



Vocational Education and Training Initiatives in India: Prospects and Challenges

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Abstract

The research article studies the vocationalisation of education in the Indian context. Measure which have been taken by various commission and committees are also covered. The initiatives taken by the Government and other agencies are discussed. Though this is not correct to say that the government has not done anything for spread of vocational education, but more efforts are required by their side. We will discuss the initiatives which should be taken by the Government to spread the vocational education.

The paper also discussed some very useful recommendations for vocational education. For instance the industry is not able to link itself with the vocationally trained persons. The apprenticeship training is not reaching the persons those who need apprenticeship training. There is much more to be done so far as Craftsman Training Scheme, the Apprenticeship Scheme, the community college scheme, the polytechnics are concerned. India needs a very large number of institutions for the bulging population.

Key Words

Vocational education, vocationalisation, training, education



1. Introduction

In words of Twining (1987), "*the content of vocational education is the hidden hand behind most aspects of everyday life*". A lot of initiatives have been taken at the national level to spread the vocational education right from the Woods Despatch in 1854

It was Wood's Despatch of 1854, which for the first time, highlighted the need for introducing, vocational education at the secondary school stage. The Indian Education Commission (1882) headed by Hunter, examined the problems of education as a whole, especially of vocational and technical education. The Hartog Review Committee (1929) and the Sapru Enquiry Committee (1934) emphasized the vital role of vocational education in the country's economic development.

The Wood-Abbot Advisory Committee (1936) report formed the basis for introducing diploma level technical education and establishment of polytechnics. The Sargent Report (1944) emphasized the need to introduce two streams, academic and technical with the objective to provide general education combined with some preparations for careers which students may pursue on leaving, the schools.

In independent-India the Radhakrishnan Commission (1948) emphasized the need for vocational education 'to meet a variety of needs of our young men and women giving a vocation preparation for university courses'. The Secondary Education Commission (Mudaliar Commission 1952-53) put forward the idea of multipurpose school recommended an 11 year pattern of school education.

Vocational Education for Sustainable National Development

The report of the Education Commission (Kothari Commission 1964-66) made national development the chief concern of education. Its report entitled "*Education and National Development*" starts with the significant sentence '*The destiny of India is now being shaped in her classrooms*'.

The Commission suggested restructuring of education into a uniform pattern of education called 10+2+3 pattern all over the country implying 10 years of general undifferentiated education for all, with diversification into academic and vocational streams at the +2 level.

It gave priority in the plans of educational reconstruction to the Work Experience Programme (WEP) in general education up to middle level (Class 1 to 8) and Vocationalization of Education Programme (VEP) at the secondary school level.

Since then the NEP 1986, the Action Plan 1992 and even the NEP 2020 has been emphasizing vocational education. In this study we will study the various steps taken towards vocational education by CBSE, State Boards, State Open Schools, Universities, NCERT, PSSIVE, and other bodies.



2. Objectives of the Study :

- To study the steps taken by Government towards the vocationalisation
- To study the measures taken by the other agencies for vocational education
- To find out what else can be done towards vocationalisation of education

3. Methodology

Keeping in view the study all secondary data was used. In the theoretical framework we discussed what steps have been taken to vocationalise education at the Government level and by other agencies like the Directorate General of Training (DGT), the National Skill Development Corporation (NSDC), the NGOs like Jan Shiksha Sansthan(JSS), CBSE, State Boards, State Open Schools, Universities, NCERT, PSSIVE, and other bodies etc.

