

**School of Vocational Education at  
TATA INSTITUTE OF SOCIAL SCIENCES**  
(Deemed University, established under Section 3 of the UGC Act, 1956)  
**IN ASSOCIATION WITH  
ALL INDIA COUNCIL FOR TECHNICAL EDUCATION (AICTE)**  
**INTRODUCES A NEW EDUCATION SYSTEM IN THE COUNTRY**  
**Work Integrated Vocational Education and Training**

The Tata Institute of Social Science (TISS) is a premier institute of Social Work in India. It was established in 1936 and was recognised as a Deemed University by the University Grants Commission (UGC) of India in the year 1964. The vision of the institute is to be an institution of excellence in higher education that continually responds to the changing social realities through the development and application of knowledge, towards creating a people-centred and ecologically sustainable society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on marginalised and vulnerable groups.

As of today, TISS has campuses in Mumbai, Hyderabad, Tuljapur and Guwahati. Further, it hosts 9 Schools, 5 Independent Centres, and 3 Resource Centres as indicated below:

#### **Schools**

1. School of Social Work 11 Centres in Community Organisation and Development Practice; Criminology and Justice; Disability Studies and Action; Equity for Women, Children and Families; Health and Mental Health; Social Justice and Governance; Livelihood and Social Entrepreneurship; Environment, Equity and Justice; Incubation of Social Work Initiatives; South Asia Centre for Studies Conflict Peace and Human Security; and Learning and Teaching Support Network for Enhancement of Social Work Education and Practice.
2. School of Development Studies with 6 Centres in Study of Developing Economies; Public Policy, Habitat and Human Development; Study of Developing Societies; Population, Health and Development; Nutrition, Research Facility and Advanced Centre for Women's Studies.
3. School of Management and Labour Studies with 7 Centres in Human Resources Management and Labour Relations; Labour Studies; Social Entrepreneurship; Social and Organisational Leadership; Public Policy and Governance; Labour Market and Research Facility and Incubation Centre for Social Entrepreneurship.
4. School of Health Systems Studies with 6 Centres in Health and Social Sciences; Health Policy Planning and Management; Hospital Management; Public Health; India Health Observatory and Social Science Research Facility on HIV /AIDS.
5. School of Habitat Studies with 7 Centres in Urban Policy, Planning and Governance; Science Technology and Society; Water Policy and Governance; Climate Change and Sustainability; Jamsetji Tata Centre for Disaster Management; Laboratory and Urban India Research Facility.
6. School for Media and Cultural Studies with 3 Centres in Critical Media Praxis; Study of Contemporary Culture; and Media Archive and Resource Centre.
7. School of Law, Rights and Constitutional Governance with 2 Centres in Law and Society; and Nodal Centre for Excellence in Human Rights Education.

8. School of Vocational Education which will implement training programmes in different trades through partnerships with various industrial and service sectors.
9. School of Education with 4 Centres in Education; Higher Education; Indian Language in Higher Education (Research Facility) and Teacher Professional Development (Research Facility).

### Independent Centres

1. Centre for Lifelong Learning
2. Centre for Human Ecology
3. Centre for Research Methodology
4. Centre for Studies in Sociology of Education
5. Centre for Study of Social Exclusion and Inclusive Policies
6. Jamsetji Tata Centre for Disaster Management
7. Centre for Library and Information Management Studies & SDTM Library

