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Module 11

VOCATIONALISATION OF EDUCATION: LEADING LEARNING FOR EMPLOYABILITY SKILLS

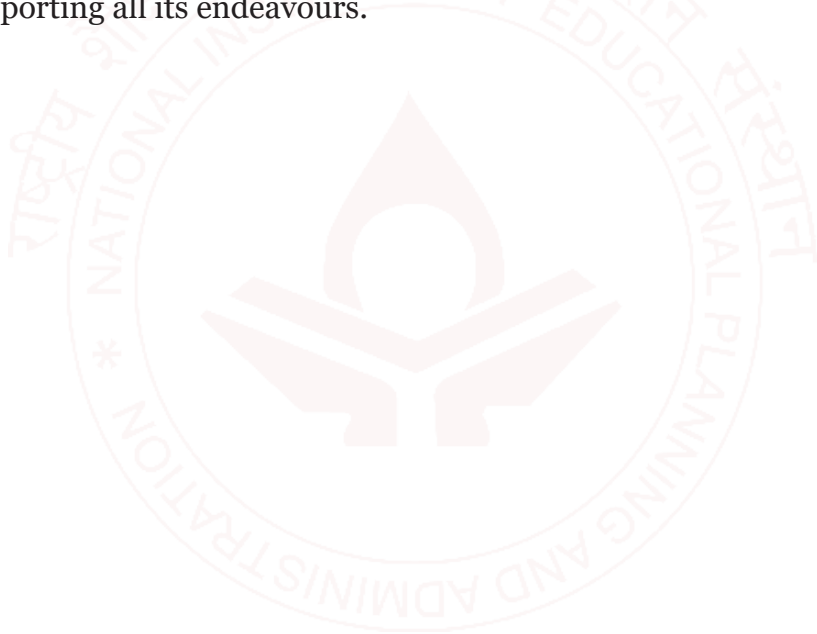
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KEY AREA
TRANSFORMING TEACHING LEARNING PROCESS

VOCATIONALISATION OF EDUCATION: LEADING LEARNING FOR EMPLOYABILITY SKILLS

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Introduction

Vocational education is attaining incredible importance in our country in recent years. Due to 'knowledge economy' the students need not only have the conceptual clarity of subjects but also need to have skill which includes soft skills. It creates the opportunities for vocational education in the school that can bridge the gap between the world of work and the world of education by reducing the mismatch between the demand and supply of skilled manpower. The objective of creating a skilled workforce can be fulfilled by transforming schools through integrating vocational education with general education. The National Education Policy 2020 also stipulates that vocational education may not be treated as a separate discipline but integrated with general education. In this context, we need to understand basic concepts of vocationalisation of education in the present scenario. The module is organised as follows. The first section deals with the concept and need of vocational education. The second section provides information about linkages between vocational education and employment opportunities in different areas which is essential for the success of vocationalisation in schools. The third section guides school heads as to how they can integrate vocational education into the school curriculum and also develop required skills that are needed for success of vocational education in schools. The purpose of the module is to enable the school heads to transform their role as managers or administrators to innovative leaders who will make students aware and open new vistas for them.



Learning Outcomes

On completion of the module, school leaders will be able to

- Understand the significance of vocational education for creating employability skills among students
- Develop leadership skills required for effective implementation of vocationalisation of education in their schools with changing school-industry linkages.

Sections	Topic
Section 1	Understanding the Concept and Need of Vocationalisation of Education in Schools
Section 2	Linkages of Vocational Education with Employment Opportunities
Section 3	School Leadership for Vocationalisation of Education



SECTION 1

UNDERSTANDING THE CONCEPT AND NEED OF VOCATIONALISATION OF EDUCATION IN SCHOOLS

Learning Objective: School leaders will be able to understand the concept and need of vocationalisation of education in school

Key Words: Vocational education; Employability skills

Introduction

The concept of vocational education through schools and institutions evolved in 1854, when “Woods Despatch,” popularly known as the “Magna Carta” of education, recommended the need for formal education, by establishing vocational schools, technical institutes and vocational colleges in the country. In 1882, the Hunter Commission also proposed that one stream of education could be practical occupation and, finally in 1936, polytechnics were opened in the country. In the year 1968, Kothari Commission recommended the need of vocationalisation of education. Then the scheme was launched 9 years later in 1977 but only in six states and two union territories, which was based on the NCERT report titled Higher Secondary Education and its Implementation, 1977. This concept was central to many education commissions and policies like the Secondary Education Commission (1952-53), Indian Education Commission (1966), and National Policy on Education (1986).

