

Elusive Vocational Education Programme: An Analysis on Trends in Indian Secondary Schools



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Backdrop

- ▶ Projected that by 2020 the population in the working age group (15-59) years is likely to increase from 58 percent in 2001 to more than 65 percent by 2021.
- ▶ Demographic dividend as maximum population will be in the younger age group of 20-35 years
- ▶ Target
 - ▶ National Policy on Skills Development in 2009, with a target of imparting skills training to 500 million by 2022. It also focused on outcome and linkage to jobs and employability of the trained people (GOI 2009).



Organisation of Paper

- ▶ Paper focuses on the review of Vocational Education (VE)
 - ▶ Introduction
 - ▶ Pre Independence
 - ▶ Post Independence
 - ▶ Status of VE
 - ▶ Five Year Plans
 - ▶ Translating Plans into Reality
 - ▶ Issues and Challenges
 - ▶ Way Forward



Introduction

- ▶ Vocational Education is based on occupation and employment and is also known as career and technical education (CTE) or technical and vocational education and training (TVET)
- ▶ Pre-vocational education is imparted in grades IX-X (secondary level) with a view to providing the students a measure of familiarity with the wide spectrum of world of work.
- ▶ Skill development enrolment in vocational educations in India is negligible when judged by international comparisons.
- ▶ Only 5 percent of the Indian labour force in the age group of 20-24 has received vocational training. (World Bank, 2008)



Introduction: Pre Independence

- ▶ Education committees focused on the need and importance of technical and vocational education in order to meet the demand of skilled manpower.
- ▶ Woods Dispatch 1854 recommended establishment of vocational schools
- ▶ Abott and Wood's Report (1937) recommended to start its first nationwide massive training programme in 1940 under "War Technicians Training Scheme," to meet the World War II urgent defence requirements in the country.
- ▶ 1937 Wardha Scheme also focused on teaching the basic craft through vocation in the self sufficient mode with special focus on the manual labour.



Introduction: Post Independence

- ▶ University Education Commission (1948-49) recommended that the students who have completed tenth grade in vocational education can take admission in the intermediate colleges
- ▶ In 1952 Mudaliar Commission also recommended that the student may have an option for taking up the vocations with diversification of the courses at the secondary as well as post secondary level.
- ▶ Education Commission in 1964-66 recommendations led to policy formulation in 1968 and 1986 on vocationalisation of school education under the MHRD.

