



# The Role of Vocational Education and Its Impact on Human Development in India: Integrating Information Technology for Enhanced Skills and Opportunities

Dr. P Venkateswara Rao<sup>1\*</sup>, Dr. G. Nagaraj<sup>2</sup>, Dr. Nehal Ahmad Ansari<sup>3</sup>, Dr. Bhagirathi Tripathy<sup>4</sup>,  
Dr. (Mrs) M. K. Priyanka<sup>5</sup>, Dr. T. Arun Christopher<sup>6</sup>

<sup>1\*</sup>Assistant Professor, Department of MBA, CMR Technical Campus, Kandalakoya, Medchal, India, pvraomba@gmail.com

<sup>2</sup>Associate Professor, Mechanical Engineering, Sethu Institute of Technology, Tamil Nadu, India, nagarajsasi@gmail.com

<sup>3</sup>Assistant Professor (Education), Maulana Azad National Urdu University, College of Teacher Education, Asansol, India, drnehalmanuu@gmail.com

<sup>4</sup>Assistant Professor, Department of Civil Engineering, Indira Gandhi Institute of Technology, Sarang, Dhenkanal, Odisha, India, das.abhijeetlaltu1999@gmail.com

<sup>5</sup>Assistant Professor of English, Emerald Heights College for Women, Ootacamund, Bharathiar University, Coimbatore, Tamilnadu, India, prilli.priyanka@gmail.com

<sup>6</sup>Assistant Professor, School of Education, Central University of Kashmir, Jammu and Kashmir, India, arun.tacdeb@gmail.com

**Citation:** Dr. P Venkateswara Rao et al. (2024), The Role of Vocational Education and Its Impact on Human Development in India: Integrating Information Technology for Enhanced Skills and Opportunities, *Educational Administration: Theory and Practice*, 30(2), 1251-1257, Doi: 10.53555/kuey.v30i2.6421

## ARTICLE INFO

## ABSTRACT

Education is a process of training and instruction that promotes knowledge, skills, and intelligence, enabling individuals to be industrious and ensuring progress. Vocational education imparts the specialized skills required for specific vocations. Vocationalization involves learning a range of skills through the study of technologies, related sciences, or practical work. Unlike mere technician training, vocationalized education is a broader concept that prepares individuals to understand social realities and realize their potential within the framework of economic development to which they contribute. The growing issue of educated unemployment is a significant concern. Vocational training is crucial for developing essential skills and fostering personal growth, especially in today's rapidly evolving labor market disrupted by technological advancements. This study highlights the role of vocational education in advancing human development and discusses various government programs and schemes for implementing vocational education in India. This conceptual research examines the impact of vocational education on human development and addresses the challenges faced in implementing vocational education in India. The findings indicate that vocational education aims to develop a generation with the necessary qualities and skills in this field. According to the research, vocational education promotes moral and ethical behaviors, creating highly qualified individuals who can compete effectively.

**Keyword:** vocational education, human development, skill-based education, technology, ethical behavior.

## Introduction:

India is among the countries with the lowest percentage of trained youth in the world. One of the drawbacks of Indian education system is that it doesn't give importance to vocational education. In India, vocational education is an important component of human development that goes much beyond mere skill acquisition. Vocational education emerges as a powerful tool for empowering individuals, promoting social inclusion, stimulating economic growth and guiding the nation towards sustainable development in a nation characterized by a variety of socio-economic problems. In India there is a need of vocational education which strengthen skill development as it is very low in percentage as compare to higher education. Vocational education in India is required to create a productive workforce through various courses to meet the needs of the unorganized sector and also to develop self-employment skills of the youth through a wide range of vocational courses. The aim of vocational education is also to improve the independence of individuals in the field of entrepreneurship based on their skills. It aims to develop understanding, attitudes and work habits that are useful for the individual in order to satisfy social, political and economic needs in accordance with his

characteristics. Vocational education refers to a system or program that prepares individuals for jobs that are based on manual or practical activities. Vocational education is education that prepares people to work in various jobs such as a trade or a craft. Sometimes vocational education is referred to as career education or technical education. Vocational education is that form of instruction aimed at preparing people for industrial or commercial employment. Basically, vocational education provides individuals with the competencies, technical knowledge, practical skills needed for gainful employment and significant involvement in the workforce.

