

# **CHAPTER 5**

## **VOCATIONAL TRAINING**

It was also felt that unless the social change takes place in the desired direction; all efforts to derive benefits from the progress of modern techniques will be merely superficial. Education is an instrument of social change and it has been a condition for human progress and in fact for human survival. It is the education that equips the man with various skills for leading a better and self-reliant life.

As education has been considered the most effective tool of developmental strategies our government is trying to educate almost all the people mainly living in rural areas through the massive programme of Adult Education. The idea behind this is that through education unskilled workers will be skilled, peasants will be trained in new cropping, they will be able to adopt new methods of farming and educated persons after achieving new methods and skills will evolve strategies for self employment.

The term Human Capital is an integrated part of Human Resource Development, however practically both economists and institutions have defined the concept of human resource development in various ways. For example ILO (1998) “the total skills of population in relation to countries development are called human capital formation”. Human capital formation can take a variety of forms, formal Schooling, on the Job training, job market information, Health and Sanitation and Migration. According to Schultz (1961) an improvement in human activities due to which a person proves himself more productive and more beneficial according to the changes in the economy is called human capital formation.

Among the others, Vocational training and skill development is one very important component of HRD. The level of technological capacity in a society is linked with its system of mass education and technical/vocational training. Economic development and technological advancement cannot be attained

without the general status of technical and vocational competency embodied in its workforce. A developing country like Pakistan must seek to create a system of technical and vocational training for its youth to match the requirement for trained manpower in an expanding modern sector.

### **An Overview:-**

“Impact assessment study of socio-economic development programmes— a case study of Himachal Pradesh”, stated that the qualitative improvement of the under privileged and the weaker sections of the society through the feedback of the various socio economic programmes implemented and It was found that two third of the households were benefited by one or the other programmes. Seshu kumari (2001) conducted a study on Impact of Polyvalent Adult Education among Women has found that majority of the beneficiaries were satisfied with the vocational courses provided to them, after completing the courses 41.6 percent started self employment units and majority in the various courses got employment.

Gasskov (2000) stated that more than 60 per cent of high school students in the United States enroll in at least one vocational subject. Variants of this system are in vogue in other countries like Sweden and the United Kingdom. The French system consists of separate vocational and technical schools along with general education schools separating the students in the lower classes into the two streams depending on their aptitudes. Whereas the 'dual system' operating in Germany combines training in industry with part-time instruction in vocational schools and is promoted by employers.

Status says that for the better development of economic growth of country, they were tried to found the impact of vocational training in the same for the period of 1980-2010. Results indicate that spending on education sector by the government helps in increasing the literacy rate and the stock on capital in country. The increasing literacy rate in turn improves the capital stock further. Literacy rate also improve the rate of vocational training in the country. Even though the importance of vocation training in recognized and a lot of improvement has been observed in quality of education and vocational training,

there is still a room for improvement. Stefanos Chanis, (2012), Testing the role of screening with vocational skills, stated that whether post secondary initial vocational training acts as a filter in the private sector segment of the Greek labour market and The results suggest that no screening is evident in the case of male employees but the results can be change in case of female employees. Some studies shows the two contrasting views have emerged in recent decades. Human capital theory argues that education and training directly augment individual productivity by enhancing the cognitive, behavioral and manual capacities of individuals thereby increase wages and earnings, whereas according to the screening hypothesis, education and training are merely indicators of ability of an individual.

In the broad sense education, vocational training and skill development have been considered main factor of human capital from which life time earning and indirect positive benefits are found for an individual. Professional training and skill development enable the human more productive and increase their earnings which help in expansion of the economy. Some stated about the skill development and vocational training impacts on national products and competitiveness. They conclude that educated and skilled labor force assists countries in transformation of the economies from the labor intensive to skill intensive. Training in general and skills development in particular, play a vital role in individual, organizational and overall national economic growth. Skill development can be defined as a process to acquiring and sharpening capabilities to perform various functions associated with their present and future roles where, human capabilities can be improved through better education and training.

