

APPSC PAPER I: GENERAL STUDIES & MENTAL ABILITY · EDUCATION (B.ED. LEVEL)

Teacher and vocational education

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1. Teacher education: pre-service, in-service and institutions
2. Vocational education and vocationalisation

1 Teacher education: pre-service, in-service and institutions

Teacher education is a continuous process: pre-service courses (D.El.Ed., B.Ed., integrated ITEP, with micro-teaching and internship) prepare a teacher, and in-service programmes (workshops, refresher courses, NISHTHA) keep developing one, through a ladder of institutions from NCTE and NCERT at the top to SCERT, IASE, CTE and DIET in the states.

Core facts

- **Two stages:**
 - **Pre-service:** professional **preparation** before entering the job;
 - **In-service:** professional **development** of working teachers (also called **continuing professional development**, CPD).
- **Professional preparation and professional development of teachers is a continuous process** (NPE 1986 and NCFTE 2009: pre-service and in-service are **inseparable**).
- **Purpose of workshops, seminars and conferences for teachers: in-service professional development.**
- **Tagore:** "A lamp can never light another lamp unless it continues to burn its own flame": the teacher must **go on learning continuously** (asked 2019 and 2022); another form of the same idea: a teacher can never truly teach unless he is **still learning himself**. The teacher is a **lifelong learner**.
- **Wood's Despatch (1854)** was the **first** to stress **teacher training** as a pre-requisite of an efficient education system (2019 key): training schools in every presidency.
- **Pre-service courses:**
 - **D.El.Ed.** (Diploma in Elementary Education, earlier TTC / D.Ed.): **2 years** after Class 12, for primary teachers;
 - **B.Ed.:** **2 years** after graduation (since **2015-16**, NCTE Regulations **2014**; one year earlier);
 - **M.Ed.:** **2 years**; for teacher educators;
 - **ITEP** (Integrated Teacher Education Programme, NEP 2020): **4-year** dual-major B.A./B.Sc./B.Com. B.Ed.
- **Micro-teaching:** a scaled-down teaching act (one skill, 5-10 pupils, 5-10 minutes) for pre-service training; developed at **Stanford University** in **1963**; **Indian model** cycle = **36 minutes**; joining single skills into one lesson = **link practice** (2019 key).
- **NCTE** (National Council for Teacher Education):
 - **1973:** set up as an **advisory** body (housed in NCERT);
 - **NCTE Act, 1993**; became **statutory** on **17 August 1995**;
 - **HQ New Delhi**; four **regional committees**: **Jaipur** (north), **Bengaluru** (south), **Bhubaneswar** (east), **Bhopal** (west);
 - Recognises teacher education institutions, sets norms, and lays down **minimum qualifications** of teachers, including the **TET** (2010, under **RTE Act** Section 23).

- **OTPRMS** (Online Teacher Pupil Registration Management System): **NCTE**'s portal that registers pupil-teachers and issues their **OTPRMS certificates**; NCTE works under the **Ministry of Education** (the old **MHRD**, which the 2025 key called "Ministry of Human Resources").
- **NCFTE 2009**: National Curriculum Framework for Teacher Education, by **NCTE**, subtitled *Towards Preparing Professional and Humane Teacher*; teacher as a **reflective practitioner**.
- **NCFTE 2009, in-service design**: take a **contextual and pedagogic** approach and **treat teachers as (adult) learners**, not as passive receivers of instructions.
- **NCERT**: set up **1 September 1961** (a registered society), **New Delhi**; academic advisor to the Ministry of Education.
- **Regional Colleges of Education** (NCERT, **1963**): **Ajmer, Bhopal, Bhubaneswar, Mysuru**; renamed **Regional Institutes of Education (RIE)** in **1995**, when **NERIE Shillong** was added. Each has its own **experimental (demonstration multipurpose) school**, runs a **4-year integrated degree-cum-B.Ed.** course and is a centre of in-service courses. **RIE Mysuru** serves the southern states, AP included.
- **Restructuring and Reorganisation of Teacher Education** (centrally sponsored scheme, **1987-88**, after NPE 1986):
 - **DIET** (District Institute of Education and Training): one per district, **elementary** teachers, pre-service and in-service; also supports **non-formal and adult education** instructors;
 - **CTE** (College of Teacher Education): upgraded secondary training colleges, **secondary** teachers;
 - **IASE** (Institute of Advanced Study in Education): advanced courses (M.Ed., research), training of **teacher educators** and secondary teachers;
 - **SCERT** strengthened as the state's academic authority.
- **SCERT** (State Council of Educational Research and Training): the **state-level counterpart of NCERT**; textbooks, curriculum, teacher training (APPSC's 2025 key matched SCERT with **1969**).
- **Years to match** (2025 paper): **UGC 1956** (statutory), **RCI 1992** (Act), **NCTE 1995** (statutory), SCERT 1969 (key). Solve such items by **elimination**: fix the three sure years first.
- **Funding of in-service training**: mainly through **Sarva Shiksha Abhiyan** (2001), the main vehicle of the **RTE Act**; since **2018** through **Samagra Shiksha** (SSA + RMSA + Teacher Education merged).
- **NISHTHA** (National Initiative for School Heads' and Teachers' Holistic Advancement): **21 August 2019**, integrated in-service training of elementary teachers.
- **Teacher's ethics in the 2019 paper**: to be credible in valuing answer scripts a teacher must be **objective**, and must refuse a colleague's request for favour; the most important people for a teacher are the **students**.
- **Famous lines**:
 - **Kothari Commission (1964-66)**: "The **destiny of India** is now being shaped in her **classrooms**"; of all factors in quality of education, the **quality, competence and character of teachers** matter most;
 - **NPE 1986**: **no people can rise above the level of its teachers**.

