
A STUDY OF SIGNIFICANCE OF VOCATIONALIZATION OF EDUCATION AND SKILL

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INTRODUCTION

Vocational Education, Training and Skill Development (VETSD) means all forms and levels of the educational process involving, in addition to general knowledge and academic skills, the study of technologies and related sciences, the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life.

VOCATIONAL EDUCATION, TRAINING AND SKILL DEVELOPMENT (VETSD)

is further understood to be:-

- (a) A means of preparing for occupational fields and for effective participation in the world of work;
- (b) An aspect of lifelong learning and a preparation for responsible citizenship;
- (c) An instrument for promoting environmentally sound sustainable development;

Vocational Education and Training (VET) is an important element of nation's education initiative. For Vocational Education to play its part effectively in the changing global environment, it is imperative to redefine the objectives of vocational education and training and to make it flexible, contemporary, relevant, inclusive and creative.

It is important to recognize that with more than 35% of citizens aged below 15 years, 700 million young people below 35 years and population growing at 1.8% per annum, India is expected to become the global powerhouse of human resource by 2025. In the emerging era of knowledge-driven society, declining workforce and aging population in developed countries, India with its large young population has the opportunity to position itself as a quality source of skilled manpower for the world. The large population can reap rich dividend for the country through a focus on providing quality vocational education and training.

In the changing global scenario, employment possibilities of graduates and postgraduates of general subjects are becoming increasingly limited. The education imparted at degree level is not oriented to the market needs and neither is it skill based. Due to this changing nature of work and employment, individuals now look for more flexible and multi-skilling learning opportunities for mobility across employment sector and geographic locations. The general education system has not been able to provide these opportunities.

Additionally, the strong linkage between the economy and education was never as clearly visible as now. The functioning of the educational institutions, as well as the educational choice of the youth, has remarkably been influenced by the market economy. Quest for knowledge is no more the only motivating factor for prospective learners; rather, it is the availability of employment in the market that makes the learners chooses their areas of study. The lack of employment opportunities to conventional graduates has led to the shifting of focus on the skill based, industry oriented teaching learning pedagogy.

Traditional education which only creates knowledge, although important for basic development of a person, is fast losing its role as a means for human and societal growth. In our country, the growing unemployment amongst the educated youth is posing a serious concern to the value of traditional education in the context of living a better life in a better society. The inability for our youth to apply what they have learnt to improve their daily life or generate gainful employment is causing them to question the very essence of such an education system. It is thus imperative that as a society we must re-look at what should be the objective or outcome of our education system.

In present economy, the objectives of a society have also changed from fulfilling the basic needs of all round development to empowerment. The education system instead of going by text-book teaching needs to be promoted by skill based teaching learning pedagogy. The human resource instead of being unskilled or semi-skilled needs to be knowledgeable, self-empowered and flexibly skilled.

THE NATIONAL SKILL DEVELOPMENT POLICY, 2009 (NSD)

The National Skill Development Policy has an ambitious plan to skill about 12-15 million youth each year. As part of this policy and to ensure execution, the Government of India has setup the National Skill Development Mission (under the Age is of the Hon.ble Prime minister of India), the Coordination Committee and the National Skill Development Corporation. The Policy amongst other things proposes to establish a National Vocational Education Qualification Framework. The framework proposes the following features:-

- a) Competency based qualifications and certification on the basis of nationally agreed standards and criteria
- b) Certification for learning achievement and qualification
- c) A range of national qualification levels–based on criteria with respect to responsibility complexity of activities, and transfer ability of competencies.
- d) The avoidance of duplication and overlapping of qualifications while assuring the inclusion of all training needs.
- e) Modular character where achievement can be made in small steps and Accumulated for gaining recognizable qualification
- f) Quality Assurance regime that would promote the portability of skills and labour Market mobility
- g) Lifelong learning through an improved skill recognition system; recognition of prior learning whether in formal, non-formal or informal arrangements.
- h) Open and flexible system which will permit competent individuals to accumulate their knowledge and skill through testing & certification into higher diploma and degree
- i) Different learning pathways – academic and vocational–that integrate formal and non- formal learning, notably learning in the workplace, and that offer vertical mobility from vocational to academic learning
- j) Guidance for individuals in their choice of training and career planning
- k) Comparability of general educational and vocational qualifications at appropriate levels
- l) Nationally agreed framework of affiliation and accreditation of institutions
- m) Multiple certification agencies/institutions will be encouraged within NVQF.

THE PRESENT SCENARIO

In the present scenario, only 2% of our manpower in the age group of 15-29 is formally skilled. However, statistics show that 90% of the employment opportunities require vocational skills which are not being imparted in our schools and colleges.

India's transition to a knowledge-based economy requires a new generation of multi skilled youth. Its competitive edge will be determined by its people's ability to create, share, and use knowledge effectively. A

knowledge economy requires India to develop workers– knowledge workers and knowledge technologists- who are flexible and analytical and who can be the driving force for innovation and growth. To achieve this, India needs a flexible education system: basic education to provide the foundation for learning; secondary and tertiary education to develop core capabilities and core hands- on skills and further means of achieving lifelong learning. The education system must be attuned to the new global environment by promoting creativity and improving the quality of education and training at all levels.

