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## National Education Policy (NEP) - 2020 and Vocational Education in Rural Schools of Andhra Pradesh

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### ABSTRACT

In this investigation, descriptive research was adopted. The target population for this study included Students and Teachers in rural schools of Andhra Pradesh. 390 samples were collected from the Students and Teachers in rural schools of the 13 districts of Andhra Pradesh. By using Purposive Stratified Sampling Technique 30 respondents each from the 13 districts of Andhra Pradesh comprised the sample respondents. Variables used for this investigation would include Gender, class of the students and the vocational training of the teacher. Objectives of the study are to study the socio-demographic profile of the respondents and to understand the strategies of vocational education in the National Education Policy 2020 in the study area. The author wishes to profusely thank Mahatma Gandhi National Council of Rural Education (MGNCRE) for sanctioning the Minor Action Research Project during 2021 with the financial assistance of which this paper was written.

**Keywords;** National Education Policy, Rural Education, NEP 2020, Vocational Education, Rural Schools.

### INTRODUCTION

The National Education Policy's main purpose is to reform the Education system and bridge the gap between current learning outcomes and those desired. Recognizing the need to keep up with rapidly changing world and knowledge landscape, the NEP 2020 articulates that " the purpose of the Education system is to develop good human beings capable of rational thought and action. Its aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive and plural society as envisaged by our constitution, and its effort to broaden the scope of Quality education. " Now a days Education contributing to Rural development must be locally controlled, practical, applied, problemposing and focused on funtional specialization .

It diagnoses their needs, assert their rights, and take greater control of decisions affecting their lives, providing trained manpower in rural areas, linking rural and urban sectors, providing employment and income oppportunities, increasing labour force productiivity, and developing leadership. Rural development aims in finding the way to improve the rural lives with participation of the rural people themselves so as to meet the required need of the rural area. Education has a key role in Rural systems of supply, production, marketing, personnel maintence, education, health care, and governance.

Funtions of Education include imparting social change, improving individual social position and standard of living, activating participation in Rural and cultural development, increasing critical abilities of rural people to diagnose their needs, asserts their rights, and take greater control of decisions affecting their lives. The recent National Education Policy (NEP) 2020 in India comes 34 years after the previous policy, announced in the 1986 and revised in 1992. It took six years of work and consultations with thousands of Educators, Policymakers, and memebers of Civil society. It was truly a democratic effort and is highly aspirational, aiming for India to have a Education system by 2040, that is second to none, with equitable access to the highest quality education for all the learners, regardless of social and economic background.

## AREA OF STUDY

390 Sample respondents were from 13 Districts of Andhra Pradesh and they are Anaparthi, Chittoor, East Godavari, Guntur, Kadapa, Krishna, Kurnool, Nellore, Prakasam, Srikakolam, Vishakhapatnam, Vizayanagaram, and West Godavari District. (30 from each district: from the 13 districts 30x13= 390 Respondents) comprised the sample. The primary data was collected from the students who enrolled for Vocational courses as well as their teachers in order to understand the importance of vocational education both from students' as well as Teachers' perspectives. The sample respondents both students and the Teachers were drawn from the below mentioned area of Study.

## TOOL FOR DATA COLLECTION

To collect data, interview schedule with five-point rating scale was developed by the investigator based on the 8 features of NEP 2020. The interview schedule was validated through pilot study and by the panel of experts. It was modified according to the opinion of experts. 50 items were finalized with the scoring pattern such as Strongly agree "5", Agree "4", Undecided "3", Disagree "2" and Strongly Disagree "1".

## STATISTICAL ANALYSIS OF DATA

The data was analyzed with help of SPSS package. Statistical techniques such as Percentages were calculated for this study. From the collected data, Gender-wise analysis, class wise analysis and Vocational training wise analysis of the teachers was done.

