

Vocationalisation of Secondary & Higher Secondary Education

The aim of introducing vocational education at secondary level and higher Secondary level is to enhance the employability of youth through demand driven competency based, modular vocational courses and at the same time reduce the dropout rate at the Secondary level.

The Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education approved by the Government in September, 2011 has been recently revised on 12 February 2014 with a view to align it with the National Skill Qualification Framework into which the NVEQF issued by the Ministry on 2nd Sep 2012 has been assimilated. The NSQF document is available on the website of National Skill Development Authority website: www.skilldevelopment.gov.in. The Scheme covers vocational education from level 1 to level 4 of the NSQF starting from Class 9th to Class 12th.

The revised scheme while introducing vocational education at the secondary level, seeks to integrate vocational education with general education and provide horizontal and vertical mobility to the students. It envisages close partnership with the industry in the design, development, delivery, assessment and certification of skills content.

The Revised Scheme Guidelines of the scheme are available on the websites: www.rmsaindia.org and www.mhrd.gov.in under the section of Vocational Education.

Planning and implementation strategy:-

- 1.1 Selection of Trades on the basis of Skill Gap Analysis:** Under the Scheme the State / UTs should select two Vocational Trades per school on the basis of the Skill Gap Analysis. Skill Gap Analysis has been conducted by National Skill Development Council (NSDC) for most of the State / UTs and the reports are available on the NSDC website: <http://nsdcindia.org/knowledge-bank/index.aspx>. The State / UTs may also refer to any Skill Gap Analysis conducted by the State / UTs or any other Agency. Till September 2014, The National Skill Development Corporation has, based on National Occupation Standards, notified 339 Job Roles at Level 4 (Class 12th) across 22 sectors including Agriculture, Automotive, Beauty & Wellness, Gems and Jewellery, IT&ITeS, Security, Retail, Telecom, Travel & Tourism etc. The list of sector wise job roles is available on the website of Ministry & RMSA and also on the website of NSDC at <http://www.nsdindia.org>. The State / UTs, while selecting trades, should endeavor to opt for trades which are well suited to the needs of disadvantaged communities and students with special needs.
- 1.2 Selection of Schools:** The State / UTs should attempt to cover all the districts uniformly with special attention to Special Focus Districts (SFDs) including districts affected with Left Wing Extremism (LWE) and schools located in the Educationally Backward Blocks (EBBs). The selection of schools and trades should be based upon the proximity of schools to industry and the placement opportunities for students. Since the Scheme

provides funding for secondary and higher secondary level, preference should be given to schools that have sections from Class 9th to 12th. The State / UTs are not expected to seek changes in the schools once approved at a later date as it reflects poor planning.

1.3 Assessment of Infrastructure and Resources and Convergence: The assessment of Infrastructure and Resources available in the schools where vocational education is to be introduced, including teachers, classrooms, labs, computers, etc should be carried out well in advance. As far as possible, the Schools should endeavor to utilise the available infrastructure and resources for the vocational education programme and proposal for funding may be restricted to actual requirement on need basis. Funds should not be requisitioned under different heads simply because a provision exists.

In the first instance attempt should be made to select schools with sufficient infrastructure so that there is not much difficulty in implementation of the programme. Moreover these schools can serve as role models for expansion of vocational education to other schools.

Schools should necessarily map and utilise infrastructure available with Polytechnics and ITIs for training of students.

1.4 Mobilization of Parents and Counseling of Students: In order to sensitise parents and create awareness about the benefits of vocational education, orientation programmes should be organized by the Education Department. The concept of work education at the upper primary level should be strengthened so that the students opting for vocational education can be identified early. Counseling should be provided to the students to select trades according to their interest and ability. They should also be informed about the various progression pathways available. The State / UTs should also ensure equal participation of girls and children with special need in vocational education.

1.5 Orientation of State / UTs Officials and Sensitization of School Principals: The State / UTs should organize orientation training programmes for officials, at State / UTs, District, Block level, Principals and officials of SCERT and State / UTs Boards of Education to enable them to understand the various nuances about the revised vocational education scheme - its objective and goals.

