

National Skill Qualification Framework Implementation: Schools Infrastructure Facilities

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Abstract: Infrastructure is an important component to support the learning of Vocational skills. This is a challenge for NSQF vocational education senior secondary schools to manage their infrastructure so that they can keep up with the developments of vocational education. In September 2011, 'Vocational program of Senior Secondary Education', the Centrally Sponsored Scheme be converted into revised. There was a shortage of normal instructors and their education, bad linkage in industry and insufficient allocation of finances, etc. within side the evaluative research of the primary implementation scheme of 1988. Due to those motives and to fulfill the pressing want of the excessive professional human aid to preserve the excessive boom price of Indian financially viable system and growing needs from diverse segments of populace for job-orientated schooling revision of the scheme is needed.

Keywords: Skill, Qualification, Framework, Vocational Education, Vocational courses, Senior Secondary Schools, Infrastructure, Status.

Introduction

On sixth January 2012, Conference of the State Education Secretaries mentioned some salient features for Revised Scheme of Vocational program of Secondary Education. These features were- vocational program of vocational schooling to be applied in Class IX-XII, recognized of one hundred new vocational schooling schools, putting of a Vocational Education Cell in CBSE, a robust partnership with the employers in all sports proper from choice of guides, assessment, certification, strengthening of a thousand current vocational schooling.

Vocational Education

Vocational Education is extensively known as Career & Technical Education (CTE), which prepares the students for jobs, specific trade, occupation or vocation, in which the seeker participates. It is also known as Technical Education, as the student directly develops expertise in a particular Techniques or Technology. Vocational Education leads an individual to the development of skills to take up particular work, job or vocation. The knowledge of various practical courses is given to the learners through vocational education which is directly linked to the employment and earning of the learners. It helps the students to be skilled and offers better employment opportunities. After finishing the courses, students are offered better placements in jobs.

The National Skills Qualifications Framework (NSQF)

On 1st April, 2013, the revised Vocational program of Senior Secondary Education has been renamed as 'Vocational program of Secondary and Senior Secondary Education'. This Scheme has been subsumed beneath the umbrella scheme Rashtriya Madhyamik Shiksha Abhiyan RMSA. The fundamental adjustments on this scheme are advent of Vocational Education from Class IX onwards. 75:25 sharing among Centre and States besides North Eastern States which include Sikkim sharing can be 90:10. Financial provision for Innovative Programs beneath vocational schooling, monetary fees for attractive with Sector Skill Council for assessment, certification and overall performance related incentive to Govt. Aided and recognized, unaided non-public schools (GOI, 2014a).

On twelfth February, 2014 the Centrally Sponsored Scheme of Vocational program of Secondary Education accepted via way of means of the Government in September 2011 has been revised for you to arrange in a line it with the National Skill Qualification Frame draws into which the NVEQF has been comprehend issued via way of means of the Ministry on 22nd Sept 2012. The Scheme wrapped vocational schooling beginning from Class IX to Class XII Which was changed as National Skill Qualification Framework (NSQF). (GOI, 2014b).

Brief review of related literature

Thimmaiah, (1982) performed a study on Vocational education-Problems and Prospects (A study of Karnataka). They found that the scarcity of skills which were not in demand were produced, infrastructural facilities were found to be sufficient and problems arose in selecting the locality of colleges, the staff arrangement, infrastructure facilities, courses presented, and the employment potential after the completion of the instruction.

Mowji (1983) performed a research into the educational and vocational problem of higher secondary school students of Greater Bombay (1975-1977). They had to face problems due to lack of guidance at school and college level. Rather than on merits of the students admissions were given more on influence of the parents. Students were joined any stream where they got admission.

Reddy (1984) conducted a study of the existing vocational program of school education in Andhra Pradesh. The findings were

almost fifty per cent of students dropped out at different stages between the sixth and tenth classes. In the execution of the socially useful prolific work program in schools the problems encountered integrated non-availability of specialized teachers, insufficient infrastructural facilities, non-availability of copies of program of study, non-availability of finances and nonexistence of strategy for the disposal of finished products produced in the socially constructive productive work program.

Singh (1988) undertook to investigate the status of vocational courses in Indian schools and calculate the various attempts made in this area. The main findings were there was a shortage of organizational facilities for the growth of vocational education in India. The program of vocational the local/regional needs. There was a deficiency of funds, infrastructure and qualified teachers for the execution of vocational education in India.

Gupta and Dhote (1990) conducted a study which addresses the problem of evaluation of the implementation of the centrally sponsored scheme of vocational program of secondary education in Himachal Pradesh. Computer labs generally were not well equipped and poorly maintained. The involvement of the Board of Secondary Education was insufficient in the implementation. Non-availability of essential raw materials was critically hampering the practical work. Not much progress was made in giving apprenticeship training to the vocational students. Guidance, counseling and placement services had not available to the vocational students.

Pillai and Srinivasan (1990) conducted a survey of problems of technical students. It was found that 52 percent of the students had difficulty in completing all practical work in time. The students also expressed that they were not fluent in oral or written communication.

