Abstract

Vocational Education for Sustainable Development – Special Reference to Commerce based Vocational Education

An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills). Vocational Education and Training (VET) is an important element of the nation’s education initiative. Integrating Education for Sustainable Development (ESD) in Technical and Vocational Education and Training (TVET) as high on the international agenda; to mobilize towards a Green TVET Framework to support socio-economic aspects towards sustainable development; to promote capacity building to integrate ESD in TVET systems; to re-orient TVET curriculum and teacher education to integrate ESD in all levels of education; and to increase public awareness to promote ESD as an advocacy for greater community ownership. In this paper we cover the importance of sustainable development, vocationalisation of education, & commerce education in India, to find out how the vocational education and training for sustainable development and to analyze the commerce based vocational education for sustainable development. The concluding remarks of the paper is through the commerce based vocational education programmes, the nation will maintain the sustainable economic growth gradually (economic development), maintain the standard of living of people in a good condition (social development) and examine the both of these will be not harming of common people of the nation (environmental protection). The people of the country should get the suitable income from the skill training trained by the commerce based vocational education system. Through these aspects the nation should maintain sustainable development. Therefore, the statement is true that “vocational education for sustainable development”.

Key Words: Sustainable Development, Vocational Education, Skill Development, Commerce Education, Economic Development, Social Development, Environmental Protection and Vocationalization of Education.

Vocational Education for Sustainable Development – Special Reference to Commerce based Vocational Education

**Introduction**

Education is a rope that can carry us to greatness. It is one of the most important things in life because without education you can't contribute to the world or earn money, and lack knowledge. Knowledge is power, so when you know what you can do, you can go that mile further. In today’s competitive world education is necessity for man after food, clothing, and shelter. Education is the solution of any problem; it is the only education which promotes good habits, values and awareness towards anything like terrorism, corruption and much more. An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills). Skill Development means developing yourself and your skill sets to add value for the organization and for your own career development.

Vocational Education and Training (VET) is an important element of the nation’s education initiative. In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative. The Government is well aware of the important role of Vocational education and has already taken a number of important initiatives in this area.

Economic growth, social development and environment protection are the three pillars of sustainable development. Sustainability has different meanings for different contexts. For example, while developed countries are grappling with lifestyle sustainability, the developing countries are tackling issues of livelihood sustainability. As a developing country in the frontlines of climate vulnerability, India has a vital stake in the evolution of a successful, rule-based, equitable and multilateral response to issues relating to climate change. The principles of the UN Framework Convention on Climate Change provide the basis for creating a workable framework along these lines.

Commerce is a subject which is very close to us, so for effective teaching of commerce it is all about listening, questioning, being responsive, and remembering that each student and class is different. For this teacher should adopt Socratic instruction approach. It’s all about eliciting responses and developing the oral communication skills of the quiet students. It’s all about pushing students to excel, which is basic requirement of commerce teaching. Commerce is a subject where a teacher can use all the methods effectively such as lecture, discussion, role playing, seminar, supervised as well as independent study, project method, field trip, etc. A major concern however is that teacher should actually use these methods in classroom teaching.

Teaching of commerce can be made more effective by relating the subject/content with the daily life of the students and commerce is such a subject who can be related with the daily life of the students by giving examples, by adopting project based learning method. Right from the beginning we are saying that commerce is a practical subject as well as related to real life, so for teaching it effectively we should encourage students’ participation. For students participation teacher should provide opportunity to students to ask questions, answer questions in a meaningful way, offer challenging and thought provoking ideas, plan interactive activities, show approval for students’ ideas, incorporate student’s ideas into lessons, and ask students whether they have understood the concept before proceeding.

Keeping in view the vocationalization of commerce education for sustainable development we propose the paper entitled “Vocational Education for Sustainable Development – Special Reference to Commerce based Vocational Education**”.** The objectives of this paper are:

* To appreciate the importance of sustainable development.
* To describe the importance vocationalisation of education.
* To understand the importance of commerce education in India.
* To find out how the vocational education and training for sustainable development.
* To analyze the commerce based vocational education for sustainable development.

