



## Vocational Education And Nep 2020

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### **Abstract**

*Vocational education prepares people for work and develops citizens' skills to remain employable and respond to the needs of the economy. It can be defined as skilled based education. It is the need of the hour for every country to have strong vocational education system. Vocational Education helps in Economic growth. The Indian education system recognizes the role of education and particularly Vocational Education. National Council for Vocational Training, an advisory body, was set up by the Government of India plays its important role in implementation of Vocational Education in India. Although there are lots of areas in which India is facing problems in Vocational Education Implementation. This paper is an attempt to study the problems of vocational education in India, to study the new approach of NEP 2020 for increasing employability amongst the youth of India and in turn, leading to sustainability.*

*Keywords – Vocational Education, occupation, skill base education, economic growth, recommendations, NEP 2020.*

### **Vocational education:**

Vocational education is any type of training, usually in the form of courses and hands-on instructional lessons, that teaches students the specialised skills required to perform a specific job. These types of programmes usually forgo traditional academic-based lessons in favour of hands-on learning. Students learn the fundamentals and capabilities of a specific occupation under the supervision of an active and highly experienced professional. Vocational Education is also known as career and technical education (CTE) or technical and vocational education and training (TVET).

Vocational education provides learners with essential skills supporting their personal development, enhancing their employability and encouraging active citizenship. It boosts enterprise performance, competitiveness, research and innovation.

### **Need of Vocational education:**

Vocational education is gaining tremendous importance in our country in recent years. The lack of employability as an outcome of the education system has given rise to the need for skill based education. The development and economic growth of India will be accelerated if the youth of our country get vocational education and acquire relevant skills. Right from the Wardha scheme of Basic education (1937) to Kothari commission (1964) to UNESCO (2013) to NPE (1968, 1986 and 2020) all have laid specific importance to Vocational. Central and the State Government are emphasizing on building skilled human

resources. The National Skill Development Corporation has been established to further implement this objective. However, at present Vocational Education and training system is fragmented, unregulated and lacks quality. Therefore there is a need to redefine the objectives of Vocational Education, Training and Skill Development so as to align with the changing environment and industrial needs.

### **Problems of Vocational Education in the Present Education System**

However, although a lot has been achieved in physical terms, a number of problems have been witnessed at the field level resulting in under utilisation of the capacity created. The management structure in many States has been weak or even nonexistent, depriving the programme of micro level attention; linkages with industry have been weak; district vocational surveys, and teachers training have not been conducted. All this has resulted in:

- Irrelevance of courses leading to a mismatch between the labour market needs and the training skills
- Lack of focus on emerging areas of industrial development
- Inadequate syllabi being followed in schools and use of obsolete equipment
- Lack of Institutions related to Vocational Education
- Inadequate practical training skills acquired by the students which are not useful in practical life
- Lack of good Teachers
- Lack of social acceptability
- Lack of employment opportunities
- Shortage of practical
- Shortage of continuous Education
- Lack of Industry Participation
- Lack of opportunities for continuous skill up-gradation.
- Overall poor enrolment in vocational stream in such schools.

There have also been inadequate facilities of skills acquired by the vocational graduates for improving their status in the professional market.

### **NATIONAL EDUCATION POLICY 2020**

The National Education Policy 2020 proposes the revision and revamping of all aspects of education, including the educational structure, regulations and governance, to create a new system which is aligned with the aspirational goals of 21st century students. According to the policy, by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines are to be developed. The policy aims to overcome the social status hierarchy associated with vocational education and integration of vocational education into mainstream education in all educational institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into school and higher education. Every child will learn at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and artisanship. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan is prepared.

### **RECOMMENDATIONS IN NATIONAL EDUCATION POLICY 2020**

- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning. (NEP 2020: Principles)
- A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education—including vocational education - from pre-school to Grade 12. (NEP Para 3.1)
- The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the middle stage, but with greater depth, attention to life aspirations, flexibility and student choice of subjects. In particular, students would continue to have the

option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11- 12, including at a more specialized school, if so desired. (NEP Para 4.2)

- Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. (NEP Para 4.9)
- Integration of vocational education programmes into mainstream education in a phased manner, including beginning with vocational exposure at early ages in middle and secondary school. (NEP Para 16.4)
- ‘LokVidya’, i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. (NEP Para 16.5)
- Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. Ministry of Human Resource Development (renamed as Ministry of Education) will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort. (NEP Para 16.6)
- Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries. (NEP Para 16.7)
- The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework will provide the basis for recognition of prior learning. Through this, dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across ‘general’ and vocational education. (NEP Para 16.8)

## CONCLUSION:

The National Education Policy 2020 has given due importance to vocational education and capacity development of teachers to boost the employability skills and vocational skills of the learners at all levels. Quality of vocational education is to be enhanced by identifying, designing and development of vocational courses that meet the common norms and skills standards identified at the national level.

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