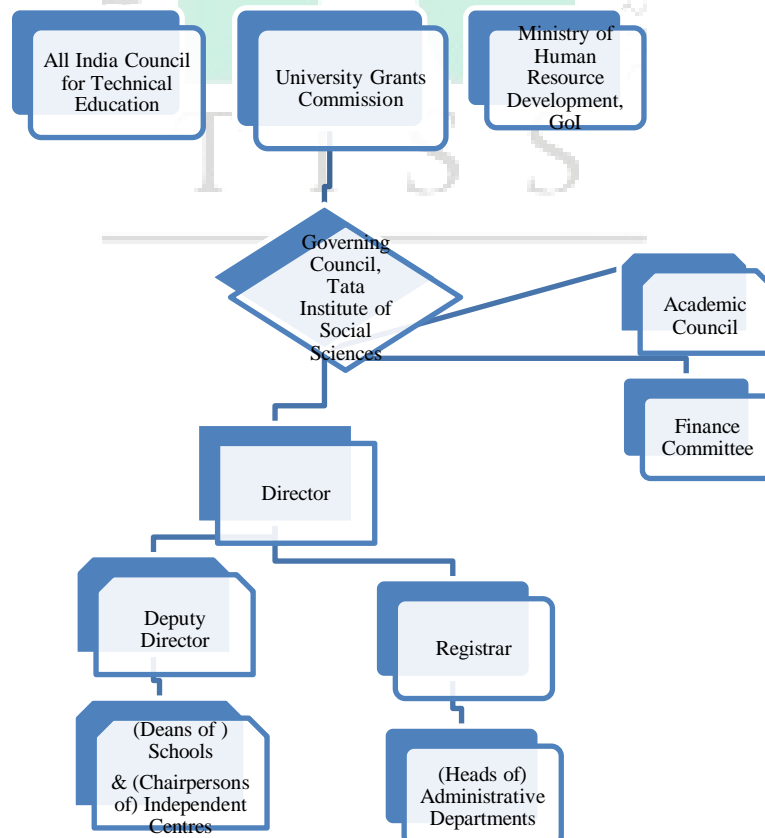
### Resource Centres

1. Computer Centre
2. Publications Unit
3. Sir Dorabji Tata Memorial Library

For latest details, kindly visit [www.tiss.edu](http://www.tiss.edu)

### Structure of TISS

TISS-SVE, the implementing School at TISS is located with-in the structure of TISS. TISS is structured as follows.



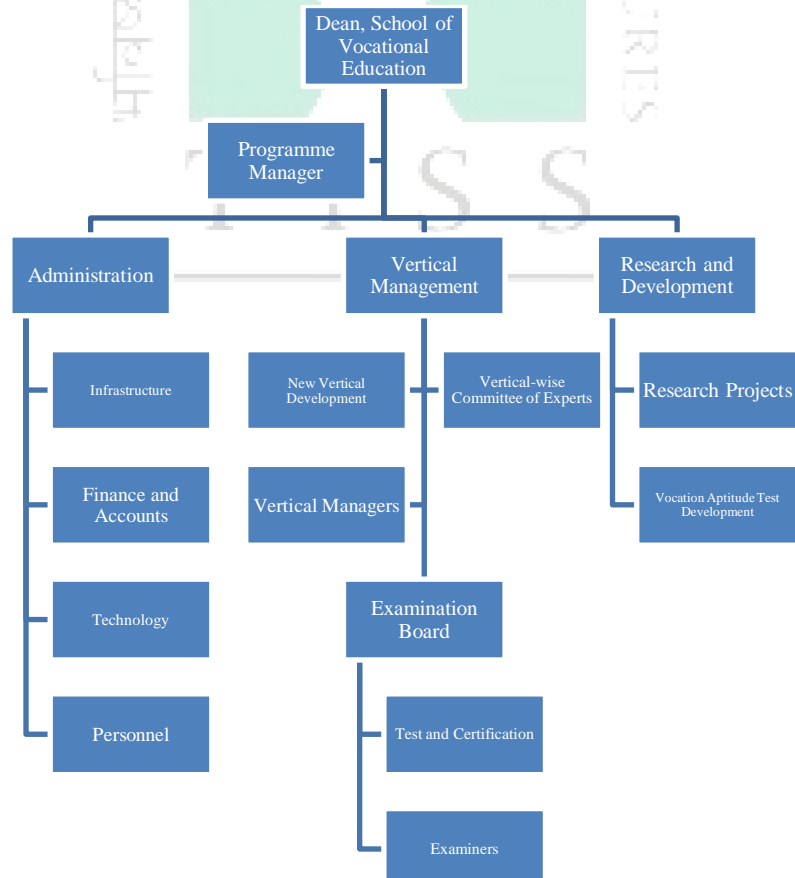
### **About School of Vocational Education (SVE)**

In December 2011, Tata Institute of Social Sciences set up the School of Vocational Education (SVE) to provide immediate and definite interventions to improve the lives of the disadvantaged and marginalized youth, especially who are excluded by the formal school education system, through appropriate vocational training programmes. The training program would be inclusive in nature and structured in a way to facilitate vertical movement of the organized and unorganized labour and facilitate the participation of women, children, the PWD and other vulnerable groups. Therefore, SVE has been set up with a vision of creating an ecosystem that would bring back the dignity of labour for blue collar streams of work and create sustainable sources of income for the marginalized youth in the country.

