



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

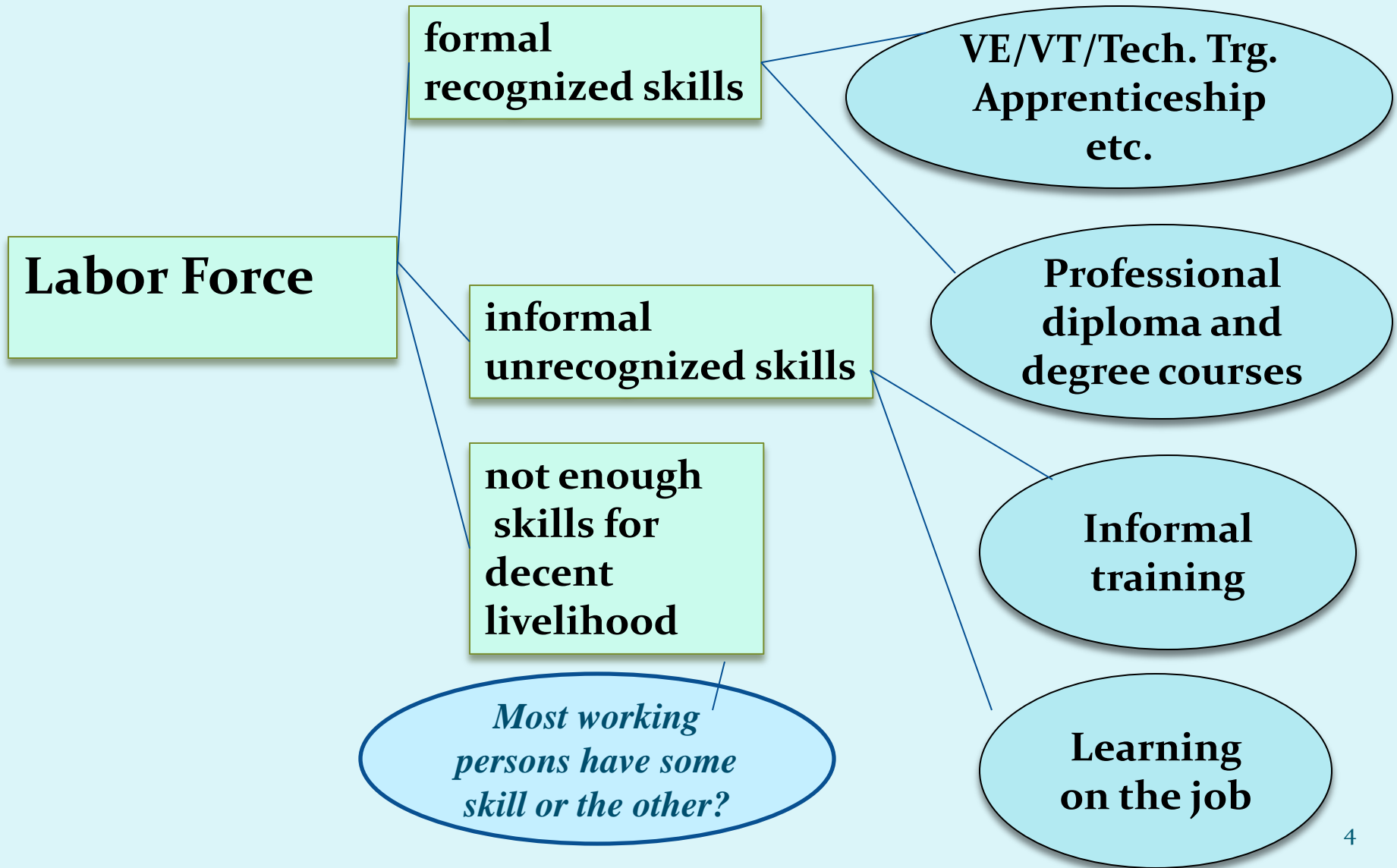
❖ Present Scenario:

- **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
 - *Facilities for Lifelong Learning*
 - *Recognition of Prior Learning*

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/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

Why NVEQF?

