

---

## VOCATIONAL EDUCATION WITH SKILL DEVELOPMENT FOR SUSTAINABLE ECONOMIC GROWTH

**DR. PARUL BHATNAGAR, RADHIKA SETH, MEENAKSHI KUMAR SETH**

---

**Abstract:** “Education, more education, education made perfect is the only panacea for our country’s ills and evils”. Revered Sir Anand Sarup Kt.

The paper **Vocational Education with Skill development for sustainable Economic growth** focuses on the rapidly growing Indian economy and the expected shortfall of trained or skilled manpower required for sustaining economic growth, initiatives for skill-development have gained importance at the national level. Moreover, only limited financial and human resources may be readily available. Hence, there is considerable interest in development of appropriate rural technologies and applications and also in skill up-gradation initiatives. Vocational development would benefit those rural workers who up-grade their technical skills and contribute to the developing industrial complex in any category of a vast array of skilled workers. The various innovative strategies for reaching rural segments imparting vocational education and to build a skill-driven economic transformation in order to have a more inclusive growth is required. With a larger scale of semi skilled women residing in this sector there is a need to inculcate the ownership of the work and strengthen the social system existing in the community.

**Keywords:** Indian Economy, Innovation, Rural Segament, Sustainable Economic Growth, Vocational Education.

---

**Introduction:** Urban poor is a rapidly increasing segment of India’s population: With more than 90 million people living in urban poor settlements, the rate of urban poverty in India is staggering. An analysis of population growth trends between 1991 and 2001, show that while India grew at an average annual growth rate of 2%, urban India grew at 3%, mega cities at 4% and slum populations rose by 5 to 6%. These numbers are expected to rise and if the predictions are correct, then in the next 25 years the number of urban poor could end up in excess of 200 million. Manifestations of income and other gaps in health, education, skills, etc. can be seen in slums and squatter settlements of most urban areas in developing countries. (SSMI, 2014)

Most of the households have some kind of job, though poverty is largely the result of low productivity and underemployment. Large portion of work in the informal sector, accounts for 45 percent of the total labor force in the urban area. As per the United Nations projections, if urbanization continues at the present rate, then 46% of the total population will be in urban regions of India by 2030 (United Nations, 1998)

The roots of rural-urban migration can be traced back to the fact that agriculture could not provide a livelihood for the entire rural population. Urban (industrial) employment was expected to absorb the surplus rural labour. With rural population growing faster than the increase in opportunities, many people migrated from the rural to urban areas. But the influx was larger than what the urban industrial sector could absorb. These migrants consequently

landed in the slums and squatter settlements and worked in the informal sector. The end consequence was poverty in slums, rest of urban areas and rural areas.

In the absence of jobs but still hoping for any job, they lived an inhuman existence in appalling urban slums. Many of these migrants were traditional craftsmen and artisans who abandoned their trade due to lack of access to broader markets.

There is a need to think about the processes that would ensure that all “slum” and squatter households in a nation achieve the significant improvements that the Millennium Development Goals demand. The Millennium Development Goals recognize the need for action in ‘slums’ as they require ‘significant improvements in the lives of at least 100 million slum dwellers by 2020’

**Vision:** The mission of empowering women to achieve their potential with dignity and having an operating philosophy of creating social models Dayalbagh Educational Institute is contributing towards developing a sustainable approach by providing and harnessing skills in sector of Textiles, Food and Crafts. DEI is providing assistance in improving designs and techniques, creation of marketing outlets, and helping to restore and create new income opportunities for women in the urban slum community.

The textile industry in India (including the garment industry) is the largest foreign exchange earner among all other industrial sectors and provides direct employment to around 35 million people. The Delhi garment industry accounting for 35-40 per cent of the

value of the country's total garment estimates that around 3,000-4,000 production units employ industrial workers from rural areas residing in these urban slums.

"**Make in India**" as Mr. Narendra Modi Prime minister has put in of turning the country into a global manufacturing hub. It is expected that as many as 3,000 companies and who's who of India Inc. and Global Inc., will be a part of the event. The Narendra Modi-led Government is pushing for creating lucrative opportunities thus giving economic growth a boost, it would help increase per capita income and will create jobs for over 10 million people. However, to create jobs, we need to grow at a faster pace we will have to get rid of services-driven growth model and concentrate on labor-intensive, manufacturing-driven growth. (Modi, 2014).

**Objectives:**

- a) Identify artisanal skills in the women residing in resettlement colonies/slums, remote and backward areas.
- b) Evaluate the potential for reskilling based on modern market driven products and designs.
- c) Encourage and enable women to establish self-help groups or take undertake employment that is in keeping with women's life cycle and physical limitations.
- d) To set up a design cum training centre that can develop products based on marketable designs and provide appropriate training, marketing strategies and skills to these women

**DEI Institute:** To inculcate in an individual a spirit of truthfulness, temperance and courage and to cultivate a spirit of humility, simple living, selfless service and sacrifice. (DEI 1982)

To develop and promote a scientific temper and to train a person in practical science and technology to make him better suited to the increasingly technologically oriented environment; to create willingness and a capacity to work with one's hands, which would promote a respect for 'soiled hands' and the dignity of labour and a spirit of self-reliance (DEI 1982).

To prepare an individual for calling suited to his aptitudes and skills and the needs of the society (DEI 1982).

To make the rural and urban students fully aware of and interested in the problems of one another; to foster a fuller understanding of the rural life in a society in transition which is necessary for appreciating properly the polity and the economy of our country and of the social forces at work (DEI 1982).