Professional instruction, routinely overshadowed by its educational accomplice, plays a fundamental portion in shaping the socio-economic scene of nations, especially in rapidly making countries like India. With a burgeoning masses and a lively work exhibit, the significance of professional instruction can't be overstated. Traditionally, the Indian instruction system has been orchestrated towards insightful fabulousness, with a strong emphasis on theoretical data. In any case, as the economy progresses and businesses ask specialized capacities, there is a creating affirmation of the noteworthiness of professional instruction in arranging individuals for the workforce. Moreover, professional instruction develops trade endeavor and progression by supporting a culture of hands-on learning and problem solving. It locks in individuals to not as it were see for work but in addition to make work openings for others, in this way contributing to the in common money related advancement and change of the nation.

Developing people is the essence of any human development effort and it is an important goal of all other development activities. All forms of development like economic, technological, agricultural, industrial etc. are ultimately meant to serve people in terms of adding to their happiness through better quality and standards of life. It is a widely accepted fact that human development plays a very important role in the development of a nation. Those countries, which have developed their people by investing in sectors such as education, health, science and technology have achieved considerable success.

**Need and significance of the study:** This research paper focuses on vocational education and their role on the advancement of human development in India. As we all know India is a developing country and to develop it needs more skilled workers who can contribute to the growth and development of the country. Unemployment and educated class have become a burning problem in the country. The increase in the number of skilled unemployed people is alarming for all people. In this context, vocational education is an attempt to explain the important role of different skills based on vocational education in solving unemployment problems.

**Objectives of the study:** Following are the main objectives of the paper

1. To study and discuss the importance of vocational education on the advancement of human development in India.
2. To make an analysis of the various government programs and schemes for implementing vocational education in India.
3. To study the benefits of vocational education for enhancing the human development.
4. To study the challenges that faced for implementing vocational education in India.
5. To give suggestions to improve the vocational education in India.

**Methodology of the study:** This study is mainly concentrate on the significant role of vocational education on the advancement of human development in India. Also tries to study about various challenged faced in implementing vocational education as well as various programmes and schemes initiated by Government for implementing vocational education in India. In writing this paper data has been carried out through the help from various secondary sources like books, journal, newspaper, various govt. websites etc.

**Analysis of the study:**

**1. Vocational Education and their role on the advancement of Human Development in India:**

Vocational education plays a crucial role in the advancement of human development in India by providing individuals with skills for employment, promoting entrepreneurship and driving socio-economic growth. This is a comprehensive overview of its impacts:

**Addressing youth unemployment:** India faces a serious unemployment problems, especially among the youth. Vocational education is the best way to get a good job because it provides industry oriented knowledge. High economic growth and low unemployment are two benefits of adapting the curriculum to industry demands.

**Employability and skill development:** Individuals who undergo vocational training can apply their newly gained specialized skills across various fields and sectors. Equipping people with the knowledge and skills required for different jobs and industries is the main purpose of vocational education. By providing people with practical skills and hands on training, they increase employment, particularly in sectors such as manufacturing, construction, healthcare, hospitality and information technology.

**Entrepreneurship:** Entrepreneurial skills are fostered by vocational education, which not only equips individuals for jobs but also nurtures a spirit of entrepreneurship. Vocational training programs provide aspiring entrepreneurs the knowledge and tools, they need to maintain and start their own business. This

entrepreneurial culture is essential for generating employment opportunities and boosting economic development on a local and national scale.

**Industry relevance and innovation:** Vocational education aligns with the evolving needs of industries, ensuring a workforce proficient in emerging technologies and market demands. Industry partnership and collaborations facilitate practical training and exposure to real world challenges, fostering innovation and competitiveness.

**Closing the skills gap:** There is a large gap between the skills of the workforce and the workforce needed by the sector. Vocational schools fill this gap by offering training in specialties such as electrical engineering, plumbing, carpentry, auto repair and computer programming etc.

**Inclusive development:** Vocational education promotes inclusive development by addressing the needs of different sectors of society, including rural, economically disadvantaged and marginalized communities. It reduces social and economic inequality by providing better education and employment.

**Cooperation between industry and academia:** Vocational education emphasizes cooperation between educational institutions and industry and ensures that the curriculum remains relevant and up to date with technological and market developments. This partnership will improve the quality of education and increase the employability of graduates.

