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Technical And Vocational Education And Training (Tvet) Programmes In Nagaland

Hoikim Simte*, & Dr. Limala**

* Research Scholar, Department of Education, Nagaland University (A Central University), Kohima Campus, Meriema-797004, Kohima, India

**Associate Professor, Department of Education, Nagaland University (A Central University), Kohima Campus, Meriema-797004, Kohima, India

ABSTRACT

Technical and Vocational Education and Training (TVET) is a key pillar in enhancing employment and a significant driving force for the sustainable and socio-economic growth of the nation. It contributes to achieving all the Sustainable Development Goals (SDGs). As per the 2011 census, the literacy rate of Nagaland is 79.6%, which is higher than the national rate of 73%. However, in PLFS 2022-2023, the Unemployment Rate (UR) is 4.3%, above the All-India average of 3.2%. Therefore, to enhance the employment rate in Nagaland, the quality of the TVET system needs to be improved by addressing its challenges. The present paper will analyze the status of Technical and Vocational Education and Training in Nagaland, focusing on the vocational education and training provided by the vocationalisation of school education, Polytechnic, Industrial Training Institutes (ITIs), and Private Vocational Training Providers (VTPs). It also aims to discuss its challenges and improvement strategies through the survey of existing research, government reports, and websites. In Nagaland, the TVET system has shown significant development. Despite all these developments, it continues to face challenges, including limited infrastructure, a shortage of qualified trainers, and the need for stronger industry linkages. Improving these issues is crucial for enhancing the quality and effectiveness of technical and vocational education in the state.

Keywords: ***challenges, strategies, Nagaland, TVET.***

INTRODUCTION

Education is an effective instrument for enhancing efficiency and upgrading the overall quality of individual and societal life. Technical and Vocational Education and Training (TVET) has been considered one of the significant aspects of producing a skilled labor force and creating jobs in India. A trained labor force is the engine of economic growth and social development of the country. Countries with a higher-skilled labor force respond more effectively to the challenges and opportunities of globalization. India needs to develop productive workers who will be multi-skilled and knowledgeable.

India is relatively a younger nation compared to its neighboring countries. Every year, around 28 million youth are added to India's workforce. As mentioned in NEP 2020, 'the percentage of the Indian workforce in the age group of 19-24 that received formal vocational education is below 5% while in South Korea it is as high as 96%'. This underlines the continuous enhancement in the quality of the TVET system in India by addressing its challenges, adopting its improvement strategies, and making it accessible to the young Indian population to contribute effectively to the economic growth of the country and to compete in the global market.

A hallmark feature of Technical and Vocational Education and Training (TVET), is that it involves "in addition to general education, the study of technologies and related sciences as well as the acquisition of practical skills, attitudes, understanding, and knowledge relating to Occupation in various sectors of economic and social life". (UNESCO). As emphasized by the UNESCO–UNEVOC report, TVET offers diverse avenues for career advancement, skilled manpower that drives the economy of nations, and a sense of self-reliance. The TVET can be further understood as:

a) An integral part of general education
b) A means of preparing for occupational fields for effective participation in the world of work
c) An aspect of continuing or lifelong learning and preparation for responsible citizenship
d) An instrument for promoting environmentally sound, sustainable development
e) A method of facilitating poverty alleviation.

Emergence of TVET in Nagaland

Technical and Vocational Education and Training (TVET) in Nagaland has shown significant progress since its inception. The journey began in 1972 with the state's first polytechnic, Nagaland Polytechnic at Atoizu in Zunheboto District, now known as Khelhoshe Polytechnic Atoizu. The Directorate of Technical Education was formed as a full-fledged department in 2009. There are nine government polytechnics spread across various districts, including Kohima, Mokokchung, Dimapur, Phek, Tuensang, Mon, Peren, and Wokha. These institutions offer three-year diploma programs in diverse engineering and technology fields, aiming to equip students with practical skills for the workforce. (Directorate of Technical Education, Nagaland. (n.d.)

Similarly, the state has developed Industrial Training Institutes (ITIs) to provide vocational education. At present, there are nine government ITIs that offer training in 21 trades, encompassing engineering and non-engineering disciplines. These programs, with durations ranging from one to two years, aim to cater to students who have completed at least the 8th grade, focusing on hands-on skills to enhance vocational skills and employability. Department of Employment, Skill Development & Entrepreneurship, Nagaland. (n.d.).