Dayalbagh Educational Institute is a reputed deemed university, approved for delivering programs in

distance mode. Its outreach plan, which reaches out to weaker sections of society, embodies the **following broad-based objectives:**

- To provide need based education: enhancing the Skill driven sustainable income generation of persons who are educated but not finding employment or who have lost employment; and also enhancing the employability of uneducated/undereducated youth.
- To target geographically remote and backward areas with vocational training programs.
- To offer education on a no-profit basis.
- To remain aligned with the National Programme for up-liftment of underprivileged and backward societies and the empowerment of women.

A well-conceived and pragmatic plan, which is technically, educationally, and economically sound, has been developed to design, develop and deliver distance educational programs. **Concept of blended education** has been adopted, which is particularly suited for providing **additional support** through classroom interaction etc.

The Institute has launched *inter alia* vocational Modular, Certificate Courses both in face-to-face mode and in distance mode some of them are: -

- Block Printing
- Dress Designing & Tailoring
- Electrician / Wireman
- Graphic Design
- Modern Office Management and Secretarial Practice
- Motor Vehicle Mechanic
- Textile Designing & Printing
- Stitching and Sewing
- Screen Printing
- Tie-Dye

**Blended Model of Learning in Distance Education:**

Quality is accorded very high priority in preparation of instructional materials. The Institute prepares the academic print and non-print materials (Video-based lessons on DVD/CD media) ensuring fulfillment of academic requirements and also does student evaluation The Institute ensures that adequate floor space, a Mentor who is fluent in the regional language and has knowledge in some of the concerned subject, and necessary equipment such as DVD player, personal computer etc. are available before any course is launched at a particular location. Regular classroom interaction is there with the students. (Bhatnagar & Bhatnagar 2007).

Fees are kept low to enable disadvantaged sections of society to join in this learning opportunity.

**Outcome:**

- Experienced artisans who become trainers in their

own communities and bring with them ethnic and old designs.

- Women artisans are reskilled.
- Development of marketing mechanisms and skills.
- Developments of Self help groups for sustainability.

Economic growth with equity is one of the tenets enshrined in the Indian Constitution. For a country having more than one billion people, it is indeed a challenging job to empower all through education to enable personal growth and thus contribute to the national economy. However, that is the way to go. (Bhatnagar & Bhatnagar 2011)

**Conclusion:** In conclusion it may be stated as the Indian population is growing exponentially, to answer the growing need for the have and the have not, the only answer for sustainable Economic Growth is the vocational education with skill

development. Delivery of quality education to the rural and farthest corners of the country is a unique challenge for educators, that requires public and private collaboration, and effective exploitation of appropriate technologies and manpower to design, develop and deliver Vocational Education at a fraction of a cost where concept of blended education has been adopted, which is particularly suited for providing additional support through classroom interaction etc. This has been proved extremely successful at Dayalbagh Educational Institute a University at Agra, in India. If more and more Educational Institutes join in such Programs, India will prove to the world the quality and value of education to **making 500 million employable in ten years.**

**References:**

1. 9th Five Year Plan (Voc1-1) Macro-Economic dimensions and Policy framework, Structure of Growth and the ICOR, Item 2.48.
2. Bhatnagar, P. & Bhatnagar, S.D., (2007) Reaching Rural India, NITTR, Chandigarh
3. Bhatnagar, P. & Bhatnagar, S.D., (2007) Reaching The Unreached, N.C, College of Engineering, Issrana, India
4. Bhatnagar, S.D. & Bhatnagar, P., (2011) World Education Summit, A study of learning effectiveness of students coming from weaker sections of society .
5. Dayalbagh Educational Institute (Deemed University) Education Policy (1981)
6. [http://www.wimax.com/commerce/catalog/wimax\\_india\\_report](http://www.wimax.com/commerce/catalog/wimax_india_report), by Carl Townsend — last modified 2006-07-04 07:56 PM
7. [http://www.domainb.com/companies/companies\\_i/intel/20061103\\_hospital.htm](http://www.domainb.com/companies/companies_i/intel/20061103_hospital.htm)
8. <http://www.edusatindia.org/http://education.nic.in>
9. <https://www.gs.com>, Global Economics Paper No: 99, Dreaming with BRICs: The Path To 2050, Dominic Wilson, Roopa Purushothaman, 1st October 2003
10. Modi, N, (2014), 15<sup>th</sup> August, Independence day speech of India
11. Pioneering Distance Education in Africa, by David A. Light, Harvard Business Review, September-October 1999.
12. “Stuck in shallow waters”, by Abusaleh Shariff, chief economist, NCAER, with Zakir Hussain, Senior Lecturer, Rabindra Bharati University, in Editorial Opinion, The Times of India, New Delhi, on 26th January 2006, page 14
13. Soami Siwananda Memorial Institute, (SSMI) Punjabi Bagh, New Delhi, Gazette 2013 United Nations, (UN) 1998.

\* \* \*

Dr. Parul Bhatnagar/ Asst. Professor/ Textile Design, Department of Drawing & Painting, Faculty of Arts, Dayalbagh Educational Institute, Dayalbagh, Agra-282005, India/ Parul@dei.ac.in  
 Ms. Radhika Seth/ Lecture/ Department of Textile Design, Women’s Polytechnic, Dayalbagh Educational Institute, Dayalbagh, Agra-282005, India / dei.radhika@gmail.com  
 Ms. Meenakshi Kumar Seth/ Asst. Lecture/ Department of Textile Design, Women’s Polytechnic, Dayalbagh Educational Institute, Dayalbagh, Agra-282005, India / dei.meenakshi@gmail.com