**Meeting global standards:** In an increasingly globalized world, it is imperative that employees meet international standards in terms of skills and competencies. Vocational training programs often include internationally accepted qualifications and standards, making people more competitive in the global labor market.

**Promotion of lifelong learning:** Vocational education promotes a culture of lifelong learning that emphasizes the importance of continuous learning and professional development. It offers people the opportunity to increase their knowledge and adapt to changing technology and business needs in all their activities.

**Supporting sustainable development:** Vocational training plays an important role in supporting sustainable development initiatives by providing training in areas such as renewable energy, environmental protection and sustainable agriculture. It provides people with the knowledge and skills needed to solve environmental problems and sustainable practices.

**Women's empowerment:** Vocational training empowers women by giving them opportunities to improve their skills and become economically independent. It promotes women's equality by eliminating gender discrimination and providing training in traditionally male-dominated fields such as welding, plumbing and auto repair.

As a result, vocational education is designed to promote human development in India by combating unemployment, encouraging entrepreneurship, closing the knowledge gap, promoting inclusive development, facilitating cooperation, industry and education, meeting all global standards and ensuring a life that promotes long-term learning. By investing in professional development, India can unlock the potential of its workforce and accelerate its journey towards a knowledge economy.

## **2. Programmes and Schemes for implementation of Vocational Education in India:**

Some steps taken by the government to provide Vocational Education to the youth are as follows:

a) The School Education of Vocationalization program is being implemented by the Department of School Education and Literacy under the centrally sponsored scheme 'Samagra Shiksha'. The program's objective is to enhance students' employability and entrepreneurial skills, expose them to the working world and educate them on various career paths so they can make well-informed decisions based on their aptitudes and objectives by combining traditional academic instruction with vocational education in secondary and senior secondary schools. Both publicly financed and private schools are part of the scheme. Students in grades 9 to 12 in program-affiliated schools can enroll in vocational courses that meet the National Skill Qualification Framework (NSQF). Secondary school students can choose to pursue vocational modules in addition to their normal studies in Classes IX and X.

b) Under the NSQF, the University Grants Commission has made steps to assist post-secondary educational establishments nationwide in offering skill-based instruction. The institutions are now able to provide numerous entrances and exit choices for full-time, credit-based programs at the following levels: Certificate, Diploma, Advanced Diploma, B. Voc., P.G. Diploma, M. Voc., and Research. The program's curriculum consists of a proper combination of general education and skill development components for each semester or year.

c) In accordance with the stated goal, UGC published the curriculum and credit framework for undergraduate programs. Undergraduate programs in the revised format have minimum credit requirements for various components, such as a 2-4 credit internship, a 12 credit minor in a vocational course, a 4 credit vocational exit course for students who leave after the first or second year, community service and engagement, etc. The goal of incorporating vocational courses is to improve graduates' employability while also offering a comprehensive education. Additionally, the curriculum offers lots of chances for internships with regional companies, industries, artists, craftspeople, etc. Furthermore, UGC was a member of the group that created the preliminary National Credit Framework. The National Credit structure is a thorough structure that makes it possible to seamlessly combine experiential, practical and academic learning. Mobility from general education to vocational education and vice versa is made possible by this structure.

d) All India Council for Technical Education (AICTE) has brought out flexibility in eligibility criteria for admission in engineering courses in order to integrate skilling courses. It allows candidates having one of the vocational subjects as recognized by CBSE/State Education Boards/ or having B. Voc. in specialized domain, for admission through lateral entry into 2<sup>nd</sup> year of B. Tech. Programme in AICTE-approved Institutions. AICTE has launched Kaushal Augmentation and Restructuring Mission of AICTE (KARMA) Scheme for AICTE approved Institutions and centrally funded Technical Institutions. Under this scheme Institutions are approved for providing Skill training as per NSQF to School Drop Outs, Students pursuing their degree/Diploma and to willing School students of CBSE, State Boards in the vicinity of Institutions. Till February 2022 more than 1000 institutions have registered on KARMA portal.

e) Ministry of Skill Development and Entrepreneurship (MSDE) is furnishing Long Term Skill Training through 14,953 Industrial Training Institutes (ITIs) and under Short- Term Skill training through colorful schemes similar as Pradhan Mantri Kaushal Vikas Yojana (PMKVY) (through 721 Pradhan Mantri Kaushal Kendra (PMKK) established across 631 sections, Jan Shikshan Sansthan (JSS through 286 Jan Shikshan Sansthan), National Apprenticeship Promotion Scheme (NAPS) etc.

