



Indian Approach to Certification of Vocational Skills



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Introduction

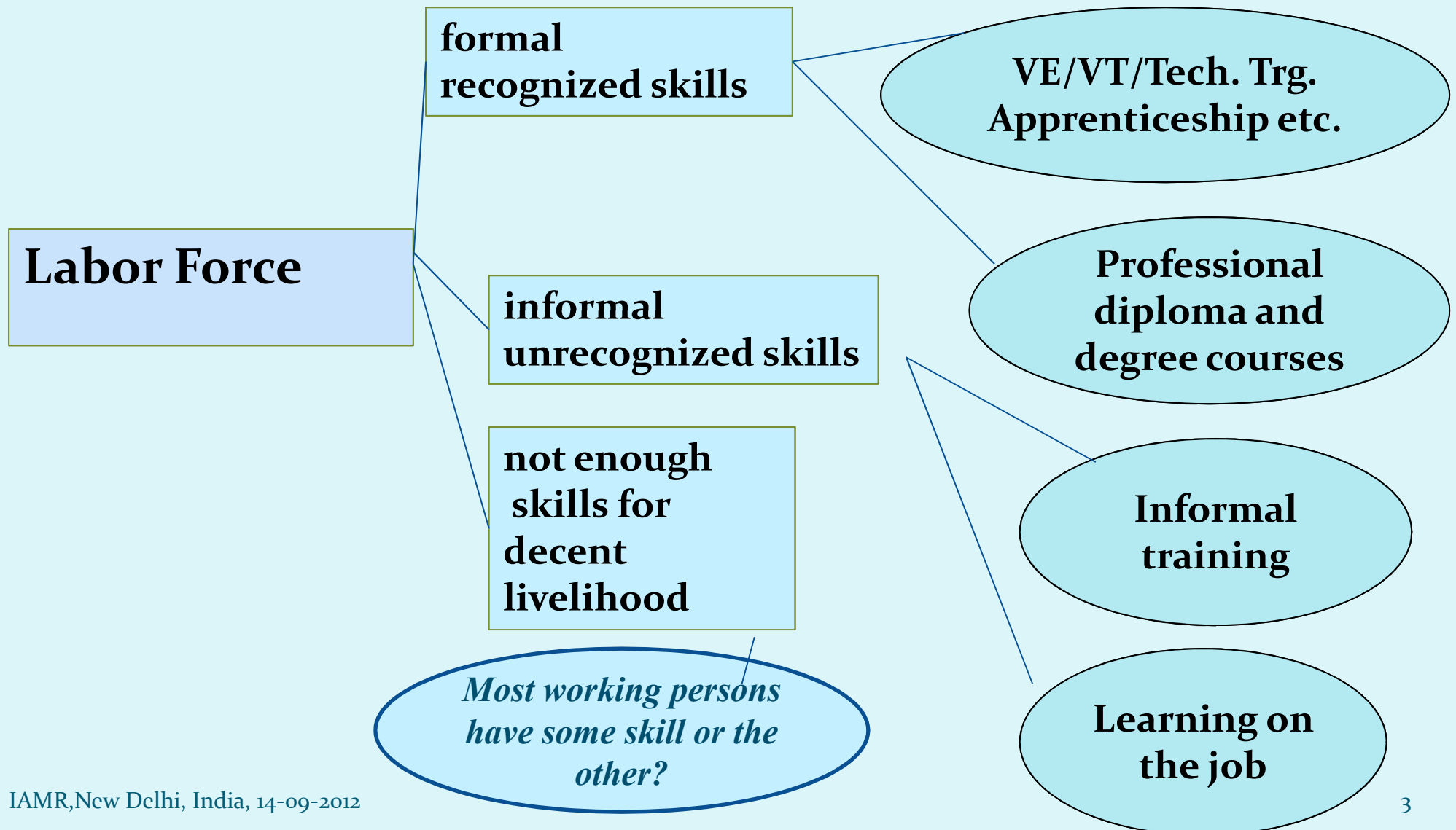
❖ Present Scenario:

- **Half-a-billion labour force** of India - **an economic asset**
- It is **under-utilized** due to low skill endowments and low levels of productivity
- About 2% of the persons aged 15 – 29 years received **formal voc. training** and another **8% had informally acquired skills** (NSSO, 2006)
- In countries like **Korea, Japan and Germany 60 to 96%** of the youth in the age group 20-24 are vocationally trained