Vocationalisation of Education is gaining renewed importance in the national policy discourses today. The National Education Policy (NEP) 2020 identified a huge skill gap in the Indian workforce by revealing the fact that less than 5 per cent of the workforce in the age group of 19-24 were engaged in formal vocational education compared to other developed countries, like Germany (52 per cent) and South Korea (96 per cent) where a high percentage of youth possess vocational skills. To bridge this skill gap and to increase the acceptance of vocational education in the mindset of people, NEP 2020 proposed that vocational education must begin from Grade 6 onwards to provide hands-on experience of subject matter to create ‘satisfied professionals’ in the long run. It has also been suggested that students enrolled in vocational education stream must be considered while calculating Gross Enrolment Ratio. Each student must learn at least one vocation and must be exposed to several others including Indian arts etc. NEP also embraces SDG 2030 target of ‘Quality Education’ to all students and commits to expand

Vocational Education to at least fifty per cent of students across schools and higher education systems by 2025. In this regard, the policy envisions integrating vocational education into mainstream education across all academic institutions in a phased manner. To implement vocational education in a fruitful manner, it emphasises collaborations with industry experts, local entrepreneurs, setting up of skill labs in schools and incubation centres in educational institutes and professional development of vocational education teachers, among others. After understanding the significance of vocationalisation of education for our country, this section explains its important terms and steps of implementation in schooling period.

Skill-based education

Vocational education is occupation-specific or skill-based education that focuses on acquisition of appropriate practical and applied skills, abilities and competencies. It can also be described as an education that imparts procedural knowledge through classroom instruction, hands-on training, or a combination of both that prepares the student for future career and open the door to the world of work.

Integration of vocational education with mainstream education is termed as vocationalisation of education which is designed to introduce practical or hands-on skills in general education that create soft skills, understanding, attitude and work habits needed for productive employment. This must be implemented through pre-vocational education in upper primary classes and vocational education in secondary and higher secondary classes which prepare the students for specific occupation.

Pre-Vocational Education: Concept and Strategies

Pre-vocational education has been accepted by various international organisations including UNESCO, OECD, and so on. As per OECD (2002), “Pre-vocational education is mainly designed to introduce participants to the world of work and to prepare them for entry into further vocational or technical programs. Successful completion of such programs does not lead to a labour-market relevant vocational or technical qualification.” Under the Samagra Shiksha scheme Government of India, pre-vocational education has been considered as the first step of vocationalisation of education which starts from grade 6-8 in order to integrate vocational skills with teaching-learning processes of general academics.

During the teaching-learning processes, it has been observed that not all students are interested in academics and want to become doctors or engineers, but sometimes students may be inclined to diversified areas like writing, agriculture, or IT field. For such students, this pre-vocational education is really helpful as it facilitates students in making a choice of streams and also prepares students for participation in work experience as a desired dimension of academic education. Hence, this education can grow the innate talents in each student which might express themselves in the form of varying interests, dispositions, and capacities. Those school children that show predominantly robust interests and capacities in a given area must be encouraged by school heads to follow that realm beyond the general education.

As per the needs of local communities, school heads must facilitate their students with hand-on experience by arranging their internship with local vocational experts such as potters, electricians, plumbers, carpenters, gardeners, artists, etc. Even they can suggest their students to participate during vacation period or on bagless days. Due to changing market trends, innovation and entrepreneurial skills must also be inculcated into students of upper primary stage through problem-based

creative learning and enterprise education. In this context, courses on emerging skills from labour market or industry like robotics, the internet of things, or skills pertaining to artificial intelligence can be selected by school leaders for their students. Related subject teachers must also be trained in the use of new teaching techniques and ICT tools that can support practical work-based or fun-based learning of students.

