Indian Higher Education System and Employment - Role of Technical and Vocational Training

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Abstract

Although the whole education system produce about 10 million students who are eligible for job every year, but there is a lack of job opportunities leaving these educated peopleunemployed. Even after so many years of Independence, the Indian education system has not seen any change or even progress. It is now important the education system should be made more attractive, make it skill-imparting and simultaneously create employment potential. It should focus and encourage technicalandvocationalsubjects that have practicability. IT and vocational education should be made compulsory as IT sector is growing in India and vocational education is also providing employment opportunities. Thus, this paper tries to throw some light on the Indian higher education system, its employability and to know how far vocational, technical and entrepreneurship training are effective in increasing employment.

Keywords: - Education, Employment, India, Technical training.

Introduction

The population growth of India has declined over many years, yet the laboris projected to grow by close to 2% or some 7 million or more per year over next few years. Modernization and social processes have also led to more women entering the work force lowering the dependency ratio (ratio of dependent to working age population) from 0.8 in 1991 to 0.73 in 2001 and is expected to further decline to0.59 by 2011.

The problem of employment which was incidental to the development strategies in the fifties became an area of major concern by the late seventies both in the developed and developing countries. This shift in emphasis was primarily due to the aggravation of general and educated unemployment. At present all the non-socialist economies witness a high degree of unemployment, thus making it almost a global phenomenon. However, the factors responsible for or contributing to it may vary according to the particular contexts of these countries. Many questions come in the mind of people in the present era that:-

- Does education is essential requirement for job
- Being educated is a guarantee to be employed or not
- Indian education system lacking with providing employment guarantee
- How far vocational, technical and entrepreneurship courses help in generating employment.

The Indian system of higher education is both enormous and complex still it fails to give 100% employment guarantee. The complexity of Indian higher education has made it difficult for both central and state governments to implement programs of reform in any systematic and coordinated manner. In 1985, for example, the Indian Ministry of Education proposed an extensive reform package that included such measures as a moratorium on the expansion of conventional colleges and universities; a fair and robust admissions regime based on scholarly merit; a new accreditation and accountability scheme; decentralization of educational planning; and a campaign to ensure 'academic de-politicization'.

Higher Education System in India

The higher education system in India grew rapidly after independence. By 1980,there were 132 universities and 4738 colleges in the country enrolling around five percent of the eligible age group in higher education. Today, while in terms of enrolment, India is the third largest higher education system in the world (after China and the USA); with 17973 institutions (348 universities and 17625 colleges) is the largest higher education system in the world in terms of number of institutions. The number of institutions more than four times the number of institutions both in the United States and entire Europe. Higher education in China having the highest enrolment in the world (nearly 23 million) is organized in only about 2,500 institutions. Whereas, the average enrolment in a higher education institution in India is only about 500-600 students, a higher education institution in the

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United States and Europe would have 3000-4000.

students and in China this would be about 8000-9000 students. This makes system ofhigher education in India as a highly fragmented system that is far more difficult to manage than any other system of higher education in world.

But, Indian education system is not driven by the institutes, you will have people coming out of shabby colleges but they excel in international careers the reason being hard work being put by average Indian in work place. The amount of work an Indian employee puts in initial years of his/her careers are much more than any country which compensate for the gaps in educational system. The education system tends to promote competition among the pupils instead of developing their aptitude. It is highly focused towards scoring marks in examination rather than building concept.

It is a greater impediment to skill development. Lack of interaction with industry keeps the research study aloof from the recent trends and makes higher studies unimpressive. Continuous communication with industries helps the researchers understand the emerging trends and develop their intellectual capabilities to seek answers to the recent issues. Absence of definitive policy for promoting innovation is also a barrier to students following their innate desire for higher research thereby developing ground-breaking ideas. India is yet to place an intellectual properties right law in place.

Status of Technical and Vocational Education

Technical and Vocational education consists basically of practical courses through which one gains skills and experience directly linked to a career in future. It helps students to be skilled and in turn, offers better employment opportunities. These trainings are parallel to the other conventional courses of study (like B. Sc., M. Sc. etc.).

