



A STUDY OF MODELS OF VOCATIONAL EDUCATION AND TRAINING IN INDIA

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Abstract:

This study pertains to the models of vocational education and training. Other than VET the model thrust areas of New Education Policy 1986, Centrally Sponsored Scheme of Vocationalisation of Education and Plan of Action 1992 is find a place in our study. The paper whose title was "*Higher Secondary Education and its Vocationalization*" was introduced to the country by the NCERT. This brought to the fore a model conceptual framework for implementation. In fact, this added new dimensions to the vocationalisation in India.

This means that this paper brought to the public the foundation of VE in the *vidyalas* of the country. But the whole system of education is fragmented throughout the length and breadth of the country, and it should be managed efficiently, effectively, with efficacy, especially keeping in view that the states are very large in size and highly populated.

The population size of the country is also huge. But we are still far away from the targets set out in new education policy 1986. So, it is important that some models have to be developed for spreading the vocationalisation of education in India, especially keeping in view that barely 5% students attend the vocational courses.

And employment is hardly available to 2% out of that 5%. This is because of the enigma of social acceptability that we have very less students opting for vocational courses. Lack of awareness of vocational training is another factor which deserves special attention.

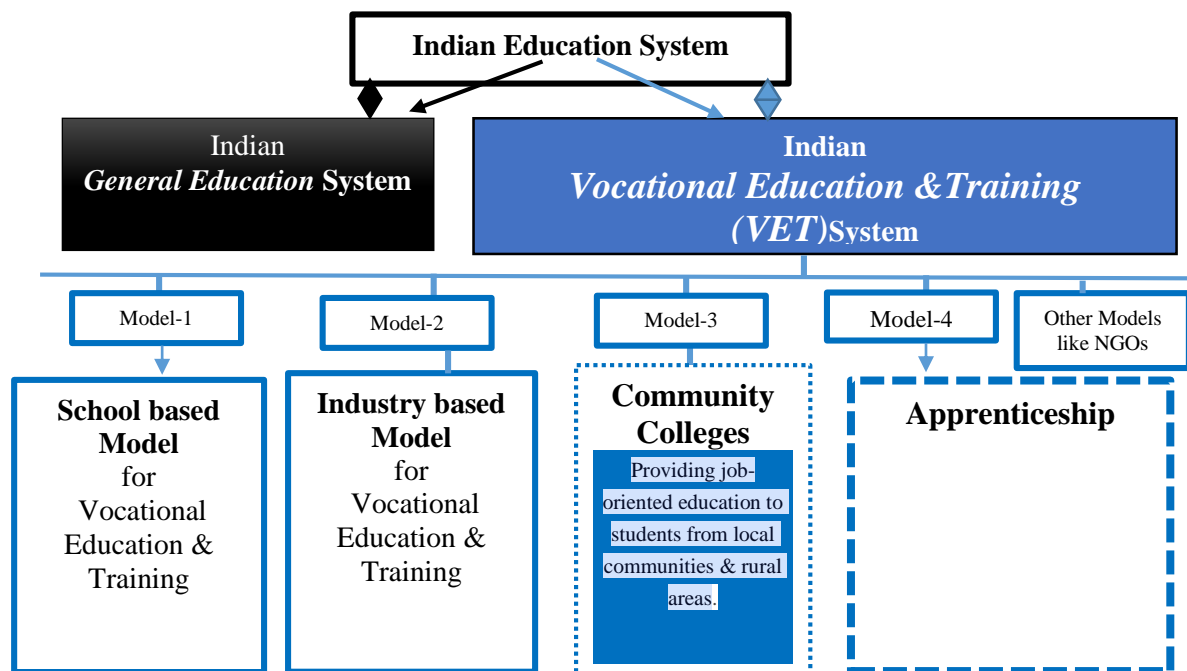
Key Words

Vocational Training and Education, Vocationalisation, School

1. Introduction

The School based Model, Industry based Model, Community Colleges and Apprenticeship model etc., for offering Vocational Education and Training are common in Republic of India. These models can play an important role in spreading vocational education in India. These models are specialized vocational training centers.

In these Vocational Educational & Training models, real-world experience and practical skills are emphasized over theoretical knowledge. Students or Trainees get exposure to work with tools & equipment to complete their projects.



Disability particular model had suggested that there should be three levels of the model recommend the vocational training of three levels of disability: mild, moderate and severe. This model has a design of the e model consisted of details of construction, objective, expert aid for involvement of vocational training programs and revision of syllabus, on job training etc.

