

# Linking Vocational Education to Higher Education

***Dr. Vetukuri P. S. Raju***  
***NIEPA, New Delhi***  
E-mail: [vpsraju@niepa.ac.in](mailto:vpsraju@niepa.ac.in)



# Outline of the Presentation

- National Priorities
- Advantages for India
- Achievements
- Identification of need gaps
- Solutions pertinent to India's economic growth
- Conclusion

# Introduction

- Universities contribute significantly to sustainable development by linking knowledge generation and knowledge transfer to development concerns of the society
- Creation of productive employment for all is a necessary condition for reducing inequalities
- Access to professions is regulated by education and skills

# Cont.

- Access to and success in higher education influence access to jobs and income distribution in the present context
- Any inequalities in the distribution of opportunities to pursue higher education will encourage unequal access to jobs and will result in income inequalities
- Equity in access to higher education and skill formation as necessary paths towards better jobs, improved wellbeing and sustainable development

# Demographic Dividend

- More than 54 percent of India's total population is below 25 years of age
- The youth population in India is expected to increase to 350 million by 2022
- The average age of the population in India is 29 years
- During the next 20 years the labour force in India is expected to increase by 32% in India
- To reap the demographic dividend which is expected to last for next 25 years.
- Youth in the country are equipped with employable skills and knowledge to enter the workforce through quality education and training

# Present Scenario

- India is in 3<sup>rd</sup> place after America and China (highest enrolment in HE)
- Increased number of institutions but not able to improve quality of higher education
- India achieved a lot in software exports and getting CEO positions of Microsoft, Google etc.
- English language and Multi cultural background is an advantage
- Most of the teaching posts are vacant (46 %)

## Cont.

- A skill India Mission was launched in 2015 to maximise the potential of youth and respond to India's huge demographic advantage (yearly one crore trained)
- India has launched a scheme on skill development–based higher education as part of college/University education

# Central Gov. Initiatives

- Established a Ministry of Skill Development & Entrepreneurship (MSDE)
- Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
- The skill -India programme is an outcome-based skill training scheme for the youth to make them employable
- Developing Qualification Frame work (QF). To link education with employment (NSQF)



# Community Colleges

- 98 colleges approved (all over the country)
- 89 courses identified initially
- Eligibility: 10+2 or equivalent
- Scholarship Rs.1000/- per student
- Offering 6 months certificate course (30 credits)
- One year diploma course(60 credits)
- Two years advanced diploma course (120 credits)
- The course curriculum has 40% general edu. & 60% vocational edu. components

# Gaps

- No link between education and employment
- Economic growth rate is less, unemployment, unskilled manpower, agricultural productivity is very less etc. to be solved through research in HE
- Developing countries like India facing a problem to improve R&D (Allocation of funds 0.6% to 0.7% of GDP in India, America-2.8%, China-2.1%, Israel-4.3%)

# Cont.

- Unemployment rate is very high
- 90 per cent of the educated youth not having digital knowledge
- Technology is changing very fast. HE is not able to catch the change

# Cont.

- Central universities getting 65% of funds
- State universities getting 35% only
- Disparities (Telangana 59 universities and Bihar only 9 Universities)
- Most of the HE institutions concentrating in cities and towns
- Teacher student ratio in India is 1:30, USA 1: 12.5, China 1:19.5 (HE)

# Cont.

- Ten lakh engineering graduates coming out from colleges every year (60% unemployed)
- Most of the engineering colleges not getting students (Below 30% admission colleges may close)

# Solutions

- Monitoring should be a continuous process
- Reducing migration of students through latest technology
- Central and State cooperation for promoting HE
- Resource management at different levels

## Cont.

- Most of the institutions not having latest technology like Internet facilities, Latest laboratories, on line libraries etc.
- Poor quality of HE and the resultant skill deficiencies
- Offering short term skill-based courses
- Offering certificate, Diploma, Advanced Diploma, Degree and further advanced studies and research

# Cont.

- Apprenticeship programmes
- Starting degree professional study programme under the scheme Hf higher order skills for higher education