To strengthen the Vocationalisation of school education, Nagaland has integrated vocational courses into the curriculum of 138 government higher secondary schools across 11 districts. This initiative, aligned with the National Skill Qualification Framework (NSQF), aims to prepare students from classes 9 to 12 for the job market by providing them with industry-relevant skills and on-the-job training opportunities. Samagra Shiksha, Nagaland (2024)

Despite all these developments, the TVET system in Nagaland continues to face challenges, including limited infrastructure, a shortage of qualified trainers, and the need for stronger industry linkages. Improving these issues is crucial for enhancing the quality and effectiveness of technical and vocational education in the state.

Importance of TVET

According to Stefania Giannini (UNESCO Assistant Director-General for Education), youth unemployment is a serious global challenge that requires continuous promotion, collective commitment, and dedicated efforts toward inclusive, lifelong learning and skill development. She stated that through TVET, we can train the youth with the necessary skills, attitude, and knowledge, enabling them to succeed in today's job market and adapt and thrive in an ever-evolving world. (UNESCO, 2023). TVET programs provide hands-on experience and industry-specific competencies, enabling graduates to transition smoothly into the workforce. Some studies show that individuals who received vocational training experience employment opportunities and higher earnings, by helping workers secure higher-quality jobs, including formal employment. (Poverty Action Lab, 2023).

TVET provides a lifeline for those otherwise excluded from higher education due to financial issues or geographic limitations. It has helped and empowered marginalized communities for lasting social and economic change. A study shows that TVET graduates in low-income countries experience a 15% higher increase in earnings than those who only receive a general education. (Morley, S, 2023).

TVET trains individuals with hands-on experience and practical knowledge, bridging the gap between theoretical education and real-world application. It enhances technical skills and fosters critical soft skills such as problem-solving, communication, and interpersonal skills. (Morley, S., 2025). The skills acquired through TVET are often transferable across various fields, allowing individuals to adapt to different roles and sectors as the economy evolves. It provides flexibility in long-term job security and the potential for upward mobility, as it equips workers to take advantage of new opportunities in emerging industries. (Morley, S, 2023). Thus, we can say TVET is a key to development. It provides education and practical

training, empowers individuals with skills, and strengthens economies. Investing in TVET is important for building a workforce for sustainable economic growth.

National Education Policy (NEP 2020) and TVET

NEP 2020 places special concern on technical and vocational education and calls for its reimagination. It aims to overcome the social status hierarchy associated with Vocational Education. Thus, the policy aims for a phase-wise integration of vocational education programs into mainstream education, beginning with middle school, secondary school, and higher education, to ensure that every child learns at least one vocation and is exposed to several more. The policy aims for clear action plans, timelines, and targets so that by 2025, at least 50% of learners are exposed to vocational education through school and higher education. It will align with SDG 4.4, and vocational capacities developed will go hand in hand with the development of academic and other capacities.

The B.Voc. Degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programs, including the 4-year multidisciplinary Bachelor's programs. The policy recommends that HEIs offer vocational courses and short-term skill development certificate courses, and also aims to explore vocational courses through the ODL mode. Furthermore, the policy mentions "Lok Vidya," which is important vocational knowledge developed in India to be made accessible to learners. (NEP, 2020, 16.5)

NEP 2020 inculcates the values of self-worth and dignity among the youth. NEP also addresses the faults that lie in the implementation of TVET provisions. It specifies a new National Higher Education Qualification Framework (NHEQF) that will continue beyond the National Curriculum Framework for School Education (NCFSE). Both the NHEQF and NCFSE, together with the National Skills Qualification Framework (NSQF), can impart the horizontal and vertical mobility of students in a better way. (NEP, 2020)

Objectives of the study

a) To analyze the status of Technical and Vocational Education and Training in Nagaland, focusing on the vocational education and training provided by vocationalisation of school education, Polytechnic, Industrial Training Institutes (ITIs), and Private Vocational Training Providers (VTPs).
b) It also aims to discuss its challenges and improvement strategies through the survey of existing research and other secondary sources.