We have dealt with the issues that what are the challenges faced during the preparation of models of vocational training in India. We have discussed also the introductory part of the vocational education programme. We have deliberated in detail the thrust areas which have been identified by the new education policy 1986 for vocational education and training.

Centrally sponsored scheme of vocationalisation of education is also discussed. Introduction of



VEP in Schools, thrust areas identified by NPE 1986 for VEP/VET Centrally Sponsored Scheme of Vocationalisation of Education School Based Model (Introduction of VEP in schools) have been discussed.

2. Objectives of the Study

- To study the different models of Vocational Education and Training in India.
- To examine the need of the models of Vocational Education and Training in India
- To find out the crux of the models of Vocational Education and Training in India.

3. Methodology

Since the study is not field based, we have used the secondary data only mainly taking the data from google.com and other sources as well. The data cannot be said not to be affected by changes because in the internet changes are possible, Data which ever has been taken is true, correct and accurate.

Theoretical Framework

3.1 School Based Model (Introduction of VEP in schools)

3.1.1 Introduction of VEP in Schools

“School-based vocational education in India is currently covered by a centrally sponsored scheme which was mooted in 1988 and was aimed at providing an alternative to the pursuit of higher academic education.” Education and training find a central place in the economy, socio-economic development. Education no doubt helps the individual his / her ability to analyze the offers has a number of chances. We find that there is ample scope in the *vidyalas* where teaching happens in the way of getting the practices of learning something.

The children of today and tomorrow will learn the right type of habits, skills, attitude and knowledge for achieving the goals of education and training. Vocationalization of school education produces chances to the students to learn some basic knowledge and skill which will prepare them to be entrepreneurs and skilled managers and workmen to help the economy to develop.

Vocational education covers the skill development right from the primary level to the Class XII to the tertiary level of education. Both formal and informal programmes here come into picture. Once the vocational education is allowed to enter in the schools, the children would develop themselves with the aptitude learnt.



The students would be having habits to develop true citizens of the country since they would soon start contributing to the economy of the country and make it developed country from developing.

The schools can be the starting point for the vocationalisation since there lies the future of the country. The rate of unemployment in the country is so high that the students can hardly find any white collared job. In fact, when the students learn some skill they would at least be able to earn their livelihood. But the problem in India is that there is a preference for white collared job.

The market is scarce of employment opportunities. When we analyze the situation we find that there are thousands of applications received for few white collared jobs and where the number of vacancies are in hundred lakhs of applications come. So it is a must that students must learn some employable skill which could fetch them some job.

3.1.2 Thrust Areas identified by NPE 1986 for VEP/VET

In 1976, the NCERT paper "*Higher Secondary Education and its Vocationalisation*" was presented to the country setting out a model conceptual framework for implementation.

Evaluation studies of vocational programmes in most of the States were conducted to provide the findings to the States for improving implementation. In spite of all these efforts, the scheme of vocationalisation of education has not yet picked up. The single most important aspect is the inadequate organisational structure management systems for various sectors of vocational education work in isolation and with hardly any coordination being looked after by many organisations under different ministries without having proper coordination and linkages.

At state level the system is still fragmented and inadequate and requires an effective management system. Despite its good intentions of developing proper attitudes, the actual implementation both in coverage and quality leaves much to be desired.

At the middle school stage there is a need to introduce SUPW programmes which should aim at developing confidence and sufficient psychomotor skills to students to enter the world of work directly or through certain occupational training courses.

3.1.3 Centrally Sponsored Scheme of Vocationalisation of Education

The New Education Policy, 1986 had set the target, to cover 10% higher secondary students under vocational courses by 1990 and 25% by 1995. In the Programme of Action, it was planned to diversify the students in higher secondary education to vocational programs at class XII level to 10% by 1995 and 25% by 2000.



Afterwards a centrally sponsored scheme was introduced in 1988 which was to be started by the States of India and Union Territories of India. But the success was not much. This scheme was to be brought to the fore by the NGOs in the formal sector and voluntary organizations in the non-formal area. There was felt need to revamp the scheme.

If India wants to have competitive edge in the world, then along with world class infrastructure, other facilities of the same standard must be developed like curriculum, teaching faculty, machinery and plants. It is to be ensured that the curriculum must be of the global level. This all can be done through the if the VET system is rightly executed.

The vocational education starts with the class XII has been a part and parcel of this national qualification system which needs to be integrated.

