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## **Vocational Education And Training Among Youth- One Step Forward; Two Steps Backward In True Shaping Skilled Human Resource Of Tomorrows India**

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**Abstract:** Skills and knowledge are the two wheels of Entrepreneurial Success. These are the engines of economic development and social upliftment of any country. Since its liberalization (1990) the Indian economy has transferred into a global force as knowledge base society where its competitive edge is determined by the abilities of people to produce, apply, distribute. Knowledge more effectively and efficiently. This would only be possible when the Indian workers would be more flexible, analytical, adaptable and multi skilled. The present Paper focuses attention on the role and relevance of authority and institutions involved in India (1) Vocational Education and Training skills to the Indian youth and the challenges faced by these in (2). The author also suggested some strategies to overcome this Plague to depict sustainability in the Vocationalisation among India youth at broader scale.

**Keywords:** Skills, Knowledge, Adaptation, Labialization, Vocationalisation.

**Introduction:** India, predominantly known as the country of Labor force at global scale feeling low in (3) of skilled labor force. On the one hand high economic growth opportunise a heavy deal of employability while on the other hand, a scarcity of skillful hands making more people unemployable, under employable or mis employable.

It is estimated that 70percent of Indians would be of working age by 20 25 this demographic dividend becomes more disastrous if this working group retains jobless.

In the light of above, skill development among the youth through right vocational Education and Training at the right time (4) true HR planning of the Government on one hand and verifies social responsibility on the other hand. With this there is a duty of concerned authorities/ institution to Bridge the gap between the present projected workforce, their skills and employment.

**3) Vocational Education and Training! The present scenario in India:** In India the current vocational education is shifting from its earlier supply mode to demand driven mode. The government has taken various efforts to impart appropriate vocational education and Training delivery via following departments of importance:

- The Ministry of Human Resource development (MHRD)
- The Ministry of Labor and Employment and Training (MOLE)
- Director General of Employment and Training (DGET)
- The Ministry of Urban Affairs (MOUA)
- The Ministry of Rural Development (MORD)

Apart from this, to respond to the dynamic skill development requirements of the country, the government had announced the establishment of a National Mission on Skill Development a Semi-automated wing of the Ministry of Labor and Employment. The objective and Mission of this wing was to oversee the progress of vocational training in different sectors to provide expanding vision of the nation's manpower development. Besides this, several private players are also doing well run in the Vocationalisation of Indian youth and acting as a big support reinforcement to government efforts for the save.

In India, Vocational Education and Training operates on a three tier institutional stages as follows:

- I Tier: Secondary Level in schools
- II Tier: Industrial Training Institutes (ITI's) / Industrial Training Centers (ITC's) certificate program
- III Tier: Diploma Level Polytechnic Programs
- **School Level Secondary Education Stage:** At present, there are over 1,100 schools at Secondary level operating in the country offering about 150-160 vocational courses majority focusing on Business and Commerce, watershed management, lineman, stenography, textile technology, gerontology, sanitary inspection, first aid etc. The graph of enrollment of students in these courses is higher than into normal +2 secondary level courses.
- **Industrial Training Institutes (ITI's):** ITI's are promoted by the state governments while their clone Industrial Training Centers (ITCs) are promoted by private sectors. Currently in India, almost 10,000 ITI's operating covering an enrollment of 13 lakhs students annually. The below chart depicts the current situation of ITIs in India at present:

**Table: Total Capacity of ITI and ITC in India**

Region	No of Government ITI	Seating Capacity	No of private ITC	Seating capacity	Total no of ITI and ITC	Total seating capacity
<b>Northern region</b>	777	118,818	1828	204,529	2,605	323,347
<b>Southern region</b>	394	90,460	2,802	306,070	3,196	396,530
<b>Eastern region</b>	200	19,242	1,046	173,645	1,246	222,887
<b>Western region</b>	818	194,826	822	76,458	1,640	271,284
<b>Total</b>	2189	453,346	6,498	760,702	8,687	1,214,048

Source: Annual Report 2010-11 of Ministry of Labor and Employment as of 30.11.2010

- **Diploma level Polytechnic Program:** At present, In India around 1250 government / Private polytechnic are in operation under the MHRD with an overall of 3,00,000 Seating capacity of students that imparting three-year diploma programs in engineering branches and also offer post diploma and advanced diploma programs of one-to-two-year duration in different streams. A Nationwide scheme of “sub-mission on polytechnic in every district, where there are not any yet, with central government funding and through Public Private Partnership (PPP).