Pre-vocational education can guide students to:

- Learn about their self-interest and get exposure of other domains
- Understand values and attitudes linked to productive work and concern for the community.
- Get awareness about new tools and techniques used in the labor market
- Develop soft skills such as creative and critical thinking, problem-solving, cooperation among teamwork, self-reliance, work ethics, perseverance, etc.
- Create a sense of dignity of labour

Sectors that could be considered under pre-vocational education from Classes VI to VIII are agriculture, apparel, food processing, electrical and electronics, mushroom cultivation, block printing, culinary art, masonry, e-commerce, etc. Some of the examples of learning outcomes of pre-vocational education related to particular sector is given below.

Pre-Vocational Skills: Handicrafts

- Ability to differentiate raw materials between recyclable and non-recyclable materials required for making craft products
- Understanding of the type and usage of tools and equipment

required in craft making

- Learning creative designs and exploring creative ideas
- Knowhow to represent the finished product effectively for marketing

Pre-Vocational Skills: Financial Literacy

- Understanding of basic financial concepts such as money, bank, currency, account, saving, investment, evolution of trade and money
- Knowledge about the purpose and functions of banks, types of bank account, etc.
- Awareness about the role and importance of RBI
- Concept of digital banking including mobile banking, various kinds of banking cards: debit, credit and prepaid, benefits of digital payments, etc.

Pre-Vocational Skills: E-Commerce

- Learning the functioning and usage of e-commerce
- Understanding of e-commerce models --- B2C, B2B
- Concept of plastic money, e-wallet and technology-based payment system
- Knowhow of cyberthreat and security
- Cyber security measures

Thus, pre-vocational education gives conceptual knowledge, awareness or exposure to students about skills required in labour market but also expected for a particular occupation or trades that can only be acquired by continuing the same stream in secondary and higher education.

Vocational Education in Secondary and Higher Secondary Education

The secondary and higher secondary stages of school education are decisive for learners as in these stages students they acquire demand-based skills and proficiencies which empower them as per the requirement of labour market and higher education. In India, vocationalisation of secondary education was launched in 1988 by states/UTs (in formal sector) and NGOs (in informal sector) to augment individual employability, reducing demand and supply gaps of skilled manpower and providing an alternative for higher education.

Vocational education at secondary and higher secondary level not only improve the skills of the learner for smooth transition from school-to-work but also facilitates the lateral and vertical mobility in education system.

Due to changes in technologies and futuristic skill demand, it is required to modify vocational framework with time. Consequently, along with other traditional courses, new vocational courses as per the demand of labour market must be selected and offered at the secondary and higher secondary levels. Rigid distinctions between vocational and academic streams must be eliminated by allowing students to mix and match academics with skills education, arts and craft, or with soft skills training. For guidance in selecting their streams, career counselling must be arranged by schools for students of Classes 9 to 12, this would enable them to select their streams according to their likings, interest and capabilities, which would be helpful for developing sustainable career in future. Relaxation in stream selection can motivate and encourage students to continue their studies and can reduce dropout rates as well, which is the major hindrance for achieving quality education to all

students. Further, this implementation of vocational education must be expanded at both the levels (secondary as well as higher secondary). For imparting vocational skills, school leaders can collaborate with local artisans, entrepreneurs, hospitals or NGOs that can give students hands-on experiences.

The vocational pass-outs from such schools can get admissions easily into vocational courses offered by Industrial Training Institutes (ITIs) and higher education institutions, including Bachelor of Vocation (B Voc) and Masters in Vocation (M Voc).

Vocational curriculum for Grades 9-12, which is based on high quality employability skills, has been designed on the basis of National Occupation Standards (NOSs) by Pandit Sunderlal Sharma, Central Institute of Vocational Education (PSSCIVE), and includes 21 sectors like agriculture, apparels, Made-ups & Home Furnishing, Automotive, Beauty & Wellness, Banking, Financial Services & Insurance etc. These job roles are approved by the Ministry of Education (MoE), Government of India, under the National Skill Qualification Framework (NSQF). One of the examples is shown below.

