

National Institute of Open Schooling (NIOS)

Department of Vocational Education

Standard Operating Procedure for launching the Separate Vocational Stream at Senior Secondary level.

(Approved by the Academic Council of NIOS on dated 20th April, 2012)

1. Introduction

Vocational Education and Training is a concurrent subject under the Constitution of India. Both the Central and State Governments share the responsibility for effective implementation of Vocational Education System in the country. At National level, Department of School Education and Literacy, Ministry of Human Resource Development (MHRD), Government of India, shoulders the entire responsibility of Vocational Education Programme (VEP). In secondary and higher secondary schools, Department of Higher Education in polytechnics and technical institutions and the Directorate General of Employment and Training (DGE&T), Ministry of Labour and employment (MOLE), is the main agency for Vocational Training under the aegis of National Council of Vocational Training (NCVT).

In India, the drop out rate after elementary schools is very high, perhaps due to economic and cultural reasons. Hence it is important to provide in option for meaningful and locally relevant education to such persons. Some illustrative sectors where vocational education can make meaningful contributions to developmental efforts are agriculture and agri based, industry, handlooms, handicraft, IT, Security business and various other social services. Hence, the students at the senior secondary stage must be fully equipped with basic knowledge, skills, attitude and entrepreneurship so that they can undertake self employment or skilled wage employment.

One of the most important recommendations of the Kothari Commission was that the curriculum at this stage is to be organised under two streams the academic stream and the vocational stream. Students may, therefore, choose either specialised academic courses or job oriented vocational courses to enter the world of work. Normally, only a small percentage of student population reaches the tertiary level. The

senior secondary stage is important as it offers choice of subjects to students. During the two years period students like to choose the courses of study in relation to their interests and aptitude. For majority of students, the higher secondary stage may be the end of their formal education leading to the world of work.

The NPC, 1986 set the target, to cover 10% higher secondary students under vocational courses by 1990 and 25% by 1995. The POA, 1992 reset the targets of diversification of students in vocational streams at +2 level to 10% by 1995 and 25% by 2000. But, so far, we have reached the enrolment of only nearly five per cent. In order to meet the required targets and also respond to the emerging challenges, vocational education needs to be revamped and given a high priority.

Government of India, through Skill Development Mission has projected that up to 2022; 500 million employments in the country will be generated. To sustain this growth rate, it is essential that the workforce be exposed to some form of skill training. The National Mission on Skill Development has set a target of preparing 500 million skilled persons by 2022.

It is visualised that many students would like to go in for vocational courses at secondary and higher secondary level through the open learning system as it provides freedom in the combination of subjects and in the scheme of examination. In order to meet the required targets and also to respond to the emerging challenges, vocational education needs to be given a high priority. Vertical and lateral linkages need to be developed in order to offer better career options to vocational students. Examination Boards generally restrict the choice of courses to Commerce, Arts, and Science stream.

Open learning system is increasingly becoming popular because of its capacity to provide education in a flexible and learner friendly manner, particularly to those who could not get access to the formal system of education. The National Institute of Open Schooling (NIOS) play an important role in tailoring the courses to suit the needs and choices of students by offering vocational courses through open learning system and allowing unconventional combinations of subjects.

National Institute of Open Schooling (NIOS), being an open learning system with various flexibilities, can play a major role in providing vocational education. Majority of students leave school after Class X on different grounds. A large number of them may look for an alternative route to learning which suits their interest and also develops their earning capability. The vocational education programme being flexible and modular in nature provides such opportunities. These programmes may also cater to the requirements of adults – neo- literates as well as semi-skilled and non-skilled workers as well as children with special needs.

2. Vocational Education Programmes in NIOS

The NIOS vocational courses are offered at pre secondary, Secondary and Senior secondary levels. Life enrichment courses are also offered as non credit courses under the vocational stream. The vocational courses of NIOS are offered in broad areas like Agriculture, Engineering and Technology, Home Science, Business and Commerce, Computer Science and IT, Teachers Training, Library Science amongst others. The range of courses has been expanding upon Learners' needs and market demands. The present courses of NIOS relate to both urban and rural sector. During 2011-2012, the NIOS offered more than 86 vocational courses

3. Objectives of Vocational Education Programmes are:

- i. to fulfill the national goals of development and removal of unemployment and poverty, and to meet the need for skilled and middle level manpower for the growing sectors of economy both organized and unorganized,
- ii. to prepare students for self reliance and gainful employment,
- iii. to fill the gap between the demand and supply of skilled manpower.

