

# Implementation of Vocational Education in Nagaland by Nagaland Board of School Education: A Step towards Holistic Education

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## Abstract

*With the rapid demand for capable individuals in specific fields besides acquiring basic education, there is a shift for individuals to be competent in specific field. It is vocational education that prepares pupils for specific and professional career. Vocational education is skill-based which involve practical and experiential learning, be it in trade, crafts, retail management, hospitality and tourism, interior design, data operator entry etc. Vocational education is also classified as teaching procedural knowledge as it helps pupils to be skilled in various vocations which in turn provide better job opportunities. Therefore, vocational education is an investment that contributes to future endeavour of the learners. The National Education Policy (NEP) 2020 laid important emphasis on vocational education to integrate with mainstream education from a very early age to foster productivity and better employment opportunities in different avenues. This paper attempts to bring to light the local context of the State of Nagaland, with regard to the implementation process of vocational education at the school level.*


**Keywords:** Vocational Education, implementation, Nagaland Board of School Education, National Education policy, learners, skills


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## Introduction

Vocational education can be understood as any type of training that allows learners to get exposure and acquire various specialized skills required to perform a specific job. They are usually in the form of courses and hands-on instructional lessons which facilitate students to get firsthand experience and prepare them for skill-based careers. These types of programmes forgo traditional academic-based lessons in favour of hands-on learning. It also facilitates learning the fundamentals and capabilities of a specific occupation under the supervision of an active and highly experienced professional. Vocational education is important as it is designed to mould high school students who aim to acquire training in work experience in different trades while continuing their studies by integrating with the mainstream education. It also allows students to train in a specific craft or skill and explore their career options. It was under the Kothari Commission of 1964 that vocational education was one of the 23<sup>rd</sup> recommendations made to revise the education system in India.

The National Education Policy (NEP) 2020 document aims to revamp vocational education and integrate quality vocational education smoothly into school and higher education through vocational exposure at early ages in

middle and secondary school. And for that, a clear action plan is envisioned for all educational institutions to integrate vocational education programs into mainstream education throughout the school and higher education system in a phase-wise manner so that by 2025, at least 50% of learners will have exposure to vocational education resulting in every child learning at least one vocation and exposed to several other vocations. NEP 2020 also aims to develop a holistic and multidisciplinary education, it has stressed the integration of vocational education with general education to remove the hard separations of courses between arts and sciences, between curricular and extra-curricular activities and between vocational and academic streams. Besides, LokVidya an important by-product of Indian vocational knowledge is to be made available to learners in the course of integration of vocational education. The National Committee for the Integration of Vocational Education (NCIVE) constituted by the Ministry of education in partnership with industries to work hand in hand for the promotion of vocational education. This will uplift Indian standards in line with the International Standard Classification of occupations as maintained by the International Labour organisation. It therefore has become essential for schools to introduce vocational education into the mainstream curriculum at the early age to make the next generation more imaginative, proactive, pioneering, and self reliant while honoring and respecting all occupations involving Indian arts and artistries.

### Objectives of the study:

The present study was undertaken to find out the implementation process of vocational education in Nagaland at the School level by the Nagaland Board of School Education (NBSE), particularly in the secondary and higher secondary level.

### Methodology:

For the present study, the descriptive survey method was utilized and primary and secondary data were used for gathering the data.

### Implementation of Vocational Education in Nagaland at the school level:

Prior to the Nagaland Board of School Education (NBSE) introducing vocational education as an academic course, to be offered to learners of IX-XII standards, vocationalization of secondary and higher secondary education came under the central scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) now known as Samagra Shiksha, Nagaland, has collaborated with Lend a Hand India to provide technical and monitoring support. As per the data gathered from NBSE, under Samagra Shiksha, Nagaland, it was introduced in a phased manner in the year 2014 as the first implementing phase with 5 Government schools offering vocational education. Till phase 5 i.e. 2020-2021, there were 26 Government schools which introduced vocational education courses. In the 2022 academic session 53 Government schools are providing vocational education offering various courses. In 2023 and 2024 academic sessions 44 and 41 respectively more schools have initiated vocational education. Thus, as per the 2024 academic session, there are 138 Government schools under Samagra Shiksha, Nagaland, which offer vocational education.

