

**By Invitation**

## **Role of Vocational Education in Shaping Socio-Economic Landscape in India**

**Rashmi Agrawal & Indrakumar**

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*Unlike in other countries, vocational education and technical training system are considered as separate entities in India. While vocational education is imparted through the regular schools in the general education system, vocational training is through the specialized training institutions. This paper argues that the courses offered are not demand driven and lack forward linkages. Infrastructure to run the courses is either not up to the mark or is totally absent. The quality of teachers, if available, is also under cloud. Students have a fixed psyche to go for higher education. The paper suggests total revamping of vocational education at school level with measures to change the mindsets of students and make it effective and efficient.*

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### **Backdrop**

The task envisaged in the National Skill Development Policy (MOLE, 2009) of developing skills of 500 million Indians by 2020 to meet the emerging needs of the rapidly developing and diversifying domestic economy and also to cash the favorable demographic situation the country is likely to enjoy vis-à-vis the developed world for some years to come is gigantic and ambitious but not necessarily impossible. It requires a multi-pronged and at the same time coordinated approach and efforts on several fronts at various levels of education and by various stakeholders. The National Policy on Education (NPE), 1986 (as modified in 1992) emphasizes the role of education system of the country in catering to the needs of the human resource requirement for the economic development of the country. NPE asserts that education can serve as an instrument of promotion of decent productive employment through introduction of well-planned and rigorously implemented programs of vocational education to enhance employability of the present labor force and those who will join the labor force in the coming years. Such vocational streams would

reduce the mismatch between demand and supply of skilled manpower but would also provide better alternative opportunities to those pursuing tertiary education often without a specific objective. The Policy called for generic vocational courses which cuts across several occupational fields. In accordance with the vision of the National Policy, there is a special emphasis on *learning outcomes* in the 12<sup>th</sup> Five Year Plan. The Plan has set and prioritized the agenda for achieving access, equity, quality and governance in education.

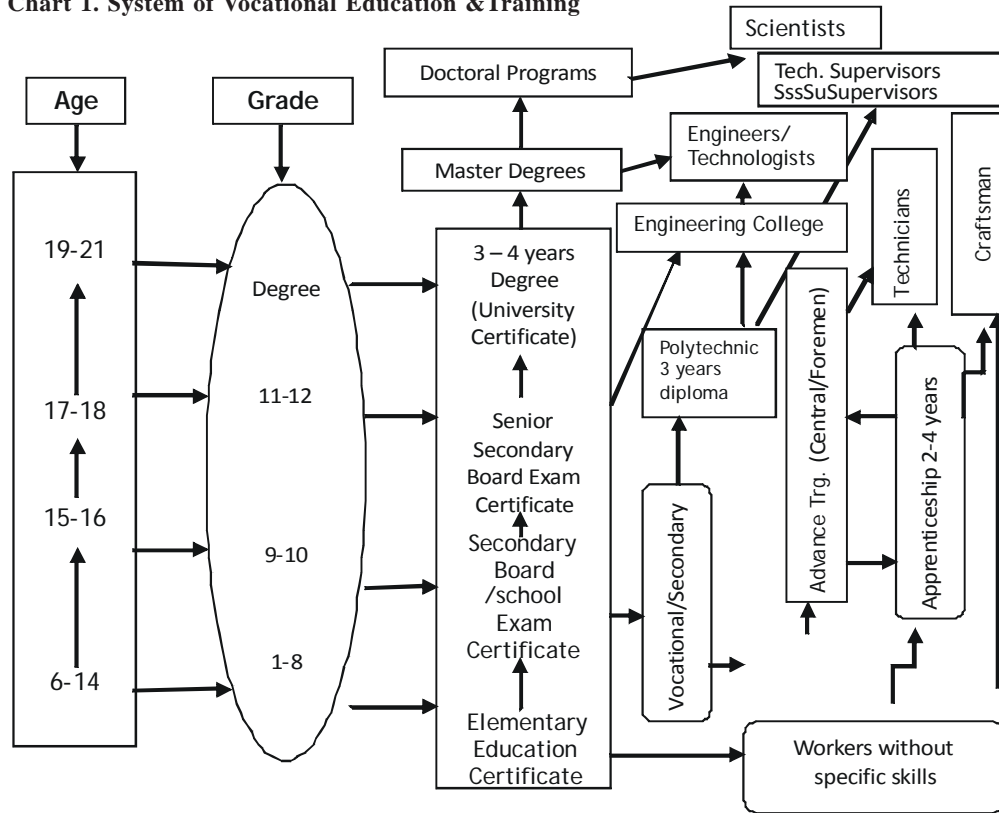
The half-a-billion strong labor force of India can be a great economic asset for the country, a potential that is vastly under-utilized as yet because of its low skill endowments. Despite considerable expansion in facilities for vocational education and training in the country over the years, it is estimated that only about 0.9 per cent of the persons aged 15 – 29 years had received formal vocational training and another 2.0 per cent were receiving such training in 2009-10 (NSSO, 2013). Even though this is an improvement over the position five years earlier when only 2 percent had either received or receiving formal vocational training (NSSO, 2006), the conclusion that very few of the fresh entrants to the world of work have any prior formal vocational training remains valid. Even after allowing for possible effects of definitional variations as to what constitutes a skill and the fact that the data are based primarily on the subjective responses of people, this proportion of the trained youth is one of the lowest in the world<sup>1</sup>. In contrast, in countries like Korea, Ja-