**Table: Number of polytechnics in comparison to college for general education and senior basic schools or high schools/other at same level**

State and Union territory	Highly higher sec/ intermediate/ pre-degree jr colleges	College for general education	% to the high schools	Polytechnic	% to the high schools
<b>Haryana</b>	6095	179	2.94%	32	0.52%
<b>Himachal</b>	2964	64	2.16%	7	0.24%
<b>Punjab</b>	4110	231	5.62%	89	2.17%
<b>UP</b>	15518	2050	13.21%	110	0.71%
<b>Uttarakhand</b>	2362	107	4.53%	18	0.76%
<b>Chandigarh</b>	126	17	13.49%	1	0.79%
<b>Delhi</b>	1768	89	5.03%	16	0.90%

<b>Karnataka</b>	15261	638	4.18%	186	1.22%
<b>Maharashtra</b>	20337	2182	10.33%	178	0.88%

**Source:** Economic Survey 2010-11

**4) The Problem:** Despite of number of efforts and increasing institutions for proper vocational education and Training to the India youth; still as per NSSO 61<sup>st</sup> round on employment and unemployment highlights that 87.81% of the Indian population (15-29 years) is not enrolled in any core education or vocational training. So, on the light of above there is big challenge to skill this large untouched segment that is currently unemployed or adding unskilled labor force in the country.

### **5. 'Pratham'- A big effort to develop skills among youths**

Pratham – a fruitful journey of an NGO in shaping skilled human resource

The Pratham institute for literacy, educational and vocational training under the aegis of Pratham an NGO was setup in the year 2005 to help and provide individuals will practical skills related to industry and to foster entrepreneurship.

The basic objectives of the institute under NGO system are:

- To provide vocational skills, training and development and subsequent job opportunities to underprivileged youth from economically disadvantaged section of the society.
- To help youth build confidence and develop the basic skills needed to opportunise themselves in the professional world.
- To meet the labor demands of high growth sectors in India.
- To create entrepreneur through mentoring and financial support.

The Pratham institute aims to address India growing demand for skilled manpower through the following:

Pratham Arora center for education(PACE)

- Offers from industry specific programs like hospitality, construction, bedside assistant & automotive.
- Curricula for their courses have been developed in partnership with leading corporations such as taj group of industry, Carsen and Toubro and tata.
- Students are recruited from various Rural, sub-urban minority community areas to be trained for 3 months (with stipend):.
- The read India rural program is active in 21 blocks across 18 districts.
- The Uttar program is being carried out in Lucknow, Varanasi, Allahabad, Raipur and Agra

Till now, the Pratham through fruitful approach has trained almost 1200-1500 trainees (2011-2013). the major operations of the NGO are active in Maharashtra, Andhra Pradesh, Chhattisgarh, Rajasthan, Bihar, and MP.

### 6. Limitations and challenges plaguing the right implementation of VET in India:

**Dr Manmohan Singh (2011)** the than pm said “as our economy booms & as our industry grows, I hear a pressing complaint about an imminent shortage of skilled employees.

As a country endowed with huge human resources, we cannot let this be a constraint towards this end, then the government of India has set for itself a task for creating a skilled workforce of 500 million by 2022.

Despite of putting multi-faceted efforts in vocationalising the Indian youths to build them as skilled human resource, there is something putting up as from coping with current skill development demands, both quantitatively and qualitatively.

The various challenges plaguing the right and timely reach of vocational courses to several youths are making them unemployable on one hand and imposing a big stress on national economic development on other hand.

These may be:

s.no	Factor / dimension	The supporting cause
	Awareness	<ul style="list-style-type: none"> <li>• Due to poor background</li> <li>• Due to poor counseling</li> <li>• Hereditary pressure to put on a job of no scope</li> <li>• Non- interest of local concerned bodies to aware them.</li> </ul>
	Accessibility	<ul style="list-style-type: none"> <li>• High eligibility criteria to enter ITI/ITC i.e., 10<sup>th</sup> 12<sup>th</sup> pass</li> <li>• Poor rent of 8<sup>th</sup> standard making most out of education system</li> </ul>