Methodology of the study

The study is based on secondary data gathered from existing sources, including journals, government portals and documents, websites, local newspapers, bulletins, and other publications.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) PROGRAMMES IN NAGALAND: AN OVERVIEW

The Technical and Vocational Education and Training (TVET) system of Nagaland mainly depends on the vocational education and training provided by Industrial Training Institutes (ITIs), Polytechnics, Higher Secondary Schools providing vocational education, and Private Vocational Training Providers (VTPs). Characteristics of all these institutions are briefly discussed below:

INDUSTRIAL TRAINING INSTITUTES (ITIs)

There are 9 (Nine) Government Industrial Training Institutes (ITIs) in Nagaland imparting vocational training courses affiliated to the National Council for Vocational Training (NCVT) and State Council for Vocational Training (SCVT). These nine Industrial Training Institutes (ITIs) impart training in 21 trades (13 Engineering and 8 Non-Engineering). The Minimum Qualification requirement for a candidate to undertake training in ITI is a class-VII pass and should be above 14 years of age. The ITIs of Nagaland offer 1-year and 2-year courses in Engineering and non-engineering trades. One of each ITI is located in Kohima, Chümoukedima, Wokha, Mokokchung, Mon, Tuensang, Zunheboto, Phek, and Kiphire districts of Nagaland. The total number of seats available in all the ITIs together is 1232. ITIs Kohima has the highest enrolment capacity of 420, Government ITI Mokokchung has a capacity of 132, ITI Mon has a capacity of 124, Women ITI Chümoukedima has a capacity of 120, ITI Phek, ITI Wokha, and ITI Tuensang have a capacity of 104 each, ITI Zunheboto has a capacity of 84, and Government ITI Kiphire with the least sitting capacity of 40.

Upgradation of existing ITIs has also been undertaken under the scheme "Up-Gradation of Government ITIs through Public Private Partnership". Under this scheme, an Apparel Centre has been introduced at Women ITI Dimapur, and the existing trades at ITI Mokokchung have been upgraded. During F.Y. 2010-

11, three ITIs (ITI Tuensang, ITI Mon, and ITI Wokha) and in F.Y. 2011-12, ITI Zunheboto and ITI Phek have also been upgraded under the scheme. Under the Centrally Sponsored Scheme "Enhancing Skill Development Infrastructure for NE States and Sikkim (ESDI)" of the Ministry of Skill Development & Entrepreneurship, Govt. of India, 4 new ITIs in the district of Dimapur, Peren, Longleng, and Kiphire are being established. Two Industrial Training Institutes (ITIs) in the state are being upgraded under the Centrally Sponsored Scheme "Skills Strengthening for Industrial Value Enhancement (STRIVE) project of the Ministry of Skill Development & Entrepreneurship, Govt. of India. During F.Y. 2019-2022, 1041 students have passed out from the 9 Govt ITIs in Nagaland, and 369 are female students, and 672 are male students. Therefore, male students comprise 64.55% of the total population, and Female students comprise 35.45%. Female students mostly enroll in the non-engineering trades, whereas male students mostly enroll in the Engineering trades. Only four (three male and one female) belong to the general category, and 1037 students belong to the ST category. Concerning the religious divide, 99.61% of the students follow Christianity, and 0.39% follow Hinduism. (STRIVE 2022). Currently, 617 candidates are undergoing training for the session 2024-25/26. (Directorate of Skill Development and Entrepreneurship, 2025). Engineering trades have higher enrolments of 557 students, whereas Non-Engineering Trades have lower enrolments of 484. (STRIVE,2022).

Table 1. Trades offered in the Nine (ITIs) in Nagaland:

One-Year Trades	Trades offered in the following ITIs	Two-Year Trades	Trades offered in the following ITIs
Knitting	Kohima, Dimapur, Mon	Draughtsman	Kohima, Mokokchung
Cutting and sewing	Wokha, Tuensang, Phek, Mon, Kohima	Surveyor	Kohima
Computer Operator and Programming Assistant (COPA)	Kohima, Dimapur, Mokokchung, Mon, Wokha, Zunheboto	Machinist	Kohima
Hair and Skin Care	Kohima, Phek, Dimapur	Mechanic Motor Vehicle	Wokha, Tuensang, Phek, Mon, Mokokchung, Kohima
Stenography	Dimapur	Fitter	Kohima
Secretarial Practice	Mokokchung, Dimapur	Information and Communication Technology System Maintenance (I&CTSM)	Kohima
Carpenter	Kohima, Mon, Phek, Tuensang, Wokha, Kiphire	Electrician	Kohima, Mokokchung, Mon, Tuensang, Wokha, Zunheboto
Plumber	Zunheboto, Phek, Kohima	Electronics Mechanics	Mokokchung
Welder	Kohima		
Mason	Kohima		
Mechanic Diesel	Tuensang, Kohima		
Sewing Technology	Kiphire		
Dress Making	Zunheboto		