# Recent Initiatives by Govt. of India

- The skilling of youth at higher education level in India has a three-pronged approach
- Incorporating skill component into the regular higher education courses
- Offering full time skill-based Degree/Diploma programmes with major skill credits
- Developing a National Higher Education Qualification Framework (NHEQF)
- The effort is to link the skills and higher education curriculum and student assessment

# Best Practices

- Best policies implemented for quality education and skill development for human development by:
- Norway
- Finland
- Switzerland
- Denmark
- Germany

# Youth ready for skilled jobs

- United Kingdom 68%
- Germany 75%
- South Korea 96%
- **India 5%**
- India got 53 position for vocational employment out of 63 countries list

# Cont.

- Major Challenge lies in linking the skills indicated by NSQF with the teaching-learning process in HE institutions
- Community Colleges
- Bachelor of Vocation (B.Voc.) Degree programme
- Knowledge Upgradation Centers for Skilled Human Action and Learning

# Linking Vocational Education to Universities

- Reorientation of the content and process of higher education
- Addressing the challenges of the rapidly changing world of work
- Enhancing employability of students by making higher education more job/work-relevant
- Equipping students with the knowledge and skills, including soft skills
- Required to respond to the needs of changing demands of work place, labour markets and the fast changing economies

# Cont.

- The criteria for assessment and accreditation of higher education institutions include:
- Periodic renewal of curricula to enhance focus on employability/entrepreneurship and skill development
- Integration of cross cutting issues relevant to environment and sustainability, human values and professional ethics into the curriculum
- Integration of transferable and life skills, including core vocational competencies and soft skills

# Cont.

- Equipping the youth with the skills required for enhancing their employability, encourage innovation and entrepreneurship

# Skills to be integrated with HE curricula

- Positive attitude to work
- Problem solving skills
- Cooperation
- Initiative
- Working in groups/learning to work together
- Career planning and goal setting
- Information accessing
- Communication skills
- Environmental consciousness
- Decision making
- Elements of entrepreneurship



# Conclusion

- The pressure to increase access to affordable and quality technical and vocational education and training and make the higher education programmes more skills-based to enhance employability is steadily increasing.
- To respond to the emerging knowledge-based economies and the rapidly changing labour market, it is imperative to invest more in reorienting the content and process of higher education to make them more skill based , with special emphasis on enhancing employability and skills that are required to adapt to the changing world of employment

# Cont.

- Employability enhancement will require acquisition by all students workplace-ready and transferable skills, entrepreneurial skills, basket of knowledge, and skills to perform adequately in a defined job which would help them gain initial employment, maintain employment, and obtain new/alternate employment or being self-employed.
- This necessitates broadening the scope of higher education to facilitate various pathways to learning, depending on learners' choice and skills requirements

# Future Agenda for TVET to HE

- We have to study in detail and identify areas to give skill development for next 40-45 years to achieve our country goals
- Suitable courses we have to offer
- Not only for small vocations but also develop skills in Artificial Intelligence, Data Analytics, Cyber Security etc
- We have to train students from school education on research, innovation etc.
- Internship (12-24 months with stipend) in local bodies compulsory for 4 years engineering course.

# Developed Countries

- TVET policies in developed countries are aimed at equipping students entering the labour market with qualifications in a recognized occupation.
- Between the developed countries, a higher and a lower level of TVET are emerging. The higher level emphasizes advanced courses requiring multiple skills and mastery of science and technology, and the lower level with preparing students for a basic qualification.

# Conclusion

- The massive demand for higher education and skill training in the years to come
- Right time to develop right framework for higher education
- Learn from best practices-available in Developed and Developing countries.

# Integration of Vocational Education

- Vocational education as an integral part of the larger vision of holistic education
- Vocational education integrated into all secondary and undergraduate education institutions in a phased manner over the next decade
- Focus areas chosen based on skills gap analysis, mapping of local opportunities
- Capacity and quality of teacher preparation to be addressed
- National Skills Qualifications Framework detailed further for each of the disciplines / vocations / professions
- ‘Lok Vidya’, knowledge developed in India, made accessible to students through integration into vocational education courses.

*THANK YOU*