If our training must be of high standards, then we have to have world class infrastructure, tools, equipment, regular supply of training materials has to be ensured, expert practitioners, and practice by the learners on-the-job or off-the-job.

Besides technical skills, greater emphasis will be given on development of employability skills. We must develop in the students, Effective communication skills, ICT skills, Customer care services, Etiquettes and Mannerism, how to speak in public, Front Office Management, Telephonic conversation skills, Interview skills, Interpersonal mannerism or social skills, and Team building skills. Students should be trained in the Employment seeking skills as well.

3.1.4 Programme of Action 1992

The idea of what we call digital literacy came with the Plan of Action 1992. We must make sure that the students of today learn the technological skills. They should be able to work on Excel, make presentations on ppt, they should be swift enough to analyze the data wherever required, they should be able to make programmes, generate report and do several other jobs.

They should be exposed to the technology of the day. But it is possible only when we provide these facilities in the schools. Each and every school should be equipped with the latest computers labs. Sufficient number of terminals, routers, hubs, wi-fi facilities, internet facilities should be provided to the students.

And it should happen in every nook and corner of the country. That means every village, *talluka*, block and district level technological facilities should be provided. But the irony in India there is no electricity in certain parts of the country or there is erratic supply. So how the computers would work and run. In this way the vocationalisation of education would certainly get a setback.

This plan was envisaged from the NEP 1986. The plan has an aim to have a good climate for the



youth in their work and life which should develop their opportunities for employability to that the gap between the demand and supply could be. It was aimed to develop a healthy climate among the youth towards work and life which should enhance the chances of their employability and could lessen which is their in the economy of India.

The Plan of Action 1992 stress the importance of establishing technical institutions, medical colleges, engineering institutions, and universities in the agriculture sector where the research concerning agriculture could take place.

3.2 Industry Based Model – Vocational Training Programmes

In UK it is noticed that that most of the companies believed that their training programmes were not according to the full strength in terms of production, on the job training and performance and improvement in quality.

Whereas in Spain it was felt the training given is the main strategy for human resources development and in the achievement of the objective of the organizations. An analysis of pedagogy offers to them those who receive training to bring improvements in the quality as they have to recognize the weakness in the factors such that the design of the training imparted, the analysis of the needs and implementing the training and bring improvement in them. In fact if there is any different in quality it is entirely to the credit of such professionals.

3.3 Community Colleges:

Community colleges are meant for providing job-oriented education & traditional education or general education to the students coming from local community under higher education system. After passing secondary education students may take admission in these community colleges. "Skill development has been an integral part of education system worldwide be it USA, Germany, Canada, UK, Japan, China and a host of other countries. Somewhere skill development starts at school level while at other places, it starts at College level. They are known by different names in different countries. More known amongst them are the Community Colleges, which are in existence in USA for about a century. These colleges provide education above the secondary level and below the degree level with appropriate skills keeping in view the needs of local industry and community there by leading to gainful employment and option for horizontal and vertical mobility. While vertical mobility facilities movement to higher education and research, horizontal mobility creates opportunity for entry into the employment market with appropriate skills. There is also flexibility for further skill development. There is no age barrier for entry to a course, thus it also meets the life-long learning needs of the community. These Colleges are also engaged in Adult Education and Developmental Studies for academically weaker students. Community Colleges allow Dual / Concurrent Enrollment to facilitate High school students to take courses in Community Colleges to shorten the time and lessen the costs to get Associate degree and later



full degree.” -Report of the Committee on the “Concept and Framework of the Community College Scheme”

Community College					
Community College <i>also known as:</i>	Junior College <i>or</i> Smaller College	Local Accessibility College	Lateral Entry into Higher Education System College <i>(Prepare students for a transfer to a 4-year universities)</i> or Bridge College	Skill Enhancement College <i>(technical & vocational skills)</i> or Skill based & General Education or Traditional Education based College	Two-year College (6 months to 2-years courses)
	Post-secondary Education College <i>Above secondary level & below degree level)</i>	Future Endeavours Life College or Job Preparation College or Career Preparation College	Life Skill Engagement College	Open to Everyone College	Cost- Effective College or Affordable Cost College <i>(Much cheaper)</i>
	Flexible Learning College <i>(own pace without pressure)</i>		Personalised Attention College		

History of Community College

“The roots of Community Colleges have dating back to the Morrill Act of 1862 (the Land Grant Act).”