The School has been incorporated to spearhead the Vocational Training envisaged in the initiative proposed by the Ministry of HRD, Government of India whereby TISS has been selected as nodal point to implement the said initiative.

### **School of Vocational Education- Core Team**

SVE, which is the initiative that is undertaking these partnerships, has a core team led by the Dean of School of Vocational Education. SVE constitutes various departments like Vertical Managers, , Technology Department, Accounts, Aptitude Test Development and Research & Development spearheaded by the Dean of the SVE. The SVE central team will act as an executive, regulatory body which will ensure smooth functioning of vocational training through various stakeholders like Center of Excellence, Skill Anchors, Hubs, Skill Knowledge Providers (SKP). The core SVE team is proposed to be structured as follows.



The main teams within the School of Vocational Education are as follows.

#### Finance and Accounting

As in any organization, this team shall maintain the accounts of the SVE, specifically in all the financial dealings with its various partners and stake holders. This team shall have a dotted line reporting to TISS F & A team.

#### Technology

Technology team shall be responsible for hosting and maintenance of the entire ERP module and other network infrastructure supporting the SVE. They shall also be responsible to interact with service providers to report bugs and get them rectified. The team shall have a data base administrator who shall be responsible for maintenance of database. They shall also be responsible for training of all users of the ERP.

#### Vertical Managers

This is the most important group assisting the Dean of SVE in smooth functioning and scaling up of the SVE model. Each manager shall anchor certain Industry vertical for specific geographies and shall be the responsible for any and every activity within that space. They shall facilitate appointment and functioning of Vertical Anchors, COE, Examiner board, Hubs and SKPs. They shall also be responsible to bring together all stake holders and facilitate meaningful interaction between all parties. The Vertical Manager shall be in charge of monitoring and evaluating certain number of Hubs as set by TISS-SVE. The Vertical Manager shall have the mandate of Quality Checks for the hubs assigned as per the processes and systems laid down in Standard Operating Procedure.

#### Center of Excellence

A Center of Excellence (CoE) is a body that facilitates the set of standards and practices throughout an organization. The CoE also serve as a community of practice for a given topic area, encouraging sharing and knowledge flow throughout the organization. The CoE also plays a central role in facilitating and ensuring the high standards in various areas by vetting the course structure, syllabus, examination process, & selection of examiners. The CoE would comprise of eminent individuals from industry/academics having a significant experience and contribution in their field of work. All members of COE shall be empanelled by TISS-SVE.

#### Examination Board

The Examination Board will act as a central body to conduct standardised and uniform examination and evaluation process across the vertical. This will help to ensure fair evaluation of student's knowledge and credibility achieved through the training. The Examination Board is like an extension of CoE as it will comprise of individuals having expertise in vertical specific knowledge, academics, etc. in particular geographies. Such members will be primarily responsible to set the question papers and evaluation schemes. They will have the charter to depute examiners to exam locations and ensure fair examination practices are implemented by partners. All members of Examination Board, other than the testing coordinators at TISS-SVE, shall be empanelled.

#### Research

Research in vocational education is important not just for the students but at the regional levels to tap local talent like regional learning, integrating vulnerable groups. A research centre would lead to – supporting innovation, learning and social integration and also the improvement of the quality of workforce. It is a support system which will allow professional capability to amalgamate from various parts and sections of the society which will lead to transformation of the present industrial skill need as well as current unemployment levels in various sectors. It will do so by undertaking research studies through systematic collection and analysis of data and information assimilation from within its own programmes towards scientific understanding of the level of impact that the programmes of SVE have had on the lives and livelihoods of the same. It will explore existing methods of vocational education across the world and present solutions to tackle challenges faced by the vocational education streams.

#### Test Development

The test development team shall be responsible to identify specific aptitude requirements for specific vocational skills and thus develop suitable tests to assess the same. These tests shall be periodically modified based on data collected and inputs from the various stake holders.

### **TATA INSTITUTE OF SOCIAL SCIENCES AND ALL INDIA COUNCIL FOR TECHNICAL EDUCATION**

TISS has signed MoU with **All India Council for Technical Education (AICTE)**. AICTE is entrusted with the duty to initiate all such steps as it may feel fit for ensuring coordinated and integrated development of technical and management education and maintenance of standards. AICTE has given mandate to TISS, beginning though SVE, to offer certificate and diploma courses in various vocational streams as per National Skill Qualification Framework (NSQF) under its aegis. For the purpose, TISS has adopted the Community College Model wherein, the training begins with basic orientation and job skills modules, covering the aspects of the World of Work that the student is going to enter. This transition will be designed to be seamless to reduce drop-out while the delivery will be through a work integrated approach. The model proposed is demand derived and, thus, ensures employability.

