

CONTEMPORARY EMERGING TRENDS IN VOCATIONAL COURSES: STUDYING NEP 2020

Dr. Anil Kumar Pandey, Assistant Professor, Journalism, and Mass Communication, Government P.G. College, Sector 1, Panchkula

Shreyasi, Extension Lecturer, Journalism, and Mass Communication, Government P.G. College, Sector 1, Panchkula

Abstract

With the roll-out of the National Education Policy (NEP) 2020, vocational tutoring has reaped the essential spotlight. The NEP 2020 is an inclusive policy document that widely discusses revamping vocational education. The policy emphasises on bringing vocational education into mainstream education, as endorsed by following commissions on education over the years. Yet, over the years, the vocational education space has witnessed painfully slow and stagnant growth. This Paper looks at emerging trends in vocational courses in India in the light of NEP 2020 using descriptive analysis and tries to locate a trajectory of successful implementation of the same.

Key Words: Vocational Courses, NEP 2020, Education, Skill development

Vocational choices in NEP: An Overview

Multidisciplinary and holistic learning is an ancient method used in the Indian education system as well as the other parts of the world. This is the reason that such a type of education system was advocated by scholars like Kautilya, Banabhatta, Plato, and Aristotle among many others. Shukla, B., Joshi, et.al. (2022). Vocational education has garnered the required spotlight after the NEP 2020 roll-out. The NEP 2020 is intended to reconstruct school prospectuses and teaching approaches in another 5 + 3 + 3 + 4 plan so that educational institutions can be made valid to the needs and interests of students at various formative stages, i.e. a “Foundational Stage” (5 years), a “Preparatory Stage” (3 years), a “Middle Stage” (3 years) and the “High Stage” (4 years, covering grades IX, X, XI, and XII). Kaurav, R. P. S., et al.(2020). Vocational education is a diverse learning choice from the path of college or university. It proposes a path that conveys the skills and familiarity desirable to work in a given profession. It is synchronized with the necessities of the industry and is an essential part of any education system. But in the Indian context, it has lagged behind in more than one way. It is with the announcement of NEP 2020 that newer Vocational choices have been floated for the learners. This paper uses a descriptive approach to look at the nuances of contemporary vocational choices with respect to the Indian educational scene by looking at the NEP 2020.

The education system of the nation should make future-ready and expert students so that in the forthcoming times they could achieve accomplishment at a personal level and public level to make a efficacious and developed nation in all aspects. Kalyani, P. (2020). The NEP 2020 is an inclusive policy document that broadly discusses revamping vocational education. The focus of the policy is on bringing vocational education into conventional education, which has been recommended time and again by successive commissions on education The Kothari Commission report of 1966 being amongst the earliest to stress diversifying the syllabi at higher secondary levels through the introduction of vocational courses.

Further, the NEP 1986 targeted refining the structural and organizational structure of vocational education. It recommended vocationalisation, both at secondary and higher education levels, by introducing Socially Useful Productive Work (SUPW) as a separate subject in secondary classes and vocational degree courses at the higher education level .At university/HEI level, no single stream/discipline university shall remain in being but converted into multidisciplinary, all-inclusive delivery organisations. Panditrao, M. M., & Panditrao, M. M. (2020).

However, the vocational choice space has seen excruciatingly slow and quiet growth. Research shows that only 2% of the total population in between 15-29 years of age have received proper vocational training, whereas only 8% have got non-formal vocational training. Also, the 12th Five-Year Plan (2012–2017) estimations show that less than 5% of the Indian workforce between the age of 19-24 received proper vocational training. NEP, 2020 proposed the integration of Vocational education in mainstream education in all educational institutions from the school level to the higher education level in order to attain the pushy target of 50 percent by 2025 (NEP). Ganie, G. R. (2022). This commentary discusses some systemic issues that have led to the stagnation of vocational education in India. It further looks at whether the NEP addresses the existing challenges and sets tangible future goals for vocational education. The larger idea is to provide an introduction to numerous vocational choices at grade class VI to VIII, inclusive and fully fledged VET courses in line up with the National Skill Qualification Framework (NSQF) level 1–4 at grade IX to XII, and finally definite ways for the successful evolution of Vocational choices students to higher education.(ibid).

