

REORIENTING TVET POLICY TOWARDS EDUCATION FOR SUSTAINABLE DEVELOPMENT

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CONSTITUTIONAL COMMITMENTS

- Education is in the concurrent list of the Constitution.
- Both Centre and states are responsible for policy formation and implementation.

RIGHT TO EDUCATION BILL (2009)

- *Free education to children in 6-14 age group*
- Parliament has adopted ‘The Right of Children to Free and Compulsory Education Bill, 2009,’ which envisages
 - free and compulsory education to children in the 6-14 age group
 - getting education would be a fundamental right of the child
 - The law would ensure that the child got free, compulsory and quality education by qualified teachers.

XI FIVE YEAR PLAN

MISSION

To provide access to relevant and good quality higher education in an equitable manner.

OBJECTIVES

EXPANSION, QUALITY AND
INCLUSIVE EDUCATION

PROGRESS IN ENROLMENT INDICATORS

		2001-02	2006-07	Difference
GER	Primary (I-V)	96.3	111.24	14.94 ↑
	U/Primary (VI-VIII)	60.2	73.63	13.43 ↑
	Elementary (I-VIII)	82.4	96.92	14.52 ↑
	Secondary (IX –X)	33.36	53.20	19.84 ↑
	Sr. Secondary (XI-XII)			
	Higher Education		12.3	↑
Dropout	Primary	39.0	25.43	13.57 ↓
	Elementary	54.6	46.03	8.57 ↓
	Secondary (I-X)	56.69	45.33	↓

Source : SES 2006-07

CENTRAL HIGHER AND TECHNICAL EDUCATION INSTITUTES AT THE END OF X PLAN AND PROPOSED IN XI PLAN

S.No.	Kind of Institution	Numbers	
		Existing at the end of the Xth Plan	Additionally proposed to be established during XI th Plan
1.	Central Universities	19	30 (16 in uncovered states & 14 aiming at world- class Standards)
2.	IITs	7	8
3.	NITs	20	10
4.	IIITs	4	20
5.	IISERs	2	3
6.	IIMs	6	7
7.	SPAs	1	2

NUMBER OF AICTE APPROVED TECHNICAL INSTITUTIONS WITH INTAKE CAPACITY

PROGRAMME	Degree		Diploma	
	No.	Intake	No.	Intake
Engineering	1668	6,53,290	1414	3,54,466
Pharmacy	854	52,334	583	34,591
Hotel Management	81	5,272	92	4,890
Architecture	116	4,543	5	120
App. Arts & Crafts	9	650	8	1,010
Management	1149	1,21,867	-	-
MCA	1017	70,513	-	-
Total	4849	9,08,469	2102	3,95,077

Source: AICTE

GRAND TOTAL (Degree+Diploma)	No.	6996
	Intake	13,03,546

TECHNICAL AND VOCATIONAL EDUCATION TRAINING (TVET) SYSTEM IN INDIA

Central Government

- **National Skills Development Council**
- **Ministry of Human Resource Development**
 - **Department of School Education and Literacy**
 - **Department of Higher Education**
- **Ministry of Labour and Employment**
- **Other key Ministries –Agriculture, Health, etc.**

