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Vocational Education in the life of Indian Girls

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Abstract:

Vocational education has the ability of preparing students for immediate employment, specific trades, crafts and careers at various levels in all spheres of life. Academic education is a broad-based theoretical education in the direction of chosen field of study for providing a wide spectrum of learning. On the contrary, vocational education is a job-oriented education to equip students with the practical skills regarding chosen field. Vocational Education can be called career and technical education (CTE) or technical and vocational education and training (TVET) as it involves various practical activities. It is also known as technical education as the trainee can get the chance of improving expertise directly in a particular group of techniques. It has a good relation with the age-old apprenticeship system of learning. Gender restrictions, family obligations, marriage, pregnancy and elderly care prevent girls from participating in vocational education. In spite of all these obstacles, girls have come forward to take part in some fields of vocational education like hairdressing, makeup, retail, mass tailoring, designing, fashion retail, nursing, accredited social health work, floristry and others in order to be economically productive by escaping themselves from poverty and marginalization. Girls equipped with skills through vocational education can contribute not only to economic development and reduction in unemployment, but also help to enhance social inclusion. Development of self-esteem, confidence and aspiration of female learners at the formative stage must be increased in order to be out of the woods.

Keywords- Vocational, Education, Skills, Indian, Girls.

Introduction:

The United Nations included education and training as requisite parts for achieving a better future for young generation in their [2030 Agenda under their Sustainable Development Goal](#)¹ [Sustainable Development Goals]. The main purpose of Sustainable Development Goals of education 2030 agenda is to pay great attention to technical and vocational skills development through affordable, quality technical and vocational education and training and the acquisition of technical and vocational skills for employment, decent work, and entrepreneurship by

¹United Nations Development Programme
<https://www.undp.org/sustainable-development-goals>



eliminating gender disparities. Vocational education has the power of preparing students for immediate employment, specific trades, crafts and careers at various levels in all spheres of life. Academic education is a broad-based theoretical education in the direction of chosen field of study for providing a wide spectrum of learning. On the contrary, vocational education is a job-oriented education to equip students with the practical skills regarding chosen field. At present, vocational education has expanded and diversified to a huge extent. The main purpose of vocational education is to teach students the hard skills as per their chosen professional requirements. Vocational education is concerned with practical and hands-on approaches, teaching skills like plumbing, programming and film editing. Academic education is related to the theoretical and more traditional subjects like literature, history and mathematics. Vocational education helps students to achieve practical experience regarding their chosen career path even before attaining graduate degrees. Vocational education can be called 'Career and Technical Education' (CTE)² as the practice of teaching to students in schools and institutions specific career skills just like vocational education is the main purpose of Career and technical education (CTE) or Technical and Vocational Education and Training (TVET)³ as TVET just like vocational education has the power of equipping students with the required employment related skills and technical and scientific knowledge to be successful in the market of job. It is also known as technical education as the trainee can get the chance of improving expertise directly in a particular group of techniques. It has a good relation with the age-old apprenticeship system of learning. Education that is based on occupation and employment is also known as vocational education. To cherish a child's inner professional skill, vocational education is important in India.

Indian vocational education is influenced by the evolution of Indian Educational Policies from the Kothari Commission (1964-66)⁴ which was constituted under the chairmanship of then chairman of University Grants Commission Daulat Singh Kothari as the sixth commission of post-independent India but as the first commission to deal mandatorily in a comprehensive manner with the education sector of India, to the National Educational Policy (2020)⁵ which emphasizes the core values and principle by pointing out the necessity of development of both 'foundational skills' and 'higher-order' skills in school education. The stigma in society regarding vocational

²Career and Technical Education Definition [The Glossary of Education Reform - https://www.edglossary.org/career-and-technical-educat](https://www.edglossary.org/career-and-technical-educat)

³What is TVET | IGI Global [gi-global.com https://www.igi-global.com/dictionary/gender-respon...](https://www.igi-global.com/dictionary/gender-respon...)

