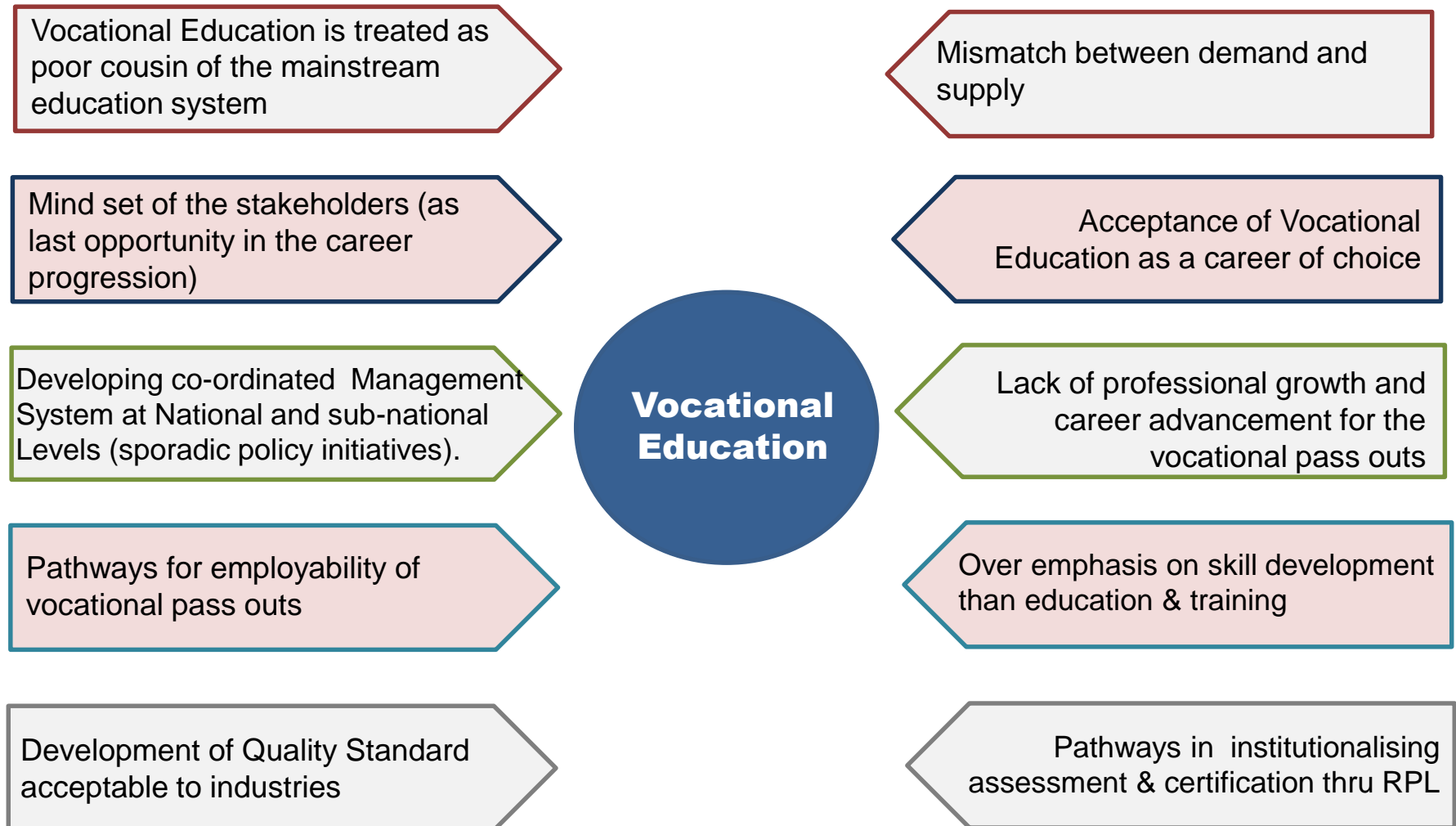# Re-imagining Vocational Education: The NEP-2020 Perspective

