

Review on Vocational Education and Skill Development Sector

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Abstract – *The private-training-market paradigm, (2) the young-person paradigm, (3) the advanced-economy paradigm and large-company paradigm, (4) the low-skilled and blue-collar-worker paradigm, (5) the technical and men paradigm, and (6) the discrimination paradigm. In the third section we summarize the results in an Apprenticeship Maturity Model with six levels: (1) informal apprenticeships, (2) semiformal apprenticeships / time-served apprenticeships, (3) output-oriented apprenticeships, (4) input-oriented apprenticeships, (5) process-oriented apprenticeships, and (6) collective apprenticeships. The proposed "Apprenticeship Maturity Model" follows development logic: A problem arises, is then addressed, and might be solved, and a new problem arises. This process leads to a development with different concepts of apprenticeship which can be described in terms of maturity levels.*

Keywords: Vocational Education, Training, Skill, Development

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INTRODUCTION

Vocational education is gaining colossal significance in our nation as of late. The absence of employability as a result of the education system has offered ascend to the requirement for expertise based education. The advancement and economic development of India will be quickened if the young people of our nation get vocational education and obtain important abilities. The Central and the State Government are emphasizing on building talented HR. The Hon'ble Prime Minister of India has made the National Skill Development Mission with the driven goal of creating 500 million gifted resources in the following 5 years. The National Skill Development

Corporation has been set up to additionally actualize this target. Be that as it may, at present Vocational Education and training system is divided, unregulated and needs quality. In this manner there is a need to redefine the destinations of Vocational Education, Training and Skill Development in order to line up with the changing environment and industrial needs.

Central Advisory Board for Education (CABE) Committee Recommendation

Central Advisory Board for Education (CABE) Committee report on Universalization of Secondary Education, 2005 has likewise proposed the following changes:-

- a) Ensuring that vocational education is certifiably not an impasse and by allowing admirably performing understudies in the vocational education track to continue onto advanced education will guarantee that the vocational stream isn't viewed as an option after all other options have run out by planned understudies.
- b) Ensuring private sector participation in the executives of institutions and educational program configuration to guarantee a direct connection to the work showcase for graduates, and a compelling mode for bringing about organizational and profitable innovations.
- c) Strengthening the general education component of these projects for providing Keeping in see the growing problem of joblessness, the Planning Commission

constituted a different Working Group on Vocational Education for the Tenth Plan in 2000. In line with the recommendations of the working gathering, the centrally sponsored conspire was proposed to be reworked in the Tenth Plan with the following highlights:-

- The vocational courses in schools ought to be competency-based and in secluded structure with a credit move system and provisions for multi-point passage/exit.
- There is a need to set up linkage between vocational courses at the +2 level and courses at the college level. The present admission criterion for passage to vocational courses at the graduation level likewise should be changed.
- The existing plan ought to be fortified by involving industries through Memorandums of Understanding, in designing of the course, improvement of the educational program, training of staff/understudies and certification of the courses.
- In request to sustain the plan, schools may consider charging expenses and the courses might be planned on a self-financing premise.
- The apprenticeship training office should be used completely and made compulsory.
- To accomplish this, the arrangement of the individuals who have finished vocational examinations for apprenticeship and training ought to be chosen by the Board of Apprenticeship Training following the consequences of the +2 examinations are pronounced.

The Present Scenario

In the present situation, only 2% of our labor in the age gathering of 15-29 is officially talented. Notwithstanding, insights show that 90% of the business openings require vocational aptitudes which are not being granted in our schools and universities.

India's transition to an information based economy requires another generation of multi- gifted youth. Its serious edge will be determined by its kin's capacity to make, offer, and use information adequately. An information economy expects India to create laborers – information laborers and information technologists - who are adaptable and scientific and who can be the driving power for innovation and development.

To accomplish this, India needs an adaptable education system: essential education to give the

foundation to learning; secondary and tertiary education to create center abilities and center hands - on aptitudes and further methods for achieving lifelong learning. The education system must be sensitive to the new worldwide environment by promoting innovativeness and improving the nature of education and training at all levels.