Explained

1. Pre-service vs in-service.

Point	Pre-service	In-service
When	before appointment	during the career
Aim	preparation; basic competence	updating, growth, remedying gaps
Form	full-time course with internship	short courses, workshops, online
Institutions	DIET, B.Ed. colleges, CTE, IASE, RIE	DIET, BRC, CRC, SCERT, RIE

2. Modes of in-service education. Orientation courses (for a new curriculum or textbook), refresher courses, **workshops** (learning by doing, producing material), **seminars** and **conferences** (sharing papers), summer institutes, extension lectures, study circles and teacher clubs, demonstration lessons, exchange visits, **action research**, correspondence and online courses (**DIKSHA**, 2017; **SWAYAM**). At the grass roots, **Block Resource Centres (BRC)** and **Cluster Resource Centres (CRC)** (from DPEP and SSA) give on-site academic support; a monthly **cluster meeting** of teachers of nearby schools is in-service support. A teacher returning from an in-service course would rightly choose a book on **innovative instructional strategies** (2019 paper).

3. Why in-service education is needed. New knowledge and curricula (NCF 2005, NEP 2020), new methods (activity-based, ICT), new laws (RTE 2009), gaps in pre-service training, and the need to keep up motivation and professional identity. The BRAOU text adds two old suggestions: make teaching in schools part of a teacher trainer's duty, and set up an **in-service training centre in every district** so that every teacher with **five years** of service gets retrained.

4. How Indian teacher education grew.

Year	Event
1793	Danish missionaries' normal school at Serampore , often called India's first
1854	Wood's Despatch : first official stress on teacher training; training schools in each presidency, stipends for pupil-teachers
1856	Government Normal School, Saidapet (Madras) , later the first teachers' college
1882	Hunter Commission : normal schools for primary teachers
1904	Curzon's Resolution on training of secondary teachers
1952-53	Mudaliar Commission : training colleges affiliated to universities; Extension Services Departments (1955) for in-service
1964-66	Kothari Commission : end the isolation of teacher education, internship in place of mere practice teaching, comprehensive colleges
1983-85	Chattopadhyaya (National Commission on Teachers): 4-year integrated course after Class 12
1986	NPE : DIETs, continuous teacher education

Year	Event
1995	NCTE statutory
2012	Justice J.S. Verma Commission (set up on the Supreme Court's order) on teacher education quality
2014	NCTE Regulations: 2-year B.Ed. and M.Ed. , integrated courses
2020	NEP 2020 : ITEP, NPST, 50 hours of CPD a year

5. The DIET in detail. A DIET has **seven branches**: **PSTE** (pre-service teacher education), **IFIC** (in-service programmes, field interaction and innovation coordination), **DRU** (district resource unit, for adult and non-formal education), **CMDE** (curriculum, material development and evaluation), **ET** (educational technology), **P&M** (planning and management) and **WE** (work experience). It runs D.El.Ed., trains working teachers, supports BRCs and CRCs, and does action research for the district. NPE 1986's reason for one institution doing both jobs: staff development **begins in pre-service and is reinforced in-service**. In a state, the **Director of Teacher Education** (or SCERT) controls the DIETs.