State Governments

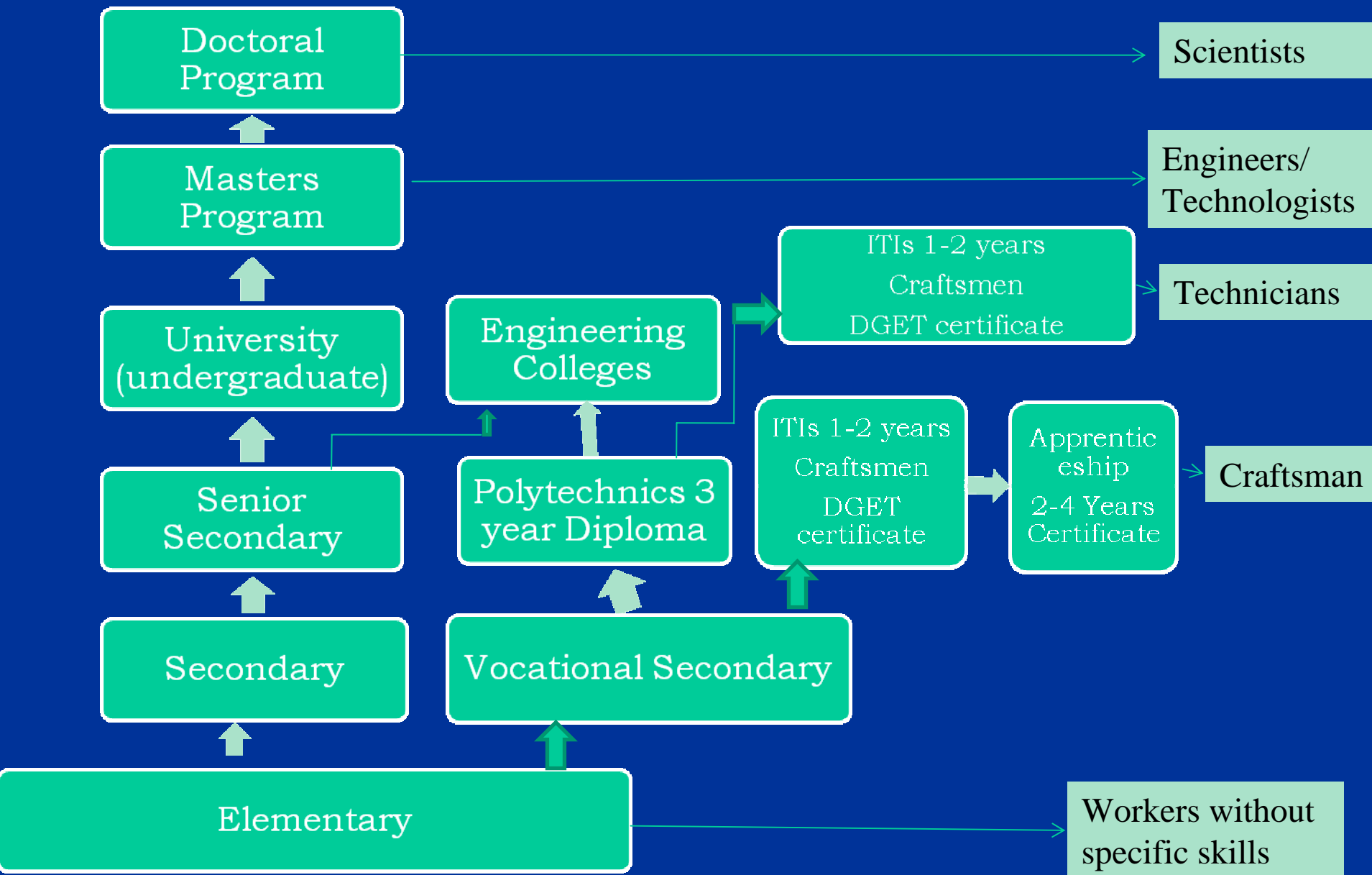
Private Sector

NGOs

Academic

Technical

Vocational



National Policy on Education, 1986 (as modified in 1992) on Skill Development

- Healthy attitude towards work and life.
- Enhancing individual employability.
- Reducing mismatch between demand and supply.
- Alternative to higher education of skilled manpower.
- Distinct stream.
- Skill for entrepreneurship and self employment.
- Special focus on women, rural, tribal, deprived section.
- Programme for the disabled.
- Career improvement.
- Non-formal flexible programme for the neo-literates, dropouts .
- 10% of higher secondary students by 1995 and 25% by 2000.

SCHEME OF VOCATIONALISATION OF SECONDARY EDUCATION

Centrally Sponsored Schemes

- **Launched in 1988**
- **Covered 10000 schools with an intake capacity of one million students**

OBJECTIVE

- **To provide for diversification of educational opportunities so as**
 - **To enhance individual employability**
 - **To reduce the mismatch between demand & supply of skilled manpower**
 - **To provide an alternative for those pursuing higher education**

VOCATIONALISATION OF SECONDARY EDUCATION

Financial Assistance to States/UTs

- To set up administrative structure
 - Area vocational surveys
 - Preparation of curriculum
 - Text book
 - Work book curriculum guides
 - Training manual
 - Teacher training programmes
 - Strengthening technical support system for research and development
 - Training and evaluation
-
- At present, about 150 courses are being offered in various States/UTs.
 - Out of 150 courses only 94 courses recognized by the Board of Apprenticeship Training under the Apprentices Act 1961.
 - Scheme to be revamped during XI plan

REVAMPED SCHEME OF VOCATIONALISATION OF HIGHER SECONDARY EDUCATION

- Strengthening of existing Vocational Schools and establishing new vocational schools.
- Expansion of intake capacity during 11th Plan.
- Development of competency based modular Vocational courses of varying duration
- Revision of the existing system from supply based to demand based.
- Setting up of Central Board and State Boards of Vocational Education (CBVE) and (SBVE) for accreditation/affiliation, examination certification and equivalence.
- Provision for vertical and horizontal mobility.
- Provision of multiple-entry, multiple exit and flexibility in delivery.
- Provision of joint-responsibility of academic Institute and Industry/Employer for making a person employable.

