

Conceptual Framework On Challenges in Vocational Education System in India

Ambreena Rafiq

Vocational Trainer, Govt. Boys Higher Secondary School Jawaharnagar, Jammu and Kashmir

Abstract

The present paper is immediately essential to sensitise stakeholders at national and global levels to many of the topics of concern. The research is also unique in that, in light of the possibilities and difficulties of the environment under consideration, it brings greater comprehension of the current situation of the professional education system in the region. This research gives a good look into the funding and inscription facets of vocational education in India. This paper attempts to examine problems, results and the current state of VET programmes in some Asian countries. Different surveys of countries show that the VET scheme in South Asia has not worked very well. It's really limited VET stream. Despite the rising need for a trained workforce, the job market results of professionals are not strong. The states, however, are rendering the VET framework robust in these nations.

Keywords: Stakeholders, Vocational, Education, Training, Skill.

1. INTRODUCTION

The demographic growth of India poses both obstacles and opportunities. By 2020, India will become one of the world's youngest countries. It is also reinforced that the total Indian working time would only be 29 years by the year 2020 compared with 37 in China and the US, 45 in Europe and 48 in Japan. This would obviously offer India a lead in terms of its core human capital over the rest of the world. However, the difficulties will make these demographic dividends worthless if they are not tackled. With the Indian economy's widespread systemic transition, rural employees have abandoned their conventional occupations: 30-7 million people left the agricultural sector between 2004-05 and 2011-12 (Building, Production, and Services, Mehrotra et al.). These people have ended in the informal sector, often because of a lack of some kind of training, and operate in low-paid occupations. Another problem facing the world today is what we term the paradox of human resources: high unemployment among young people, combined with a low workforce supply. Currently, vocational and other types of training combined, compared with over 60% in many other nations, are as little as five percent (see Planning Commission 2008; FICCI 2012). The problem is further strengthened by the absence of sector-specific expertise that creates the most jobs in engineering, tech and automotive industries.

Professional training may be described as training focused on work and employment. Career training and professional training (CTE) or technical and vocational education and employment are also classified as vocational education (TVET). It trains individuals for such occupations, crafts and professions in all fields of life at different stages. It comprises a number of functional work. It is also called specialised training, since the trainee gains specifically competence in a certain professional group. Professional schooling is linked to the old school structure. In other terms, professional training may be defined as professional experience. Training essentially consists of realistic courses in which you acquire skills and abilities that are closely related to a potential profession. It lets students qualify and provides more prospects for jobs.

Training focused on professional or qualifications is becoming more relevant today, with many companies requiring prospective workers to be fully practical and supportive shortly following secondary school. Professional classes are usually more realistic than university degrees, but they are often offered at hospitals, universities and educational institutes. The VET is a vital component of the national educational initiative. Professional training from several multi-layered practises must be viewed. The practical training part is of course one. The second is job creation and sustainability. If it needs specific skills, then vocational education is necessary if you know precisely what you would want to do inside your profession. It may be hospitality and travel, shop administration, construction of software or interior design. There are thousands of educational opportunities practically dependent on qualifications. Even an engineering graduate in today's technical world should have technical expertises, apart from that which he or she owns, i.e. in the form of a certificate etc.

Training has long been regarded as a factor in the promotion of social and economic change. Education enhances the potential of people and communities to get a better connection to labour markets and livelihoods, and thus opens up possibilities. In order to fulfil the labour supply needs of higher development, a better-trained workforce is necessary. Education is not just a medium to improve productivity, but also an important instrument to broaden and increase political engagement and to upgrade the overall level of person and social life. India's population development has fallen for several years, but in the next few years labour is expected to increase annually by around 2 percent or 7million or more. Modernization and societal processes have also resulted in a further drop in the number of women employed in the workforce from 0.8 by 1991 to 0.73 in 2001 and are projected to decrease further to 0.59 by 2011 (relationship of dependent to working age population).