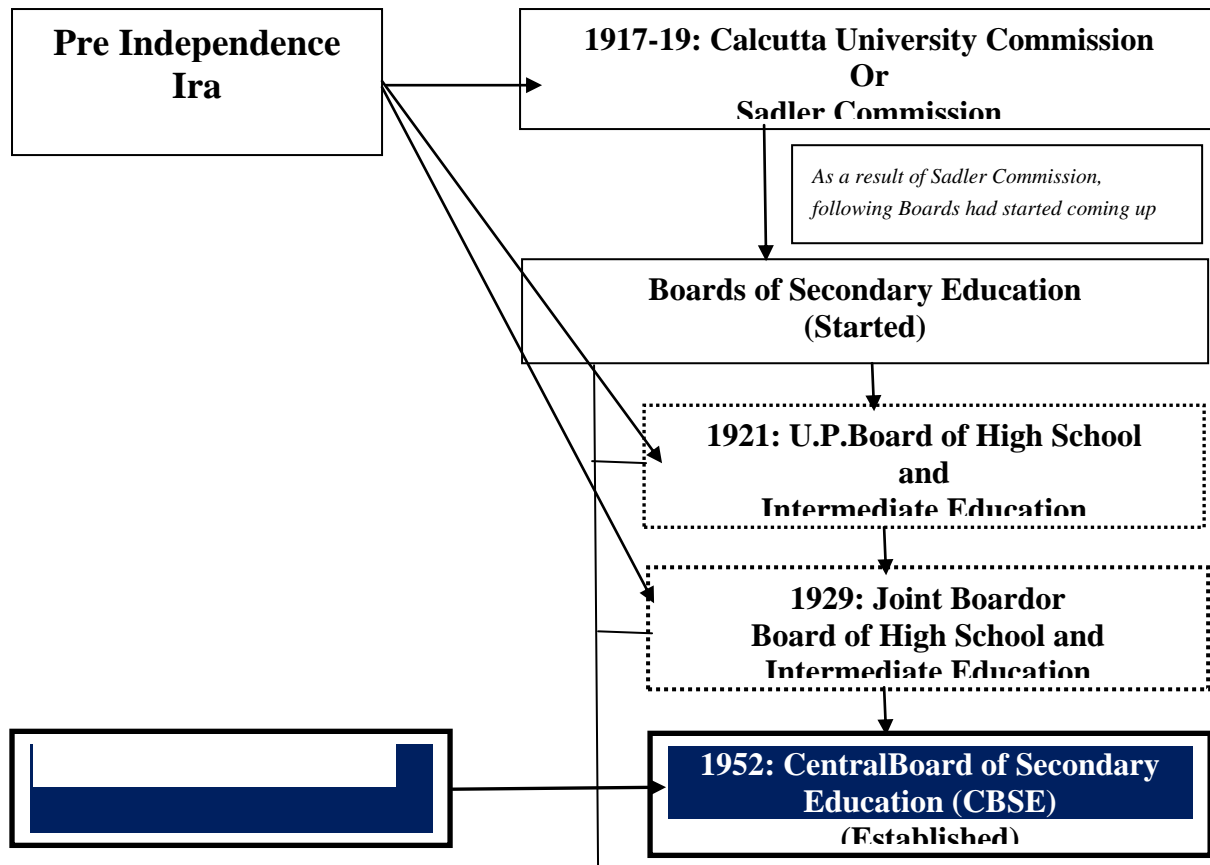
4. Theoretical Framework

4.1 Initiatives by Education Sector

4.1.1 CBSE

The Central Board of Secondary Education (CBSE) is a national level board of education in India for public and private schools, controlled and managed by Union Government of India. The Board is committed to provide quality education to promote intellectual, social and cultural vivacity among its learners. CBSC started 'Life Skill Education' in class VI in 2004-05 as per CBSC circulation no.04/2005 dated, 25-Jan-2005. Skill Education means education related a **specific trade, occupation and/or vocation** so that students can get **jobs** based on their **manual or practical skills**.

History of CBSE



<p>‘SKILL MODULES’ BEING OFFERED BY ‘CBSE’ IN ‘MIDDLE SCHOOL’ (Class VI- VIII)</p>	1. Artificial Intelligence
	2. Beauty & Wellness
	3. Design Thinking & Innovation
	4. Financial Literacy
	5. Handicrafts
	6. Information Technology
	7. Marketing/ Commercial Application
	8. Mass Media - Being Media Literate
	9. Travel & Tourism
	10. Coding
	11. Data Science (Class VIII only)
	12. Augmented Reality / Virtual Reality
	13. Digital Citizenship
	14. Life Cycle of Medicine & Vaccine
	15. Things you should know about keeping Medicines at home
	16. What to do when Doctor is not around



	17. Humanity & Covid-19
	18. Blue Pottery
	19. Pottery
	20. Block Printing
	21. Food
	22. Food Preservation
	23. Baking
	24. Herbal Heritage
	25. Khadi
	26. Mask making
	27. Mass Media
	28. Making of a Graphic Novel
	29. Kashmiri Embroidery
	30. Embroidery
	31. Rockets
	32. Satellites
	33. Application of Satellites