Source: Directorate of Skill Development and Entrepreneurship, 2025

POLYTECHNICS

There are nine (9) Government Polytechnics in Nagaland, viz. Khelhoshe Polytechnic Atoizu Zunheboto, Government Polytechnic Kohima, Institute of Communication & Information Technology (ICIT), Mokokchung, Government Polytechnic Seithekima, Chümoukedima, Government Polytechnic Sedem, Tuensang, Government Polytechnic Tsunazho, Phek, Government Polytechnic Aboi, Mon, Government Polytechnic Doyang, Wokha, and Government Polytechnic Peren. These nine Polytechnics offer 3-year Diploma Programs under the Department of Technical Education, Nagaland. Technical Education in the state started in 1972 with the establishment of the first polytechnic, viz. Nagaland Polytechnic Atoizu, in Zunheboto district. To develop the socio-economic condition of the women in the state, the Women's Polytechnic at Kohima was established in 1994, and later became co-educational in 2002 to accommodate both boys and girls. Institute of Communication and Information Technology (ICIT), Mokokchung has been set up under the Third Eye Technical Education Project, assisted by the World Bank. The total number of seats available in all nine Polytechnics together is 421. Khelhoshe Polytechnic Atoizu, Zunheboto has the highest enrolment capacity of 150, Government Polytechnic Kohima has a capacity of 90, Institute of Communication & Information Technology (ICIT) Mokokchung has a capacity of 31, Government Polytechnic Seithekima, Chümoukedima, Government Polytechnic Sedem, Tuensang, Government Polytechnic Tsunazho, Phek, and Government Polytechnic Aboi, Mon, has a capacity of 30 each, and Government Polytechnic Doyang, Wokha, and Government Polytechnic Peren with the least capacity of 15 each.

Table 2. Intake Capacity of Nine (9) Polytechnics in Nagaland:

Sl. no	Name of Polytechnic	Program	Intake Capacity
1.	Khelhoshe Polytechnic Atoizu, Zunheboto (AICTE Approved & NBA Accredited)	Civil Engineering	60
		Mechanical Engineering	30
		Electrical & Electronic Engineering	30
		Automobile Engineering	30
2.	Government Polytechnic Kohima (AICTE Approved & NBA Accredited)	Civil Engineering	30
		Computer Sc & Engineering	30
		Fashion Technology	30
3.	Institute of Communication & Information Technology (ICIT) Mokokchung (AICTE Approved)	Computer Science & Engineering	15
		Electronic & Communication Engineering	8
		Information Technology (Progressive Phase out)	8
4.	Government Polytechnic Seithekima, Chümoukedima (AICTE Approved)	Civil Engineering	30
5.	Government Polytechnic Sedem, Tuensang (AICTE Approved)	Civil Engineering	30
6.	Government Polytechnic Tsunazho, Phek (AICTE Approved)	Electrical & Electronic Engineering	30
7.	Government Polytechnic Aboi, Mon (AICTE Approved)	Civil Engineering	30
8.	Government Polytechnic Doyang, Wokha (Approved by the Council of Architecture (COA)	Architecture Assistantship	15
9.	Government Polytechnic Peren (Approved by the Council of Architecture (COA)	Interior Design	15

Source: Annual Administrative Report (2023-2024)

VOCATIONALISATION OF SCHOOL EDUCATION

A total of 138 government schools in Nagaland offer Vocational Education, distributed across different districts, with the highest number, 26 schools in Dimapur, and the lowest, 3 schools in Longleng Vocational Education has been introduced in 138 Government schools in Nagaland

Table 3. Year-wise approval and implementation of schools are given below:

Phase	Approval year (FY)	Implementation	No. of schools
Phase I	2014-2015	2015-2016	5
Phase II	2015-2016	2016-2017	5
Phase III	2016-2017	2017-2018	1
Phase VI	2018-2019	2019-2020	7
Phase V	2019-2020	2020-2021	8
Phase VI	2020-2021	2021-2022	7
Phase VII	2021-2022	2022-2023	62
Phase VIII	2022-2023	2023-2024	41
Total no. of schools:			138

Source: Samagra Shiksha Abhiyan Nagaland

Phase I to III model schools are established in each district headquarters with 2 trades per school. Samagra Shiksha Nagaland and Nagaland Board of School Education (NBSE) are implementing the schemes in association with Lend a Hand India to provide Technical and Monitoring Support. The State government of Nagaland has outsourced the training delivery in these schools to registered Vocational Training Partners (VTP) under NSDC within the guidelines of MHRD schemes.

Table 4. District-wise number of schools covered Vocational Education Programme:

Sl. No	**Districts**	**Hr. Secondary Schools**	**Secondary Schools**	**Total**
1.	Dimapur	6	20	26
2.	Kiphire	2	3	5
3.	Kohima	6	10	16
4.	Longleng	1	2	3
5.	Mokokchung	4	11	15
6.	Mon	5	12	17
7	Peren	2	8	10
8.	Phek	4	15	19
9.	Tuensang	5	7	12
10.	Wokha	3	2	5
11.	Zunheboto	3	7	10
	Total	41	97	138

Source: Samagra Shiksha Abhiyan Nagaland

Table 5. Status of Enrolment: 12196 (in 10 trades) (AY-2022- 2023):

Sector	Class 9th	Class 10th	Class 11th	Class 12th	Total
IT/ITeS	560	334	371	316	1581
Tourism and Hospitality	1098	577	310	395	2380
Healthcare	-	-	142	144	286
Retail	612	261	150	124	1147
Electronics and Hardware	1221	550	334	258	2363
Multi skilling	647	362	-	-	1009
Beauty and wellness	355	146	100	80	681
Agriculture	1337	708	242	102	2389
Automotive	924	443	254	169	1790

Plumbing	368	130	-	-	498
Total					14124

Source: Samagra Shiksha Abhiyan Nagaland

In Nagaland, during the academic year 2023-2024, 14,124 students are enrolled in secondary schools, pursuing vocational education across ten different trades. The sector with the highest enrollment is Agriculture, boasting 2389 students, while the Healthcare sector has the lowest enrollment with 286 students.

PRIVATE VOCATIONAL TRAINING PROVIDERS (VTPs)

Various organizations and institutes besides the ITIs and Polytechnics play a pivotal role in providing training in various trades under schemes such as Skill Development Initiative Scheme (SDIS), Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Deen Dayal Upadhyaya – Grameen Kaushal Yojana (DDU-GKY), Deendayal Antyodaya Yojana - National Urban Livelihood Mission (DAY-NULM), Skills Acquisition & Knowledge Awareness for Livelihood Promotion (SANKALP), etc. They are the Vocational Training Providers (VTPs) from both within and outside the state, which are imparting various vocational courses under skill initiatives of the state government.

Under Pradhan Mantri Kaushal Vikas Yojana (PMKVY), a flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE), the Nagaland government has trained around 14,000 youths, and more than 7000 youths got placement. (Nagaland post, 2023).

Deen Dayal Upadhyaya – Grameen Kaushal Yojana (DDU-GKY) is a part of the National Rural Livelihood Mission (NRLM), tasked with the dual objectives of adding diversity to the incomes of poor families and catering to the career aspirations of rural youth. Nagaland State Rural Livelihoods Mission (NSRLM) is the state's implementing agency for DDU-GKY. It aims to train poor Rural Youth between 18 and 35 years of age across 11 districts, 74 blocks, and 1151 villages. DDU-GKY has, so far, trained 7579 youths, and more than 4970 youths have been given placement. Department of Employment, Skill Development & Entrepreneurship, Nagaland. (n.d.).