## INNOVATIVENESS IN THE RESEARCH STUDY

The study proposed to understand the strategies adopted in vocational education in the rural schools of Andhra Pradesh by using descriptive research design. Since vocational education helps in promoting employability skills and entrepreneurship skills the study of the present topic is innovative in nature particularly in the vocational education in the rural schools of Andhra Pradesh. The present study would be useful in studying the impact of NEP-2020 particularly vocational education in rural schools of Andhra Pradesh thereby promoting both educational and employability for the rural children.

Further the study also helps the government in reviewing the policy and make suitable amendments in future by identifying the gaps.

## EXPECTED PATH BREAKING OUTCOME OF THE RESEARCH

At present, the Indian education system is criticized by many due to many reasons such as its rote learning methods, outdated curriculum etc. India is ranking 35th in global education rankings of 2020. It is expected to revolutionize the education scenario in the coming future and this will certainly push India's claim towards becoming a superpower in the future.

This is a very important issue to discuss, from schooling to higher education students regularly makes an effort to sharpen the skill set and after completing the studies joins the bandwagon of people who are working for the organizations in India or abroad and make a successful life. There are many points in the proposed system that requires huge financial investments and nation is not ready for the same. There are many points in the proposed scheme that can yield good results in near future and there are some areas where some clarity of thoughts are needed.

## IMPLICATIONS FOR POLICY-MAKING

For any new policy or system to be implemented has to face some challenges as it proposes some changes in the old system and people do not like to change the old system as per their comfort level. New system proposed because there is need of time, there is a need of up gradation, to make the young India able to compete with the time and world. New system gives some opportunity to cash, every system has some pros and cons some things will be clear by the time.

No system is perfect it requires gradual changes and up gradation time to time. The outcome of the study would help us understand the gap between the policy and its implementation so that the policy documents can be reframed in future.

## RELEVANCE OF THE STUDY FOR SOCIETY

Education is necessary to build well developed and progressive society which in turn leads to the developed nation. All the stakeholders are the part of the society; it's a moral duty to return the favor to the society. The present study aims at understanding the strategies on vocational education in rural schools of Andhra Pradesh.

Since vocational education form an important part in the Educational system it is important that their impact on rural schools in the NEP is understood so as to reach the goals of the policy. The proposed study contributes to social development since vocational educational development particularly at the school level is important for the national development.

**Data Analysis and Interpretation**

The present section presents data based on percentage analysis of the respondents.

Gender	Frequency	Percentage
Female	214	54.9
Male	176	45.1
390	390	100.0

Tab.1 Gender

From the above table it is evident that more than half of the respondents (54.9%) are female while the remaining 45.1% are male. This clearly indicates more interest among the female with regard to vocational education.

Tab.2 Class wise

	Class	Frequency	Percentage
	12 <sup>th</sup> Class	126	32.3
Valid	11 <sup>th</sup> Class	105	26.9
	10 <sup>th</sup> Class	95	24.3
	9 <sup>th</sup> Class	64	16.5
	Total	390	100.0

The above table reveals that majority of the respondents (32.3%) are in 12<sup>th</sup> Class, followed by 26.9% in 11<sup>th</sup> Class, 24.3% in 10<sup>th</sup> class while the remaining 16.5% in 9<sup>th</sup> class clearly indicating that the majority of them who pursue vocational education during 12<sup>th</sup> class which is nearer to under graduate studies. Age wise distribution shows that majority(36.9%) of the respondents' age is 15 years, 23.6% aged 14 years, 20.8% age is 16 years, 12.8% age is 17 years, 3.1% age is 13 years, 1.8% age is 12 years while an equal proportion of 0.5% each aged 18 and 19 years respectively. This can be attributed to quick mastery of the vocational education during 15 years of age.

Table No 3

**Parents' (Father's) Occupation**

	Parents Occupation	Frequency	Percentage
Valid	Business	22	5.6
	Daily Wage earner	143	36.7
	DEATH	21	5.4
	Farmer	171	43.8
	Government employee	03	0.8
	Private job holder	30	7.7
	Total	390	100.0

With regard to Father's occupation it was found that vast majority of the respondents' father (43.8%) is a farmer, 36.7% are Daily wage earners, 7.7% are Private job holders, 5.6% doing business, 5.4% of their fathers are no more while the remaining a very negligible number of respondents i.e. 0.8% are government employees. This indicated that the majority of the respondents wish to do well in their future by choosing vocational education unlike their fathers whose occupation as farmers have given rise to number of challenges and issues.