❖ Future Outlook:

- The country is and will be in a favourable demographic situation
- 25% of the world labour force would be Indians by 2025 (India Labour Report, 2009)
- Target is to achieve 500 million skilled persons by (MOLE, 2009).
- To achieve these targets India needs a flexible education, training and certification system

Indian Skill Scenario



Traditional Indian Skill Certification System (Formal- recognized)

- Academic and Vocational Education → • CBSE/SBSE/NIOS/SOS
- Technical training-ITI/ITCs (Cert. courses) → • NCVT (Min. of Labor)
- Apprenticeship Training → • NCVT (Min. of Labor) and MHRD
- Diploma and Degree courses(Engg./Management/Pharmacy) → • MHRD/AICTE-
→ Universities/Institutions
- Other prof. courses (regular), (Medical, Nursing, Veterinary. Computer, etc.) → • Respective professional councils, Universities, etc.
- Other program related courses → • Offered by about 15 Ministries /depts.- certificates provided

Continued

Informal System:

- NGOs/SHGs
- Artisans' Workshops
- Self learning
- Various shops/establishments
- On the job learning
- Skill transfer from family



Only paper certificate/No certificate- not recognized

Indian Handicrafts

Never attended
any school or
formal training



Indian Embroidery

Never attended
any school or
formal training



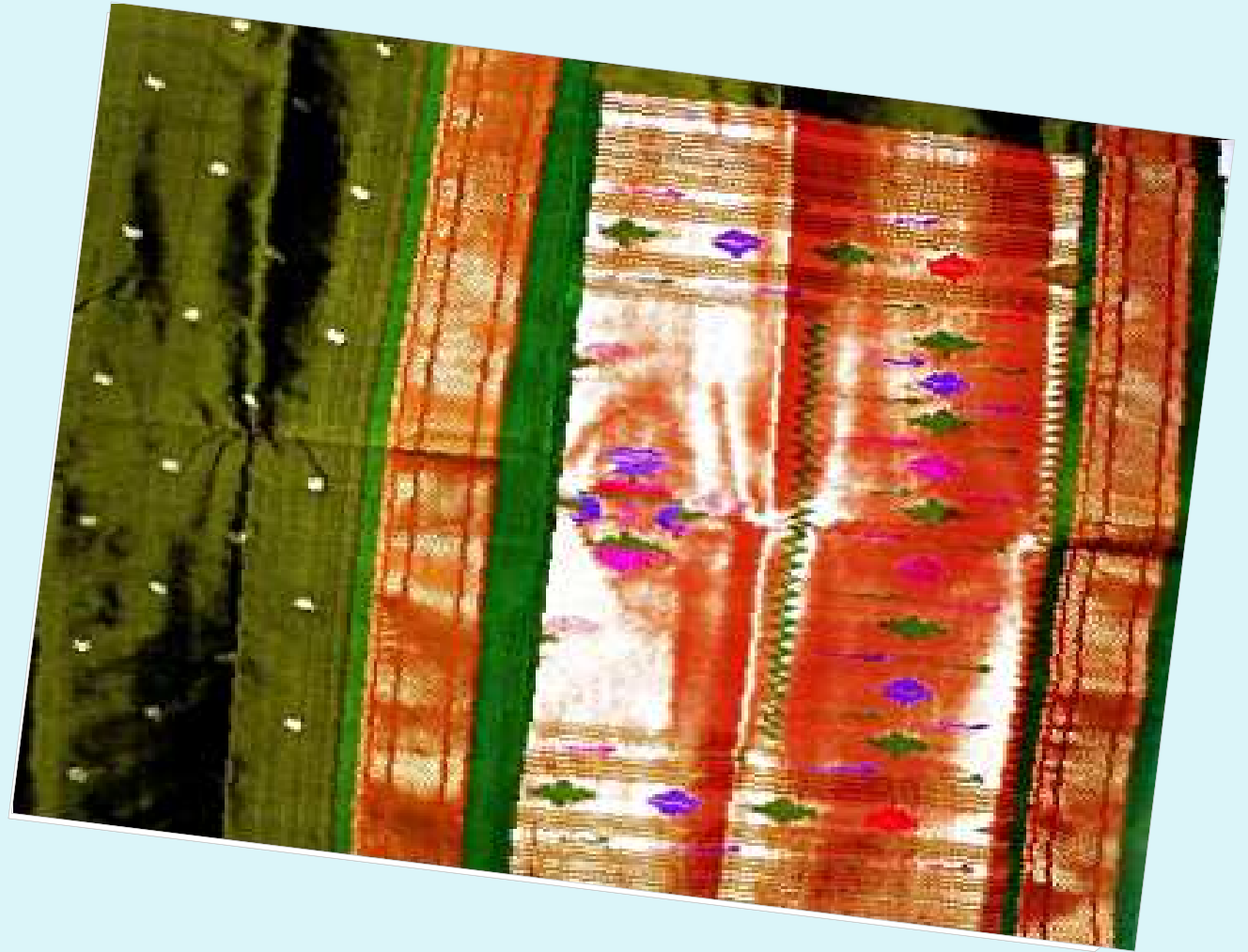
**Bangles
manufacturing:
Household
Enterprise**