Under the Skill Development Initiative Scheme (SDIS) implemented by the Department of Labour and Employment, Skill Development & Entrepreneurship (L&E, SD &E) has trained a total of 11,621 candidates to date, out of which 3332 have been trained through the non-local VTPs and 8289 candidates by the local VTPs. Nagaland government recently launched two new schemes, namely 'Skill Development for Women through Mobile Skill Morung' and 'Skill Training in collaboration with Nagaland Police Family Welfare Association' under the Directorate of Employment, Skill Development and Entrepreneurship (DESDE) on the Occasion of International Women's Day. 'Skill Development for Women through Mobile Skill Morung' is a two-week project aimed at bringing skill training directly to the doorsteps of rural women. The target is to train 200 women in tailoring and baking. With the ultimate aim of empowering rural women. Program. 'Skill training in collaboration with Nagaland Police Family Welfare Association' is a 360-hour specialized skill training program in garment production, targeting wives of 32 police personnel, and engaging them by establishing a sustainable nano-production unit to reduce production cost, generate income, and enhance family income.

The People Channel (TPC), Institute of Information and Job-Oriented Training (IIJT), Youth Net, Entrepreneurs Associates, AISECT (All India Society for Electronics and Computer Technology), Indus Edutrain Pvt. Ltd, Laqsh Job Skill Academy, Pinnacle Skills, and Skill Tree Consulting Pvt. Ltd, are some of the few other Private Vocational Training Providers that immensely contribute to the skill development of youths in the state. (STRIVE,2022).

CHALLENGES AND STRATEGIES FOR IMPROVEMENT OF TVET SYSTEM IN NAGALAND

In Nagaland, Technical and Vocational Education and Training (TVET) still faces several challenges that hinder its quality and effectiveness. A general lack of awareness about TVET and its importance among students, parents, and educators limits participation. The mismatch between student interest and available opportunities, the shortage of trained TVET instructors, and the quality of vocational education in government schools weaken the credibility and effectiveness of the programs. Certification processes are slow due to reliance on third-party assessors, which delays the formal recognition of skills. (STRIVE,2022). Moreover, the absence of active placement cells and industrial establishments within the state results in limited job opportunities for graduates. The vocational education pathway lacks clear vertical mobility, stops students from progressing to higher education levels, and discourages future engagement with the TVET system. (Nokmarenba, 2023).

Tracer study under the Skills Strengthening for Industrial Value Enhancement (STRIVE) Project in Nagaland, 2023, proposed the following systematic interventions to address the challenges in the TVET ecosystem.

a) Established a State Council for Skill Development as an advisory and regulatory body that will help oversee and improve the quality and governance of vocational education.
b) Restructuring and upgrading Industrial Training Institutes (ITIs) and polytechnics to align with the state's skill demands is also crucial.
c) Additionally, setting up a robust online information infrastructure will ensure easy access to information about skill development opportunities.
d) Quality skill development training programs tailored for educated unemployed youth and capacity-building initiatives for teachers and trainers.
e) Continuous supervision and evaluation of skill development initiatives to ensure transparency and effectiveness.
f) Inviting credible private vocational institutions to establish state-of-the-art facilities in key sectors will help fill training gaps and raise standards.
g) Shifting societal attitudes toward vocational education, promoting it as a valuable and respected career pathway.
h) Finally, effective implementation of vocational education in both government and private schools will help mainstream TVET and promote its impact across diverse learner groups

Conclusion

In India, people's perception of Technical and Vocational Education and Training remains inferior to mainstream education, which is perceived as an alternative income-generating pathway for school dropouts and unemployed graduates. This perception greatly affects the quality of the TVET system in the country. The Indian government has launched various Schemes and projects to meet the TVET needs of all children. Yet, there are continuous issues concerning enrolment, the quality of training, infrastructure, vertical mobility, and job creation. Therefore, there is an urgent need to redesign and reimagine the TVET system to advance as a nation and achieve sustainable and socio-economic progress globally.

In the state of Nagaland, the development of the TVET system is slow and accidental, lacking recognition and appreciation. Challenges such as inadequate physical infrastructure, facilities, and the absence of industry and factories hinder job creation and employability. Thus, efforts are required to restructure and transform the entire ecosystem of the TVET system in the State to make it much more progressive. As a result of various schemes, projects, and NEP 2020 recommendations, the state of Nagaland has undergone a progressive step in promoting the TVET system. Improving the quality of TVET programs is not just an educational necessity but a crucial step for sustainable economic development and to empower youth.

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