		<p>and lacking them in getting even the mere eligibility education for ITI.</p> <ul style="list-style-type: none"> <li>• Due to bad monetary condition, travel conditions from houses to training centers.</li> <li>• Social barrier like early marriage of girls.</li> </ul>
	Outreach	<ul style="list-style-type: none"> <li>• Most of the formal vocational training institutes are located in urban areas.</li> <li>• Several blocks / villages do not have any training institution due to relevant approach of public and private service providers.</li> </ul>
	Employability	<ul style="list-style-type: none"> <li>• Due to irrelevant skills (e.g.: manual welding / gas welding. outdated curriculum, there is a severe gap between the student output and expectance of employees.</li> </ul>
	Multiplicity of institutions / curriculum and no standard output	<ul style="list-style-type: none"> <li>• Results in overlapping of the knowledge provided due to different curriculum.</li> </ul>

		<ul style="list-style-type: none"> <li>Lack of detailed standards and guidelines for trainers, infrastructure, curriculum etc. This is weak as there are no stringent regulatory bodies operating over it due to which there is a non alignment between the institution providing and industry demanding.</li> </ul>
	Infrastructural facilities	<ul style="list-style-type: none"> <li>Many institutions in public and private sectors suffer from hard and soft infrastructure on fitness evaluation of vocational training institutes is not conducted properly and regularly.</li> <li>There is no standards been set for the trainees.</li> <li>Hard machines / tools are not available in the campus.</li> </ul>
	Employment service / assistant	Majority of ITI / ITC do not offer placement services / assistance.

		Absence of labor management information system (LMIS) results in poor linkage between skill development and employment.
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Besides these mentioned above, the more and pressing prominent impediments or constraints coming on the way of vocational education and training in India are:

- Rigid barriers impede lateral movement and mobility of individuals between vocational and general education streams.
- Social stigma of people to underestimate the scope of courses from ITI / ITC's

### 7. Renovation Strategies to 'Fissioned VET' IN India: A Perspective approach

- In the light of above constraints or bottlenecks, the rebranding of vocational education and training has become a must to do assignment at par the need of individual vis-à-vis organization and the country.

This could be done through a well strategic plan its pre-feasibility implementation, mapping and controlling.

Some of the prominent strategies of importance are-

- **Focus on one area /domain:** the objective is to know the vocational courses to the targeted people in such a way so that they get the relevance of it as compared to general education courses.
- **Encourage public - private partnership (ppp) :** it is especially done to catch the target youth living in rural common ITI'S , far flung areas as they remain non-benefitted of the real Vocationalisation through they desperate of the same.
- **Placement assistance:** with respect to the principle of employability the placement services should be given to the maximum percentage of youth coming out with certain certificate, diploma courses. this would prevent an unbalancing between the blue- and white-collar status of employment.
- **Ensure standardization of infrastructure:** the updating of both hard and soft parts of infrastructure is to be done at urgency to ensure better, concrete academic output from the same. cross linkages to be made between the institutes, and other regulatory bodies like the All India Council For Technical Education (AICTE), the university grants commission (UGC) to build up an environment of quality.
- **Enhance women participation:** the condition of women participation in reaching vocational training institutes is very pathetic and they have utilized less than five percent seats in trade apprentice Uttarakhand and Chandigarh having no women participation at all these courses in last three four years.



**8. Conclusion and suggestions:** with respect to the drastically increasing global workforce from the India; the concept of their sustainability in the market along with a question of their retentions become an issue.

Though, Indian government is doing well in establishing the maximum percentage of demographic dividend into the industry, along with presence of private institution still there is a long to go to reach the pinnacle of successful vocalization of the Indian youth and their professional settlement too.

There is certain loophole in the system that has to be checked and the process of vocational education and training would show its fruitful result.

The various suggestions that may show good result are:

- ✓ Ensure Public Private Partnership (PPP) as much as possible.
- ✓ There should be no minimum eligibility criteria to get admitted to vocational courses or the eligibility should be minimal.
- ✓ The target people should not be only from urban areas, but remote and inaccessible areas mostly than merely.
- ✓ Esurance of corporate sectors is to be there as performing corporate social responsibility.  
Esurance awareness programs should be in more numbers for the people who are unaware to vocational education and training.
- ✓ The training should be free of charges specially at secondary and ITI level courses.
- ✓ The quality standards of the courses, their alignment with industry needs is to be ensured.

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