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Importance of Skill Development and Training in the Vocationalization of Education

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Abstract -Training in vocational fields, such as construction or manufacturing, is a critical part of our educational strategy. The objective of the study is to examine the current vocational education, training, and skill development sector regulatory system, extent of future work in Ranchi Jharkhand's area of vocational education, training, and skill development. Questionnaires and structured interviews are used to gather data in surveys. It is possible to will be collect data in two ways: first, will be using original data, and second, will be using secondary data collected from other sources. Both types of data will be essential for the study's completion and to arrive at an impartial result and they will be being utilized. The researcher spent over two or three years digging into the topic of Vocational Training and Development, finding issues with administration, regulations, plans, policies, and standards as well as with governance and regulation.

***Keywords:** Vocationalization, Education, Skill development, Training*

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INTRODUCTION

The country's educational strategy is incomplete without the inclusion of VET programmes. In order for Vocational Education to be effective in the changing national context and for India to reap the benefits of the demographic dividend, it is urgently necessary to redefine the critical elements of imparting vocational education and training in order to make them flexible, contemporary, relevant, inclusive and innovative. The government understands the critical role that vocational education plays in society and has already made a number of significant steps in this direction.

Graduates and postgraduates in broad topics have fewer and less opportunities for work in today's global economy. Neither is the degree-level education provided by universities and colleges focused on market demands or skill-based. For this reason, people are looking for flexible and multi-skilled learning options that allow them to move from one job sector to another and from one place to another. These possibilities have not been made available by the current system of public education. In addition, it has never been easier to see the close connection between the economy and education than it is right now. The market economy has had a significant impact on both the operation of educational institutions and the educational preferences of today's young. Prospective students are no longer motivated just by a desire to learn; rather, they pick their fields of study based on the availability of jobs in the market. Educators are turning their attention away from the traditional classroom in favor of skill-based, industry-focused approaches because of the scarcity of career options for conventional graduates.

Modern technological advancements will be worthless if social transformation does not occur in the intended direction, according to some. Human growth and survival have always depended on education as a tool of social transformation. In order for a man to enjoy a better and more self-sufficient life, he has to be educated. In an effort to reach as many people as possible, particularly those in rural regions, with the most effective development strategy, our government has launched the huge Adult Education Program. By providing education to both low-skilled employees and peasants, it is hoped that both groups may improve their quality of life by learning how to grow new crops, and both groups will be better prepared to adapt new agricultural practices as well. Even though the phrase Human Capital is an integral aspect of the term Human Resource Development, both economists and institutions have defined the notion of human resource development in numerous forms. So, according to the International Labor Organization (ILO) (1998), "human capital creation" is defined as "the entire skills of the people in connection to nation's development. Formal education, on-the-job training, job market knowledge, health and

sanitation, and migration are all examples of human capital creation. Human capital creation, according to Schultz (1961), is an improvement in human activities that result in a person becoming more productive and more useful as the economy develops.

The government of India places a high value on vocational education and training in order to help the country's economy grow while also meeting the country's growing need for skilled labour. As part of the National Policy on Education (NPE), 1986 (as updated in 1992), the NPE acknowledges that education generates personnel for various economic levels. An additional goal of the NPE is to give a viable alternative to people who are pursuing higher education for no specific reason other than to fill a void left by those who are unable to find gainful employment due to a lack of available qualified labour. There will be an emphasis on providing general, career-neutral vocational education to high school students, with the goal of preparing them for life beyond graduation.

Skill development brings returns to the individual, the employing enterprise and the economy as a whole. Therefore, all stakeholders, the Government–both at Centre and State levels, the enterprise (public and private) and the individual should share the burden of mobilizing financial or in-kind resources for skill development. The government has taken due recognition of the skill gaps and plans to take new initiatives for bridging them. In this regard, the National Policy on Skill Development (GOI, 2009) provides a direction for skill development in the country.