pan and Germany 60-96% of the youth in the age group 20-24 are vocationally trained. The differences are glaring and point to the extremely limited skill endowment among the youth in India, partly due to inadequate training facilities and their access and partly due to the low premium placed on vocational education and training as opposed to higher general and professional education. Chart 1 provides an overview of the current formal system of vocational education and technical training in India.

Unlike in other countries, vocational education and training system in India is quite complex. While in other systems, vocational education and technical training are under one umbrella, in India, the two are considered as separate entities, and a distinction is made between vocational education and technical training. Content-wise, the difference between the two also probably lies in the relative importance attached to theory and practice with vocational education laying greater emphasis on theory and the vocational training on practical skills. The main line of division, however, is that vocational education is imparted through the regular schools in the general education system and vocational training through the specialized training institutions and others. While vocational education in schools is, as a corollary, the responsibility of the Department of School Education in the Ministry of Human Resource Development (MHRD), vocational training for

<sup>1</sup> GoI, Planning Commission (2007), Chapter 5. The estimates are based on National Sample Survey's data from 61<sup>st</sup> Round (2004-05)

Chart 1. System of Vocational Education & Training



craftsmen takes place in industrial training institutions and through apprenticeship on shop floor controlled primarily by the Ministry of Labor and Employment (MOLE). This paper will focus upon the vocational education imparted in the school system only. As may be seen from Chart 1, vocational education appears only at the secondary stage of school education.

### Vocational Education at School Level

The push for vocational education in general schools started in 1964-66, with the Kothari Education Commission advocating a restructuring of the education

system and recommending a vocational education stream in schools at higher secondary stage (GoI, 1966). The National Policy on Education (GoI, 1968) incorporated these recommendations. The 10+2+3 system of education was started in 1975 and in the same year the vocational education stream was introduced at the senior secondary level 11<sup>th</sup> and 12<sup>th</sup> grades. The National Educational Policy (GoI, 1986) targeted to cover at least 10% of higher secondary students under the vocational education program by 1990 and 25% by 1995. The revised National Policy (GoI, 1992) envisaged starting of generic vocational courses at +2 levels. Following the report of the Kulandaiswamy Committee (GoI, 1985)

the government reviewed the vocational education program and launched the scheme of vocationalization of secondary education in 1988. Its main objectives were:

- a) To divert students after schooling to the world of work in order to restrict their aimless entry into higher education.
- b) To increase employability.
- c) To reduce the mismatch between demand and supply of trained manpower.
- d) To cater to the needs of those who did not want to continue their education after school.

Initially the scheme of vocationalisation of secondary education was introduced in the year 1976-77 as a scheme of the state governments, which was later (1992-93) modified and implemented as a centrally sponsored scheme<sup>2</sup> following the enunciation of the modified National Policy on Education (NPE). The underlying idea behind introduction of this scheme was to reduce the pressure on higher education in universities as well as developing a healthy attitude towards work among students. It also aimed at 'diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between

<sup>2</sup> A centrally sponsored scheme is one conceived by the Union Government and operated in more than one state, usually all, funded solely by the Union Government or shared according to an agreed uniform pattern with the state governments, and implemented by the two according to specific uniform pattern of responsibilities.

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Education, including vocational education, is a subject included in the 'Concurrent List' in the Constitution of India, thus making it the joint domain of responsibility of the Union and state governments. Accordingly, the responsibility for vocational education is shared between the two constituents of governance. The formulation of policies and national standards and procedures is with the Ministry of Human Resource Development (MHRD). The All India Council for Vocational Education (AICVE), under MHRD, is responsible for planning, guiding and coordinating the program at the national level. While the overall national level functions are thus the responsibility of the MHRD in the Union Government, the responsibility for the actual implementation of the program rests with the respective state governments. State Councils for Vocational Education (SCVEs) perform functions similar to the AICVE at the state level.