The diploma and degree certificate will be awarded jointly by TISS (in the capacity of a Deemed University) and All India Council for Technical Education (AICTE). Policy changes permitting, advanced degree programmes also will be offered with potential cross-transfers to the academic streams to pursue degree and diploma courses. Short term vocational course certificates shall be awarded solely by TISS (in the capacity of a Deemed University).

Through this MoU, TISS had proposed to make School of Vocational Education into a **National Vocational University**. Hence, School of Vocational Education, Tata Institute of Social Sciences is being proposed to branch out as India's first of its kind National Vocational University.

A joint working group is constituted with the members of AICTE and TISS to review the progress of the program. (Ref: <http://www.aicte-india.org/moutiss.html>)

#### **Work Integrated Training**

TISS-SVE is rolling out a new education eco-system in India in association with AICTE. This is a Vocational Education programme focusing on job-specific skills rather than providing a broad and varied education. TISS-SVE focuses vocational education programmes for various verticals starting from Automotive; Travel and Tourism; Retail Management; Media & Entertainment; Construction; HR and Sales; Pharmaceuticals; Healthcare; Dialysis Technology; Industrial Tool Manufacturing; Industrial Safety; Logistics; Agriculture; Hospitality; ITES; Telecom; BFSI (Core Banking and Financial Services); Child Care.

Work Integrated Training Programme (WITP) is where students learn the skill by engaging in on-the-job training at real shop floor of the industry/company. For effective delivery of this model, we will be leveraging on the expertise of a partner that will provide classroom-based training and will be known as a Hub. Furthermore, there will be an execution partner who provide on the job training. They are called Skill Knowledge partners (SKPs) and could include hospitals/industries/companies. Hence, with the Hub and Spoke model, students will be placed in the SKPs for on-the-job training while classroom theoretical training will be given by the hub partner.

- The aim of our WITP is to provide the trainee the opportunity to enhance their skills and gain workplace-based industry experience as a part of their certification program. For the trainee, the experience is valuable as training is built around the context of work, enabling them to learn by working and observing.
- This model also allows for design of the programme with an ‘Earn while you Learn’ feature. This feature enables the trainee to earn a stipend during on-the-job duration of the course of training to support their simultaneous vocational education. Although, this is not mandatory for any institution, it is a practice that SVE-TISS strongly encourages its Skill Knowledge Partners to adopt.
- TISS-SVE, through its training partners, will provide the requisite structured classroom sessions while inducting them into the work settings. The WIT programme would further enable students to perform better in the highly technically advanced world by providing them with a platform to learn the duties and responsibilities of various employees while they are student-trainees at the facility.

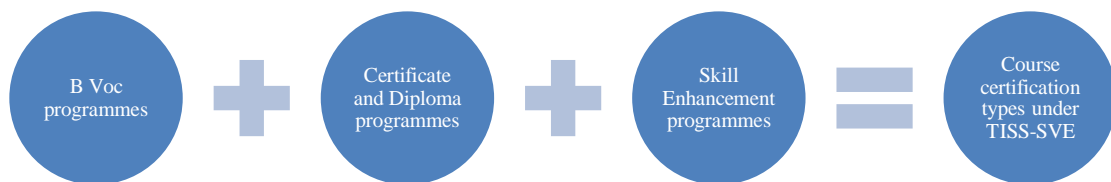
TISS-SVE will, thus, be able to create an ecosystem that will provide an opportunity for gainful employment with career progression to innumerable youth.

### **What types of course are proposed?**

The approach constitutes programmes that are

- a. B Voc Programmes: These are 3 year full time programmes that work integrated in nature. They are as per the UGC Norms and are aligned to NSQF Level 5, 6 and 7.
- b. Certificate and Diploma Programmes: These are programmes that are as per the university credit system of 20-39 credits and 40 and above credits respectively.
- c. Skill Enhancement Programmes: These are short term programmes that do not fall under either category.

All courses in category B and C will place as much emphasis on the Work integrated training as possible.