POLYTECHNICS IN INDIA

- 1400 Polytechnics
- Offer three year diploma courses
 - Civil, Electrical and Mechanical Engineering
 - Many started courses in Electronics, Computer Science, Medical Lab Technology
 - Also specialised courses : Leather Technology, Sugar Technology, Printing Technology
 - Garment Technology, Beauty Culture and Textile Design preferably in Women Polytechnics.

MAIN PROBLEMS OF POLYTECHNIC EDUCATION IN INDIA

- Non - availability of courses in new and emerging areas.
- Inadequate infrastructure facilities and obsolete equipment.
- System unable to attract quality teachers
- Inadequate financial resources
- Inadequate or non-existence of state policies for training and retraining of faculty and staff
- Lack of flexibility and autonomy to the institutions
- Inadequate industry institute participation
- Lack of Research and Development in technician education
- Antiquated Curricula.

UNIVERSITY GRANTS COMMISSION

- Scheme of Career Orientation to Education/Career Oriented Programme/Career Oriented Courses.
- The objective of the scheme is to ensure that the graduates who pass out after completing these courses, have knowledge, skills and aptitude for gainful employment in wage sector, in general and self employment, in particular.
- The courses run parallel to the conventional B.A., B.Com. and B.Sc. Degree.
- The successful students are awarded certificate/diploma/advanced diploma under this programme.

- **INDUSTRIAL TRAINING INSTITUTES (ITIS) AND INDUSTRIAL TRAINING CENTRES (ITCS).**
- The Directorate General of Employment and Training (DGE&T) initiated CTS in 1950 by establishing about 50 ITIs for imparting skills in various vocational trades.
- Vocational Training refers to certificate level crafts training and is open to students whose leave school after completing anywhere from grades VIII – XII.
- Programme administered under the Craftsman Training Scheme (CTS)
- Operated by ITIs and ITCs.
- Training is provided in 32 engineering and 22 non-engineering trades approved by the National Council for training in Vocational Trades to people aged 15-25 years.

- **INDUSTRIAL TRAINING INSTITUTES (ITIS) AND INDUSTRIAL TRAINING CENTRES (ITCS).**
- 7500 ITIs/ITCs with an overall capacity of 75000 over all places in the country.
- Vocational training is provided in small duration trades such as Carpentry, Electrician, Plumber, Auto-technician, Painters, Packages, Multipurpose Technicians, Masons, Dairy Assistants, etc.
- Duration of the training programme varies from 1-2 years or small duration of 2 – 3 months.
- Resource persons for the programme may be drawn from rural engineering departments of state governments, faculty of engineering colleges/polytechnics/ITIs and others. The trainees may also be provided one or two week's orientation program in relevant industries.
- Integrate the training programmes in collaboration and support through funding from departments such as Science & Technology/Industries/Rural Development/Labour as well as industries.

NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

- Imparting education through open and distance mode from Primary to Senior Secondary level.
- Mandate for offering vocational education and training programmes to general and prioritized groups (Scheduled Castes, Scheduled Tribes, women, rural people, neo-literates, disabled and disadvantaged groups of the society etc.) through a network of its study-cum-training centres known as Accredited Institutes (AIs).
- Network of 11 Regional Centres and about 2067 study centres .
- About 1063 accredited vocational institutes (AIs).
- Cumulative enrolment in VET during the last five years is 93000.

JAN SHIKSHAN SANSTHAN (JSS) **(literally meaning People's Education)**

- JSS was launched as a Adult Education Program of MHRD,
- Aimed at improving the vocational skills and quality of life of workers and their family members.
- Programme initially focuses on adults and young people living in urban and industrial areas and those who had migrated from the rural areas.
- Acted as a district level resource to organise vocational training and skill development programs.
- At present, 221 JSS are functioning in various States of the country.

OTHER TRAINING FOR THE INFORMAL SECTOR

- The Ministry of Rural Development administers schemes aimed at creating sustained employment opportunities to secure a certain minimum level of employment and income for the rural poor.
- They include
 - the Jawahar Rozgar Yojana (JRY),
 - Employment Assurance Scheme,
 - the Integrated Rural Development Programme (IRDP),
 - the Programme for Development of Women and Children in Rural Areas (DWCRA), and
 - the Training of Rural Youth for Self-employment (TRYSEM).

OTHER TRAINING FOR THE INFORMAL SECTOR

- The Department of Women and Child Development runs Support to Training and Employment Programs (STEP)
 - The scheme offers condensed courses of education and vocational training program for women.
- The Khadi and Village Industries Commission (KVIC) has 51 training centres, including 12 village industry training centers.
- Prime Minister's Rozgar Yojana provides wage employment and self-employment to educated unemployed youths aged between 18 and 35 years.