Morrill Act, 1862 also known as **Land Grant Act**, expanded access into public higher education. *“The Morrill Land-Grant Acts are United States statutes that allowed for the creation of land-grant colleges in U.S. states using the proceeds from sales of federally owned land, often obtained from Native American tribes through treaty, cession, or seizure.”* Community colleges was for those vast majority of individuals who had been denied access to higher education for various reasons.

President of the University of Chicago, Mr. William Rainey Harper was the big force behind creation of community colleges in US. In **1892** the University of Chicago was divided into a ‘**Junior College**’ and a ‘**Senior College**’ by **William Rainey Harper**.



In 1901, J. Stanley Brown, principal of Joliet High School, introduced college-level courses into his high-school curriculum. J. Stanley Brown was a friend and colleague of Harper. And thus, first **independent public Junior College in America came into existence.**

In 1990s, community colleges movement was started in **India**. The concept of community college was entirely different in India from the United States of America (US). It was a kind of **Alternate system** in higher education system of India. To empower the disadvantage and underprivileged section of the society, this alternate system came into the existence to provide appropriate skills in collaboration with local industry & community, so that local people can get immediate employment.

Community Colleges in India	Community Colleges for International Students
Started in 1990s	Started in USA in 1901
<ol style="list-style-type: none">1. Krishna University2. Gauhati University3. Kolhan University4. University of Mysore5. Manipur University	Eg. <ol style="list-style-type: none">1. Green River College- Auburn, Washington2. Orange Coast College- Costa Mesa, California3. North Virginia Community College- Annandale, Virginia4. Valencia College- Orlando, Florida5. Fanshawe College- Southwestern Ontario, Canada6. Algonquin College- Ottawa, Ontario, Canada7. De Anza College- Cupertino, California8. Santa Monica College- Santa Monica, California

3.3.1 Community College Scheme

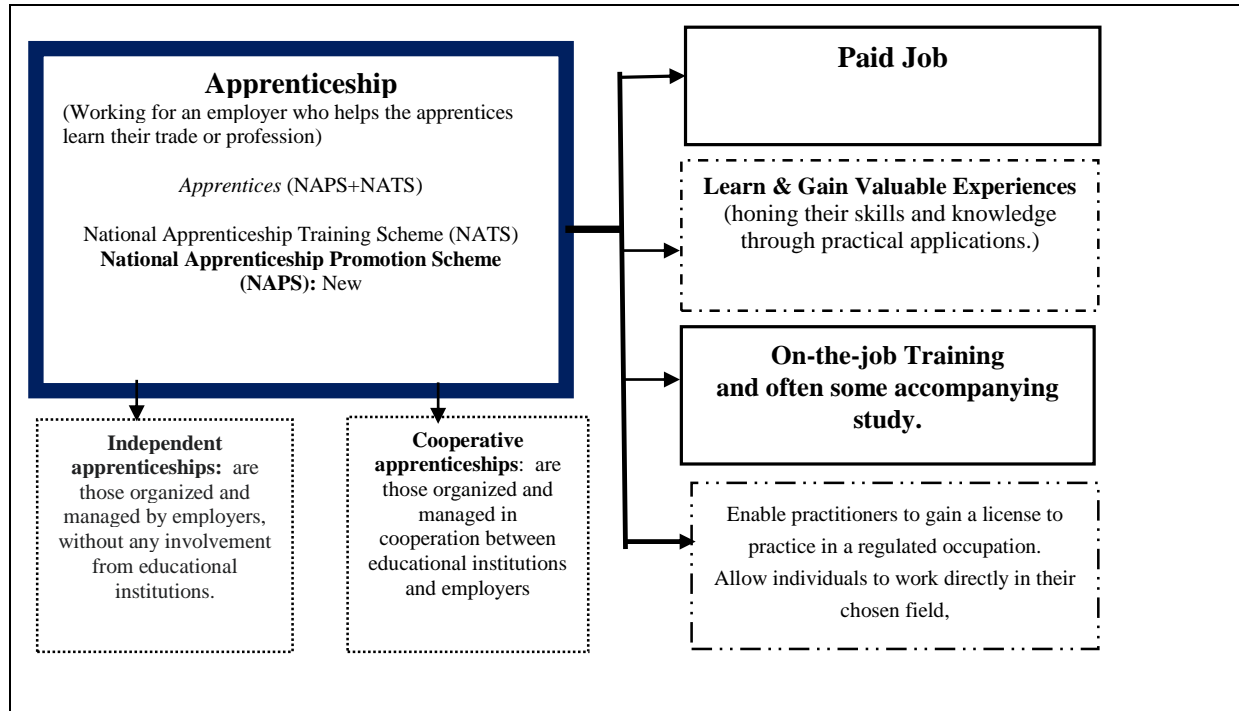
The central ministry of Human Resource Development has started the scheme of Community Development through Polytechnics (CDTP) to take care of the rural people of the country. The scheme would provide non-formal courses which are employment oriented for different sections of the society mainly the rural, which are in unorganized sector of the economy, and it would utilize the infrastructure at the rural level.

