

To Study the Social Influence of Vocational Education on Socio-Economic Growth

Sumeet Gupta^{1*} Dr. Manoj Kumar²

¹ Research Scholar, Department of Economics, YBN University, Ranchi, Jharkhand

² Associate Professor, Dean of Arts & Humanities, YBN University, Ranchi, Jharkhand

Abstract – *The goal of Vocational Education (VE) to train students in the essential manipulation skills, safety judgments, and relevant knowledge in order to place them in the suitable employment. Mathematical, communication, information processing, and decision-making abilities, as well as interpersonal skills, are taught to students in this programme. Students who gain these abilities will be more equipped to handle the demands of the workplace, which in turn will lead to greater job satisfaction. A person's professional and functional abilities can be improved by vocational education. This ever-changing world, with its many facets, need ongoing education to stay on top of one's game. Skill-based education, a necessity for the economy, is absent in existing educational programmes.*

Keywords – Social Influence, Vocational Education, Economic Growth, Vocational Education Training (VET), etc.

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INTRODUCTION

According to the ideals of democracy, the word Vocational Education was coined since every individual has a basic right to education and because of this, the phrase Vocational Education was coined. Individuals are given the chance to develop their talents and abilities by society. In order to safeguard and promote the dignity of all people, public and private organizations must collaborate. Vocational education should not be left up to persons who may resist its fundamental requirements.[1]

India has made tremendous progress and has attained nearly universal enrolment in basic, secondary, and higher education levels. 'Many fifth-graders can't read at the second-grade level, and secondary retention rates are poor, which raises concerns about their ability to advance beyond basic school. But there are also issues with inequitable access and inadequate quality in the higher education sector, which has also seen tremendous expansion. As a result of the poor performance of students in secondary and higher education, there is a substantial shortage of workers who are both marketable and vocationally prepared. There is evidence to suggest that just 14% of new workers have a bachelor's or higher degree when they enter the job.

BACKGROUND OF VOCATIONAL EDUCATION IN INDIA

Vocationalisation of Secondary Education,' a government-sponsored programme, offers vocational courses in the 11th and 12th grades in India. As part of the Vocationalization of Higher Secondary Education initiative, general education institutions implemented a Vocational Education Program in 1976-77. It was recommended that the country's Vocational Education Program be expanded by the National Working Group on Vocationalization of Education. Centrally Sponsored Scheme (CSS) for Vocationalization of Secondary Education (VoSE) was developed as a result of its recommendations, which were put into practise in 1988. In order to "improve individual employability, eliminate the gap between demand and supply of trained workers, and give an alternative for individuals pursuing higher education without special motivation or purpose," this programme was established. The Ministry of Human Resources Development oversees vocational education (MHRD). The nationwide programme is planned, guided, and coordinated by the All-India Council for Vocational Education (AICVE), which is part of the Ministry of Human Resources Development (MHRD). This job is also carried out at the state level by State Councils for Vocational Education.[2]

Six different fields of study are represented by the courses on offer. Only a fourth of the 104 courses

advertised by the Pandit Sunderlal Sharma Central Institute for Vocational Education have been produced with course materials. The following are the six specialties within each of these fields:[3]

- Examples include veterinary pharmacists and technicians, watershed management, and environmental protection.
- Commerce and business (for example: taxation practices; stenography)
- The humanities (for example: classical dance; entrepreneurship)
- Science, technology, and math (for example: lineman; cost effective building technology)
- At-home research (for example: textile design; gerontology)
- Health and paramedical skills (Examples: x-ray technician; health/sanitary inspector)

With more than a third of its population under 15, India is anticipated to become the world's biggest source of human capital by 2025, with 700 million individuals younger than 35. Indians, with their large young population, have a tremendous opportunity to become a stable source of highly skilled labor for the global economy because of the shrinking workforce in developed nations and the expanding old population. Because of the country's large population, high-quality vocational education and training might have huge advantages for the country.