6. NCFTE 2009 in brief.

- **Three curricular areas: Foundations of Education, Curriculum and Pedagogy, School Internship.**
- Teacher as a **reflective practitioner** who builds on children's experience (in line with **NCF 2005**), not a transmitter of information.
- Longer, supervised **internship**; integration of theory and practice; teacher education inside universities and multidisciplinary settings.
- In-service: decentralised, need-based, **context-specific**, treating teachers as **active adult learners**.
- Earlier frameworks: NCTE **1978, 1988, 1998** (*Curriculum Framework for Quality Teacher Education*).

7. NEP 2020 on teachers (Chapter 15 and Chapter 5).

- **ITEP** (4-year integrated B.Ed.) to be the **minimum qualification** for school teachers **by 2030**; notified by NCTE in **2021**, first batches in **2023-24**; admission through **NCET** (National Common Entrance Test) held by **NTA**.
- **2-year B.Ed.** for graduates; **1-year B.Ed.** for those with a 4-year bachelor's or a master's degree.
- Stand-alone, substandard teacher education institutions to close; teacher education to move into **multidisciplinary** colleges and universities.
- **NPST** (National Professional Standards for Teachers) and a new **NCFTE** to be framed by NCTE with NCERT.
- **50 hours of CPD** a year for every teacher; a **National Mission for Mentoring** (senior and retired faculty guide teachers).
- NCTE to become a **Professional Standard Setting Body** under the proposed Higher Education Commission of India.

8. Micro-teaching.

- **Origin: Stanford University, USA, 1963** (Dwight W. Allen and colleagues); taken up in Indian B.Ed. and D.El.Ed. courses from the 1970s, with an **Indian model** worked out under NCERT.
- **Scaled down: one teaching skill** at a time, **5-10 pupils** (or peers), a lesson of **5-10 minutes**, immediate **feedback**.

- **Cycle:** plan → teach → feedback → re-plan → re-teach → re-feedback.

Step (Indian model)	Minutes
Teach	6
Feedback	6
Re-plan	12
Re-teach	6
Re-feedback	6
One full cycle	36

- **Common skills:** introducing a lesson (set induction), questioning (fluency, probing), explaining, illustrating with examples, stimulus variation, reinforcement, using the blackboard, closure.
- **Link practice:** after mastering single skills, the trainee **integrates several skills** in a short lesson; this bridges micro-teaching and real class teaching.

9. Programmes of 1987-2001 that trained teachers (BRAOU, Unit 13).

Programme	Year	Teacher-training point
Operation Blackboard	1987	100% central aid for a second teacher in single-teacher schools; later a third teacher where enrolment passed 100
SOPT (Special Orientation Programme for Primary Teachers)	1990s	use of Operation Blackboard materials and Minimum Levels of Learning (MLL) ; over 14 lakh teachers oriented (book figure)
DPEP (District Primary Education Programme)	1994	World Bank and European Union aid, 85% external through the Centre, 15% State; set up BRCs and CRCs ; trained about 10 lakh teachers
SSA / RMSA	2001 / 2009	SSA funded elementary in-service training; RMSA's quality inputs included in-service training of secondary teachers

Under the 1987-88 scheme the book counts about **461 DIETs, 85 CTEs and 37 IASEs** sanctioned (figures of its time).

10. Training teachers of children with disabilities (BRAOU, Unit 17).

- **Kothari Commission** estimated about **16,500** teachers needed for blind, deaf and mentally retarded children, assuming a pupil-teacher ratio of **10:1**.
- **NPE 1986** task force: disability-wise training of special teachers through UGC, NCERT, Regional Colleges of Education, National Institutes and university departments of special education; in-service courses through regional centres with SCERTs.
- **POA 1992:** education of children with disabilities to be part of the **pedagogy of pre-service** teacher training.
- Grant-in-aid to voluntary agencies only if they appoint trained teachers or get them trained **within three years** of appointment.

- **RCI** ran a national **Bridge Course** for **in-service special teachers**.

11. Professional ethics and teachers' organisations.

- **Teaching as a profession** needs specialised knowledge, long preparation, a **code of ethics** and lifelong learning. NCTE prepared a **Code of Professional Ethics for School Teachers** (2010) with teachers' associations: duties towards students, parents, community, colleagues and the profession.
- **RTE Act 2009: Section 24** lists teachers' duties (regularity, completing the curriculum, assessing each child, parent meetings); **Section 28** bars teachers from **private tuition**.
- **Valuation:** fairness and **objectivity**; no favour to anyone.
- **Teachers' organisations** protect service conditions, give a voice in policy, and support professional growth through journals, seminars and in-service courses. National examples: **All India Primary Teachers' Federation (AIPTE)**, **All India Federation of Teachers' Organisations (AIFTO)**, **AIFUCTO** (university and college teachers); in AP, unions such as **APTE, UTF, PRTU and STU**.
- **Teachers' Day: 5 September** (birthday of **Dr S. Radhakrishnan**); **World Teachers' Day: 5 October** (UNESCO).