Table 1
Vocational Subject for Secondary and Higher Secondary Education

Sector	Job Role for Class IX-X	Job Role for Class XI-XII
Healthcare	Home Health Aid	Frontline Health Worker
	Diet Assistant	General Duty Assistant
		Diet Assistant
		Vision Technician

Source: - <http://psscive.ac.in/>

Vocational Education in Secondary and Higher Secondary level can guide students for:

- Learning of self-management skills
- Understanding of basic communication and IT Skills
- Enhancement of interpersonal and social skills
- Creating skills of team and trust building
- Developing employment seeking skills, interview skills and entrepreneurial skills




Exercise 1

Based on the above content, list the pre-vocational subjects in the context of your school and also select vocational subjects for secondary and higher secondary classes. This activity will enhance your awareness about all vocations which are aligning with the interest of your students.

Let us sum up

In this section, we understood the concept and need of ‘vocationalisation of education,’ i.e. integrating vocational education with general education. We have also learned about the concept and strategies of implementing pre-vocational and vocational education in secondary and higher secondary education. Vocational education is a professional education in which students can select streams based on their choices and interests and further they can enhance their employability skills. For successful implementation of vocationalisation of education, school leaders need to identify their interests with the mapping of local community needs.



SECTION 2

LINKAGES OF VOCATIONAL EDUCATION WITH EMPLOYMENT OPPORTUNITIES

Learning Objective: School leaders would be able to understand the strength of linkages between two important indicators of employability skills, i.e., vocational education and labour market.

Key Words: Linkages; Demand-driven; Skill-gap analysis; Mapping

Introduction

A recurring query in community and educational debates is whether occupation or trade specific education can enhance the employability skills of learners or can increase the chances of a smooth transition from school-to-work? To answer this question, this section deals with measuring the linkages between vocational education and labour market in Indian context. As we know, vocational skills depend on industry demand and since labour market is volatile, demand for employable skills also varies from time to time. Without understanding labour market movements, it is difficult to attract learners towards vocational education. Therefore, it is significant to understand the linkages between two important indicators of integrating vocational education in schools. In addition, this section will also explain the strategies to strengthen the relationship between two by effective leadership skills which will enable students more fit for specific job.

Vocational education and labour market

Structural changes in labour market due to global mega-trends, demographic changes and fourth industrial revolution comprises artificial intelligence, robotics, automation, digitalisation and green transitions, have transformed the way of thinking and working in the world of work including occupations where vocational education plays an important role (OECD, 2019; Nedelkoska and Quintini, 2018). These changes influence skills demanded by the labour market. The dynamic nature of labour market progressively necessitates higher levels of skills and gives more preference to skilled manpower. Effective implementation of vocationalisation of education can respond to these volatile skill needs of the market and can equip students with demanding skills and industrial acumen or competencies needed for economic competitiveness. Thus, when we talk about the relationships between vocational education and labour market, we can identify various research works (Patiniotis,

2007; Nore and Lahn, 2014) and models which reveal critical linkages between two indicators. But at the same time studies indicate that this linkage is fragile (Patiniotis, 2007) in nature due to persistence of gaps between economic development and its adaptation in the educational system. This shows that there is a need to bridge this gap by making vocational education system highly responsive to demand side requirement under effective leadership of school leaders.

How we can make our vocational education more responsive to labour market?

This is possible through developing the culture of demand-driven vocational education system. In this regard, school leaders can play an important role.

Why Demand-Driven Vocational Education?

