



# NEP 2020 – A Mechanism of Skill Development through Vocational Education

**Dr. Neetu Jain**

Assistant Professor, Department of Commerce, The Bhopal School of Social Sciences, Bhopal.

## ABSTRACT

NEP 2020 is a major reform in the field of education introduced by Government of India which transforms the education from result or grade based education to skill based education. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. It has been crafted to make the country Atmanirbhar Bharat accordingly with the vision of making the youth atmanirbhar through skill-based education. The GoI has not only emphasising on skill based education but also on skill based employment prospects. The present study aims to identify the role of NEP 2020 in the skill development of students. This paper analyses the need for vocational educational model and also how is the policy implicating towards the enhancing and inculcating the skill based education and what will be the impact of such model to our students, education system never the less our country. Challenges faced on implication of such model are studied and suggestions and recommendations are also specified based on it in the study.

**Keywords:** NEP 2020, Hub and Spoke Model, Industry Players, Vocational Education, Skill Development, Academic Bank of Credits, VET

## INRODUCTION

Visualization of the 'Atmanirbhar Bharat' mission by Shri Narendra Modiji to support the young to build a self-reliant and empowered India through government campaigns like Make in India, Digital India and Startup India implemented. To emulate this vision, the skill-based model of education envisaged where vocational courses are in the limelight scheme to make the Indian youth skilful, employable and atmanirbhar.

With the vision to make the youth atmanirbhar through skill-based education and in a view to make the country Atmanirbhar Bharat, the National Education Policy 2020 crafted consequently. Thrust to vocational education in the policy by launching the vocational subjects and training at school level and higher education level is highlighted by our Education Minister at every platform.

## NEED OF VOCATIONAL EDUCATIONAL MODEL

The GoI has not only emphasising on skill based education but also on skill based employment prospects. As per KPMG and FICCI Skilling India report, 2018, India has the average age of its population is estimated to be below 29 years for the next 6 years. By 2022, India will have the largest working-age population in the world.

According to the India Skills Report 2018, more than 12 million people between the ages of 15 and 29 years are expected to enter India's workforce every year leading to an about 600 million workforce by 2022. However, by 2022, a more skilled workforce of 109 million would be required in 24 key sectors of the economy.

The abovementioned figures indicate towards two challenges. First, there is a lack of essential skills in the workforce who is entering in the market. Second, the skilled workforce does not have the relevant skills. It is manifested from the information shared in the India Skills Report 2018, stating that the skilled workforce with the perspective of employability has improved from 33.95% in 2014 to 45.60% in 2018. one more major challenge stated in the report is that 92% of the current workforce is from the unorganised sector and the rest 8% belong to organised sector which may change to somewhat 90% and 10% respectively in the year 2022. It signifies that skilled workforce of India will be still powered by unorganised sector which will essentially have need of people with education up to secondary and senior secondary levels and even non-technical graduates to be skilled in the relevant and focused areas.

About 5% of the Indian workforce within the age bracket of 19–24 years received formal VE as compared to USA (52%), South Korea (96%) and Germany(75%). This also led to accelerate the progress of vocational skills in the Policy. It also highlights on the significance of eradicating rigid division between vocational and academic streams.

## IMPLICATION OF THE VOCATIONAL EDUCATIONAL MODEL IN THE POLICY

The National Education Policy (NEP) 2020 envisages curriculum integration of essential subjects and schemes in all schools and higher education institutions in a phased manner. As per the said policy, vocational education will start in school from the 6th grade and will include internship.

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To achieve this, the Ministry of Skill Development and Entrepreneurship has initiated a pilot project on Hub and Spoke model.

- 1. Hub and Spoke model :** In Hub and Spoke model, Industrial Training Institutes (ITI)/ Pradhan Mantri Kaushal Kendras (PMKK) will be leveraged as hub of vocational education and training (VET); schools will access the skill training from this hub as individual spokes. With this synergy, the school students would be exposed to the wide range of possibilities available in the world of work in their respective fields and learn on latest technologies available in the ITIs. The project aims to ensure that every young adult in 6 to 19 years of age cohort completes either 12 year of schooling with at least one certification of level 2 to 4 NSQF certificate or 10 years of schooling & certification with 2 years of ITI programme. Currently, the Program is envisaged in 4 States viz; (i) Chhattisgarh (ii) Madhya Pradesh (iii) Odisha and (iv) West Bengal. These State Governments have identified 2 districts and a hub ITI in each district in their respective States. Mapping of spoke schools is being done by the State Governments concerned
- 2. Flexibility :** Students are provided with the opportunity of being flexible in their choice of subjects and there will be no rigid distinction between scholastic, vocational, curricular or co curricular streams for their holistic development. The Policy intended to integrate vocational skills teaching contained by the curriculum of school to enhance novelty, adaptability, and productivity.
- 3. Focus on amplifying GER:** The policy is focussed on augmenting the gross enrolment ratio in higher education, including VE from 26.3% in 2018 to 50% by 2035.
- 4. Fun course during Grades 6-8 :-** Hands on training will be offered for vocational crafts like carpentry, electric work, metal work, gardening, pottery making, etc. as planned for local skilling needs. NCERT will design practice-based curriculum for Grades 6-8 while outlining the NCFSE 2020-21. A 10-day bag less period for 6-8 Grades to intern with local vocational experts like artists, carpenters, potters etc. Such internship prospect of vocational subjects learning will be available to Grades 6-12 students. The Policy also seeks to promote the provision of online vocational courses.

