1.1 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) are 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;

Background of vocational education in India

Vocational education in India refers specifically to vocational courses offered in school Grades 11 and 12 under a centrally sponsored scheme termed ‘Vocationalisation of Secondary Education’. 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. 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.

Courses are offered in six disciplines. The Pandit Sunderlal Sharma Central Institute for Vocational Education (PSSCIVE), responsible for developing the courses, has listed 104 and has developed course materials for only a quarter of those. The six disciplines are:

- Agriculture (for example: veterinary pharmacist/technician; watershed Management)
- Business and commerce (for example: taxation practices; stenography)
- Humanities (for example: classical dance; entrepreneurship)
- Engineering and technology (for example: lineman; cost effective building technology)
- Home science (for example: textile design; gerontology)
- Health and para-medical skills (for example: x-ray technician; health/sanitary inspector)

It is difficult to tell from the titles of the courses what their content might actually be. In many cases, similar courses are offered in other systems particularly in vocational training centres and through informal training mechanisms but with completely different course durations.

There is little capacity in vocational education and even that is under-utilized. MHRD’s original intention was to place 25 percent of all Grade 11-12 students into vocational courses by the year 2000. This has not happened. Only 6,800 schools have received grants and the total enrollment reported is only about 5 percent at most. In fact, this figure more closely approximates the capacity of schools to offer vocational education rather than enrollments.
More recent information suggests that the enrollment figure is less than three percent of the students attending Grades 11-12. Slightly incomplete data from PSSCIVE show a total capacity of about 846,100 places for vocational education in all but 4 states (which account for 95 percent of the country’s population). The weighted average capacity utilization of the schools receiving grants is about 42 percent. This implies that between 350,000 to 400,000 students are enrolled in vocational education, which works out to less than 3 percent of the 14 million students or more in Grades 11 and 12. It would also imply that less than one percent of students who had entered Grade 1 over the last decade or so would have eventually participated in vocational education.

Students are selected into the vocational stream on the basis of performance in Grade 10 examinations. In most states, students are streamed into vocational education on the basis of state-level standardized examinations in Grade 10. While a comparison of student performance in this examination for those going into different streams has not been done, the premium placed on general secondary and higher education by students and their parents, leads one to believe that students joining the vocational system are those who perform poorly in the Grade 10 examination.

Qualifications of teachers are similar to those of general secondary school teachers. Full-time teachers need to have a master’s degree, and are often the same as teachers who teach general subjects. In addition, part-time teachers are also hired by institutions to teach specific courses - these individuals are usually hired on the basis of their professional expertise in a particular field.

The outcomes of the vocational education should be judged in the same labor market terms in which the program was justified. However, there are very few evaluations that allow this to be done. A study by the Operational Research Group in 1998 reported only 28 percent graduates of vocational education were gainfully employed. PSSCIVE’s reports on the program appear to be case studies demonstrating the employment outcomes for selected individuals.
No conclusions can be drawn about the overall outcomes; or whether alternatives could be worthwhile (for example, whether courses could be constructed and delivered in other ways). No conclusions can be drawn as to whether the courses are relevant to the labor market.

In fact, even vocational students appear intent on entering higher education rather than entering the labor market. Overwhelmingly, students who get through to Grades 11 and 12 want to proceed to further education and the very low intake into degree vocational courses shows they are not easily diverted to the vocational stream. Evidence of this comes from a study in Kerala (Box 2.1). Vocational education students in Kerala are required to take English and a general foundation course. Those wishing to preserve the possibility of proceeding to higher education must also select other general subjects from a range of options. They all do so even though it means taking on a considerable additional work burden. The study comments, “with the exception of a few vocational trades that have a certain employment potential and that are therefore highly in demand by the public, most of the courses cannot provide - under the present financial, material and human resources - any adequate preparation for their former participants to face the world of work”.

There seems to be limited private sector involvement in running the system. The private sector is represented in the Joint Council for Vocational Education, but it seems to be only marginally involved in setting course contents and curricula and in managing the vocational schools.

**Vocational Education, Training and Skill Development in National Plans and Policies**

Attempts to restructure the Indian education have been made over a period of time. However, the vocational education system has remained terminal in nature. The students pursuing courses in the vocational streams do not have an option of vertical mobility into degree programs in their chosen Vocational sector. This coupled with other reasons of quality, standardization,
recognition and fragmentation have led to the failure of various vocational schemes introduced at both National and State level.

Vocational Education, Training and Skill Development have been emphasized upon in various National plans and policies at the national level. The details of various plans and policies are given in subsequent paragraphs.