2. LITERATURE REVIEW

Matthias Pilz (2021) Modernizing structured vocational education and training (VET) in India was becoming extremely important with high rates of economic growth and an obvious lack of qualified labour. The acquisition of skills has been a priority of the Indian government for more than a decade, culminating in the development and upgrading of the infrastructure of qualitative and quantitative problems through state policies and associated schemes. This essay provides a review of the key pillars of the Indian VET framework and discusses restructuring and upgrading policies and strategies for structured VET in India. Finally, from a particular structural viewpoint the key problems and opportunities for future growth of the industry are illustrated.

Aakash Kamble (2017) India has made significant strides and almost compulsory primary education enrolment. The standard of teaching, schooling and advancement beyond primary education is nevertheless a big concern. There has also been remarkable development in the higher education sector but many problems have been faced with inequitable access and poor quality. Low results at higher levels have led to a substantial shortfall in the population of employees. In view of the low results in education and work, India's policy focuses on developing skills through technical and vocational training and training (TVET). This thesis analyses the situation, success and obstacles of current VET programmes, with a special relation to Maharashtra state. Data from the Directorate for Training in Vocational Education of Maharashtra analyse the historical history of the training in Maharashtra. The findings suggest that the amount of entrants into vocational training and a steady drop in admissions to private institutes are not significantly growing. Taking into consideration the number of institutes and vacant seats, the two are seen to have a definite positive association and thus to raise the number of vacant seats.

Tushar Agrawal (2012) This article offers a summary of the VET in India and addresses numerous issues and problems in the Indian VET system. The paper further analyses and contrasts the work market results of professional students with those of general secondary students in a major national household sample. For VET holders aged between 15-29 years, we find very a strong unemployment rate (11 percent). While the unemployment rate for VET holders exceeds the average unemployment rate for the same age demographic, the rate for general secondary students is smaller. For normal and informal employees, we demonstrate that average daily salaries for VET holders are higher. The number of Industrial Training Institutes/Centers has increased substantially in recent years, but the scheme coverage is disparate from the state with respect to institutions.

Rishi Kumar (2019) India is facing a population shift and the 'demographic dividend' stage is actually underway. This has created a dilemma for politicians to guarantee that the constantly growing workforce has sufficient jobs. Skill growth is one of the fields where improvements in India are desperately needed. This document seeks to classify the variables affecting the involvement of a participant in training using details from the National Sample Survey Office (NSSO). The information is nationally representative. We also study the effect on person salaries at general and sectoral levels of vocational training. As a city resident, we found that engaging in structured occupational training raises the chances. In addition, male education raises the probability of being formally trained. We find that structured training raises the salary of an individual without education by 4.7 percent in the overall economy. The most significant impact in the primary sector is the growth of 36.9 percent of people with professional qualifications. Officially trained employees in secondary education saw a 17.6 percent rise in pay. The study performed in that paper shows that the highest impact in the mainstream sector is the connection between structured vocational training and higher wages. The chances of engaging in structured vocational training is increased by the men and urban residents. The model shows positive economic returns linked to structured vocational training and that it makes sense to spend money in vocational education and training.

3. VOCATIONAL EDUCATION/TRAINING IN INDIA

Different names include professional education and occupational preparation, such as careers and training, advanced education, vocational training, skills advancement as well as technical and vocational training. Vocational education and/or employment services are provided in advanced and emerging societies in different categories of organisations, including classrooms, universities, private and public professional institutions, at work and casual places such as homes and communities (Grubb & Sweet, 2004; Karmel, 2011; Chappell 2003). In addition, they are offered in the education system at different tiers. The UN Statistical Institute ([UN-UIS]; 2006) has classified students at four stages, from level 2, that corresponds to lower-secondary school, to level 5 that corresponds to the first cycle of higher education, of the international standard classification of education. Unesco (2001) sets out a description of vocational education and training that illustrates time-long changes in thought on what comprises professional activit  in its 'Revised Recommendations for Technical and Vocational Education and Training.'