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concept of world of work; pre-vocational education is imparted in classes 9<sup>th</sup> and 10<sup>th</sup> and vocational education as a distinct stream starts in senior secondary at 11<sup>th</sup> and 12<sup>th</sup> level. At this stage specific competencies (knowledge, skills and attitude) are developed for specific occupation or a group of occupations. There are about 10,000 schools in the country which offer vocational courses in 160 disciplines of two years' duration each in the primary, secondary and tertiary sectors of the economy covering about 1 million students. This program has been

implemented by all states/UTs (except Lakshadweep). The scheme has created a massive infrastructure of 21,000 vocational sections in secondary schools. The broad areas of vocational education are agriculture, business and commerce, engineering and technology, health and paramedical, home science, and science and technology. But with all these efforts, less than 3% of students at the upper secondary level are enrolled in vocational education schools. Table 1 compares this with enrolment in vocational education in some other countries.

**Table 1 Share of Enrolment in Vocational-Technical Courses at Secondary Stage in Some Countries**

Country	Secondary Enrolment ratio	No. of Students (thousands)	Vocational-Technical share(% to total secondary enrolments)
Chile	70	652	40
China	52	15300	55
Indonesia	43	4109	33
Korea	93	2060	31
Malaysia	59	533	11
Mexico	58	-	12
Russia	88	6277	60
South Africa	77	-	1

Source: World Bank, (2006)

Comparison with the Chinese picture of vocational school education is most telling. In 2006, that country had a total enrolment of over 15 million students in vocational schools at secondary stage – a number 15 times that in India. A study by OECD lists amongst the strengths of the Chinese system its strong and simple model for upper secondary vocational education – involving a range of specializations, a good percentage of general academic skills underpinning all the programs, a commitment to workplace train-

ing and close relationships with employers, requirement that teachers in vocational schools one month each year or two months every two years in the industry to ensure that they remain abreast of the requirements of modern industry, employment by many schools a significant number of part-time teachers who also work in industry, and making tuition free (an initiative taken from 2009) to ensure that a large number of students join and stay in these schools. (OECD, 2010).

### The Inertia & Lacunae

In spite of a well-conceived policy and a nationally implemented program for promoting vocationalization of education with substantial financial resource allocations, the program has not made much headway even after over two decades of implementation. The problems have been implementational, administrative and infrastructural on the supply side and social mind sets that do not attach status and importance to vocational education on the demand side. The combined impact of all these is seen in the low level of achievements. Against targets of diverting 10% of the students into vocational streams in the secondary schools, achievement has just been 3%. A number of conceptual and operational problems were highlighted by earlier reports on the scheme (IAMR, 2010; Goel, 2010; The World Bank, 2006).

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Considering the demand side factors first, a fundamental reason for the low enrolment levels in the vocational education in schools is the fact that the society at large attaches a low priority and low status to it as compared to other streams of education. It is not, for instance, treated at par with the arts, science and commerce streams of general and higher professional and technical

education. It is considered as the less acceptable option that is probably meant for students not performing well at the secondary stage. Such views are held by parents and students all over the country and even by those administering the school education. Pursuit of specific educational courses is not in general guided by the aptitudes of the students but more by parental pressures and peer group comparisons. It may be stated that this societal prejudice against vocational education is not a phenomenon confined to India only. In China too, it is reported that one of the main challenges faced by vocational education is the negative public perception. Most Chinese parents are likely to send their only child to a higher education institution, which makes the vocational education school always as a last choice. They are willing to make significant financial sacrifices to support their children's academic achievements in the general education system. (Xi Yu, 2011). Such prejudices have to be overcome through effective parent and student counseling. Career counseling is available in some schools but that at most of the places is a lip service.

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A second major deterrent that dissuades students from taking up vocational courses is the almost near absence of forward and lateral linkages to such education. Students passing out from this

stream at the +2 stage do not have in general direct access to higher tertiary education in a related discipline or other disciplines of interest thereby preventing horizontal and vertical mobility. Thus, vocational education is perceived as a dead end and therefore not considered as an attractive option by the students. It is to overcome this major unattractive feature of vocational education in India that efforts to facilitate such mobility through a vocational education qualification framework that establishes equivalence between qualifications has been mooted in recent years. The details of this framework have been discussed later in this paper. Some corrective steps have also been taken to provide access to students from engineering vocational streams to polytechnics and engineering colleges (Chart 1)

