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# THIRD CONCEPT

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- ❖ **China *versus* United States**
- ❖ **Gandhian Thought**
- ❖ **Smaller State Politics**
- ❖ **Relevance of Panchayati Raj**
- ❖ **On Bad Bank**



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# Vocational Education in National Education Policy 2020

Gagan Singh\* & Gopal Datt\*\*

*[Education is fundamental for achieving full human potential and promoting national development. To lead the country into the 21st century and the fourth industrial revolution, it is the need of the hour to focus on a holistic and multidisciplinary education. This kind of education is needed for the present-day India. National Education Policy (NEP), 2020 aims to address the many growing developmental imperatives of our country. In this paper the role of vocational education in imparting holistic and multidisciplinary education amongst the youth of the country has been studied. The paper also investigates the role of National Education Policy (NEP), 2020 in strengthening skills through vocational education in India.]*

Higher education plays an important role in promoting human as well as societal well-being. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. For becoming a knowledge society, there is an urgent need to aspire more and more young minds for higher education. In order to develop the holistic approach amongst individuals, there is a need to identify set of skills and values which will be incorporated at each stage of learning i.e., from pre-school to higher education. These elements must be incorporated taking into account the local and global needs of the country and also with a respect for and deference to its rich diversity and culture.

The world is undergoing rapid changes in their knowledge landscape. With various scientific and technological advances, it is believed that many unskilled jobs worldwide may be taken over by machines. But on the other hand the need for a skilled workforce will be increasingly in greater demand. Therefore, the gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that brings the highest quality, equity, and integrity into the system. (Chankseliani & McCowan, 2021)

The National Education Policy 2020 (NEP 2020; India) is the first education policy of the 21st century. This Policy proposes the revision and revamping of all aspects of the 21st century education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG 4 (Sustainable Development Goal), while building upon India's traditions and value systems.

The National Education Policy lays particular emphasis on the development of the creative potential of each

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individual. In this new policy of education more focus is on the extensive use of technology in teaching and learning and removing language barriers. The vision of this policy is to envision an education system rooted in Indian ethos that contributes directly to transforming India and making India a global knowledge superpower.

The major problems which are currently faced by the higher education system in India are an ineffective regulatory system, limited teacher and institutional autonomy, limited access particularly in socio-economically disadvantaged areas, less emphasis on the development of cognitive skills and learning outcomes, lesser emphasis on research at most universities and colleges and insignificant governance and leadership of HEIs etc.

The key changes which are broadly considered in NEP 2020 are- multidisciplinary universities and colleges, medium of instruction of programmes in local/Indian languages, Multiple entry/exit system, faculty and institutional autonomy, revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences, establishment of a National Research Foundation to fund outstanding peer-reviewed research, "light but tight" regulation by a single regulator for higher education and increased access, equity, inclusion through a range of measures, where more and more focus will also be on Open Distance Learning (ODL), and focusing the potential use of technology for teaching-learning. The NEP 2020 aims to increase the Gross Enrolment Ratio (GER) in higher education including vocational education from 26.3% (2018) to 50% by 2035 (National Education Policy, 2020).

NEP 2020 emphasized on holistic and multidisciplinary education which would aim to develop all capacities of new age learners, i. e. intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. It is believed that such an education system will help to develop well-rounded individuals that possess critical 21st century capacities in all the fields i.e., arts, humanities, languages, sciences, social sciences, and

professional, technical, and vocational fields (National Education Policy, 2020).

Figure 1: Salient Features of the NEP, 2020 with Respect to Vocational Education By 2025

### **Emphasis on -Focus on**

**New Education Policy- 2020-** Selection of important vocational crafts, such as carpentry, electric work, metal work, gardening, and pottery making etc.

Motivate every child to learn at least one vocation and exposed to several more.

Maximum exposure of vocational education amongst the learners through the school and higher education system.

In Future, the engineering institutions will have to move towards more holistic and multidisciplinary education with more arts and humanities. On the other hand, students of arts and humanities will have to aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills among the aspirants.

### **Vocational Education in India**

It has been estimated in the 12th Five Year Plan (2012-2017) that 5% of the Indian workforce in the age group of 19-24 years, received a formal Vocational Education. In the NEP 2020, it has been believed that by year 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. It is the need of the hour to integrate vocational education programmes into mainstream education in a phased manner. For that vocational exposure must be introduced at early ages and later on this should also be continued into all secondary schools and higher education institutions.

For that there is need to collaborate with Industrial Training Institutes, Polytechnics, Local Businesses, Industries, Hospitals, Farms, and NGOs by the academic institutions with vocational education. The selection of the vocational education courses will be based on skill gap analysis and also on mapping of local opportunities. To oversee the integration of vocational education and also earmark budget for promoting this integration, the Ministry of Education (MoE) formerly MHRD constitute a National Committee for the Integration of Vocational Education (NCIVE) along with industry participation.

