Indian Approach to Certification of Vocational Skills

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Overview of Presentation

- Introduction
- Indian Skill Certification System
- Problems
- Proposed Approach and NVEQF
- Challenges and Questions Unanswered (Field Experience)
- Options

Total slides- 24
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 system with
  o **Facilities for Lifelong Learning**
  o **Recognition of Prior Learning**
Indian Skill Scenario

Labor Force

- formal recognized skills
- informal unrecognized skills
- not enough skills for decent livelihood

Most working persons have some skill or the other?

VE/VT/Tech. Trg. Apprenticeship etc.

Professional diploma and degree courses

Informal training

Learning on the job
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
Informal System:

• NGOs/SHGs
• Artisans’ Workshops
• Self learning
• Various shops/establishment
• On the job learning
• Skill transfer from family

Only paper certificate/No certificate- not recognized
Problems in the Present System

- No recognition for prior learning/informal skills
- Poor vertical/horizontal mobility
- No flexibility
- Poor linkage with industry- employers
- Supply driven courses
- No common competency standards
- Plethora of organizations
- Minimum of educational level for Formal Training
• Common guidelines for qualifications

• Assesses vocational skills

• Transparency

• Horizontal and vertical mobility

• *Lifelong learning*

• Clear pathways of learning

• Recognition for *prior learning*

• Deals Inter-institution differences

• May change mind sets
- Concept adopted in 2004

- Only a dozen countries (e.g. New Zealand, UK) have actually established it

- Germany the most successful VET system without NVQF

- Countries achieved rapid economic growth without NVQF

- NVQF may not solve all problems of skills VS jobs
Proposed Approach for Certification

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.
• Competency Based Training which is a blend of
  • Knowledge
  • Skill
  • Attitude

• Skill Training on modular basis

• Each module to lead to certificate of attainment
• Recognition of prior learning.

• Flexibility

• Diversity in range of courses and training

• Industry Involvement

• Linking of Academics and Vocational
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
<table>
<thead>
<tr>
<th>Level Descriptors</th>
<th>Level I</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>Repetitive</td>
<td>Familiarity with situation and routine</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Common understanding of Trade</td>
<td>Factual knowledge of Trade</td>
</tr>
<tr>
<td>Skill</td>
<td>Routine skill and safety measures</td>
<td>Practical skills, Application, and Quality</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Nil</td>
<td>Responsible for own work</td>
</tr>
</tbody>
</table>
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)

To overcome competency gaps
Delivery Mechanism

- Industries as Active partners
- Sector Skill Councils
- Indian Qualifications Authority
- National Occupational Standards
- Concerned Ministries/States and Line departments
- Other stakeholders and Partners
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

- Standardization of quality of education?
- Individual differences??
- Employers’ preferences ???
- Are Assessors and Certifiers well equipped????
- Integration of informally trained?????
Questions Unanswered Contd..

- Does certification add to the skill pool?
- Change in mindsets towards vocational?
- Aspirations of youth?
- Certification and self-employment - Any restrictions?
- Implementability?
Some Options

- Reality check - Implement on Pilot basis
- Implementation in stages, starting from levels 1 to 5
- Grading of competencies even at one level
- Income Parity between Academic and vocational employment
- Intensive and Continuous Faculty Development
- Change in mind sets with mass awareness generation
- Study of effectiveness of such a system
Some Options for Certification – It can be:

- For specific Qualification eg Sr. Sec.
- For each year
- For each semester
- For each module
- For each unit
- For each competency
Thank you