Technical and Vocational Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. The term Technical Education and Vocational Training are sometimes used synonymously. However, as per present practice, the term TE refers to post-secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff.

The term VT refers to lower level education and training for the population of skilled or semi-skilled workers in various trades and it does not enhance their level with respect to general education.

To enhance productivity, stimulate competitiveness, and bring about economic development, skill development is important. Technical and Vocational education (TVE) is the provision of skills, knowledge, attitude, and values needed for the place of work. In contrast to general education, learning in TVE is centered on applied as opposed to academics, practical as opposed to theory, and skills as opposed to knowledge. TVET is meant to prepare learners for careers based on manual and practical activities[1]. Technical, vocational training and education relates to a specific trade in which the learner participates, hence the term vocational, while technical means that learner directly develops expertise in a particular group of techniques.

Skill training is critical for sustainable industrialization and poverty reduction in terms of creating a critical mass of technically and entrepreneurially qualified people, who are able to stimulate investment opportunities, create jobs and increase productivity. A well-educated and trained workforce is a prerequisite for harnessing the potential of competitiveness and industrialization.

Employment and Unemployment Scenario in India

The blame for unemployment is very often put on the educational system and the of quotedsolution is to curb enrolments to higher education. However, the empirical realitythat not only the educated unemployment but also general unemployment is on the increase, belittled the wisdom of such solutions. The alternate solution is that of a structural change or transformation of production and distribution systems in these economies. According to this view, unemployment is only a logical outcome of the irrationality of the economic policies that guide the production and distribution system in these economies.

1. Amkombe (2000) Technical vocational education and training as a tool for sustainable development http:/www.wikieducator.org. images/b/b3/pid 431.PDF.
2. Tum, P.C (1996) Education trends in Kenya; A vocational perspective. Nairobi: Jomo Kenyatta Foundation.

3. Rao, T. (1996) Human Resource Development, Experiences, Interventions and Strategies. New Delhi: Sage Publications.

Unemployment of the educated is also on the increase in India. It is generally notedthat unemployment varies inversely with the levels of education. Some studies have shown that the curve depicting rates of unemployment and levels of education gives an inverted " U " shape implying that at the lower levels of education unemployment is also low but it rises with the levels of education, and reaches a peak and falls thereafter. In the case of India, the peak is believed to be at the level of matriculates. In 1953 matriculates formed 76.6 per cent of the total educated unemployed and in 1978 the corresponding figure was 53.9 per cent.

According to the 2012 Employment Survey by well-known HR Services firm Ma FioRandstad, the sectors publishing most jobs in the country in 2012 are Healthcare, Hospitality and IT/ITeS. These three sectors will together create more than 7.31 lakh new jobs in the country, out of the total 1.6 million new jobs estimated to be created in the organized sector this year.

The exact breakup of the top 3 sectors is as follows: Healthcare (273,571 jobs), Hospitality (230,213 jobs) and IT/ITES (227,328 jobs).

Apart from these, the other sectors optimistic about hiring in the year 2012 are Non-machinery Manufacturing (such as food and beverages, basic metal, fabricated metal, textiles, wood products, chemicals and rubber) and Media & entertainment. In terms of number of jobs expected to be created Manufacturing (non-machinery products), Media & entertainment and Real estate & construction sectors expect to add more than 1 lakh jobs each.

Objectives

1. To examine the current education system in India.
2. To explain the concept and significance of vocational and technical education.
3. To describe the employment and unemployment.

Methodology

The data has been collected through secondary data like research articles, journals and magazines, government issues, etc.

Discussion

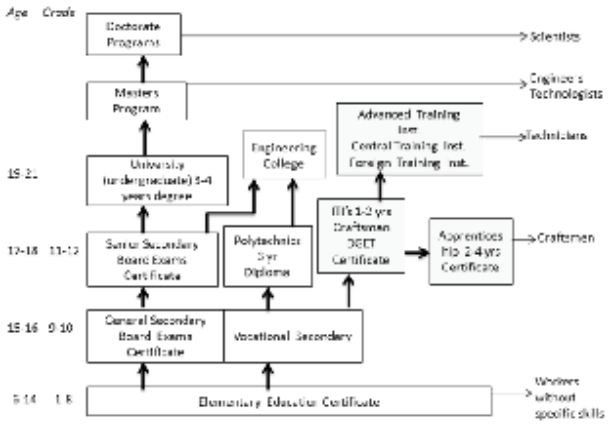
Role of Technical and Vocational Training in Creating Employment