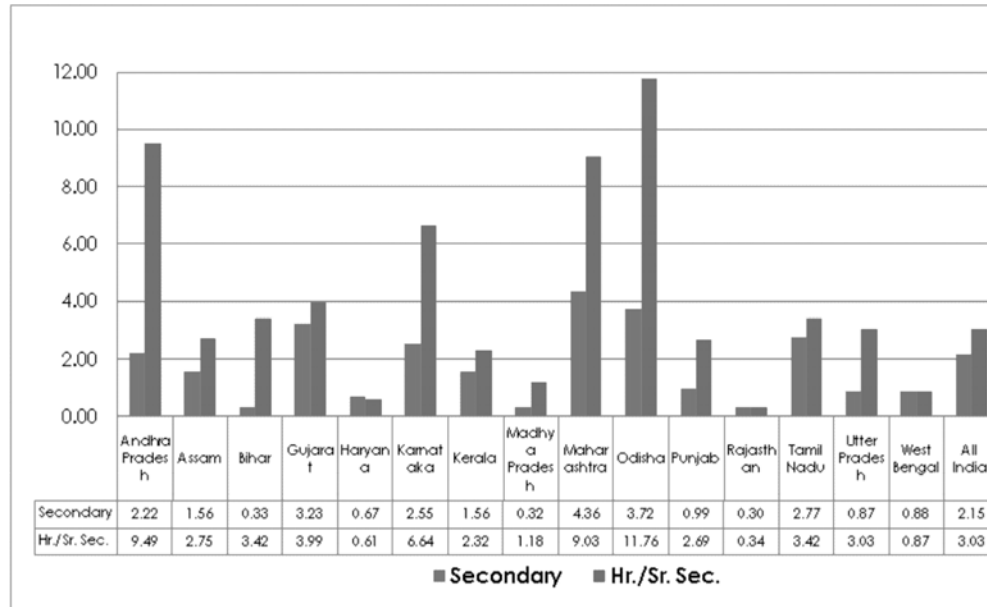
On the supply side, implementation of vocationalisation of education in schools suffers from several infrastructural and other problems like inadequate equipment, lack of trained vocational teachers, absence of linkages with the market, persistence with obsolete trades, and lack of weightage given to students from this stream in admissions to higher technical education. Though district level vocational surveys determining the trades in demand are supposed to be the basis of introducing vocational courses, mismatch between demand and supply develops due to inflexibility or delays in altering either the courses or the course content. Absence of practical training is another drawback. There is now a scheme of continuing the training of those completing the +2 vocational

courses through apprenticeship under the Apprentices Act, but the coverage is rather restricted. Full time teachers trained in teaching vocational subjects are also not in place.

The state governments, who actually implement educational programs, are rather lukewarm in their approach to the vocational component of education in spite of provision of resources by the Central Government. This is possibly due to lack of popular demand for it, and unwillingness to make a long term commitment of resources to a centrally sponsored scheme. The implementation of the program of vocationalization is therefore poor in all the states, but very poor in some (Chart 2, Detailed information can be seen in Annexure.1). Very few schools have provision for vocational education and the percentage of schools with such facilities is well below 6 except in Odisha, Maharashtra and Andhra Pradesh which have slightly better ratios. Odisha is the front runner having vocational courses in schools. In general, it would appear that the percentages are better in the states in the South.

The major weakness of the present education system is the “dysfunctional linkage between education and the world of work” (CRRID, 1985 Not mentioned in the reference list). The vocational education was started as Socially Useful Productive Work (SUPW) to tackle these problems but failed miserably to meet its objectives. The program was implemented with lack of will and as a ritual. The attitude of teachers was lukewarm; they are neither trained nor

Chart 2: Percentage share of the schools imparting vocational training of some major states



Source: Computed from 7<sup>th</sup> All India School Education Survey, 2006

equipped for the task nor could tune themselves to the objectives of the program. SUPW was considered as an additional subject without much significance. The courses like gardening, driving etc did not attract students. Some of the courses of the choice of the students like photography did not have any equipment in the schools. Teachers were also not trained in such type of courses. Thus, even with the government efforts to strengthen vocational education, the country has huge shortage of skilled people and this is hampering the growth of service and manufacturing sectors (Gore, 1995 ).

In India, agriculture is the main stay of economy and about 50% of the population is employed in this sector. Even though in the recent decades India has

rapidly moved away from a primitive agricultural country to a diversified modern services dominated economy in so far as production is concerned this shift has not been accompanied by an equally prominent shift in the labor force from farm-based activities. In the developed world, agriculture is sustained by relatively very small proportion of the labor force with high levels of productivity. In contrast, agricultural labor force in India has low levels of skills and basic education that compel them to remain in the agriculture sector and operate at low levels of productivity, though agricultural diversification and modernization demands highly skilled workforce in diverse occupations. Shift of labor force from agriculture to other sectors of the economy has been slow. As school education is making rapid strides in the coun-

tryside, it is important that it contains a strong component of vocational education that is relevant and attractive and help the labor force in productive participation in modern agricultural activities.