⁴ Kothari Commission (1964-66) - Facts, Objectives ... - BYJU'S <https://byjus.com/...>UPSC Preparation Strategy>

⁵ [About National Education Policy | Government of India ... Government of India, Ministry of Education https://www.education.gov.in/nep/about-nep](https://www.education.gov.in/nep/about-nep)



education as unworthy job profiles like plumber, beautician, wireman, etc. prevented students from adopting new trends in the education system that have become important today. Vocational education is indeed a new transition in the institutional education system which will consequently encourage bringing out the best in students at a young age. This assists them to pursue the job of their dreams by laying the first stone at a very young age. Vocational education has a bunch of benefits from refining skills to career development. Most of the time vocational courses are more practical and skills-based than academic degrees. Generally, they are imparted through universities as well as colleges and technical institutes. In India vocational training is offered on a full-time as well as part-time basis. Industrial Training Institutes provide full-time programmes whereas Parttime programmes are offered through state technical education boards or universities. The recognition to the Industrial Training Institutes is granted by the nodal agency such as NCVT [National Council for Vocational Training & 1956]⁶, under the Ministry of Labour, Government of India. The technical and vocational education and training system (TVET) in India attempts to enrich human resource in the midst of a three-tier system. IITs, NITs, and engineering colleges train as engineers and technologists in the graduate and post-graduate levels. Polytechnics as technicians and supervisors train graduates of Diploma-level. ITIs train higher secondary students in the vocational stream and craft people as well as through formal apprenticeships as semiskilled and skilled workers for certificate-level course.

The Vocational training in 4591 NCVET[National Council for Vocational Education and Training, 2018]⁷ approved ITIs with an enrolment capacity of 6.5 lakh students per year includes 43 engineering and 24 non-engineering trades along with advanced training centers (ATC), which provide training in specialized areas. 700 community polytechnics provide training to about 4.5 lakh youth every year as the part of polytechnic devoted to rural development with a major activity of manpower planning. At secondary level, vocational courses of two years duration are offered at +2 stages in major areas of agriculture, business and commerce, engineering and technology, health and paramedical, home science and humanities with the entry qualification of 10th pass. The enrolment capacity of about 6800 senior secondary schools is about 10 lakh students per year. Besides these, 108 Jan ShikshanSansthan⁸ and Accredited Vocational Institutes (AVI)⁹ of National Institute of Open Schooling (NIOS)¹⁰ offer courses mainly in the areas

⁶ **A Brief Overview to the NCVT full Form - Elite IAS Academy; Elite IAS Academy;**
<https://www.eliteias.in/a-brief-overview-to-the-ncvt-fu>

⁷Ministry of Skill Development and Entrepreneurship; <https://www.msde.gov.in/organisations/ncvet>
 National Council for Vocational Education and Training ...

⁸<https://jss.gov.in> जनशिक्षणसंस्थान

⁹The National Institute of Open Schooling; https://nios.ac.in/documents/accr_guideavi
Guidelines for Accreditation of Vocational Education Courses

¹⁰The National Institute of Open Schooling; <https://www.nios.ac.in>



of Agriculture, Business and Commerce, Health and Para-medical, Home Science and Hospitality Management, Computers and IT related Engineering.

The University Grants Commission offers a degree in a vocational stream. It is called Bachelor of Vocation (B.Voc.). The Tata Institute of Social Sciences-School of Vocational Education (TISS-SVE)¹¹ has introduced a work integrated training model to provide a variety of vocational courses including certificate, Diploma, Degree, P.G. Diploma and customized courses. Dr. Reddy's Laboratory can provide around 600 students in three locations for B.Voc. course in Pharmaceutical Chemistry. Lava mobile manufacturing company has the power of providing 600 students for B.Voc. course in Electronic Manufacturing. Many other corporates which are on board with a smaller batch of students such as Shashun Chemicals, Strides Pharma, TE connectivity, Policy Bazar etc., have the capacity of offering vocational education. A few girls have participated in each of these courses but the percentage is far from desirable. The important question, 'How is it possible to overcome the problem of participation percentage of girls in vocational education?' has inspired to collect data on the basis of primary and secondary sources and analyze data to find out the solution. The National Education Policy (NEP) 2020 has suggested different types of awareness programmes for increasing the participation percentage in vocational education. These awareness programmes must help the Indian girls to know the importance of vocational education in their life.