“Demand-driven” means responsive to the workforce challenges and needs defined by employers (ETA 2008). Various research studies found that to meet economic and labour market challenges many countries have witnessed the transition of supply driven to demand driven approaches. In 2011, Majumdar also proposed a need-based approach to overcome the problem of skill mismatch due to limited impact of supply-driven approach prevailing in Asia-pacific region it was also observed that this top-down approach was inadequate for delivering competencies required by the labour market. Earlier, our vocational education system was supply driven only, due to inappropriate training strategies, inefficient leadership, undeveloped institutional framework, and lack of vocational teachers, which all resulted in skill gaps in education and failure in meeting labour market needs. Contrary to this, a demand driven approach is responsive to technological, economic and market demand of skilled manpower. Community development experts and even human resource development practitioners also signify the role of this ‘bottom-up’ approach for enhancing social inclusion and meeting

learner or target group preferences, considering their capabilities from a pedagogical perspective at the micro-level (Maitra & Mani, 2014).

A) Measuring the Skill Gap

Considering the significance of demand driven vocational education, it is significant to integrate with the overall educational ecosystem. The first step in this process is to analyse and understand skill deficiencies of the system. The data from Labour Force Participation Survey (LFPS) 2017-18 reveal that only 2 percent of our workforce is exposed to formal vocational training and 6.1 per cent to non-formal vocational training. Research studies have also suggested that formal vocational education can give 4.7 per cent higher wages compared to non-formal ones. The report of the 11th Five-Year plan also states that 60 per cent of graduates from Industrial Training Institutes (ITI) did not get the job as per their training.

One of the significant factors behind this Industry-institute gap is that, vocational education in India is not able to target specific sector or skill, implying that it is not demand driven. This problem is further enhanced due to gap of communication between industry and school leaders on the matter of school curriculum and other requirements.

Another important reason for this skill gap is that higher secondary schools and ITIs which provide formal education, do not equip their students as per skills required in individual sectors where the same person is engaged in all processes of particular enterprise, such as financing, marketing and production as well. To reduce this skill mismatch that has occurred due to obsolete courses which are not in sync with labour market demands, it is crucial for school leaders to

actively collaborate or engage local industry players and entrepreneurs in discussion and in determining the vocational courses and curricula so that students can keep abreast of vocational skills that are required in both formal and informal sectors. Leaders must also facilitate capacity-building for their vocational teachers so that they can transit relevant learning experiences to students for accomplishing their goal of entering into the labour market. Hence, to bridge the skill gap between labour market and education there is a need to shift towards demand driven and competency-based vocationalisation of education which would be more skill oriented and focused on competencies required for a particular occupation.

B) Engaging Local Business Community

We know that engagement of local entrepreneur plays a vital role in determining vocational education curricula but while selecting vocational courses for their schools. It is also essential for school leaders to map with local opportunities available. For example, in Haryana where there is a vast market for automobiles, the vocational courses related to this job (like auto service technician or automotive service technician) can be provided. In the same way Noida, Uttar Pradesh is a hub of IT or IT-enabled companies; so courses like software developer, programmer or data entry operator can be selected by schools of nearby vicinity. By adopting this practice schools can grab twin benefits. One, local industries can support the schools in vocational training through providing their resource persons or experts and can arrange field visit or internship for providing hands-on experience to their students. Second, industry can engage vocational pass-out students for apprenticeship training and even skilled students can get chance of placement too. Industries also get benefitted in terms of cost-effectiveness and can contribute to development of local talent.

Thus, mapping with local opportunities is a win-win situation for both learners as well as for industries which ultimately helps in strengthening the linkages between vocational education and labour market and can ease school-to-work transition by providing job specific skills to the students for future career.



Exercise 2

After understanding the concept of demand driven vocational education, skill gap analysis and advantages of mapping with local opportunity, identify the issues (pertaining to vocationalisation of education) of your school based on SWOT analysis. This analysis facilitates you to explore vocational requirements of the school (vocational resources, teachers, learners' interest, teaching-learning pedagogies etc.) as per the industry demand, which will enhance the employability skills of your students and transform your role as a vocational leader.

Let us sum up

In this section we have examined linkages between vocational education and the labour market, results reveal that the relationship between two indicators is critical and fragile. There is a dire need to fill this gap to enhance future perspectives of students. Results also reveal that a strong leadership can produce positive results and can strengthen linkages between the two by adapting demand-driven vocational education. Leaders have to do rigorous skill gap analysis and mapping exercises with local opportunities for reducing mismatch between education and employment.



