of youth, women, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system.

At present the capacity of skill development in India is around 3.1 million persons per year. 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.

Skill development initiatives support employment generation, economic growth and social development process. Skill development policy will be an integral part of comprehensive economic, labour and social policies and programmes. A framework for better coordination between various stakeholders – Ministries, States, Industry etc. will be established. It will promote excellence and will meet the requirements of knowledge economy

Mission

National Skill Development Initiative will empower all individuals through improved skills, knowledge, nationally and internationally recognised qualifications to gain access to decent employment and ensure India's competitiveness in the global market.

Aims

The aim of skill development in the country is to support achieving rapid and inclusive growth through:

- Enhancing individuals' employability (wage/self-employment) and ability to adapt to changing technologies and labour market demands.
- Improving productivity and living standards of the people.
- Strengthening competitiveness of the country.
- Attracting investment in skill development.

Objectives

The objectives of the national policy on skill development are to:

- Create opportunities for all to acquire skills throughout life, and especially for youth, women and disadvantaged groups.
- Promote commitment by all stakeholders to own skill development initiatives.
- Develop a high-quality skilled workforce/entrepreneur relevant to current and emerging employment market needs.
- Enable the establishment of flexible delivery mechanisms that respond to the characteristics of a wide range of needs of stakeholders.
- Enable effective coordination between different ministries, the center and the states and public and private providers.

Scope

The coverage of the national policy on skill development includes the following:

- Institution-based skill development including ITIs/ITCs/Vocational schools/technical schools/polytechnics/ professional colleges etc.
- Learning initiatives of sectoral skill development organised by different ministries/departments.
- Formal and informal apprenticeships and other types of training enterprises.
- Training for self-employment/entrepreneurial development.
- Adult learning, retraining of retired or retiring employees and lifelong learning
- Non-formal training including training by civic society organisations.
- E-learning, web-based learning and distance learning.

MAJOUR CHALLENGES AND ISSUES IN TVET

Some Reasons for Low Performance

- Low priority for Vocational Education
- Shortage of trained teachers and trainers
- Inadequate linkages with Industries
- Absence of a National Competency Testing and Accreditation system
- Lack of infrastructure – building, modern equipment and raw materials.

- Inadequate or non-coverage of trades in service sector which has higher employment potential.
- Lack of equivalence for employment purposes
- Lack of vertical mobility.
- Inflexible curriculum.
- Lack of convergence between various agencies.
- Lack of overall social recognition.

Some Issues on Vocational Education

- Employability and Demand and Supply matching
- Informal Sector's requirement
- Multiple skills
- Flexibility of Course design, modularity
- Out of School Children
- Open and distance learning
- Use of Technology
- Linkage to local demand
- Career guidance
- Teacher's Training and Retention
- National Vocational qualification system Skill requirement in – Curriculum, Assessment and Certification
- Emerging Sectors
- Involvement of Industry and Civil Society
- Horizontal and Vertical Mobility
- Equity (Girls, rural population, SC, ST, Minority and Disabled)
- Financing
- State Government's Role

The challenges are immense and in order to achieve the goals there has to be substantial expansion of quality technical/ vocational education and training for raising employability and productivity.

The skills provided have to be attuned to:

- New business requirements;
- Improving quality of education and trainings at all levels; and
- Make technical/ vocational education system more flexible and inclusive for sustainable growth.

APPROPRIATE STRATEGIES TO BE ADOPTED

- Expand and upgrade vocational education and training
- Expand and upgrade higher and technical education
- Promote research in educational institutions; and
- Redesign the educational pattern at the school level to facilitate skill development.
- Government has to redefine its role in:
 - reforming & strengthening vocational education and training
 - Clear policy for facilitating capacity expansion through private sector participation.
 - make investment in vocational training institutes
 - promote industry and academia interaction to narrow the existing gap between the demand and supply of the skilled

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