

**GOVERNMENT OF INDIA  
HUMAN RESOURCE DEVELOPMENT  
LOK SABHA**

UNSTARRED QUESTION NO:3360

ANSWERED ON:14.12.2011

EMPLOYMENT ORIENTED EDUCATION

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**Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:**

- (a) whether a large part of the population of the country consists of young people but a low number of them are literate and even those who are literate do not have the kind of education required for the new employment avenues that have opened up;
- (b) if so, whether the efforts made by the Government to promote employment oriented education has not yielded positive results;
- (c) if so, the reasons therefor;
- (d) whether the Government wish to introduce employability enhancement subjects as add on courses with the existing courses; and
- (e) if so, the details thereof?

**Answer**

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. D. PURANDESWARI)

(a): The proportion of working age population in the country is higher as compared to many developed countries. The literacy percentage in the country has gone up from 64.83% in 2001 to 74.04% in 2011, as established by Census data. In India, education has mainly two streams, general education and vocational education. Vocational education intends to provide employable skills to students. While one of the aims of education is to prepare students for future employment, it is not the exclusive aim of the education system.

(b) & (c): No, Sir. There is no authentic report conclusively establishing that efforts made by the Government to promote employment oriented education have failed.

(d) & (e): Keeping in mind that the education system should cater to the needs of the manpower requirement for the economic development of the country, Government has accorded high importance to vocational education and training. The National Policy on Education (NPE), 1986 (as modified in 1992) envisages introduction of systematic, well-planned and rigorously implemented programmes of vocational education. The National Curriculum Framework, 2005 has recommended work-centred education as an integral part of the school curriculum. Government has also introduced a scheme of Jan Shikshan Sansthan (JSS). JSS are expected to act as district level support agencies especially in regard to organization of vocational training and skill development programmes for the neo-literates and other large groups of the continuing education programme. The Jan Shikshan Sansthans offer a large number of vocational training programmes. Government has already started Technical Quality Improvement Programme to improve quality education and enhance existing capability of the technical institutions to become dynamic, demand-driven, quality conscious, efficient at national and international levels. The proposed reforms include faculty development, examination reform, curriculum revision, semester system, seminar tutorials, autonomy with the accountability. Nation-wide scheme of 'Sub-Mission on Polytechnics' has also been launched, wherein assistance is being given to the State Governments for starting new Polytechnics, revamping the Community Polytechnic Scheme and for the upgradation of existing Polytechnics. The University Grants Commission (UGC) also has a scheme of Career Orientation to Education/Career Oriented Programme/ Career Oriented Course, with an objective to ensure that graduates who pass out after completing these courses, have knowledge, skills and aptitude for gainful employment. Centrally Sponsored Scheme (CSS) -Vocationalisation of Secondary Education Scheme envisages selection of vocational courses on the basis of assessment of manpower needs. Since inception of the scheme, 9,619 schools with about 21,000 sections have been created with an intake capacity of about 10.03 lakh students. About 150 vocational courses are being offered. The revised scheme provides financial assistance for imparting vocational education in classes XI-XII in mainstream schools with a strong partnership with industry and employers. The components include strengthening of existing vocational schools and establishment of new vocational schools through State Governments, assistance to vocational schools under Public Private Partnership (PPP) mode, capacity building of vocational education teachers and development of competency based modules for each individual vocational courses. Assistance is also provided to Non Governmental Organisations (NGOs) to run short duration innovative vocational education programmes. A vocational education cell has been established within the Central Board of Secondary Education (CBSE).