

How to Cite:

Boruah, N. (2022). Vocational education in India: Issues and challenges. *International Journal of Health Sciences*, 6(S1), 3385–3391. <https://doi.org/10.53730/ijhs.v6nS1.5498>

Vocational Education in India: Issues and Challenges

Nibedita Boruah

M. A in Education, Dibrugarh University y

Abstract--Vocational Education and Training (VET) is an important element of the nation's Education initiative. It is related to productivity. Vocational education prepares individuals for jobs 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. In India there is a need of vocational education which enhances skill development. The Indian education system recognizes the role of education and particularly vocational education. But there are so many challenges in implementation of vocational education. The present paper also looks into the insight of existing policies and initiatives taken by the Government of India to increase the quality of vocational education & skill development in India.

Keywords--Vocational education, Needs, government initiative, issues and challenges, Recommendations, NEP 2020.

Introduction

Vocational and technical education, according to Yusuf (2006) [15], is a form of education that seeks to prepare persons for employment in recognized occupations. This type of education provides the skills, knowledge and attitudes necessary for effective employment. Odogwu (2005) [9] describes vocational education as a type of education which emphasizes preparation and participation in an occupation of social value. Contrasted with general education, vocational education is skill-oriented and trains both the head and the hands (Oranu, 2009) [11]. 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 is education within vocational schools that prepares students 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 related to technology, skill and scientific technique to span all aspects of the trade. Need of Vocational Education Vocational education and Training (VET) is an

important element of the nation's education initiative. 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 education and Training (VET) is an important element of the nation's education initiative. 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. Vocational or skill based education is becoming more and more important today because 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. 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. There are thousands of skills based training options out there and 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.

Policies and initiative of government

Government of India take initiative toward growth of vocational education in India. Govt. of India formulated various policies for the implementation of vocational education in India. These initiatives are as follows:

1. Centrally Sponsored Scheme of Vocationization of Secondary Education:

The Centrally Sponsored Scheme of Vocationization of Secondary Education was launched in year 1988. The Scheme envisaged selection of vocational courses on the basis of assessment of manpower needs. The main objectives of the scheme, as spelt out in the National Policy on Education 1986, were to provide diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative for those pursuing higher education. Vocational Education was made a distinct stream intended to prepare students for identified occupations spanning several areas of activities.

2. Central Board of Secondary Education (CBSE):

CBSE is offering 34 Vocational courses consisting of 107 subjects in its about 500 governments and government aided schools across the country. During the academic session 2007-08, Financial Market Management was introduced as vocational package in class 11. CBSE launched three new vocational courses, namely, "Hospitality and Tourism," "Mass Media Studies & Media Production" and "Geospatial Technology" from the academic session 2010-11. CBSE is making efforts to introduce more such courses in collaboration with relevant industry/organization, and has facilities for joint certification.

3. National Institute of Open Schooling (NIOS):

NIOS offers 82 vocational education courses through its accredited vocational Institutes which include Government Institutes, NGOs and Registered Societies. 1063 Accredited Vocational Institute (AVI) provides training to neo literates up to pre-degree level.

4. Jan Shikshan Sansthan (JSS):

JSS have evolved from the erstwhile Shramik Vidyapeeths to meet the educational and vocational training needs of illiterate and neo literate adults and young people in urban and rural India. Jan Shikshan Sansthans are set up by voluntary agencies, which are provided financial assistance for taking up vocational training programmes for illiterate and neo-literate persons, people belonging to socio-economically weaker sections, disadvantaged groups, unskilled and unemployed youth in the age group of 15-35 years. Within all these groups the Jan Shikshan Sansthans are expected to give priority to women. A total number of 271 JSSs have been sanctioned in different parts of the country.

5. Craftsmen training in it is DGE&T in Ministry of Labour & Employment conducts vocational training courses through 8,306 ITIs/ITCs (2140 Government ITIs & 6166 Pvt. ITCs) in 114 trades for school leavers. Duration of training courses varies from 6 months to 3 years and students with Classes 8 to 12 pass qualification can seek admission in these courses. The responsibility of opening of the ITIs and introduction of trades in ITIs rests with the respective State Governments. Efforts are made to update/revise curricula of courses offered by DGE&T regularly in consultation with the industry and State/UT Government to ensure that training is aligned to market needs & employment oriented. Each upgraded ITI covered under the above scheme would cater to the need of one Industrial Sector with active involvement of concerned Industry in all aspects of training.

6. National Vocational Qualification Framework (NVEQF):

The National Vocational Education Qualification Framework (NVEQF), which has been launched by AICTE and Ministry of HRD mainly focuses on general education element into vocational education and vice versa. It bring the vocational education program in schools that will offer new career choices to students and make them better prepared for the world of work. Through NVEQF, Ministry aims to develop the skills and competencies of students opting for vocational courses.

7. Skill India:

Skill India is a campaign launched by Prime Minister Narendra Modi on 15 July 2015 which aim to train over 40 crore people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme".

8. Udaan:

Udaan is a special industry initiative for Jammu & Kashmir in the nature of partnership between the corporates of India and Ministry of Home Affairs and implemented by National Skill Development Corporation. The programme aims to

provide skills training and enhance the employability of unemployed youth of J&K. The Scheme covers graduates, post graduates and three year engineering diploma holders. It has two objectives: (i) To provide an exposure to the unemployed graduates to the best of Corporate India and (ii) To provide Corporate India, an exposure to the rich talent pool available in the State.