From the perspective of professional education, the transition to a vision of individuals as a policy to meet different education, economic and social goals was relatively narrow. 'Technical and Vocational Education and Training' (TVET) has been defined as "a comprehensive term that refers not only to general education, the study of technologies and the sciences involved, but also to the gain of practical skills, attitudes, understanding and expertise in various economic and social sectors" (UNESCO, 2 0 0 1). TVET also covers all tasks at different levels, from secondary to postsecondary and on-the-job.

The development of the TVET sector in India responds to the myriad problems facing the country in terms of education and jobs. Though primary education is nearly universal in India, the country faces significant secondary challenges (Planning Commission, 2013). Low participation rates and strong drop-out rates at this stage lead to the loss of expertise in competing effectively on the work force among high numbers of young and young adults. In order to enable vast numbers of students to continue their schooling past primary schools, universalization of primary training has led to the extension of secondary and tertiary education programmes. The shortage of qualifications and expertise for profitable employment in the formal economic sectors, along with the decline of prospects for employment in rural areas, have contributed to a high degree of urban migration and an increasing number of young people who are looking for employment in an unorganised or 'informal' economic field that now employs almost 90% of all employees.

The TVET framework has been developed as a policy lever for improving wealth and reducing youth unemployment, balancing higher education demand, building a knowledge ecosystem and providing expertise in the face of technological changes. However, the TVET method poses a number of problems and fails in several areas. There are various variables that generate difficulties for the TVET industry in this literature: societal, economic and political. These contribute to problems of understanding and standing, a lack of demand and availability, poor standard of television programming and TVET graduates employability, and sector mismanagement (ILO, 2003; World Bank, 2006). TVET is often cited in India as a cause for low turnout rates for low-status manual and low-paying employment (Tilak, 2002). Kapur & Tognatta (2011) noticed that students in Aggarwal (3 districts in India) are looking for a job in electronics, pharmacy, finance and training irrespective of their academic achievement and have less interest in TVET-constrained occupations. Students and young people are involved in fields historically considered to be highly qualified.

In recent years, India's TVET programmes have received further popularity. A key "Skill Development Mission" with a budget of Rs. 228 billion was started during the 11th Five-Year Plan (2007-12). (GOI, 2007). TVET programmes, particularly in the rural and unorganised sectors, are designed to create job opportunities and to provide adequate skills for self-employment. There are 17 ministries that manage television programmes; most important are the Ministry of Human Resource Development and the Ministry of Jobs and Labor (MoLE). The programmes, both secondary and secondary, are offered. In grades 11 and 12 in the formal learning period, vocational training is provided at school level. Vocational preparation provides institutionally oriented training that is beyond the formal education continuum which is primarily offered by the ITIs, the private ITCs and polytechnical institutions (both public and private). The MoLE has a capacities of over 1.2 million students in 2011-12 of about 9000 ITIs/ ITCs. The Ministry of HRD has 1244 polytechnicians of over 295,000 students (GOI, 2007). According to the National Samples Survey Organization (Government of India) 2004-05 job and unemployment survey, about 2% of the population aged 15-29 are estimated to have been formally educated and an additional 8% have been informally educated (GOI, 2007).

The TVET programmes in India, however, were also not very good. In three states of the world –Anndhra Pradesh, Maharashtra and Orissa– an ILO efficiency/impact assessment analysis indicates that the workforce

results of the qualified applicants have been poor. This has been seen. The study found that 41, 35 and 16.2% of ITI graduates were willing, respectively, to obtain a salary/self-employment/family company in Andhra Pradesh, Maharashtra and Orissa. For those graduating from ITCs, the equivalent figures were 22.8, 35.6 or 21.3 overall (Subregional Office for South & ILO, 2003).

Lastly, the decentralised TVET management structure and the lack of cooperation between national and state entities results in duplication of activities, varying duties and reduction of positions and responsibilities.