AP angle

- **Admissions: AP EdCET** (B.Ed.) is held for APSCHE by a state university; **AP DEECET** admits candidates to **D.El.Ed.**
- **Eligibility and recruitment: APTET** (since **2011**) is the eligibility test; teachers are recruited through the **DSC** (District Selection Committee) examination; the **CTET** is held by **CBSE**.
- **AP institutions:** the **SCERT, Andhra Pradesh** writes state textbooks and teacher modules; every district has a **DIET**; secondary teacher education is done by government CTEs, IASEs and B.Ed. colleges, with **RIE Mysuru** as the NCERT regional centre.
- **Telugu Akademi** publishes the bilingual D.El.Ed. and B.Ed. textbooks used in AP.

Common traps

✗ "NCTE was set up in 1973 as a statutory body." ✓ **1973 advisory; statutory in 1995** (Act of 1993).

✗ "NCERT was set up in 1995." ✓ **NCERT 1961; 1995** is NCTE's statutory year and the renaming of RCEs as **RIEs**.

✗ "DIETs train secondary teachers." ✓ **DIETs** are for **elementary** teachers; **CTEs and IASEs** for secondary.

✗ "RIEs have model primary schools only." ✓ Each RIE has an **experimental (demonstration multipurpose) school**.

✗ "Teacher development is a short-term process." ✓ It is **continuous**.

✗ "NCFTE 2009 bases in-service design on subject expertise or educational attainment." ✓ It stresses the **contextual and pedagogic** approach and **teachers as learners**.

✗ "NCFTE was prepared by NCERT." ✓ **NCFTE** is **NCTE's**; **NCF 2005** (school curriculum) is **NCERT's**.

✗ "UGC was founded in 1953, so the match is 1953." ✓ UGC was inaugurated in 1953 but became **statutory in 1956**; papers use **1956**.

✗ "Integrating several teaching skills is the re-teach session." ✓ It is **link practice**; re-teach is one step of the single-skill cycle.

✗ "Micro-teaching began in India; one cycle is 30 or 42 minutes." ✓ **Stanford, 1963**; the **Indian model** cycle is **36 minutes** (6+6+12+6+6).

✗ "The first stress on teacher education came from the Hunter or Sadler Commission." ✓ **Wood's Despatch, 1854** (2019 key).

✗ "OTPRMS belongs to the Skill Development or Labour Ministry." ✓ It is **NCTE's** portal under the **Ministry of Education** (formerly MHRD; the 2025 key printed "Ministry of Human Resources").

✗ "NIEPA is a constituent unit of NCERT." ✓ NIEPA is a separate deemed university; NCERT's units are NIE, CIET, PSSCIVE and the RIEs.

Quick revision

- Pre-service = preparation; in-service = continuous professional development; workshops and seminars = in-service.
- Tagore's lamp: teacher keeps learning; Wood's Despatch 1854 first stressed teacher training.
- NCTE: 1973 advisory; Act 1993; statutory 17 Aug 1995; 4 regional committees; OTPRMS is NCTE's.
- NCERT 1 Sep 1961; RCEs 1963 (Ajmer, Bhopal, Bhubaneswar, Mysuru) → RIEs 1995, experimental schools.
- 1987-88 scheme: DIET (elementary, 7 branches incl. DRU), CTE and IASE (secondary), SCERT.
- Micro-teaching: Stanford 1963; Indian cycle 36 min; link practice integrates skills.
- NCFTE 2009 (NCTE): reflective practitioner; contextual approach; teachers as learners.
- B.Ed. 2 years since 2015; ITEP 4 years, minimum qualification by 2030; 50 hours CPD.
- In-service funded by SSA (2001) → Samagra Shiksha (2018); NISHTHA 2019; DPEP 1994 BRC/CRC.
- Kothari: destiny shaped in classrooms; NPE 1986: no people rise above their teachers.

2 Vocational education and vocationalisation

Vocational education trains a person for a particular trade or job; vocationalisation builds work and job skills into general schooling. India's line runs from Wood's Despatch (1854) and the Abbott-Wood Report (1937), through Mudaliar's diversified courses (1952-53) and Kothari's work experience and vocationalisation (1964-66), to the +2 vocational stream, NSQF (2013), NCvE (2023) and NEP 2020, which integrates vocational with academic learning.