**Importance of Sustainable Development**

Sustainable development in this environment therefore, calls for cooperation of all countries both industrialized and developing. That cooperation must be based on the foundation of the right to development and the need for an equitable distribution of burden. We must find a way of solving this problem in a way that does not deprive developing countries of their right to develop. The need for sustainable development, we consider a new paradigm for development where youth can play a significant role. A paradigm combines to meet two critical needs of the world community such as the need for sustainable development and the need to improve the condition for rural youth and all youth. The needs of young people for positive youth development are not being met, putting them in a highly vulnerable position as per the economic and social perspective. The issues of sustainable development, it is necessary to understand and integrate different perspectives to move forward for present conditions.

### India’s Sustainable Growth

India is one of the mega bio-diverse countries of the world. Our traditional knowledge is both coded as in our ancient texts on Indian systems of medicine, and non-coded, as in oral traditions. With four global biodiversity hotspots, India ranks amongst the top ten species rich nations. India was one of the first few countries to enact a comprehensive Biological Diversity Act in 2002 to give effect to the provisions of the Convention on Biological Diversity, 1992. Yet India and the world have miles to go before we can claim notable success in fulfilling the three objectives of the Convention namely, conservation of biological diversity, and sustainable use of its components and the fair and equitable sharing of the benefits. It hopes to see further accretion with the implementation of the Green India Mission which aims to increase the forest and trees cover by 5 million hectares and improve forest cover on another 5 million hectares.

Eventually these forests will act as a sink that could absorb 50-60 million tons of carbon dioxide annually. This would offset about 6 percent of India’s annual emissions. The Government of India is trying to put in place institutional arrangements and mechanisms to promote policy development and stakeholder engagement on sustainable management of commons. India has recently established a National Green Tribunal under the National Green Tribunal Act, 2010. The Tribunal provides for the effective and expeditious disposal of cases relating to environmental protection and conservation of forests and other natural resources.

This includes the enforcement of any legal right relating to environment, including providing relief and compensation for damages. The National Ganga River Basin Authority is yet another example where the Government is trying institutional innovation to protect the sacred River. The objective of the Authority is to ensure conservation of the river Ganga & to maintain environmental flows by adopting a comprehensive river basin approach. The Rio Declaration of 1992 enunciated 27 far reaching principles that sought to protect the integrity of the global environmental and developmental system.

India’s journey on the path of sustainable development has so far been marked both by reasons for celebration and introspection. The right place to begin the story would be the 1980s and early 1990s, which mark the beginning of economic reforms, catalyst for India’s phenomenally faster growth rates since, and coinciding with a time when countries around the world acknowledged and started addressing the increasing environmental concerns, such as at the Earth Summit in Rio in 1992. India’s faster gross domestic product (GDP) growth over the last two decades has been unprecedented; but at the same time India’s rankings in terms of the human development index (HDI) as well as indices measuring environmental sustainability are yet to fully reflect this growth.

However, it would be a mistake to downplay the enormous progress made, as India has followed a much more conscious path of sustainable development with impressive results on the ground. The key environmental challenges have become sharper in the past two decades. The 2009 State of the Environment Report by the Ministry of Environment and Forests (MOEF) clubs the issues under five key challenges faced by India, which are climate change, food security, water security, energy security, and managing urbanization.

The international conference, organized by Colombo Plan Staff College for Technician Education (CPSC) in collaboration with the International Vocational Education and Training Association (IVETA), Capacity Building International (InWEnt) and Technical Education and Skills Development Authority (TESDA) on Education for Sustainable Development in Technical and Vocational Education and Training (ESD in TVET) which espoused the prominence of reversing the impact of climate change through technical and vocational education and capacity building approaches. In the conference thirty-nine countries (including India) represented by 240 international and local delegates convened in Manila, Philippines. It also succeeded in providing an interactive venue to understand how sustainable development could be integrated into education and facilitate interest and commitment in promoting sustainable development for a greener technical and vocational education and training.

The conference launched a milestone Call to Action that proposes to undertake deliberate and conscientious efforts to fast-track initiatives to pull off the Decade for Education for Sustainable Development (DESD), a proclamation made by the United Nations General Assembly at its 57th session to achieve sustainable development by 2014 with education as an indispensible element to reach the decade.

