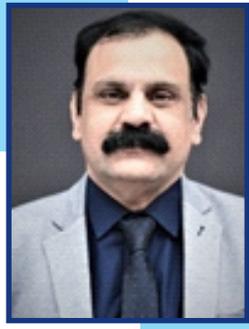


TECHNICAL SESSION - III

New-age Quality Vocational Education System: Challenges and Perspectives



▶ **Technical Session- III : Presentation- IV**
Models of Vocational Education and Training

▶ **Speaker**
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ABSTRACT

Young people make up nearly half of the world's unemployed. Due to the economic crisis and high youth unemployment, development of skilled human resource is the priority of many countries, including India. Learning has inevitably developed from a textbook-oriented teaching to a more flexible, ubiquitous, personalized, resource-oriented learning processes during the COVID-19 pandemic. It takes advantage of the features of Information and Communication Technology. Although, initial secondary education offers full-time vocational education programmes, continuing Vocational Education and Training (VET) provisions are much needed for further learning and second chance opportunities. A key challenge for all stakeholders of schools is to develop and provide high-quality workplace and career oriented model of VET as part of the secondary school curriculum. This paper reviews some of the remarkable models of VET, which can be adopted to respond to the challenges of skills development in schools. The paper also proposes changes to ensure that VET is able to provide seamless pathways required for linking students to a post-school VET pathway or apprenticeship training programmes, where short periods of time – typically weeks or months, can be spent by the students at workplaces to undertake work there, for zero or nominal wages. The 'dual system model' of VET (as in Germany, Austria, Switzerland, Denmark, and Norway) has many commendable features, with well-structured apprenticeships that integrate learning in schools and workplace training. Apprenticeships and workplace learning are an important part of the VET education in most countries, but the major strength of the dual system is the inherent engagement and ownership on the part of government, employers and other social partners with a well-resourced system, directed towards meeting the demands of the labour market. The 'state-regulated bureaucratic model' of VET (as in France, Italy, Sweden, Iceland, Norway, Portugal, Finland and India), financed mainly by the Government and implemented in schools does not necessarily takes into account the needs of the labour market and generally suffers from resource crunch. In the 'liberal market economy model' (as in United Kingdom, Australia and India), VET and its supply reflect the demands of the private market, led by industries and firms. In this approach, industry led Sector Skill Councils decide the types of occupational qualifications that the industry and supporting firms need for the skilled workers, but they rely heavily on collaborative arrangements, often coordinated by business associations or trade unions. A 'Hub and Spoke model' (as in Germany and India, implemented as a pilot), ensures greater outreach and resource sharing through collaboration and

networking. It is useful in sharing of knowledge, speeding up the VET delivery and reducing costs on training. Monitoring and evaluation of the programme is easier, as compared to other models of VET. The National Education Policy (NEP) 2020 recommends that secondary schools should collaborate with Industrial Training Institutes, Polytechnics, local industry, etc. and set up skill labs in a Hub and Spoke model, which will allow schools to use the common facility in the Hub. The “E-apprenticeship model” (as implemented in Canada) attempts to deliver formal learning opportunities, while apprentices are engaging in work-based learning. It saves the time and costs associated with the formal learning component for apprenticeship training. In 'community-based model of VET', the instructors are not only teachers, but also partners and mentors from the local community, the workplace, and other educational institutions, and organizations around the school. Across all the VET models discussed in this paper, the central curricular goal perhaps is the development of workplace skills, including employability skills and 21st Century skills. Since no one size fits all, implementing a system of VET in schools with diverse options and VET models should logically prove to be much more resilient in meeting the demands of workplace learning.

BRIEF CV

Dr. Vinay Swarup Mehrotra is Professor and Head of Curriculum Development and Evaluation Centre, and Centre for International Relationship at the PSS Central Institute of Vocational Education (PSSCIVE), a constituent unit of National Council of Educational Research & Training (NCERT), which is an autonomous organisation under the Ministry of Education (MoE), Government of India. He is also Coordinator of UNEVOC Network Centre at PSSCIVE, Bhopal. He has been actively involved with the Ministry of Education in the development and implementation of National Skill Qualifications Framework (NSQF). He has coordinated National Consultation Meetings for review and expansion of the scheme of Vocationalisation of Secondary Education in States/UTs under the NSQF. He is working as the Project Coordinator of MoE funded projects under Samagra Shiksha for development of vocational curricula and courseware for Grades 9 to 12. He was Executive Editor of Indian Journal of Vocational Education (IJVE), published by PSSCIVE from 2013-2015. He is a member of the Editorial Board of the “Manpower Journal” of National Institute of Labour Economics Research and Development (NILERD), an autonomous Institute under NITI Aayog, Government of India. He was on the advisory committee for implementation of the M.P. Mission Excellence Programme (Vigyan Manthan Yatra) of M.P. Council of Science and Technology, Committee for conceptualizing and designing of Bachelor of Vocational Education and Diploma (VET) of Indira Gandhi National Open University and PG Diploma in Vocational Education of PSSCIVE, Bhopal. He was member of the sub-committee for Affiliation of Industrial Training Institutes of NCVT (now known as National Council for Vocational Education and Training), member of Academic Council of National Institute of Open Schooling, Board of School of Agriculture of IGNOU, Ambedkar University Delhi (AUD) and Institute Advisory Board (IAB) of PSSCIVE. He is the Member of Advisory Board of Symbiosis Institute of Teachers Training (SITT) from 2021-2022 and Academic Committee of National Council of Educational Research and Training (NCERT). Dr. Mehrotra was the project coordinator for the development of training modules for the LIFE (Literacy Initiative for Empowerment) kit of UNESCO-India. He has coordinated training programmes for the TVET teachers of Bhutan and officials of Sri Lanka and development of vocational textbooks of employability skills and vocational skills for Grades 9 to 12, published by NCERT. He has attended VET conferences and visited several TVET Institutions in Indonesia, Australia, New Zealand, Philippines, Thailand, Germany and South Korea.