2.Review of Literature:

In India, Vocational Education and Training (VET) and Technical Vocational Education and Training (TVET) are introduced as synonymous terms. The comparison between knowledge of pure science and knowledge of applied science by Aristotle implied the necessity of technical knowledge. “Studies in Technical and Vocational Education” are formulated on the basis on UNESCO policy instrument, the Revised Recommendation concerning Technical and Vocational Education, taken up by the [UNESCO General Conference \(1974\)](#)¹² at the eighteenth session in November 1974 along with the Convention on Technical and Vocational Education, taken up by the UNESCO General Conference at the 25th session in November, 1989. The continuous revision and modification of these studies formed under pledge for UNESCO serve as the pioneer of introducing Vocational Education and Training (VET) and Technical Vocational Education and Training (TVET) in India. In India, the hint of introducing vocational education lied in the suggestion of [Wood Despatch\(1854\)](#)¹³. Although Wood Despatch had suggested regarding

Home: The National Institute of Open Schooling (NIOS)

¹¹ TISS-SVE; <https://sve.tiss.edu>

¹²UNESCO Digital Library; <https://unesdoc.unesco.org/mark>
A Study on access of women and girls to technical ...

¹³Testbook; <https://testbook.com> › IAS Preparation;



practical study from the 19th century yet vocational education was introduced in India for the first time in the 20th century. The [Kothari Commission \(1964-1966\)](#)¹⁴ recommended vocationalist of education in India for the first time in 1966. The former Prime Minister of India, Indira Gandhi, acted as leader to pass the Bill. Among 23 recommendations prepared by the Kothari Commission to improve the education system in India, vocational education is recommended as 14 recommendations in the list. The [Decision of Commission \(1964 – 1966\)](#)¹⁵ was that the Government must introduce free and compulsory primary education for all children up to age group 6-14 along with the importance of learning practical knowledge after school or in colleges. It recommended the introduction of vocational education as an inevitable part of educational system to face the needs of growing population. The Ministry of Skill Development and Entrepreneurship of India has established National Council for Vocational Education and Training (NCVT) as a regulatory body through Gazette Notification No. SD-17/113/2017-E&PW dated 5th December 2018 to set up regulations and standards for assuring quality in the TVET space to colligate the responsibilities of National Skill Development Agency (NSDA) and the previous National Council of Vocational Training (NCVT).

The NCVET becomes fully operative on 1 August 2020 with the aim of integrating fragmented regulatory system and infusing quality assurance around the whole vocational education, training skilling value chain to achieve the availability powerful and skillful activity of man for increasing better employability and expediting the growth of Indian Economy. The New Education Policy (NEP)¹⁶ aims at emphasizing multidisciplinary, flexibility, and global perspectives by advocating for the integration of technology, research, and innovation to cultivate a holistic learning environment. It recommends the introduction and integration of vocational education in a phased manner in all educational institutions by pointing out the necessity of learning at least one vocation at early ages in middle and secondary school in order to bring into light several more into school and higher education. Over the next decade, integration of vocational education will be implemented in a phased manner into all school and higher education institutions. Mapping of local opportunities and skill gap analysis will be the basis of choosing focus areas for vocational education. To supervise this endeavour, a National Committee for the Integration of Vocational Education (NCIVE) will be formed by Ministry of Human Resource

¹⁴[BYJU'S; https://byjus.com › ... › UPSC Preparation Strategy](#)
Kothari Commission (1964-66) - Facts, Objectives ... - BYJU'S

¹⁵[Javatpoint; https://www.javatpoint.com › kothari-commission](#)
Kothari Commission - Important Facts - Javatpoint

16. Government of India, Ministry of Education' <https://www.education.gov.in/shikshakparv/docs>
Reimagining Vocational Education and Skill-building



Development known as Ministry of Education at present to select representatives from across Ministries and experts in vocational education in collaboration with industry. The detailed National Skills Qualifications Framework for each discipline like vocation and profession will help Indian standards to bring into line with the International Standard Classification of Occupations preserved by the International Labour Organization. The provision of credit- based Framework will be helpful for facilitating mobility to vocational education. In order to herald the potentially explosive growth of vocational education in the country, the National Education Policy (NEP) 2020 must have to overcome different challenges through organizing awareness programmes for bringing about a change in the attitude and outlook towards vocational education, combining vocational education with general education by reforming curricula through improved content of vocational knowledge and skills to pay attention to gender equality, inclusive education and social inclusion, introducing Lok Vidya in school, entrepreneurship education in school and providing horizontal mobility of vocational students in school.