The two-day conference also included an exposure trip and study visit to the Toyota Motor Philippines Corporation (TMPC) in Sta. Rosa, Laguna and the International Rice Research Institute (IRRI) in Calamba, Laguna to learn about actual industry and development practices in integrating ESD in TVET. The conference was held at the EDSA Shangri-La Hotel in Madaluyong City, Metro Manila, Philippines.

### India’s Progress towards Sustainable Development

There is a strong sense of progress made at community level, where it matters. India has made remarkable gains so far in sustainable development, as measured, for example, in three summary ‘outcome’ indicators:

* Life Expectancy India has achieved a decade’s gain, which is a broad indicator of economic well-being with social justice.
* Forest Cover there has also been a rise in forest cover despite the pressures on land use, which is a measure of environmental sustainability. Satellite data confirms that not only has India been able to control deforestation, but its forest cover has also been increasing between the 1990s and 201C. India is one of the few developing countries where forest cover has increased over the last 20 years and continues to increase, although a slight dip is reported in the latest data for 2011.
* Literacy a third summary indicator is gains in literacy among younger women, an indicator of future generations’ well-being.
* On all three counts, India has outpaced the ‘deltas’ on global averages, although it could have done even better.
* The Constitution of India and relevant amendments that have been incorporated over the years, reinforce the policy and legal basis of sustainable development in India. The pillars of sustainable development are embedded in the fundamental rights guaranteed by the Constitution, which lay down the framework for social justice in India.
* Article 21 conferring the Right to Life has been assigned the broadest interpretations by the judiciary to encompass the right to a clean environment, right to livelihood, right to live with dignity, and a number of other associated rights.
* The National Environment Policy 2006 has attempted to mainstream environmental concerns in all developmental activities. The Government of India, through its various policies, has been factoring ecological concerns into the development process so that economic development can be achieved without permanently damaging the environment. The challenges ahead are, nevertheless, large.

## Importance of Vocationalisation of Education

Vocational education covers education and skill developed at all levels from post-primary to tertiary education both through formal and non-formal programme. Technical and Vocational Education, defined it as a "Comprehensive term embracing those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes and knowledge relating to occupations in the various sectors of economic and social life. The main objectives of the vocational education are to fulfill the national goals of development and the removal of unemployment and poverty, to impart education relevant to increased production and productivity, economic development and individual prosperity, to meet the need for skilled and middle-level manpower for the growing sectors of economy, both organised and unorganized, to attract sizeable segment of population to varied vocational courses so as to reduce the rush to general education courses of universities and institutions for higher learning and to prepare students for self-reliance and gainful self-employment.

The vocationalisation of education at the secondary stage of schooling has achieved only partial success. The students prefer general courses – like science, arts, commerce at the +2 level and later in tertiary sector of education. They constitute the bulk of the 60 million educated unemployed youth in the country. On the other hand, the country requires technical and skilled manpower particularly in view of the Liberalisation of the economy in recent years. There are immense opportunities for trained manpower in a developing economy like India especially in the agriculture, manufacturing and social services sector. A properly planned and effectively implemented vocational education system will enable the unemployed youth to take up some useful employment.

Vocational Education and Training (VET) is an important tool for a country’s social and economic advancement. It offers an alternative educational path for youths and adults who wish to grow professionally and at the same time provides qualified manpower needed across all sectors of the economy. VET has a prominent place in the 2030 Agenda for Sustainable Development. Equal access to affordable, high quality VET is a target of the Sustainable Development Goals (SDGs), together with a commitment to substantially increase the number of youths and adults with the relevant skills for employment, decent jobs and entrepreneurship by 2030.

The reasons for strengthening education system in the 21st century are many. Firstly, the 21st century as a knowledge century needs a robust system of higher learning. Secondly, if education fails, all else is likely to be adversely affected economy, business, industry etc. Thirdly, it is for creating knowledge workers of the 21st century that we need to empower education with respect to its relevance and its contribution to the society and national development. Among the required changes are:

* Strengthening TVET's links to industry and workplace training
* Basing TVET on standards that are set or validated by industry
* Making learner placement, internships, and on-the-job training programs regular features of TVET delivery
* Coordinating TVET development with government departments responsible for trade and industry, workplace relations, and science and technology, to align skills being taught with government policy directions

To stimulate and support reforms in skills development and to facilitate nationally standardized and acceptable, international comparability of qualifications, a “National Vocational Qualifications Framework” is being established by the Central Government. Central Advisory Board of Education (CABE) has resolved to set up an inter-ministerial group which would also include representatives of State Governments to develop guidelines for such a National Framework.