Consequently, these areas of funding are concerned although more fundamental tasks relating to service upgrading, reporting and assessment have been overlooked.

4. CHALLENGES FACING TVET IN INDIA

Low turnout and high dropout rates at this stage result in the absence of expertise on the competitive competition between young and young adults on the job market. In order to enable vast numbers of students to continue their schooling past primary schools, universalisation of primary training has led to the extension of secondary and tertiary education programmes. The lack of education and skills needed for earning work in the formal economic sectors, combined with decreasing opportunities in rural areas, has led to the high levels of urban migration and the growing number of young people seeking employment in the economic sector which currently employs almost 90 percent of all employees, either non-organized or 'informal.'

The TVET framework has been developed as a policy levier for improving wealth and reducing youth unemployment, balancing higher education demand, building a knowledge ecosystem and providing expertise in the face of technological changes. But in each of these ten areas the TVET framework poses many problems (King, 2012). There are various variables that generate difficulties for the TVET industry in this literature: societal, economic and political. These contribute to problems of understanding and standing, a lack of demand and availability, poor standard of television programming and TVET graduates employability, and sector mismanagement (ILO, 2003; World Bank, 2006). TVET is often cited in India as a cause for low levels of involvement in TVET due to low-staff manual and low wage employment (Tilak, 2002). According to a 2011 student survey of three districts in India, Aggarwal, Kapur & Tognatta, students are looking for a future in technology, pharmacy, finance and education, irrespective of their academic achievement. Students are less involved in TVET programmes that have historically been targeted. Students and young people are involved in fields historically considered to be highly qualified.

Reports investigating the efficacy and productivity of TVET programmes showed that much of the TVET projects are unrelated to the economy's actual needs. In addition, the absence of funding, infrastructure, and networks with industry and employers lead to obsolete curricula and training programmes, producing unemployed graduates (ILO, 2003; World Bank, 2008). Lastly, the decentralised TVET management structure and the lack of cooperation between national and state entities results in duplication of activities, varying duties and reduction of positions and responsibilities. Therefore, all facets of funding are concerned, although more important roles relating to upgrading, management and review of services have been overlooked (World Bank, 2006). Although TVET programmes in India and other countries are considered to be a "second-class" choice for education and education, there have been no changes by improved results of TVET due to the lack of institutional and financial support for that field. However, TVET has maintained a bias between politicians to be a catch-all response to the problems of schooling and the labour market.

5. PROBLEMS FOR VOCATIONAL EDUCATION IMPLEMENTATION

In India, only industrial training institutions and engineering trades were successful in professional training. Many private institutes in India provide training and graduation programmes, but most of them have not been recognised by the Government. In order to recognise suitable institutes that satisfy the requirements, first necessary measures should be taken. Higher education vocational schools in India are under MHRD. This must be strengthened, since this is the foundation of vocational training. The following issue areas were established through studying the prevalent vocational education system in India. -:

1. At secondary stage, there is a strong drop-out rate.
2. Now, 11th grade vocational education is provided.
3. There is a shortage of private and industry involvement.
4. Less amount in the nation of professional institutes.
5. Not enough professional professorship.

6. Professionalization was not effective at all stages.
7. Lack of new vocational education and training markets.
8. Significant lack of experienced trainers and country students.
9. Lack of continuous capacity development resources.
10. The current curriculum infrastructure does not meet current and potential industry's skills needs, due to a varying supply and demand disparity.
11. Apart from the school system, related technical education facilities are poorly prepared to meet demand and only a small group of students with a minimum number of grades 10 and 10+ have access to them.
12. Great expertise disparity in demand-supply. 90% of the jobs in India are "skill-based," which means that preparation is needed. Just 5 percent of India's youth are estimated to be qualified professionally.
13. Most of the vocational training institutes are structurally static and redundant centralised syllabuses with no synchronisation with the current business conditions.
14. Absence of the Commission for Oversight.