OBJECTIVES OF THE STUDY

The objectives of this thesis are:

1. To study the present system of regulation of the Vocational Education, Training and Skill Development sector in our country with special reference to U.P. and identify problems therein.
2. To investigate and review the present systems and methods available to students for obtaining vocational, industrial training and technical training certificates and skills in India and U.P. and identify problems therein.
3. To study the prevalent policies laid down by the Government for continuous training and development of faculty belonging to the Vocational Education, Training & Skill Development sector.
4. To study the problems associated with low industry participation in the Vocational Education and Skill Development sector.
5. To investigate the opportunities available for the unorganized workforce to obtain advanced skills, continuing education and life-long learning from the perspective of social acceptability.
6. To identify the scope of further work in the vocational education, training and skill development sector in India.

Hypotheses of the study

1. There is a progressive growth in Vocational Education, Training and Skill Development in India and U.P. However the need for a unified system and a single regulatory authority towards qualitative development in this sector is imperative.
2. Creation of a clear, well defined vocational education and training system, providing vertical mobility from school to post graduation level will give birth to a popular alternate system of education.
3. Quality of the vocational teaching-learning pedagogy is dependent on continuous faculty training and development.
4. Active industry participation is critical for success of the Vocational Education, Training & Skill Development Sector.

Method of Data Collection

The Survey method used for collecting the data is a pre– prepared questionnaire given to the participants.

Two types of data are collected

1. Primary data
2. Secondary data

Primary data is collected through structured survey method by using formal lists of questions asked to all the respondents in the same way.

Collecting the Data

The data is collected from the Uttar Pradesh, namely

- Western U.P.

The following Information is collected through the questionnaire from the students

- Educational Qualifications
- Computer Literacy
- Aspirations for higher education
- Vocational stream preferences in Higher Education

- Seeking employment
- Seeking self-employment
- VJC student's interest in consultancy, research, skill development etc.

The survey research is direct approach which involved direct questions to the respondents. Information is collected by mail questionnaire and also through personal interviews.

DATA ANALYSIS: QUALITATIVE

Processing and analyzing the data

The data processing operations are: Editing & Classification.

Classification as per attributes such as literacy

Classification can be either:

1. Simple classification where we consider only one attribute and divide the universe into two classes where we consider two or more attributes simultaneously and divide the data into a number of classes.

The raw data is formatted in a table form. Tabulation is the process of summarizing the raw data and displaying the same in the compact form for further analysis. It is an orderly arrangement of data in columns and rows.

QUALITATIVE DATA ANALYSIS: IN CASE OF INTERVIEWS

The content analysis is carried out in order to identify the main themes that emerge from the responses of the respondents. The main steps carried are as follows:

1. Identification of the main themes: The content needs to be structured and broken down into meaningful themes the next step is to integrate into the text of the report.
2. Manual data analysis been carried out in the research study.

FINDINGS & CONCLUSIONS

The Vocational Education, Training & Skill Development sector is rapidly gaining significance in the present scenario. The Central Govt. has realized the direct correlation of skill based education and gainful employment for the youth of our country. The rising unemployment amongst youth educated in conventional streams has further accentuated the importance of Vocational Education and Skill Development. The present scenario around this sector is quite dismal and there is scope for significant reforms. During the course of over 2-3 years of in-depth research, the Researcher has been able to identify problems with the governance, regulation, administration, planning, policy, standards and other aspects related to the Vocational Education, Training and Skill Development sector. The Researcher has given recommendations for each problem area with clear direction for implementation.

CONCLUSIONS

In conclusion, the following important recommendations the details of which have been elaborated upon in the earlier pages are being summarized below:

1. There should be a unified system of vocational education, training and skill development in the State offering standardized courses/programs at all levels for the benefit of students, industry and community as a whole.
2. There should be a single regulatory body such as, the proposed U.P. Vocational Education and Training Commission to plan, promote, regulate, develop, co-ordinate and standardize vocational education, training and skill development at all levels in the in the State of U.P.
3. There should be an accreditation board such as, the proposed U.P. Vocational Education and Training Registration and Accreditation Board for registration, recognition and accreditation of all vocational training providers in the State.

4. There should be an independent quality council for the vocational sector such as, the proposed U.P. Vocational Education and Training Quality Council for quality assurance of vocational training providers in the State.
5. The State should encourage establishment of one or more Vocational Universities in the State to popularize this sector, create opportunities of higher vocational education and for providing vertical mobility to students from this stream.
6. Researcher has recommended introduction of pre-vocational subjects at secondary level with some minor modifications to the existing SSC scheme.
7. Researcher has recommended introduction of Electives and Life Coping Skills (Generic skills) in the HSC (Voc) curricula so as to enable vertical mobility for these students in conventional undergraduate programs and improve employability of students.
8. Researcher has recommended some bridge courses which can be done by ITI students as external subjects to obtain HSC (Voc) certification.
9. Researcher has recommended introduction of credit system including credit banking and transfers, modular course structure and introduction of life coping (generic) skills in all vocational courses/programs to enhance employability and create flexible learning pathways.

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