



Vocational Training regarding small scale industries can change Economic conditions of M.P. tribal's

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Abstract:-

During the post-independence phase there have been numerous attempts to improve the Indian vocational learning method and formulate it more appropriately. The list of vocational education strategy reforms that have been attempted more than the last 60 years is moderately extensive. Without raising values, hard works have been made to go onward with market-oriented reforms to the vocational education coordination. This report mainly focuses on the current parallel (vocational) education system and its benefit for tribals and their improvement regarding economic conditions.

Introduction

Vocational education consists essentially of practical courses from side to side which one gain skills and practice in a straight line linked to a livelihood in future. It helps students to be skilled and in twist, offers superior employment opportunities. These trainings are

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equivalent to the other conventional courses of study (like B. Sc., M. Sc. etc.). Time management and meeting deadlines play an significant role in achievement of a vocational course and throughout their studies students usually produce a selection of evidence (strategy, news, drawings, videos, placements), which is taken as a exhibition of students' capabilities for a job. After finishing the courses, students are frequently offered placements in jobs. Vocational trainings in a way provide students a few work linked experiences that a lot of employers come across for. Two types of vocational trainings are accessible in India: a) official and; b) Non-formal. Official vocational training follows a structured training agenda and leads to certificates, diplomas or degrees, recognized by State/Central Government, Public Sector and other presumed concerns. Non-formal vocational training helps in acquiring a few marketable capabilities, which enables a individual to carry out her/his inherited trade or profession. In a way through such non-formal vocational training, a person receives vocational training through 'hereditary' sources. Often 'Non-formal' vocational trainings are also received through 'other sources'. In such cases training received by individual to follow a vocation, is not inherited and is different from the trade or occupation of his/her ancestors. Statistics and graphs used here are all indicative, not exhaustive.

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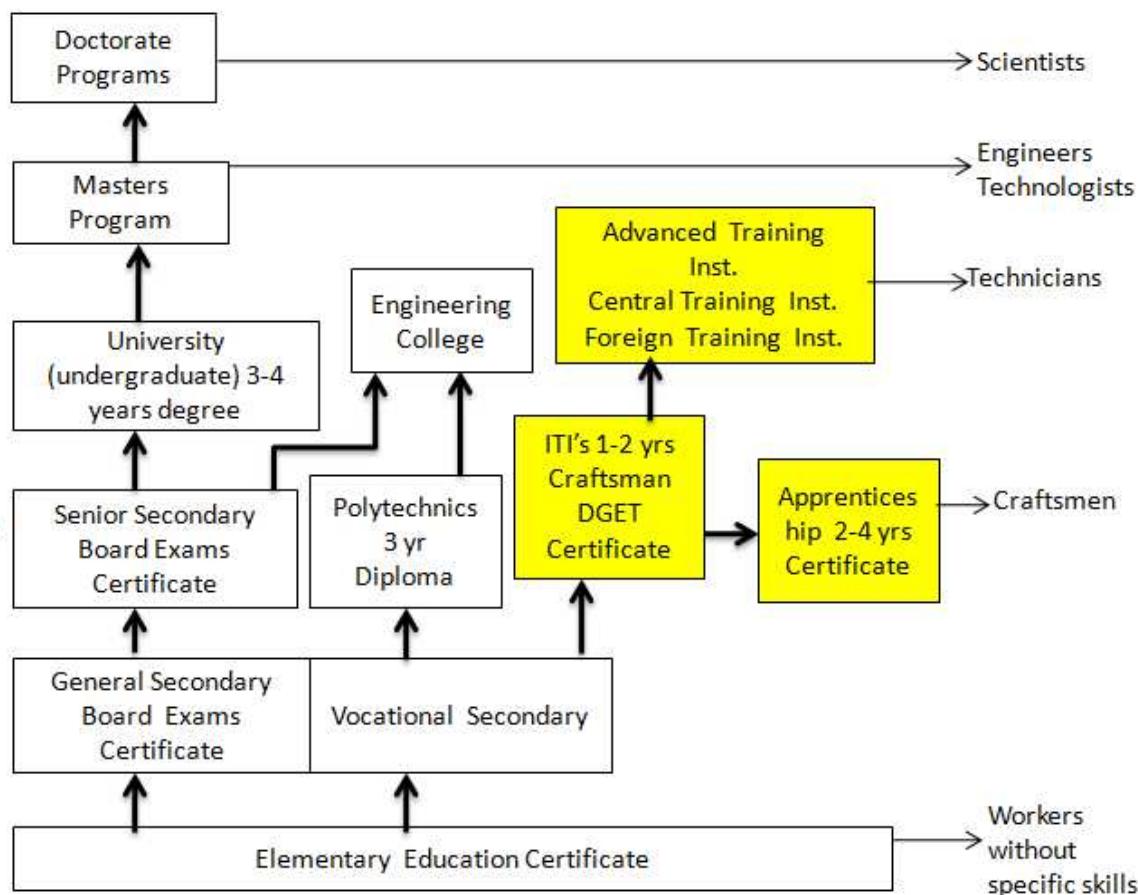