As the global economy moves, job opportunities for recent graduates and postgraduates are becoming more limited. Degree-level education is not based on market demands or skills, and neither is it focused on meeting those needs. Flexible and multi-skilled learning choices are becoming increasingly popular with those who want the ability to move across different sectors and geographic places. The general education system has failed to give these possibilities. Human capital is directly related to economic progress. Humans' good contributions to economic advancement can be credited. Untrained, ill-informed, and illiterate workers are clearly less productive than their well-informed, well-informed, and healthy counterparts. The quality of a nation's human capital has a direct impact on its capacity to advance. In order to reap the advantages of our labor in the future, we must invest now. If human resources are not adequately utilized, this might have a detrimental influence on society and the economy.[4]

VOCATIONAL EDUCATION & ECONOMIC DEVELOPMENT

There was a pressing need to focus the country's attention on economic growth after independence. The government has to focus on generating competent and qualified workers to satisfy the needs of the new industries that were springing up. Job stability was strongly correlated to the quick production of new technologies, particularly in rural areas where new skills were needed to support these new technologies. NCERT published a report in 1998 on the Working Group for the Revision of the CSS of Vocationalization of Secondary Education that laid out that vocational education's goal was to fulfil varied human resources requirements to enable sustained national development and the social demand for work. Students who graduate from vocational schools with curriculums based on student need and that provide enough and suitable instruction coupled with professionally sound training programmes will be able to generate high-quality goods and services that benefit the economy of the country.[5]

The Occupational Education Program (VEP) must keep pace with the changing needs of the changing vocational scenarios by keeping up with the numerous social, economic, political, and environmental consequences of the rapid scientific and technological advances. VEP's development and environmental sustainability must be maintained at all times by this software, which must be able to make rapid judgments on the fly. The majority of educational experts agree that specialized vocational schools, in addition to the more traditional ones, are critical to a country's long-term economic well-being. Vocational education may be used to solve many of the problems that face a nation, including unemployment, an increasing number of school and college dropouts, and a lack of professional skills among graduates. Students who receive practical training and on-the-job training are more prepared to succeed in the workforce.

ENTREPRENEURSHIP DEVELOPMENT AND VOCATIONAL EDUCATION

Developing a spirit of entrepreneurship in our students is critical to the economic growth of India, and vocational training and skill development programmes are essential to accomplishing this goal. In order to see the country's progress, it is essential to have a favorable link between vocational and skill training programmes and entrepreneurial development.[6]

Vocational Education in National Five Year Plans

In the Eighth Five Year Plan, vocational education was recognized as a key issue. However, the policy framework established by NPE was kept in the amended policy formulations. However, the target coverage was amended to divert 10% of high school students by 1995 and 25% by 2000.

Disparities were narrowed, curriculums were revamped with a focus on vocationalization and employment-oriented courses, open learning was expanded and diversified, teacher education was restructured, and more ICT was utilized in the Ninth Plan

The Tenth Five-Year Plan focuses on vocational education and training as a priority. Vocational education has received particular attention in an effort to maintain a balance between the demand for and supply of specialized knowledge. The Vocational Education Mission has received an additional budget of Rs 650 Crores in the Tenth Plan.

In 2000, the Planning Commission formed a special Working Group on Vocational Education to address the rising problem of unemployment. After consulting with the working group's proposals, the Tenth Plan's centrally-sponsored plan was revised as follows:[7]

- First and foremost, vocational courses in schools should be competency-based, flexible, and include a credit transfer system and many points of entry and departure.
- It is necessary to develop links between the +2 level of vocational training and university level courses. It is also necessary to alter the current criteria for admittance into post-secondary vocational programmes.
- A Memorandum of Understanding (MOU) should be signed with industry to help construct the course, curriculum, training of teachers and students, and certification of courses.
- Schools may explore charging fees and creating courses that are self-supporting in order to keep the programme going.
- The facility for apprenticeship training must be properly exploited and made mandatory.
- In order to do this, the Board of Apprenticeship Training should decide on the placement of individuals who have finished vocational studies for apprenticeship and training as soon as the results of the +2 tests are announced.
- Local businesses and industries should be directly involved in conducting district

vocational surveys prior to the introduction of school-based training programmes in vocational education.

- School systems such as the Kendriya Vidyalayas and Navodaya Vidyalayas should mandate facilities for vocational training.
- When planning vocational courses, consideration should be paid to the requirements and inclusion of those with impairments.
- In states that work with user groups and professional associations to develop testing and certification systems, financial support may be available.
- In order to strengthen the school system and build links with other technical schools, the All India Council for Technical Education's (AICTE) vocational education board must be reconstituted.