The aim and objective of the scheme is to extend technical and professional education at no cost to the rural people. The scheme would reach the doorstep of rural persons who are in urgent need of vocational training. This would utilize their infrastructure, utilize local resources, design the curriculum for them as per the local needs. The thrust would be to raise the standard of living of the persons belonging to the SC, ST, OBC, Minority communities, and the other poor people of the area.

3.4 Apprenticeship

An apprenticeship is a paid job where the trainee/employee gains real world experiences. “Apprenticeship

Training is a course of training in any industry or establishment, undergone in pursuance of a contract of apprenticeship between employer and apprentices and under prescribed terms and conditions.” **“National Apprenticeship Promotion Scheme (NAPS) is a new scheme of Government of India to provide financial support to establishments undertaking the apprenticeship training. It was launched on 19th August 2016.”**



The ILO is the first and the oldest agency of United Nations who has on its shoulders the responsibility to bring social and economic justice according to the international labour standards. It was introduced to the world in October 1919 under the League of Nations.

This is the only only ‘tripartite U.N. agency,’ since 1919. The job of International Labour Organisation has been to bring governments, employers and workers of 187 member countries, closer to set out the standards of labour, make policies, and designing of programmes to promote standardised work work for all the women and men of the world.

ILO is having its 100th anniversary in 2019, it may bring certain life changing measures which are linked to the 187 countries of the world. The constitution of the ILO was drafted in 1919 by Labour Commission which was chaired by Samuel Gompers, head of the American Federation of Labour (AFL) in the United States.



The process resulted in a three-party organization, bringing together representatives of governments, employers and workers in its executive bodies.

It is not sufficient if training is provided through the Institutions alone. In India there is a provision of providing the youth on the job training which is done through the industries. Students who go to the industry for taking such training in the industrial environment are called apprentices. There is one act through which the activities of apprenticeship are run in India. It is called the Apprenticeship Act 1961.

3.4.1 The Apprentices Act, 1961

Subsequently, the Act was amended in 1973, 1986 and 2014 to bring the Graduates, Technician, Technician (Vocational) and Optional Trade Apprentices respectively under its purview and Apprenticeship Rules, 1992 were revised in year 2015. Under the Apprenticeship Act, Section 8 defines an apprentice as, “*a person who is undergoing apprenticeship training in pursuance of a contract of apprenticeship*”

This act was framed with the objective of utilizing the facilities available in the industry for giving training to meet the requirements of the manpower who is skilled and trained. This act was amended four times since its inception 1961. It was amended in 1973, 1986, 2014 and again in 2019. There are mainly five kinds of apprentices. They are called Graduate, Technician, Technician (Vocational) and Optional Trade apprentices.

Other Models of the World: “Another recommendation is to organize vocational education and training outside the school system, in **vocational training centres** very much linked with enterprises and the world of work in general (good examples are the **Latin American vocational training centres of the Brazilian SENAI and Colombian SENA type or the Vocational and Industrial Training Board in Singapore**). Alternance training which combines school training (for theoretical teaching), with on-the-job training for the teaching of practical skills is also very much spoken of. One of the best examples of this system is the **German ‘Dual system’**.” “Different countries operate different systems which reflect their history, their level of educational development, their level of economic development, industrial tradition, prevailing social relations and culture. To arrive at a genuinely informed view, it is important to review these various systems and the way they perform. Quite obviously no single system can be used everywhere. **What works well in Brazil, Singapore or Germany may not work well in Tanzania, Morocco or India**. The contexts are too different. But certain lessons can be drawn.”

4. Issues and Challenges

We find that 15.3% of the people are joined the official vocational training institutions. Though



there is an enhancement in such training institutions, we find that that vocational training and education is not being liked by students and their parents.