‘SKILLSUBJECTS’ AT ‘SECONDARYLEVEL’ (CLASSES IX–X) Skill-Based Subjects and Vocational Courses (Skills related to business, technology, and digital media)	COURSENAME	JOBROLES
<p>(“Vocational Courses: CBSE offers vocational courses in sectors such as healthcare, hospitality, automotive, and more”) (Practical Training: Internships or practical training for providing students hands-on experience in the field of their choice) “Skill Assessment: CBSE conducts skill assessments and certifications for students who complete vocational courses, enhancing their employability.”</p>	1. Retail	Store Operations Assistant
	2. InformationTechnology	Domestic ITExecutive/ Operator
	3. Security	UnarmedSecurityGuard
	4. Automotive	AutomotiveService Technician
	5. IntroductionToFinancialMarkets	BusinessCorrespondent
	6. IntroductionToTourism	AssistantTour Guide
	7. Beauty&Wellness	AssistantBeautyTherapist
	8. Agriculture	SolanaceousCropCultivator
	9. Food Production	AssistantChef (reg.)
	10. FrontOffice Operations	FrontOffice Executive
	11. Banking& Insurance	Field Executive
	12. Marketing& Sales	MarketingAssistant
	13. HealthCare	GeneralDutyAssistant
	14. Apparel	Hand Embroider
	15. MultiMedia	TextureArtist
	16. MultiSkillFoundationcourse	MultiSkill Assistant
	17. ArtificialIntelligence	
	18. PhysicalActivityTrainer	EarlyYearsPhysical Activity Facilitator
	19. DataScience	



	NAME	JOBROLES
<p align="center">‘SKILL SUBJECTS’ AT SENIOR SECONDARY LEVEL (CLASSES XI-XII)</p> <p>Collaborations and Partnerships</p> <ul style="list-style-type: none"> • Industry-Relevant Curriculum • Internships and Workshops • Skill Certification • Financial Support • Broaden students’ exposure to real-world scenarios. • Student Assessment and Feedback Mechanisms • Encouragement of Enterprise and the Start-up Culture • Start-up Incubation Programs • Mentorship 	1. Retail	SalesAssociate
	2. InformationTechnology	IT HelpdeskAssistant
	3. WebApplication	WebDeveloper
	4. Automotive	AutomotiveServiceTechnician
	5. FinancialMarketsManagement	EquityDealer/MutualFundAgent
	6. Tourism	Tour Guide
	7. Beauty&Wellness	BeautyTherapist
	8. Agriculture	AgricultureExtensionWorker
	9. FoodProduction	TraineeCommie
	10. FrontOfficeOperations	CounterSalesExecutive
	11. Banking	SalesExecutive(Bankingproduct)
	12. Marketing	MarketingExecutive
	13. HealthCare	GeneralDuty Assistant
	14. Insurance	SalesExecutive(Insurance)
	15. Horticulture	Floriculturist/ Entrepreneur
	16. Typography&Comp.Application	ExecutiveAssistant
	17. GeospatialTechnology	GISOperator
	18. ElectricalTechnology	FieldTechnician-otherhome
	19. ElectronicTechnology	InstallationTechnician
	20. Multi-Media	Animator
	21. Taxation	Asst. TaxConsultant/GSTAcc.Asst.
	22. CostAccounting	Jr. Accountant
	23. OfficeProcedures&Practices	ExecutiveAssistant
	24. Shorthand(English)	Stenographer
	25. Shorthand(Hindi)	Stenographer
	26. Air-conditioning& Refrigeration	ServiceTechnician
	27. MedicalDiagnostics	MedicalLab Technician
	28. TextileDesign	DesignAssistant(Apparel/Textile)
	29. Design	AssistantDesigner
	30. Salesmanship	SalesExecutive
	31. BusinessAdministration	BusinessExecutive
	32. FoodNutrition&Dietetics	AssistantDietician
	33. MassMedia Studies	MediaAssistant
	34. Library&InformationScience	LibraryAssistant
	35. FashionStudies	AssistantFashionDesigner
	36. Yoga	YogaInstructor
	37. EarlyChildhoodCare &Education	EarlyChildhoodEducator
	38. ArtificialIntelligence	
	39. DataScience	



i. State Boards

Though not much data is available and for the sake of space we can give examples of one or two State Boards. Uttar Pradesh being one of the biggest states its example can be given. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. The education system of Uttar Pradesh has been strengthened by new education policies and initiatives launched by the government from time to time.