The research of Kurosaki and Khan in the context of rural Pakistan reveals that the wages and productivity in nonfarm activities rise with greater emphasis on higher education and training while the effects of primary education on crop productivity are positive. The trend of getting higher education in farm sector is small. The researcher's emphasis on implementing a policy to give a priority to primary education so to raise the level of individuals engaged in nonfarm

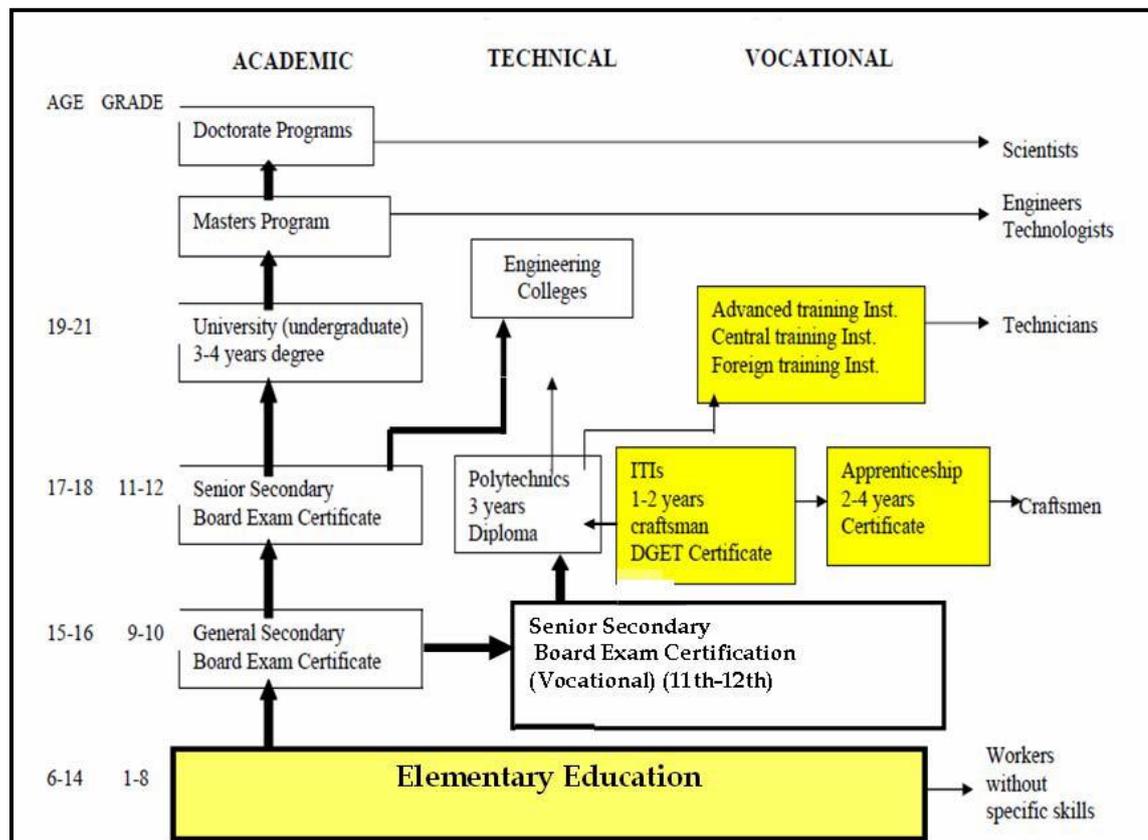
sectors to keep the private returns. Vocational training and skill development are the tools to improve the productivity of the labor force of any country. Both the vocational training and skill development are the most important factors of human capital development of the country. Some studies stated that the public expenditure on vocational education must be increased from its current level in order to improve the human capital in the country. The Impact of TVET on Ghana's Socio-Economic Development: A Case Study of ICCES TVET Skills Training in Two Regions of Ghana stated that, Integrated Community Centre for Employable Skills (ICCES) is an agency under the Ministry of Employment and Social Welfare with policy objective of filling the gap in employment generation by developing the young human resources in line with the poverty alleviation goal of the government of Ghana. The objective of the study is to find out that how the ICCES training programmes are achieving their purpose of increasing access of young person's to skills acquisition and empowerment for productive employment. The results suggest that participants in the survey had all conferred that the programmes have being helpful to the communities in securing suitable employment that allows them to generate income within the social, family and financial constraints that they face in their communities and as such their social and economic status has being impacted positively.

Vocational Education and Training (VET) is an important element of the nation's education initiative. In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, 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. The case note which is done by Symbiosis University students stated that, the motive behind this note is to assess and describe the need for introducing Vocational education at higher and tertiary levels and for establishing a Vocational University. The note also summarizes the present Indian and International Vocational Education scenario and its

problems. The note also puts up recommendation for policies with the need for implementation at State and National Level and suggests possible models to introduce Vocational Education at the higher / tertiary levels. They conclude the note by the industrial and labour market trends clearly indicate the necessity of strengthening of vocational education in India. The introduction of vocational education at secondary level through bivalent schools and SSC (vocational) will enable us to broaden the vocational education base at secondary level of education. A clear pathway for vocational students to enter higher education streams is the way to move forward. Through this concept note we have made an endeavor to provide some of the possible solutions to address these issues. Framing of vocational qualification framework, introduction of vocational degrees and setting up of a Vocational University with polytechnics, community colleges, CPs and other VEPs as affiliated colleges are some of the recommendations which require further deliberation at National and State level.