### **New Initiatives**

Responding to the need to make vocational school education an effective component of the overall effort in skill development, the 12<sup>th</sup> Five Year Plan (2012-17) proposed a revamp of the scheme, which postulated, inter alia, strengthening of existing vocational schools and establishing new vocational schools, development of competency based modular vocational courses of varying duration, revision of the existing system from a supply based system to a demand based one, setting up of various bodies/committees for governance, monitoring and implementation of the National Vocational Qualification Framework, setting up of Central Board and State Boards of Vocational Education (CBVE) and (SBVE) for accreditation/affiliation, examination, certification and equivalence, provision for pathways among Indian qualifications for vertical and horizontal mobility, and provision of joint responsibility of academic institutions and industry/employer for making a person trained employable. In this program demand-driven vocational courses are to be identified and developed. The provisions of multi-entry multi-exit learning opportunities and mobility have already been introduced (MHRD, Annual Report, 2013). The budget for 2011-12 provided for strengthening of 1000 existing vocational schools and establishment of 100

new vocational schools, assistance to 500 vocational schools under Public Private Partnership (PPP) mode and development of 250 competency based modules. Besides, vocational education is provided through open school system under which National Institute of Open School (NIOS) provides vocational education in 80 courses. Vocational education courses have to be based on National Occupation Standards brought out by the Sector Skill Councils (SSCs) constituted by the National Skill Development Corporation, with an attempt to determine the minimum levels of competencies for various vocations. Academic qualifications would be assessed and certified by educational bodies and vocational skills would be assessed and certified by respective SSCs. There would be a convergence of vocational courses offered by various ministries, private initiatives and vocational education institutions, and use schools as the outlet for vocational education of young people. A comprehensive repertoire of vocational courses, duration of each course, equipment and facilities, costs and agencies will be developed (12<sup>th</sup> Plan 2012-17, Vol-III: 78).

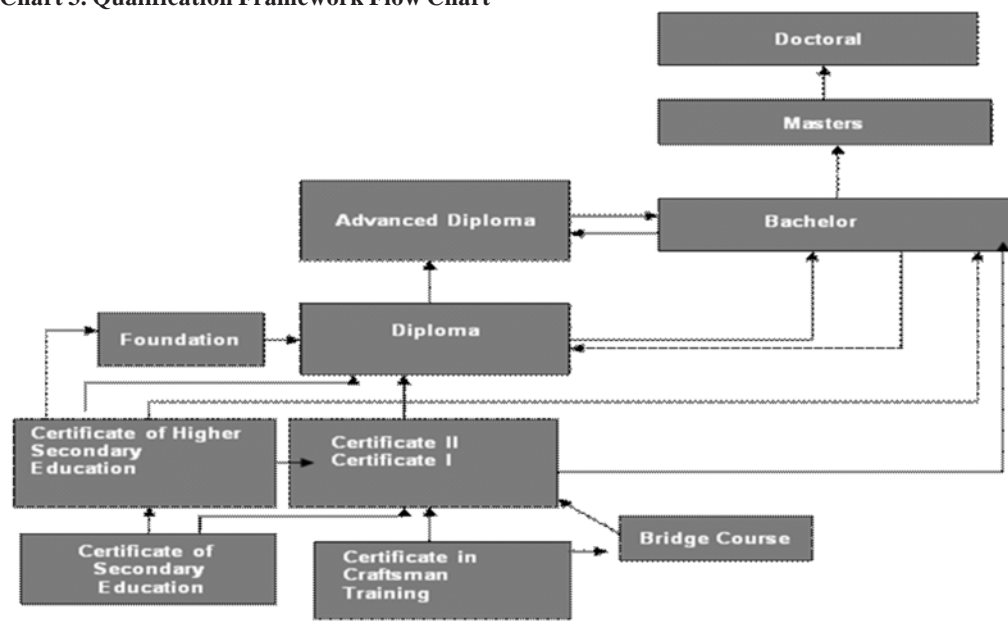
The basic objective of such an exercise is to adopt a common curriculum across the country for all vocational stream students in secondary and higher secondary education, as well as in polytechnics and engineering colleges according to National Occupation Standards (NOSs). It was proposed to expand vocational education by extending it to 20,000 schools with the capacity to increase from 1.0 to 2.5 million students during 2007-12 (GoI, Planning Commis-

sion, 2007). As per 12<sup>th</sup> Plan Target, open learning system has to cater to 15 % students in secondary education, and thus it should develop a capacity to provide education to 1.20 crore children in the age group of 14-18 ( 12<sup>th</sup> Plan).