Vocational education at secondary school level, polytechnic education and Industrial Training Institutes (ITIs) should be under one department of the state government for better networking and linkages, focused targeting, and optimal utilization of resources, according to the Tenth Five-Year Plan's Steering Committee. The Centrally Sponsored Scheme for Vocationalization of Secondary Education in the Tenth Plan has been assigned an outlay of Rs 350 Crore.[8]

Plan wise expenditure on vocational education in India

While technical education's percentage of overall spending dropped from 1.5% to 0.3% in the third five-year plan, it was eventually restored as seen in the following figure:[9]

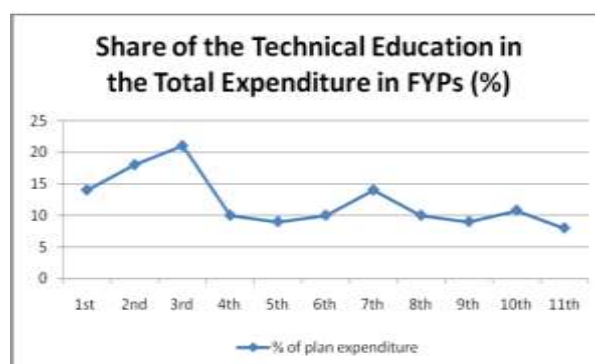


Figure1: Share of technical education in the total expenditure

From 1971 to 1974, the central and state governments' contributions to technical education fluctuated greatly. In spite of the fact that the states are responsible for a large portion of technical

education expenses, they only provide around 3% of the total educational budget to this sector. As a result, technical education receives a low allocation of governmental funding. Technical education spending, which in 1971-72 accounted for nearly 29% of all educational expenditures, fell to roughly 18% in 1993-94, according to the Union Government distribution to various education sectors. As a result, the allocation of resources to education increased by 14% each year while that to technical education only increased by 13% per year, making the priorities set for resource allocation less than desirable. 2004-05 through 2007-08 were also similar years. Technical education's part of the budget has seen a growth in recent years, rising from Rs. 1595.0 crore in 2004-05 to Rs. 16,000 in 2005-06 to Rs. 1718.0 in 2006-07 to Rs. 3870.0 in 2007-08. From 2006-07 to 2007-08, the annual growth rate was 125.3 percent, whereas from 2004-05 to 2007-08, it was just 7.7 percent.

A budget of Rs.3940.25 crore was planned for technical education in the 11th five-year plan, with the goal of spending 0.5 percent of GDP on it by the end of the plan's 11th year. More money was requested for technical education financing in order to achieve the goal of enhancing future growth in both quantitative and qualitative ways. In order to maintain and grow it, however, more care is needed. It has been consistent over the past year. Following the government's approval in 2007 to modernize existing Government Industrial Training Institutes (ITIs) in India, which include both urban and rural ITIs, the following activities were taken:

PRESENT SCENARIO OF VOCATIONAL FACULTY TRAINING & DEVELOPMENT

Vocational faculty qualifications are currently unregulated by the government. Many businesses are concerned about the quality of their workforce's education, according to a World Bank report in 2006. The calibre of lecturers in vocational institutions and ITI/ITCs has a significant impact on this element. It is evident that instructors lack expertise of the pedagogy of vocational education and training. The traditional teaching methodology is often used to teach vocational or skill-based courses by many of them. Moreover, teachers are ill-equipped to teach technology-based courses since they lack the necessary ICT skills. Vocational educators, particularly those from rural and semi-rural colleges[10], sometimes lack basic soft skills. As a result, students aren't learning anything. Additionally, the evaluations created by today's vocational educators aren't meant to evaluate students' level of skill acquisition. For the most part, the exams are designed to measure students' theoretical understanding of material. As a result, despite completing a vocational or technical training programme, many students lack the necessary skills and the intended results. Industry is concerned about the quality of vocational students because of these reasons. As a result, when they enter the workforce,

recent vocational school graduates are required to undergo further training.

Another key problem for vocational teachers is the need for on-going education and training for their staff. Vocational teachers currently do not have to undergo such on-the-job training. When it comes to selecting instructors for vocational schools, no prior industry experience is required. As a result, vocational educators themselves lack the most up-to-date knowledge and abilities necessary to instruct their pupils. Furthermore, vocational colleges and ITI/ITCs lack significant industry connections, cooperation, research, and ongoing training. As a result, vocational educators are unable to learn about the most up-to-date tools, equipment, abilities, and pedagogical approaches. Vocational schools, ITIs, and ITCs do not include a research component to their curriculum. Vocational schools seldom conduct research funded by industry. In the long run, all of this has an impact on the calibre of students who graduate from technical schools like ITIs and ITCs.