Core facts

- **Vocational education:** organised education and training for a **specific occupation**, trade or profession, joining **theory with practical experience**; "vocational" means **work-related**; also called **career and technical education**. It stresses **practical, hands-on skills** (not only theory and demonstration). The 2022 paper linked "**earning while learning**" to vocational education.
- **Vocationalisation of education:** giving general education a **work and productivity** element (diversified courses, work experience, a vocational stream) so that schooling is linked to **employment**. Aim: bridge the gap between **education and the world of work**.
- **Tertiary** vocational education = **post-secondary** level (2022 key).
- **The milestones:**
 - **1854 Wood's Despatch** (Charles Wood): stressed **useful, practical knowledge** and vocational content; schools and colleges for professional and vocational subjects (2022 key: Wood's Despatch stressed vocational content in secondary curricula).
 - **1882 Hunter Commission:** two streams in secondary schools, **A-course** (literary, to university) and **B-course** (practical, **vocational and commercial**).
 - **1929 Hartog Committee:** **divert** more pupils to industrial and commercial careers at the end of the **middle** stage.
 - **1934 Sapru Committee** (UP, on educated unemployment; chairman **Tej Bahadur Sapru**): **diversified courses** at the secondary stage.
 - **1936-37 Abbott-Wood Report** (**A. Abbott** and **S.H. Wood**, two English experts): the first report devoted to **vocational education in India**; a vocational track **parallel** to general schools; led to **polytechnics**.
 - **1944 Sargent Plan:** high schools of two kinds, **academic** and **technical**.
 - **1952-53 Mudaliar Commission** (Secondary Education Commission, **Dr A. Lakshmanaswami Mudaliar**): **vocational efficiency** as one of four aims; **multipurpose schools** with **diversified courses** in **seven groups**; **craft** in the core.
 - **1964-66 Kothari Commission** (Education Commission, **Dr D.S. Kothari**): **work experience** as an integral part of all education; **vocationalisation of secondary education**; the **10+2+3** pattern with a **vocational stream at +2**.
 - **1977 Ishwarbhai Patel Committee:** **SUPW** (Socially Useful Productive Work) replaced "work experience" (2019 key).
 - **1978 Adiseshiah Committee** (Malcolm Adiseshiah): report "**Learning to Do**" on vocationalising higher secondary education.

- **1985 Kulandaiswamy** working group (V.C. Kulandaiswamy) on vocationalisation.
- **1986 NPE**: vocational courses for **10% of higher secondary students by 1990** and **25% by 1995**; centrally sponsored scheme **Vocationalisation of Secondary Education (1988)**.
- **2013 NSQF** (National Skills Qualifications Framework): **10 levels** by learning outcomes, notified **27 December 2013**.
- **2014-15: Ministry of Skill Development and Entrepreneurship** (November **2014**); **Skill India** launched **15 July 2015 (World Youth Skills Day)** with **PMKVY** (short-term skill training and certification of youth).
- **2018 NCVET**: the **overarching regulator** of vocational education and training.
- **2020 NEP**: **integrate** vocational education into mainstream schooling and higher education; **at least 50% of learners** to get **exposure** to vocational education by **2025**.
- **2023 NCeF** (National Credit Framework): one credit system for **school, higher and vocational** education.
- **Three centrally planned categories of vocational training: craftsmen training** (ITIs), **apprenticeship training** (Apprentices Act, 1961) and **advanced vocational training** (1977).
- **2025 keys**: "Provision of separate vocational courses" is an example of a **diversified curriculum**; NEP 2020 emphasises **integrating vocational education with the academic curriculum**.

Explained

1. Vocational education, vocationalisation and their cousins.

Term	Who / when	Meaning
Diversified courses	Mudaliar 1952-53	choice of practical groups in secondary school
Work experience	Kothari 1964-66	productive work as part of general education for all
SUPW	Ishwarbhai Patel 1977	purposeful manual work giving goods or services useful to the community
Vocational stream	Kothari; NPE 1986	separate job-oriented courses at +2 (Classes 11-12)
Skill education	NSQF 2013; NEP 2020	outcome-based skills at defined levels, linked to jobs

- **Kothari's definition of work experience**: participation in **productive work** in school, at **home**, in a **workshop**, on a **farm**, in a **factory** or any other productive situation. It is **not** a trade course; it is for every child.
- **Vocationalisation** keeps general education but makes it **relevant to work**; **vocational education** proper aims at **employability** in a named trade.
- **Benefits** listed in the B.Ed. text: specialised practical skills, a clear idea of job demands, skilled workers for the organised sector, and meeting industry's needs.