This scheme is to be implemented targeting not only the post-secondary levels but the drop-outs from the school system at lower levels, too. Moreover, to increase the employability of students, the package of vocational education would be broad-based to include soft skills such as English language, math-

ematical and computer skills as well as inter-personal skills. It also envisages starting competency-based modular vocational courses with a provision of multi-entry and multi-exit system along with flexibility in delivery. Chart 3 indicates the flow of implementation of qualification framework. There are provisions for Vocational Education (VE) leading to international equivalency, multiple entry and exit between VE, general education and job markets, *progression* within VE, *transfer* between VE and general education, and partnership with industry/employers.

Chart 3. Qualification Framework Flow Chart



Source: MHRD, 2010

It is further proposed that the curricula be revised once in three years to respond to the changing market demands. An innovative approach proposed is that the existing infrastructure in each Panchayat should be utilized for voca-

tional training outside the school hours, introducing a substantial element of flexibility in vocational training. The Twelfth Plan also proposes in-service training of vocational education teachers for upgrading their skills.

## Challenges & Way Forward

**The skill development effort has to be a multi-pronged one and should be most inclusive.**

The size of the labor force in India is projected to grow to 502 million by 2017 (GOI, 2013, Planning Commission), and could probably be around 510 million by 2020. In the light of this, the skill development target set by the National Skill Development Policy of creating a pool of 500 million skilled hands by 2020 implies that almost everyone in the labor force would be a skilled worker by then. If, beginning with the extremely low base at present, this dream of skill endowment by 2020 is to be realized, the skill development effort has to be a multi-pronged one and should be most inclusive. It must cover not only all the new entrants to labor force but also the vast majority of the existing labor force without any vocational skills. The various vulnerable groups like women, scheduled casts and tribes, drop outs etc. have to be identified and trained. From the institutional point of view the existing dichotomy between vocational education and vocational training needs to be made less rigid, both performing their specific roles but with opportunities for cross-over between the two.

**Table 3: Potential Learners by Grade**

Potential Learners by Grades	Male	Female	Total
Class IX	3,023,570	3,328,518	6,352,088
Class X	3,791,797	4,007,130	7,798,927
Class XI	6,319,612	6,170,156	12,489,768
Class XII	6,770,505	6,465,556	13,236,061

Source: MHRD, (2011)

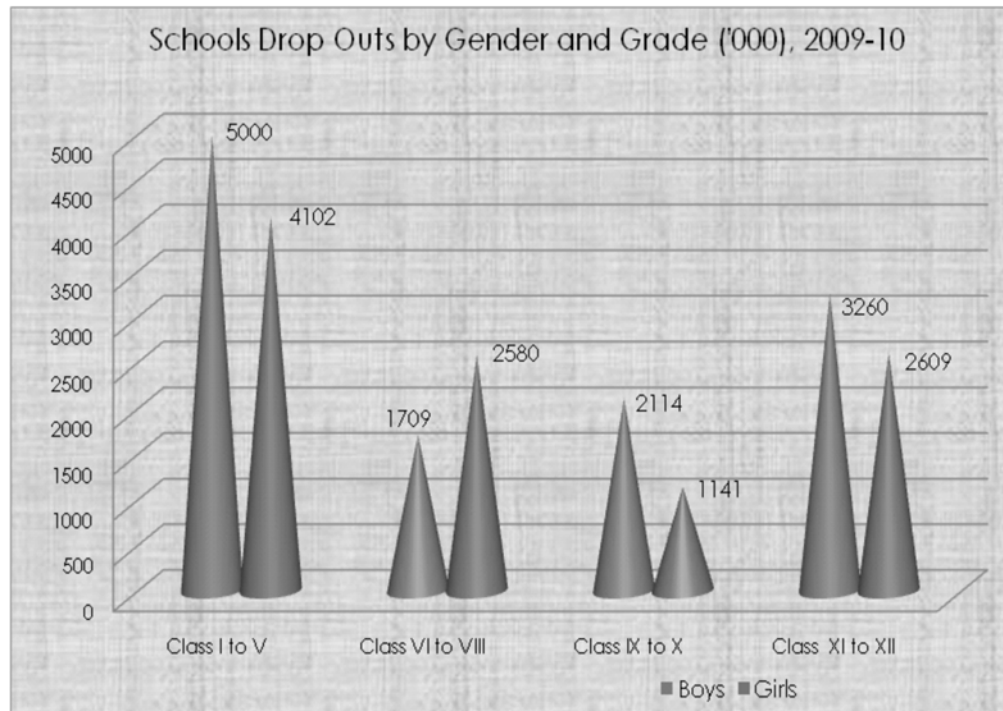
It is, however, in the schools that the vocationalization effort has to take off in a big way and from the very early stages of education in contrast to the current sluggish and indifferent implementation. Such coverage at school level will not only address the goal of inclusive growth but can create a large technical human resource for meeting the domestic as well as global needs. Almost all children go through the primary stage of education in schools today. About 29 per cent of the students drop out by the time they reach Class V, 42 per cent by the time they reach Class VIII and 53 per cent by Class X. (Table 2). Chart 4 shows the number of drop-outs at various stages of school education by gender. While more than 20 per cent of the total population is enrolled in schools, over half of the students do not go beyond Class X. It is these drop outs that should be diverted into appropriate skill development programs including vocational education, and form the pool of potential learners (Table 3).