Never attended
any school or
formal training





Indian Sarees
– People are
informally
trained

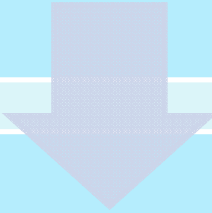


Problems in the Present System

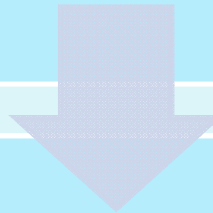
- No recognition for prior learning/informal skills
- Poor vertical/horizontal mobility
- No flexibility with ref. to duration, location, timings, etc.
- Poor linkage with industry- employers
- Supply driven courses, not attuned to market demand
- No common competency standards/lack of uniformity in content/duration/ skills
- Plethora of organizations without much coordination
- Minimum of educational level laid down for Formal Training

Proposed Approach for Certification (NVEQF)

Integration of academic education, vocational education, technical training and **entry-re entry** from one another



Manage fragmented system so that various organizations work as **functional partners**



All inclusive development – for **all groups** – **drop outs, women, disabled etc.**

Approach Contd...

- **Competency Based Training** which is a blend of
 - Knowledge
 - Skill
 - Attitude
- Skill Training on **modular** basis
 - Each module to lead to certificate of attainment

Approach Contd....

- Recognition of **informal/ prior learning**.
- **Flexibility** in delivery mode and training design.
- **Diversity** in range of courses and training
- **Industry Involvement**
- Combination of **Academics and Vocational subjects for mobility**

Specific Features of Proposed NVEQF (I)

- **Ten levels of learning achievement, in ascending order of learning complexity:**
 - ❑ Levels 1 to 4 - Achievement through secondary education and basic vocational trade certificates;
 - ❑ Levels 5 & 6- Advanced trade certificates, diplomas and advanced diploma levels,
 - ❑ Levels 7 to 10- Graduate and post-graduate standard qualifications (level 10 represents doctorate)
- **Level Descriptors for each level :**
 - ❑ Process that a qualification holder is required to carry out
 - ❑ Competencies (knowledge, skills and ability) that a person should possess
 - ❑ Responsibility that a person should own at that NVEQ level.

These will be learning outcome indicators

Example:

Level Descriptors	Level I	Level 4
Process	Repetitive	Familiarity with situation and routine
Knowledge	Common understanding of Trade	Factual knowledge of Trade
Skill	Routine skill and safety measures	Practical skills, Application, and Quality
Responsibility	Nil	Responsible for own work