- **CBSE** offered about **40 vocational courses** in **Classes XI-XII**, grouped as commerce, engineering, health and paramedical, home science, agriculture, hospitality and tourism, and others.
- **New vocationalism** (late 1980s onward): puts **industry's skill needs** at the centre of public education; **TVET** (Technical and Vocational Education and Training) is seen as a driver of growth and an answer to youth unemployment. **SDG 4** asks for equitable access to TVET.

2. Colonial roots (also in EDU-PO-01).

- **Wood's Despatch (1854)**, called the **Magna Carta of English education in India**, wanted education to give "useful knowledge" and supported schools of **medicine, engineering and law** and practical instruction; colonial schooling still stayed **literary**, producing clerks.
- **Hunter (1882)** proposed the **B-course** for boys not going to university; in practice few schools ran it, because jobs and prestige went with the literary A-course.
- **Hartog (1929)** and **Sapru (1934)** blamed the purely literary high school for **educated unemployment** and wanted diversion to practical careers.
- **Abbott-Wood (1937)**: vocational education should form a **hierarchy parallel** to general education: **junior vocational schools** entered after the **middle (Class 8)** stage and **senior vocational schools** after **high school**; **part-time** classes for workers; **polytechnics** for higher technical training. Its advice shaped technical high schools and polytechnics in the provinces.
- **Gandhi's Basic Education (Wardha, 1937)** made a **productive craft** the centre of all learning (EDU-TH-01); the detailed scheme came from the committee chaired by **Dr Zakir Husain**. A work-centred model for every child, not a separate track. The sale of pupils' craft products was to make the school partly **self-supporting**, so Basic Education (**Nai Talim**) is the classic case of **earning while learning**.
- **Sargent (1944)**, officially *Post-War Plan of Educational Development in India*: after the common basic school, selected pupils go to a six-year high school of the **academic** or **technical** type.

3. Mudaliar Commission (1952-53): diversified courses.

- **Four aims** of secondary education: democratic citizenship, **vocational efficiency**, development of personality, and education for leadership.
- **Multipurpose schools** offering several **diversified courses** under one roof, so that each pupil follows aptitude.
- **Seven groups: humanities, sciences, technical, commerce, agriculture, fine arts, home science.**
- **Core subjects** for all, including a **craft**; technical schools and polytechnics to be expanded.
- Weakness found later: few schools had equipment and trained teachers; most pupils still chose the academic groups.

4. Kothari Commission (1964-66): work experience and vocationalisation.

- Report title: **Education and National Development**. It wanted education related to **productivity**.
- **Work experience** an **integral part** of education at every stage; **social and national service** alongside.
- **Vocationalisation** of secondary education with targets: about **20%** of enrolment at the **lower secondary** stage and **50%** at the **higher secondary** stage in vocational courses by **1986**.
- The **10+2+3** structure: a **common 10-year school**, then **+2** with an **academic** and a **vocational** stream.
- **NPE 1968** accepted work experience and asked for more technical and vocational courses at the secondary stage.

5. The +2 vocational stream, 1976 to 2013.

- **1976:** NCERT's framework "**Higher Secondary Education and its Vocationalisation**".
- **1977: Ishwarbhai Patel Committee** (Review Committee on the Curriculum for the Ten-Year School) introduced **SUPW**.
- **1978: Adiseshiah Committee** (National Review Committee on Higher Secondary Education with special reference to vocationalisation), report "**Learning to Do: Towards a Learning and Working Society**".
- **1985: Kulandaiswamy** working group on vocationalisation.
- **1986 NPE / 1992 POA:** vocational courses generally **after Class 10**, flexible enough for **vertical mobility** (moving up to higher studies); target 10% (1990) and 25% (1995) of higher secondary students.
- **1988:** centrally sponsored scheme **Vocationalisation of Secondary Education**; **1993: PSSCIVE, Bhopal** (Pandit Sunderlal Sharma Central Institute of Vocational Education, a constituent of **NCERT**) for curricula and teacher training. The scheme later moved under **RMSA** and, from **2018, Samagra Shiksha** (vocational education in Classes 9-12).
- **Why it fell short (BRAOU, Unit 21):** secondary education stayed **bookish** and unrelated to productivity; the **core-periphery** and **work experience** schemes largely failed, so the +2 stage was **not vocationalised** as planned; some vocational streams closed because government could not supply **materials, teachers and feeder colleges**; the most urgent need is **vocationally trained teachers**.

