



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## Vocational Education And Students Skill Development Role In NEP 2020

Dr. Rohit Verma

Head, Department of Physics,

Sri Guru Tegh Bahadur khalsa College Jabalpur, India

**Abstract:** The National Education Policy (NEP) 2020 is a government initiative aimed at reshaping the education system to adapt to the pandemic's changes. The policy aims to provide more skill-based education to students, enabling them to make informed decisions for their future. By 2025, at least 50% of learners in schools and higher education will have exposure to vocational education. Vocational education is crucial for economic growth and aims to develop industry linkages and demand-driven courses. The policy also promotes creativity and curiosity among young learners, transforming them into global resources. The policy aims to overcome the social status hierarchy associated with vocational education and integrate it into mainstream education in all educational institutions. This paper examines the current status of vocational education and its future prospects in NEP 2020.

**Keywords:** NEP, Vocational Education, Skilled -Manpower, Occupation, Industry, Economic Growth

### Introduction:

National education policy (NEP) 2020, one of the first policies of the 21st century, was approved by the Union Cabinet of India replacing the previous 1986 policy on 29th June 2020. The NEP proposes the change in curricular structure from 10+2 structure of general education to 5+3+3+4 structure. It has four stages: the foundational stage (for children aged 3 to 8), the preparation stage (for children aged 8 to 11), the intermediate stage (for children aged 11 to 14), and the secondary stage (for children aged 14 to 18). The National Education Policy (NEP) 2020 in India aims to provide practical education for individuals to engage in specific occupational activities. The policy focuses on vocational development programs, which will be integrated into all schools and higher education institutions over the next decade. The focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. Higher education institutions will experiment with different models of vocational education and apprenticeships. The policy aims to train individuals for the future world with skills that can help them achieve their potential. Education plays a significant role in a changing world with technological advances, and there is a need for a skilled workforce with multidisciplinary abilities. The policy focuses on enhancing 21st-century skills such as perseverance, collaboration, information literacy, creativity, soft skills, technological skills, social skills, and media literacy. NEP 2020 serves as a stimulus for reforming the educational system to increase the employability of the future generation. The National Education Policy (NEP) 2020 emphasizes the importance of soft skills like communication, teamwork, problem-solving, decision-making, and analytical thinking as essential life skills. It promotes experiential and skill-based learning, focusing on holistic learning through creative and multidisciplinary curricula. The policy aims to remove social status hierarchy and integrate vocational education programs with mainstream education. Vocational education should begin early in middle and secondary schools and progress smoothly to higher education for quality maintenance. The policy also emphasizes holistic education throughout all schools and higher education institutions, creating a hybrid vocational ecosystem, integrating vocational education into higher education, and increasing market orientation.

There is key consideration for various stakeholders are:

- Students: Multiple exit and entry points for career exploration.
- Teachers: Increased demand for trained vocational instructors.
- Education Technology (Edtech) players: Collaboration opportunities for basic skill courses.
- ITI, Polytechnics, and Industries: Collaboration with higher education institutes and schools.

### **Objectives:**

This paper's primary goal is to examine the state of vocational education today and its prospects for the future in NEP 2020.

- 1) Examine the state of education now with regard to NEP 2020 in terms of skill development and vocational education.
- 2) To learn more about India's potential for skill development and vocational education in the future.

### **Methodology:**

This research utilized a qualitative methodology, obtaining crucial information from secondary sources such as reputable websites and journals, and collected data from these sources.

### **Discussion:**

Through the integration of vocational education programs into mainstream education in all institutions, the policy seeks to abolish the social status hierarchy associated with vocational education. Early exposure to the workforce in middle and secondary school is followed by a gradual integration into higher education. At least half of students enrolled in schools and postsecondary institutions by 2025 will have had experience with vocational education. There will be a clear action plan created with deadlines and goals. The next ten years will see a progressive inclusion of vocational education into the curricula of all secondary schools. By gaining practical experience in their chosen sector of work, students pursuing vocational education and training will contribute to the nation's development and supply the skills required for industry establishment and expansion across a range of industries.

The National Education Policy (NEP 2020) aims to improve the teaching methods and evaluation methods for vocational training in India. The policy aims to provide skilled labor for the country's economy and foster inclusive and equitable growth. However, the primary challenges faced by vocational development programs include low-quality institutions and lack of industry-to-provider links. To address these issues, vocational training providers must ensure quality standards across institutions based on common norms.

The NEP 2020 emphasizes the importance of vocational education development for teachers to boost employability skills and vocational skills of learners at all levels. These programs focus on imparting practical skills, transferring formal and non-formal skills required for productive activities. The policy requires 50% of secondary and postsecondary students to have access to vocational training, with every youngster learning at least one skill and being exposed to several more. The challenge is to increase awareness and change perspectives towards vocational education, incorporating values like dignity of labor and ethics of care. This will also create employment opportunities in these vocations. The pandemic has highlighted the need for a skilled workforce in healthcare services and India's goal of self-reliance. Skilling and universal vocational education are crucial long-term measures for India's demographic dividend.

The policy also proposes the concept of a local teacher education program, which aims to develop entrepreneurship skills and improve employability skills among students. The corporate community, government, and students should all be involved in formulating a plan to create a young workforce with real industrial knowledge, crucial for India's independent future.