The policy states that “The introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization.” These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, to reduce the mis-match between demand and supply and to provide an alternative for those intending to pursue higher education without particular purpose or interest.” The policy also states that graduates of vocational courses will be given opportunities, under predetermined conditions, for professional growth, career improvement and lateral entry into courses of general, technical and professional education through bridge courses. The Kothari Commission Report had also emphasized on full-fledged vocational education in vocational institutions and schools after VIII+ and X+ as well as at higher secondary levels.

**Vocational Education in National Five Year Plans**

Vocationalisation of education was identified as a priority area in the Eighth Five Year Plan. The revised policy formulations which set forth the modifications to the NPE, however, retained the policy framework laid down by NPE. The target coverage was however, revised to divert 10 percent of the higher secondary students by 1995 and 25 percent by the year 2000.

The focus in the Ninth Plan was on reducing disparities, renewal of curricula with emphasis on Vocationalisation and employment oriented courses, expansion and diversification of the open learning system, reorganization of teacher training and the greater use of information and communication technology.
In the Tenth Five Year Plan, vocational education and training has been identified as an important thrust area. Special focus has been laid on vocational education in order to ensure that there is consistency between the demand for and supply of skills. Additional allocation of Rs 650 Crores has been done for the Vocational Education Mission in the Tenth Plan.

Keeping in view the growing problem of unemployment, the Planning Commission constituted a separate Working Group on Vocational Education for the Tenth Plan in 2000. In line with the recommendations of the working group, the centrally sponsored scheme was proposed to be recast in the Tenth Plan with the following features:-

- The vocational courses in schools should be competency-based and in modular form with a credit transfer system and provisions for multi-point entry/exit.
- There is a need to establish linkage between vocational courses at the +2 level and courses at the university level. The present admission criterion for entry to vocational courses at the graduation level also needs to be changed.
- The existing scheme should be strengthened by involving industries through Memorandums of Understanding, in designing of the course, development of the curriculum, training of faculty/students and certification of the courses.
- In order to sustain the scheme, schools may consider charging fees and the courses may be designed on a self financing basis.
- The apprenticeship training facility needs to be utilized fully and made compulsory.
- To achieve this, the placement of those who have completed vocational studies for apprenticeship and training should be decided by the Board of Apprenticeship Training immediately after the results of the +2 examinations are declared.
- Before vocational courses are started in schools, local business and industry should be closely involved in studying the need and for
conducting district vocational surveys.

- Facilities for running vocational courses should become mandatory for the Kendriya Vidyalaya and Navodaya Vidyalaya school systems.
- Persons with disabilities should be given special treatment while designing vocational courses and their needs and integration into courses should receive appropriate attention.
- Financial assistance may be provided under the scheme for creating testing and certification systems in states in co-operation with user bodies and professional associations.
- The All India Council for Technical Education’s (AICTE) vocational education board needs to be reactivated for providing technical support to the school system and for establishing linkages with other technical institutions.

The Steering Committee on Secondary, Higher and Technical Education set up for the Tenth Five-Year Plan recommended that the vocational education at the secondary school level, polytechnic education and Industrial Training Institutes (ITIs) should come under one department of the state government for better networking, linkages, focused targeting and optimal utilization of resources. An outlay of Rs. 350 Crore has been allocated for the Centrally-sponsored scheme of Vocationalisation of Secondary Education in the Tenth Plan.

The Tenth Plan also focuses on evolving new policies for the Vocational Education sector. The absence of vertical mobility has also been addressed in the Plan. The Plan recommends that future policies on vocational courses must revolve around the following issues:

- There is a need to sensitize state governments and Union Territory Administrations on the importance of skill training/vocational education in the context of the problem of unemployment.
- There is an urgent need to cater to the Class VIII pass-outs whose numbers will swell with success of the Universalisation of Elementary Education and the Sarva Shiksha Abhiyan initiatives.
There is need for careful assessment of the stage at which the trades of Fitter, Turner, Blacksmith, as also courses like Accountancy, Typing, and Book-keeping and Secretarial practices are to be introduced.

The duration of various vocational courses also needs to be carefully assessed.

There is also a need for vertical mobility in the vocational stream. Students who complete +2 in a particular stream should be able to specialize and obtain diplomas and degree certificates so as to get value added jobs and better employment opportunities.

The vocational courses should be demand and need-based, keeping in mind the constantly changing requirements of technologies/industries. Vocational courses must have an in-built flexibility to allow students to switch courses with changes in demand patterns.

The existing scheme should be strengthened by involving industries through MOUs in the designing and certification of courses and training of students and faculty.

At present, most of the vocational courses are in the manufacturing sector. Given the slow growth in this sector and the exploding opportunities in the services sector, vocational courses should concentrate more on the latter.

There should be focus on convergence of schemes like the Sarva Shiksha Abhiyan, Adult Education, and Vocational Education Programme at schools, ITIs, polytechnics, community colleges etc.