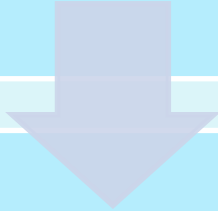
- Common guidelines for qualifications
 - Assesses vocational skills
 - Transparency
 - horizontal and vertical mobility
 - *Lifelong learning*
 - Clear pathways of learning
 - Recognition for *prior learning*
 - Deals Inter-institution differences
 - May change mind sets

Qualification frameworks Across the Globe

- 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**

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 **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**

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

Features of Proposed NVEQF (II)

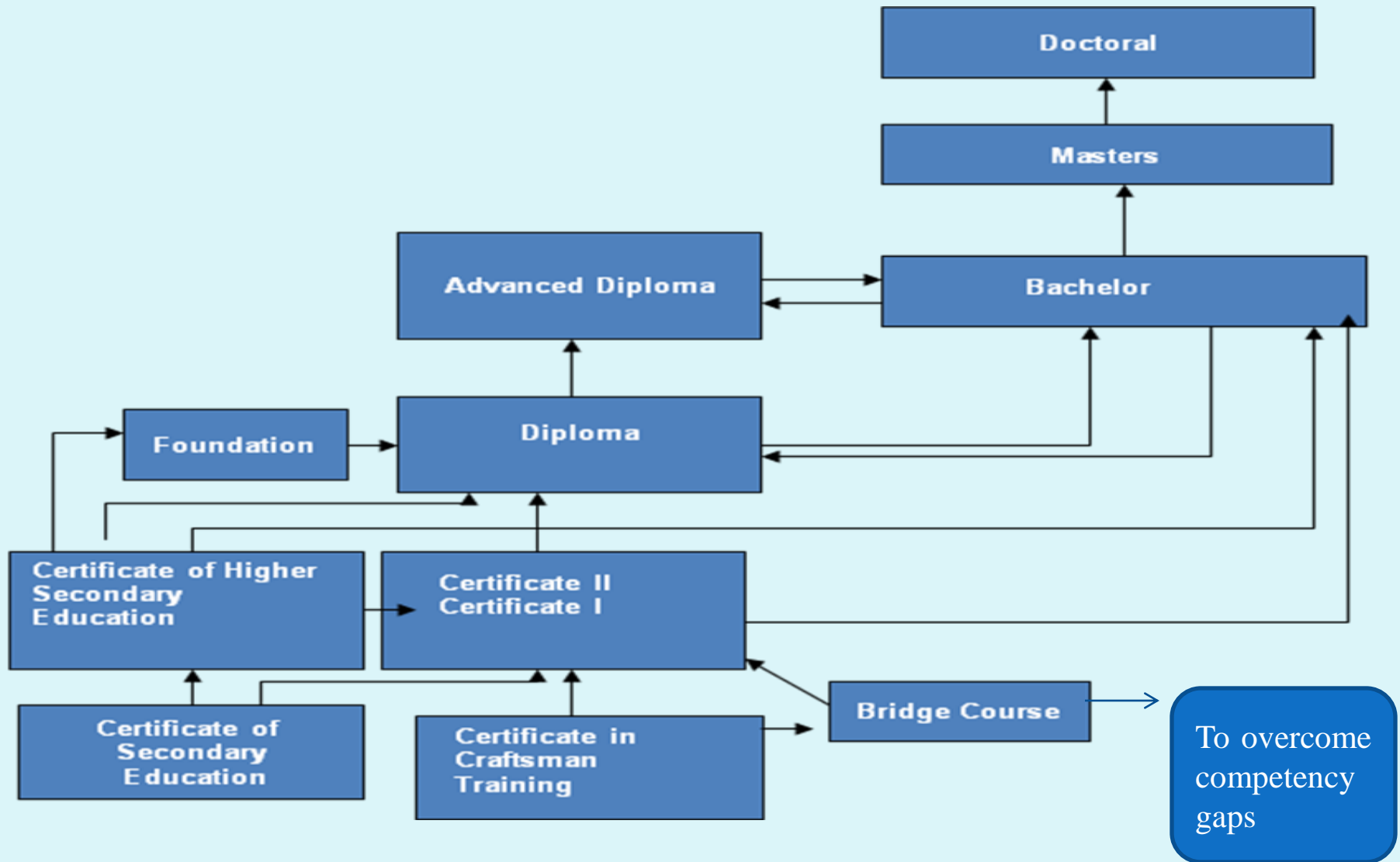
- Certification at various levels
- Joint certification by agencies imparting skills/education at that level

- 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

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

- 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