SECTION 3

SCHOOL LEADERSHIP FOR VOCATIONALISATION OF EDUCATION

Learning Objective: School leaders would be able to understand skills required to implement vocational education in their schools.

Key Words: Basic skills; Transversal skills; Learning communities; School complexes

Introduction

In the previous section we learnt that for successful vocationalisation of education, a harmonious interconnection between vocational education and labour market is required and that it must be mediated by efficient leaders. In addition to this, it is significant to understand the type of skills required by vocational teachers and leaders. It all depends on leaders, as to what type of vocations must be included in school's curriculum, what pedagogies should be selected to transit it to the learners and many more things. Thus, this section will explain leadership skills required to make the successful implementation of vocationalisation of education.

Competencies of Vocational Educators

School teachers and leaders are at the heart to impart vocational education in schools, which is distinguished from mainstream education due to its linkages with the world of work and the need to keep abreast of changes in the labour market. Vocational education teachers must have both pedagogical and occupational knowledge and experience that's why their profession is often termed as 'dual profession' (Andersson and Köpsén 2015; OECD 2015). Therefore, they need dual competencies to deal with vocational subjects, which means along with updated practical knowledge of the subjects aligned with industry demand, they must have excellent pedagogical skills to effectively transit their knowledge for better learning outcomes. Due to the effects of the ongoing pandemic, the role of ICT and digital technologies has also increased in the teaching learning environment, and to fill the learning gaps of learners now vocational teacher leader must have expertise in transversal skills which comprises of digital and soft skills. In the present scenario, market not only requires job-specific or technical skills but also demands robust basic, digital and soft skills (UNESCO-UNEVOC 2020). For working in a

collaborative environment, employees must have good soft skills comprising of critical thinking, collaboration and communication skills , other basic skills required by industry such as literacy, numeracy and digital skills. Vocational teachers must be efficient to transit these skills to their students.

To ensure equity in learning outcomes of vocational education, school leaders play a vital role because, in any school, students may come from different economic and social strata, with different mindset and varied interest. In schools there may be students who might be not interested in mainstream education and may be interested in learning other types of skills. In schools, instead of guiding a student in selecting their career or stream, it is important that school leaders and teacher leaders must have skills to assess their interest for a subject or stream. After identifying the interest of learners, school leaders must align their interest with market demands and guide them in making future career in the right field. For example, if a student is interested in cooking, especially in running a bakery, then school leaders can guide them in making their career in food processing as a chef, baking technician or craft baker, etc. Thus, school leaders need to be strategic and management-oriented in selecting vocational education subjects for their students by aligning their interest with existing market demand. For this, they must have complete knowledge about vocational education ecosystem, and their impact factors which can enhance student's learning and can improvise teacher's vocational education imparting skills.

Since vocational education is distinguished from mainstream education due to its linkage with the labour market, school leaders must have additional skills to handle this role. These are discussed below.

Occupation-Specific Knowledge:

With a strong understanding of local market demands, leaders must have job specific knowledge. For this school leaders must be a continuous learner and need to be aware of technological changes in the market as well educational pedagogies linked with it. For updating their market knowledge, they can collaborate with local business community. A school leader need to be skillful in communicating with them, involving them in vocational trainings and internship. In addition, to understand vocational specific educational pedagogies, school leaders must create a professional learning community (PLC) among themselves, which is helpful in constant sharing and understanding of information from each other. Ultimately, this can lead to each other's professional development and schools can attain excellence in providing occupation specific skills to their students.

Sharing of Resources:

For effective implementation of vocationalisation of education, sharing of resources equally play an important role because it is not possible for one school to have all vocational resources. In this regard, school complexes (which consist of one secondary school together with all other schools offering lower grades in its neighbourhood) can produce better results in attaining resource efficiency (NEP 2020). This type of semi-autonomous structure can help in sharing of resources and services within the school complex, including an adequate number of teachers and school functionaries/counsellors in the schools. For example, suppose one school have deficiencies in IT equipment and other schools

require concerned teachers, then both schools can share their resources and attain a win-win situation. However, responsibility of management of school complexes will be on the school leader, designated as the nodal school for the purpose. Here collaboration and sharing must be the core value of leadership and school leader must have skills of trust-building wherein sharing of responsibilities is performed collaboratively.

