

However, vocational education is different from other curricular areas in terms of content and approach. While in most other curricular areas, it is possible to mark a clear progression in learning outcomes as students move towards attaining a competency, this is not possible in the same way in vocational education.

The progression across grades in vocational education is in terms of the development of capacities in different vocations. To see progression across different vocations as students move through grades is therefore difficult. Hence, the Learning Outcomes must be articulated in terms of learning a vocation in a single Grade. This implies that the Learning Outcomes will be the same for all grades for most competencies, they will just be for different vocations.

For example, let us assume students do a project on horticulture related to life forms in Grade 6, poultry in Grade 7, and animal husbandry in Grade 8. Some of the Learning Outcomes will be similar across the stages since they will be achieved in both the Middle and Secondary Stages. The real difference will be observed in the level of complexity in the Secondary Stage. For example, the Learning Outcome 'Follows safety protocols while handling tools' remains the same in both stages, but the complexity of following safety protocol increases with the usage of advanced tools or performing tasks of increased intricacies in the Secondary Stage.

At the same time, students will be a mixed group, with varying levels of pre-existing exposure and capacities. A majority of students doing some sort of work at home may already have the skills others do not, and will already have attained the Learning Outcomes of a higher grade. For example, some students may already be maintaining and handling equipment related to agriculture, machine and materials, while others may have capacities related to services because they may be supporting ageing grandparents or helping parents run a shop.

Learning outcomes, in any curricular area do not come with rigid grade-specific boundaries. They are enabling guidelines for teachers to plan their content, pedagogy and assessment towards achieving specific competencies. In the case of Vocational Education, context is key to content, pedagogy and assessment. For example, a Grade 6 student will be as capable of handling an agricultural tool in a rural setup as a Grade 7 student or even more so. On the other hand, students from an urban background may not have worked with their hands in fields. Therefore, it will be a challenge to assign specific learning outcomes for each grade for each competency.

9.6.1 Curricular Goals and Competencies

9.6.1.1 Middle Stage

In the Middle Stage, there are four curricular goals for each of the forms of work. Students will learn multiple capacities, knowledge bases, and values, which are common across many vocations. Each curricular goal deals with an overarching component from these:

- CG-1 involves the acquisition of knowledge and skills in the work;
- CG-2 involves the application of the chosen form of work in the world of work;
- CG-3 involves the values inculcated while working since they are not always measurable, they need to be observed in students' practices;

- CG-4 involves the application of knowledge and skills (learned through engaging in different forms of work) in home-based tasks.

Following are the Curricular Goals and Competencies to be developed for any form of work:

CG-1 Develops basic skills and allied knowledge of work and associated materials/ procedures.	C-1.1 Identifies and uses tools for practice. C-1.2 Approaches tasks in a planned and systematic manner. C-1.3 Maintains and handles materials/equipment for the required activity.
CG-2 Understands the place and usefulness of vocational skills and vocations in the world of work.	C-2.1 Describes the contribution of vocation in the world of work. C-2.2 Applies skills and knowledge learned in the area. C-2.3 Evaluates and quantifies the associated products or materials.
CG-3 Develops essential values/ disposition while working across areas.	C-3.1 Develops the following values/disposition while engaging in work: <ul style="list-style-type: none"> • Attention to detail • Persistence and focus • Curiosity and creativity • Empathy and sensitivity • Collaboration and teamwork • Willingness to do physical work
CG-4 Develops basic skills and allied knowledge to run and contribute to the home.	C-4.1 Applies the acquired vocational skills and knowledge in a home setting.

9.6.1.2 Secondary Stage

In the Secondary Stage Grades 9–10, there are three curricular goals for each of the forms of work. Each curricular goal deals with an overarching component:

- CG-1 involves the use of knowledge and skills in the work;
- CG-2 involves the values inculcated while working (Since they are not always measurable, they need to be observed in students' practices);
- CG-3 involves the application of knowledge and skills in home-based tasks.

Following are the Curricular Goals and Competencies to be developed for any form of work:

CG-1 Develops in-depth basic skills and allied knowledge of work and their associated materials/ procedures.	C-1.1 Performs procedures competently through required tools/equipment. C-1.2 Differentiates between effective and non-effective practices in completing the task.
--	---

CG-2 Develops essential values while working in a specific vocation.	C-2.1 Develops the following values while engaging in work: <ul style="list-style-type: none"> • Attention to detail • Persistence and focus • Curiosity and creativity • Empathy and sensitivity • Collaboration and teamwork • Willingness to do physical work
CG-3 Develops basic skills and allied knowledge to run and contribute to the home.	C-3.1 Applies the acquired vocational skills and knowledge in a home setting.

Box 9.3**Mastery of the Subject**

Each curricular area comes with at least one expectation of making the learner attain mastery in the work. Be it becoming proficient to read with comprehension or to be skilled at balancing a bicycle while riding it. This expected competency certainly becomes an important outcome as it then helps the learner apply learnt skills to more cognitively challenging tasks (e.g., by learning to balance the bicycle, the learner can then learn to regulate the speed of riding). This mastery is important; to quote Dewey, “It is a commonplace that the mastery of skill in the form of established habits frees the mind for a higher order of thinking.”

However, attaining mastery in any work is a subjective phenomenon, as it depends on the expectation that we set for learners to accomplish, depending on the Learning Standards. Attaining mastery of something can also be visualised as climbing a stairway where, at each step, students acquire the skills to become competent to learn new skills at the next step (different levels of mastery). It is noteworthy to mention that the skills learnt alone can hardly be utilised without deepening knowledge and making appropriate judgments about how to use skills in new situations.

Thus, in the Middle Stage, mastery in the context of Vocational Education means that students can understand the different forms of work, and how each connects to the larger functioning of the world. Mastery is the attainment of the basic skills and knowledge of the vocation, and their application in day-to-day tasks or at times of need. For example, if students learn the skill of cooking, they would not need to be dependent on others to cook for them late at night when they feel hungry.

Mastery by the end of the Secondary Stage is associated with the deepening of knowledge and a higher level of proficiency. By this stage, students should be able to comprehend and create products or services with indicated quality parameters. Mastery is also in the form of engaging in collaborative and productive work of utility. Last, but not the least, the efforts should result in not just skilled people but capable and cultivated human beings.

Section 9.7

Content

The approach, principles, and methods of selecting content have commonalities across subjects, those have been discussed in Part A, Chapter 3, and 3.2 of this document. This section focusses only on what is most critical to vocational education in schools. Hence, it will be useful to read this section along with the above-mentioned the section.