

QuallIndia

Quality Analysis of Indian Vocational Education and Training Institutions, with a Focus on Industrial Training Institutes and Polytechnic Colleges

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Objectives and Motivation

Both nationally and internationally, the quality of vocational education and training (VET) plays a central role in educational policies and initiatives, on the system level as well as on the provider level¹. Due to constant economic growth, and a high demand for skilled workers, over the past years processes of quality assurance and development in VET have also come increasingly into focus in India. At the same time, however, formal VET provision faces fundamental problems in the area of quality². Local quality assessment of VET is of particular importance in the given context; yet, so far, it has been characterised by a lack of completeness and coherence, and the absence of quality assessment at the micro level of teaching and learning. Hence, there is a fundamental need for research and development focused on the quality of teaching-learning processes, and a research gap regarding high-quality and complex measurement of quality data in the field. The project QuallIndia, focuses on the development and provision of a demand-orientated quality model adapted to the national context, that will be operationalised and tested in practice.

Research Question

- How can quality be measured comprehensively in Indian VET institutions?

Theoretical Background

The core concept of quality that the framework builds upon, conceptualises educational quality in VET as a multi-faceted and multi-level construct. It is a combined effect of interdependent factors on the macro, meso and micro level of educational systems. The quality of education is relative, as it is defined and assessed with reference to relevant stakeholder demands. This conceptualisation, and the constitutive operationalisation of quality, is primarily informed by research in quality management, school effectiveness and school improvement, as well as research into teaching and learning. The model will explicitly include the areas of input, process, and output of vocational education and training processes. It puts a focus on the micro-level of teaching and learning as an essential institutional process, with reference to the impact on educational outcomes³. Taking a cooperative approach will ensure a 'cultural fit',⁴ and thus sustainability. The cross-cultural, iterative development of the quality framework, integrates approaches from implementation research and policy transfer,⁵ as well as intercultural studies.



Research Design and Methods

Targeted institutions:

- Industrial Training Institutes (ITIs) and Polytechnic Colleges
- Implementation of quality framework in 10-15 institutions of each type in the main study

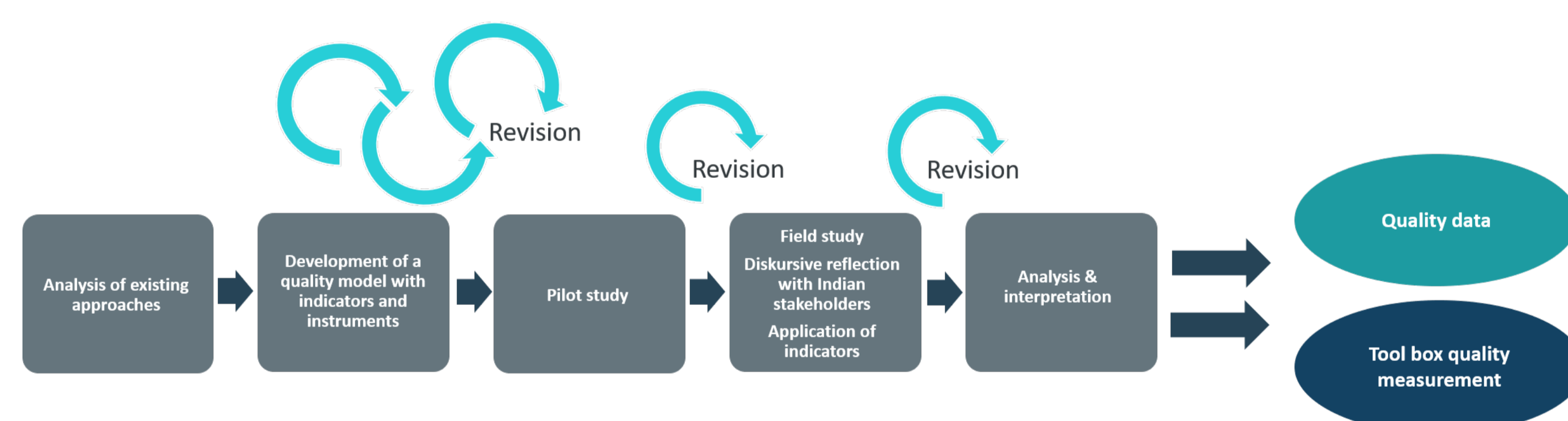
Regions:

- Different urban regions: New Delhi and Bangalore

Approach

- Mixed-methods approach
- Both qualitative and quantitative indicators
- Instruments for quality measurement: guideline interviews, observations, questionnaires, document analyses
- Concurrent evaluation of the framework during implementation

Process



References:

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- [2] Tara, N., Kumar, S., & Pilz, M. (2016). Quality of VET in India: The case of Industrial Training Institutes. *TVET@Asia*, 7, 1-17.
- [3] UNESCO (United Nations Educational, Scientific and Cultural Organization). (2005). *EFA global monitoring report 2005: Education for all – The quality imperative*. Paris: UNESCO.
- [4] Lewis, T. (2007). The problem of cultural fit – what can we learn from borrowing the German Dual System? *Compare*, 37(4), 463-477.
- [5] Phillips, D., & Ochs, K. (2003). Processes of policy borrowing in education: some explanatory and analytical devices. *Comparative Education*, 39(4), 451-461.

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