Table No 4

**Mother: Occupation**

	Mother Occupation	Frequency	Percentage
Valid	Daily Wage Earners	90	23.1
	Farmer	31	7.9
	Government	04	1.0
	Homemaker	256	65.6
	Private Job Holder	09	2.3
	Total	390	100.0

It is evident from the above table that an overwhelming proportion of the respondents' mothers (65.6%) are Homemakers, 23.1% are Daily wage earners, 7.9% are farmers, 2.3% are Private Job Holders while a very negligible proportion of their mothers (1.0%) are Government employee. This clearly indicates that the vast majority of the respondents whose mothers are Homemakers have chosen vocational education to improve their economic status by pursuing vocational education which guarantees employment in future.

Table No 5

**Family income (monthly):**

Family income (Monthly)	Frequency	Percentage
10,000-20000,	50	12.8
20,000-30,000	14	3.6
10000	326	83.6
Total	390	100.0

Family income wise distribution of the respondents revealed that an overwhelming proportion of the respondents (83.6%) Family income per month is Rs.10000/-, 12.8% Family income per month is Rs.10000-20000, while a small proportion (3.6%) of their family income is 20000-30000. This clearly suggests that Poverty is a major cause which prompted the respondents to pursue vocational education which guarantees employment in future if they complete the course successfully thereby improving the economic status of their family.

Table No 5

**Vocational Course Enrolled**

Vocational Course	Frequency	Percentage
HEALTH CARE	181	46.4
AGRICULTURE	10	2.6
APPAREL& MADE-UPS	50	12.8
BANKING	7	1.8
IT-ITES	125	32.1
MEDIA & ENTERTAINMENT	17	4.3
Total	390	100.0

The above table indicates the Vocational courses enrolled by the respondents. Nearly half of the respondents (46.4%) have enrolled in health care course, 32.1% in IT-ITES, 12.8% in Apparel& Made-Ups, 4.3% in Media & Entertainment, 2.6% in Agriculture related course while a negligible proportion of the respondents (1.8%) in Banking related course. The findings clearly indicate the demand for health care course which has got good potential for job placements among the various vocational courses.

Table No 6

**Name of the school with address**

Name of the School	Frequency	Percentage
AP Model	90	23.1
AP MODEL	53	13.6
APMS GAR	12	3.1
APSWRS ,	9	2.3
GHS PALA	21	5.4
Govt HS	21	5.4
KGBV Chi	12	3.1
KGBV SAN	49	12.6
Z.P.H.SC	22	5.6
ZP GIRLS	20	5.1
ZPHS CHI	21	5.4
ZPHS DRA	42	10.8
ZPHS PPR	6	1.5
ZPHS,Nun	12	3.1
Total	390	100.0

The above table gives a picture regarding the School where the respondents have undergone vocational education in rural Schools of Andhra Pradesh. 23.1% are from AP Model School,13.6% from AP Model school, 12.6% from KGBV SAN, 10.8% from ZPHS DRA,5.6% from Z.P.H.SC.

An equal proportion of the respondents (5.4%) are from GHS PALA, Govt HS, ZPHS CHI, 5.1 are from ZP GIRLS, an equal proportion of 3.1% are from APMS GAR and KGBV Chi respectively, 2.3% are from APSWRS and the remaining 1.5% are from ZPHS PPR.

Table No 7

**Career counseling or guidance before admission in this course**

Counselling		Frequency	Percentage
Valid	YES	273	70.0
	NO	117	30.0
	Total	390	100.0

From the above table it is evident that a major proportion of the respondents (70%) have received career counseling or guidance before getting enrolled in the course while the remaining 30% of them have not received any career counseling or guidance before getting enrolled in the course. This can be attributed to their mastery in the chosen vocation since the majority of them have received career counseling.

