



Role of NIOS imparting Vocational Education and Training

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Abstract

India's transition to a knowledge – based economy requires a new generation of educated and skilled people. Its competitive edge will be determined by its peoples' ability to create, share and use knowledge effectively. A knowledge economy requires India to develop workers – knowledge workers and knowledge technologists – who are flexible and analytical and who can be the driving force for innovation and growth. India needs a flexible education system: basic education to provide the foundation for learning, secondary and tertiary education to develop core capabilities and core technical skills and further means of achieving lifelong learning. The global environment by promoting creativity and improving the quality of education. Countries that have had the most rapid increases in educational attainments, as well as sustained economic growth, have upgraded education sequentially. In a globalized economy, a large pool of skilled workers enhances the efficiency and flexibility of the labour market, skills bottlenecks are reduced, skilled workers are more easily absorbed into the economy, and their job mobility is improved. It is crucial to invest in quality secondary and training (V E T) if India's economy is to develop and remain competitive in

world market and training at all levels For this majority group, access to secondary education and VET is crucial and for most of them secondary education and VET will be very helpful from open schooling. NIOS by imparting VET will improve their employment prospects and lifetime earnings. So, this paper tries to estimate role of NIOS imparting Vocational Education and Training.

Key Words: - NIOS, VET, Self-learning.

Introduction

For any child, the process of 'self learning' begins with the first breath he takes. In his journey from toddling to walking, he starts with syllables and ends with words then sentences, His innate desire to learn, coupled with the support of the family aid helps in his development. It is this concept of 'self learning in a congenial ambience' that is capitalized on in 'open schooling '

Open learning serves as a source of education for the marginalized and disadvantaged section of society, besides being desirable due to its innate relation with human psyche and psychological development. Its benefactors include the physically and mentally handicapped, the female population, school dropouts, residents of rural areas and remote regions. Open schooling is also preferred by students pursuing careers, which require them to devote more time than what the stringent formal school systems with its time-bound structure and attendance compulsions can permit. Students who wish to choose specific combinations of subjects, which may not be possible under the formal system, also turn to open schools. The system also contributes to the cause of adult literacy.

The advent of Open Schooling in India was through the CBSE initiated Open School Project in 1979. A decade later, the year 1989, the Ministry of Human Resource Development set up an autonomous organization that took charge of the project and the new institution was named National Open School (N O S). The NOS was renamed as National Institute of Open Schooling (N I O S) in 2002. Hence, NIOS evolved from an off branch of the Central Board of Secondary Education, from an institution serving about 40,000 to the largest open school in the world, which

enrolled 2, 90, 983 students in the year 2006 – 2007 and was serving a total of 14, 27, 000 according to the figures open.

Because of the “open” or “learner development” nature of open learning, it is classified as a non – formal mode of education, on the contrary, is the system followed by schools, where the learning is monitored by the board it is affiliated to. These schools are normally affiliated to one of the following boards:

*Central Board of Secondary Education (**C B S E**)

** Council for the Indian School Certificate Examination (**C S C E**)

***State Boards of the State where the school is located.

The **C B S E**, **C I S C E** and **N I O S** come directly under the Ministry of Human Resource Development as boards of secondary education, while state Boards fall under the Education Ministries of the state concerned.

Need for Open Schooling:

According to the RGI definition a person is considered literate if he or she can both read and write with understanding. Attaining higher rates of literacy in this basic form is the first educational concerns for the government in the past two decades. Schemes like the National Literacy Mission, Universalization of Elementary Education, Sarva Siksha Abhijan (SSA) and other related government schemes have accrued to the increase in numbers of people receiving primary education or basic literacy.

The N I O S offers courses under:

1. Open Basic Education Programme (**OBE**)
 - a) **OBE** – A level (equivalent to class III)
 - b) **OBE** – B level (equivalent to class V)
 - c) **OBE** – C level (equivalent to class VIII)

2. Secondary Education Course (equivalent to class X)
3. Senior Secondary Education Course (equivalent to class XII)
4. Life Enrichment Courses
5. Vocational Education Courses

The role of N I O S in imparting Vocational Education and Training need to be focused. Now we will discuss this issue.

RATIONALE OF VOCATIONAL EDUCATION AND TRAINING:

In a vast populated country like India new and more employment opportunities to be created for the majority of Indians, they should be enabled to participate in the benefits of growth and to contribute to that growth. So, to bring this growth, they must have education and training to equip them for the labour market. One of the sources of the skilled workforce is the vocational education and training system. On the one hand India faces the future with its changing realities; on the other hand it must deal with the nature of its established traditions and structures.