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

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

Issues and Challenges

However, although a lot has been achieved in physical terms, a number of problems have been witnessed at the field level. Through, the study of the prevalent vocational education system in India the following problem areas have been identified:

1. Irrelevance of courses leading to a mismatch between the labour market needs and the training skills.
2. Lack of focus on emerging areas of industrial development.
3. Inadequate syllabi being followed in schools and use of obsolete equipments.
4. Inadequate practical training skills acquired by the students which are not useful in practical life.
5. Lack of social acceptability,
6. Lack of employment opportunities, and overall poor enrolment in vocational stream in such schools.
7. Lack of industrial Participation.
8. Outdated training modules and inadequate courses.
9. Unsuitable medium of instruction.
10. Lack of Practicals knowledge.
11. There is a high drop-out rate at Secondary level.
12. Vocational Education is presently offered at Grade 11, 12th.
13. Private & Industry Participation is lacking.
14. Less number of Vocational Institutes in the country.
15. Not adequate number of trained faculty.
16. Vocationalization at all levels has not been successful.
17. Lacking of new sectors of vocational education and skills training.
18. Acute shortage of skilled instructors and teachers in the country.
19. Lack of opportunities for continuous skill up-gradation.
20. 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.

21. 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+.
22. 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.
23. 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.
24. Absence of monitoring committee etc.

Recommendations

The following recommendations are made for the successful implementation of vocational education:

1. Adequate infrastructure should be provided in schools, and schools also should be properly equipped for teaching and learning.
2. Adequate enlightenment campaigns should be carried out in order to educate the society about the importance of technical and vocational education.
3. There should be industrial participation in vocational schools and also there should be an arrangement for students to visit the industrial areas.
4. Professional and experienced teachers should be employed to teach vocational and technical subjects.
5. Regular training programs in the form of seminars, conferences, in-service training programs, short courses and workshops should be organized at regular intervals to simulate teachers' interest in vocational and technical subjects.
6. Contemporary instructional materials should be provided.
7. Vocational subjects should be taught by using up-to-date modules.
8. Introducing new learning methods and digital tools, like Massive Open Online Courses (MOOC), Flipped learning and Virtual learning methods will be used for training teachers.
9. Identifying local vocational crafts for organising internships for students on indigenous practices. Identifying local experts and conducting internship trainings for students. Community and industry partnerships for vocational exposure through informal internship programme.
10. Introduction of Vocational Interest Inventory in Grade VIII and Skill Based Aptitude Test (SBAT) in Grade X for guidance to the students in making informed career choice.

Recommendations of national education policy 2020 on vocational education

- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning. (NEP 2020: Principles A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to

- obtain quality holistic education—including vocational education - from pre-school to Grade 12. (NEP Para 3.1)
- The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the middle stage, but with greater depth, attention to life aspirations, flexibility and student choice of subjects. In particular, students would continue to have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11- 12, including at a more specialized school, if so desired. (NEP Para 4.2)
 - Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. (NEP Para 4.9)
 - Integration of vocational education programmes into mainstream education in a phased manner, including beginning with vocational exposure at early ages in middle and secondary school. (NEP Para 16.4)
 - ‘LokVidya’, i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. (NEP Para 16.5)
 - Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. Ministry of Human Resource Development (renamed as Ministry of Education) will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort. (NEP Para 16.6)
 - Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries. (NEP Para 16.7)
 - The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework will provide the basis for recognition of prior learning. Through this, dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across ‘general’ and vocational education. (NEP Para 16.8)

Conclusion

The National Education Policy 2020 has given due importance to vocational education, and capacity development of teachers to boost the employability skills and vocational skills of the learners at all levels. Quality of VET is to be enhanced by identifying, designing and development of vocational courses that meet the

common norms and skills standards identified at the national level. Vocational education helps in economic growth of a country. Therefore each and every individual of a country has to take vocational training for the self dependent and for the socio economic development of the country.

Reference

1. <https://www.republication.com/ijeisv1n1/ijeisv4n1-12.pdf>.
2. [www.researchgate.net/publication/299886927-the indian vocational education system](http://www.researchgate.net/publication/299886927-the_indian_vocational_education_system).
3. [https://www.aei.pitt.esu/74/36/1/vocational education and training reform in India. pdf](https://www.aei.pitt.esu/74/36/1/vocational_education_and_training_reform_in_India.pdf)
4. [https://www.scdl.net/downloades/vocation aluuniversityconceptnote. pdf](https://www.scdl.net/downloades/vocation_aluuniversityconceptnote.pdf)
5. [https://www.unevoc.unesco.org/up/india country paper. pdf](https://www.unevoc.unesco.org/up/india_country_paper.pdf).
6. [https://www.esucation . gov. in/sites/upload files/mhrd/files/documents-reports/Dr s. s. jena pdf](https://www.esucation.gov.in/sites/upload_files/mhrd/files/documents-reports/Dr_s_s_jena.pdf).
7. [https://web.worldbank.org/archive/website 0128/WEB/IMAGES/INDIAVOC/pdf](https://web.worldbank.org/archive/website0128/WEB/IMAGES/INDIAVOC/pdf).
8. [https://www.education.gov.in/sites/uptlofiles/mhrd/files/NEP-final english-0pdf](https://www.education.gov.in/sites/uptlofiles/mhrd/files/NEP-final_english-0pdf).