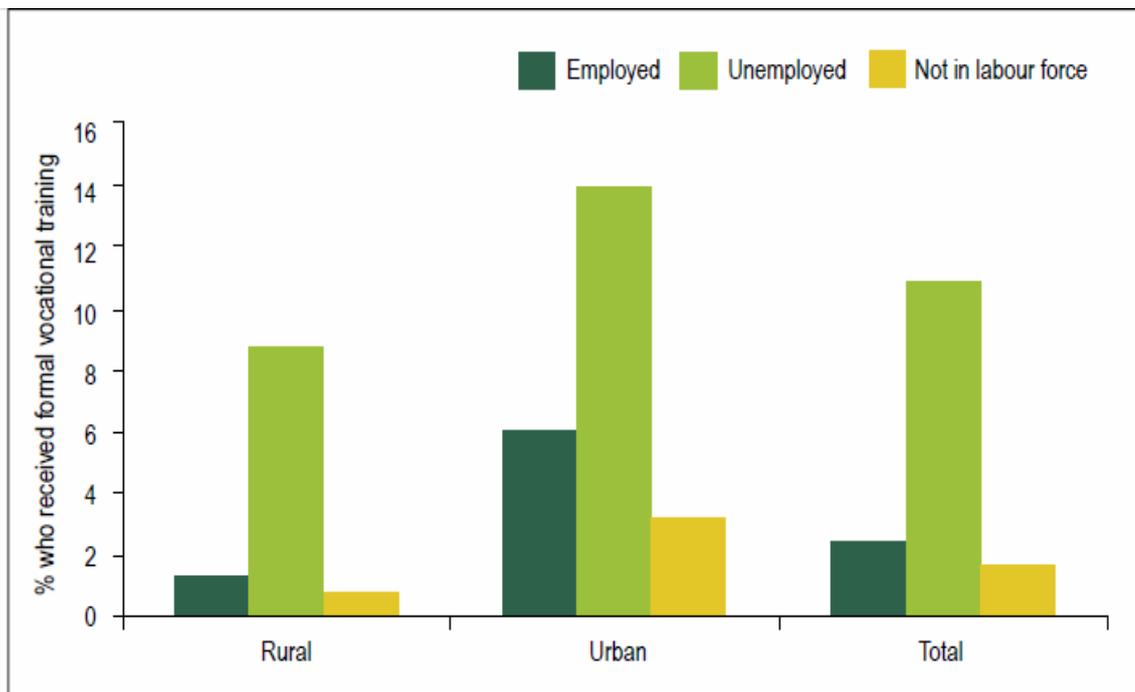
### Current Scenario of Vocational Education and Training in India

The structure of current education system can be described as below:-



In India, skill acquisition takes place through two basic structural streams – a small formal one and a large informal one.

**Status of Vocational Training received:** The World Bank report of 2006 shows that among persons of age 15-29 only about 2 per cent reported to have received formal vocational training and another 8 per cent reported to have received non-formal vocational training. The proportion of persons (15-29 years) who received formal vocational training was the highest among the unemployed. The proportion was around 3 per cent for the employed, 11 percent for the unemployed and 2 per cent for persons not in the labour force. The activity of persons receiving vocational education is as shown below:-



*Source: Status of Education and Vocational Training in India, 2004-05, NSS 61<sup>st</sup> Round*

Although the idea of rural development through education has been existing in the country since the beginning of the century, yet no satisfactory response could ever be achieved. Mahatma Gandhi raised the slogan of literacy during 30's he motivated our country men to propagate and extend the slogan of mass literacy into interior parts. He bestowed the idea of Basic education with a view to enable our rural youth for self employment. Since the achievement of

Independence, literacy and education have been gaining importance as a means of country's development strategies were formed by the Government and voluntary agencies, but no concrete and satisfactory outcome could be seen.

What we need today is to follow the examples of developed nations. In developed countries people are aware of their rights and duties. They know how to manage self employment, how to start industries, how to have better productivity. The reason is obvious that it is the education that makes people conscious of living a better life.

