



Technical Session IV : Presentation- 3

Linking Vocational Education to Higher Education

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ABSTRACT

Universalisation of elementary education and its quality concerns have great significance for many developing countries, including India in where the countries have committed to achieve 'Education for All' through legislation. On the other hand, there is a great demand for quality vocational education, as it prepares students to acquire different skills to enter into the world of work. Improved training and skill development is critical for providing decent employment opportunities to the growing youth population and necessary to sustain the high economic growth. In Asia and the Pacific region, secondary level Technical and Vocational Education and Training (TVET) have not met the demand of the labour market, so post-secondary TVET programmes have higher priority (ADB, 2008). Kothari Commission (1964-66) pointed out that it should be possible to divert at least 50 per cent of the students completing class X to the vocational stream, reducing the pressure on the Universities and also preparing students for gainful employment. The vocational education scheme at the 10+2 stage came into existence in the late 1970s. However, only a few states and UTs took lead in imparting vocational education. National Policy on Education 1986 emphasized that the Vocational Education will be a distinct stream, intended to prepare students for identified occupation spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after Class VIII. The cognizance of integration of academic courses with vocational education in secondary schools was brought to the center stage in the National Curriculum Framework -2005. Most of the vocational students in India intend to pursue higher education rather employment. As there is very small segment of vocational education at higher education level, chances are highly restricted for vertical mobility of vocational education. In some of the states, vocational students are required to take some additional courses like English and general education courses to have the possibility of joining general higher education. In these states an overwhelming vocational students prefer taking additional courses despite considerable additional work. And in these states, vocational education could get considerable enrolment. The paper considering the Indian backdrop of Vocational education has analyzed linkages between institutions and industry, structure and process of integration of vocational education in academic stream.

Keywords: National Curriculum Framework, Vertical mobility, Challenges in TVET

BRIEF CV

Dr. V. P. S. Raju faculty member of the National Institute of Educational Planning and Administration, New Delhi. He holds a Ph.D. Degree in Education. Masters degree in Education and Commerce attended advanced nine months Annual Training Programme in Educational Planning and Administration at International Institute for Educational Planning (IIEP/UNESCO), Paris, France. HE presented a number of research papers in national and international seminars/ conferences in India and abroad and has authored a book on “Education of the Masses: A Quest for Pedagogy. Dr. Raju published number of papers on equity issues in education, vocational education, decentralized management in education, financial management in education and Scholarships/Incentive schemes. Dr. Raju evaluated (mid-term evaluation studies) seven Centrally Sponsored Scholarship/Incentive Schemes for the Dept. of School Education and Literacy and the Dept. of Higher Education, MHRD, Government of India. Dr. Raju had undertaken a research study on Non-enrolment and drop out of Muslim children at elementary stage. Dr. Raju organized/coordinated a number of orientation programmes, workshops, seminars/conferences, twenty two long term National and International Diploma Programmes in Educational Planning and Administration (PGDEPA and IDEPA) since, 1989. He was awarded French Govt. Fellowship to attend the IIEP/UNESCO ATP Programme.