There is a need to have a re-look at the vocational education scheme given the fact that a number of districts in Uttar Pradesh, Bihar, Haryana, Rajasthan and Madhya Pradesh have a poor industrial base.

The syllabi of vocational subjects should be updated on a regular basis to keep pace with changes in technology. This is especially relevant in trades like food processing, dairy technology, leather and tanning technology, etc.

Vocational institutes should also be networked with professional
institutes like the Central Food and Technology Research Institute (CFTRI), Mysore, Central Leather Research Institute (CLRI), Chennai etc. to keep abreast with technological developments.

- The vocational education scheme should focus on the capacity of the local industry to absorb students of a particular trade. Excess supply of students of a particular trade needs to be avoided. In this context, there is need for diversification even within a trade.
- Urgent attention needs to be given to training vocational education teachers.

There should be regular exchange of ideas/skills among vocational education teachers, master craftsmen and trainees. The apex industry associations like the Federation of Indian Chambers of Commerce and Industry (FICCI), Associated Chambers of Commerce and Industry ASSOCHAM) and Confederation of Indian Industry (CII) need to be involved to a greater extent in the implementation of vocational education programmes and imparting of skills.

Despite strong recommendations in the Tenth Five Year Plan, the recommendations were not implemented in the sector of Vocational Education, Training and Skill development as envisaged. The Government of India at the national level is also in the process of establishing a “National Vocational Education Qualifications Framework”. As a part of its Eleventh Plan Policy, Central Advisory Board of Education (CABE) had set up an inter-ministerial group which includes representatives of State Governments to develop guidelines for such a National Framework.

The unified system of national qualification will cover schools, vocational education and training institutions and higher education sector. NVEQF will be based on nationally recognized occupational standards which details listing of all major activities that a worker must perform in the occupation or competency standards - a detailed listing of the knowledge, skills and attitude that a worker should possess to perform a task written by the particular employment-led sector skills council.
Central Advisory Board for Education (CABE) Committee Recommendation

Central Advisory Board for Education (CABE) Committee report on Universalization of Secondary Education, 2005 has also proposed the following reforms:-

(a) Ensuring that vocational education is not a dead end and by allowing well performing students in the vocational education track to proceed onto higher education will ensure that the vocational stream is not seen as an option of last resort by prospective students.

(b) Ensuring private sector participation in management of institutions and curriculum design to ensure a direct connection to the labor market for graduates, and an effective medium for bringing about organizational and productive innovations.

(c) Strengthening the general education component of these programs for providing basic knowledge in humanities and sciences, preparing students to work in various occupations, teaching them to solve problems and encouraging them to continue learning.

(d) Funding and budget allocations - moving from a system which is exclusively financed by the government to a system which is increasingly financed by the private sector and by students paying user fees. The private sector would be willing to contribute only if they see that the system is producing relevant graduates. Students are likely to contribute if they see accrual of labor market benefits from vocational education.

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 aegis 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 transferability 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 appropriate levels.
(k) Nationally agreed framework of affiliation and accreditation of institutions.
(l) Multiple certification agencies/institutions will be encouraged within NVQF.
Madhya Pradesh scenario:
Bhopal (Madhya Pradesh): Chief Minister Shivraj Singh Chouhan has said that Skill Development Centres (SDC) will be opened at all the development blocks in the state. No fees will be charged from the trainees and they will be given stipends. Chouhan was inaugurating Skill Development Centres at development block level at Model Industrial Training Institute, Govindpura here today.

Chief Minister Chouhan said that no one will remain uneducated due to paucity of funds. The government has launched several schemes and programmes for skill development. He said that education has three main objectives – knowledge, manners of citizenship and employment. Skill is vital for employment. These days, Europe is facing shortage of young population while India has the largest youth power. Educated youths are much in demand in industry sector. There is unlimited scope of employment in India as well as foreign countries.

Chief Minister Chouhan said that efforts are being made for enhancing employment opportunities by exposing youths to vocational training. Industrial Training Institutes are also being strengthened. Arrangements have been made for selection of trades as per local, national and international requirements and able trainers. Besides, such courses have also been prepared through which employment-oriented training can be imparted in short time for increasing employment opportunities. Woman domestic helps have also been benefited by these training programmes. He informed that new employment opportunities have also been created in the state. New industries being set up in the state will have to provide employment to 50 percent local people. Special facilities are extended to the industries providing 90 percent employment to the local people.

After losing job opportunities in industrial sector during the last decade when industries made huge investment, Madhya Pradesh has decided to come up with a skill development policy. It has sought support from industries, private
skill development institutes, business chambers and non-government organizations to rope in private players to frame a policy for skill up-gradation of its unemployed educated youth.