1.6 Revision of Scheme of Subjects: Before implementation of the Scheme, the State / UTs Education Board should adequately redesign and notify the scheme of combination of subjects to position Vocational Subject as an additional subject in Class 9th and 10th and as a compulsory elective in Class 11th and 12th. Sufficient hours of study as mandated should be allotted for the subject and the period of Vocational Education should be accorded a prominent place in the school time table.

In case the scheme of subjects is not revised, not only will the students be deprived of vertical and horizontal mobility and the benefits of the revised scheme but also further coverage of schools in the State/UT under the Scheme will also not be possible.

- 1.7 Curriculum & Courseware:** State / UTs Education Board need to adopt the NOS compliant curriculum and courseware for the Vocational Subject which is available on website of Central Institute of Vocational Education (PSSCIVE) <http://www.psscive.nic.in>. Currently Curriculum and Courseware for job roles in nine sectors (Automobile, Security, Retail, IT&ITeS, Agriculture, Travel & Tourism, Healthcare, Physical Education & Sports and Beauty & Wellness) has been developed. Courseware for various job roles in Telecom, Rubber, Gems & Jewellery, Agriculture, Media & Entertainment, IT&ITeS, Retail ,Apparel and Banking, Financial and insurance Services, is under development. The State / UTs should indicate preference for the job roles suited to their local needs well in advance so that the curriculum development can be taken up or alternatively the State / UTs Education Board can also opt for development of the curriculum and courseware.
- The State / UTs should ensure the timely translation & printing of books in the concerned languages well before the start of the academic session.
- 1.8 Engaging Vocational Coordinator /Teachers/ Resource Persons:** The State / UTs may hire resource personnel from industry for vocational training of the students. The Scheme provides for flexi pool for hiring human resources on contractual basis which include Vocational Teachers Guest Teachers, Skill Trainers etc. The State / UTs Boards of Education may accredit Skill Knowledge Providers in various sectors. Accreditation norms are currently being developed by NSDA.
- 1.9 Industry Collaboration:** The State / UTs may appoint the industry coordinator at State / UTs level or District level to forge linkages with Sector Skills Councils, industry and their Associations. At the grass root level partnerships of schools may be drawn with industries and both schools and industry should be sensitised about the potential benefits of partnership. The school should involve the industry/Sector Skills Councils for training of teachers, on the job training of students, assessment of skill sets and placement of students. Details of Sector Skills Councils as set up are available on the website of NSDC: www.nsdcindia.org.
- 1.10 Assessment & Certification:** The State Boards of Education should involve industry in the process of assessment of Vocational Education/skills. State / UTs Education Board and Sector Skill Council may jointly issue a separate certificate for the vocational skills. An assessment framework laying down standards and qualifications of assessors and process of assessment is under formulation and shall be made available shortly.
- 1.11 Incentive to Government Aided and Private Schools:** State / UTs should encourage government aided and recognised private schools to introduce vocational subjects under the scheme. Rs. 6500 per student is available as incentive for students in government aided and private schools on successful completion of two levels of the course. The guidelines for the same are currently being formulated and shall be made available shortly.

1.12 Implementation Partners: The State / UTs may also partner with institutes and organisations with quality experience in the field of vocational education and skill development to implement the vocational education programme however the ultimate responsibility for effective implementation of the scheme shall lie with the State / UTs.

1.13 Convergence and Coordination: For effective implementation of vocational education and optimum utilisation of resources the State / UTs should seek to utilize infrastructure and resources available under various skill development projects and schemes being implemented at field level. Appropriate linkages should be drawn with the State / UTs Skill Development Mission, with the Schemes being implemented by the Ministry of Labour and Employment including ITIs, Skill Development Initiative Scheme, Skill Development programmes for North east states and Left Wing affected Districts facilities for skilling persons with special needs. Details of Programmes, Schemes are available on the website of the Ministry. www.labour.gov.in.