REVIEW OF LITERATURE

Vocational Education & Training Scenario – Indian and International Perspective

(Aptitude Development in India, the Vocational education and Training System, World Bank Report, 2006; National Staff Development arrangement, March 2009; National Policy of Education, 1986-Modified in 1992; CABE Committee report on Universalization of Secondary Education, 2005; Kothari Commission Report; XIth Five Year Plan GOI; National Curriculum Frameworks 2005; Working record NVEQF, MHRD 2011; National Knowledge Commission Report, December 2006; India Non-formal Education for all worldwide monitoring report, 2008; National Qualifications

Structure in TVET for India-Issues and Challenges, Dr. Y. K. Anand (Pillay, 2005, World Bank Report 2006) Some keyfeatures of the system include:

- a) Delaying streaming into vocational education till secondary school (for a long time after evaluation 11). All understudies embrace a common national educational program in the main year of secondary school, following which they decide to enter the general or vocational stream for the remaining two years – anyway the vocational stream includes broad components of general education;
- b) Ensuring the vocational stream isn't impasse – by allowing vocational understudies to continue to advanced education;
- c) Financing vocational education through government and private resources – around 40 percent of financing for vocational education comes through passage and tuition expenses;

In INDIA, there is a National Policy Framework on advanced education and vocational and specialized education. (The vision for Sri Lanka's Tertiary and Vocational education, Dr. T. A. Piyasari, Director General, TVEC; Qualification Frameworks: Implementation and effect foundation contextual analysis on INDIA, G. A.

K. Gajaweera, Skills and employability division, ILO; National Policy Framework on Higher Education and Technical and Vocational

Education, National Education Commission, INDIA, 2009)

By and by in Maharashtra, approx 1444 senior schools are running 150 vocational courses with total intake limit of 88020. Be that as it may, approx 59,854 understudies showed up for HSC (Voc) examination in 2011. (Information gave by Maharashtra Higher and Secondary School Examination Board)

Like the HSC (Vocational) conspire, the Government of Maharashtra additionally introduced BIFOCAL plan at +2 level in 1977-78.

The targets of this plan are providing chances of work/independent work for understudies at + 2 level and furthermore a chance to seek after advanced education. This plan is extremely mainstream in Maharashtra and has gained adequacy amongst all partners.

The DGE&T in Ministry of Labor and Employment conducts vocational training courses through 6906 ITIs/ITCs with a total limit of 9.53 lakhs (Source – Human Resource and Skill Requirements in the Education and Skill Development Services sector (2022) – A Report by NSDC).

In the State of Maharashtra, there are a total of 416 ITIs and 310 ITCs with an intake of around 1,50,000 (113644 in ITIs and 35512 in ITCs) understudies. Total of 116 NCVT vocational courses are accessible across India out of which the State of Maharashtra has introduced 89 courses in these ITIs and ITCs. These courses extend from 6 months to 3 years duration and spread wide scope of sectors, for example, Engineering and Non Engineering. The Non Engineering sector includes Food, Textile, Services, Para Clinical and so forth. (Information gave by Directorate of Technical Education).

The National Skill Development Policy, 2009 has distinguished the objective gatherings in the chaotic sector as claim account laborers, laborers and understudies in smaller scale ventures; unpaid family laborers; easygoing workers; locally established specialists; peripatetic laborers and vagrant workers; out of school youth and grown-ups needing aptitudes; ranchers and craftsman's in rustic territories, among others.

CONCLUSION

Vocational Education is by and by offered at Grade 11, twelfth – anyway understudies reaching this Grade aim for advanced education. Since the present system doesn't permit vertical portability, abilities obtained are lost. Enlistment in eleventh and twelfth Grade of vocational education is only 3% of understudies at upper secondary level. Around 6900 ITIs and ITCs select about 9.5 lakhs understudies.

Understudies with twelfth sexually transmitted disease vocational/two-year ITI certification are not given parallel passage into proportionate scholastic year in polytechnic recognitions. □ International experience recommends that what bosses for the most part need are youthful laborers with strong essential scholastic aptitudes and not simply vocational abilities. The present system doesn't underline general scholastic aptitudes. The overall wages of laborers with secondary education are increasing.

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