As per the NEP 2020 prospects the exposure of vocational education at upper primary stage, there is need to introduced fun-based activities during the year for the students' classes 6-8. There must be hands-on

experience of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. to the students of these classes. As far as the vocational education at secondary and higher secondary level is concerned, it has been suggested in the NEP 2020 that in addition to traditional academic courses, vocational courses will be offered in classes 9-12 in secondary schools and students will be allowed to mix and match academics with skills education, with sports, arts, and soft skills trainings.

Vocational education in higher educational institutions expects partnership with industries to develop industry demanding skills among the learners. Vocational courses, such as- Certificate, Diploma, Advance Diploma, and Bachelor's in Vocation (B. Voc.) will be available to students enrolled in all other programmes.

### **Role of Open Schooling and Distance Learning in Vocational Education-**

National Institute of Open Schooling (NIOS) and Open and Distance Learning (ODL) Institutes can play a vital role in the expansion of vocational education across the nation. Currently 5% of the Cumulative Enrolment of 27 Lakh in open schooling is under vocational courses. In this context, NEP, 2020 emphasized that vocational courses offered by NIOS will be expanded and strengthened for meeting the learning needs of young minds in India who are not able to attend a physical school.

### **Review of Literature**

In the recent years vocational education and training has become the centre of key discussion which has the capability to respond to the needs of society in regards to employability (Ozer, 2020). There are more expectations from Vocational education in India. Recent interventions in skill/vocational education in India has imparted awareness and role of vocational education among Higher Educational Institutions. A strengthened Vocational education system in the country cultivates young minds towards- skilling, re-skilling, and up-skilling.

Subudhi (2017) advocates a compulsory partnership with employers towards ground level vocational education in the region where one can involve from training to placement of the trainees, need to revise the existing system of training/skilling into new format. In such vocational education environment one can nurture multiple skills with local demands, and can reduce the gap between government initiation to the local needs and availability. There are several factors involve to weaken

the vocational education system in the country, i. e. low link between curriculum and job market, lack of proper policy, lack of prompting partnerships, lack of trained faculties, etc.

Life skills are essential skills to strengthen the knowledge, and values. Such skills are the part of skill/ vocation education broadly. To cope with the growing needs and modern day of life competencies, everybody requires market-oriented job skills (Saravanakumar, 2020). Syauqi et al. (2020) found in their study that the vocational education is focusing on building knowledge and skills as well as the author(s) analyzed the perception of the students of vocational courses regarding the experience of online learning during COVID 19 lockdown which was not appreciable.

Employable skills are the currencies in twenty first century where industry is demanding highly skilled workforce with encompasses of 21st century skills. Quality education with technical and vocational skills are in top demand for decent jobs, and entrepreneurship from the industry (United Nations Educational, Scientific, and Cultural Organization, 2020). Efforts to be made for developing curriculum and competencies among students of vocational courses in line with the needs of the industry which can strengthen the policymakers' efforts and the proposed framework for utilizing the best practices in the area (Sulistiyo & Kustono, 2018). Excerpts of several reports endorse that the role of skill education in achieving SDG 4 (equitable quality education), and SDG 10 (reducing inequality) are of key importance (Tyagi et al., 2021).

#### Methodology

The present study is descriptive in nature where review of the related literature is used for critical analysis of research results. Several recent research reports, studies, and policy papers are thoroughly reviewed and analyzed in the area of vocational/skills education in respect to NEP 2020 prospects (India). In addition to literature review and report analysis, the integration of vocational education with academic education, role of Open Schooling and Distance Learning (OSDL) in vocational education, and monitoring and implementation plan for vocational education is discussed.

#### Vocational Education- Challenges and Opportunities

The role of vocational education is being already felt across various emerging industries in the country. The shortage of factory workers and construction Labour's, requirement of skilled and talented manpower in engineering industry, need of professional food

scientists and technicians in these sectors has already being realized in these sectors. Similarly the demand for animation production services is also growing and this is a good sign for the students of design, fine arts and mass communication. Shortfall of doctorate scientists in the biotechnology sector and shortfall of refrigeration mechanics and electricians and food safety personnel in food processing sector has also been felt in these sectors.

In order to meet the country's requirements and compete with the world, there is need to overcome and resolve the issue of shortfall of skilled manpower in these fast-growing sectors. To resolve the issue of skilled manpower, vocational education can play a vital role in proving the skilled and trained manpower to the respective sectors as and when they realized the shortfall of skilled manpower.

Vocational education can also meet the requirements of retail sector, leather industry, civil aviation, health sector, construction sector, IT sector, education sector, automobiles, logistics, banking and finance sector, aviation sector, textile sector, pharma sector, and project management services. In NEP 2020, MoE identify the 17 job sectors with correspond to 152 job roles for popularizing the vocational education amongst the larger section of the society.