5. **Practical Exposure** - Children will be given periodic exposure to outside school activities through visits to places/ historical monuments, cultural and tourist importance places, meeting with local artists and craftsmen Various types of enrichment activities involving arts, quizzes, sports, and vocational crafts will also be encouraged.
6. **Holistic Development** - It is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education for holistic development.
7. **Emphasis on research and innovation** - Start-up incubation centers, technology development centers will be set up by HEIs to focus on research. HEIs have to give emphasis on greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research.
8. **Vocational Education and Training** : The National Education Policy 2020 has been crafted to make the country Atmanirbhar Bharat accordingly with the vision of making the youth atmanirbhar through skill-based education. A remarkable step is taken by the education minister to put emphasis on vocational education by launching vocational subjects and training at school level in the NEP 2020.
9. **Academic Bank of Credits** - The emphasis on multi-disciplinarity and flexibility for the holistic development of learners in higher education institutions (HEIs) is evident from the proposed reforms. From setting up a regulatory body for digital infrastructure development (Higher Education Commission of India) to the creation of an Academic Bank of Credits, technology is at the core of the national policy.
10. Engineering Programmes in Regional Languages in 14 colleges
11. Internationalisation of Higher Education Guidelines
12. Indian Sign Language given language status
13. Indian Sign Language as a subject at the secondary level
14. National Committee for the Integration of Vocational Education (**NCIVE**), consisting of experts in VE and representatives from ministries in collaboration with industry is created to assist integration of the Policy.
15. Information-sharing across institutions (through mechanisms set up by the NCIVE) has also been encouraged to further expand the reach of VE. A National Higher Education Qualification Framework will also be formulated which shall be in sync with the National Skills Qualifications Framework to ease the integration of vocational education into higher education.

### Launches made for VET

- **Vidya Pravesh**, a three-month play-based school preparation module for class students: It will ensure remote areas will have playschools. In the spirit of inclusivity, the Vidya Pravesh program will see all children will have access to playschools.

- **NISHTHA 2.0**, an integrated programme of teacher training designed by NCERT
- **SAFAL** (Structured Assessment For Analysing Learning Levels) is a competency-based assessment framework for classes 3, 5 and 8 in CBSE schools
- **Artificial Intelligence training website**
- **Online Course of AI in Regional Language**
- **National Digital Education Architecture (NDEAR) and National Education Technology Forum (NETF)** : These are absolutely vital to reform education by bringing in digital technology. This will provide the much-needed impetus to achieve scale and quality in education at a small marginal cost and make it affordable to the common man

### **IMPACT OF VOCATIONAL EDUCATION IN THE FUTURE**

The goal of Policy is to make sure that by 2025, at least 50% of the learners across schools and higher education systems have exposure to vocational education . The Policy required to incorporate vocational education efficiently in the mainstream education in all educational institutions. A variety of measures can be taken like collaboration with local industries, inception of incubation centres or skill labs and short term certificate courses.

The Policy is narrative in its acknowledgment towards the value of vocational education . It correctly recognizes the necessity to incorporate vocational education into mainstream education instead of developing independently. It also expel the belief that vocational education is inferior than mainstream education.

Vocational exposure increases the learning experience and provides the holistic development at a professional and individual level. With Vocational education, young scholars are provided with a hands-on experience of the subject which helps them to face the real work field professionally and confidently.

Acknowledgment of the value of practical experience is an important feature of the policy. Regular internship helps the young scholars to build entrepreneurial skills. For example, the Policy recommend the development of a structure to be acquainted with prior learning with intension of reintegrating dropouts from the formal education system based on their practical experience; and also permits HEIs to grant a certificate upon completion of one year in a discipline/field which may even include vocational/professional areas.

## CHALLENGES ON IMPLICATION OF VOCATIONAL EDUCATION

Challenges of vocational education have been highlighted with a view to illustrate both demand and supply side of the system. Social mindsets do not allow scholars to opt VE courses. At the same time, the main issues on the supply side embrace insufficient equipment and logistics, deficiency of trained vocational teachers, and lack of importance given to students from this stream in higher education. It is essential that adequate regulations are prepared to ensure that practical learning opportunities are provided to students but there are some challenges which can be faced by vocational educational model in NEP 2020:

### 1. Disparity Struggle:

Since vocational education is offered to be imposed from grade VI, students from deprived socio-economic conditions may have a propensity to focus on vocational subjects only with an outlook to obtain lucrative employment thus discouragement the importance of ensuring mainstream education for all until grade X.