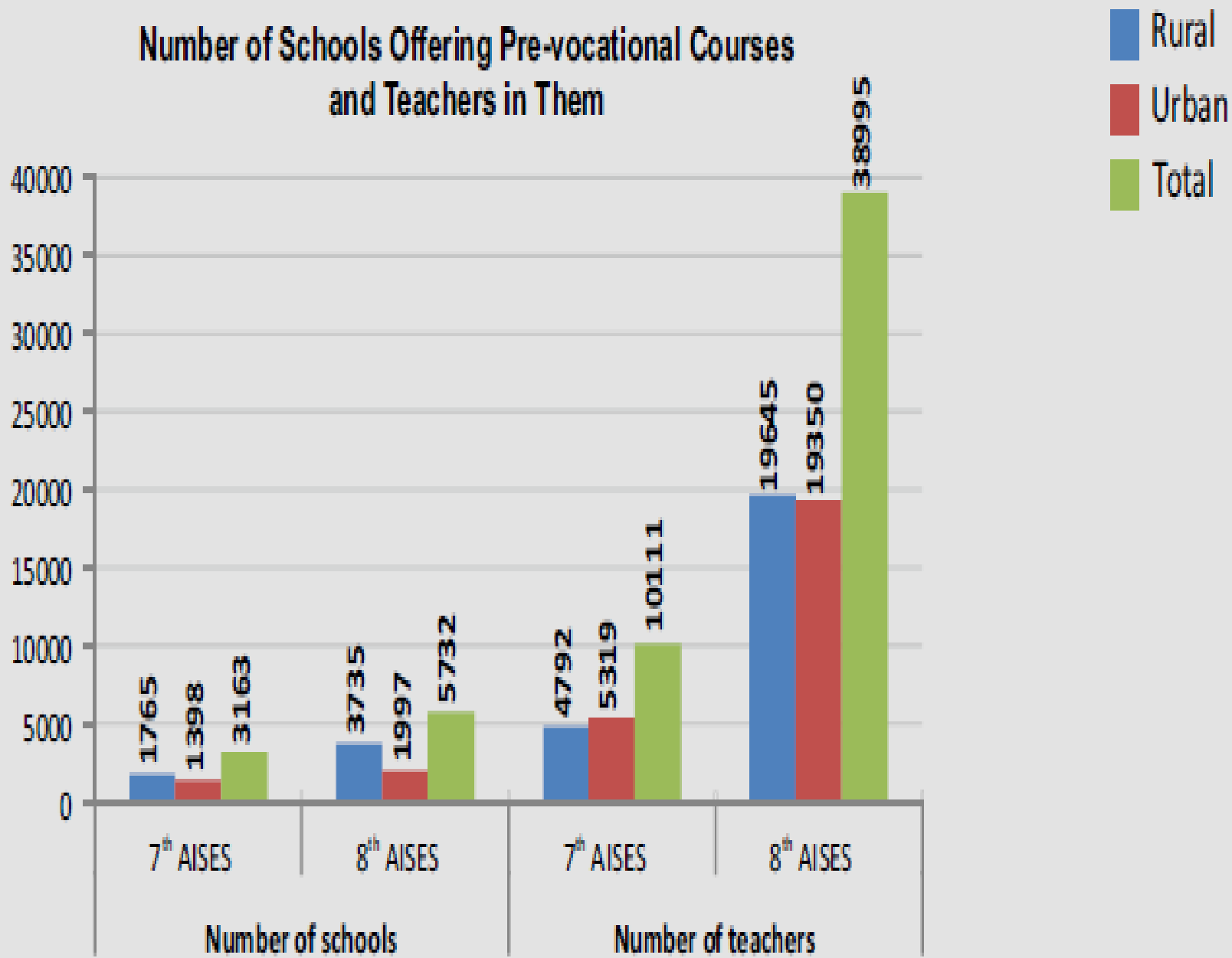


Introduction: Post Independence

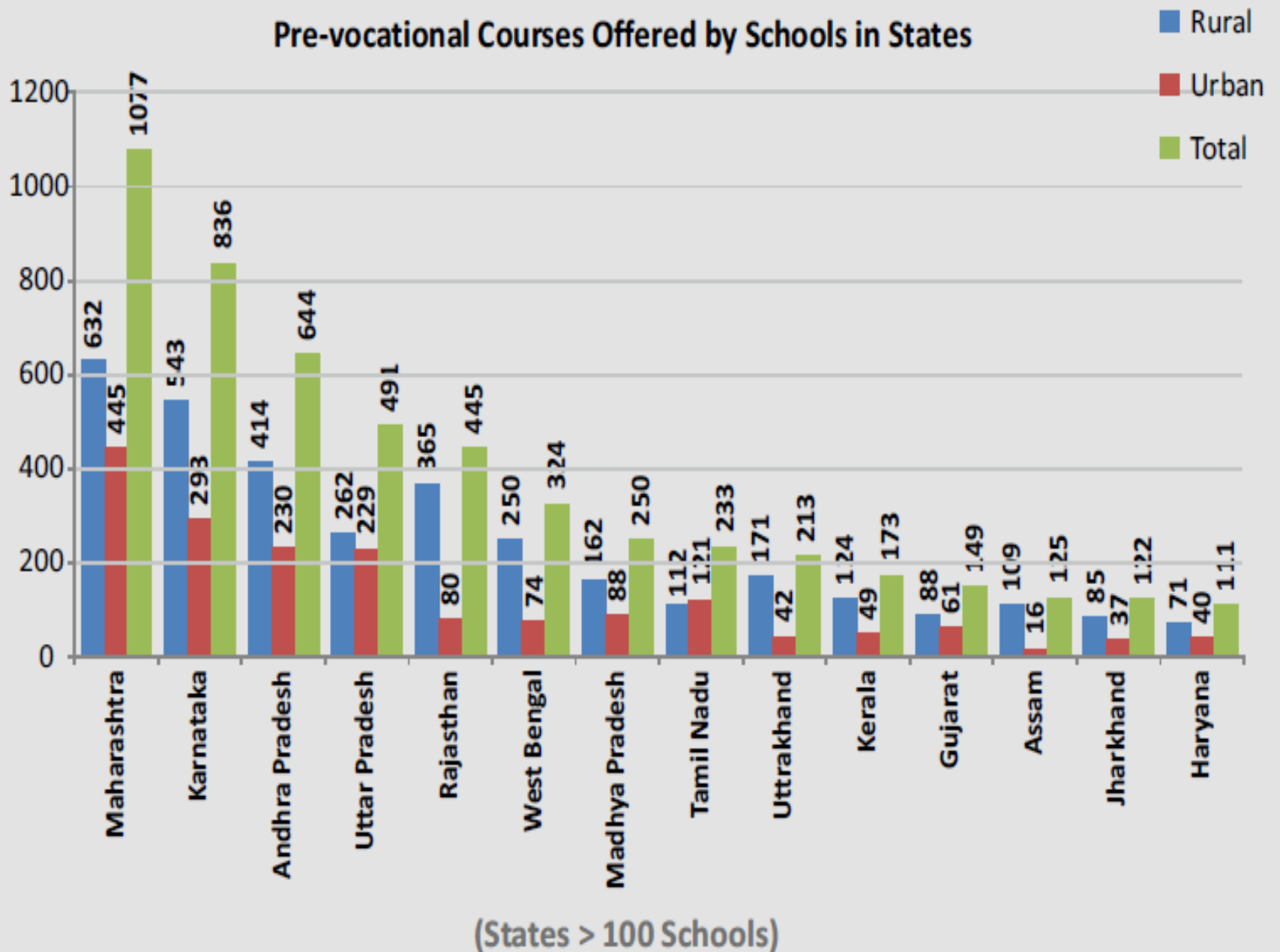
- ▶ CSS of *Vocationalisation of Higher Secondary Education* (1988) covered 10,000 schools with an intake capacity of about ten lakh students.
- ▶ *Vocationalisation of Secondary and Higher Secondary Education (2011)* to meet the demand of high skilled human resource at the national and international market.
- ▶ 2013 the scheme was merged under the *Rashtriya Madhyamik Shiksha Abhiyan* scheme.
- ▶ Some of the significant amendments were introducing the VE from Class IX onwards with increased financial provisions for inviting resource persons and engaging with the Industry/Sector Skill Councils (SSCs) for assessment, certification and training.