3. Objectives:

The following objectives are laid down for this study:

- i) To investigate about social position of vocational education in the life of girls to empower women.
- ii) To separate the problematized opinions regarding vocational education in the life of girls .
- iii) To evaluate the role of vocational education in the life of girls.
- iv) To elucidate about the power of vocational education to empower women.
- v) To illustrate the chronicles of vocational education to help women of India to become powerful from powerlessness.

4. Methodology of the Study:

The systematic, theoretical analysis of the methods applied to a field of study is known as Methodology. This paper written for Journal has undertaken the study through an examination of primary source including qualitative or quantitative data and secondary source related to vocational education in the life of girls. The research methodology followed here is the theoretical frame and concept of vocational education in the life of girls on the basis of primary data collected from primary source like Interviews and Survey through [Questionnaire prepared by the researcher](#), and secondary data collected from secondary source like newspapers, magazines, articles, websites, correspondence and documentary sources. The major concern of this writing is to highlight vocational education in the life of girls.



5. Data Collection:

Data collection was made on the basis of Interviews and Survey through Questionnaire, prepared by the researcher to collect information regarding vocational education in the life of Indian girls from secondary sources; i.e., newspapers, magazines, articles, websites, correspondence and documentary sources. Following Research Questions helped for design the Questionnaire, on which basis survey was conducted.

- i) What is vocational education?
- ii) What is the difference between general education and vocational education?
- iii) How is the present condition of vocational education?
- iv) What is the position of vocational education in the life of Indian girls?
- v) How is it possible for Indian girls to improve their life with the help of vocational education?

The above questions have helped me to get a clear idea regarding vocational education in the life of Indian girls.

6. Analysis of Collected Data:

The Survey Report collected from the students of English Department of Berhampore Girls' College and boarders of New Hostel of Berhampore Girls' College on the basis of Questionnaire on the importance of vocational education in the life of girls, has helped me to conclude my topic Properly. Sixty-five students belonging to age group between twenty years to twenty-one years of Semester – VI (ENGH-H) and eighty boarders of New Hostel belonging to age group between eighteen years to twenty-one years have encouraged me by pointing out that my topic is very relevant in the context of present age. Data Analysis has added a new feather to my knowledge of qualitative and quantitative Methodologies. At the time of taking Interview, the different types of language functions like Listening, Enquiring, Explaining, Requesting and Note taking have helped this study to proceed. The four language skills like Listening, Speaking, Reading and Writing have spread their hands to complete the Interview process.

Vocational education can help women of India to learn how to keep up their position in society. In the present socio-economic condition, both governmental and voluntary agencies in charge of women's welfare have emphasized informal training to improve women's earning capacity, especially for the lower income groups. The Central Social Welfare Board, the Board of Ministry of Agriculture and Community Development, the Ministry of Health and many Ministries have come forward to improve women's earning capacity through training, particularly in villages to keep an eye on the objective of vocational education like imparting education relevant to productivity, economic development and individual prosperity. The rising standards of living and infinitely multiplying wants and desires have increased the necessity for men and women to



work and earn. Ministry of Skill Development & Entrepreneurship has been providing skill training to women in the country in order to stimulate employment opportunities among women of various socio-economic levels and different age groups since 2020. In the rural areas, more and more organizations-- both governmental and non-governmental - offer girls good vocational education and additional skills in order to provide a good career. The students who want to study abroad can enjoy the taste of different types of scholarships introduced for them at present.