Verma (1990) performed an attempt to study the implementation of the centrally sponsored scheme of vocational program of secondary education in Delhi. The main findings were- 26.12 percent of the students in the study obtained the First Division, 53.30 percent the Second Division and 20.38% the Third Division in their qualifying examination. Most of the schools not have separate classrooms, laboratories, library, facilities, etc. There was a lack of suitable instructional resources for these vocational courses.

Baraga (1991) performed a study of the interests of students studying in the vocational stream in Rajasthan and identified the problems faced by them. The major findings of the study were that the majority of the students were interested in vocational education because of its employment-preparatory nature. Lack of infrastructural facilities, unavailability of trained teachers, non-release funds in time are some major problems.

Bhatnagar (1991) performed a study on the role of industries in promotion of vocational education among rural women: A feasible study in the state of Haryana. He found out that there were insufficient training facilities, textbooks, teaching material, scholarships, systematic training courses and a human resource development.

Joshi (1992) undertook a study on vocational achievement and difficulty faced by students after passing the plus 2 vocational examinations. Their practical training was insufficient due to shortage of tools, equipment and materials. Even those students getting jobs remained dissatisfied because of not enough salaries, lack of desired competencies and insecurity of the jobs.

Rationale of the Study

In 1992 Revised Program of Action had made positive revision in reference to Vocational program of Secondary Education which becomes functional in 1988. It cautioned status quo of Education- Employment linkages, offering good enough infrastructure, increase deliver of fund for a duration of 5-10 years, education for each pre-provider and in-provider, energetic cooperation of Government branch with Department of Education on the Central and State Levels, etc. (Mohanty, 2003).

Buildings, classrooms, laboratories, and equipment- education infrastructure - are crucial elements of learning environments in schools and universities. There is strong evidence that high-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits. In this regard, there are many questions that arise in the mind of researcher, the answers of which could be obtained only through research.

The answers to these questions will reveal the status of vocational education in the schools, which will enable the authority to do something for the improvement.

1) What is the status of the infrastructural facilities in NSQF schools?

Statement of the Problem

To address the questions raised in the preceding section, the proposed research problem was formulated as below:

National Skill Qualification Framework Vocational scheme at Senior Secondary Stage of schools: Infrastructure of schools.

Objective of the Study

1. To analyze the status of infrastructure facilities of NSQF Senior Secondary Schools in Kurukshetra.
2. To find out the admission procedure of student of NSQF vocational courses at Senior Secondary stage of education in Kurukshetra.

Methodology of The Study

The methodology adopted by the investigator in the present study is discussed and presented under the following heads:

1. Method of the Study
2. Population and Sample
3. Construction of Tools
4. Collection of Data
5. Statistical Treatment of Data

Methods

A descriptive survey approach was used to collect data for the present study of NSQF schools Infrastructure.

Population and Sample

Population of the present study has been discussed under the following heads:

1. Population and sample of senior secondary schools offering NSQF vocational courses.

Population and sample of schools

There were 30 Senior Secondary Schools in Kurukshetra selected randomly where vocational courses were offered. All these schools constituted population of the present study. As the number of senior secondary schools offering vocational courses was large, sampling was random. Thus 30 Senior Secondary Schools offering vocational subjects were covered in this study.

Population and sample of Vocational Teachers

All randomly selected 30 senior secondary schools offering vocational courses in the district were visited and data collection formed the sample.

Construction of Tools

To develop tools, the researcher first consulted different kinds of documents related to the study, interviewed experts having knowledge of vocational education. The following are the tools developed by the investigator for collection of data relevant for the study:

1. Questionnaire for studying infrastructure of schools.

Collection of Data

The required data for the present study were collected from both secondary and primary sources. Secondary sources comprised of books, journals, office documents, internet, e-book, e-journals and files etc., whereas primary sources comprised of schools data.

Statistical Treatment of Data

The data obtained after tabulation were analyzed quantitatively. For quantitative analysis descriptive statistics such as percentage were used.

Status of NSQF at Senior Secondary Stage of Education in Kurukshetra

Data on the status of NSQF at senior secondary stage of education in Kurukshetra are analyzed and interpreted under the following heads are:

- NSQF Schools Type
- NSQF Admission procedure
- NSQF Infrastructural facilities

Table 1: Type of Senior Secondary Schools offering NSQF

Type of SSS	No.	%
Private unaided	0	0
Ad-hoc Aided	0	0
Government	30	100

This table represent that all 30 Senior Secondary School which form 100 percent of school offering NSQF are state government schools. While there are no private, ad-hoc schools offering NSQF courses.

Table 2: Admission notification

Notification	No. of SSS	% of SSS
School notice board	0	0
Television	0	0
Radio	0	0
Newspaper	0	0
Pamphlets	30	100

This table shows that 100 percent of senior secondary school offering vocational courses makes notification through pamphlets for admission.

Table 3: Admission Criteria Followed for NSQF

Admission Criteria	No. SSS	% SSS
Admission Test	0	0
Interview	0	0
Performance of students in qualifying examinations	0	0
First come first serve basis	30	100

In table shown that there is no school uses the criterion of performance of students in qualifying examinations and admission test. All senior secondary schools give admission on first come first serve basis is 100 percent.