### What are the verticals/ courses offered/ proposed?

- In the 1<sup>st</sup> Phase, our Verticals include: Automotive; Travel and Tourism; Retail Management; Media and Entertainment; Construction; HR and Sales; Pharmaceuticals; Healthcare; Dialysis Technology; Industrial Tool Manufacturing; Industrial Safety; Logistics; Agriculture; Hospitality; ITES; Telecom; BFSI (Core Banking and Financial Services); Child Care.
- Courses offered will cover specialised skills that each of these sectors demand.
- TISS-SVE offers vast bouquet of courses in courses in various verticals (stream). The current list of courses are available on [www.sve.tiss.edu](http://www.sve.tiss.edu) . Courses will be revised and new courses will be added on an ongoing basis. New verticals will continue to be added regularly.

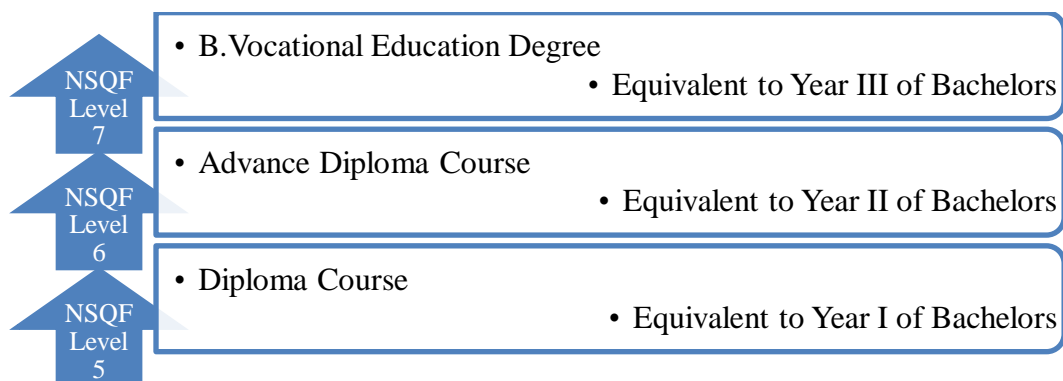
### Who are the types of students who can apply?

- **Required:** Standard 12th Pass (in stream as the course may demand) or equivalent. *Additionally,*
- Any person who has aptitude to learn a specific skill. (or)
- Any person presently employed and having work experience. (or)
- A person who likes to do things by hand and learn. (or)
- A person who possesses skill but is unable to progress in career on the account of unavailability of ‘necessary’ formal training and certification. (or)
- Anyone who wishes to develop job-specific skill sets and obtain commensurate certification from a widely reputed academic institution.

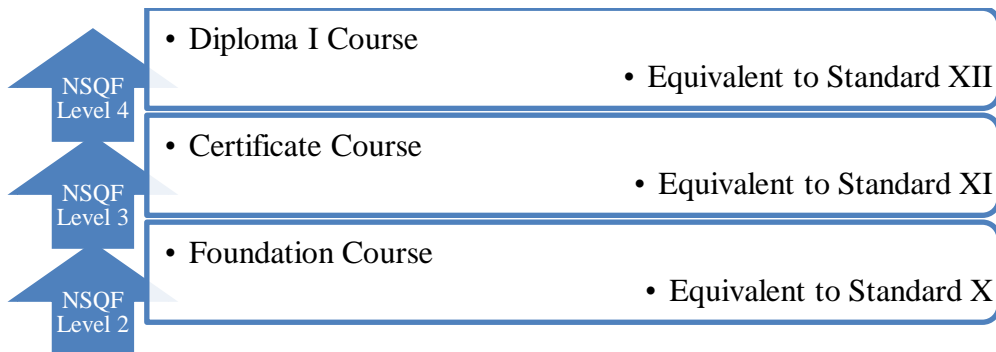
*It is to be noted, however, that the eligibility criterion is course specific.*

### What is the minimum qualification to appear for the B. Voc. courses?

- At present TISS-SVE intends to address student who have passed 12<sup>th</sup> or equivalent in the relevant stream, as may be applicable to each of such programmes.



- SVE is exploring the possibility of working deeper within the AICTE Community College framework. This will allow SVE to reach out to a larger base of students whereby it can work for School Dropouts as well, especially those who have left the formal education system after Class 5. The alignment of courses will then feature as given in the flowchart below.