f) The Ministry of Skill Development and Entrepreneurship (MoSDE) has taken various steps to align the training under PMKVY, with the assiduity conditions to increase the participation of the campaigners. Under PMKVY, training is handed to campaigners as per the skilling demand of assiduity. Ministry through National Skill Development Council (NSDC) has eased the setting up of 37 Sector Skill Councils (SSCs) as independent assiduity led bodies to develop Nation Skill Qualification Framework (NSQF) aligned job places and courses class, conduct skill gap studies and assess and certify trainees.

The Ministry of Skill Development and Entrepreneurship (MoSDE) and the Ministry of Micro, Small, and Medium Enterprises (MSME) are organizing discussion meetings, forums, conferences, summits and shops with the assiduity associations, similar as the Federation of Indian Chambers of Commerce and Industry (FICCI), Associated Chambers of Commerce and Industry of India (ASSOCHAM), Confederation of Indian Industry (CII) and colorful other representatives of diligence, similar as Sector Skill Councils (SSC), National Association and perpetration of colorful schemes and programmes for skilling children, youth and grown-ups. Under the scheme of Samagra Shiksha, vocational courses are offered developed in discussion with the Sector Chops Councils (SSCs) and the representative bodies of assiduity. Employability Skill module has been made a obligatory part of the vocational Courses. It consists of Communication Chops, tone- operation Chops, Information and Communication Technology Chops, Entrepreneurship Chops and Green Chops.

India has been emphasizing vocational education and skill development through various programs and schemes to enhance employability and address the skills gap. Here are some notable ones:

**Skill India Mission:** Launched by the Government of India, this initiative aims to train over 40 crore people in India in different skills by 2022. It comprises various schemes such as Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Skill Development Corporation (NSDC), Skill Loan Scheme, etc.

**Pradhan Mantri Kaushal Vikas Yojana (PMKVY):** This is the flagship scheme under Skill India Mission. It aims to enable a large number of Indian youth to take up industry-relevant skill training to make them employable and earn their livelihood. It provides skill training free of cost to youth across the country.

**National Skill Development Corporation (NSDC):** NSDC is a public-private partnership formed to promote skill development in India. It facilitates skill training through various training partners and institutions across the country.

**Skill Development Initiative Scheme (SDIS):** This scheme aims to provide vocational training to school leavers, existing workers, ITI graduates, etc., to improve their employability by optimally utilizing the infrastructure available in government, private institutions, and industry.

**Craftsmen Training Scheme (CTS):** Implemented by the Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship, this scheme provides vocational training to school graduates to develop skilled manpower for industry.

**National Apprenticeship Promotion Scheme (NAPS):** Launched to promote apprenticeship training and increase the engagement of apprentices, NAPS offers financial incentives to employers to engage apprentices in their establishments.

**Udaan Scheme:** Udaan is a special initiative to address the educational and socioeconomic challenges faced by the youth of Jammu & Kashmir. It aims to provide skills training and enhance employability.

**Atal Innovation Mission (AIM):** AIM aims to promote innovation and entrepreneurship across India. It provides a platform for skill development and encourages youth to become job creators rather than job seekers. These programs and schemes collectively aim to enhance vocational education and skill development in India, catering to the diverse needs of the population and aligning with the demands of the industry.

### 3. Benefits of vocational education for enhancing the human development:

Vocational education refers to the training provided individuals to equip them with specific skills and knowledge related to particular trade or profession. This type of education emphasizes on hands on experience and practical training that prepares students for a variety of careers in different industries. As we all know that India has a large population of youth, who are entering the workforce every year. However, most of them don't have the essential skills and knowledge for the jobs available in the market. This skill gap has led to high rate of unemployment among youth in the country. Vocational education can help close the knowledge gap by

providing students with the skills and knowledge needed in the job market. It can also create a skilled and productive workforce that can lead to economic growth and development of the nation. Some of the key benefits of vocational education are noted below-

**Practical Skills:** One of the important benefits of vocational education is the emphasis on practical skill development. The aim of vocational education is to provide students with knowledge and skills that they can use in their careers. As a result, students develop a strong foundation and become professional in their work.