**Table 2: Dropout Rates in Schools**

Class	Dropout rate (%)
I-V	28.9
I-VIII	42.4
I-X	52.8

Source: MHRD, (2012)

**Chart 4: Number of students dropping out at various stages of school education**



Source: FICCI (2012)

Development of skills should be in response to market demands as otherwise the effort would be wasteful and the result would be creation of unemployed pool of skilled workers. It is therefore relevant to ask if there are going to be enough employment opportunities for the 500 million skilled work-force. Government has identified 20 high-growth sectors of industries and services that have the ability to provide expanded employment opportunities of this order. It consists of 10 high-growth sectors on the manufacturing side and an equal number on the services front. The high growth sectors are as follows:

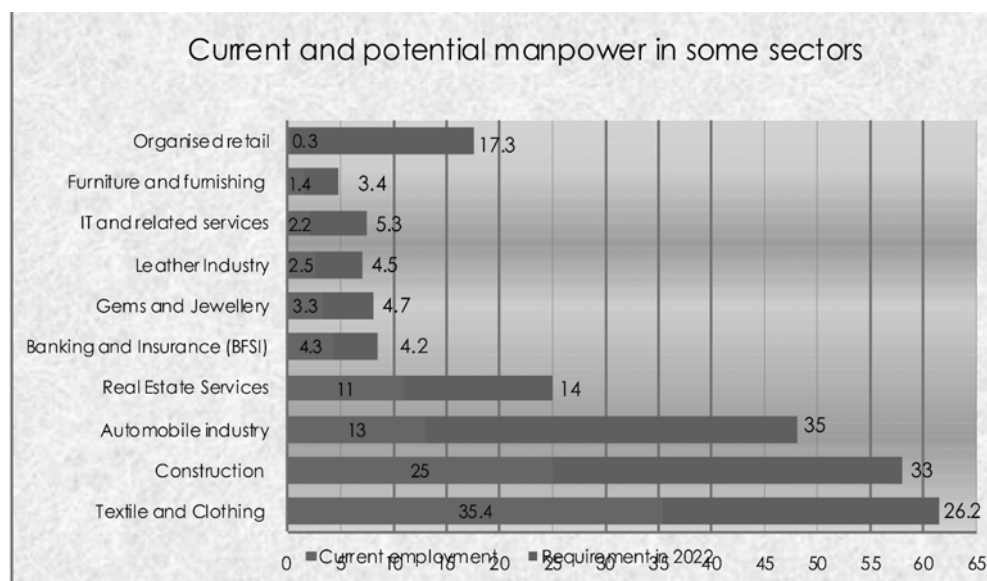
1. Automobile and Auto-components

2. Banking/Insurance and Finance Services
3. Building and Construction Industry
4. Chemicals and Pharmaceuticals
5. Construction Materials/Building Hardware etc.
6. Educational and Skill Development Services
7. Electronics Hardware
8. Food Processing/Cold Chain/Refrigeration
9. Furniture and Furnishings
10. Gems and Jewellery
11. Health Care Services

- |  |  |
|--|--|
| 12. ITES or BPO  | 17. Real Estate Services                                     |
| 13. ITS or Software Services/Products                                | 18. Textiles, Apparel and Garments                           |
| 14. Leather and Leather goods  | 19. Tourism, Hospitality and Travel Trade                    |
| 15. Media, Entertainment, Broadcasting, Content Creation & Animation | 20. Transportation Logistics, Warehousing and Packaging etc. |
| 16. Organized Retail   |  |

Chart 5 indicates the potential for absorption of human capital in various sectors.

