



LEADERSHIP FOR SKILLS-BASED AND VOCATIONAL EDUCATION

Submitted by
ABDUL RASHEED.K
HEAD MASTER
IOHS EDAVANNA
P.O.EDAVANNA
MALAPPURAM
KERALA

Mob: 9539608957

Email : rasheedkuttambur@gmail.com



Contents

1. Title of The Study.....	3
LEADERSHIP FOR SKILLS-BASED AND VOCATIONAL EDUCATION.....	3
2. Definition And Purpose.....	3
3. Background and Context.....	4
4. Need for skills-based and vocational education.....	5
5. Objectives of the Initiative.....	5
6. Leadership Framework and Approach.....	5
7. Programme Design and Planning.....	6
8. Implementation Strategy.....	6
9. Items Implemented.....	6
i. Crafting Canopies (Umbrella Making Workshop).....	6
ii. Scented Symphony (Agarbatti Making Workshop).....	8
iii. Sew Much Fun (The Tailoring Studio).....	10
iv. Yarn Tastic Creations (Crochet Workshop).....	12
v. Durable Designs (Rexin Canvas Items Making).....	13
vi. Threaded Tales (Embroidery Workshop).....	14
vii. Metal Mastery (Sheet Metal Workshop).....	15
viii. Canvas Creations Lab (Plastic Canvas Designing).....	16
10. Outcomes and Impact of The Process.....	17
11. Challenges And Constraints.....	17
12. Conclusion.....	17

List of Figures

<i>Figure 1: Umbrella Making.....</i>	<i>7</i>
<i>Figure 2: Agarbatti Making.....</i>	<i>9</i>
<i>Figure 3: The pillow covers stitched by students are donated to the palliative unit of the locality</i>	<i>11</i>
<i>Figure 4: Crochet Workshop</i>	<i>12</i>

Figure 5: Rixin canvas items making	13
Figure 6: Embroidery Workshop	14
Figure 7: Sheet Metal Workshop	15
Figure 8: Plastic Canvas Designing	16

1. Title of The Study

LEADERSHIP FOR SKILLS-BASED AND VOCATIONAL EDUCATION

2. Definition And Purpose

Education is aimed at the all-round development of the Individual. It focuses on acquiring knowledge, values and understanding, mostly through formal learning. Skill development in its practical application improving proficiency in specific tasks or activities. It focuses on real-world application, career-specific competences, adaptability and innovation.

Vocational Education provides practical, hands-on training for specific skilled jobs, focusing on applicable technical skills to entry in to the career world. It focuses on teaching specialized skills and technical knowledge for specific trades. It emphasizes on practical application, hands-on experiences and provisional learning which is system through apprenticeship or work-aimed or work based training.



3. Background and Context

About The School

IOHS Edavanna is an educational institution established in 1958 as an upper primary school and upgraded as High School in 1967. The founding personalities were renowned social reformers of that time. The 10 acres of land and all materials needed for the construction of the school premises were donated by the well-wishers of the locality. As a place of economic and educational backwardness, the founders had a clear vision of the role of school in the development of the community.

At the time of establishment of the school, the socio-economic and educational status of the people were very low. Children had to walk long distances and especially girls' education was in its worst form. As a place in the cost of one of the important rivers of Kerala, named Chaliyar, the inhabitants of the place were engaged in jobs like sand mining and timber works for their livelihood. Social leaders came forward with their strategic efforts for the transformation of the society. They identified that education is the catalyst for social change and this realization led to the establishment of the institution.

Right now, the school with grades from 5 to 10 has roll strength of 1967 students, 68 teachers, 4 administrative staff and 3 full time menial staff. The school premise consists of 48 class rooms, 2 IT labs, meeting room, Language lab, 2 staff rooms each of which can accommodate 40 persons, resource room for IED students, a conference hall with 600 capacity, a kitchen with stock room and a vast dining hall. Also, there is special area for martial arts and a large play area which is utilized by outsiders also.