**Career Preparation:** Career education programs are designed to prepare students for specific industries or careers. Therefore, through vocational training, students can learn specific skills and gain knowledge relevant to their chosen vocation.

**Job creation:** Many vocational training programs have strong partnership with MSMEs and major industries and this partnerships often lead to employment opportunities for graduates. This can help students to find jobs faster and reduce unemployment.

**Affordable:** Vocational training is often more expensive than traditional courses at colleges and universities. Vocational training programs are short term and focus on specific knowledge and skills.

**New-age Careers:** A lot of programs providing vocational education focus on modern, in-demand fields including technology, healthcare, and skilled trades. This shows that graduates of these kinds of courses frequently find favorable possibilities for employment and earnings.

**Job security:** Many vocational training programs are designed to provide students with skills that are desperately needed in the job market. This means students are better equipped to deal with economic disruptions and labor market fluctuation.

**Increased Earning Potential:** Comparing to students who only get traditional education, those who complete vocational education programs usually have higher earning potential. This is primarily a result of their highly demanded specialists capabilities in the job market.

**Entrepreneurial Skills:** Students can acquire the knowledge and abilities required for starting their own companies or pursue self-employment through vocational education.

**Job satisfaction:** Vocational education coordinates students with careers that match their needs, interests and passions. By emphasizing on specific trades or industries, vocational programs help the students to pursue careers they genuinely enjoy.

**Skills relevant to the industry:** Students engaged in vocational education programs are expected to gain knowledge as well as abilities related to the industry that they have chosen. As a result of this, students are more equipped to enter the workforce and achieve right away in their careers.

**Practical Problem Solving:** Students who choose vocational education develop problem-solving techniques that they can apply in the real world. This is especially helpful in industries that demand quick thinking and workable solutions.

Hence we can say that vocational education can lead a significant role on the advancement of human development and also help to remove the unemployment rate in India.

**4. Challenges of Vocational Education:** The present vocational education system in India is facing some major challenges including outdated courses and curricula, low funding and multiple levels of policy planning and governing. Some of the major challenges of the Indian vocational education system are-

**Lack of vocational education and training institutions:** The number of fully established technical and vocational institutions after independence is not sufficient. According to AICTE (2018-19), the number of these vocational education and training institutions in the country is only 10,426. The country's youth who are willing to learn technology can believe in a bright future; but such institutions have little publicity.

**Restricted/Limited Programs:** Only technical courses are offered in vocational and vocational education institutions. There is no independent law. In addition to technical knowledge, students may not be able to learn about social goals and human relations in the workplace.

**Inappropriate social behavior:** In today's world, intellectual activity is valued more than physical activity. A caste system has been developed in our country according to the nature of the job or profession. The origins of the division of labor based on the caste system in our society have existed for thousands of years. People who did manual labor and other manual labor to earn a living were not respected. This problem is no longer easy to solve.

**Teaching methods:** The teaching environment is also a problem in vocational education. English is now the standard language of instruction in all technical institutes in India. It is very difficult for a student who has studied Hindi or any other regional language to receive technical and vocational training in English.

**Lack of qualified teachers:** Teachers with good academic grades and also graduates of technical and vocational schools are always looking for better salaries and other benefits. They are afraid of working in education and training. As a result, such companies are deprived of qualified and talented people. And companies are looking for teachers who can do less. Additionally, there is insufficient respect for teachers in society.

**Insufficient awareness:** Another key challenges of vocational education is the lack of awareness about vocational courses. Information alone will not be sufficient for successful candidates to establish small workshops and small businesses.

**Lack of continuing education:** young people complete technical and vocational training and find employment. At first they are full of knowledge, but over time they forget many things. With the development of time, changes in skills, techniques and work behavior lead to loss of time for employees. They often bring a lot of incompetence to their work.

**Vocational schools are not suitable for the sector:** This situation causes the number of jobs to be low due to the reasons that employers seek and educational institutions do not provide information about. Moreover, it also affects the settlement.

**Demand mismatch with the labour market:** Vocational training programs are still offered and vocational training courses are still available. The gap between the knowledge people have and the skills needed by the industry is a major cause of youth unemployment in India. These workers remain unemployed in the sector as their skills and experience are limited to the formal sector. The general information system of professions provides a small amount of training and covers approximately 100 skills. Many skills, such as short words, have become obsolete with the emergence of new technologies. This situation widens the gap between demand industries and knowledge-producing industries.