Changing realities - Globalization, Competitiveness and the knowledge economy India's transition to a knowledge – based economy requires a new generation of educated and skilled people. Its competitive edge will be determined by its peoples' ability to create, share and use knowledge effectively. A knowledge economy requires India to develop workers – knowledge workers and knowledge technologists – who are flexible and analytical and who can be the driving force for innovation and growth.

India needs a flexible education system: basic education to provide the foundation for learning, secondary and tertiary education to develop core capabilities and core technical skills and further means of achieving lifelong learning. The global environment by promoting creativity and improving the quality of education and training at all levels.

Countries that have had the most rapid increases in educational attainments, as well as sustained economic growth, have upgraded education sequentially. In a globalized economy, a large pool of skilled workers enhances the efficiency and flexibility of the labour market, skills bottlenecks are reduced, skilled workers are more easily absorbed into the economy, and their job

mobility is improved. It is crucial to invest in quality secondary and training (V E T) if India's economy is to develop and remain competitive in world markets.

Established realities - Demographic pressures and financial constraints.

India's ability to deal with these changing realities is constrained as in few other places. Though the population growth rate of India has declined over many years, yet the labour force is projected to grow by close to 2% or some 7 million or more a year over the next few years. Much of the economy and structures. The significant elements like the cultural, social and education has a particular role to play in that.

But other aspects should change if people are to move out of poverty. Over half of the labour force is still engaged in rural activities. Although there has been a significant movement away from agriculture, this has still left most of the labour force, over 90 %, working in the informal sector, much of it at low levels of productivity.

For this majority group, access to secondary education and VET is crucial and for most of them secondary education and VET will be very helpful from open schooling. NIOS by imparting VET will improve their employment prospects and lifetime earnings.

International experience suggests that employers mostly want young workers with strong basic academic skills, what employers are looking for are individuals who have the ability to communicate, solve problems and teamwork and not students trained in a narrow vocational skill. Even in countries with large vocational education systems there is a trend towards moving to a more general education system and increasing generalization of the vocational curriculum. Experience worldwide suggests that India would do well to not expand its vocational education system but focus on strengthening its general education system.

To make the existing vocational education system relevant to market needs, a major restructuring of the system and how it is managed will be needed. If India wants to emulate countries where the vocational education system has succeeded, sweeping reforms are needed. This will require significant commitment on the part of policy makers. Many of these reforms are similar to those being proposed by the 2005 Central Advisory Board for Education (C A B E) committee report on Universalization of secondary education, Key among them are ;

* Ensuring private sector participation in management of institutions and curriculum design to ensure a direct connection the labour market for graduates and an effective medium for bringing about organizational and productive innovation.

** Strengthening the general education component of these programs for providing basic knowledge in humanities and sciences, preparing students to work in various occupations, teaching them to solve problems and encouraging them to continue learning.

*** Funding and budget allocation – moving from a system which is exclusively financed by the government to a system which is increasingly financed by the private sector and by students paying user fees. The private sector would be willing to contribute only if they see that the system is producing relevant graduates. Students are likely to contribute if they see accrual of labour market benefits from vocational education.

**** Ensuring that vocational education is not a dead end – allowing well performing students in the vocational education track to proceed unto higher education will ensure that the vocational stream is not seen as an option of last resort by prospective students.

A key role N C V T and S C V T (National and State Council of Vocational Education) should play is in the provision of information and facilitating the evaluation of training provided in institution. A key function for the N C V T and the S C V T is to provide information on the nature and quality of training available and facilitating regular and independent evaluations on the impacts of training programs – expanding this role may be one of the most effective ways for governments to foster the development of a relevant and cost – effective V E T system.

Training for the Informal Sector:

Over 90 % of employment in India is in the informal sector, with employees working in relatively low productivity jobs. Provision of appropriate skills may thus be an important intervention to increasing the productivity of this workforce. However, both demand as well as supply – side constraints have inhibited skills development. On the demand – side, few employees in informal sector see the importance of skills training. Many identify lack of access to capital, cumber some bureaucratic bottlenecks, and lack of access to quality equipment as their main challenges.

On the supply – side, there has been a variety of attempts to assist with training in the informal sector. The most important are probably Community Polytechnics, Jan Siksha Sans than and National Institute of Open Schooling (N I O S). None of these programmers has been evaluated rigorously.