The 2030 Agenda for Sustainable Development emphasizes the importance of education for achieving all Sustainable Development Goals. Goal on 'Quality Education' focuses on transforming lives and promoting lifelong learning. The NEP 2020 commits to expanding Technical and Vocational Education and Training (TVET) to ensure social justice and livelihoods. The NEP places learners and their aspirations at the center of vocational education and training programs, ensuring they are not left behind.

## Issues & Challenges in Vocational Education System in India:

- Vocational Education often viewed as inferior to mainstream education.
- Stakeholders view vocational education as a last opportunity in career progression.
- Lack of coordinated management system at national and sub-national levels.
- Pathways for vocational passouts' employability are limited.
- Quality standards for industries need to be developed.
- Mismatch between demand and supply.
- Lack of professional growth and career advancement for vocational graduates.
- Overemphasis on skill development over education and training.
- Need for institutionalizing assessment and certification.

### Conclusion:

After reviewing the paper, it was found that the NEP 2020 policy would reshape the education system. It focuses on providing skill-based or vocational education to the students so they can learn basic skills required in the future. The Technical and Vocational Education and Training (TVET) system was always a pressing need, even at the best of times, for meeting the requirements of skilled manpower for India's economy and for achieving the aim of inclusive and equitable growth. The above discussion indicates that vocational education has played a major role in economic development, in developing countries like India, the vocational development program has not been very successful. Though governments have paid much more attention to this sector in the past few years, outcomes are still poor. The vocational development program is facing several challenges; quality of institutions and lack of linkages between vocational development providers and industries are two major problems. Vocational development program programs could serve this purpose by providing the marketable skills to individuals. . Vocational Education & Training (VET) help with bridging the skill gap between work and education. Through properly planned and effectively implemented VET programme, there is a possibility to prepare employable persons for sustained employment. Qualitative skill development of the new generation is a national need.

### Suggestions:

I would like to suggest that educational institutions and schools integrate with vocational education. The first step we should take is to train the teachers well so that they can be employed as vocational education teachers.

### Acknowledgements:

Author is thankful to various websites and authors. Author are also thankful to various data providers.

### References:

1. Agarwal, Rashmi and Kumar, Indra, (2014). "Role of Vocational Education in Shaping Socio-Economic Landscape in India." *Indian Journal of Industrial Relations*, 49(3), pp. 483-498.
2. Kumar, K. (2005). *Quality of Education at the Beginning of the 21st Century: Lessons from India*. Indian Educational Review
3. Tilak, Jhandyala B.G., (1988). "Vocational Education in South Asia: Problems and Prospects." *International Review of Education*, 34(2), pp. 244-257.
4. Wadia Chandran Leena: Putting vocational education centre stage in the implementation of NEP 2020
5. Kishore Prabhat : Vocational Education : Vehicle for Skill India, 21 July 2021.
6. Lauglo, Jon, (2010). "Revisiting the Vocational School Fallacy: A Tribute to Philip Foster." *Comparative Education*, 46(2), pp. 223-35. <http://www.jstor.org/stable/27856160>.
7. Jain, Balbir, (1992). "Vocational Education in India: Problems and Policies." *Indian Journal of Industrial Relations*, 28(1), pp. 25-36.
8. Sengupta Antara, Page 44 of the Policy; "NEP 2020: Vocational education needs structural changes in the labour market", August 8, 2020,
9. Yojana Magazine, A development monthly.
10. National Education Policy 2020. [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/nep/NEP\\_Final\\_English.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/NEP_Final_English.pdf) referred on 10/08/2020.
11. [http://www.mospi.gov.in/sites/default/files/NSS75252E/KI\\_Education\\_75th\\_Final.pdf](http://www.mospi.gov.in/sites/default/files/NSS75252E/KI_Education_75th_Final.pdf)
12. "National Education Policy 2020 will bring revolution in Indian education system", August 9, 2020, Available

13. United Nations in India- Sustainable development goals, SDG 4 : Quality Education”, Available at:

<https://in.one.un.org/page/sustainable-development-goals/sdg-4/>, Last Accessed on: August 26, 2020.

14. KPMG International Cooperative: Impact of National Education Policy 2020 and opportunities for stakeholders

15. Study Link, Retrieved on 07-03-2014 from

16.[https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf) www.ijcrt.org © 2022

IJCRT | Volume 10, Issue 5 May 2022 | ISSN: 2320-2882 IJCRT2205348 International Journal of Creative

Research Thoughts (IJCRT) www.ijcrt.org d93

17.<http://dise.in/Downloads/KothariCommissionVol.1pp.1-287.pdf>

18. [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/npe.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf)

19. Ganie. R (2022). Title- NEP, 2020: Challenges and Possible Solutions of Vocational Education and Training in India. An Indexed, Refereed & Peer Reviewed Journal Higher education, vol:14, Issue No.1;

<https://www.researchgate>.

20.Yadav. J (2022); Vocational Skills and Nation Education Policy 2020; International Journal of creative Research thoughts (IJCRT).vol-10; <https://ijcrt.org/papers/IJCRT2205082.pdf>