In our country we still have huge percentage of illiteracy, specially prevailing in rural masses. Because of this they are not able to take initiative in different development programmes. Hence it is essential that our rural mass should be educated so that they may be able to ascertain different dimensions of rural development and work accordingly to raise the standard of those dimensions for their prosperity. This is possible if we are able to decide the actual dimensions of rural development which on priority basis are needed for a particular place.

There is strong empirical evidence of the positive relationship between education or training and wages. These empirical findings, as is often the case with empirical research, are not unchallenged. Two contrasting views have emerged in recent decades. Human capital theory argues that education and training directly augment individual productivity by enhancing the cognitive, behavioral and manual capacities of individuals thereby increase wages and earnings. In contrast, according to the screening hypothesis, education and training are merely indicators of ability.

Training in general and skills development in particular, play a vital role in individual, organizational and overall national economic growth. Skill development can be defined as a process to acquiring and sharpening capabilities to perform various functions associated with their present and future roles.

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. Anders Nilsson in his study stated that the vocational education and training are the most important factors for economic growth as well as social inclusion in the country. He concluded his study by pointing out the need of determining the period where the company based skill development training actually starts to affect the productivity and the long run economic and social growth.

The Impact of TVET on Ghana's Socio-Economic Development: A Case Study of ICCES TVET Skills Training in Two Regions of Ghana stated that, Integrated Community Centre for Employable Skills (ICCES) is an agency under the Ministry of Employment and Social Welfare with policy objective of filling the gap in employment generation by developing the young human resources in line with the poverty alleviation goal of the government of Ghana. The objective of the study is to find out that how the ICCES training programmes are achieving their purpose of increasing access of young person's to skills acquisition and empowerment for productive employment. The results suggest that participants in the survey had all conferred that the programmes have being helpful to the communities in securing suitable employment that allows them to generate income within the social, family and financial constraints that they face in their communities and as such their social and economic status has being impacted positively.

Globalization and an ageing population have brought about significant changes in the course of the last decade (Karmel and Maclean, 2007; Walker, 2009). There has been rapid progress in the areas of information and communication technology, financial markets, business strategies, management practices and the working practices of organizations. The resulting impact on global economic systems requires urgent and innovative responses in the field of technical and vocational education and training (VET) services, as the demand

for skills is now higher than ever before (Hogstedt, et al., 2007; Maclean and Lai, 2011). The European Commission (2006) considers that equity and efficiency are critical factors in making this changing situation sustainable for all and is therefore developing these factors within the European Union's long-term strategy, alongside competitiveness and social cohesion (Brown et al., 2001; Mosson and Fretwell, 2009). Education and training systems will serve as the 'main instrument' in addressing new circumstances, adapting to change and reaping the benefits of the changing global order (International Labour Organization, 2000).

Technical Education is instrumental in making the remarkable contribution to economic growth of the Developing Countries by way of suitable manpower production according to the needs of the Industry, Society and the Global World as a whole. To produce fully skilled manpower/knowledgeable technocrats in the present era of science and technology is the need of the hour. Polytechnic education has responded to the challenges of industrialization for self-reliance.

Technical Education covers courses and programmes in engineering, technology, management, architecture, town planning, pharmacy and applied arts & crafts, hotel management and catering technology. India's general, technical and managerial capabilities are on par with the best of the world countries. While the youth population is fast shrinking with higher dependency ratios in the developed world, India is blessed with the population of about 70 percent below the age of 35 years. Youths are the most vibrant and dynamic segment as well as potentially most valuable human resource. However, despite phenomenal capabilities, India is seriously handicapped with a very weak and narrow knowledge base, with 12.3% gross enrolment ratio, as compared to 21% in China, 54.6% in developed countries and the world average of 23.2%. There is need to convert the available huge human resource potential into a reality by expanding opportunities for youngsters and that took on a massive scale and in diverse fields such as science, technology, engineering, architecture, management etc. to reap the demographic dividends. This is

possible only if we seriously undertake rapid reforms in the higher and technical education sector.

For the economic development of the country keeping in mind that the education system should cater the needs of the manpower requirement. 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 mismatch 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.