**5. Suggestions to improve the vocational education in India:** Vocational education is very important in providing people with the practical abilities needed to work in a variety of industries. In order to reduce the achievement gap between education and employability, vocational education is also given priority in India's education system. Some of the suggestions for implementation of vocational education are discussed below-

**Teacher training:** Teachers should be trained with latest technology so that they become more skillful, motivated and updated with the contemporary world. Apart from their training and updation, they should be provided adequate salary and other amenities or facilities which can provide them job satisfaction, as a result they can contribute their best to the students.

**Establishment of training institutions:** In Indian context, since there is lack of awareness of vocational education it is found that there is no sufficient number of training institutions of vocational education, in comparison to other developed countries. Thus, our government and public should be more aware and enthusiastic to establish more training institutions, to fulfill the demand of our society. This can reduce the outsourcing of services and also increase employability in our country.

**Flexible Learning Pathways:** Vocational training institutions should provide students flexible educational ways so that they are able to easily transition between academic and vocational streams according to their professional aspirations, needs and interests. This adaptability may aid in reducing the negative perception of vocational education.

**Updated teaching methods:** Methods of teaching or training should be updated according to the changing scenario of global market, so that the quality of vocational education is increased.

**Career Counseling:** Vocational training institutions should provide extensive career counseling services with the objective to help students in choosing their courses of study and future paths. This needs to provide details on the different employment opportunities, career paths available, and necessary skill sets.

**Emphasis on flexible social behavior:** In our society, the prevailing system of caste system and classification of labor, discourages the development of vocational training sometimes. But with the changing time, our society must be flexible regarding division of labour and should encourage the vocational education to develop our economy, our nation.

**Geographical location and climate:** Geographical location and climate of our country sometimes may not be suitable for all types of vocation. So our education system should figure out our positive and negative factors regarding utilization of our resources for entrepreneurial work.

**Vocal for local:** To develop our economy, our education system and government should encourage people to promote and support locally made or produced goods and services. That means government should give emphasis on the importance of buying and using products that are created within one's own country or community. To develop our economy, our government should focus on the entrepreneurial work and government should finance and train the unemployed youth.

**Industry Partnerships:** Government and education system should encourage strong collaborations between industries and vocational schools to enable students to take advantage of internship, apprenticeship, and on-the-job training possibilities. So that students can satisfy with the demands of the market today.

By adopting these recommendations into practice, India can improve the standard and applicability of vocational education and equip its young people with the abilities and information required in order to succeed in the quickly changing global market. Vocational training programs are still offered and vocational training courses are still available. The gap between the knowledge people have and the skills needed by the industry in India must be minimized. Vocational education in India holds immense potential for addressing the skills gap and enhancing employability. However there are challenges such as outdated curricula, societal biases and inadequate infrastructure that need to be reduced. With a concerted effort to modernization of vocational training, along it with industry needs and promote its value, India can unlock the full potential of its workforce and drive economic growth.

### Conclusion:

Vocational education is now more and more relevant in a labour market that is changing quickly due to Liberalization, Privatization and Globalization (LPG). Vocational education guarantees that people are not only prepared with employable skills but also with the knowledge and abilities to handle the difficulties or challenges of today's global market by matching training programs with industry needs and developing areas. Vocational education creates opportunity for a wide range of individuals by appreciating and acknowledging the various forms of intellect and aptitude. Vocational education can play a pivotal role in advancing human development in India. In conclusion, vocational education stands as a beacon of hope for advancing human development in India. By equipping individuals with practical skills and specialized knowledge, vocational training addresses the pressing needs of the economy while empowering individuals to secure meaningful employment and contribute actively to society. Through vocational education, India has the opportunity to bridge the gap between education and employability, thereby fostering economic growth, reducing poverty, and promoting social inclusion. However, for vocational education to realize its full potential, it requires sustained investment, strategic partnerships between government, industry, and educational institutions, and a concerted effort to overcome societal biases that often devalue vocational careers. With a comprehensive approach, vocational education can serve as a catalyst for transformative change, unlocking opportunities for millions of individuals and propelling India towards a more prosperous and equitable future.

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