OBJECTIVES OF VOCATIONAL EDUCATION

The goal of vocational education is to teach students the value of hard work while also creating a feeling of civic responsibility within a democratic framework. In spite of the varying levels of educability[11], one aims to attain this.

- Providing students with the tools to find a profession that fits their skills and interests.
- Providing them with an opportunity to grow both economically and socially.
- A sense of success may be achieved through uncovering the employee's latent abilities and skills at work.

The goal of vocational education is to help students acquire the skills, judgments, and information needed to land a career that is suited for them. Mathematical, communication, information acquisition, and decision-making abilities, as well as interpersonal skills, are taught in this course. As a result of gaining these abilities, students are more equipped to succeed in the workforce, which in turn leads to greater job satisfaction. Career and functional advancements are also facilitated by vocational education.

PROBLEMS OF VOCATIONAL EDUCATION

It's not unusual to witness major shifts in numerous industries, and vocational education is no exception. The magnitude, manner, function,

value, and prestige elements all change throughout time. Because of the fast evolution of technology, the level of expertise and knowledge necessary to do certain tasks is always changing. In many cases, conventional jobs have served as the foundation for a wide range of new, highly specialized specializations. Opticians and dentists, as well as dental mechanics and instructors in various sub-disciplines such as an art or handicraft teacher, career master/counselors and deans in high schools have all emerged as a result of this.

The rise of new-age professions is mostly due to the rise of new innovations and new information that has made civilized life more complicated. According to the National Classifications of Occupations, there are about 40,000 distinct jobs and occupations in the United States. As a result, it is hard to accurately estimate the number of professions practiced in the modern world. As the level of living has risen, the organization of social and economic life has altered fundamentally. It is necessary to provide particular possibilities for professional tasks. Job creation is a direct outcome of the many changes that have taken place as a result of many circumstances. Most young people are unable to find a place for themselves in this fast changing environment because of their inability to adapt. The challenge is divided into two parts: first, deciding on a career path, and second, preparing for that path. are titled "Vocational counseling" and "Vocational education," respectively.[10-11]

NEED OF VOCATIONAL EDUCATION

Currently, in India, there is a significant wage disparity between the white-collar and blue-collar workforces. People in more well-paid professions have a negative view of those who work in physical labour. In India, it is important to promote respect for individuals of diverse jobs. Vocation education can be utilized to bridge the gap between the educationally wealthy and the less fortunate. In order for India's democratic system to establish a socialistic perspective, social ties must be developed. An in-depth look at education's aims and classifications is provided by the writers of "A Students" and "History of Education in India." Getting rid of our educated class's "inclination to black-coated professions" and "orienting our educational system to enhanced output" was cited as a major goal of education.

They argue that while the current educational system emphasizes primary school, secondary school is critical to the development of any nation. Consequently, it is vital that enough attention be paid to the design and execution of secondary school in India. The secondary education framework should be provided to pupils with a wide range of topic diversifications. Students will be prepared for any career path and will be able to support themselves on their own as a result of receiving this training and

preparation. If more students become entrepreneurs at the conclusion of the term, vocational education can be a success. In addition to other variables such as opportunity cost, a longer gestation time, a bad academic environment, or ability and desire, people who choose self-employment early generally do not place much importance on further education. Those that have a long-term objective of attending college will not enter the workforce at a young age. At the completion of vocational courses in India, the majority of students choose to work for themselves¹². A large-scale effort is required to align adequate education courses with self-employment opportunities. A nation's future wealth and well-being ultimately rests on its vocational graduates rather than its regular job applicants.

CONCLUSION

Everyone should get an education. Men's growth comes to a halt without information. Education aids and facilitates an individual's personal growth, as well as the growth of society as a whole, as well as their ability to support them financially. The practical side of education is not taken into account at all in the current educational system. Theoretical foundations are more prevalent in most institutions and universities. However, as compared to the traditional educational system, the number of vocational schools and programmes is quite low. There are many issues with the vocationalization of the school system, and students and instructors alike have concerns about how to implement it. The lack of interest in skill development and vocational education in India is due to the country's lack of interest in technical advancement. To sum up, the growth of our educational system is based on vocational and skill development education. The current system of vocational education has challenges in producing the greatest business leaders possible.

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Corresponding Author

Sumeet Gupta*

Research Scholar, Department of Economics, YBN University, Ranchi, Jharkhand