

# India - Vocational Training System

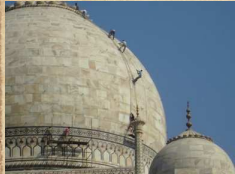
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## India - Vocational Training



In a Land that can produce this magnificent building ... over 500 years ago ... it is an intriguing question for a country over just over 200 years, and with a VET system less than 15 years old, ... to ask the question ... are you 'competent'?





Within Australia there is an Australian Qualification Framework that describe a range of industry standards that can be used to measure 'competence'.

- level of knowledge
- level of skill
- application of knowledge and skill in context


These standards cover both technical and soft skills. For example:


- laying a brick, connecting electrical wiring, mixing concrete
- workplace health and safety, using tools and equipment
- working in teams, communicating, solving problems

Under the vision of the Indian National Policy on Skill Development the India system aims to improve quality assurance of training through the a National Vocational Qualifications Framework, a National Accreditation Agency, Sector Skills Councils and Assessment and Certification. However, in the lower end of skills, India is focussing initially on a Modular Employability Skills strategy on the premise that:

knowledge plus skills = employability

Problem: current capacity approx. 12.8 million enter the labour market annually, yet there is only approx. 2.5 million vocational training places available







The Industry Training Institutes (ITIs) are the India Government owned centres for the development of skills training in India.

There has been a strategy shift to align these institutes to meet the needs of industry by upgrading ITIs to Centre of Excellence (CoE).

Centres of Excellence will be managed by an Institute Management Committee (IMC) and operate under a broader Steering Committee that will include industry representation.

Interestingly, while India has a high demand for training, many training institutes I visited operated with relatively small number of students and they operate under very structured time frames (ie: 1 year certificates, 3 year diplomas).

While this provides the opportunity for knowledge and skill development to be refined it is not necessarily time that defines the skill acquisition required to meet industry standards for employability or to undertake the role required at a particular level.



The government funded ITIs I visited had facilities and equipment were often significantly behind what 'modern' India corporations requires.

The tools produced were of a high standard; however, labour intensive to produce.

Interestingly local industry saw the local ITI as a source of technical solutions for local production (ie: purpose specific and/or low production tooling).

It would be problematic to try to develop an accreditation arrangement with these types of training centres given the focus is to provide employability skills rather than accredited training or qualifications.











Private College undertaking vocational training to Certificate III Level in Garment Production



Private Enterprise linked with local ITI as a 4th year production house. Upside - industry skills. Downside - purpose, is it training or production.




Private College undertaking vocational training to Diploma level in Jewellery design and production





Local cashew processor. Need to move to use of technology as the labour market gets too expensive. Economies of scale - merge with competitors to gain efficiencies of scale



While ICT seems to dominate conversation about India's skills, manufacturing, automotive and production under a broad engineering sector appear to provide the greater short-term opportunities for vocational training.

Emerging non-trade sectors may be more difficult to leverage short-term training program opportunities, however they do provide scope for a more strategic engagement to assist the industry or government develop standards of competence, and subsequent qualifications frameworks, as a precursor to more tailored training for individual organisations. Key examples of this are the security, retail and tourism sectors.

It is estimated that less than 10% of a retail activity comes from 'organised' retail.



- ✦ There has been a rapid growth in retail shopping complexes in recent years.
- ✦ The concept of a 'Shopping Centre' is still evolving to suit an India market. There has been growth in local franchise in India (eg. Australia's 'Civika Mall').
- ✦ Entertainment in India is seen primarily as 'Movies' and focuses on Bollywood type production. Broader entertainment such as theme parks primarily focus on a domestic market.
- ✦ Security has been a rapid growth sector that currently has some 5 million, lowly skilled, poorly trained people.



Corporate training centres visited provide high quality and structured training that directly aligns to their industry requirements. This was particularly evident where the company was part of an multi-national and the production or manufacturing processes were adopted from the parent companies standard.

Typically they were attached to the production or manufacturing process and supported the recruitment, induction and training of staff.

Particular strength in skills training to support manufacturing or production. Less strong in soft skills training.



- ✦ quite sophisticated process to match roles with knowledge and skills
- ✦ most all wanted to work within government framework and seeking '3rd party' support
- ✦ opportunity for 'Australian system to system' cooperation
- ✦ supports 'internationalised' set of competency standards for sectors that are multi-national
- ✦ several licensing areas
- ✦ diminish sense that all Australia is seeking is to exploit Indian outboard students