Sitansu S. Jena

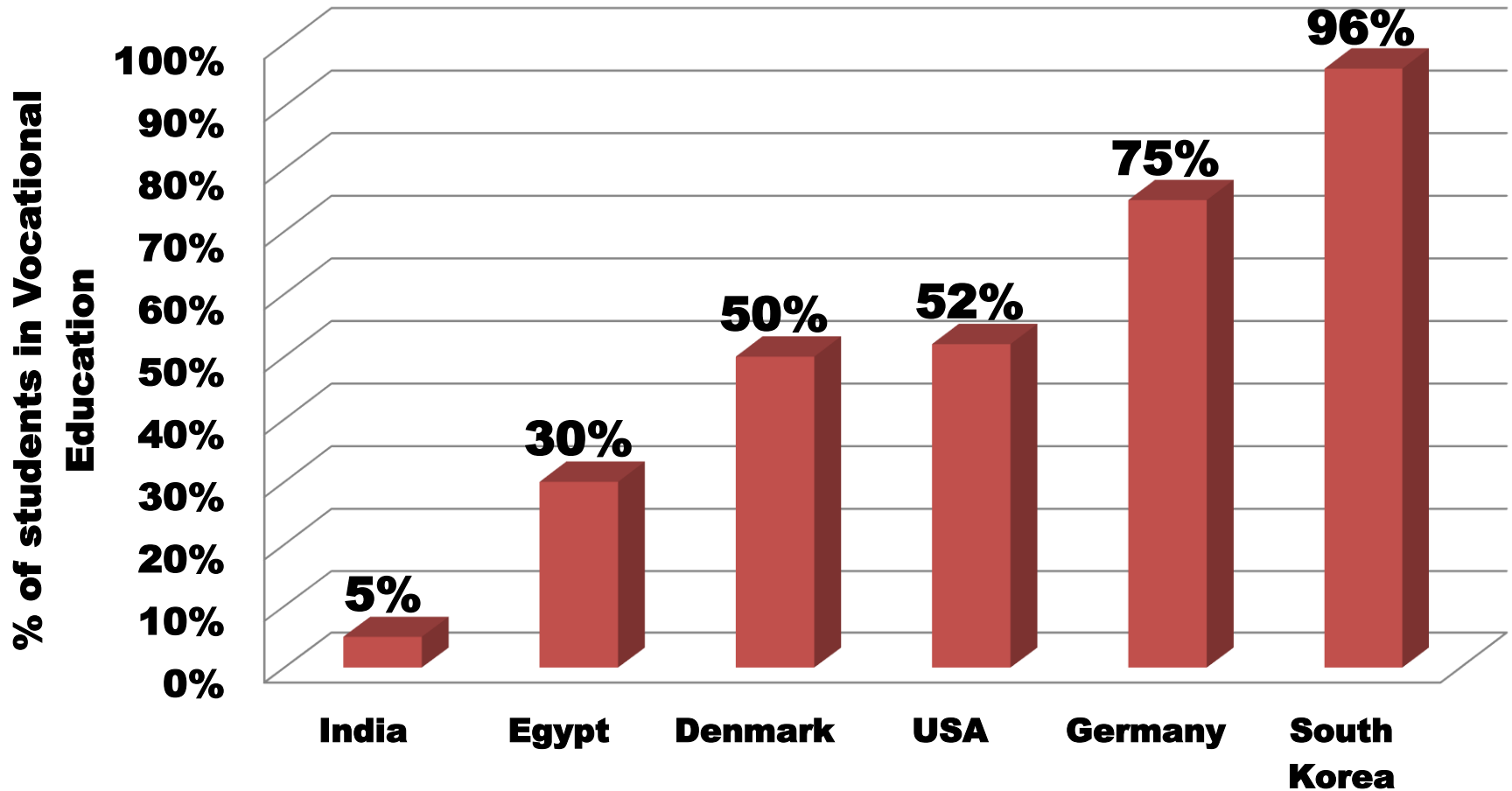**School of Vocational Studies**
Ambedkar University Delhi

Issues & Challenges

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

Mismatch between demand and supply

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

Acceptance of Vocational Education as a career of choice

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

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

Vocational Education

Pathways for employability of vocational pass outs

Over emphasis on skill development than education & training

Development of Quality Standard acceptable to industries

Pathways in institutionalising assessment & certification thru RPL

Global Scenario of Students in Vocational Education Sector

Bar chart titled "% of students in Vocational Education":
- India: 5%
- Egypt: 30%
- Denmark: 50%
- USA: 52%
- Germany: 75%
- South Korea: 96%