In addition, there is a great deal of difference in the length, target population, entrance skills, testing, certification, instruction etc. across the different programmes, which has led to problems in the identification of credentials, the equivalence and vertical mobility.

In order that vocational education can be competitive in the changing national environment and that India enjoys the results of the technological sectors, crucial elements of vocational education and training must be redefined as a matter of urgency in order to make them versatile, modern, appropriate, inclusive and innovative. The government has already taken a range of significant steps in this sector and is mindful of the important position that vocational training plays. A "Global Vocational Qualifications Framework" has been set up by the Central Government to encourage and promote changes to improve skills and to foster globally structured and reasonable international comparability. The Central Education Advisory Board (CABE) decided to set up an inter-ministerial committee which would also involve state governments' members to formulate recommendations for a national framework of this kind.

6. SKILL GAPS

Lack of Knowledge: Most of our survey companies speak of the shortage of application driven expertise and problem-solving abilities of students who graduate from Industrial Training Institutes (ITIs) and Polytech. Some mentioned the students' lack of industrial exposure. The corporations were nearly united in stating that they needed to prepare new employees to work. The manner in which VET is organised and regulated in India is a big weakness. Both micro and macro studies thus indicate that the proportion of people employed with structured and professional training is not only poor, but also that those educated cannot fulfil industrial demands. Suspa Pneumatics India Pvt Ltd, for example, specialising in the production of gas springs and hydraulic dampers, says "students neglect specific technological skills and are uncomfortable in learning."

Deficiencies: The VET is capable of attracting a large number of applicants, but, as the Nettur Technical Training Foundation (NTTF) 3 rightly points out from the interview that 'instead of increasing the intake of pupils, it is best to raise students' knowledge.' Furthermore "the orientation to the application is lacking" in Indian vocational training as discussed by the Bertelsmann Foundation in Bangalore.

Most firms in our sample wished to take part in the curriculum development of ITIs through an effective government-developed institutional framework. They also believed that industry-government cooperation is feasible and that employer unions have a part to play. They have shared the need to educate and be introduced to business teachers at vocational schools. In addition, inquiry-based education must be encouraged. Things learned must be important to the industry.

Reform Initiatives by the central government since the mid-2000s.

For at least three decades the majority of TVET programmes listed in the previous sector have been operating, if not longer. The ITIs started in the 1950's, although the Ministry of Labor and Development's apprenticeship programmes have been run since 1961. (the year in which parliament enacted the Apprenticeship Training Act). But the Indian economy grew even faster in the middle of the 2000s and then quickly diversified. Consequently, their demands for skills were often increasing and their composition and requirement for skills were inappropriate. The Government of India has recognised the failure to respond enough to the new demands of the increasingly evolving economy through its existing management style of CTS. A research commissioned by the World Bank on tracers in the base line (2006) showed that only fewer than 30% of graduates are trained to

pursue employment. The administration wanted to overhaul the structure. A need was felt to create a framework through which the government plays a central position in developing, establishing standards, funding, overseeing and evaluating policies and in which training suppliers are focused on increased competition and transparency. It was also recognised that close private sector participation at all levels was key to successful reforms (World Bank, Project Appraisal Document, 2007). 3.3.1 Government ITI upgrade scheme.

In the 2004/05 Budget Speech of India's Finance Minister (and 2005-06), 500 ITI's upgrading to Centers of Excellence (COE) was announced for multidisciplinary workforce development. This requires the provision of infrastructure to implement 52 courses that meet the needs of a specific ITI business cluster. It was then determined that 100 ITIs of the 1,896 ITIs, 400 ITIs with World Bank aid and remaining 1396 ITIs in the PPP mode were upgraded by domestic capital in 2005-2006.