The vocational training is looked after by NCVT at the central level and at the state level Craftsman Training being administered by State Governments, the various SCVTs are functioning in different states for development and promotion of vocational training. But the steps taken by the State Governments are tip of an iceberg. State Governments should come forward and initiate more steps in the direction of vocationalisation of education at the state level.

ii. NIOS

It was established by the Ministry of Human Resource Development of the Government of India in 1989 National Institute of Open Schooling is to provide education to all segments of society under the motive to increase literacy and aimed forward for flexible learning. Its earlier name was changed National Open School.

So far as vocational education is concerned, the programs of NIOS are meant for both living the cities and in towns, *tallukas*, villages, slums, semi-urban areas. The National open School or the National Institute of Open Schooling (NIOS; www.nos.org) is an important initiative of the Government of India, created to cater to the educational needs of students who cannot attend regular schools.

The National Institute of Open Schooling has a accommodating arrangement for development of a knowledge society and making the students entrepreneurs and not job seekers. It has number of accredited institutions for vocational education.

IOS has several courses in the field of vocational education for Class XI and Class XII students. But the quality of education is not sufficient to prepare the students for any vocation. It appears that the students opt to those courses because these courses are easy to pass.

iii. State Open Schools

State Open Schools have agricultural institutions, engineering and technology, health and paramedical science and more are in the process of opening. And all these institutions are opened at the instance of NIOS. As far as states are concerned Punjab SOS has been conducting personal contact programmes successfully.

But there are no job-oriented vocational courses on offer. Several State Open Schools are in existence for several years now but they could not start vocational courses for one reason or the other. For example, Andhra Pradesh Open School Society (APOSS) could not provide either X class or vocational courses through Open Learning scheme even after 17 years of its existence



However, NIOS the matter has been dealt with by NIOS quite effectively at the administrative level and it has ensured that in certain trades like welding technology, mushroom production, bee keeping, goat rearing, Indian embroidery, soil and fertiliser management, poultry farming, computer hardware assembly and maintenance, now the courses are being offered to the students. Students are taking full advantage of those courses.

iv. Community Polytechnics

The scheme of Community Development through Polytechnics (CDTP) was started by Ministry of Human Resource Development (MHRD), Government of India for the benefit of the rural down-trodden people of the country. Through this schemes employment oriented skill development programs to various sections of the community are conducted by way of non-formal system of education. These courses are short-term in nature and are mainly provided to the rural, unorganized & underprivileged sections. The beauty of the scheme is that the local resources and infrastructure is utilized by the existing polytechnics.

The main idea behind this scheme is imparting technical & professional education at free of cost to rural people. The scheme is reaching door to door so as to bring more and more number of people to participate in this program and guidance is provided to them for generation of employment in the industrialized areas and creating self-employment. Technical education is also provided to weaker sections, the SC, ST, minorities groups for generation of their employment so as to enable them to make two ends meet.

v. Jan Shiksha Sansthan

Ever since the Jan Shiksha Sansthan was started in Mumbai its sole objective has been to bring the marginalized sections of the society. The marginalized section of the people are neo literates, illiterates, women, SC, ST, neo literates, OBC, minorities, school drop outs, etc. It is opined if they are vocational developed they would not only be able to earn a living for themselves but also contribute to the society and the country.

The sole purpose of JSS is to ensure that for all the people who are marginalized in India should have a rise in standard of their living. For this it has been giving training in different vocational trades, which are suiting the local needs and are relevant to the local market. In this way the local trades are helped. The local societies develop.

Special efforts are warranted to see that these marginalized people should develop and government is doing which is possible but it is not enough.

vi. Community Colleges

India is a very big country with a population of close to 1.4 billion. A large chunk of India's population about i.e. about 75% of it live villages, slums, *tallukas*, *kasbas*, rural areas. The concept



of community college is such that there should be community college open in rural areas. The local infrastructure, the local resources are utilized, the local faculty is arranged to provide vocational education to the local youth so as to enable them to find a employment or start their own venture.

Since the local traditions are developed, the local industries are promoted, they try to find within local areas as to where they can excel. This reduces the problem of urbanization to a certain extent. Unfortunately government has not developed the sufficient number of community colleges in India.