Abhay Kumar A and Ravi K (2012) Impact of vocational training and skill development on Economic growth in Pakistan stated that Human Capital is an essential determinant of economic growth. It comprise of different factors like education, health, migration, vocational training, IT development. For the better development of economic growth of country, they were tried to found the impact of vocational training in the same for the period of 1980-2010. Results indicate that spending on education sector by the government helps in increasing the literacy rate and the stock on capital in country. The increasing literacy rate in turn improves the capital stock further. Literacy rate also improve the rate of vocational training in the country.

Globalization and an ageing population have brought about significant changes in the course of the last decade. There has been rapid progress in the areas of information and communication technology, financial markets, business strategies, management practices and the working practices of organizations. The resulting impact on global economic systems requires urgent and innovative responses in the field of technical and vocational education and training (VET) services, as the demand for skills is now higher than ever before. The European Commission (2006) considers that equity and efficiency are critical factors in making this changing situation sustainable for all and is therefore developing these factors within the European Union's long- term strategy, alongside competitiveness and social cohesion. Education and training systems will serve as the 'main instrument' in addressing new circumstances, adapting to change and reaping the benefits of the changing global order (International Labour Organization, 2000).

RESEARCH METHODOLOGY

In this investigation, both quantitative and qualitative research methods were used together. On the one hand, qualitative approaches helped in the development of the research instrument and the interpretation of the results, while on the other, quantitative methods helped in identifying the population of interest. Quantitative methods have also been used in the collecting and analysis of data from a research survey.

Research approach

Descriptive study has been used to examine how a particular group of people thinks about, feels about, and perceives skill-based training.

Various survey methodologies, such as one-on-one interviews and questionnaire distribution, are used in this study. Surveys that use questionnaires and structured interviews to obtain data in cross-sectional and longitudinal investigations. These approaches are designed to extrapolate results from a small sample to a larger population. All of the surveys allow you to gather data in a timely manner. Surveys allow researchers to conduct studies using a wide range of signals, each of which may be used to answer a specific research question.

Source of information

"Sampling design" may refer just to the process of choosing samples; however, the word "sampling design" can also refer to the estimate approach.

The poll also looked at other topics. In certain cases, the term "sampling design" refers to a set of rules and criteria for drawing a sample in an unmistakable way, and is used in this context.

The sampling procedure is the selection of the population's participation. Sample size may be reduced if the target population is low, but it will always be representative. For a representative sample of the target population, there must be enough participants, but not so many that it takes too long or is too costly.

Method of data collection

Primary data and secondary data are the two methods for gathering information. For the study's completion and for an objective conclusion, both types of data were necessary and are being utilised.

Interviews are one-on-one or small group question

and answer sessions. Interviews will provide a lot of information from a small number of people.

The primary goal of employing questionnaires is to collect the most accurate data possible, which can be used to advance the research's goals and the strategy for how the results of the questionnaires will be put to use. Survey participants are informed about the study project and given a chance to provide thoughtful responses. The collected replies are being utilized as the needed data for analysis in a systematic manner.

Secondary data sources should precede any main research activity and may be secondary data sufficient to solve the issue or they may assist the researcher better comprehend the subject under investigation.

There is a requirement to analyses both the data itself and the source before using secondary data. Definitions, measurement errors, biases, sources, dependability, and the time span should all be examined.

Data analysis

Although statistical techniques may be used in data analysis in qualitative research, it also develops into an ongoing process where data is continually gathered and processed virtually concurrently.

The particular qualitative technique used and the data's format dictate the analysis's format.

The precise analysis and relevant search results are crucial components to ensuring the integrity of the data. Inaccurate statistical analyses distort scientific findings, misleading casual readers and perhaps harming public image. Integrity concerns apply just as much to the study of non-statistical data.