Number of Schools Offering Pre-vocational Courses and Teachers in Them



Pre-vocational Courses Offered by Schools in States



Current Scenario

Number of Schools Approved (IX-XII)								Schools Implemented
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Total	
192	540	327	947	1644	3798	1053	8227	6118
Number of Schools Approved (IX-X)							2550	4084



Vocational Education and FYPs

- ▶ First five year plan provided a vocational bias based on the Directive Principles of the State Policy as per the constitutional provisions and the approved schemes.
 - ▶ During the second FYP a comprehensive review of the issues related to the secondary education in 1953 reported that there is a need to overhaul the curriculum as it was not related to the child's experience. Thus, it was proposed to engage substantial number of specialists in specific vocation. The budget for the technical and vocational education doubled from 230 million from the previous plan period to 480 millions. (Gol, 1956 p. 500)
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Vocational Education and FYPs

- ▶ The Third Plan focused on expanding the reach of quality vocational guidance programmes among the students with an emphasis on consolidation and improvement of all aspects of secondary education reorganization. But the major issue was related to lack of trained teachers and teaching material for these courses.
- ▶ Fourth Plan reinforced the need to provide skills to students after elementary schooling with reference to the new demands.



Vocational Education and FYPs

- ▶ Fifth plan also proposed that ‘vocationalisation at the secondary stage will be initiated in selected areas during the next two years so that well-conceived and fully thought-out programmes are implemented.’ (Gol, 1973)
- ▶ Similar trend was followed in the sixth FYP also which merely focused on designing the model for linking the vocational education with the employment opportunities.
- ▶ Seventh Plan VE courses are to be initiated in a flexible manner linking to the upcoming job opportunities. Collaboration with the States for which an expert committee was set up for expanding the programme in coordination with the education system.



Vocational Education and FYPs

- ▶ In Eighth Plan the National Open Scholing (NOS) was made responsible for introducing and developing courses for VE
- ▶ Ninth Plan emphasized on pre-vocational training at the secondary level for industrial and agricultural development with practical training. In 1993-94 pre-vocational training to students enrolled at the secondary stage was initiated and the programme of vocationalisation was extended to 6476 schools during 1995-96 with the share of 11.5 per cent of students in the vocational streams.



Vocational Education and FYPs

- ▶ Basic premise for introducing the VE scheme was to divert at least 25 per cent of school students in self-employment but only 4.8 per cent of students opted for it against 25 per cent target.
- ▶ Tenth plan rolled out the VE was functional in 6,700 schools offering more than 150 courses in six major disciplines: agriculture, business and commerce, engineering and technology, health and para medical services, home sciences and humanities.
- ▶ Eleventh FYP introduced the concept of National Vocational Qualification (NVQ) system that was to be developed in collaboration of public and private sectors.