The unified system of national qualification will cover schools, vocational education and training institutions and higher education sector. NSQF will be based on nationally recognized occupational standards which details listing of all major activities that a worker must perform in the occupation or competency standards – a detailed listing of the knowledge, skills and attitude that a worker should possess to perform a task written by the particular employment-led sector skills council. The National Skill Development Policy 2009 has proposed the following features for the framework:

* Competency based qualifications and certification on the basis of nationally agreed standards and criteria;
* Certification for learning achievement and qualification;
* A range of national qualification levels – based on criteria with respect to responsibility, complexity of activities, and transferability of competencies;
* The avoidance of duplication and overlapping of qualifications while assuring the inclusion of all training needs;
* Modular character where achievement can be made in small steps and accumulated for gaining recognizable qualification;
* Quality Assurance regime that would promote the portability of skills and labour market mobility;
* Lifelong learning through an improved skill recognition system; recognition of prior learning whether in formal, non-formal or informal arrangements;
* Open and flexible system which will permit competent individuals to accumulate their knowledge and skill through testing & certification into higher diploma and degree;
* Different learning pathways – academic and vocational – that integrate formal and non-formal learning, notably learning in the workplace, and that offer vertical mobility from vocational to academic learning;
* Guidance for individuals in their choice of training and career planning;
* Comparability of general educational and vocational qualifications at appropriate levels;
* Multiple certification agencies/institutions will be encouraged within NVQF.

# Importance of Commerce Education

Commerce offers foundation for many professional careers like Finance, Planning, Accountancy, Tax Practitioners, Banking and Broking etc, besides academics, research, and many more. Persons having flair for accounting, finance, commodities, marketing and trading etc. generally choose commerce as first career choice. As a stream of study, Commerce can be studied right after 10 years of schooling. After the 10 years of schooling – commerce is available as an option in 10+2 or the Higher Secondary level. This paves the way for higher studies in commerce related subjects.

The intermediate (+2 level), undergraduate and postgraduate education in commerce is offered at University departments, institutes and colleges spread all across the country. Specializations are offered at post graduate and at research levels. The importance of trade and **commerce** are mentioned as follows:

# Commerce education tries to satisfy increasing human wants - Human wants are never ending. They can be classified as 'Basic wants' and 'Secondary wants'. Commerce has made distribution and movement of goods possible from one part of the world to the other. Today we can buy anything produced anywhere in the world. This has in turn enabled man to satisfy his innumerable wants and thereby promoting social welfare.

# Commerce education helps to increase our standard of living - Standard of living refers to quality of life enjoyed by the members of a society. When man consumes more products his standard of living improves. To consume a variety of goods he must be able to secure them first. Commerce helps us to get what we want at right time, right place and at right price and thus helps in improving our standard of living.

# Commerce education links producers and consumers - Production is meant for ultimate consumption. Commerce makes possible to link producers and consumers through retailers and wholesalers and also through the aids to trade. Consumers get information about different goods through advertisements and salesmanship. The manufacturers are regularly informed about the likes and dislikes of the consumers through marketing research. Thus commerce creates contact between the centers of production and consumption and links them.

# Commerce education generates employment opportunities - The growth of commerce, industry and trade bring about the growth of agencies of trade such as banking, transport, warehousing, advertising, etc. These agencies need people to look after their functioning. Increase in production results in increasing demand, which further results in boosting employment opportunities. Thus development of commerce generates more and more employment opportunities for millions of people in a country.

# Commerce education increases national income and wealth - When production increases, national income also increases. In a developed country, manufacturing industries and commerce together accounts for nearly 80% of total national income. It also helps to earn foreign exchange by way of exports and duties levied on imports. Thus, commerce increases the national income and wealth of a nation.