7. CONCLUSION

The discussions above suggest that while the VET system has played a major role in economic growth in most of the developed countries in the Asian area, the VET system has not been quite popular in the South Asian region, especially in developing countries such as Afghanistan, Bangladesh, India and Pakistan. While these countries' policymakers have taken this sector far further into account in recent years, the results are still weak. The VET framework faces many challenges; the efficiency of institutions is two major issues, and there is no connections between VET suppliers and industry. The secondary data analysis revealed that inadequate and improper facilities in the classrooms was one of the most critical aspects to remember in the education industry. The quality of occupational training which impacts the best standards of vocational training organisations is another important factor. In addition, the secondary study also indicates that the industrial resources and installations needed for annual training processes in vocational education and the training sector are in tremendous shortages. The primary research showed a strong connection between the quality levels in the vocational training institutes of different institutes and the classroom facilities. The association between sitting facilities and quality requirements has been particularly critical. The condition of TVET in India is encouraging due to the Government of India's advancement of skills strategy. The establishment, at the central stage, of administrative bodies including the National Skills Development Corporation and the General Training Directorate has helped to draw up a solid political and regulatory structure. Though India remains far from absolute TVET and even secondary education registration. India's broad geographical scope allows it harder for the people of the world to enter. TVET in India needs the hour to educate young people in different technological and professional fields, which will complement the country's growing economy. India and Maharashtra in particular need to evaluate the achievement of ITI and devise a strategy in this respect.

8. REFERENCES

1. Agrawal PK. Skill Development in India, International Journal of Engineering Technology, Management and Applied Sciences. 2016; 4(9):160-166
2. Okada Aya. Skills Development for Youth in India: Challenges and Opportunities, CICE Hiroshima University, Journal of International Cooperation in Education. 2012; 15(2):169-193
3. Goel, V.P. (2013). Technical and Vocational Education and Training System in India for Sustainable Development. Retrieved from http://www.unevoc.unesco.org/up/India_Country_Paper.pdf.
4. Jamal, T. and Mandal, K. (2013). Skill development mission in vocational areas mapping government initiatives. Current Science, 104(5).
5. Tushar, A. (2012). Vocational education and training in India: challenges, status and labour market outcomes. *Journal of Vocational Education and Training*, 64(4), pp. 453-474.
6. Adams and Arvil, V. (2011). The Role of Skills Development in Overcoming Social Disadvantage, Background paper prepared for the Education for All Global Monitoring Report, UNESCO.
7. Pilz, M., & Regel, J. (2021). Vocational Education and Training in India: Prospects and Challenges from an Outside Perspective. *Margin: The Journal of Applied Economic Research*, 15(1), 101–121.
8. Kumar et al. (2019), Vocational training in India: determinants of participation and effect on wages, *Empirical Res Voc Ed Train* 11:3
9. Rao, K.S. & Sahoo, Bimal & Ghosh, Deboshree. (2014). The Indian Vocational Education and Training System. 10.1093/acprof:oso/9780199452774.003.0002.
10. Kamble, Aakash & Abhang, Nayna. (2017). Performance and Challenges in Technical and Vocational Education: A Study of Industrial Training Institutes in Maharashtra State of India. *Pravara Management Review*. 16. 49-53.

11. Pilz, M., & Regel, J. (2021). Vocational Education and Training in India: Prospects and Challenges from an Outside Perspective. *Margin: The Journal of Applied Economic Research*, 15(1), 101–121.
12. Miss Kusum Kaushik, (2014), Vocational Education in India, *International Journal of Education and Information Studies*, Volume 4, Number 1 (2014), pp. 55-58
13. National Development Council Document (2008): Planning Commission India
14. Aggarwal, M.; Kapur, D.; Tognatta, N. (2011). *The Skills they want: Aspirations of Students in Emerging India*. CASI Working Paper Series, n. 12-03. Philadelphia, PA: Center for the Advanced Study of India, University of Pennsylvania.
15. Strathdee, R., 2011. The implementation, evolution and impact of New Zealand's national qualifications framework. *Journal of Education and Work* 24, 3&4, 303-321.

