

New Education Policy – proposed draft Vocationalisation

1. The organised sector employ 10% of the labour force. The rest 90% are in the unorganised sector including self-employed. The new policy is exclusively directed towards the 90% who find employment in the organised small-scale sector. It is expected that the both the public and private organised sector will provide for the education of the additional labour force that they need over and above the existing training institutions.

In considering the unorganised/self employed sector, the question is not, what kind of training produces these entrepreneurs who generate employment at first at first for themselves and then for others. The people who set up and share the following qualities: a) Ambition and perseverance b) Wide exposure and experiences c) Multi skills and competence d) an ability to manage finances.

If we can provide for training to develop these qualities and the necessary range of skills, we may hope to increase the ranks of the jobs generators rather than only the job seekers. Admittedly no matter what the training, few would immediately after, start their own enterprise – but more likely work with others to gain further confidences and experience to go on their own. This philosophy applies equally to urban and rural unorganised sectors.

Another dimension to the policy for vocational education will be that we want more opportunities to be created in the rural area itself, so that a) the rural area prospers and b) rural population does not migrate to urban area. This means that the vocational skills should be related to the student of the village schools, both girls and boys do not migrate or seek jobs through employment exchanges. If we give them skills to improve their performance even by 5 %, it will be an enormous national gain. Therefore the vocational education policy will also cater to this segment of the mix of skills and activities.

2. Non Formal Education: Because it is not rigidly structured, it lends itself to innovation and for the same reason cannot be increased rapidly in coverage, because its performance is based on an individual rather than on the organisational structure. This sector will therefore be left to voluntary agencies, to act as pathfinders, who will it is hoped, always provide new alternatives and models for the formal education sector to adopt.

3. Formal Education: This will include primary, middle, secondary and higher secondary schools and those institutions, specifically set up to give well structured training courses – no matter what the timing, location, or the staff pattern be.

4. Work Experience: This is viewed as a meaningful physical activity, designed to form attitudes and stimulate the intellect by developing the ability to visualise and therefore this will be an important ingredient of all education, for every one. The specific mix of activities will also take into account, the level of physical development, the needs of the region, the need to learn teamwork and imbibe the concepts of productivity, efficiency, and excellence/quality.

A minimum of 1/8 of the instructional time will be provided for this purpose, spread over not more than 2 days/week. Such a program will cover all school students, who do not have any other specific vocational program.

5. Prevocational Education: This program at the (lower) secondary level will be specifically tailored to the boys and girls in rural areas who have to undertake a wide

variety of productive activities but which cannot be linked a to an individuals monetary return. The program will give a variety of skills and experience that will at once encourage enterpreneurship and self-confidence and be a foundation course for specialisation at the post 10 level. The prevocational course will be multiskill course and cover such area as water resource development, and development and planning, construction, workshop services, child care and nutrition, services health services, transport, energy, agro-industries, communication and entertainment etc. This will provide suitable combination for both boys and girls.

6. Vocational Education: This has been conceived as a from of education for study students to equip themselves for identified occupations. The education will consist of two parts, one for specialist skills, and the other to give knowledge about financial considerations, future area of growth and allied vocations. The duration will be one – three years and will be followed by prearranged 6 month apprenticeship.

The vocational education institutions, will also give short-term practical courses, for adults in rural areas, who want to add to their income through supplementary activities. All the subjects mentioned under prevocational education will also be available either under the full time vocational or short-term courses.

Link will be provided between these vocational courses and avenues for further education.

7. Links with Community: It is strongly recommended, that having made a substitutional investment in equipment and training staff, the facilities should be used also during the vocation period, by requiring the trainees to do project work of relevance to the community. This will not only give valuable experience to the trainees but also keep the professional competence of staff at a high level by their having to demonstrate it in application in the project work. This will also build links with the community and provide a system of feedback. In prevocational schools, these projects will comprise community development projects and vocational schools will take up projects of services and production of goods saleable at market prices. Since the equipment and technical personnel is provided for in the education program, only the materials and some equipment may be required for the community projects and working capital for the vocational projects. The cost of community projects should come from the rural development funds and the working capital for vocational schools from the lead banks operating in the area. Such an approach will be invaluable, not only increasing a spirit of entrepreneurship and self confidence, building a bond between the school and the community, but the performance in the projects will be a better evaluation of the program and the trainees than any examination system can ever be.

8. Financial aspects and coverage: The coverage and financial allocation will be as proposed in the Klandaiswamy report for WE/SUPW The vocationalisation expenditure proposed there in will also remain the same but the coverage in terms of the schools will be split between the 450 schools for prevocational and 150 schools for vocational at +2 level. The time allotted to the prevocational course will be 1 day of 8 hours/week and the therefore the number of students covered will be six times if the course is given in IX and X and four times if given over three years and with only 120x3 students beings covered in each school. It is believed that the absorption of knowledge is more effective if it is given in smaller does over a longer period. 9 Probable Financial Outlays: Based on Lulandaiswamy Report:

Work Experience:

School No.	No. of Students	crores (10)	Per Child	Total crores
			Rs./year	

Primary	8.68	5.00	43 .4 crores
Middle	2.48	12.00	29.76
Secondary	1.11	24.00	26.64
Higher Secondary	10% coverage		Total for WE 115.30crores

Financial Outlay for Vocational and Prevocational Schools

1986-87 based on Klandiswamy report

Level	No. of Schools	Students	Cost/School	Total Cost		
Prevocational	450	360/school	162000	4.8lakhs	1.98	2160
	877.5					

Vocational	150	1500	4.8 lakhs	1.98	720	292.5
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Total Cost	Lakhs	2880	1170
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For 25% coverage the costs would be proportionately higher.