Re-imagining Vocational Education: The NEP-2020 Perspective

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Issues & Challenges

Vocational Education is treated as poor cousin of the mainstream education system

Mind set of the stakeholders (as last opportunity in the career progression)

Developing co-ordinated Management System at National and sub-national Levels (sporadic policy initiatives).

Pathways for employability of vocational pass outs

Development of Quality Standard acceptable to industries

Mismatch between demand and supply

Acceptance of Vocational Education as a career of choice

Lack of professional growth and career advancement for the vocational pass outs

Over emphasis on skill development than education & training

Pathways in institutionalising assessment & certification thru RPL
Global Scenario of Students in Vocational Education Sector

<table>
<thead>
<tr>
<th>Country</th>
<th>% of students in Vocational Education</th>
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<tbody>
<tr>
<td>India</td>
<td>5%</td>
</tr>
<tr>
<td>Egypt</td>
<td>30%</td>
</tr>
<tr>
<td>Denmark</td>
<td>50%</td>
</tr>
<tr>
<td>USA</td>
<td>52%</td>
</tr>
<tr>
<td>Germany</td>
<td>75%</td>
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<tr>
<td>South Korea</td>
<td>96%</td>
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Data source
## Role of industry input in other countries

<table>
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<tr>
<th>AUSTRALIA</th>
<th>GERMANY</th>
<th>UNITED KINGDOM</th>
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<tbody>
<tr>
<td>• Industry skill councils, network of industry training advisory bodies (ITABs) work in collaboration with state &amp; tertiary governments.</td>
<td>• Industry closely involved in development of regulations &amp; guidelines for vocational training in dual system.</td>
<td>• Sector skill councils take formal industry input for trainings.</td>
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<td>• Provide information to government on industry trends &amp; future skills</td>
<td>• Industry in collaboration with federal government develops the vocational training curriculum.</td>
<td>• These councils establish link with employers in industry sector &amp; take help in developing priorities &amp; targets for sector activities.</td>
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<td>• Support development, implementation &amp; continuous improvements of nationally recognised training products &amp; services</td>
<td>• The Federal Institute for Vocational Education &amp; Training (BIBB) performs an advisory role.</td>
<td>• Sector skill councils help in development &amp; improvement of national occupational standards as industry needs.</td>
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Proposed Pathway for Vocational Education

Post Graduation & Research Degree in Vocational Education (M. Voc/ PG)
NSQF (level 8,9,10)

Three-Year Degree (B. Voc/ UG)
Diploma, Adv Diploma, Degree
NSQF (level 5,6,7)

Four-Year Degree with Research
NSQF (level 5,6,7,8)

Community Colleges
NSQF (level 5,6,7)

Vocational Training
ITIs & Polytechnics
NSQF (level 3,4,5,6)

Pre-Vocational courses
NSQF Level 1,2,3,4

Recognition of prior learning

Legend
Lateral Entry
Pathway

School Education

Secondary Stage
Class IX to XII

Middle Stage
Class VI to VIII

Preparatory Stage
Class III to V

Foundational Stage
Pre-primary to class II
Proposed Interface between the education system & Industry

- School To offer Pre-vocation Courses from Class 6th onwards
- Schools to offer NSQF (Level 1-4) courses, including RPL

- National/ Sub-national Level Industries participation
- Linking qualification with jobs & industry interface
- Organizing work place based experiences
- Courseware development & training of trainers (PSSIVE, NCVT)

- State & District Level Organizations devoted for VET
- Indicates Manpower Requirement at Local Industries
- Indicates local employment /educational trends

- Polytechnics (Levels 5 & above)
- ITI/ITCs (Levels 3 & above with a focus on training)
- Private Training Providers, polytechnics, community colleges etc (Levels 5 & above)
- HEIs (Level 5 & above)

- Linked to NSDA & other National Bodies
- Linked to NCIVE
Proposed Training Design

1. **DEVELOPMENT OF NATIONAL OCCUPATION STANDARDS (NOS)**
2. **QUALIFICATION PACKS AS PER JOB ROLES**
3. **TRAINING NEED ANALYSIS**
4. **COMPETENCY BASED ASSESSMENT & CERTIFICATION**
5. **COMPETENCY BASED EDUCATION AND TRAINING**
6. **MATERIAL DEVELOPMENT**
7. **Education Providers (Schools, Colleges, Universities & VTPs)**
8. **National Committee for the Integration of Vocational Education (NCIVE), NSDA, NCVT, NSDC etc.**
Organising Curricular experiences

1. What Educational Purpose should the institutions seek to attain for skill development?

2. What educational experiences can be provided that will likely attain these purpose?

3. How can these educational experiences be effectively organized?

4. How can we determine whether the purposes are being attained?
Curriculum Design VET
(Input-Process-Output Model)

- Processes (1)
- Learning Experiences (2)
- Devt. of Core & Professional Skills (3)
- Assessment & Certification (4)
- Curriculum Design (5)
What should we do?

Early exposure to the vocational education, thereby removing the barrier of hierarchy in education system

Integration of Vocational Education with mainstream education (multidisciplinary approach to vocational education)

Developing industry alignment for vocational education (Experiential learning in a dual learning set-up, including VET Research)

Appreciating dignity of labour by organising promotional programmes at School, HEIs, Community level
Thank You