Skill Component of other schemes like SABLA, SAKSHAM being implemented by Ministry of Women and Child Development, scheme for Setting up of Vocational Training Centres in tribal areas being implemented by Ministry of Tribal Affairs, Rehabilitation Centres set up by the Ministry of Social Justice and Empowerment for providing skill training to persons with special needs, Earn and Learn Scheme of the Ministry of Minority Affairs can also be appropriately leveraged. Details of the Schemes can be accessed from the website: www.socialjustice.nic.in, www.tribal.nic.in and www.minorityaffairs.gov.in.

1.14 Monitoring: Regular guidance and monitoring at the school, block, district and State/UT level is key to effective implementation of the Scheme. A Management Information System is currently under Development and will be shortly made available to the States/UTs to collect disaggregated data for all categories of students and the MIS shall on a real time basis track in terms of coverage, performance, placement etc. The SMC/ SMDCs, local bodies including PRIs should be closely involved in the monitoring of the Scheme.

1.15 Enabling Smooth Transition to Higher Education or Work: Department of Education at State / UT level should explore possibilities of vertical mobility of students to B.Voc courses, Community Colleges or Career oriented courses of UGC as feasible. Regular interface should be organised with the officials of Higher and Technical education to ensure seamless coordination on issues pertaining to mobility of learners. Till date implementation of B.Voc has been approved by UGC for 127 Universities and Colleges and setting up of Community Colleges providing Diploma courses in various sectors has been approved for 150 institutions across the country. List of Universities/Colleges/Institutions where implementation of B.Voc courses and Community Colleges has been approved is available on the website of the Ministry under vocational education section. Detailed guidelines of B.Voc Degree programme and Community Colleges can be accessed from the website of UGC www.ugc.ac.in

1.16 Credit Framework: In order to enable vertical and horizontal mobility of learners, a Credit Framework for skills and education under National Skills Qualifications Framework named SAMVAY (Skill Assessment Matrix for Vocational Advancement of Youth) has been recently developed and launched by the Ministry which is available on the website of the Ministry .The Credit framework, using the NSQF and NOS, is an exercise in recognising skills and education as part of an integrated learning system.It can be suitably adapted and adopted by the State / UTs.

For details MHRD &RMSA website www.mhrd.gov.in & www.rmsaindia.org can be referred.

Good Practices

HARYANA:-*The State of Haryana has been a front-runner in the implementation of the Vocationalisation of Secondary Education scheme. The State started with 40 schools in 2012 and has now expanded to 240 schools. On the basis of learning's emerging from the pilot launched in 40 schools in 2012, the present Scheme has been revised. The pilot inter alia highlighted the need for flexible pool of resources for training , significance of counseling of parents and students ,potential of convergence of resources, desirability of enhancing funding for books, e learning material etc, importance of having an assessment framework and critical need of pathways for vertical mobility of students passing out with vocational subjects .The Pilot also field tested the concept of industry coordinators and projected the need of factoring in the cost for engaging with the industry in a meaningful manner .The State of Haryana has also taken the initiative to develop curriculum and courseware for the job role 'Physical Activity Trainer"along with Assessment Tools for Vocational Education. The State's has set up a Centre of Excellence for carrying out research and innovation in the field of vocational education.*

MAHARASHTRA:-*The State of Maharashtra has issued recently on 21st August 2014, issued a Comprehensive Government Resolution incorporating guidelines for implementation of vocational education scheme in a collaborative manner with involvement of all stakeholders with School Education Department as the Nodal Agency and Directorate of Vocational Education as a significant partner.For ensuring effective coordination a Special Cell is being formed under RMSA .The resolutions clearly lays down the roles and responsibilities of different stakeholders including Directorate of Secondary Education, Maharashtra State Board of Secondary and Higher Secondary Education, Maharashtra Board of Examination of Vocational education and Schools implementing vocation education under the Scheme .The State has also reformed the Scheme of subjects offering vocational education as one of the 6 subjects at the secondary level in lieu of 2nd and 3rd language as per the choice of the students .Special incentives have been provisioned for students passing Standard 10th with vocational subjects.*