

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 Cabinet 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 on their website: www.skilldevelopment.gov.in

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.in and www.mhrd.gov.in under the section of Vocational Education.

PLANNING AND IMPLEMENTATION STRATEGY

- 1. Selection of Trades on the basis of Skill Gap Analysis:** *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 can also refer to any Skill Gap Analysis conducted by the State / UTs Agency as well. The National Skill Development Corporation has based on National Occupation Standards notified 339 Job Roles at Level 4 across 22 sectors including Agriculture, Automotive, Beauty & Wellness, Gems and Jewellery, IT & ITes, Security, Retail, Telecom, Travel & Tourism etc. The list is available on the website of Ministry & RMSA and also on the website of NSDC at <http://www.nsdcindia.org>. The State / UTs should also endeavour to shortlist and opt for trades which are well suited to the needs of disadvantaged communities and students with special needs.*
- 2. Selection of Schools:** *The State / UTs should endeavour to cover all the districts uniformly with special attention to Special Focus Districts (SFDs) including districts affected with Left Wing Extremism (LWE). The selection of schools and trades should also be based upon the proximity to industry and the placement opportunities for the 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.*
- 3. Assessment of Infrastructure and Resources and Convergence:** *The Infrastructure and Resources available in the school including Teachers, Classrooms, Labs, Computers, etc*

should be carried out. The Schools should utilise the available infrastructure in the school premises. In the first instance attempt should be made to select schools with sufficient infrastructure so that there is not much difficulty in implementation and these schools can serve as role models for expansion of Vocational Education in other schools. In the project proposal requirement of resources should be projected on 'need basis'. Funds should not be requisitioned under different heads simply because a provision exists. Attempt should be made to map and utilise infrastructure available with Polytechnics and ITIs for training of students.

4. **Mobilization of Parents and Counselling of Students:** In order to sensitise parents and create awareness about the benefits of Vocational Education orientation programmes should be organised 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. Counselling 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. The State / UTs should also ensure equal participation of girls and children with special need in vocational education.
5. **Orientation of State / UTs Officials and Sensitization of School Principals:** The State / UTs should organise orientation training programmes for officials, at State / UTs District, Block level, Principals and officials of SCERT and State / UTs Boards of Education especially to enable them to understand the various nuances about the revised vocational education scheme - its objective and goals.
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. The period of Vocational Education should be accorded a prominent place in the school time table and sufficient periods as mandated should be allotted for the subject. In case the scheme of subjects is not revised, the students will be deprived of vertical and horizontal mobility and benefits of the revised scheme will not accrue to them.
7. **Curriculum & Courseware:** State / UTs Education Board needs 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 by PSSCIVE / CBSE. Courseware for various job roles in Telecom, Rubber, Gems & Jewellery, Agriculture, Media & Entertainment, Textile and Banking & finance is under development. The State / UTs should indicate preference for these job roles so that the curriculum development can be taken up or alternatively the State / UTs Education Board can also opt for development of the same. The State / UTs should ensure the timely translation & printing of books in the concerned languages well before the start of the academic session.

8. **Engaging Vocational Coordinator /Teachers/ Resource persons:** The State / UTs may hire resource personnel from industry for vocational training of the students. The Scheme has a provision for flexi pool for hiring contractual human resources which include Vocational Teacher, Guest Teachers and 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.
9. **Industry collaboration:** The State / UTs may appoint the industry coordinator at State / UTs or District level to forge linkages with industry and their associations. At the grass root level partnerships of schools may be drawn with industries and they be sensitised about the scheme and the potential benefits. The school involve the industry for on the job training of students, training of teachers, assessment of skill sets and support in placement of vocational pass outs. Details of Sector Skills Councils as set up are available on the website of NSDC: www.nsdindia.org
10. **Assessment & Certification:** The State / UTs Board 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.
11. **Convergence and Coordination:** For effective implementation of vocational education and optimum utilisation of resources the State / UTs should seek to utilise 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 ITIs, National Career Service, facilities available for skilling persons with special needs being implemented by the Ministry of Labour. Details of which are available on the website of the Ministry. www.labour.gov.in
12. **Enabling Smooth Transition to Higher Education or Work:** Directorate of Education at State / UTs level should explore the possibilities of vertical mobility of students to B.Voc courses, Community Colleges or Career oriented courses of UGC wherever available. 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
13. **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 AICTE <http://www.aicte-india.org/>. 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 should be suitably adapted and adopted by the State / UTs.

14. **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 per annum are available as incentive for students in government aided and private schools. The guidelines for the same are currently being formulated and shall be made available shortly.*
15. **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 responsibility for effective implementation of the scheme shall lie with the State / UTs.*

Good Practices

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. Besides the available curriculum, the State has also experimented with the new trades like Beauty & Wellness and Physical Education & Sports. It took initiative in developing their curriculum and courseware. The State is also in the process of developing the Assessment Tools for Vocational Education. The State's commitment towards vocational education is implied by the fact that State has set up a Centre of Excellence for carrying out research and innovation in the field of vocational education.

The State of Maharashtra has reformed the education process by bringing vocational education at par with the other mandatory subjects in the State. The State has put in distinctive efforts and pursued multifaceted departmental coordination to provide vocational education a prominent place in its Scheme of subject. The State has made a provision in which vocational subject will be offered as an optional subject with second and third language.

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