4. Objectives for development of separate vocational stream are:

- To equip the learners with employable skills of business, Home science and Computers and IT.
- To enable learners to move ahead for higher skill studies either vertically or laterally in the area of specific stream.
- To provide a means for integration of academic and vocational stream at +2 level with expertise in the specific stream.
- To prepare students for self – reliance and gainful employment, to link education with productivity, economic development and individual prosperity
- To meet the skilled and middle level manpower needs of the growing sectors of the economy both organized and unorganized.

5. Structure of the Separate Stream at +2 Level:

Each stream will have the following structure to facilitate vertical and horizontal mobility

There could be many combinations of the subjects, however, initially, the separate vocational stream at the senior secondary level (12th standard) will be offered in the selected areas like **Computer and IT, Home Science, Business and Entrepreneurship** etc. In the plan of study, the courses will be offered in

the three areas like foundation course, core subjects and the elective subjects. The students will have choice to select minimum five and can opt for maximum seven subjects as per individual career choice. The subject combinations will be in following manner.

Combination of Subjects

Group / Level	Subjects	Choice	Credit and study hrs
I. Foundation course	Foundation: 1. One language (English, Hindi, Sanskrit, Regional language) 2. Soft skills (communication and entrepreneurship skill)	Language and soft skills are compulsory subjects	8 credit (240 hrs) 8 credits (240 hrs)
II. Core Vocational Courses	Vocational stream Specific Three core subjects in the selected stream such as Home science, Computer and IT, or Business and Entrepreneurship	All three are compulsory	24 credits (720 hrs)
III. Elective Course (at least 1; max. 3)	Electives courses (All academic and Vocational related subjects)	One subject is compulsory Maximum three subject	8 credits (240 hrs) If one subject is opted 16 credits (480 hrs) if two subjects are opted. 24 credits (720 hrs.)
Total Credit		----	6 Subjects: 48 credits =1440 hrs. 7 subjects: 56 credits=1680 hrs.

One credit is equal to 30 study hrs.

6. Launching strategy and operational guidelines

6.1: Initially this project will be launched in streams of i.e. **Computer Science and Home Science on a pilot basis.**

6.2 : Delhi will be the first region to implement the project on pilot basis so as to facilitate effective implementation and rigorous monitoring, to ensure the qualitative products

6.3 : **Selection of Schools/Study centers.**

- (i) Every selected school would offer need based modular vocational courses in identified vocations in such a manner that would provide desirable flexibility of choice to students. The adequate requirement in terms of tools, equipment and machinery for the development of soft and basic technical skills would be ensured by the schools.
- (ii) The proximity between the schools and industry would be a major consideration in the selection of the schools, wherein every school will be required to have linkage with some related Enterprise/ Industry/Firm/Organization, etc. for on-the-job training. The schools should also foster linkages with other trade establishments, industries and business set ups with greater responsibilities to be taken up by FICCI, CII and ASSOCHAM , etc and other identified apex bodies at the Central and State levels.
- (iii) For this purpose, 10-20 schools may be identified having adequate infrastructure to carry out & offer all possible mentioned courses. In each school, 25-50 students may be considered.
- (iv) The Vocational Stream at senior secondary level will also be offered through the 1000 vocational schools sanctioned by the Govt. of India for running the vocationalization of sr. secondary programmes and initially in the state of Haryana, West Bengal and Guwahati.
- (v) Norms for study centers to be developed by each subject specific groups.

6.4: Identification & Assessment of competencies: Objective of the stream is to develop life skills and competencies among learners. Therefore, stream specific and course specific competencies will be identified. Competency assessment framework will have to be developed. These should be compatible with the NVEQF so as to identify the skill gaps and ways to bridge those gaps.

6.5: Basket of Subjects: initially, NIOS will launch the separate stream in the selected areas and subsequently streams may be determined as per the high growth areas identified by the Planning

Commission, NSDC and courses readily available in the NIOS. Commonality between them may be found out to determine the offer.

