Open School in Assessment & Certification of Vocational Skills

Dr. S. S. Jena
Chairman, NIOS
www.nios.ac.in

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ss.jena@nios.ac.in
This Presentation has three parts

- Some Basic Facts
- Current Vocational Education Scenario
- Open School & assessment of Vocational Skills
Age Group 15–29:
- only 2% have formal Vocational Training
- 8% have acquired Non–Formal Vocational Training

93% of workforce in unorganised sectors

New entrants to the workforce every year: 12.8 Million

Existing Skill Development capacity In India: 3.1 Million

To increase VET capacity from 3.1 million to 15 million
Basic Facts: India (Cont.)

- Average year to year Economic Growth: 7–9%
- Estimated Global shortage of manpower: 56.5 Million by 2020
- India has the youngest Population in the world with median age 24 (38 in Europe, 41 in Japan, 30 in China) & estimated to be around 33 by 2020
- Converting the demographic advantage to demographic dividend
### Magnitude of Problem

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Population (million)</th>
<th>No. in schools/Colleges (million)</th>
<th>Gross Enrolment Ratio (GER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>40.84</td>
<td>20.89</td>
<td>59.82</td>
</tr>
<tr>
<td>16-17</td>
<td>40.86</td>
<td>10.66</td>
<td>34.25</td>
</tr>
<tr>
<td>18-24</td>
<td>100.54</td>
<td>10.70</td>
<td>13.58</td>
</tr>
</tbody>
</table>

**Dropout rate**

- Class 1-8: 43%
- Class 1-10: 57%
GLOBAL SCENARIO - % STUDENTS IN VE COURSES

- China: 50%
- Egypt: 30%
- South Korea: 96%
- Denmark: 40%
- Germany: 70%
- India: 5%
Vocational Education & Skill Development in Schools

- Curriculum Designed for about 150 courses
- A Centrally Sponsored Scheme Launched in 1988, but could not make any impact
- Scheme was revised in 2010, but yet to be implemented
- Capacity of one Million in tertiary education
- Only about 5% of total student strength in Higher Secondary stage are in Vocational stream (Target under National Policy: 25%)
General education: vertical progression possible

Technical Vocational Education and Training (TVET): yet to have linkages

ITI and VE in higher secondary schools: a dead-end

ITI to Polytechnics – pathway needed

Polytechnic student has difficulty in entering Engineering College – bridge course needed

VE and General Education: horizontal mobility difficult
XIIth Plan Focus on Vocational Education

- Launching of new scheme on Vocational Education
- Vocational Education to be integral part of the school education system
- Introduction of Pre-vocational subjects at class IX
- Reorganization of Vocational Courses
- Boosting of Vocational Education at Tertiary Education Level
- Introduction of National Vocational Education Qualification Framework (NVQEF)
What NVEQF aims to Address?

- Bringing uniformity in qualifications across Institutions
- Developing recognized pathways of learning
- Establishing credibility among stakeholders
- Creating provision for horizontal and vertical mobility
- Providing formal recognition of informal (prior) learning
- Replacing input based traditional education system that promotes only rote learning

ss.jena@nios.ac.in
### Paradigm Shift in TVET System

<table>
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<tr>
<th>Input Based</th>
<th>Outcome Based</th>
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<tbody>
<tr>
<td>Primarily focuses on the resources (syllabus, instructional materials, etc.) that are available to the student, which are called ‘Inputs’.</td>
<td>Primarily focuses on empirically measuring student performance in terms of student achievements or ‘outcomes’</td>
</tr>
<tr>
<td>Content and performance expectations are based primarily on what was “taught in the past to students of a given age”</td>
<td>Content and performance expectations are based primarily on what students &quot;know and are able to do&quot;</td>
</tr>
<tr>
<td>Teacher centred learning</td>
<td>Student centred learning</td>
</tr>
<tr>
<td>Norm-referenced testing</td>
<td>Criterion referenced testing</td>
</tr>
</tbody>
</table>
Broad Vocational Education Areas in NIOS

- Agriculture
- Home– Science and Hospitality Management
- Business and Commerce
- Computer Science and IT
- Engineering and Technology
- Health and Para-Medical
- Teacher Training
- Life Enrichment Courses
- Other Vocational Courses
- Special Projects (Hunar, CISCO, FVTRS, ITDC, DOP)
Diversity In Vocational Education

- **Wide Spectrum of Vocational Courses**
  - Traditional Courses, such as, embroidery, Tie & Dye and Batik
  - AreaSpecific Courses, such as, Jute Production Technology
  - Courses with Focus on Women and Child, such as, Certificate course in Early Childhood Care and Education, Paripurna Mahilla (Empowered Women)
  - Technology based courses, such as, Certificate Course in Computer Applications
  - Urban need-based courses, such as, course in Air Conditioning
  - Assessing & Certifying the Traditional Knowledge available in the informal sectors

ss.jena@nios.ac.in
## Assessing Prior Learning: Context in Basic Literacy

<table>
<thead>
<tr>
<th>Assessment Phases</th>
<th>Total Appeared</th>
<th>Successful in Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase-I (Pilot) 20th Aug. 2010</td>
<td>5,18,385</td>
<td>3,34,505</td>
<td>64.53</td>
</tr>
<tr>
<td>Phase-II 6th March 2011</td>
<td>43,58,610</td>
<td>31,02,865</td>
<td>71.19</td>
</tr>
<tr>
<td>Phase-III 20th Aug. 2011</td>
<td>46,08,339</td>
<td>31,83,139</td>
<td>69.07</td>
</tr>
<tr>
<td>Phase-IV 18th March 2012</td>
<td>1,02,20,000 (Approx)</td>
<td>Result under Process</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,97,05,334 (approx.)</td>
<td>So far, 66 lakhs neo-literate have been certified</td>
<td></td>
</tr>
</tbody>
</table>
Assessing Prior Learning on Vocational Skills: The Framework

- Policies → Transparent
- Processes ← Rigorous
- Procedure ← Reliable
- Practices ← Fair
- Decision ← Accessible
Basic Features in the Principle of RPL

- Must be equitable (Beyond differentiation)
- Culturally inclusive (Capacity to move with all)
- Fair to the Purpose
- Flexible to the Context
- Valid to the Tools & Qualification
- Sufficient & Reliable
- Authentic to the context
Assessment Process for Vocational Skills

- Establishing Purpose of Assessment
- Identifying evidences required
- Using appropriate Tools for collecting evidences
- Interpreting evidences & making judgment
- Recording the outcome
- Quality assuring the outcome
- Certifying the outcome
- Reporting to the key stakeholders
Challenges

- Development of Vocational Education Framework
- Institutionalizing Skill Training System
  - Identification of Skill Gaps
  - Development of output based curriculum
  - Ensuring Infrastructural support
  - Delivery of Curriculum
  - Assessment & Placement
- Developing a Policy on Integrating VET with School subjects
  - Judicious mixture core competencies & skills
  - Harnessing ICT support for training
  - Sharing of Learning Resources – OER Policy