- Once students complete the above 3 levels, they can move into the B. Voc. system.

#### What can students do after completion of these courses?

- A certificate issued by TISS and recognised by AICTE along with skill (experience) certificate from the Skill Knowledge Partner will aid the students in finding a suitable job opportunity more effortlessly.
- Hub (learning centre) will provide placement assistance to the trainees who have successfully completed the levels.
- Students who wish to study in general education system can cross-transfer from vocational stream to the academic streams to pursue degree and diploma courses as per NSQF (*applicable only for AICTE approved course*).
- In the case of skill enhancement certification programmes, Certification is exclusively by TISS-SVE. Placement assistance may not be possible in such cases.

#### What makes TISS-SVE/ B Voc model different from the current education system?

- The main difference is that this education system does not emphasize on the theory alone but is **primarily based on the shop floor practices of the industry/company**.
- Vocational education which focuses on a specific skill rather than general skill knowledge.
- Students will be given on-the-job training for four to five days and one or two day classroom theory in a week. Therefore, students begin their career trajectory while pursuing their study in vocational streams.
- At the end of the course **students will be awarded a UGC recognized TISS issued B Voc Degree**. Unlike many mainstream courses, SVE-TISS courses mandate skill certificate from the industry where the students has undergone on-the-job training.
- TISS-SVE vocational courses will seek to have as minimal eligibility criterion as possible. This is to enable education to reach out to as many students as possible. Thereby, it endeavors to design and make programmes as inclusive as possible and on a continuous basis.
- The main advantage of the TISS-SVE programme is the provision of **multiple entry and exit system**. Although, it is a full time degree programme, the students can exit after completing a level and begin working as a skilled professional in the chosen skill. Later, they can rejoin for progression to the next level. TISS-SVE will award level certificate on successful completion of each level.



- Students will get hands-on experience from the industry, through the Skill Knowledge Partner, during the training period, thereby, giving them a much needed edge when they compete for jobs.

### **DELIVERY MECHANISM OF TISS-SVE**

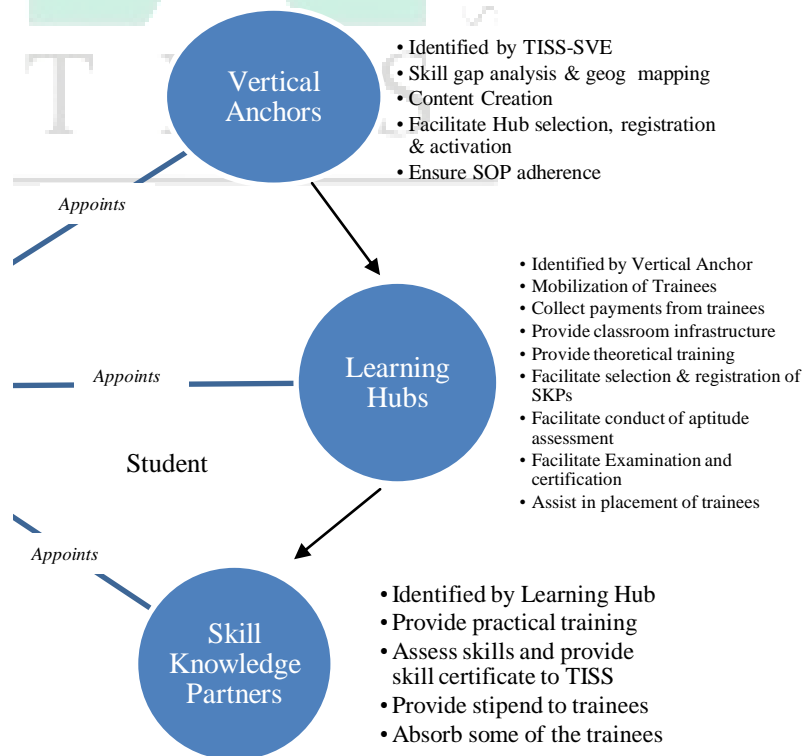
TISS- SVE shall achieve its objectives through a network of numerous partners to enable it to reach out to the millions of youth across the country who need and deserve a good education. TISS shall enlist partners with very specific roles & responsibilities as enumerated below-