Role of industry input in other countries

AUSTRALIA

- Industry skill councils, network of industry training advisory bodies (ITABs) work in collaboration with state & tertiary governments.
- Provide information to government on industry trends & future skills
- Support development, implementation & continuous improvements of nationally recognised training products & services
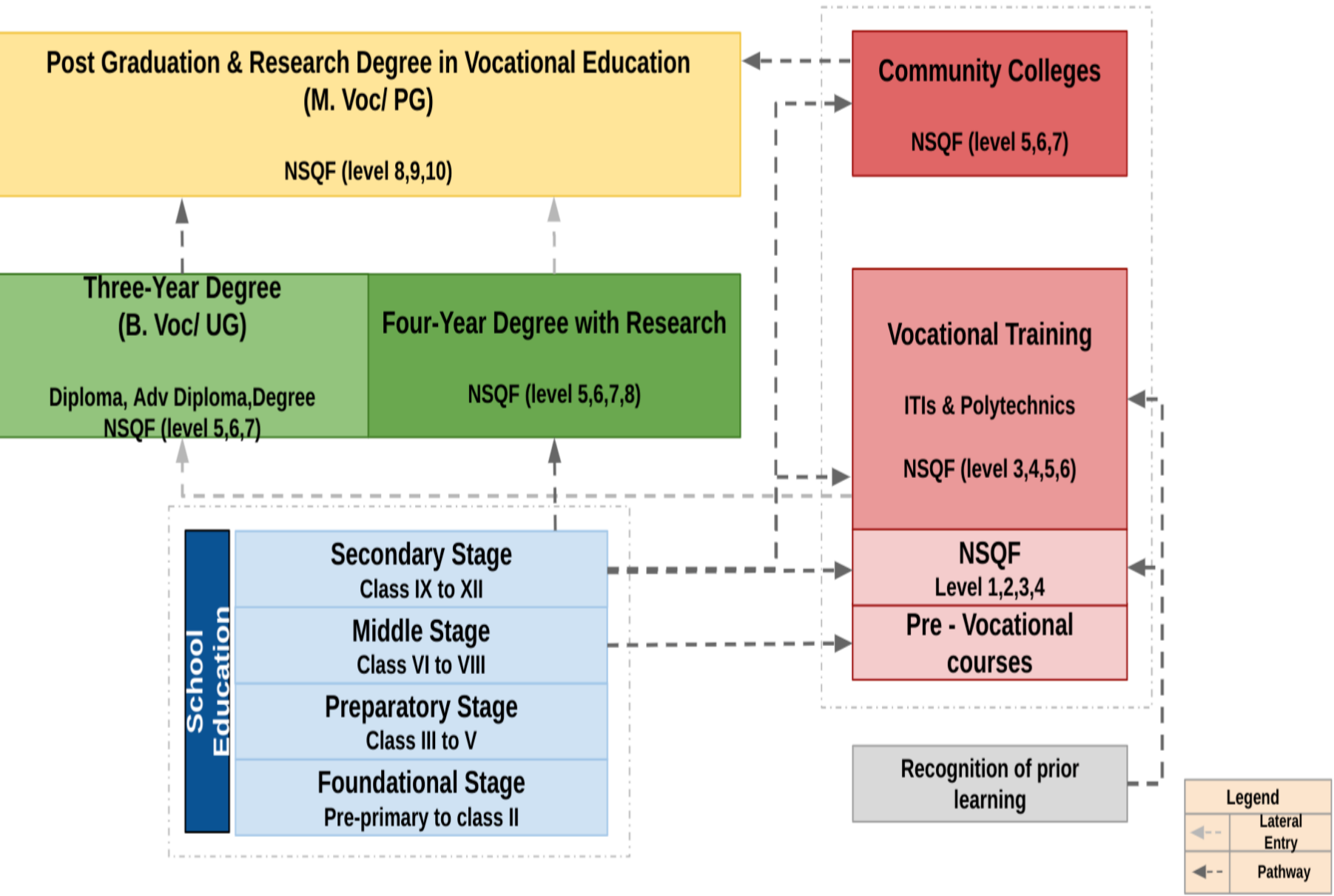
GERMANY

- Industry closely involved in development of regulations & guidelines for vocational training in dual system.
- Industry in collaboration with federal government develops the vocational training curriculum.
- The Federal Institute for Vocational Education & Training (BIBB) performs an advisory role.

