



# The impact of vocational education in India

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## ABOUT THE STUDY

Vocational Education is training that prepares you to take on a job as a technician or a manual or commercial job as a merchant or craftsman. Vocational education is sometimes referred to as vocational education and technical education. Vocational school is a kind of educational institution specially aimed at conducting vocational training.

VETs can be conducted at higher education or at the university level and can interact with the apprenticeship system. At the post-secondary level, vocational training may be provided by highly specialized trade schools, vocational schools, community colleges, higher education colleges (UK), vocational colleges, technical laboratories (formerly technical colleges) often.

Historically, almost all professional training has been done in the classroom or in the field and students has learned trading skills and trading theory from certified instructors or established professionals. However, the popularity of online vocational education has increased in recent years, making it easier for students to acquire a variety of specialized and soft skills from established professionals, even for those who live far away from traditional vocational schools.

The World Bank's 2019, World Development Report on the future of work states that flexibility between education and training, especially in higher education helps workers compete in a changing labour market where technology plays an increasingly important role. It suggests that it is essential.

Trends are emerging around the world in the implementation of vocational training and skills development. From the late 1980's, many governments began emphasizing the role of education in effectively preparing learners for the world of work. This idea called

"New VET" puts the industry's skill needs at the center of the debate about the purpose of public education. Vocational training and skills development were generally regarded as important factors in promoting economic growth and especially in addressing youth unemployment. Recognizing this, the United Nations Sustainable Development Goal should advocate increasing equitable access to vocational training and significantly increase the number of young people with decent work related skills.

The general education system was not effective for many young people and adults to develop the skills needed for industrial employment. From the late 1980's to the early 1990's, new vocational curriculums and courses often developed in collaboration with the industry, were introduced and expanded to increase the variety of work based learning channels offered to young people.

Vocational training in India has always been a topic handled by the Ministry of Labor, Central Ministries and various organizations at the state level. To harmonize differences and diversity in standards and costs, the National Skills Framework was launched in December 2013.

The National Skills Qualifications Framework (NSQF) is a competency based framework that organizes all qualifications into a range of knowledge, skill and ability levels. These levels, which graduate from one to ten, are determined based on the learning outcomes that learners must have, whether they have been achieved through formal, informal or informal learning. NSQF in India was announced on 27th December 2013. All other frameworks including NVEQF (National Vocational Education Qualifications Framework) issued by the Ministry of HRD has been superseded by NSQF.

The department is working with multiple central and state government ministries and departments to implement

NSQF in all government funded projects, based on a 5 year implementation schedule for full convergence.

Private sector involvement in various aspects of skills development has improved access, quality and innovative financing models leading to sustainable skills development organizations across the world. Short term skills development programs (mostly offered by private institutions) combined with long term programs offered by Indian Institutes of Engineering complement each other within a large framework. Credit equivalence cross border standards, quality assurance and standards

administered by the Ministry through the National Skills Development Authority (a self governing agency under the Ministry) in close partnership with industry led Sector specific bodies (sector skills councils) and various line ministries.

India has a bilateral partnership with governments including the governments of the United Kingdom, Australia, Germany, Canada and the UAE to implement globally accepted standards and provide the Indian workforce Professional mobility abroad.