To attain at least 50% of the learners' exposure to vocational education by 2025, as set by NEP 2020, the Nagaland Board of School Education (NBSE) integrated Vocational Education into the mainstream education in a phased manner for Classes IX to XII i.e. in a two years continuous course pattern, to begin from class IX from 2022 academic session onwards in both government and private schools.

The table I given below shows both government and private schools implementing vocational education:

Year	Number of Government Schools	Number of Private Schools	Total
2022	53	113	166
2023	97	159	256
2024	138	176	314
2025	33		33
Total	321	448	769

As of 2024, the number of secondary and higher secondary schools inclusive of both Government and private affiliated to NBSE stands at 769 of which 23 schools have been downgraded on account of low enrolment and other unforeseen challenges. Since 2022-2025 the Nagaland Board of School Education has made a tremendous effort to implement vocational education at the secondary and higher secondary level. Aligning the aim of achieving at least 50% of imparting vocational education learners' by 2025, Nagaland has achieved the target set by National Education Policy 2020, by ensuring that all the secondary and higher secondary schools offer vocational courses.

The manner of vocational education is intended in such a way that it will be an optional subject in classes IX and X and at the higher secondary level, it will be an elective subject so that the development of vocational capacities goes hand in-hand with the development of 'academic' or other capacities. This Competency-Based Curriculum & Syllabus as adopted for the Secondary and Higher Secondary stage is aligned to the National Occupation Standards (NOSs) of the job role identified and approved under the National Skill Qualification Framework (NSQF). The course aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. There is no limit to the numbers of vocational courses that a school can offer. However, under Samagra Shiksha, only two to three vocational subjects are permissible.

The Curriculum and Syllabus for Vocational Education for classes IX–XII has been adopted from the curriculum and syllabus developed by the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal. The lists of vocational subjects available for schools to offer both at the secondary stage and higher secondary stage along with the method assessment are given below:

**Table-II Vocational Education Subjects/course at the Secondary stage (class IX-X)**

Sl. No	Job Role	Sector
1	Domestic Data Entry Operator	Information Technology Enabled Services
2	Food & Beverage Service Trainee	Tourism & Hospitality
3	Store Operation Assistant	Retail
4	Multi Skill Foundation Course	Multi Skilling
5	Assistant Beauty Therapist	Beauty & Wellness
6	Field Technician-Other Home Appliances	Electronics
7	Solanaceous Crop Cultivator	Agriculture
8	Automotive Service Technician L3	Automotive
9	Assistant Plumber (General)	Plumbing

**Table-III Vocational Education Subjects/course at the Higher Secondary stage (class XI-XII)**

Sl. No	Job Role	Sector
1	CRM Domestic Non-Voice	Information Technology Enabled Services
2	Customer Service Executive (Meet and Greet)	Tourism & Hospitality
3	General Duty Assistant	Healthcare
4	Retail Trainee Associate	Retail
5	Beauty Therapist	Beauty & Wellness
6	Field Technician- Wireman Control Panel	Electronics
7	Gardener	Agriculture
8	Automotive Service Technician L4	Automotive

**Table-IV Assessment Guide**

Sl. No	Method of Assessments	Weightage (Max. Marks)	Evaluator
1	Theory	50	Board/Teacher
2	Practical test	30	Certified Assessor/Teacher
3	Oral test/viva voce	5	Certified Assessor/Teacher
4	Portfolio	5	Certified Assessor/Teacher