6. Vocational training outside school (B.Ed. text, Unit 2).

Category	Run through	Key points
Craftsmen training	ITIs , Craftsmen Training Scheme (1950)	engineering and non-engineering trades; courses of 1-2 years ; certificate from NCVT (1956)
Apprenticeship training	employers, Apprentices Act, 1961	covered employers must take apprentices in a fixed ratio in designated trades; NCVT trade test → National Apprenticeship Certificate
Advanced vocational training	Central and Advanced Training Institutes, selected ITIs	began 1977 with UNDP and ILO help

- **Polytechnics** give diplomas; in AP, admission is through **POLYCET**, held by **SBTET**.

7. Skills framework era (2009 onward).

Year	Step	Point to remember
2008-09	NSDC; National Skill Development Policy	public-private skill training
2012	NVEQF (MHRD)	vocational qualifications for schools and colleges
2013	NSQF	10 levels; outcomes, not where you learnt
2014-15	Ministry of Skill Development and Entrepreneurship; Skill India (15 July 2015); PMKVY	national skill mission

Year	Step	Point to remember
2018	NCVET	one regulator for vocational training
2023	NCrF	credits for school, higher and vocational learning

- **NSQF** is a **competency-based** framework: it places every qualification on **levels by learning outcomes** (knowledge, skill, responsibility), whether learnt in school, college, ITI or on the job; school vocational subjects in Classes 9-12 are NSQF-aligned.
- **B.Voc** degrees and **community colleges** (UGC, **2013-14**) gave vocational learners a **degree route**; B.Voc is a skill-based undergraduate degree aligned to NSQF.
- **NCrF (2023): 30 notional learning hours = 1 credit**; a full year = **1,200 hours = 40 credits**; credits go to the **Academic Bank of Credits** (2021), so vocational and academic credits count in one system.
- **PMKVY (as of October 2026): PMKVY 4.0** runs inside the restructured **Skill India Programme**, approved in **2025** with PM-NAPS (apprenticeship) and Jan Shikshan Sansthan for the period to **March 2026**; check whether a newer phase has been notified.

8. NEP 2020 on vocational education (section 16).

- Diagnosis: fewer than **5%** of India's workforce aged **19-24** had formal vocational education (12th Plan data), against about **52%** in the USA, **75%** in Germany and **96%** in South Korea. Vocational education was seen as **inferior**, for those who could not cope with academics.
- **Integration, not separation: no hard separation** between arts and sciences, curricular and extra-curricular, or **vocational and academic** streams.
- **Target**: at least **50% of learners** in school and higher education to have **exposure** to vocational education **by 2025**.
- **Grades 6-8**: a hands-on course sampling local crafts (carpentry, electric work, metal work, gardening, pottery); a **10-day bagless period of internship** with local vocational experts; bagless days through Grades 6-12.
- **Lok Vidya**: important vocational knowledge developed in India, made available to students.
- **NCIVE** (National Committee for the Integration of Vocational Education) to plan the integration; **NSQF** detailed further for each discipline and aligned with the **International Standard Classification of Occupations** of the **ILO**; HEIs to offer vocational courses, and B.Voc to continue.

9. Vocational training of persons with disabilities (B.Ed. Special Education text).

Point	Traditional approach	Community-based approach
Assessment	battery of standardised tests predicting potential	functional assessment for a real job
Where trained	simulated settings (workshop)	actual job sites (on-the-job)
Starting point	general skills, job later	job survey of the locality and job matching
After placement	placement uncertain, weak follow-up	support to keep the job ; assumes every trainee can be employed

- **Job analysis:** studying a job to list the skills and conditions it needs; **task analysis:** breaking a job into **small, sequential steps** so each step can be taught. **Generic skills** are the prerequisites for any job; **specific skills** come from job analysis.
- Vocational training for students with disabilities should begin at about **16 years**. The **PWD Act, 1995** asked that special schools have **vocational training** facilities; **NPE 1986** (task force) wanted a **vocational training centre** with each district special school.
- A sheltered **vocational workshop** has three purposes: **work readiness** for placement, **independent living** in the community, and **production** for self-sufficiency.
- **Transition** = the planned move from school to adult life and work. **OSERS** (Madeleine Will, **1984**): a **bridge** from the security of school to adult life, with three classes of services (**no special services, time-limited services, ongoing services**); **Wehman, Kregel and Barcus (1985)**: three stages, **input and foundation** → **process** → **employment outcome**; **Pathways model**: the range of job choices and the adult's own role in choosing. The **Individual Transition Plan (ITP)** is part of the student's **IEP**.
- **Types of employment:** **competitive (open)** employment with others, **supported** employment (regular job with a **job coach**), **sheltered** employment (a protected workshop set up for persons with disabilities), and **self-employment**.

