



Boosting Urban Economy- Career Management through Vocational Courses in Urban India

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Abstract

The growing demand for graduates with employable skills has given rise to establishment of several vocational institutions in India. Along with the globalization there has been ever-increasing demand for skilled job aspirants. Companies are demanding that pre employability skills should become a mandatory part of the curriculum in order to make Indian youth employable. The urban youth who always consider business management jobs on par with government jobs, need pre employability skills. This has made vocational courses popular in urban India. But with the meteoric rise in urban jobs vocational skills training institutes are focusing on diversification of curriculum to suit Indian job market demands. But there are certain challenges which are hindering vocational curriculum frame work India needs an integrated vocational course designing. This paper deals with career managements issues in the light of vocational courses among urban youth.

Key words: career management, vocational courses, economic growth , contributions to GDP

Introduction

The University Grants Commission (UGC) has reported that it is implementing two schemes for skill development, namely: Bachelor of Vocational (B.Voc) Degree Programme and Community Colleges. As on date there are 127 Institutions approved by UGC for offering B.Voc. Degree Programme and 157 Community Colleges are being run in the country. The Commission has approved to introduce new scheme namely Deen Dayal Upadhyaya KAUSHAL centers during 12th Plan period which will

offer courses from Certificate to research level in the Country.

Vocational, or skills-based, education is becoming more important today, with many employers expecting new employees to have all the practical skills they need to start work. Vocational courses are typically more practical and skills-based than academic degrees, but they are often taught at universities as well as colleges and technical institutes

1. Bachelor in Retail Management (BRM)
2. Bachelor in Business Administration (BBA)



3. Bachelor of Financial Market Operation (BFMO)

The concept

Vocational course is a professional subject based course designed by the UGC and amply prepares students for the job market. The main aim of the vocational course is to train the manpower for various industries as per their demand. A vocational course is meant to give students skills based on practical activities related to specific trade or profession so that they can get employment or become self-employed professionals. Such courses are especially for those who cannot go for a university degree due to the expenses and the time required completing these courses. (Swathi majumadar – Need for vocationalization of education in India-India Education Review official website 2014).

Need for vocational courses

Urban India lives in an era of professionalism caused through adoption of liberal economic policies. global trends also indicate professionalism .Corporate sectors these days are in need of specialized manpower to conduct their business. With the changing demands of the job market simple conventional courses fall short of meeting the growing requirements of the corporate world. Vocational courses provide ample knowledge and scope to climb the corporate ladder. (Swathi majumadar – Need for vocationalization of education in

India-India Education Review official website 2014).

Another advantage over the conventional course is specialized knowledge, which is required at the later stage of education and employment. People doing the course will be way ahead of the others whenever they wish to pursue Masters Programme or any other professional courses. (Swathi majumadar – Need for vocationalization of education in India-India Education Review official website 2014).

Benefits of vocational courses:

vocational course has several benefits

1. It benefits in enhancing skills & aptitudes.
2. It promotes entrepreneurship
3. It opens up options
4. global level human resource are given
5. It supports demands for vocational occupations
6. It open opportunities to earn a decent living
7. It promotes self reliance
8. It helps to develop economy
9. It serves as an alternative livelihood means
10. It affords flexible form of living
11. It contributes to national development
12. It is practical oriented hence easy to learn / remember / apply / implement as an occupational course

Types of vocational courses



Vocational education offers a wide variety of options in administrative, business, computer technology, printing, agriculture, automobile, craftsmanship, laboratory, librarian and cosmetic fields. Specifically, these courses include Typewriting, Secretarial Practices, Computer Operator, Desktop Publishing, Laboratory Technician, Librarian, Mechanic, Electrical Technician, Plumbing, Refrigeration and Air Conditioning, Tailoring, Beautician, etc.