UNITED KINGDOM

- Sector skill councils take formal industry input for trainings.
- These councils establish link with employers in industry sector & take help in developing priorities & targets for sector activities.
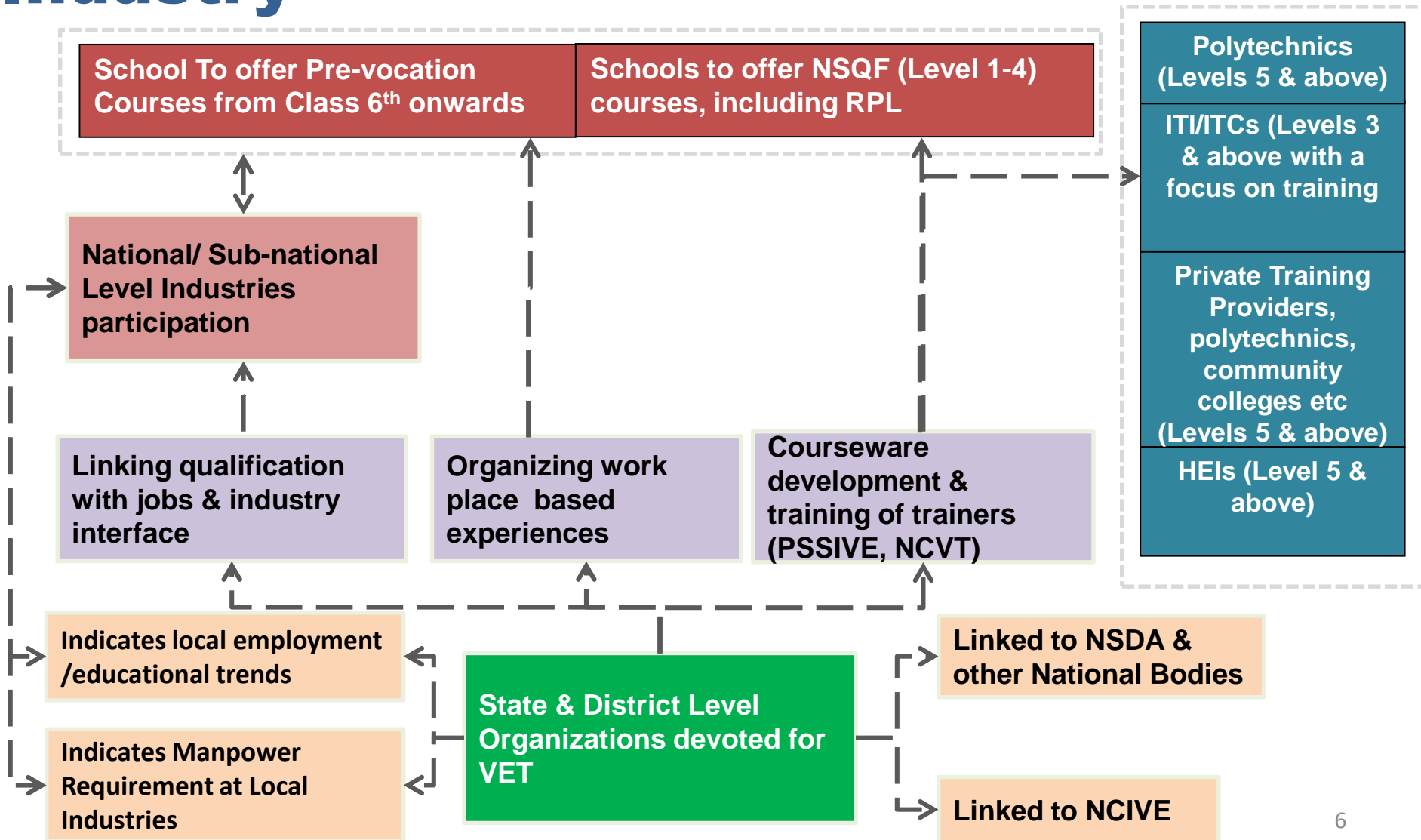- Sector skill councils help in development & improvement of national occupational standards as industry needs.
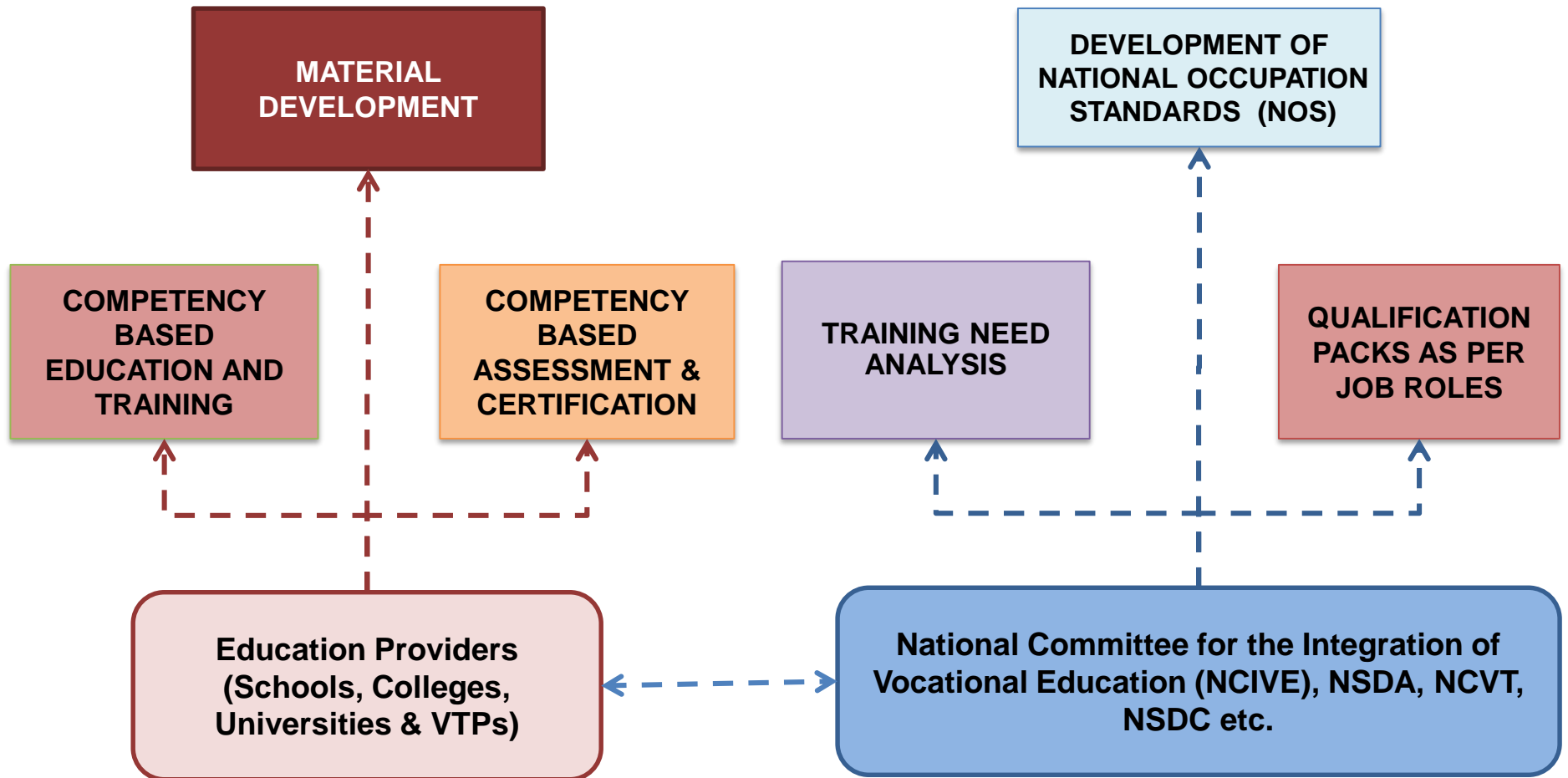
Source