# Commerce education helps in expansion of aids to trade - With the growth in trade and commerce there is growing need for expansion and modernization of aids to trade. Aids to trade such as banking, communication, advertising and publicity, transport, insurance, etc., are expanded and modernized for the smooth conduct of commerce.

# Commerce education helps in growth of industrial development - Commerce looks after the smooth distribution of goods and services made available by the industry. Without commerce, industry will find it difficult to keep the pace of production. It helps to increase demand for goods on one hand and on the other hand it helps industries by getting them the necessary raw materials and other services. Hence, commerce helps in attaining better division of labour and industrial progress.

# Commerce education encourages international trade - Through commerce we can secure a fair and equitable distribution of goods throughout the world. With the help of transport and communication development, countries can exchange their surplus commodities and earn foreign exchange, which is very useful for importing machinery and sophisticated technology. It ensures faster economic growth of the country.

# Commerce education provides benefits underdeveloped countries - Underdeveloped countries can import skilled labour and technical know-how from developed countries. While the developed countries can also import raw materials from underdeveloped countries. This helps in laying down the seeds of industrialization in the underdeveloped countries.

# Commerce education helps during emergencies - During emergencies like floods, earthquakes and wars, commerce helps in reaching the essential requirements like foodstuff, medicines and relief measures to the affected areas.

## Education for Sustainable Development in Technical and Vocational Education & Training

Integrating Education for Sustainable Development (ESD) in Technical and Vocational Education and Training (TVET) as high on the international agenda; to mobilize towards a Green TVET Framework to support socio-economic aspects towards sustainable development; to promote capacity building to integrate ESD in TVET systems; to re-orient TVET curriculum and teacher education to integrate ESD in all levels of education; and to increase public awareness to promote ESD as an advocacy for greater community ownership.

It also recommended to strengthen networking and linkages to enhance multi-stakeholder partnership; to promote evidence-based research, monitoring and evaluation strategies for ESD in TVET; to develop clean and green technology programs to meet the needs of the green economy; and to prioritize investments in education and capacity building of the youth in creating a strong foundation of a society for sustainable development.

To mobilize the academic, policy and industry sectors towards working together for the reconfiguration of TVET system to meet the needs of the human capital as well as consider socio-economic aspects of development. Leading educationists from TVET sector as well as representatives from various development and academic institutions and government agencies should shared insights and progress in utilizing education and training platforms to promote sustainable development in an international level.

**Under the Corporate Social Responsibility Indian companies on spirit of skill development, established a series of Vocational Training Centers to reach out beyond the conventional trades and provide instruction in a host of emerging avenues including Hospitality, Customer Relations and Sales, IT enabled services and Construction. Market linkages have been established to ensure employment of all trainees.**

As part of its strategy to train and empower the underprivileged with permanent skills, thus enabling them to earn their livelihood, they have established Employability Linked Vocational Training Centers. For most of the trainees undergoing training, getting employment is a matter of survival and corporate handholding in honing skills and providing job opportunities is viewed with great respect and value. Trainees at these Centers largely comprise of rural unemployed youth and those from underserved areas. After successful completion of training of the trainees are provided employment assistance for absorption into suitable vocations. These programmes have been carried out in the most of the states and most of the youth have been provided employment under this programme.

**Commerce based Vocational Education for Sustainable Development**

There is lot of career and job opportunities in the commerce education which creates sustainability for countries development. The areas like finance which includes the banking finance, insurance services, accounting services, basic financial services. Other important area is marketing which widely covered the sub areas such as marketing and sales management, retail marketing management, wholesale marketing management, agricultural and animal products marketing, international marketing, logistics management, rural marketing etc. Another important area is the human resources management which covers manpower planning such as recruitment of human being, selection process, training of human being, performance appraisal system, personality development, total quality management.