AP angle

- Andhra Pradesh runs **vocational courses at the Intermediate (+2) stage** in government and private junior colleges under the **Board of Intermediate Education, AP**, a stream started in the **late 1970s** after the 10+2 change. Students may move on to higher studies after bridge courses.
- In high schools, NSQF-aligned vocational subjects in **Classes 9-12** come through **Samagra Shiksha, AP**; hostel welfare officers often guide hostel students choosing between the general and vocational streams, **ITIs** and **polytechnics** (POLYCET).

Common traps

✗ "Vocational education and vocationalisation mean the same." ✓ **Vocational education** trains for a trade; **vocationalisation** adds work and skills to **general** education.

✗ "Work experience was introduced by the Mudaliar Commission." ✓ **Kothari Commission (1964-66)**; Mudaliar gave **diversified courses** and **multipurpose schools**.

✗ "SUPW was coined by the Kothari or Mudaliar Commission." ✓ **Ishwarbhai Patel Committee, 1977**.

✗ "Separate vocational courses are an example of a core curriculum." ✓ A **diversified curriculum** (2025 key).

✗ "NEP 2020 wants exclusive vocational trades in separate schools." ✓ It wants vocational education **integrated with the academic curriculum**.

✗ "The Abbott-Wood Report is Wood's Despatch." ✓ Wood's Despatch is **1854** (Charles Wood); the Abbott-Wood Report is **1937** (A. Abbott and S.H. Wood).

✗ "The Hunter Commission's A-course was vocational." ✓ **A = literary** (university); **B = practical / vocational**. The A/B bifurcation is **Hunter's (1882)**, not Kothari's.

✗ "Earning while learning has nothing to do with vocational education." ✓ The 2022 key linked it to **vocational education**; among historical schemes it is **Gandhi's Basic Education** (self-supporting craft). Pick whichever of the two is offered.

✗ "Vocational training focuses on theory and demonstration." ✓ It focuses on **practical experience** (2022 key, worded "practical experience instead of hands-on training"; read it as practice over theory).

✗ "NSQF has 8 levels." ✓ NSQF (2013) has **10 levels**; the **NCrF** (2023) uses credit levels up to **8** (school up to 4, higher education 4.5 to 8).

✗ "Learning to Do is the Kothari Commission report." ✓ It is the **Adiseshiah Committee (1978)**; Kothari's report is **Education and National Development**.

✗ "Breaking a job into small teachable steps is job analysis." ✓ That is **task analysis**; **job analysis** studies the whole job and its demands.

✗ "Supported employment means a protected workshop." ✓ A protected workshop is **sheltered** employment; **supported** employment is a regular job with a **job coach**.

✗ "Training in simulated settings with standardised tests is the community-based approach." ✓ That is the **traditional** approach; the community-based approach trains **on real job sites** after a **job survey**.

Quick revision

- Vocational education = trade-specific, theory plus practice; vocationalisation = work in general education; earning while learning; tertiary = post-secondary.
- Wood 1854 useful knowledge; Hunter 1882 B-course; Hartog 1929 diversion; Sapru 1934.
- Abbott-Wood 1937: parallel vocational track (junior after Class 8), polytechnics.
- Mudaliar 1952-53: vocational efficiency; multipurpose schools, 7 diversified groups.
- Kothari 1964-66: work experience; 10+2+3; 20% / 50% vocational targets.
- Ishwarbhai Patel 1977 SUPW; Adiseshiah 1978 "Learning to Do"; Kulandaiswamy 1985.
- NPE 1986: 10% by 1990, 25% by 1995; scheme 1988; PSSCIVE Bhopal 1993.
- ITI (1950, NCVT), Apprentices Act 1961, advanced training 1977; MSDE 2014; Skill India and PMKVY 2015.
- NSQF 2013, 10 levels; NCVET 2018; NCrF 2023, 30 hours = 1 credit; NEP 2020: integrate, 50% by 2025.
- Disability: traditional vs community-based; task analysis = small steps; supported (job coach) vs sheltered.