DATA ANALYSIS

Geographical Distribution of Students

Students were selected from throughout Jharkhand, including Ranchi, as that is where the bulk of the research takes place. However, they were concentrated in a few locations to provide a representative sample, with the number of ITIs in each area limiting their selection. Below is a breakdown of the sample by area and institution:-

Table 1: Geographic Distribution of Students ITI

Region	Number of Institutes	Random Sample of Students
1. East Singhbhum	1	124
2. Ranchi	1	88
3. Palamu	1	172
4. Dhanbad	1	9
Total	**5**	**500**

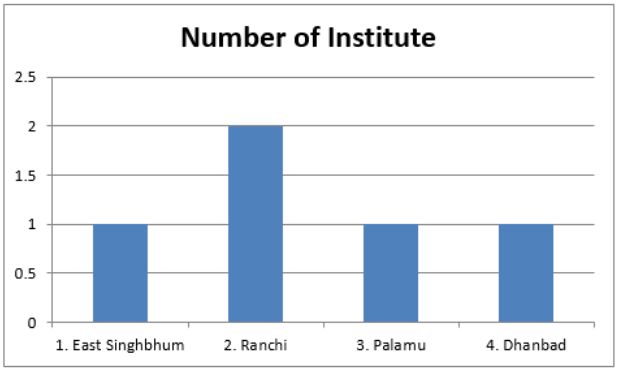

Figure 1: Geographic Distribution of Students ITI

While ITI does offer a limited number of courses to students with an 8th grade diploma, the minimum entrance requirement is a 10th grade pass. For that reason, these classes are often skipped by students who are financially able to continue their study (10+2: Colleges). Almost 90% of students come from households with monthly earnings of 10,000 or fewer rupees, indicating that the pupils are economically disadvantaged. This information is supported by the chart above. Another consideration is that kids from low-income families may choose for vocational training instead of a professional bachelor degree due to the rising cost of such programs.

Table 2: Distribution of students by parental monthly income

Sr. No.	Monthly Income Range (Rs.)	% of students ITI
1	Upto 10,000	89
2	10,001-20,000	6
3	20,001-30,000	2
4	30,001-40,000	1
5	40,001-50,000	0
6	Above 50,000	0

7	Unclear	2
	Total	**100**

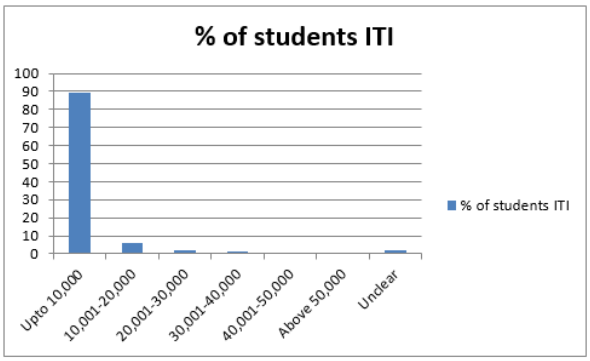

Figure 2: Distribution of students by parental monthly income

According to the statistics shown above, about 80% of the students enrolled at ITIs are pursuing careers in the technical industry. The business sector is underrepresented, accounting for just 1%.

Table 3: Distribution of Students by trade/vocation

Profession Offered	ITI No of students	% to total students
Commerce	5	1
Agriculture	0	0.4
Automobile	80	16
Electrical	70	14
Electronics	35	7
IT	35	7
Home Science	45	9
Civil	120	24
Mechanical	100	20
Insurance	N/A	N/A
Material Management	N/A	N/A

Unclear/Unclear	10	2
Total	**500**	

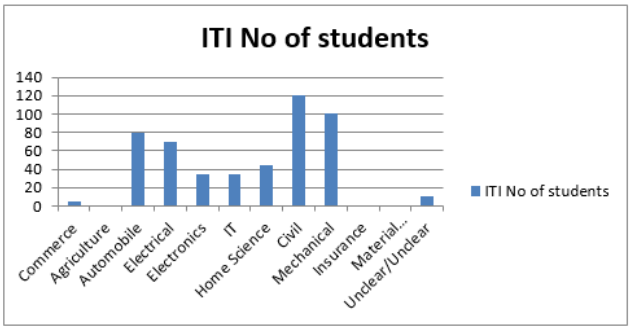

Figure 3: Distribution of Students by trade/vocation

Faculty feedback

We polled all of the teachers who took the ITI course to find out how much emphasis they thought the practical component should have.

The practical component should constitute at least 70%, according to 64% of the 26 ITI faculty members who replied to this question. Roughly 19% of them thought 60% was the right amount. The practical component was given a weightage of 100%, 90%, and 80% by one, accordingly. There was only one professor who thought the practical part should count for half of the total.