The school ensures everything needed for the overall development of a child. All class rooms are equipped with ICT facilities. Specially arranged language lab is a resource centre for students to practice with language activities. In addition to regular academic activities, students are given ample chances for boosting their competitiveness and developing their skills. There are different clubs like Maths club, Science club, social science club, Eco club, Teens club and units of Junior Red cross and Haritha Sena. Also, with the aim of creating interest in students for preparing civil

service examination, foundation classes are provided to students of grades 9 under Civil Service Academy of the school.

4. Need for skills-based and vocational education

Nowadays school education largely emphasizes theoretical knowledge, whereas the present labour market demands practical skills, job readiness, adaptability, and problem-solving abilities. As a result, many students complete their education without being adequately prepared for the world of work.

A major challenge affecting employability is the limited exposure of students to hands-on learning and real work environments. Learners often graduate without practical experience, industry interaction, or opportunities to apply classroom learning to real-life situations. This lack of practical training makes it difficult for students to meet workplace expectations, leading to underemployment or extended periods of job search.

5. Objectives of the Initiative

Skills-based and vocational education plays a crucial role in addressing these challenges. By integrating practical training, industry-relevant skills, and experiential learning into the education system, it helps bridge the gap between education and employment. With these scope and challenges, IOHS Edavanna has prepared a well-defined plan to be implemented in the new generation.

6. Leadership Framework and Approach

Vision of the institution is to mould the students befitting for the present need of the society and the job market. we have the mission of Inspiration, Innovation and Integration. We implement everything with a vision of inclusion.

As part of leadership, The Head Master, Teachers and Trainers work together for the implementation of the programmes.

7. Programme Design and Planning

Programmes are well defined and planned with the support of management and staff. Outer resources are utilized whenever needed.

8. Implementation Strategy

Students are given training in the areas of their interest. Special time framework is prepared for the programmes without affecting the regular academic process. Different learning methods like, hands-on training, workshops, labs, field exposure are utilized.

9. Items Implemented

The following eight important items are implemented with proper plan and supervision.

i. Crafting Canopies (Umbrella Making Workshop)

This is one of the easiest items of production that can be done by students. The school provides training for interested students during the time allotted for work experience.

Umbrella making involves the following steps:

1. Select waterproof fabric (nylon or polyester).
2. Cut it in to panels(canopy) of triangular shape.
3. Stitch the fabric panels together to form the umbrella's canopy.
4. Assemble the frame (shaft, ribs, stretchers etc).
5. Attach the frame to the shaft, add the handle, and install the top.
6. Lay the canopy in flat position, the metal ribs over it and sew them securely.

7. Flip the umbrella over and straighten out the ribs. Screw or pop on the top of the Umbrella. Open and close the Umbrella several times.



Figure 1: Umbrella Making

ii. Scented Symphony (Agarbatti Making Workshop)

This section describes the consultancy and training activities undertaken by BFCC from June 2025 to August 2025.

Agarbatti making is a simple and easy process. The key ingredients are charcoal powder, saw dust, white chips, gum and oils for fragrance. Small bamboo sticks are used as sticks of support.

Steps of preparation:

1. Grind dry ingredients (charcoal, wood powder) and mix with a binder water and fragrance oils to form a semi-solid paste.
2. Roll the paste evenly around a bamboo stick on a wooden plank, leaving the bottom end clear.
3. Allow the coated sticks to dry in the sun or a dryer.
4. Dip dried sticks in to a diluted perfume compound. Dry again after perfuming

The ingredients of AGARBATTI making is available in special kits in market.





Figure 2: Agarbatti Making

iii. Sew Much Fun (The Tailoring Studio)

Tailoring is a craft which needs special skills. It is the precise craft of creating, altering and repairing garments to fit individuals perfectly.

The chore technical skills are:

1. Measurement: Accurate body measurements using tools like tape and rulers
2. Cutting: Precise cutting of fabric often using sharp scissors
3. Sewing and construction: Stitching techniques, understanding garments structure, pressing and finishing
4. Alterations and repairs: modifying existing garments for fit and mending.