The Vocational Education Program (VEP) was started in 1976-77 under the programme of Vocationalisation of Higher Secondary Education in general education institutions. The National Working Group on Vocationalisation of Education (Kulandaiswamy Committee, 1985) reviewed the Vocational Education Programme in the country and developed guidelines for the expansion of the programme. Its recommendations led to the development of the Centrally Sponsored Scheme (CSS) on Vocationalisation of Secondary Education, which started being implemented from 1988. Its purpose is to “enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education without particular interest or purpose (Mehrotra and Sacheti, 2005)”. Vocational education falls under the purview of the Ministry of Human Resources Development (MHRD). The All-India Council for Vocational Education (AICVE), under MHRD, is responsible for planning, guiding and

coordinating the program at the national level. State Councils for Vocational Education (SCVE) perform similar functions at the state level.

Vocational students appear intent on entering higher education rather than entering the labor market. Overwhelmingly, students who get through the vocational stream want to proceed to further education. This is not surprising given the relatively weak labor market outcomes. The few rigorous evaluations of program impacts that have been undertaken point to low levels of gainful employment of these graduates. Despite the poor outcomes, policymakers remain keen to expand vocational education. The Central Government has planned to increase enrollments in the vocational education system to about 25 percent of total secondary enrollment. Even though enrolments in vocational education in India are small when judged by international comparisons, expanding the numbers or re-targeting the program would not be justified unless a model is found that would substantially improve outcomes. Successful reforms make vocational education more like general education in two ways: the content is made more general and the vocational track is less a dead-end. A preoccupation with providing training has resulted in the government neglecting the key role of providing information about the availability and effectiveness of training programs.

Worldwide, such a comprehensive vocational education and training system is not only available as an alternative system but is also extremely popular and successful. In fact in many countries such as Germany, China, Korea and others students prefer the VET system over the academic sector as it offers tremendous potential for gainful employment. One of the key factors for the success of the VET system in other countries has been the opportunities for vertical and lateral mobility into higher /tertiary vocational education programs. Such higher / tertiary vocational education programs are offered in other countries through dedicated Vocational Universities, Universities of Applied Sciences, Dual Mode Universities and Community Colleges. In Germany for example, the Universities of Applied Sciences have become extremely popular over past few decades and have trained majority of the country's workforce. It

is seen that industry preferred students passing out from such Universities in Germany as compared to conventional / academic Universities. Today there are about 160 Universities of Applied Sciences in Germany. A similar situation exists in China, Korea and Australia where students have started opting for the vocational system and are participating in large numbers in the vocational higher / tertiary education programs. It is seen that such universities have also become a beehive for industrial employees to obtain advanced skill development and continuous skill up gradation.

India has the lowest proportion of trained youth in the world. The quantitative dimension of India's skill development challenge is that 80 per cent of new entrants to the workforce have no opportunity for skill training. Against 12.8 million per annum new entrants to the workforce, the existing training capacity is only 3.1 million per annum. The Prime Minister's National Council on Skill Development has endorsed a Vision to create 500 million skilled people by 2022, whereas, at present only about 2 percent of the workforce has formal training (plus another 8 percent with informal training) as against 96 percent in Korea, 75 percent in Germany, 80 per cent in Japan and 68 percent in the United Kingdom. This clearly highlights the gaps in the skill development system and the need for adequate resources and resource funds to fill these gaps.

Skill development brings returns to the individual, the employing enterprise and the economy as a whole. Therefore, all stakeholders, the Government—both at Centre and State levels, the enterprise (public and private) and the individual should share the burden of mobilizing financial or in-kind resources for skill development. The government has taken due recognition of the skill gaps and plans to take new initiatives for bridging them. In this regard, the National Policy on Skill Development (GOI, 2009) provides a direction for skill development in the country. Some of the innovative measures include: (i) using innovative delivery models such as decentralized delivery, mobile training, distance learning, e-learning and web-based learning; (ii) involving panchayats, municipalities and other local bodies in skill development and employment

generation at the local level in collaboration with Self Help Groups (SHGs), cooperatives and Non-government Organisations (NGOs); (iii) establishing sector specific Labour Market Information System (LMIS) and Human Resource Planning at national and state levels, and area-specific planning at local levels with the help of Sector Skill Councils (under National Skill Development Corporation) to undertake labour market analysis; (iv) establishing a 'National Vocational Qualifications Framework' to facilitate standardized and acceptable, international comparability of qualifications; and (v) strengthening and upgrading Employment Exchanges under the National Employment Service to provide counseling, guidance and placement services to employment seekers.

Conclusion- Indian policy makers envisaged the catch up way before it was time. They drafted a well-defined programme to carry out the skill trainings and ensure placement of skilled individual. The Indian state governments are running parallel skill development missions and incorporating training as per common norms defined by the central agency responsible for implementation of vocational education programmes.