Table 4: Type of NSQF school building

School	Pucca	Semi Pucca	Kutcha	Govt Building	Own Building	Rented Building
No.	30	0	0	30	30	0
Percentage	100	0	0	100	0	0

In table 4 show that school building of SSS offering NSQF vocational courses 100 percent of the school buildings are pucca, no semi pucca and kutcha type of school building of NSQF schools. All of the senior secondary schools 100 percent have their own school building.

Table 5: Water provisions in NSQF Schools

Provision of electricity			Total
Regular Available	and Irregular but Available	Not available	
No.&%	No.&%	No.&%	No.&%
5 (16.66)	25(83.33)	0	30(100)

In table 5 shows that water is sufficient in 100 percent of NSQF Senior Secondary Schools.

Table 6: Electricity provisions in NSQF Schools

Provision of water	Total
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Sufficient	Insufficient	
No.&%	No.&%	No.&%
5 (16.66)	25(83.33)	30 (100)

In table 6 shows that electricity is available and regular in 16.66 percent of the schools while there is provision of electricity but irregular in 83.33 percent of the SSS.

Table 7: Practical room provisions in NSQF Schools

School compound for doing practical works		Total
Suitable	Unsuitable	
No.&%	No.&%	No.&%
15 (50)	15 (50)	30(100)

In table 7 shows that there are suitable practical rooms in 50 percent schools. 50 percent of the schools have unsuitable compound for practical work.

Table 8: Condition of Classrooms for NSQF Vocational course

S.No.	Number of School	Condition of NSQF Classroom				
		Good	Very Good	Average	Poor	Very Poor
		No.&%	No.&%	No.&%	No.&%	No.&%
1	30	10 (33.33)	10 (33.33)	10 (33.33)	0	0

In Table 8 shows that the NSQF classroom conditions for are very good in 33.33 percent NSQF classroom, good in 33.33 percent NSQF classroom and average in 33.33 percent NSQF classroom. There is no NSQF classroom in poor and very poor condition.

Table 9: Condition of Furniture for NSQF vocational courses

Furniture	Condition		Total
	Adequate	Inadequate	
	No.&%	No.&%	No.&%
Bench	30(100)	0	30(100)
Desk	20(66.66)	10(33.33)	30(100)

In table 9, shows that total number of benches of all the SSS offering NSQF vocational courses are adequate with the 100 percent. And desks are adequate in 66.66 percent NSQF schools

Table 10: (No. of theory & practical classes) Instructional time allotted to NSQF

Courses	Theory classes and hrs / day		Theory classes and hrs / week		Practical classes and hrs / day		Practical classes and hrs / week		Percentage theory & practical	
	No.	hrs	No.	hrs	No.	hrs	No.	hrs	%	%
Vocational Subjects	1	40 min	6	4 hr	1	4 hr	6	4 hr	50%	50%

In table 10 shows that all NSQF vocational courses allotted 6 theory classes for 4 hours duration and 6 practical classes for 4 hours duration per week. Schools allot 50 percent total time instruction for theory and 50 percent for practical as required by the scheme of NSQF of secondary education.

Findings and Conclusions of the Study of School Infrastructure

1. Type of SSS offering NSQF Vocational Courses

From the SSS offering NSQF vocational courses, 100 percent are Government schools. While there is no private, ad-hoc, deficit school offering NSQF vocational courses.

2. NSQF Admission Notification

100 percent of senior secondary school offering NSQF vocational courses made admission notification. 100 percent of these NSQF schools notified admission through pamphlets.

3. Admission Criteria Followed for NSQF

- 1) There are no school uses the criterion of performance of students in qualifying examinations and admission test.
- 2) All senior secondary schools give admission on first come first serve basis is 100 percent.

4. Type of NSQF School Building

- 1) Amongst the SSS offering NSQF vocational education, 100 percent were pucca NSQF school buildings.
- 2) No semi pucca and kutcha type of NSQF school building were there.
- 3) The senior secondary schools have their 100 percent own NSQF school building.

5. Provision of Water

- 1) Provision for water was wonderful in 100 percent of NSQF schools.

6. Provision of Electricity

- 1) Provision for electricity was pitiable because accessible and regular in 16.66 percent, available but irregular in 83.33 percent.

7. Provision of Electricity

- 1) Provision for suitable complex for doing practical work is average as 50 percent schools had this.

8. Condition of NSQF Vocational Subjects Classrooms

- 1) NSQF vocational courses classroom conditions for 33.33 percent were very good, 33.33 percent good classroom and 33.33 percent average classroom. There were no NSQF schools were in poor and very poor conditions.

9. Condition of Furniture for NSQF Students in schools

- 1) The number of benches in SSS offering NSQF vocational courses was adequate in 100 percent schools and number of desks was 66.66 percent of the schools.
- 2) Overall condition of the furniture was satisfactory.

10. Instructional time allotted to NSQF classes for Theory and Practical

- 1) All NSQF vocational courses schools has allotted 50 percent total time for theory and 50 percent practical as required by the scheme of NSQF vocational education classes.

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