Transforming Schools:

In order to keep pace with the changing world of work, along with learning the academic pedagogies, leaders must have skills to transform their schools by creating a clear vision of vocational education and motivating their teachers to achieve that goal by arranging required capacity building programs and communicating well with their teams. The target of generating employable and job-specific skills among learners can only be fulfilled by efficient and strong team members, and for this it is leaders' duty to inspire their team members towards a shared vision of the future. Thus, in this regard, transformational leadership skills are of great significance for school leaders.

Attitudinal Shift:

Earlier vocational education was considered to be inferior to general education by the community which affected the participation of students in this stream. This phenomenon is termed as ‘Vocational School Fallacy’ by Foster (2002) where students give more preference to general education just for attaining white-collar jobs, instead of manual work or blue-collar jobs. Generally, parents also prefer other general education streams for their children like science, commerce or arts. This myth is a serious concern that can only be rectified by modifying the perspective of people. In this regard, school leaders can organise parents workshop, emphasising viable career pathways in the vocational field and also by connecting student interest to the labour market needs in a manner that nurtures their aspirations. But this can only be possible if leaders themselves realise the significance of this stream, thus, attitudinal shift towards vocational education is a must.

Learning-Centred Leadership

For efficient implementation of vocationalisation of education in schools, leaders have to deal with many stakeholders in a ‘complex network.’ On the one hand, leaders have to balance between labour market needs and students’ interest for vocations, while also recognising the needs of their vocational teachers. On the other hand, they have to focus on learning outcomes of students along with attitudinal shift of self and parents considering the resource requirements. Thus, Learning-Centred Leadership is a multidimensional approach which suggests that if the leader has to improve the quality of student learning, every other stakeholder must involve in learning and participate in educational procedures consciously as lifelong learners. Figure 1 illustrates the

competencies of the leader required to engage stakeholders to achieve a vision of equitable outcomes for each and every learner.

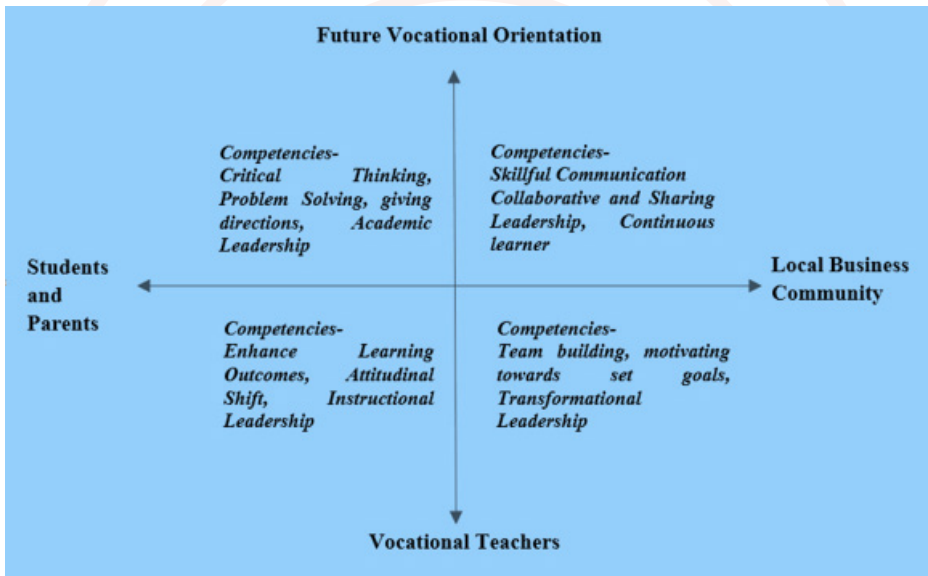


Figure 1: Leadership Competence Model

In conclusion, learning-centred leadership approach integrates clear vision of transformational leadership, the teaching and learning focus of instructional leadership, sharing resources perspective of collaborative leadership and target oriented feature of academic leadership.