OTHER TRAINING FOR THE INFORMAL SECTOR

- The Bharatiya Yuva Shakti Trust (BYST) aims to help unemployed or under-employed youths aged 18-35 years to set up or develop their own businesses.
- Entrepreneurship Development Centres/Institutes provide training in different fields based on the resource endowment of the area.
- The National Renewal Fund (NRF) provides assistance to cover the cost of retraining and redeployment of employees arising from modernisation, technology upgradation and industrial restructuring.
- The Ministry of Agriculture's Krishi Vigyan Kendra's (KVK) impart training to farmers, farm women, rural youth and grass roots level extension workers in broad based agricultural production systems

**NEW INITIATIVES TO BE
TAKEN IN TVET DURING XI
PLAN**

NATIONAL POLICY ON SKILLS DEVELOPMENT

- Finalised in May 2008 by the Ministry of Labour and Manpower
- Skill development initiatives
 - Support employment generation
 - Economic growth and social development process
- An integral part of comprehensive economic, labour and social policies and programmes
- Better coordination between various stakeholders – Ministries, States, Industry etc.
- Promote excellence and will meet the requirements of knowledge economy

NATIONAL POLICY ON SKILLS DEVELOPMENT

Mission

National Skill Development Initiative will empower all individuals through improved skills, knowledge, nationally and internationally recognised qualifications to gain access to decent employment and ensure India's competitiveness in the global market.

Aims

- To support achieving rapid and inclusive growth through
 - Enhancing individuals' employability (wage/ self employment) and ability to adapt to changing technologies and labour market demands.
 - Improving productivity and living standards of the people.
 - Strengthening competitiveness of the country.
 - Attracting investment in skill development.

NATIONAL POLICY ON SKILLS DEVELOPMENT

Objectives

- Create opportunities for all to acquire skills throughout life, and especially for youth, women and disadvantaged groups.
- Promote commitment by all stakeholders to own skill development initiatives.
- Develop a high-quality skilled workforce/ entrepreneur relevant to current and emerging employment market needs.
- Enable the establishment of flexible delivery mechanisms that respond to the characteristics of a wide range of needs of stakeholders.
- Enable effective coordination between different ministries, the centre and the states and public and private providers.

NATIONAL POLICY ON SKILLS DEVELOPMENT

Scope

- Institution-based skill development including ITIs/ITCs/Vocational schools/technical schools/polytechnics/ professional colleges etc.
- Learning initiatives of sectoral skill development organised by different ministries/departments.
- Formal and informal apprenticeships and other types of training enterprises.
- Training for self employment/entrepreneurial development.
- Adult learning, retraining of retired or retiring employees and lifelong learning
- Non-formal training including training by civic society organisations.
- E-learning, web-based learning and distance learning.

MAJOR CHALLENGES AND ISSUES IN TVET

SOME REASONS FOR LOW PERFORMANCE

- Low priority for Vocational Education
- Shortage of trained teachers and trainers
- Inadequate linkages with Industries
- Absence of a National Competency Testing and Accreditation system
- Lack of infrastructure – building, modern equipment and raw materials.
- Inadequate or non-coverage of trades in service sector which has higher employment potential.
- Lack of equivalence for employment purposes
- Lack of vertical mobility.
- Inflexible curriculum.
- Lack of convergence between various agencies.
- Lack of overall social recognition.

ISSUES ON VOCATIONAL EDUCATION

- **Employability and Demand and Supply matching**
- **Informal Sector's requirement**
- **Multiple skills**
- **Flexibility of Course design, modularity**
- **Out of School Children**
- **Open and distance learning**
- **Use of Technology**
- **Linkage to local demand**
- **Career guidance**
- **Teacher's Training and Retention**

ISSUES ON VOCATIONAL EDUCATION

- **National Vocational qualification system Skill requirement in – Curriculum, Assessment and Certification**
- **Emerging Sectors**
- **Involvement of Industry and Civil Society**
- **Horizontal and Vertical Mobility**
- **Equity (Girls, rural population, SC, ST, Minority and Disabled)**
- **Financing**
- **State Government's Role**

- The challenges are immense and in order to achieve the goals there has to be ***substantial expansion of quality technical/ vocational education and training for raising employability and productivity.***
- The skills provided have to be attuned to:
 - New business requirements;
 - Improving quality of education and trainings at all levels; and
 - Make technical/ vocational education system more flexible and inclusive for sustainable growth.

APPROPRIATE STRATEGIES TO BE ADOPTED

- Expand and upgrade vocational education and training
- Expand and upgrade higher and technical education
- Promote research in educational institutions; and
- Redesign the educational pattern at the school level to facilitate skill development.
- **Government have to redefine its role in:**
 - reforming & strengthening vocational education and training
 - clear policy for facilitating capacity expansion through private sector participation.
 - make investment in vocational training institutes
 - promote industry and academia interaction to narrow the existing gap between the demand and supply of the skilled manpower

Thank You