Vocational Education and FYPs

- ▶ Twelfth Plan VE scheme was reviewed and supported by National Vocational Education Qualifications Framework (NVEQF) for smooth transition from school to higher education
- ▶ Emphasis was to develop skills in the formal education from Grade IX onwards and a VE cell has been established within the CBSE. Based on the CBSE-NIOS collaboration model the States were also supported to set up similar cells in the State Boards.
- ▶ The model allowed the credit accumulation and transfer for accelerated participation of students to opt for vocational courses along with academic courses either as combination subjects or additional subjects.



Translating Plans into Reality

- ▶ 2012 VE was revamped with the setting up of various bodies/committees for governance, monitoring and implementation of the National Qualification framework.
- ▶ Formulated the Central Board and State Board of Vocational Education (CBVE) and (SBVE) for accreditation/ affiliation, examination, certification and equivalence.
- ▶ Later in 2013 it was subsumed under *Rashtriya Madhyamik Shiksha Abhiyaan* (RMSA) and in 2018 in Samagra Shiksha Abhiyaan



Translating Plans into Reality

- ▶ Financial provisions shared by the centre and the states had been varied as the central government gives 100 per cent assistance for 11 components: apprenticeship training, district vocational surveys, textbook development workshops, instructional material subsidy, resource persons training, workshop/laboratory building, equipment to schools, teacher training courses, curriculum development workshop, etc.
- ▶ 50 per cent assistance is given to the states for five components: vocational wings at state Directorates of Education, SCERT vocational wings, district vocational wings, provision of raw material/contingency funds and field visits by students.



Translating Plans into Reality

- ▶ Ratio of 75:25 is followed for sharing the financial responsibility between the Centre and the State on vocational school staff. The States completely finance the expenditure on conducting examinations and providing vocational guidance. (Gol, 2002)
- ▶ VE Scheme offered various career options in skills through Central Board of Secondary Education (CBSE) which offers fifteen Vocational Courses in different sectors at Secondary level and forty courses at Senior Secondary level.
- ▶ Many courses are offered in collaboration with the professional organizations at Secondary Level with the format in which the vocational subject may be offered as additional sixth subject along with the existing five academic subjects.



Translating Plans into Reality

- ▶ Over all more than hundred jobs roles are covered under the vocational education.
- ▶ In seventeen sectors four year curriculum is offered for the students.
- ▶ Vocational education is also known as Carrier and Technical Education (CTE) it prepares students is specific trades involving various practical experiences while learning.
- ▶ The national skills qualification framework is followed for designing the curricular and the learning outcome at the secondary level.



Translating Plans into Reality

- ▶ The success of VE scheme depends on four major premises:
 - ▶ support from the state,
 - ▶ curriculum,
 - ▶ teacher or resource persons and
 - ▶ inter Ministry/Department collaboration.
- ▶ For quality assurance the course design and TLM development was to get decentralized while PSSCIVE, got responsibility for quality assurance in vocational education.



Issues and Challenges

- ▶ Maintaining high standard of quality
- ▶ The gap between the certification and the employment
- ▶ Stagnation in the job market
- ▶ Variance between the skills attained and those actually in demand
- ▶ Limitations due to the management structure which is distributed between the central and state authorities
- ▶ Lack of coordination between different departments results in duplication of same task.
- ▶ Involving private sector in management is critical if institutions are to be responsive to labor market needs.



Way Forward

- ▶ Innovative solutions for emerging demands
- ▶ Funding from supply to demand driven model
- ▶ Public resources could be transferred on the basis of input or output criteria
- ▶ Flexible education system:
 - ▶ Basic education to provide the foundation for learning;
 - ▶ Secondary and tertiary education to develop core capabilities and core technical skills
 - ▶ Means of achieving lifelong learning



Way Forward

- ▶ Vocational education in India is in formal structured program at the university level.
 - ▶ B.Voc. degree (Bachelor of Vocational Education) introduced by the UGC through its notification in April 2012.
- ▶ Global demand can be met only by promoting creativity and improving the quality of education and training at all levels.
- ▶ *UNESCO's Strategy for Technical and Vocational Education and Training (2016-2021)* Education and training are central to the achievement of the 2030 Agenda for Sustainable Development.



And the journey continues.....