Table No 8

**Interest in vocational education before admission in this course**

Interest in Vocational Education		Frequency	Percentage
Valid	YES	229	58.7
	NO	161	41.3
	Total	390	100.0

The above table shows that more than half of the respondents (58.7%) have interest in vocational education before admission in this course while the remaining 41.3% have no interest in vocational education before admission in this course. Since majority of them have shown interest in the chosen vocational course it is presumed that they will be successful in the respective vocational course.

Table No 9

**Gives the information on admission in the subject of your interest under vocational education**

Vocational		Frequency	Percentage
Valid	YES	203	52.1
	NO	187	47.9
	Total	390	100.0

With regard to the students admission into the vocational course of their choice more than half of the respondents (52.1%) said that they got the admission in the subject of their interest under vocational education while the remaining 47.9% said that they did not get admission into the vocational course of their choice. This clearly indicates that the number of seats of vocational courses that are in great demand needs to be increased.

Table No 10

**Choice of Admission**

Course choice		Frequency	Percentage
Valid	YES	202	51.8
	NO	188	48.2
	Total	390	100.0

The Students who were enrolled into the vocational course opined that more than half of the respondents (51.8%) enrolled in a course that was their first choice whereas the remaining 48.2% enrolled in a course which was not their first choice. This indicates a need to conduct meetings with the various stakeholders in order to increase the number of seats of the courses that are in great demand and also to make vocational education successful for the overall development of the students.

With regard to the satisfaction with the vocational course of their choice more than half of the respondents (51.8%) said that they are not satisfied while the remaining 48.2% said that they not satisfied with the vocational course they are pursuing. This clearly indicates that the satisfaction with the vocational course is not found in the case of the majority of the students thereby improving the quality of vocational training and also by motivating the students.

Table No 11

**Change your vocational course in future if available**

Change of Course		Frequency	Percentage
Valid	YES	77	19.7
	NO	313	80.3
	Total	390	100.0

The above table suggests that in response to whether they would like to change their vocational course in future if available an overwhelming proportion of the respondents (80.3%) are not willing to do so while a small proportion (19.7%) are willing to change their vocational course if an opportunity is available.



Table No 12

<b>Screening test /merit for joining this course</b>			
Screening Test		Frequency	Percentage
Valid	YES	272	69.7
	NO	118	30.3
	Total	390	100.0

Regarding the screening test/merit which was appeared for joining the course majority of the respondents (69.7%) said that they have appeared for such tests while the remaining 30.3% said that they had not appeared for the screening test/merit for joining the course.

Table No 13

**Job requiring the qualification and experience related to your vocational field**

Advertisement		Frequency	Percentage
	YES	327	83.8
	NO	63	16.2
	Total	390	100.0

The above table suggest that an overwhelming proportion of the respondents (83.8%) have seen any advertisement of the job requiring the qualification and experience related to their vocational field while the remaining 16.2% said that they have not seen the advertisement of the job requiring the qualification and experience pertaining to their vocational course. This clearly indicates a need to create awareness about the job potential and the market demand on the vocational courses in rural areas of our country for the benefit of those who are in the look of jobs in future.

From the above table it is clear that an overwhelming proportion of the respondents (83.6%) knew the students who got job after completion of the vocational course in which they have got admission while a small proportion of the respondents (16.4%) do not know the students who got job after completion of the vocational course in which they have got admission. Hence it is evident that their interest and motivation in the respective vocational course would increase because of the good job prospects in the job market available.

**Conclusion**

The outcome of the study reveals that Vocational Education in the National Education Policy (NEP) – 2020 is the need of the hour so as to enable the students to earn their livelihood since vocational education directly contributes in building their careers and earning their livelihood. It was also found that there are areas of improvement such as enhancing practical sessions, inviting experts from the industry, create awareness about the importance of vocational education. There is also a gap between the requirements in the job market and the supply on part of these schools rendering vocational education in rural schools of Andhra Pradesh. Hence it is needless to say that due recognition and importance is to be accorded to vocational education in rural schools of Andhra Pradesh.

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