**Chart 5: Sector wise Projections of Human Capital (Millions)**



Source: FICCI, 2012

It may be observed that in almost all of these sectors vocational education can be started at school level as in most occupations these sectors do not demand higher levels of general education. But this would require adequate infrastructure and equipment as well as trained teachers in schools.

The mind sets of the society in general and the youth in particular prevent

viewing vocational training and vocational education as no less important, rewarding and socially respectable than higher general and professional education. Similarly, the preference is for secure public sector employment while job opportunities are increasingly confined to the private sector. This needs to be corrected through an efficient system of career counseling and vocational guidance. Vocational education will be

treated at par with academic education only if there are wage parities and respectable working conditions along with opportunities of career progression. Mind sets are difficult to change. It requires continuous campaigns. Ministries are running various short term skill development programs along with awareness campaigns. Such campaigns need to be organized in schools.

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Vocational courses should be need-based, and should be based on an effective and efficient labor market information system that constantly provides signals about the changing conditions in the market. District level surveys are supposed to be conducted under the aegis of National Council of Educational Research and Training, but it is not clear as to what extent the results of such surveys provide relevant inputs into the planning of vocational courses in schools. Similar efforts are also made by various organizations such as National Skill Development Corporation (NSDC, Skill Gap Analysis Reports), Institute of Applied Manpower Research (IAMR) etc. to identify the skill gaps in different sectors and regions. The results of such surveys should be looked into and vocational courses be started as per local needs of skills.

The 12th Plan advocates skill development, as many other developmental schemes, in public-private partnership (PPP) mode, which is possible only when industries come forward and when there is willingness on the part of the public agencies to make use of the expertise and other resources available with the private sector. Various programs of skill development have already been started in PPP mode, and this has to be extended to vocational education. Industries can help in various ways in strengthening skill development and they have shown their inclination in coming forward and participating in the effort that makes their job of finding appropriate skills for their economic activities easy and helps them to discharge their corporate social responsibility as well. In the case of vocational education in schools, industries can organise short term training courses for vocational teachers or provide for attachment of such teachers to industry for a specific period, provide inputs on changing skill needs and help in curriculum design. Industry personnel can come to schools for advising students or students can be taken to industries to have first-hand knowledge of vocational course they are pursuing.. Some incentives are to be provided to industries for this purpose.

Challenges are many and there is a long way to go. A strong will and focussed implementation plan is the need of the time. There is a need for total revamping of vocational education at school level with measures to change the mindsets of students and make it effective and efficient in tune with labour market demands. A continuous monitoring and evaluation system should

be put in place to modify vocational education at school level as this is the level where work attitudes will develop.

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**Annexure 1**

Indicators	Management wise schools				Total
	Govt.	Local body	Aided	Unaided	
<b>I. Secondary schools</b>					
a) Number of Schools	30351	9967	23902	26281	90741
b) No. of schools imparting vocational stream	454	265	758	475	1952
% to total schools have vocational stream	1.49	2.66	3.17	1.81	2.15
c) Number of Teachers for vocational stream					
i) Male	824	517	1400	761	3502
ii) Female	371	242	523	680	1816
iii) Total	1195	759	1923	1441	5318
% of female teachers	31.05	31.88	27.20	47.19	34.15
d) Students Enrolled					
i) Boys	50570	34970	91110	32294	215861
ii) Girls	35763	41887	70470	22718	163921
iii) Total	86333	76857	161580	55012	379782
% of girls students	41.42	54.50	43.61	41.30	43.16
Teacher students ratio at secondary level	1:72	1:101	1:84	1:38	1:71
<b>II. Higher Secondary schools</b>					
a) Number of Schools	14680	1334	14858	9062	39934
b) No. of schools imparting vocational stream	362	38	651	160	1211
% to total schools have vocational stream	2.47	2.85	4.38	1.76	3.03
c) Number of Teachers					
i) Male	802	111	2032	432	3377
ii) Female	408	52	615	351	1426
iii) Total	1210	163	2647	783	4803
% of female teachers	33.72	31.90	23.23	44.83	29.69
d) Students Enrolled					
i) Boys	39716	5127	100052	26273	171168
ii) Girls	26407	4001	59636	19174	109218
iii) Total	66123	9128	159688	45447	280386
% of girls students	39.94	43.83	37.35	42.19	38.95
Teacher students ratio at higher secondary level	1:55	1:56	1:60	1:58	1:58

Details of Schools Imparting Vocational Education Stream in India, 2006

Source: Report of 7<sup>th</sup> All India School Education Survey, NCERT, Government of India, 2006