#### Vertical Anchors

Vertical anchor is a partner organisation that holds experience & expertise related to a specific industry vertical. The role of the Vertical Anchor will be to conduct a skill gap analysis and geography mapping across the country (or geographies assigned to it). It shall further suggest the various skills for which courses need to be conducted. It shall also suggest the types of courses and the durations required. Subsequently the Vertical Anchor shall be responsible for creating content for the courses to be conducted and to get them approved by the COE. The Vertical Anchor shall also identify potential Hub partners, facilitate their registration and hand hold them in execution of the entire training implementation process. It shall also conduct train the trainer courses for the HUBs. If it is not already in existence, it will also develop and update syllabus as per the B Voc framework and NSQF models all other learning material to be approved by COE for various programmes it plans to start. It will focus on quality of course and shall constantly monitor conduct of training. Vertical anchors shall be appointed for a period of six years. Vertical Anchors may also establish their own training Hubs after payment of the required Performance Guarantee Deposit.



- Creation of SVE Eco-system
- Standardization
- Quality Control
- Course design & Curriculum Approval
- Aptitude assessment
- Examination & certification



### HUB Partner (Learning Centre)

A 'Training Hub' is a company/institute running a learning centre with specific classroom infrastructure available at any single premise with one specific address in any location and can conduct training within the assigned 'Operating Region'.

This includes, among others, infrastructure facilities, trainers, course material, necessary machineries, operating systems and software to conduct the theoretical or classroom based training. They shall be responsible for mobilization of students and conduct of assessment tests. Hubs shall be responsible to collect all fees from trainees and remit the same to TISS-SVE.

A Hub/Learning Centre can provide theoretical training for more than one skill given that it has the adequate Infrastructure facilities and a network of SKPs to partner with within 50km radius of its approved premises. An institution can become a Learning Centre, after Quality Assurance team of TISS clears it for meeting its appointment conditions. Such entities will be appointed for a period of 3 years. A Hub will be signed up for one vertical at a time. However, it may be involved in more than one vertical at a time but will have to go through the same/similar set of conditions for each of the other verticals it wishes to enter.

### Skill Knowledge Partner

SKPs would be industry partners identified by hub but shall be signed up by TISS-SVE. The industry partner will support the programme at the most basic level by providing a platform to train the students of TISS-SVE on-the-job for a particular skill course. The SKP shall be thus registered as per norms & process jointly agreed by TISS and the AICTE. The SKPs shall be authorized to issue skill certificates to trainees the credits of which shall be incorporated by TISS during final certification. **It is important to note that organizations which have their core competence in manufacturing or services pertaining to the subject of courses and, therefore, not primarily into educational services, can participate in the capacity of SKP only. They are strongly encouraged to absorb students being trained under the model.**

### Current Proposal: Role of Skill Knowledge Partner

The current proposal is for the critical role of SKP being offered to your esteemed organization. It entails the following advantages.

- Enables organization to become a partner of Tata Institute of Social Sciences, a premier institute with more than 75 years of experience in the education sector.
- Organization can become a registered SKP (Skill Knowledge Partner) with AICTE ( All India Council For Technical Education ) and India's regulatory body for technical education. This enables the organization to play a vital role in the transformation of the education delivery mechanism in India.
- Skill Knowledge Partner will be authorized to award Skill Credits which shall be aggregated by diploma/degree awarding institute while awarding its diploma /degree. Thereby, the SKP will play a detrimental role in enabling individuals to shape their livelihoods better.
- Organizations can accredit its existing staff with a nationally recognized diploma/degree. Even workers/employees who had dropped out of school can be brought back into the formal education system. This way the organization can help its workers/employees in reclaiming social dignity they may have lost.

- Existing employees if put on this program would result in higher stability and lower attrition. Therefore, organizations can make a transition to becoming 'Learning-enabling Organizations' introducing such programs for its employees/workers. This will result in creation of a more positive environment among the workforce over a period of time. Thereby, the quality of workforce shall be enhanced and improve productivity.
- Organizations may even sponsor some students/employees for such vocational education programs with the funds allocated for CSR activity.
- Skill Knowledge partner can have access to TISS students as a workforce doing internship during peak seasons.
- At the end of the Program, Organization may absorb the required number of students as employees. It would have also had the benefit of assessing these students on the job and therefore make the right hiring decisions.

For more details:

Kindly visit: [www.sve.tiss.edu](http://www.sve.tiss.edu)

Email: [partners@sve.tiss.edu](mailto:partners@sve.tiss.edu)