Some of the polutechnics are approved by All India Council for Technical Education. These institutions are recognized as a good means for giving the desired training. Some steps are being taken for development of curriculum at the central level. But it is better that in the interests of the scheme the courses should be developed by the local teachers because they understand their local conditions better.

4.1.8 Degree Colleges

There are 106 vocational colleges in India. The purpose of establishing these degree colleges are to prepare the students for the world of today. The students are given vocational training there. The students are trained in the vocational trades of their choice. These college have different courses ranging from management to aviation. Loyola College, Chennai, Fergusson College, Pune, St Xavier;s College, Mumbai, are some of the famous vocational colleges in India. The subjects taught there are computer applications, design, etc.

4.1.9 Universities

All India Council for Technical Education (AICTE) has taken various quality initiatives such as examination reforms, mandatory internship, induction program for students,revision of model curriculum, internship, industry readiness accreditation, start-up and national initiative for Teachers' Training etc to provide a thrust to improve quality of technical education in the country. Amongst the universities where vocational training is taken up are Aligarh Muslim University (AMU) Banaras Hindu University (BHU) and Punjab University Chandigarh.

4.1.10 NCERT

Government felt the need to have an organization which should be able to design the courses and support the system of education in the country. Accordingly, National Council of Educational Research and Training (NCERT) came into being after the merger of seven institutions of repute. These institutes, namely,Central Institute of Education, the Central Bureau of Textbook Research, the Central Bureau of Educational and Vocational Guidance, the Directorate of Extension Programmes for Secondary Education, the National Institute of Basic Education, the National Fundamental Education Centre, and the National Institute of Audio-Visual Education were already doing good job.

NCERT is an autonomous organization under the Ministry of Education, which came into being in 1961. It is located in New Delhi.

It is the objective of the NCERT to design and support a common system of education for the country that is national in character, as well as to enable and encourage the diverse cultural practices



across the country as a whole. Based on the recommendations of the Education Commission(1964–66), the first national policy statement on education was issued in 1968.

4.1.11 Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSIVE)

This is an organization which is considered as the top body in the field of vocational education. All kinds of research in vocational training and education is done here. This works under the aegis of NCERT, an organization under the Ministry of Education, Government of India. This came into being in the year 1993. There are six subjects, namely, agriculture and animal husbandry, business and commerce, engineering and technology, health and paramedical science, home science and hospitality, management and humanities, science, education and research. This is a UNEVOC project which is an International project on Technical and Vocation Network Centre in India which run all the programs. It also conducts discussions with UNESCO-UNEVOC from time to time as per the needs.

4.2 Initiatives by Industrial Sector

4.2.9 Craftsman Training Scheme

Government of India, Ministry of Labour, Directorate-General of Employment and Training, as it was called then, had launched what is known as the Craftsmen Training Scheme (CTS) in year 1950. It was mandated that skilled workers are given to the Indian industry on a regular basis in various trades.

The aim was to increase the production in the Indian industries by imparting the training to the youth in a well-planned manner. This, according to the scheme, would lessen the unemployment if the employment-related skills are provided to the youth of India. This would also foster a technical and industrial aptitude in the young minds.

The routine administrative work was assigned to the State Governments in 1956 and the financial control was also shifted to the State Governments in the year 1969. Since vocational training is subject on which both the Central and the State Governments work together at the central level the policy making, the fixation of standards, norms, conduct of examinations, certificate issue, was also kept by the Central Government and the admission to it is are with the state governments.

As per Economic Times dated 25.02.99 there are 15697 Industrial Training Institutes in India. The training in craftsman training scheme is provided through these ITSs. In the same newspaper report it is given that as per the Union Government Industrial training institutes (ITI) are post-secondary schools in India constituted under directorate general of employment & training (DGET), Ministry of Skill Development and Entrepreneurship, Union Government where training is provided in in various trades.



4.2.2 Apprenticeship Training Scheme

With the vocationalisation of education and to fill the gap between the industry demand and the skilled personnel there was a felt need to have the Apprentices Act, 1961. The aim was to complete utilize the facilities which was in the industry so that youth could be provided training. The act has the coverage for trade apprentices but since the act was amended in 1973, 1986 and 2014 the Graduates, Technician, Technician (Vocational) and Optional Trade Apprentices respectively were also brought under this act.