The role of education in facilitating social and economic progress has long been recognized. Education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labor markets and livelihoods. A better educated labor force is essential if we are to meet the labor supply requirements of faster growth. Education is not only an Instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life. The population growth of India has declined over many years, yet the labor is projected to grow by close to 2% or some 7 million or more per year over next few years.

Modernization and social processes have also led to more women entering the work force lowering the dependency ratio (ratio of dependent to working age population) from 0.8 in 1991 to 0.73 in 2001 and is expected to further decline to 0.59 by 2011. Skills and knowledge are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization. India is in transition to a knowledge based economy and its competitive edge will be determined by the abilities of its people to create, share and use knowledge more effectively. This transition will require India to develop workers into knowledge workers who will be more flexible, analytical, adaptable and multi skilled. In the new knowledge economy the skill sets will include professional, managerial, operational, and behavioral, inter personal and inter functional skills.

Technical and Vocational Education System in India

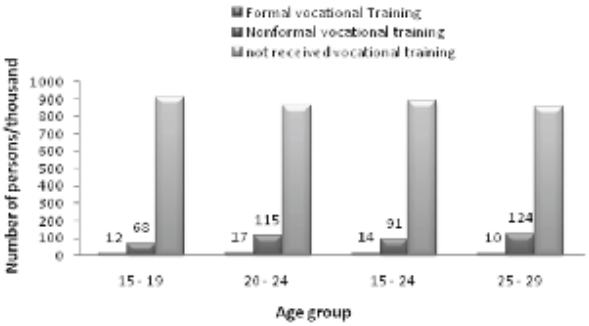
Basically, if people lack in technical skills, knowledge and entrepreneurial skills, the natural resources will tend to remain unutilized, underutilized or even misused. People either are not aware or not interested in technical and vocational education apart from engineering. Engineering, medical and management are the main option people adopt.



Source: Skill development in India: The vocational education and training system report no.-22 World Bank.

The above table show how the technical and vocational education works in India along with general education.

The following graph show how many people opt for technical and vocational educational in India



Number of person getting vocational training per thousand persons age group wise in India

***Source**: NSSO Report No. 517 year 2004-05*

Jhingan, (1985) argues that undeveloped human resources are an important obstacle to economic development of the least Developed Countries. According to him, the economic quality of production remains low when there is little knowledge of available natural resources, possible alternative production techniques, necessary skills, existing market conditions and opportunities, and institutions that might be created to favor economizing effort and economic rationality. Today more than ever the role of training and especially post-primary training is critical because of the changes taking place in the world. Rapid technological changes and globalization have made training of the workforce a prerequisite in any nation that wishes to survive.

To achieve these goals, India needs flexible education and training system that will provide the foundation for learning, secondary and tertiary education and to develop required competencies as means of achieving lifelong learning.

Problems & Suggestions

There are certain problems which are responsible for low priority for technical and vocational education, followings are some of them:

1. Shortage of trained teachers and trainers.
2. Inadequate linkages with Industries.
3. Absence of a National Competency Testing and Accreditation system
4. Lack of infrastructure – building, modern equipment and raw materials.
5. Inadequate or non-coverage of trades in service sector which has higher employment potential.
6. Lack of equivalence for employment purposes
7. Lack of vertical mobility.
8. Inflexible curriculum.
9. Lack of convergence between various agencies.
10. Lack of overall social recognition.

Followings are some of suggestions should be adopted:

1. Modernization of employment exchanges, which can act as career counselingcenters.
2. Giving institutes more autonomy.
3. Execution of PPP mode.
4. Personnel Policy to ensure accountability and outcomes.
5. Expand and upgrade vocational education and training.
6. Expand and upgrade higher and technical education.
7. Promote research in educational institutions; and
8. Redesign the educational pattern at the school level to facilitate skill development.

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