

ROLE OF VOCATIONAL EDUCATION AND TRAINING FOR SUSTAINABLE DEVELOPMENT WITH SPECIAL REFERENCE TO THE INDIA

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Abstract: *Vocational education and trainings are the driving forces of economic growth and social development for any country. India has largest technical manpower in the world. In India, the emphasis has been given on vocational education. India is expected to be home to a skilled workforce of 500 million by 2022. About 12 million persons are expected to join the workforce every year. This talent pool needs to be adequately skilled.*

The system is also failed to fulfill market needs, resulting in a curriculum that is of low relevance to employment needs. Various steps are being taken towards meeting the above objectives. As India moves progressively towards becoming a knowledge economy, it becomes increasingly important that the country should focus on advancement of vocational education and trainings, relevant to the emerging economic environment.

Key words: *Human Development, Vocational Education and training.*

1. Introduction

Education serves as capital for a society. The educational journey of India during the last six decades after independence has been quite exciting. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. Vocational Education has faced immense challenges by Individuals, Institutions, Systems and Societies due to ample of problems, in the context of various other factors that are simultaneously operating on the current education system.

The main agencies of Government of India involved in Vocational education and trainings policy formulation and its implementation include:

- National Skills Development Council
- Ministry of Human Resource Development
- Department of School Education and Literacy
- Department of Higher / Technical Education
- Ministry of Labour and Employment

These agencies involved in to make policy to aim at empowering all individuals through improved skills, knowledge and internationally recognised qualifications to enable them to access decent employment, to promote inclusive national growth and to ensure India's competitiveness in the global market.

2. Vocational Education and Training Scenario of India

The National Council on Vocation Training plays a key role in the formation of training curriculum, policies, standards, as well as in certification by means of the trade test. The National Skill Development Corporation has been set up under Public-Private Partnership (PPP) mode as a Section-25 Company under the Ministry of Finance to provide viability gap funding and coordinate private sector initiatives. The Prime Minister's National Council on Skill Development has been formulated to coordinate action on skill development.

3. Major Challenges

Various Reasons for Low Performance of vocational education and training are as follows:

- Low priority for Vocational Education and Shortage of trained teachers.
- Inadequate linkages with Industries and Lack of infrastructure.
- Absence of a National Competency Testing and Accreditation system
- Inadequate or non-coverage of trades in service sector which has higher employment potential and Inflexible curriculum.
- Lack of equivalence for employment purposes and vertical mobility.
- Lack of convergence between various agencies and social recognition.

4. Human Development and Technical Skills with Global competition

Modern Indian system face similar contemporary challenges, resulting from the advancement of science and technology, economic growth, social changes, and the internationalization and globalization of the world economy. Human development seems to be imperative for long-term sustainable growth as it exhibits threshold effects in the sense that nations must attain a certain human development level before future economic growth becomes sustainable and this transition has led to a series of profound socioeconomic changes and has had a strong impact on society.

Vocational education is thus challenged from the grassroots and by the indigenous culture, it is also relentlessly pressed to keep pace with global advances, in the development of both manpower and research.

India is now facing problem of how to satisfy its local needs and it is close to compete the regional as well as global markets. A lot of effort is required to strengthen the education system are imperative to bring the development of skilled manpower at par with the international standard. The role of R&D in this context is highly significant and needs special attention.

Need of overspecialized and departmentalized higher educated technocrats and labour forces based on the rationale of a planned education system suitable for future developing market context.

5. Projected Demand and Demand-Supply Gap

For an economy to sustain increasing growth rate, it is essential that the workforce be exposed to some form of skilling. Thus it is expected that India will have to be home of a skilled workforce of 500 million persons by 2022. It is expected that this 15 million would be the required skill development capacity in vocational training in itself as a large portion of the employment would occur in the lower portions of the skill pyramid.

To achieve more skill development capacity as specified in the National Skill Development Policy, need of more autonomy required for faculties to direct control and management to one of regulating training centres within a infrastructure and financing higher education with priorities, providing policy guidance and coordination, and monitoring and evaluating higher education institutions.

6. Initiatives under the National Skill Development Policy to achieve sustainable growth

The Initiatives of the National Skill Development Policy is as follows:

1. Institution based skill development programme conducted by ITIs/ITCs/vocational schools/technical schools/ polytechnics/ professional colleges, etc.
2. Learning initiatives of sectoral skill development organised by different ministries/departments.
3. Formal and informal apprenticeships and other types of training by enterprises
4. Training for self-employment/entrepreneurial development
5. Adult learning, retraining of retired or retiring employees and lifelong learning
6. Non-formal training including training by civil society organisations
7. E-learning, web-based learning and distance learning.

The strong impact of advances in information technology on the people to equalize access, the bottom line of the government's policy is to provide opportunities for vocational education to all those who aspire to it. To serve this commitment, facilities have been massively expanded. Fees have been kept low. Several universities offer fee waivers to incapable students.

7. Need for Implementing Quality in vocational trainings

In India populations increased but facilities fall short of demand, various professional programs generate huge number of graduates with unemployment; lack of competition. There is a need for an independent system to assess quality, comprising all elements of the skill development value chain, right from need assessment and student mobilisation up to training and placement.

Current systems are primarily oriented towards quality checks during the phase of assessment and certification. The Government must, in all seriousness, draw up a plan and programme of action, allot the necessary funds under the various government plans.

8. Conclusion and Recommendations

Strong need of Public/Private Partnership in vocational Education, Governance of Education, advancement of knowledge and technology, Access, Equity and Export of Higher Education, Update globalized planning for vocational Education is required with full awareness of societal realities and needs.

The findings reveal that the performance of Vocational Education and training in India is considerable, therefore its development sector is facing lower skills gap. There is an immediate need of reforms in education system with reference to development of skilled manpower. In the context of achieving the necessary 'scale' and 'speed', the following solutions could be the way ahead in providing a conducive environment for India to meet its skill development goals:

- Implementing Vocational Education in schools and Ensuring quality in delivery
- Creating a large talent pool through Modular employable skills and Formulation of institutional mechanisms for content formation, delivery, and assessment.
- Employing technology to achieve scale
- Setting up of a National Human Resource Market Information System.

To match these requirements, the centres of higher learning should be prepared by regularly changing/ updating their curriculum to the market/society requirements to boost the employability of workers.

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