Proposed Pathway for Vocational Education

Post Graduation & Research Degree in Vocational Education (M. Voc/ PG)

NSQF (level 8,9,10)

Community Colleges

NSQF (level 5,6,7)

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)

Vocational Training

ITIs & Polytechnics

NSQF (level 3,4,5,6)

NSQF
Level 1,2,3,4

Pre - Vocational courses

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

Recognition of prior learning

Legend	
◄--	Lateral Entry
◄--	Pathway

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

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)

Linking qualification with jobs & industry interface

Organizing work place based experiences

Courseware development & training of trainers (PSSIVE, NCVT)

Indicates local employment /educational trends

Indicates Manpower Requirement at Local Industries

State & District Level Organizations devoted for VET

Linked to NSDA & other National Bodies

Linked to NCIVE

Proposed Training Design

Organising Curricular experiences

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

3. How can these educational experiences be effectively organized?

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

4. How can we determine whether the purposes are being attained?

Curriculum Design VET (Input-Process-Output Model)
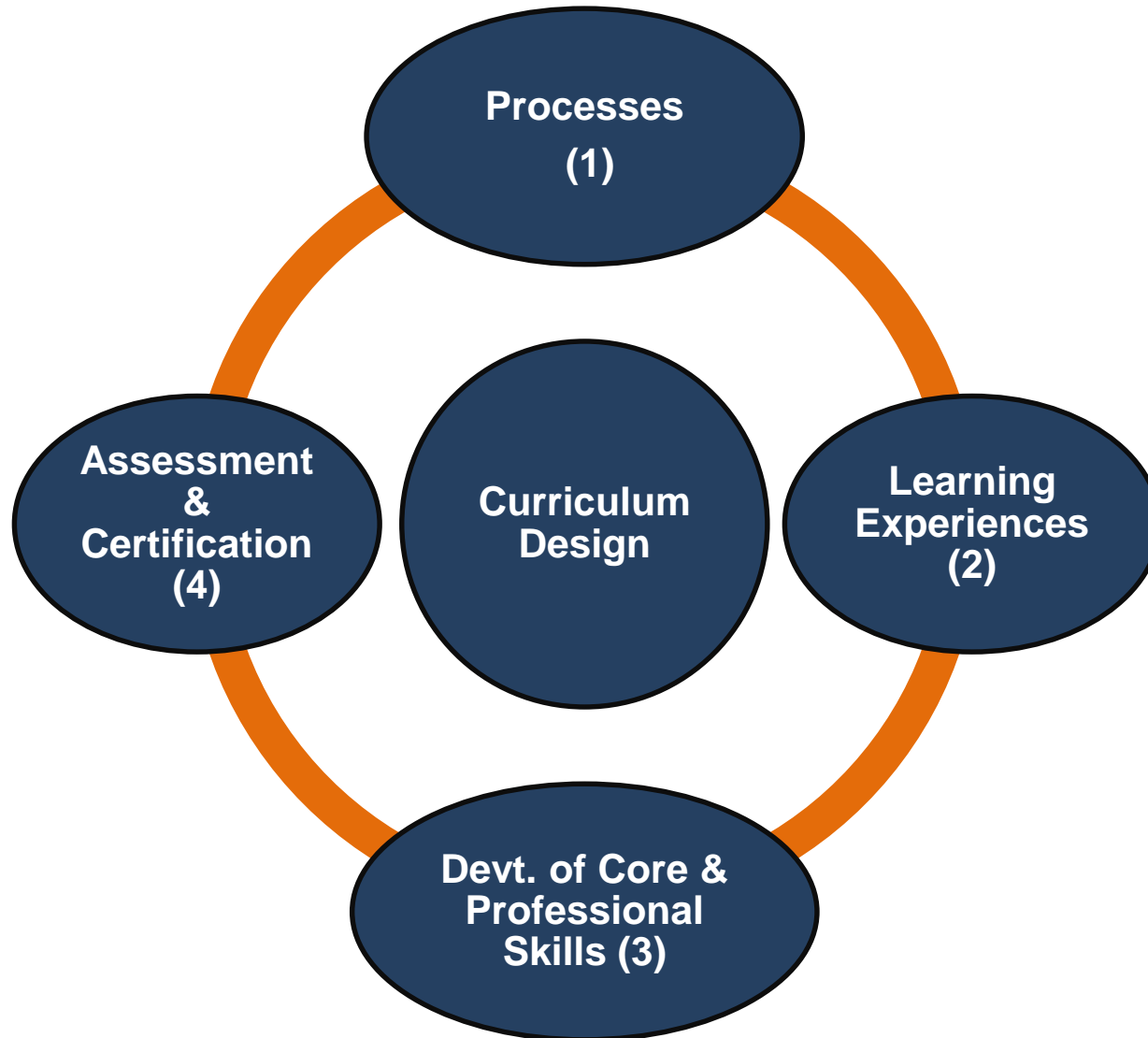
What should we do?

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