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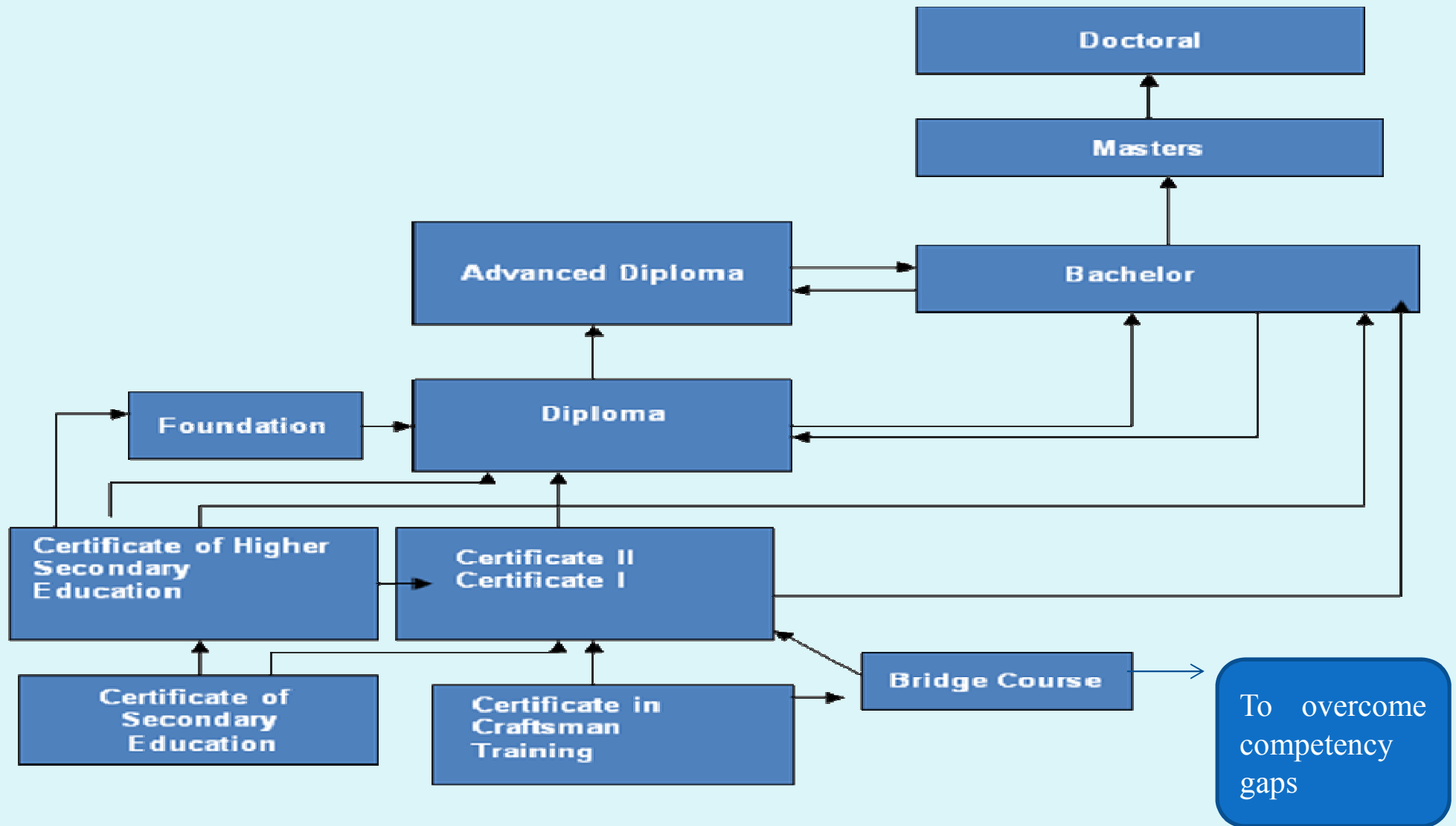
Features of Proposed NVEQF (II)

- Certification at various levels
 - Levels 1 and 2 lead to National Certificates for Work Preparation (NCWP) level 1 and 2
 - Levels 3 to 10 lead to National Competence Certificates (NCC) 1 to 8 respectively, NCC 8 being Doctorate
- Joint certification by agencies imparting skills/education at that level