The job opportunities under the commerce based vocational education after completion of +2 levels are divided in three major areas which are as under:

**Marketing area under Wage Employment**

* Accounts Clerk/Accounts Assistant
* Advertising Agency Assistant
* Advertising Trainee (Client Services)
* Agricultural Product Marketing Supervisor
* Agricultural Products Marketing Assistant
* Air Port/Traffic Assistant
* Auction Sale Conductor
* Auctioneers / Bidders (Agricultural Produce)
* Banking Assistant
* Billing Assistant
* Cargo Clerk/Parcel Clerk
* Cashier
* Clearing and Forwarding Assistant
* Commercial Clerk
* Computer Maintenance Assistant
* Conductor
* Conference/ Convention Assistant
* Co-operative Marketing Assistant
* Co-operative Marketing Supervisor
* Counter Sale/Reservation Assistance
* Counter Salesman
* Courier Sales Supervisor
* Courier Salesman
* Customer Care Supervisor
* Dealing Assistant
* Delivery Salesman/Courier Salesman
* Direct selling Representative
* Distributing Clerk
* Documentation Assistant
* Door To Door Salesman
* Duty Drawback Claim and Liaisoning Assistant
* Educational Consultancy Services Assistant
* Educational Consultancy Supervisor
* Electrical Works Assistant (Non-technical)
* E-Marketing Assistant
* Entrepreneurship Development Programme Assistant
* E-Retailing Assistant
* Event Management Assistant
* Event Management Supervisor
* Excise Assistant
* Export Salesman (Quota Agents, Cargo handling)
* General Office Assistant
* General Salesmanship
* Guest Facilitation Assistant
* Home Delivery Assistant
* House Keeper
* House Keeping Supervisor
* Human Resource Assistant
* Human Resource Supervisor
* Information Assistant/Investigator
* Insurance Marketing Assistant
* Inventory Management Assistant
* Inventory Preservation/ Maintenance Assistant
* Liaison Assistant / Coordinating Assistant
* Liasioning Assistant
* Liasioning Supervisor
* Market Research/Market Survey Assistant
* Marketing and Sales Assistant
* Marketing Research Supervisor
* Money Changing Assistant
* Network Marketing Assistant
* News Paper Agency Supervisor
* Newspaper Paper Agency Assistant
* Noting Clerk
* Office Assistant (Correspondence and Filing)/ Commercial Assistant
* Operational Activity/Event Management Assistant
* Packing and Store Assistant
* Port Assistant
* Procurement Assistant
* Project Assistant
* Project Supervisor
* Public/ Guest Relation Assistant
* Purchase Assistant/ Clerk
* Purchase Supervisor
* Pursers/Hostesses/Stewards/Crew Assistant
* Quality Control Assistant
* Quality Control Supervisor
* Receiving/Stamping Clerk
* Receptionist
* Retail Accountant
* Retail Packaging Assistant
* Retail Purchase Assistant
* Retail Purchase Supervisor
* Retail Sales Assistant/Retail Salesman/Sales Representative
* Retail Sales Supervisor
* Retail Salesman
* Retail Services Assistant
* Retail Services Marketing Supervisor
* Retail Stores and Warehouse Assistant
* Sales Assistant/ Shop Assistant/ Counter Salesman
* Sales Marketing Representative
* Sales Promotion Assistant
* Sales Representative
* Sales Supervisor
* Salesman in Tourist Ancillary Establishments
* Security Personnel (Men & Women)
* Services Marketing Assistant
* Services Marketing Supervisor
* Shipping Assistant
* Signaler
* Store Accounts Assistant
* Store Keeper/ Assistant/ Clerk
* Supply Chain Management Supervisor
* Tally Clerk
* Team Leaders
* Technical Salesman
* Tele Callers
* Tele-Marketing Assistant
* Ticket Checker/Examiner
* Ticket Clerk
* Ticket Collector
* Tour Escorts
* Tourism / Travel Agency Salesman
* Traffic Assistant
* Transport Assistant
* Transport Supervisor
* Transport/Cargo/Courier Assistant
* Travel and Tourism Agency Salesman
* Travel and Tourism Agency Supervisor
* Travel Assistant / Information Assistant/Documentation Assistant
* Travelling Salesman/ Video on wheels Salesman
* Welfare Assistant
* Wholesale Salesman