Outside of institutions, training in the informal sector is provided through traditional apprenticeships but they have significant weaknesses. More young people acquire competence through traditional (informal) apprenticeships. These apprenticeships are based on traditional technologies and ideas from previous generations, and the quality of training is only as good as the skills of the master and the master’s willingness and ability to pass on those skills. The theoretical aspect of learning is weak or absent, only the simplest skills are learnt, resulting on low quality products.

WAYS OF SKILL DEVELOPMENT:

The governments can play a facilitating role in training for the informal sector. Instead of delivering training themselves, government could focus on creating an environment to support not- public providers through:

- (i) Establishing a policy framework (regulations and incentives);
- (ii) Supporting curriculum development, training of trainers, and competency – based skills testing;
- (iii) Stimulating investment through tax incentives or financial support so as to increase the capacity and the quality of training; and
- (iv) Revising apprenticeship acts that are outdated and contain regulations that hamper enterprise – based training.

Although it is not easy to improve the quality of informal apprenticeships, there are successful examples. The strategy revolves around traditional form of training, by upgrading the technical and management skills of the masters as well as their skills in pedagogy. Traditional apprenticeships should be linked with specialized training providers or master craftsmen, with the governments acting as facilitators.

ROLE OF N I O S IN IMPARING VOCATIONAL EDUCATION & TRAINING

Vocational education in India refers specifically to vocational courses offered in school grades XI & XII under a centrally sponsored scheme termed “vocationalization of secondary education “

Goals and objectives of vocational education and training through N I O S.

- * Meet educational demands of the population support, professional, career development and social protection of individuals.
- ** Feed economy with qualified staff, competitive both on local and international labour market ensure a match between the fast changing labour market, ensure **V E T** system.
- *** Maintain competitiveness of employed be retraining and professional development.
- **** Foster appropriation of the people’s educational capacities with the new social economic condition to support self – employment and entrepreneurship.
- ***** Support student mobility.
- ***** Ensure professional development of minority group and create employment opportunities for them.
- ***** Develop life – long learning.
- ***** Develop school – business partnership in **V E T**.

N I O S offers vocational courses for both level secondary and senior secondary level,

The vocational courses offered in secondary level are;

1. Typewriting (Hindi, English and Urdu)

2. Jute production,
3. Carpentry,
4. Solar energy technician,
5. Bio gas technician,
6. Laundry services,
7. Bakery and confectionary and
8. Welding technology.

The vocational courses offered in Senior Secondary level are:

1. Typewriting (Hindi, English, Urdu)
2. Stenography (Hindi, English, Urdu)
3. Secretarial practice,
4. Plant protection,
5. Water management for crop production,
6. Oyster Mushroom production,
7. Furniture and Cabinet making,
8. Electroplating,
9. Housekeeping,
10. Catering management,
11. Food processing,
12. Play centre management,
13. Hotel Front Office operation,
14. Poultry Farming,
15. Soil and Fertilizer Management,
16. Preservation of Fruits and Vegetables.

Some new courses also have been launched from July, 2011. These are;

1. Ayurvedic Therapy,
2. Diploma in Insurance Service,
3. Certificate for Construction Supervision,
4. Rural Entrepreneurships Programme for Postal Department,
5. Diploma in Apparel Designing,
6. Diploma in Financial Services,
7. Certificate in aquaculture,
8. Diploma in communicative Arabic and Office Automation.

Conclusion

India's transition to a knowledge – based economy requires a new generation of educated and skilled people who are flexible and analytical and who can be the driving force for innovation and growth. Its competitive edge will be determined by its peoples' ability to create, share and use knowledge effectively. To achieve this India needs a flexible education system: basic education to provide the foundation for learning, secondary and tertiary education to develop core capabilities and core technical skills and further means of achieving lifelong learning. The global environment by promoting creativity and improving the quality of education and training at all levels. In a globalised economic, a last pool of skilled workers is indispensable for attracting foreign direct investment. So, it is crucial to invest in quality secondary and tertiary education and vocational education and training (VET) if India's economy is to develop and remain competitive in world markets.

Over half of the labour force in our country is still engaged in rural activities Although there has been a significant movement away from agricultural this has still left most of the labour force, over 90% working in the informal sectors, much of it a low levels of productivity. For this majority group, access to secondary education and VET is crucial and for most of them secondary education and VET will be the last stage of their schooling. An effective school to work transition for these young people, made possible by higher quality secondary and tertiary education and VET, will improve their employment prospects and lifelong learning's

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