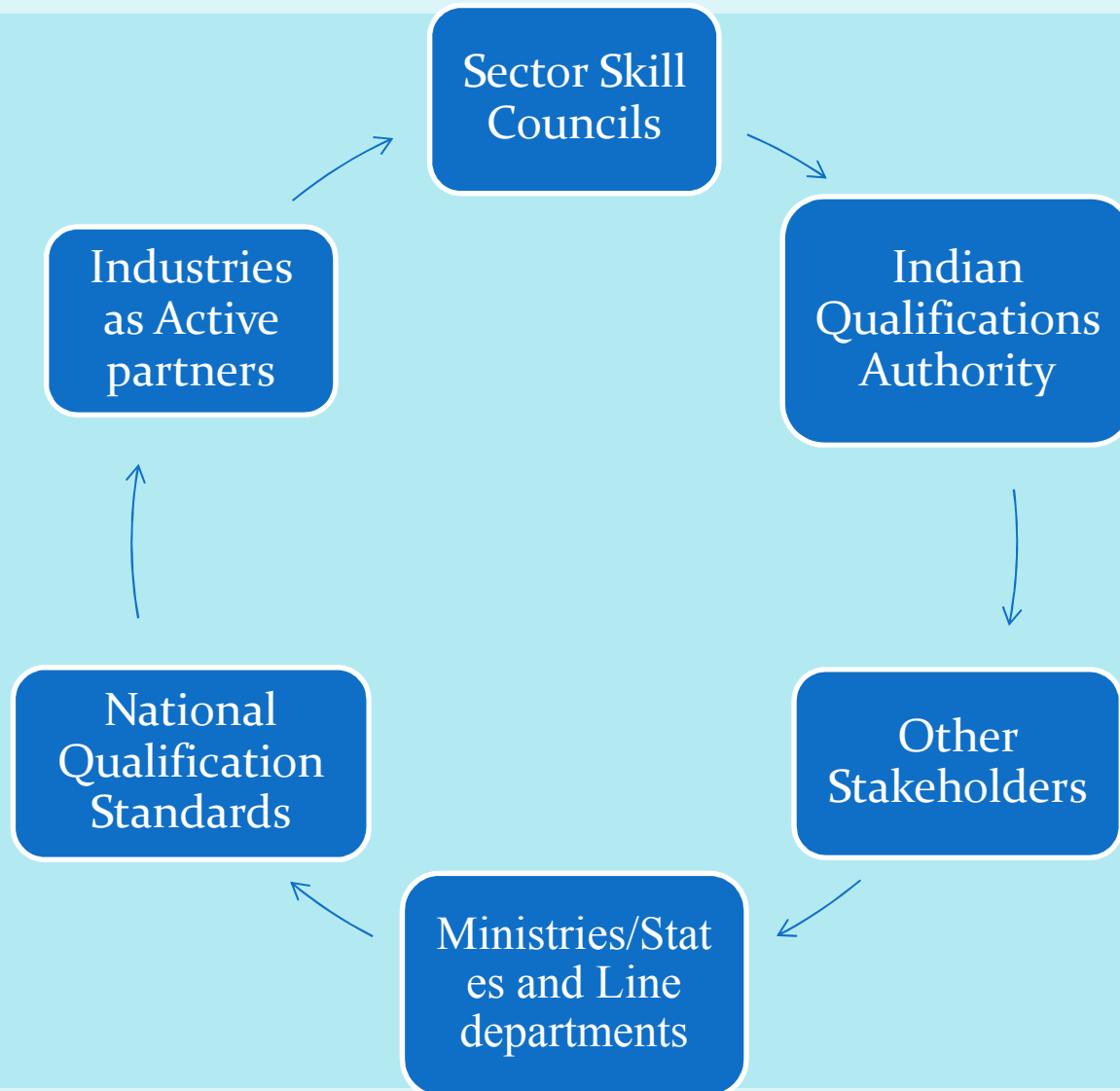
Example:

- NCWP to be given to a person who clears NVEQF level 2- would be equivalent to 10th standard
- Level 3 onwards learning for a particular trade

Pathways of Learning (proposed)



Delivery Mechanism



Challenges Ahead

- **Conversion** of courses into modules
- **Identification of competencies** for each module
- **Identification of credits** for each module
- **Assessment of competencies** irrespective of mode of competency acquired

Challenges Ahead Contd...

- Development of **certification mechanism**
- Joint Certification with industry
- Establishing **Pathways** for horizontal/vertical mobility
- Imparting **theoretical base** to the informally acquired skills ????????????

Questions Unanswered

- How would the quality of education provided by various providers be standardized ?
- Individual differences - Will competencies of two individuals of the same level be identical?
- How will employers' preferences for specific institutions (e.g. IITs/IIMs) be dealt with?
- Are Assessors and Certifiers well equipped?
- How would the mass of informally trained (without formal education) be integrated?

Questions Unanswered Contd

- Can mindset towards vocational courses be overcome?
- Will certification lead to high aspirations of youth for wage employment/high wage ?
- Certification and self-employment? Any restrictions???
- Implementability a Herculean task? Needs extensive training to implementors

Some Options

- Grading of competencies even at one level
- Income Parity between Academic and vocational employment to be tackled
- Intensive and Continuous Faculty Development
- Change in mind sets with mass awareness generation

Some Innovations

- NVEQF is being implemented on **pilot basis** in some states of the country
- **Housewives to be assessed** for being eligible to house keeping jobs in hotels
- A local mechanic can apply a job in a car company after certification
- Vocational training providers and assessors are being identified

Thank you

