

Employment Generation

Implementation of **Vocational Education & Training** on a **National basis** and on **Mission Mode** *Some Suggestions & Action Plans for VET*

1. Consider change of Description from VET to TAFE

Change the name of VET to *Tertiary and Further Education* or **TAFE**. During the last 60 years the word 'Vocational Education' has not worked to enthused our politicians, officials, parents, teachers and students.

The word 'Vocation' does not command the respect which a B.A. or B. Com degree does. This needs a mind set change. Therefore the word **TAFE** (also used in Australia, for example) will work much better!

2. Number of active VET courses world wide are 2945

Around the world there are nearly **2945 VET courses** which breakup into 15,000 detailed modules. In India we have hardly recognized 153 courses so far. Additional 150 VET courses are done by more than 15 different ministries of the Government of India. Then there are the private players in small pockets. There is no catalog of what is available.

3. VET Law

A law needs to be passed in order to make it mandatory that any one wanting to start a business or to get employment needs to have some **skill** or **competence** or **know a trade**.

4. 80% to 90% of the population learn VET

In the EU or USA or Japan or even in China, Malaysia, Korea etc, nearly **60% to 90%** of the youth are learning some sort of VET course. In Germany 65% of the work force are VET qualified. In Austria it is as high as 80%. Hardly 10% to 20% go in for higher education.

In India all the persons passing 10+2 opt for higher education and want to enter college! Hardly **2% to 3%** opt for formal VET courses after 8th to 12th class.

5. Mapping of Enterprises within blocks / districts / states

Mapping of all enterprises employing more than 10 employees should be undertaken, block wise, district wise and state wise. The enterprise nomenclature needs to be standardized. We could take a cue either from USA, EU, Canada, UK or Australia.

This is where the youth would be doing their practical training and on-job hands-on practical work.

In Austria, a country of only 8 million people or 80 lacs population there are nearly 2.5 lac people undergoing Vocational Training at any given time in 38,000 enterprises and learning the theory in about 5000 VET Institutions.

(Total membership of CII+FICCI+ASSOCHAM = 9000 members. They cater mostly to organizations of the organized sector, which employ about 6.5% of the workforce. 99.7% of all organizations in the world are SME's, so also in India. Nearly 97% of all new employment is taking place in SMEs in India. Most of them are in the unorganized sector)

Nearly 7% of the working population is doing some sort of VET at any given time. In other European countries, like Switzerland, the VET population is nearly 12% to 13% of work force!

In contrast in India hardly 2 to 3 million people out of a population of 1100 million are doing some sort of VET. This comes to about 0.60% of our work force are engaged in some sort of VET!

We suggest breakup as follows, 1-9 employees, 10-49 employees, 50-249 employees, 250-499 employees and 500 and above. This includes all businesses, trade and companies.

6. Mapping of VET Institutions

Mapping of all VET Institutions within a village, town, city, block, district and State is required. This is not known at present.

How does one know the physical location, types of courses available, infrastructure of the Institute, duration and cost of the courses, list of trainers and teachers, type of certification and affiliation etc?

The classification needs to be broken into the lines of the EU classification as it covers a variety of regions and geographical areas with different languages and cultures.

7. Start Early – Pre Vocational courses

Pre-VET courses should start from class 8th onwards. These need to be imparted for classes 8th to 12th, with option to start regular courses any time from this stage or plan for Higher Education in a University. Schools need to have full time councilors who can continuously guide the youth about the scope and prospects of each type of vocation.

8. Enterprise Skills development or ESD

ESD must be started in all schools from Class 5th onwards. Module 1 for classes 5th to 8th and Module 2 for classes 9th to 12th. Please see www.deispune.org for details.

Presently 60% of the total employment is self-employment therefore ESD is essential to be imparted at an early age.

It does not matter if one plans to take up a job or is self employed; ESD also helps in personality and self development.

9. Tapping & merging existing Skill Sets in Rural India

India has a very diverse and rich heritage and history of village and local trades and crafts. For example, brassware in Moradabad.

India is the repository of thousands of types and descriptions of rural and village arts and crafts which have been handed down since ages and still preserved in many pockets within the country.

All of these activities need to be modernized and connected to the nearest school, vocational Institute in the local area.

After modernization, many of these areas would lend themselves for products and services for domestic and export markets.