Classification of vocational courses

1. Agriculture based: Dairying Science and Technology, Horticulture, Poultry Farming
2. Commerce based: Accountancy and Auditing, Banking, Business Administration, Financial Market Management, Marketing and Salesmanship, Office Secretaryship, Retail, Stenography and Computer Applications
3. Engineering based: Electrical Technology, Automobile Technology, Civil Engineering, Air Conditioning and Refrigeration Technology, Electronics Technology, Geo Spatial Technology, Foundry, IT Application
4. Health and Para Medical based: Auxiliary Nursing & Midwifery, Health and Beauty Studies, Healthcare Sciences, Medical Diagnostics, X-Ray Technician, Ophthalmic Techniques, Medical Laboratory Techniques
5. Home Science based: Beauty Services, Design Fundamental, Fashion Design & Clothing Construction, Music Technical Production, Textile Design
6. Hospitality and Tourism based: Bakery and Confectionery, Food and Beverage Services, Food Production, Front office, Mass Media Studies and Media Production, Travel and Tourism
7. Others: Library and Information Sciences, Life Insurance, Transportation System & Logistic Management

Employability options & economic impact

Candidates with vocational training can find work in several state and central government organizations, non-profit groups, academic institutions and sometimes even in private companies. These jobs are often posted on newspapers and online portals and will provide instructions to candidates on the application process. Students who have undergone vocational training can find employment in a variety of fields such as in call centers, infrastructure sector, office administration, banking, tourism,



hotel management, retail, agriculture, printing, beauty salons etc.

Usually, selection to these positions will be made on a skill-based test conducted by the employers. Further, candidates with strong vocational education background, also opt for lecturer and teaching roles in the polytechnic colleges and vocational training institutes which match the government job scales. A new curriculum that encompasses vocational education besides science and commerce streams has been proposed for all the different boards. This will enable students to become skilled at vocational training while in pursuit of higher education either at school or college thereafter. (Indranil Biswas- Vocational education in India 2014).

Role of the government

According to National sample survey Organization report there are two types of vocational learning in India.

1. Formal – this is a designed & prescribed patterns of curriculum leading to / degree / diploma / certificate course
2. Non formal- this is purely ancestral / traditional skill applied for vocational purpose such as carpentry ,

Vocational courses these days are visualized as a indispensable addition to the regular school or graduate education pattern , since the college education will only provide knowledge enhancement while the

vocational courses gives training to get a job and start a successful career independently . (Indranil Biswas- Vocational education in India 2014). Vocational courses are also being incorporated in regular degree college learning wherein the students would have easier access to the skills, training and can complete the course easily along with regular graduation courses . Vocational education is also as good as college educations with regular degree colleges are offering vocational training. it can be considered as a launch pad for a career mastering & developing a nation towards sustainability & empowerment. (Report of the Planning Commission in India 2008).

1. National level Entrepreneurship Development Institutes like National Institute for Entrepreneurship and Small Business Development (NIESBUD),
2. National Institute for Micro, Small and Medium Enterprises (NIMSME) and Indian Institute of Entrepreneurship (IIE),
3. Entrepreneurship Development Centers (EDCs).
4. Micro, Small and Medium Enterprises Development Institutes (MSME-DIs),
5. Tool Rooms and Technical Development Centers (Development Commissioner),
6. National Small Industries Corporation's (NSIC) offices,



7. Incubators and Training cum Incubation Centers (TICs) set up in Public Private Partnership Mode.

National council for vocation training: National council for vocation training (NCVT) has been established in India to implement vocation training courses with a mission to design a framework for competency standards, structure of courses, credit structure, accumulation and certification. (Indranil Biswas- Vocational education in India 2014).

The national policy of education 1986 - the National Policy of education 1986 also recommended changes in educational pattern with orientation towards vocational training.

Conclusion- Hence the introduction of vocational course should be viewed in the midst of global necessity as well as indigenous employability options. The Gandhian concept of self-reliance through self-employment can be viewed with affirmative impact on Indian job markets. The Indian society, being a culturally plural society has been a challenge in providing a universally applicable career management program. An intrinsic & integrated application of vocational course can help job aspirants to manage their

career successfully. The strategies towards formulation of vocational programs needs further review. Labor-market information system and dissemination of information at the national level needs to be reviewed. Monitoring and evaluation on the effectiveness and efficiency of national skill-development efforts through appropriate reporting and communication mechanisms is also needed.

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