Hence, the framework of Learning-centred Leadership is appropriate in this situation where all the stakeholders of school – the school leader, teacher leaders, students, parents, and local entrepreneurs are continuous and lifelong learners

Leadership skills in the context of Vocational education-

- Personal attributes: consistency, ethics, integrity and control
- Collaborative: networking, and partnership- and alliance-building
- Innovative: risk-taking, initiative and innovation in the environment of greater accountability
- Futuring Skills: vision, future trends, strategic response to industry needs and proactivity



Exercise 3

After understanding the multidimensional role of vocational leaders, read the following OECD article and identify the leadership skills required for integrating vocational education in your school curriculum. This activity will enable you to understand your skill gaps and the actions required for the same.

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<https://doi.org/10.1787/59d4fbb1-en>

Let us sum up

This section deals with the skills which school leaders require to impart vocational education. As discussed, for vocationalisation of education, school leaders must have dual competencies that align with academic and vocational education. In this way, school leaders can pave the way for building competencies of their students that help them in becoming self-reliant and acquire skills that cut across academic and vocational domains.

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Assessment: Multiple Choice Questions (MCQs)

- Q1. Vocational education denotes
- Elementary education
 - Upper primary education
 - Professional education
 - Secondary education
- Q2. The purpose of vocationalization of education is
- Making general education job-oriented
 - Converting general education into vocational education
 - Preparing students for a vocation along with knowledge
 - Giving more importance to vocational rather than general education
- Q3. As per NEP 2020, the percentage of the students across schools and higher education systems, which must have an understanding of Vocational Education by 2025, must be
- 40%
 - 70%
 - 50%
 - 60%

- Q4. Pre-vocational education is helpful for students in the understanding of
- a. Only critical thinking
 - b. Technological awareness
 - c. Only problem solving
 - d. Dignity of labour, creative thinking and problem solving
- Q5. 'Demand-driven vocational education' is
- a. Responsive to the global challenges
 - b. Responsive to the workforce challenges
 - c. Responsive to the social challenges
 - d. Responsive to the political challenges

Ans: Q1.-c, Q2.-a, Q3.-c, Q4.-d, Q5.-b





Modules in this Series

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Module 1	Leadership Pathways to Continuous Professional Development: An Introduction to the Package	Charu Smita Malik and Rashmi Diwan
Key Area – Perspective on School Leadership		
Module 2	Change Leadership for School Improvement: Redefining the Role of School Principals in India	Rashmi Diwan and Ronish Gotthalwal
Module 3	School as a Ground for Learning and Development	Kashyapi Awasthi
Module 4	Guiding Principles for School Transformation: Equity as a Concept	Charu Smita Malik
Module 5	Guiding Principles for School Transformation: Equity as a Tool	Charu Smita Malik
Key Area – Developing Self		
Module 6	Empathy: A Critical Skill for Professional Development of School Leaders	Sunita Chugh and Monika Bajaj
Key Area – Transforming Teaching-Learning Processes		
Module 7	Education for Critical thinking	Subitha G.V.
Module 8	National Level Inclusive Education Policies w.r.t. CwDs	Veera Gupta
Module 9	How do I create Inclusive Classrooms?	Veera Gupta and Bharti
Module 10	Establishing and Sustaining Professional Learning Communities for Academic Excellence in School Education	Sunita Chugh
Module 11	Vocationalisation of Education: Leading Learning for Employability skills	Puja Singhal and Sunita Chugh
Key Area – Building and Leading Teams		
Module 12	Building and Leading Teams: Professional Dialogue among Team Members	Puja Singhal and Monika Bajaj
Key Area – Leading Partnerships		
Module 13	Partnership for School Improvement with Stakeholders	Mona Sedwal
Key Area – Leading School Administration		
Module 14	Leadership Succession for School-based Transformation	Rashmi Diwan