Figure 3: Tailoring Studio



Figure 3: Students with the pillow covers that they stitched



Figure 3: The pillow covers stitched by students are donated to the palliative unit of the locality

iv. Yarn Tastic Creations (Crochet Workshop)

This is a field where the students can apply their skills in the art of textiles. Crochet means 'hook'. Crochet work is the art of creating textiles by looping yarn or thread with single hooked needle. Forming inter connected stitches to build fabric for items like blankets clothes or toys.

- Tool: A crochet hook
- Material: Yarn, thread or other strands.

- Process: Inter locking loops of yarn to form fabric.
- Each stitch is finished before the next, keeping only one active loop on the hook at a time.



Figure 4: Crochet Workshop

v. Durable Designs (Rexin Canvas Items Making)

Most important item of production is pouches that is useful for students for keeping pen, pencil and mathematical instruments.



Figure 5: Rexin canvas items making

vi. Threaded Tales (Embroidery Workshop)

This is a field where students can apply their creativity and fine motor skills in the art of textile decoration.

Embroidery is the art of decorating fabric using needle and thread by creating patterns, motifs, and textures. It is used to enhance clothing, home furnishings, and decorative textile products.

- Tool: Embroidery needle, embroidery hoop
- Material: Fabric, embroidery thread (cotton, silk, wool, etc.)
- Process: Stitching thread onto fabric using decorative stitches to create designs



Figure 6: Embroidery Workshop

vii. Metal Mastery (Sheet Metal Workshop)

This is a field where students can apply their technical skills and hand coordination in metal fabrication work.

Sheet metal work is the process of shaping and forming thin metal sheets into useful components and products. It is widely used in construction, fabrication, and manufacturing industries.

- Tool: Hand tools such as snips, hammers, mallets, bending tools, and measuring tools
- Material: Thin metal sheets such as mild steel, aluminium, or galvanised iron
- Process: Cutting, bending, shaping, and joining metal sheets to form required objects



Figure 7: Sheet Metal Workshop

viii. Canvas Creations Lab (Plastic Canvas Designing)

This is a field where students can apply their creativity and fine motor skills in decorative craft and design work.

Plastic canvas designing is the art of creating decorative and functional items by stitching yarn or thread onto plastic canvas sheets with pre-punched holes. It is commonly used to make wall hangings, coasters, bags, boxes, and home décor products.

- Tool: Plastic canvas needle, scissors
- Material: Plastic canvas sheets, yarn or thread
- Process: Stitching yarn or thread through the holes of the plastic canvas using simple stitches to create patterns and designs

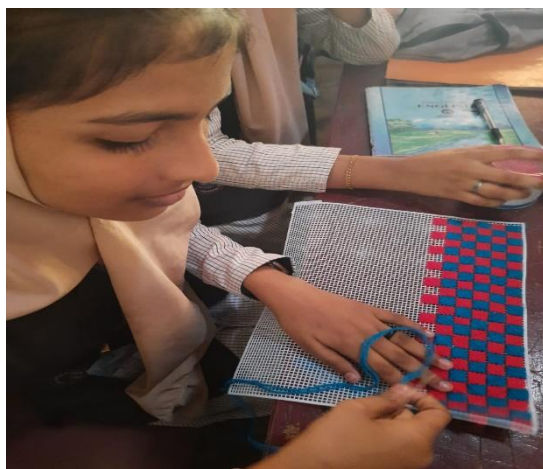


Figure 8: Plastic Canvas Designing



10. Outcomes and Impact of The Process

Skill acquisition and competency development among students is acquired. Proper improvement in employability, self-employment, or entrepreneurship is gained. Institutional strengthening and improved programme delivery is attained. Students become confident about their future careers.

11. Challenges and Constraints

Constraints of time for implementation, lack of fund and availability of well-trained faculty are the important challenges.

12. Conclusion

With proper planning, arranging resource persons and providing financial support, the vocational programmes can be made for the students of modern era.