The challenges which caused hindrance in the path of vocational education in India are the shortage of trained instructors and low instructor training capacity in the country, outdated machinery/ tools and technology and mismatch between skills provided and skills required by the industry etc. In order to overcome these obstacles, there is need to expand and upgrade vocational education and training, promote research in educational institutions and redesign the educational pattern at the school level to facilitate skill development.

The central government and state governments of the respective states have also need to redefine their role in reforming and strengthening vocational education and training, making investment in vocational training institutes and also in promoting industry and academia interaction to narrow the existing gap between the demand and supply of the skilled manpower. There is also need to make clear policy for facilitating capacity expansion through private sector participation. It is very important to note that while framing a policy, it should be kept in mind that one policy cannot fit for all. So, during the formation of such policies, the needs of the locality should be of prime concern.



## Monitoring and Implementation Plan for Vocational Education

For the effective implementation of the vocational education at upper primary stage, secondary and higher secondary level and in higher education institutions there is need to develop a proper tracking system to monitor the progress of vocational education in the country. In the NEP 2020, there is a clear provision of monitoring and tracking of the vocational education in the country. This way the growth of the number of the vocational courses and the learners enrolled in such courses can be analyzed.

### National Skills Qualification Framework (NSQF)

The NSQF sets the qualification standards for the various vocational programs in the terms of knowledge and skills in which the qualification is measured in the form of levels; Level 1 is the lowest, and to Level 10 is the highest. Such levels are the identity of learning outcomes which the learner achieved during their learning. The NSQF is defined as a quality assurance, and nationally integrated competency-based skills framework. Such initiative promotes lifelong learning and skill development among the youth with industry partnership.

**Exposure to vocational education by 2025-** Exposure of Children to vocational education from Class 6 onwards in all secondary and higher secondary schools through integration of VE with general education subjects.

**Awareness Organizing** - more awareness programmes to change the general perception and attitude towards Vocational Education; And more focus on good practices and innovations by teachers and students.

**Mix and match academics with skills education, with sports and arts, and with soft skills-** Imparting skills training through collaboration of schools with Industrial Training Institutes, polytechnics, local businesses, industries, hospitals, agriculture farms, local artisans and NGOs.

**Career counselling and guidance-** Introduction of Skill Based Aptitude Test (SBAT) in Class 8 to provide guidance to the students for making informed career choice.

**Promotion of Innovation and entrepreneurship-** Introduction of vocational courses on new and emerging skill demands of the industry, such as Artificial Intelligence, Robotics, and Internet of Things (IoT) will be introduced and promotion of enterprise education from Class 6 onwards

**Preparation of Vocational Teachers/ Trainers in selected job sectors-**Offering the pre-service Training and Short-Term Training (STTP) courses for preparing Vocational Teachers/Trainers through online and offline mode through SCERTs and DIETs.

**Vocational Teachers Training programmes-** Implementation and use of the new learning methods and digital tools, like Massive Open Online Courses (MOOC), Flipped learning and Virtual learning methods for training teachers.

Figure 2 Implementation Plan for Vocational Education in NEP 2020-

### Conclusion and Recommendations

India's skill development mission is backed by the national policies, yet several challenges are remained to achieve the goal of skill India, i.e., quality of technical/ vocational education, relevance as per industry needs, acceptability, inclusion, and digital divide. In NEP 2020, vocational education is reimagining and identified the potential of such initiatives for paradigm shift towards employability and entrepreneurship culture in India (United Nations Educational, Scientific, and Cultural Organization, 2020).

Vocational education can be viewed as an investment in human capital to the extent that it contributes to the future earnings of its graduates who are employed (Sherman, 1983). The role of vocational education in economic development cannot be ignored. While developing a vocational programme for its aspirants, the component of the local need and requirements must be considered. Because it is the capacity of the programme to meet or adapt to specific needs of employers, not the number of the students trained. Vocational education can be strengthened to contribute most effectively to national education and also to economic goals. The changes in the economy and in the nature of jobs that affect the skills needed in the workplace forced us to think about overhauling the ongoing pattern of vocational education in the country.

The implications of these changes and conditions have to be considered by the respective policy makers while framing new policy and guidelines for strengthening vocation education in the country. Collaboration between educators and business is not a new idea. Presently most of the educational institutions of the country are moving forward for the effective implementation of academic-industry interface in their respective institutes. These collaborative efforts and initiatives definitely help employers to get better trained potential employees and

also help the students to get better training and occupational experiences. In nutshell, these collaborative efforts by way of academic-industry interface improve the education and training of future workforce which ultimately benefits society by increasing the workers productivity and enhancing economic growth.

To monitor the progress of vocational education, there should be more focus on the effective monitoring mechanism system to monitor the modus operandi of vocational education programmes in the country. Availability of the funds to accommodate changing priorities within vocational education and to improve and update programmes is the need of the hour. There is a need to improve access to vocational programmes for the larger section of the society specially for the aspirants of the remote and hilly areas who are economically depressed. For the updating of the trainers and teachers to adequately serve the needs of vocational education, there is a need to develop quality training programmes in their pre-service and in-service period.

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