**Marketing area under Self Employment**

* Advertising Agent
* Auctioneer
* Beauty Parlour/Boutiques/Fashion Apparel
* Cargo Carrier Agent
* Cargo Insurance Agents
* Clearing & forwarding Agencies
* Coach/Car Rental/Courier and Cargo Agents
* Commission Agent / Manufacturer's Representative
* Computer Operator (Working for purchase & Store documentation)
* Consultancy Services
* Delivery Agent
* Direct Selling House
* Documentation Work
* Door/Booking and Clearing Agent
* Export Promotion Agent
* Flex Printing/Screen Printing
* Florist/Drycleaners/ Foot wears
* Forwarding and Clearing Agent
* Franchisees
* Gifts and Novelty Items Shop/Souvenir Shop/Book Shop/ Stationary Shop
* Grader
* Halt Agent
* Health Fitness/Opticians/ Spa & Health Club
* House Hold Suppliers (Vegetables, Fruits, News Papers etc.)
* Import-Export business
* Indenter (Exporters & Importers)/ Clearing Agents
* Input Dealer Agency
* Insurance Agent
* Insurance Services Marketing Agent
* Internet Marketing/ Internet Café / Cyber Cafe
* Investment Agent
* Jewelers/Furniture/Spare Part Shops/
* Liaisoning Agency
* Loading and Unloading Contractor/Agent
* Mail Order Business
* Maintenance Service Supplier
* Manpower Suppliers/Security Agency
* Marketing Consultancy
* Mobile Houses/DVD & VCD Sellers/ Electronic Item’s Shop/ Watches Shop/Computer Accessories
* Multimedia Services
* Organic Foods/Fast Food/Frozen Food/Ready to Cook/ Bakery Shops /Catering and Beverages Services
* Out Agent
* Owner/Proprietor of Boutique/Curio/Flower-shop/News-stand/Money changers
* Packers and Movers
* Pharmacy Stores/Medical Stores
* Play Station/ Kid Zone/Entertainment Center/Creches
* Pollution Checking Agent
* Procurement Agent
* Purchase Broker/ Agents
* Purchase Resource Person/ Store
* Real Estate Dealer
* Retail Delivery Agent
* Retail Malls / Super Bazar / Big Bazar / Hyper Bazar
* Retail Shop/Establishment/Show room Owners/ Kirana Shop
* Retail Stockiest and Distribution Agency
* Sales Agent for Cottage & Village Industry Products
* Services Marketing Agent
* Small Accommodation and Catering Operators
* Stockiest / Distributors / Wholesale Dealer
* Sub - Agents
* Suppliers of Provision/Vegetable/Fruits/Perishable and other material
* Tour and Travel Agents
* Traders/ Retailers/ Wholesalers
* Transport Agency
* Travel Agent
* Travel/Tour Assistant

**Human Resource Management area under Wage Employment**

* Accounts Assistant/ Cashier
* Accounts Clerk
* Audit Assistant
* Bank Assistant (Rural Banks, Cooperative Banks & Commercial Banks).
* Bill clerk
* Cashier (Receipts/Payments)
* Computer Operator
* Data Processing Assistant.
* Enumerator (Block census Department)
* Field Investigator
* Goods Dispatch clerk
* Information Assistant/ Data Processor
* Office Assistant, Clerk and Clerk-cum-Typist
* Office Dispatch clerk
* Panchayat Assistant
* Panchayat Secretary
* Purchase/ Procurement Assistant
* Receptionist
* Record clerk
* Recovery Assistant
* Revenue Assistant/ Data Processor
* Sales Assistant
* Sales Man/Woman
* Secretary/Manager
* Statistical Assistant (Block Statistical Department).
* Store keeper/ Godown keeper
* Survey Assistant (Panchayat, Land Revenue Department)
* Survey Investigator (Bank, Rural Credit Bank, Food & Crop Insurance).
* Telephone/ Telex Operator
* Village Level Worker

**Human Resource Management area under Self Employment**

* Agents/ contractors for cooperatives
* Book keeping services
* Cash graphics services
* Computer Literacy Centre
* Informatics Services/ Information Delivery Services
* Setting up/ Organising small production/processing/ marketing/ service unit through cooperatives.
* Setting-up of computer, Type-writing and Reprographic Centre