### 2. Collaboration with industry players:

The focus on vocational education will not only entail significant investment and sufficient participation of industry players but also there is a need to equip teachers with skills to impart VE. For shaping the curriculum for vocational education, industrialist and educationalist should engage in productive negotiations but industry players do not show any interest towards it.

### 3. Inferior mindset towards TVET :

Another leading challenge for educational institution is the mentality prevailing in the stakeholders like parents and students is that TVET is inferior to regular school and college education. Management and teachers at schools and colleges are also facing problem of lack of knowhow pertaining to the prerequisite of vocational education.

### 4. Lack of Effective Curriculum

There was no proper detailed curriculum, only basic introduction to all the vocational courses, which proves to be ineffective in sparking an interest in vocational education among school students. The existing system, therefore, fails to attract students from taking up vocational courses in future.

## 5. Dummy Internship and Certificates :

It is imperative that the students and their guardians take up the intent of practical training in the right spirit and they get engage in practical learnings really instead of obtaining dummy internships or dummy certificates which will obstruct the entire outlook for promoting VE.

## 6. Social Stigma

A person pursuing a vocational course is considered inferior to those students opting for mainstream higher education avenues. The reasons for the same can be that the general and vocational education systems operate as separate verticals with limited mobility between the two. This leads to hesitation amongst the youth in opting for vocational education. It has become a belief that employment through mainstream education has more dignity of labour as compared to the vocational system. Skill India Mission aimed to reach out to 300 million youths by 2022, but by the end of 2018, only 25 million had been reached and trained under this scheme.

## SUGGESTIONS AND RECOMMENDATIONS

1. Well designed, well planned curriculum should be prepared by the experts of that field for VE which is suitable as per job perspective and practical field.
2. Inter and Multi disciplinary approach should be followed with a well planned road map by the majority of the institutions.
3. Students pursuing such courses should be eligible as candidate for jobs unlike traditional rigid system.
4. Government funding should be given to incentive innovations of such VE disciplines to encourage global leaders in development of new technologies.
5. Industry players should participate in designing of courses and in absorption of students taking such courses in the industry as jobs.
6. Pre-service training and short-term training courses for preparing Vocational Teachers/Trainers is necessary.
7. Skill based education should not be restricted to ITI and polytechnics but it should be part of school and higher education.
8. Government should make mandatory to provide internship to VE pursuers by industry players as part of CSR.
9. New vocational courses should be introduced on the basis of new emerging skill demands of the industry like AI, IoT.
10. Private sector participation and funding is necessary.
11. Local vocational craft internship for students should be conducted by experts of local area.

12. Collaboration with ITI, Polytechnics, local business, NGO, local farmers and artisans should be made to impart training based on skills through Hub and Spoke Model.
13. Digital literacy is also required. Various courses should be conducted keeping in view of this fact to make workforce skilled as per need of employability purpose.
14. Teaching should include more practical/research-based training i.e. 50% theory and 50% practical. Theory and practical should be linked.
15. Analytical learning should be propagated irrespective of the subject.
16. Project-based research training for the students especially in Masters Courses irrespective of the subjects.

## CONCLUSION

Dream of PM Modiji to make Atmanirbhar Bharat will come true only when our workforce will be skilled and compatible towards the work field. NEP2020 is a remarkable step towards this to fulfill the dream. NEP 2020 has given proper weightage to vocational education and skill based education.

Thus, to fetch in systemic transformation as advocated by NEP 2020, government will have competence building in different ways such as sanctioning of budget towards education, ensuring its efficient use. It is high time for the government in chalking out the linkages between the industry demands and vocational courses supply in order to align the skills in line with the available jobs. With the purpose of effective implementation of the recommendations in the NEP 2020, the govt requires to take lessons from the present inefficiencies in its skill programs. Not only government, Educational institutions should also execute it effectively at every level. Proper training should be given to the teachers so that interest of student will remain in the course opted.

VET eminence can be enhanced by recognising, designing and improvement of vocational education courses which fulfill the standards and skills acknowledged at the national level. Accreditation of vocational courses and registration of providers would also enhance the quality and sustainability of the VET programmes and it should include the process of selection and recruitment of teachers, the selection of students, the course delivery, assessment and awarding qualifications to students.

"Armed with the New Education Policy, India will once again emerge as a global leader in learning and a knowledge superpower as it connects our past with the future. Our diversity and ability to blend ancient and modern systems will again take us to the top," Education Minister



Pokhriyal said. He also said that “the new policy will enable Indian students to grow and excel in all spheres of life and the country will emerge as a provider of employment and no longer remain a job seeker”. The transformations have started from the 2021-22 and will persisting till the year 2030 where the first level of transformation is expected to be noticeable.

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