Nearly 93% of the population in India did not receive any vocational or technical training, according to Periodic Labour Force Survey (PLFS) 2017-18. In contrast, as many as 1.5 million (21%) people have gained skills and jobs under the country's Skill India mission.

According to the Periodic Labour Force Survey (PLFS) 2017-18, merely 1.8% of the population received formal training on technical aspects and employment-ready skills, Mint [reported](#). While roughly 6% received informal training on job skills, self-learning, etc.

So there is an urgent need of bringing more and more number of youth under the ambit of vocationalisation of education. There is need to up-skill them according to the world standards. But for that lakhs of crores of rupees would be needed. There is lack of infrastructure, machinery and equipment, institutions, trained faculty, and other amenities where we propose to impart this training. The efforts taken by the government are miniscule. Government just discusses the need of employability, vocationalisation only through conferences, and seminars, papers are presented, reports are generated but seldom there is any action on that report. So, something concrete should be done.

The conditions are very dismal. There are only 15697 Industrial Training Institutes in the country. Prime Minister has set a target of skilling 500 million of people by 2025. The Industrial Training Institutes can accommodate only 2 million of students every year. There is another 2.3 million people added to the workforce every year.

With the present capacity there would always remain a gap of 498 million people to be skilled. If thousands of Industrial Training Institutes are not opened how we will be able to make up for this gap. Everyone is in the habit of talking good things about the government but plainly and truly speaking government is doing nothing more than lip service.

We need very large number of resources in terms of money, machinery and equipment, teachers and institutions if we really want to see this country skilled enough. Then the story does not end here. Even if we are able to make such a huge number skilled where are the jobs. We urgently need to have industries either in public sector or private sector. Sufficient number of industrial organizations have to be there which could provide these youth jobs.

So, the need of the hour is the development of models of vocational education and training in India and this work should be completed at least within next two to three years because of the fact that every year 2.3 million of youth touch the employment market. And the irony is that out of those ready for the job market do not have employable skills.



They have the old systems of study. In most of the engineering college of India (mostly private) there is no revision of syllabus, their faculty is not adequately trained nor adequately paid, their infrastructure is very weak. So, Government has to take sufficient steps and develop models which are in the interest of the institutions, industry, society and the nation.

5. Limitations of the Study

There is no data analysis done during the study. Being conceptual paper, we have to present the facts as it is and this is what we have done presenting the details taken from different google material. Also, very few research papers are used since the details were available in the google itself. So hardly any need was felt of using these papers. It is not that there is dirt of papers on different subject but since most of the details were available the same has been used with references given at the end of this paper.

6. Recommendations

Since the number of students after class XII is minimal who opt for vocational courses in India there must be a concrete plan for them. The Government should have a career counseling wing in all the schools which could guide the students about their choice of career and turn them to the vocational courses.

Secondly the number of institutions who are into the vocational courses is very less in the country. There number should be increased so as to absorb the number of students who are interested in vocational courses. Not all the students who are interested in vocational courses get admission to the courses of their choice.

Thirdly the options available to the students are not available where they want admission. This should be look into.

Fourthly, the concept of community college is good. But the number of community college is not at all sufficient. Students must be trained in their local skill which is traditionally available to them.

Fifthly, there is no linkages between the industry and the students, between the institutions catering to vocational stream and the industry. Sixthly, comes the number courses offered in apprenticeship. The number of occupations offered in the apprenticeship is very less.

The remuneration paid to be apprenticeship is not at all sufficient. There several other aspects regarding vocationalisation which have to be looked into with priority accorded to them. The Government, the industry, the vocational institutions have to give special attention to this aspect if they are interested to increase vocationalisation of education at the school level.

Last but not the least there has to be social acceptability and government should all whatever is possible to increase the social acceptability of vocational courses, through campaigns, individual interview methods, community gatherings, etc for increasing the awareness amongst the masses and help removing the myth that white collared jobs are better than the blue collared jobs.



7. Conclusion

The different models of vocationalisation are not developed in India to the extent they should be. There are a few areas which have been attended to by the new education policy document of 1986 and the plan of action 1992. The government should act fast to increase the vocationalisation in the schools.

If the targets of vocationalisation are not met there is certainly something which we have not attended to. If 93% of the population in India did not receive any vocational or technical training, according to Periodic Labour Force Survey (PLFS) 2017-18 and as many as 1.5 million (21%) people have gained skills and jobs under the country's Skill India mission, it means that much more needs to be done at the level of the government. The enigma of social acceptability towards blue collared jobs has to be removed from the society as early as possible.

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