It should come as no surprise that all fifty practical components were preferred by every single ITI instructor. The practical component was strongly preferred by most, with some suggesting a weightage of 70 or 60%. Given the technical nature of all the courses offered at these schools, the instructors placed a heavy focus on hands-on learning.

Table 4: Students' interest areas for higher education

Sr. No.	Type of Higher Education	No. of ITI faculty reporting	Percent
1	Technical	22	85
2	Agriculture	-	-
3	Paramedical	-	-
4	Business & Commerce	-	-
5	Home Science	-	-
6	Unclear	4	15
	Total	26	100

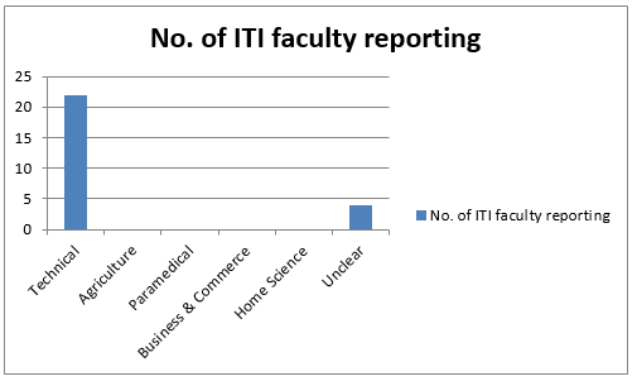

Figure 4: Students' interest areas for higher education

Industry feedback

An important part of the VET paradigm is industry. So, in order to get a feel for what a handful of Pune-based businesses thought about the thesis's central theme—the importance of vocational education and skill development—the researcher opted to survey them. Only two organizations in Pune, Praj Industries Pvt Ltd and Cummins Ltd., officially responded to a pre-prepared questionnaire that had thirteen questions. Annexures II (A) and II (B) provide a sample of the researcher's official input from the industry.

Praj Industries Ltd and Cummins India Ltd both provided extensive and thorough comments. Both sectors have shown their support for the Vocational University idea. According to Praj Industries, graduates from vocational universities would have a leg up in the job market because they possess a unique set of competences and abilities that draw from both theory and practice. It was decided that the industries should take it upon themselves to map out occupational standards.

Cummins India Ltd anticipated a collaborative approach in which industry stakeholders would play a significant role. Praj Industries has stressed the need of industry-wide curriculum reviews to ensure that the Vocational University continues to meet the demands of a dynamic job market.

Praj Industries has supported a PPP Model for the industrial collaboration at the Vocational University, referencing ITIs, and has even implemented one in Velhe. Cummins India Ltd shares the view that the Vocational University's Industry Partnership is critical since the industry would be the university's largest client and beneficiary.

Established by the Tertiary and Vocational Education Parliamentary Act No. 20 of 1990, the Commission serves as the supreme authority in the field of Technical and Vocational Education and Training. The following groups are responsible for administering and delivering the NVQF model:

Table 5: Tertiary and Vocational Education Commission (TVEC) in Sri Lanka

Organization	Function
Tertiary and Vocational Education Commission (TVEC)	• Policy direction • Administration of NVQF • Labour market Analysis • Identification of fields in demand for Competency standard development • Endorsement of Quality standards • Registration and accreditation • Quality assurance
National Apprenticeship and Industrial Training Association	• Develop Competency standards and assessment resources • RPL assessment
University of Vocational Technology(UNIVOTEC)	• Development of curricula • Development of teaching and learning resources • Teacher training • Assessor Training
Vocational Training Providers	• Training delivery

CONCLUSION

According to the researcher, the Vocational Education and Training sector may benefit from the establishment of regulatory entities like the Commission, Accreditation Board, and Quality Council. In addition to facilitating a qualitative shift, it will make it possible to standardize courses, curricula, and certifications in this field. A robust Vocational Education and Training system in Jharkhand will be possible with the support of this model legislative and regulatory framework, which would, over time, provide a huge pool of qualified workers meeting the demands of various industries.

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