Objectives of the Apprenticeship Act 1961

Apprentices Act, 1961 was enacted with the aims for regulation of the training to apprentices so that the syllabus, and the period of training, remuneration payable to the apprentices. Another aim was to utilize the facilities which were available in the Indian industrial enterprises, organizations, companies where these youth would be given the training in different trades for meeting the requirements of the industry.

4.2.10 Skill Development Initiatives

Following are the schemes initiated by Government for skill development in India.

Schemes & Initiatives through NSDC

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
- Rozgar Mela
- Pradhan Mantri Kaushal Kendras (PMKK)
- Capacity Building Scheme
- Udaan
- School Initiatives and Higher Education
- India International Skill Centres (IISCs)
- Pre Departure Orientation Training (PDOT)

Schemes & Initiatives through DGT

- Craftsmen Training Scheme (CTS)
- Crafts Instructor Training Scheme (CITS)
- Apprenticeship Training under the Apprentices Act, 1961
- Advanced Vocational Training Scheme (AVTS)
- Vocational Training Programme For Women
- Schemes for Up gradation of it is
- Flexi MoUs
- STRIVE
- Initiatives in the North East and LWE Regions
- Trade Testing



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- Current Initiatives in the DGT Landscape
 - Dual System of Training (DST)
 - Polytechnics

Schemes related to Entrepreneurship

- Pradhan Mantri 'YUVA' Yojana

Other Schemes and Initiatives

- Skill Loan Scheme
- Indian Institute of Skills (IISs)
- SANKALP
- Academic Equivalence to Vocational Qualifications
- Aspirational Districts
- Swachh Bharat Abhiyan
- Technology Initiatives

4.3 Initiatives by health Sector

The Government of India through its ministry of Health and Family Welfare thought of imparting training keeping in view standardized courses in the health sector so as to be prepared to meet the demands of the health sector. This was formalized under the '*Skill for Life, Save a Life*' program. The program was launched in close cooperation with the Ministry of Skill Development and Entrepreneurship (MSDE).

The chief aim was to cover preventive and tertiary care and the program was designed to implement and certify the skill-dependent program at Indira Gandhi National Open University which has always taken the lead in establishment of such programs.

4.4 Initiatives by Education Sector

The Indian Government is taking steps in the direction of capacity and quality in different levels of education. The target is to establish 40 new universities by 2020 and 11000 new secondary schools in the country. We are in 2020 but we have not seen any university which has come up nor the schools have been opened in such a large number.

The number of workers entering the job market is 128 lakh every year. The existing capacity to take this huge workforce is only 30 lakh. The gap is huge. How it will be filled up no one knows. Even the government of India has not come up with any white paper to give the clear picture.



Even our Prime Minister said we have a target of skilling 50 crore people by 2022. But, sadly, only 2% of the workforce has been the ambit of formal skill training which means 4 lakh. Keeping the target this figure is only tip of the ice berg. It has thrown a very big challenge before the policy makers and planners.

4.5 Initiatives by Information and Communication Sector

Indian information technology industry contributes 5.9% of India's GDP and equal amount so far as the export earnings are concerned. These are the figures of 2009. Though there is a huge number of persons employed in this sector. More than 23 lakhs people are working in this sector directly or indirectly. Thereby the information technology has become one of the biggest job creator contributing to the national economy.

Annually, 8 lakh of engineers are produced in the country but only 2.4 lakh possess the technical competency and knowledge of English language. Then how we can meet the world standards can be very well imagined. Let us forget the skills which are demanded by international industry the soft skills, the skill of working in a team, the problem solving skills, skill to get a job.

4.7 Role and Work of Non-governmental Organisations

As per the World Bank definition Non-governmental organizations (NGOs) are '*private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development*'.

The role of the NGOs is to look after the issues related to human rights, social, environmental and advocacy. Their chief role to develop the social and political conditions of the society.

Coming to the role, functions, and importance of the NGOs they are primarily engaged in Human rights and child rights, Poverty eradication, Animal Rights, Prevent Social Injustice, Conservation of Environment, Aged people care routine, empowerment of women, Disease Control and others, Health and Nutrition plans, Conservation of Wildlife, Hygiene and Sanitation conditions, Humanitarian Relief. Education plans and literacy. Refugee Crisis.