5	Project	5	Certified Assessor/Teacher
6	Direct Observation	5	Certified Assessor/Teacher
Total		100	

As an optional subject at the secondary stage, the duration of the course is 200 hours and at the higher secondary stage as an elective subject the duration is for 300 hours. The vocational subjects taught at both stages are evaluated through theoretical and practical with a mark allocation of 50 marks each out of 100 total marks. In theory, the examination is conducted by the Nagaland Board of School Education (NBSE) while, practical assessment it is conducted by respective Sector Skill Councils (SSCs). The assessment criteria for IX and XI grades are done internally by the concerned subject teacher under a common question pattern set by the board. The final assessment criteria for X and XII grades are done externally for the theory paper and the assessment for practical is done internally as well as by the external assessors deputed by the respective Sector Skill Councils. To qualify in both theory and practical a weightage of 20 marks has to be obtained by the learners. The parameters for practical are:

- Project / Practical Activities
- Viva based on Project
- Practical File/ Report or Portfolio
- Demonstration of skill competency in Lab Activities
- Exposure trips/visits

As per the data gathered it was also found that most schools both private and government at secondary as well in higher secondary level have opted for the Information Technology Enables Service course.

#### **Issues and Challenges faced in the implementation of vocational education**

Though all schools under NBSE are imparting vocational education it faces certain challenges and issues. Some of the challenges are:

1. Lack of awareness of the significance of vocational education and the perception of considering vocational education as inferior compared to other academic subjects.
2. Lack of proper support for private schools from the government for setting up of laboratories which requires huge investment hampers imparting vocational education effectively.
3. Due to low enrollment of students in the government schools, it failed to meet the requirements of the funding agencies.
4. Vocational education is regarded as an extra load for schools as it involves extra expenditure in terms of teachers' appointments and setting up of laboratories for practical activities.

#### **Steps taken by the NBSE to strengthen the implementation of vocational education:**

1. The Board has mainstreamed vocational education by introducing vocational education as an optional subject in the secondary stage and as an elective subject in the higher secondary stage.
2. No hard separation among curricular, extracurricular or co-curricular, nor among arts, humanities and sciences or between vocational or academic.
3. Pre-vocational education from classes VI-VIII to provide exposure beyond the classrooms thereby enhancing an in-depth understanding on the dignity of labour through hands-on activities.
4. Emphasis shall be on 10 bags-less days and exposure visits of students to available workplaces to understand the interconnectedness between observation-based learning and getting familiar to the workplace.
5. Emphasis that every child should learn at least one vocation and be exposed to many as far as possible.
6. At least 50% of learners to have exposure to Vocational Education by 2025.

## Suggestions

1. To impart vocational education to the fullest, well-qualified and trained teachers in various vocational sectors should be appointed.
2. With a wide range of vocational courses being introduced, schools should take the initiative to implement two or more vocational courses rather than opting for one vocational course alone.
3. Students should be given the opportunity to choose the vocational course according to their interests and abilities.
4. Sensitization on the importance of vocational education is the need of the hour.
5. Collaboration and partnership with government, industries and local artesian and craftsmen.

## Conclusion

Vocational education is an important subject that should be taught from a very early age to enable pupils to acquire desirable skills and competency. The purpose of introducing vocational education at the secondary and higher secondary levels is to develop the skills and competency level of the learners, engage learners in various vocational courses both in theory and practice and also to reduce the dropout rate at the secondary levels by ensuring employability. To reach the goal of 50% of learners being exposed to vocational education by 2025 as set by NEP 2020, the schools in Nagaland have also introduced vocational education from IX to XII standards under the Nagaland Board of School Education (NBSE) and the central scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). With all schools in Nagaland implementing vocational education both the government and private schools, it is imperative that there is a need to progress further in spheres of quality expansion, appointment of qualified and trained vocational teachers, by providing sufficient funds, upgrading the infrastructural facilities, better collaboration with industries and local craftsmanship, support from the government and the community and to offering a range of vocational courses in schools as to enable learners with the opportunities to choose the course according to their capabilities. By giving ample emphasis on these issues and concerns, the schools in general and the learners in particular will not only ensure exposure of learners to vocational courses but foster a holistic learning approach that does not focus solely on academic learning alone.

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