Fig.1: Academic, Technical and Vocational training system in India-a flowchart

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

Type of Institutions for Vocational training according to National Sample Survey Organization (NSSO):

Different institutions which are involved in vocational training can be classified into five categories: (i) Government, (ii) Local body, (iii) personal aided, (iv) Private unaided, and (v) not known. According to a NSSO report vocational training is received by only 10% of people aged between 15-29 years. Out of this only 2% receive formal training, while non-formal training constitutes the remaining 8%. Out of the proper training received by

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that particular age group only 3% are employed. Most sought after field of training is computer related training. Only 20% of formal vocational training is received from ITI/ITCs. In India, technological education and professional training system follows patterns like graduate - post graduate, engineer - technologists through training colleges, diploma from polytechnics and credential level training in ITIs through formal apprenticeships.

The Vocational Training in India is imparted by mostly two types of bodies:

- Industrial Training Institutes (ITIs)
- Industrial Training Centres (ITCs)

The Madhya Pradesh Government has initiated the investment a lot for the progress of skills through ITIs. State government involved in regulation of these ITIs at all levels and implements policies for vocational training.

Training statistics of ITI/ITCs - main formal vocational training institutes in India:

According to the Planning commission report for the 11th Five year plan there are about 5,114 Industrial Training Institutes (ITIs) imparting training in 57 engineering and 50 non-engineering trades. Of these, 1,896 are State Government-run ITIs while 3,218 are private. The total seating capacity in these ITIs is 7.42 lakh (4 lakh seats in government ITIs and the remaining 3.42 lakh in private ITCs). Figures below this text represent detailed information on the number and capacity of ITIs/ITCs in different states/UTs.

Khadi and Village Industries Commission (KVIC): The Khadi and Village Industries Commission (KVIC) instruct training and awards professional certificates for the unorganized sectors. It took over the work of former All India Khadi and Village

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Industries Board. It has the major goal of generating employment; the other objective of producing saleable products; and the wider objective of creating self-reliance surrounded by the people and structure up of tough rural community strength. KVIC is assigned with the suitable planning, encouragement, managerial accomplishment of programmes for the expansion of Khadi and other village industries in rural areas in management with other agencies occupied in rural development and are also charged with the liability of encouraging and promoting study in the KVI sector. KVIC is also entrusted with the assignment of providing economic support to institutions engaged in pastoral development. Rural Employment Generation Programme (REGP) is the major programme of KVIC. The main aim of this programme is service generation in rural areas by setting up new rural community industries by availing loans from banks and margin money being provided by KVIC. Beneficiaries hold contributions should be smallest 10% of project cost for common category and 5% of project cost for extraordinary category. Banks will permit 90% of the project cost in case of common category and 95% for project cost for exceptional category beneficiary. The Government subsidy under the scheme is routed by KVIC through the Banks for similar distribution to the beneficiaries / entrepreneurs in their Bank accounts. Here training, formally or informally, plays a crucial role for success for the schemes.

- The training courses lack focus on the changing job market. As a result it was seen from various reports that the number of students is declining for long term vocational courses, mainly in ITIs. The training policy should be focused on the changing job market in order to attract young people. More autonomy needs to be

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provided to institutes and they should have market linked infrastructure. For publicly funded training, equity distribution is also a problem. But job creation must be done regionally, not centrally; otherwise it will create regional imbalances of trained manpower.

- ITIs must focus on low-literate youth and provide new vocational qualifications/training programmes and also on unorganised sector, otherwise it will cause long term losses. To take an example automobile industry is a technology intensive industry but most of the workshops are running without formally trained staff (we have currently no database of that). Sometimes, lack of training skills may harm the delicate instrument of vehicles. A vital challenge is to formally train workers for the crafts industry where a considerable number of informally trained craftsman work together.
- Lack of accountability and training/supply management are also major problems for ITI institutes.

Conclusion:-

In Madhya Pradesh the rural sectors where the tribal population is in huge quantity, radiographer and other trained para-medical persons are very less in comparison to other areas. Policy makers should focus on the paramedical vocational studies, so that incremental change in number of trained paramedical worker can benefit rural masses.

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- A state government's vocational training system, accredited nationally and globally, for maintaining the quality of the vocational education can enhance credibility of vocationally trained persons in the industry.
- To pull towards industrial training more students from school level, reorientation of vocational courses are needed.
- There should be a link association to narrate R&D institutes and professional learning system. It would help the vocationally trained person to get the profit of R&D.

Reference:-

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

<http://www.nistads.res.in/indiasnt2008/t1humanresources/t1hr2.htm>