Most of the NGOs in India have been successfully doing their work and contributing not only to the social development but also national development.

5 Issues and Challenges

The present persons are 1,583,678,176,886 03.09.22 as per the Worldometer of the United Nations. India entered the demographic dividend opportunity window in 2005-06 and will remain there till 2055-56. This is the period when the working age ratio is equal to or more than 150% and the dependency ratio is equal to or lower than 66.7%, generally taken as the cut-off for the demographic dividend window.



The biggest challenge facing India is over population with a staggering figure of more than 158 crores as per world bank data as on 3.9.22. India which is boasting of demographic dividend would soon turn into demographic liability and there can be no doubt about.

As per the annual report 2021-22 of Ministry of Skill Development and Entrepreneurship India Incremental Human Resource Requirement and Training Need would touch a figure of 1282.12 million. This figure is unimaginable keeping in view that we have 15,042 ITIs (Govt. 2,738 + Private 12,304) as per Directorate General of Training report. Considering that each ITI can accommodate about 1000 trainees each year, the figure comes to $15000 \times 1000 = 15000000$ barely 15 million per year.

This means it will take 8 years to accommodate all the youth, presuming there would not any increase in the number of youth to be trained. This is not possible that there is no increase in the youth who need to be trained. Population growth rate for 2020 is projected at 0.97% in India which is roughly one crore thirty five lac. So, it is a gigantic task. We need by a rough estimate at least 50000 ITIs.

6 Limitations of the Study

The main limitation of the study is the correct availability of data. We had to depend upon google for most of the data. Even the data which is available on government sites is not complete at certain places. We had to depend on secondary data which was available from different sources.

7 Recommendations

- The challenges in the Indian TVET are two-fold – making vocational education aspirational and integration of informal sector (as almost 85 percent of workforce is engaged in unorganized sector) in the skill development ecosystem
- create awareness amongst the youth (especially rural and semi urban) to seek employment through VET
- Up-skilling of the work force to make them meet the global standards
- Creating Industry Linkage. This is must. Without this the purpose of VET is no complete
- Multiple agencies to work in unison – strong and urgent need to work in close co-operation and co-ordination (by all the VET agencies)
- Increasing the number of institutions ‘substantially’ but in quality as well. It does not mean raising buildings only. But with proper infrastructure and all the facilities and amenities
- Establishment of very large number of Community Colleges in Rural and Semi-urban areas
- Increasing substantially apprentices and apprenticeship centres
- Focus on marginalized, women, disabled, disadvantaged groups of society



- Fostering entrepreneurship culture by suitable training, and financial assistance
- Encouraging training institutions with “strict control” for creation of market related courses and their implementation
- Training in employable skills with creation of sufficient job opportunities
- Spreading awareness amongst masses about TVET – increasing social acceptability – very important
- Up-skilling of present work force to world standards
- Creating enough job opportunities in all sectors of the industry to stop brain drain
- Improvement in the economic and institutional regime, reducing red-tapsim
- develop educated and skilled workers through regular workshops, training programs – short terms as well as long term
- Strengthen ITI system by providing new technological tools and creation of facilities

8 Conclusion :

Efforts are being made by Government to skill the youth of the country but these are not at all sufficient specially keeping in view that the much talked about demographic dividend may very soon into demographic liability. The people to be trained are 12.82 million as per Ministry of Skill Development and Entrepreneurship 2021-22 report.

The Prime Minister has fixed the target of skilling 500 million workforce in India whereas only we have achieved 2% of the target. This is chiefly because still we are lacking in number of institutions, infrastructure, teaching faculty, buildings, state of art machinery and equipments, human capital to manage all this gigantic task.

We have to compete with the world and this all cannot be possible by mere words, organizing meetings, organizing conferences, preparation of papers. Now the time has come when we have to do something really concrete to give it a real shape. The whole system is already on the verge of collapse and crores of youth are already on the roads demanding jobs. And there are no jobs to offer. So we have only one way out to train all these youth at the first available opportunity. The concept of community college, community polytechnic is good but very less has been done in that direction also.

We have to immediately establish community college, community polytechnics so as to meet the local needs and train the youth of India in the traditional art and craft, and in the traditional trades which have been since seen erosion in the past some years. If we can restore that perhaps we will then be able to take along the path of prosperity and progress.



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