10. Distance Learning must be enlarged

IGNOU and NIOS have done remarkable work in the last two decades. Their models of imparting knowledge for VET are scalable and have the capability to reach every nook and corner of India.

They need to put at least 5% of their budgets for promotion and marketing. The total penetration of their activities and the presence of their foot-print across the 600 districts is still not enough.

We must ensure that in the next 11th Plan, the reach of these two networks covers the entire physical space of our Nation, whatever be the cost.

The past budgets should not be used as benchmarks for planning the future.

11. Indian Languages a must

Courses, course and teaching materials must be converted into all 12 major Indian languages such as Hindi, Urdu, Punjabi, Assamese, Bengali, Oriya, Gujarati, Marathi, Tamil, Telugu, Kannada and Malayalam.

English is only understood by 5% to 6% of the population.

The importance of regional Indian languages cannot therefore be undermined.

12. Mindset Change

It is important to have a 5-year campaign on TV, Radio and Print media for show casing the advantages of **Skills Development** for the unemployed, the business enterprises, the competitiveness of Indian organizations, for society and the Nation at large. Everyone would be a winner.

13. Extensive use of TV & Radio for imparting Skills

In China the number of TV as well as Radio programs for VET skills is probably 50 to 100 times more than in India.

Indian TV and Radio is cluttered with hundreds of movies and soap operas when millions of people are starving and nearly 50% of the population is unemployed

14. Priority #1 – Functional Literacy

The Government should concentrate in imparting functional literacy for all the people. While we are busy talking of secondary and higher education, we have still not reached 100% Functional Literacy of our population.

The absence of which is leading to multiple problems such as Communication, Training, Education, Population, Environment, Unemployment, Terrorism & Naxalism, Health & Hygiene, shortage of trained manpower and other related issues such as excellence, innovation and productivity.

15. Chambers of Commerce to have a common Minimum Program for HRD & Training of Human Resources

The Chambers of Commerce in the country, due to historical reasons, for the sake of survival of the domestic businesses, are scattered into many economic areas of the economy.

They need to have a common meeting point and have common agenda for the Nation as far as Human Resource Development is concerned.

In most developed countries, nearly 10% to 12% of the activity of the Chamber is to network the youth into member organizations for doing practical training and getting hands down experience for VET.

In the long run this is one low cost option which is a win-win situation both for the employers as well as the human resource in the market place.

The present reach of the four main Chambers, CII, FICCI, ASSOCHAM, PHDCC&I is very limited as in total they only have 9000 direct members. In **Germany** for a work force of 42 million there are 100,000 VET centres of learning while 500,000 companies and 480 chambers of commerce participate in training.

Most of the **existing employment** is in the unorganized sector about **93.5%**. Most of the **new and future employment** will also be in the unorganized sector of the economy. This is expected to be about **96%** of all future employment.

The large organizations in India such as Tata's, Birla's etc have in-house VET training facilities, as they can afford it. But they are not the large employment generators for the future.

The real employment will be in the unorganized sectors of the economy, eg the small medium enterprises or **SME's**.

The **other option** is to spend a lot of money to set up thousands of VET centers which have the entire infrastructure, like a real life enterprise. India may have to adopt this path for the sake of future employment in the SME's for some types of skill sets.

16. Importance of SME's & their close connection with VET

99.7% of all organizations in the world, India is no exception, are SME's. Only 0.3% of all organizations in the world are large.

It is estimated that nearly **95% of all new employment** in the next 25 years will be absorbed in the SME sector of the economy.

Unfortunately we are still fumbling with the definition of an SME. We are no way near the Global Standards. I do not mean in quality and productivity but only in definition and size.

For details please see our 56 page book titled – **Transforming INDIA**.

The breakup of the economy into 1200 distinct economic sectors and the very close interconnection of say 1200 VET programs and courses has still not been fully absorbed and implemented within India.

Kindly see www.sba.gov for USA and www.smallbusinesseurope.org and www.esba-europe.org for EU countries for the definition and importance of SME's.

17. Operate existing Infrastructure at optimum capacity

We need to use the existing physical infrastructure, like land and building with installed equipment, at peak capacity. Use of up to 18 hours per day is desirable, as it will reduce cost and allow for quicker implementation of education and training programs in the entire range of HRD.

Presently the **Ministry of HRD and Ministry of Labour & Employment** do not allow existing infrastructure where their courses are being imparted to be used for other courses! This needs to be changed.