Gender restrictions, family obligations, marriage, pregnancy and elderly care prevent girls from participating in vocational education. Destitution of illiterate women is much more in life than literate ones. Illiterate women have no sense of awareness on account of lack of education. As per report of the 2015 McKinsey Global Institute, Indian scenario regarding gender parity in society and gender equality in work is quite dismal as the share of regional output generated by women is only 17 percent. The attitude of poor parents towards educating girl children is responsible for the slow growth in women's education. The physical and mental health of women are affected in multiple ways on account of poverty and financial instability which can pose a great challenge to their development and wellbeing. Shortage of income forcing girls to marry early in search of stability can bring about a tough position and compel them to face the risk of experiencing violence and abuse. Vocational education can furnish women opportunities to learn how to come up with great success. It can increase their self-confidence by offering them different types of chances to find out their talent, abilities and hidden skills in the midst of their works. They not only help to learn valuable life skills, but also build confidence and self-esteem. They are able to know the value of responsibility, discipline, self-reliance, and perseverance through vocational skills. These skills also offer them to be independent women who can establish themselves in the society. In India, unemployment affects young women more than young men on account of patriarchal society. Indian girls can enjoy better chances at acquiring a job, becoming self-employed, or starting an apprenticeship that can help them to get a better job in the future to obtain vocational skills. They can make their future bright to open up opportunities to be employed in secure, stable, and profitable jobs where they can continue developing their skills and potential through execution of these acquired practical skills.

Vocational education helps girls to set up a source of income by making them enable to earn money through their skills and knowledge. It can reduce the chances of poverty of girls and enhance their quality of life by providing a sense of security for them. Soft skills learnt through vocational education play an important part to increase a good professional base which is highly appreciated by companies and recruiters. Vocational education can help individual girls and their families to be benefited by investment in developing transferable skills for children. In this way women expert in vocational skills can increase social cohesion and gain greater economic



development at the national and regional level. Their vocational skills inspire them to create more egalitarian societies; promote sustainable economic growth and job placement for adolescents; achieve better academic outcomes; and reduce social risks. Vocational skills can help them to increase different types of skills such as communication skills, interpersonal skills, managerial skills, negotiation skills, and networking skills through soft skills. Those skills enhance their chances of getting a job or starting their own small business. Vocational education contributes to the reduction of teenage pregnancies by improving their cognitive skills and self-esteem. Girls can enjoy better chances at landing a job, becoming self-employed, or starting an apprenticeship that can lead to a better job in the future to acquire vocational skills which removes their fear of being unemployed in future.

7. Conclusion:

The need of vocational guidance at all stages of development is indispensable. The home and the family have an important influence on person's vocational development. Vocational education can assist the girls to evaluate their own abilities and interests as per their requirements. Vocational counselling attempts to help girls to develop and implement a self-concept. Colleges and universities, the National Employment Service, community agencies and other social welfare organizations have taken the responsibility for providing vocational counselling services to women. Although the international development agenda has shown women as an important part of development yet a large group of young women who are homemakers and who are interested in entering the world of work is neglected. They can be brought into the workforce with appropriate skill training through vocational education.

As per 15th Census report of 2011, the literacy rate in India has grown to 74.04 percent. At present, the literacy rate in India-- 82.14 percent for men and 65.46 percent for women. The low female literacy rate has a negative impact on the future planning of vocational education. The report of economist Mitali Nikore (2021) indicates that around 88.5 million young girls who had the capacity of empowering the Indian economy as entrepreneurs, skilled workers, employable and informed citizens, have not taken any vocational education from 2017 to 2022. For increasing women's participation in economic development of India, it is also necessary to set up skill development opportunities for women in different sectors to make them job ready through vocational education. Development of self-esteem, confidence and aspiration of female learners at the formative stage must be increased in order to be out of the woods. Government has taken initiatives to empower women through Support to Training and Employment Programme for Women (STEP) Scheme since 1986-87 by training women in the field of Horticulture, Food Processing, Agriculture, Handlooms, Zari, Tailoring, Stitching, Embroidery, etc. Women's empowerment through vocational training actually helps to empower rural communities and improving economic productivity. Women's passion and more aggression towards their work will



be increased by making women suitable to pursue good careers and achieve equal success with their male counterparts. It is possible for girls to solve global challenges to empower themselves through vocational education. The right kind of approach to tackle the problem can enhance women's economic participation in particular.

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