The state, during the last few years, has inked deals with various power biggies which will come up in backward tribal dominated areas like Singarauli but the investment will hardly create jobs for local youth. Much-awaited Bina refinery is likely to create only 300 jobs after a huge investment of '10,000 Crore in backward districts like Sagar.

The government invited support from industries, private organizations and non-government organizations to revive its age-old ailing skill development programme. It is looking for framing rules and regulations to ascertain norms for joining hands with these institutes for skill up gradation.

“We have lost opportunities earlier and we are yet losing more in areas where investment is coming as we have dearth of skillful employable youth,” said Technical Education Minister Laxmikant Sharma.

The government has formed a sub-committee of ministers which will soon submit recommendations of a national workshop on skill development organized today to the state cabinet. “The cabinet will later consider the suggestions and will announce a policy,” the minister said.

Barring its few hundred age-old odd industrial training institutes (ITIs), the state has no other way to train unemployed educated youth in modern industries that requires a number of skills. “Even basic computer education training is a distant dream for many in rural areas,” said an industrialist who owns a factory in Govindpura industrial area in Bhopal. He often employs skilled youth from other states like Maharashtra, Kerala, and Andhra Pradesh.

“A fund of '100 Crore is in log-jam in government accounts as ITIs have failed to impart skillful training to local youth. How can they train a mechanic on modern eight-valve auto engines in their laboratories,” an industrialist said. The government is also looking for a breakthrough on a major issue of geographical parameters before venturing into modernization of its skill development programmes. “We need to look into matters pertaining to geographical areas;
there are youth who do not want to go out of the state for skill up gradation. If we rope in private partners we will have to ensure various facilities, proper fee structure, security for female trainees,” a senior government official said.

The state has as many as three Crore unemployed educated youth, although state claims to attract investment of Rs 3.40 Crore in almost in all sectors.

**Annual plan 2011-2012 State Skill Development Mission**

Madhya Pradesh Council for Vocational Education and Training (MPCVET) has been set up with HCM as Chairman, for training, certification and facilitation of training in short duration courses.

Skill Development Plan with the following features:

1. Qualitative and quantitative up gradation of Vocational Training.

2. Enhancement in the training infrastructure from 27, 000 to 2.5 lakh over next three years

3. 110 new ITI s have been proposed under PPP scheme; proposal pending with GOI.

4. In 50 less developed blocks assistance for setting up it is with GOI assistance

5. 113 SDCs in less developed blocks with the assistance from GOI is established

6. Proposal for setting up of SDCs in all 313 blocks is pending with GOI.

7. Proposal for setting up more than 90 Polytechnics in Private partnership.

The global youth unemployment rate rose sharply between 2008 and 2009, from 11.8 to 12.7 per cent, reversing the pre-crisis trend of declining youth unemployment rates since 2002 (International Labor Organization 2011). By 2011, 74.8 million young people were unemployed. In some regions, young people are nearly three times as likely as adults to be unemployed; they are also more likely than older workers to be underemployed or work in the informal labour market, in poor quality jobs that require low levels of skills and offer limited socio-economic security, training opportunities, and working conditions (International Labour Organization 2012). Significant regional variation in youth unemployment exists; and, in many countries, young women are much more likely to be un/underemployed than young men (United Nations 2012).
Over 40 per cent of all young people live on less than two US dollars a day, with youth in developing countries disproportionately among the working poor (International Labour Organization 2012). This enormous unlocked potential represents a substantial loss of opportunity for both individuals and society. One billion young people, the majority from LMICs, are predicted to reach employment age within the next decade (International Labour Organization 2012), compounding what are already severely limited opportunities for integrating youth into the labour market. With increasing policy importance now placed on higher-order skills and their central role in the global knowledge-based economy, comes a renewed focus on the potential of TVET to equip youths with the abilities to seize available work opportunities, and, in turn, impact upon global poverty and social stability (African Union 2007; King and Palmer 2010; Péano et al. 2008; United Nations Educational, Scientific and Cultural Organization Scientific and Cultural Organization 2010, 2012). Neglected by the World Bank and other donor agencies during much of the 1980s and 1990s, there has been growing investment in TVET since 2000. Deciding which programmes to implement requires an understanding not only of which models are effective, but for whom they are effective. Collecting evidence from studies that have analyzed these issues is crucial for purposes of policy-making.

About the present work The present work is a small attempt to analyze the impact of skill initiatives under taken by the Government of India so far in reference to increase the level of employment for the purpose of study, Mandla district had been chosen.

Organization of the thesis
Chapter 1 –Introduction of the Research work along with facts and figures
Chapter 2- Literature Survey
Chapter 3 –Research Methodology
Chapter 4 Vocational and skill Education status in India
Chapter 5 – Vocational Training
Chapter6 – Data Analysis
Chapter 7 – Conclusion and Suggestions followed by references