6.6: Credit based System: the vocational subjects would be competency based with specified credits for making provisions for vertical mobility. All the subjects will carry specified credits for facilitating vertical and horizontal mobility to the students. Learners who have already acquired credits by doing the academic and vocational courses can join the Senior Secondary Vocational stream in respective areas and the credits earned by them will be duly transferred enabling horizontal mobility.

6.7: Instructional Strategy:

- a) One language, Soft skill and entrepreneurship subject may act as Capsule course for each stream. Core courses will be compulsory as these courses will be related to disciplines.
- b) All courses would be modular and credit based. Possibility will be explored for accumulation and transfer of credit so that courses of other Boards and
- c) Blended learning with a focus on electronic learning will be adopted to develop technical and generic skills and problem-solving abilities. Assignments, problem-solving sessions, group discussions, laboratory work, project work, survey work and self study will constitute integral part of the instructional strategies.
- d) Practical training is an essential component of the vocational courses, as it helps in developing the required competencies with adequate precision. Linkages between schools and industries catering to the areas relevant to vocational subjects will be an important feature of open vocational education at +2 stage. Collaboration will be established between the school/institution and industries/user organizations.
- e) **Production-cum-Training Centers:** Schools need to make sufficient provision for exposing the students to work at the industry or production-cum-training centres and for integrating their knowledge with skills through on-the-job training and project work. These centres provide learners real life experiences and an opportunity to develop entrepreneurship abilities.
- f) **Instructional Time:** 240 hours per subject (including self-study, Personal Contact programmes (PCP) sessions, audio-video, teleconferencing, and practical). A subject of 8 credits will require 240 hours of study time on the part of the student. This includes self study, attending PCP sessions, audio-video, attending teleconferencing, survey work and doing practical at the study centres. The learner has to complete **at least 48 credits** (maximum 56 credits) for obtaining the senior secondary (+2) vocational stream in Home Science.

6.8: Course Duration for Vocational Stream

- a) For the purpose of obtaining a certificate at the Senior Secondary (+2) level a two-year gap is essential from the year of passing the secondary examination. In the absence of the two years gap, your examination fee will be adjusted for the first 3 opted subjects and the remaining fee, if paid for other subjects, will be forfeited.
- b) The minimum duration to complete the Senior Secondary (+2) vocational stream in Home Science, Computer and IT or Business and Entrepreneurship etc. is two years. If there is a gap of 1 year after passing the Secondary exam, the learner will have the following options:

- c) The maximum duration to complete the programme is 5 years. The learner can appear in any of the public examinations during validity of studentship.

6.9: Assessment and Certification: comprehensive evaluation, with a build-in procedure for remedial measures, will be adopted to ensure effective achievement of the requisite competencies. Both process and product assessment will be made. The certificate issued will make a mention of the competencies acquired along with the credits earned therein.

6.10: Weightage

	Academic	Vocational
Theory	80%	40%
Practical	20%	60%

6.11: Guidance and Counseling: Guidance and counseling by trained professionals will be made available to learners to make informed choices of modules/subjects and career planning.

- a) **Vertical Mobility:** Vertical mobility will be provided as per the NVEQF guidelines.
- b) Accredited institutions may be oriented on rationale behind the separate stream.
- c) Regular inspection and monitoring during the transaction of the study by the accredited institutions to ensure quality education and practical training.

6.12: Admission Procedure

Admission to the courses will be done through online mode. However one can take admission in offline mode also, in the prescribed application form available with the 'Prospectus' which can be procured from NIOS Regional Centers or its Study centers. The concerned regional center will convert all offline admission forms into online mode as being done for other academic courses. A soft copy of the prospectus will also be available on NIOS website at www.nios.ac.in. Students can submit their application form throughout the year as per the cut off dates given below:

1 st Block	1 st March to 31 st August 2012
2 nd Block	1 st September current year to 28 th Feb next year

6.13: Eligibility Criteria: The entry qualification for admission to senior Secondary vocational stream will be 10th pass from any recognized board. The minimum age limit 15 yrs as on 31st July and there is no upper age limit.

6.14: Course fee

- (i) For, Computer and IT stream, a student will pay course fee Rs. 8,000/ for two yrs. which includes the cost of material and practical facilities that will be provided by the study centres. (For details of fees and justification, kindly refer Annexure 1.)