**Financial Management area under Wage Employment**

* Account
* Accounting Programmer
* Accounts Clerk/Accounts Assistant
* Apprentice Development Officer
* Assistant Administrative Officer
* Audit Clerk/Audit Assistant
* Billing Clerk
* Cashier/Cash Clerk
* Cashier-cum-Godown Keeper
* Clerk
* Clerk-cum-Cashier
* Clerk-cum-Godown keeper
* Clerk-cum-Typist
* Computer Assistant
* Computer Operator
* Cost Clerk/Cost Assistant
* Environmental Accounting & Audit Assistant
* Inspector
* Insurance Assistants
* Ledger Keeper/Ledger Clerk
* Panchayat & Farm Accounting Assistant
* Tax Facilitator
* Telex/ Telephone operator
* Typist/ Stenographer (Hindi/ English/ other regional language)

**Financial Management area under Self Employment**

* General Insurance Agents
* Investigators of Property and Personal Insurance
* Surveyor
* Undertaking Accounting jobs independently as mentioned in wage-employment

Through the above job opportunities in the above mentioned major areas in commerce based vocational education getting wage employment in different organizations, industries, agencies and institutions. The self employment opportunities also getting through the commerce based vocational education in the marketing, finance and human resources field. Through these jobs the population of the country is earning income and sustains their families in the society. While doing these jobs they think about green environment, green marketing aspects, green accounting, and carbon accounting through variety of aspects for sustainable development. Different organizations, industries, agencies, companies and institutions also maintain under the corporate social responsibility programmes sustain the nation.

Corporate Social Responsibility (CSR) is a management concept whereby companies integrate social and environmental concerns in their business operations and interactions with their stakeholders. CSR is generally understood as being the way through which a company achieves a balance of economic, environmental and social imperatives (“Triple-Bottom-Line- Approach”), while at the same time addressing the expectations of shareholders and stakeholders. Even though the latter can also make a valuable contribution to poverty reduction, will directly enhance the reputation of a company and strengthen its brand, the concept of CSR clearly goes beyond that. It means that by the trade and industry sustainable development will arise. Most o of the CSR programmes are directly relates to the education.

**Conclusions and Suggestions**

Economic growth, social development and environment protection are the three pillars of sustainable development. The people of the nation should maintain these aspects correctly and examine in every step of the activity. Then only that activity will show the success ratio of the sustainable development. Through the skill related activity these three aspects will be easily covered. People having skills will do the particular activity easily with mentioned standards by getting vulnerable income. This will pose to improve the family life with related standards. Simultaneously people should also think while doing the activity environmentally correct, getting income in a proper way, utilizing money in proper purpose is called overall sustainable development.

Vocational education covers education and skill developed at all levels from post-primary to tertiary education both through formal and non-formal programme. Vocational Education and Training (VET) is an important tool for a country’s social and economic advancement. It offers an alternative educational path for youths and adults who wish to grow professionally and at the same time provides qualified manpower needed across all sectors of the economy. The unified system of national qualification will cover schools, vocational education and training institutions and higher education sector. NSQF will be based on nationally recognized occupational standards which details listing of all major activities that a worker must perform in the occupation or competency standards.

The importance of trade and **commerce** are tries to satisfy increasing human wants, helps to increase our standard of living, links producers and consumers, generates employment opportunities, increases national income and wealth, helps in expansion of aids to trade, helps in growth of industrial development, encourages international trade, provides benefits underdeveloped countries and helps during emergencies like floods, earthquakes and wars, commerce helps in reaching the essential requirements like foodstuff, medicines and relief measures to the affected areas.

To mobilize the academic, policy and industry sectors towards working together for the reconfiguration of TVET system to meet the needs of the human capital as well as consider socio-economic aspects of development. There is lot of career and job opportunities in the commerce education which creates sustainability for countries development. Through the learning of commerce based vocational education getting wage employment in different organizations, industries, agencies and institutions. The self employment opportunities also getting through the commerce based vocational education in the marketing, finance and human resources field

On the whole through the commerce based vocational education programmes, the nation will maintain the sustainable economic growth gradually (economic development), maintain the standard of living of people in a good condition (social development) and examine the both of these will be not harming of common people of the nation (environmental protection). The people of the country should get the suitable income from the skill training trained by the commerce based vocational education system. Through these aspects the nation should maintain sustainable development. Therefore, the statement is true that “vocational education for sustainable development”.

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