The Concerns of Vocational Choices

Speaking broadly, the reasons for the failure of vocational education in India can be summed up to be twofold viz Organisation and implementation. The NEP 2020 highpoints the problem that teachers, especially at higher secondary levels, are not skilled to educate vocational students. The vocational education model in India works at two levels: theoretical and practical. Along with conventional secondary education, students are skilled to understand the theoretical part of vocational training through subjects like Socially Useful

Productive Work (SUPW), which has been demonstrated to be unproductive and an additional burden. The reason is that the course at school levels are split and disorganized. These courses are neither definite nor properly segregated; instead, their education is imparted like any other subject. There is a lack of a properly detailed curriculum, and a very basic introduction is provided. The current system, consequently, fails to fascinate students from taking up vocational courses in the future. Even if students choose to pursue vocational courses at a higher education level, there are no proper admission criteria that restraint vertical mobility in this contemporary education system.

Social Stigma

Almost after 90 years, we are again talking about the Gandhian vision of self-reliant school education with skill integration. Exposure to various Skills /vocation training will help the child to see where his/her interest lies. Gupta, P. (2022). Apart from the botched structure, vocational education creates a sense of 'second class' residency in society. One who pursues a vocational course is considered mediocre. Even though there is an increase in Vocational training institutes, data indicate that vocational education is still not a predominantly preferred choice among pupils and parents. The reasons being that the conventional and vocational education arrangements function as detached verticals with restricted mobility between the two. This leads to a reluctance amongst the youth in choosing vocational education irrespective of their socio-economic backgrounds. It has become an accepted fact that employment through conventional education has more self-worth compared to the vocational system .

.Provisions for Vocational Education in NEP 2020

The NEP 2020 addresses the challenges involved with popularizing vocational education and makes an effort to allay them. It throws out the hypothetical part of vocational training and stresses teaching aspects that are more practical in nature. This policy outline new public schools students will be taught in regional languages up to five standards of not 8th grade independent schools however will never go back when introducing private school. Wankhade, N. R. (2020). In an attempt to make vocational education more organized, the policy endorses conducting inappropriate skills gap analysis and plotting local prospects to allocate vocational courses pertinent to a particular area. Alongside this, the NEP also stresses the credit-based National Skills Qualification Framework (NSQF), which was announced in 2013. The framework will help in the valuation of prior knowledge of the registered This will in turn in turn, help in re-integrating the dropouts from conventional education by aligning their practical skills and the fitting level of the framework

The NEP also pursues to bring into line vocational professions with international standards as agreed upon by the International Labour Organisation. It also endorses the attachment of industry, NGOs, and civil society organisations in executing the NSQF.

The NEP recommends that vocational choices need to be integrated along with mainstream education to fight the social stigma associated with it. The same needs to be done in a phased manner. This would lead to inculcating the dignity of labour equally among both mainstream as well as vocational education in vocations involving Indian arts and artisanship. The NEP also puts forth that vocational courses be introduced from the 6th class onwards ensuring internships and practical activities where every student studies at least one vocational course.

The NEP 2020 mentions that the prospectus must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to grow all facets and competencies of learners; and make education more well-versed, beneficial, and satisfying to the learner.

Implementation challenges

The development of a skilled workforce has always been a point of discussion in the Indian educational system, The NEP reappraises it by discussing two significant challenges associated with it and strategies to mitigate them.

But, the thinkable challenges in executing these references lie largely in the budgetary distribution and volume of vocational organisations and managers. Around 3000 crores have been fixed for skill development in the Union Budget of 2020-21, which is a noteworthy upsurge over the last five years from 1007 crore that was allotted in 2015-16. However, given India's demographic surplus, it can be contended that the allocation is still not enough.

The Ministry of Human Resource Development along with the Ministry of Labour, Ministry of Skill Development and Entrepreneurship, and the National Skill Development Council are the key agencies accountable for the execution of vocational teaching and training in the nation.

Thus, to carry out a systemic change as suggested by NEP 2020, it will need capacity building in these departments, which, further, will need more well-organized use of funds. The time is ripe for the government to start mapping out the connections between the industry demands and the stream of vocational courses so that skills can align as per the need of the jobs available in the industry. Together with these challenges, it is extremely vital to increase digital literacy. With the world shifting towards a digital order and NEP 2020 being aggressive for the same, technology-based skills, especially among the youth, have become more required than ever. In order to successfully implement the endorsements in the NEP 2020, the administration needs to learn from the current ineptitudes in its skilling initiatives.

The Solution: Conclusion

The effectiveness of the implementation largely depends on the understanding and perception of the various stakeholders. Teachers and academicians are torchbearers in the implementation of NEP. Seethalakshmi, S., & Shyamala, K. (2022). Vocational education concentrates on emerging technical skills for a precise job or trade. It offers practical know-how in place of just theoretical knowledge presented by the conventional formal system of education. Understanding diverse vocational choice options can help pick the right one for gaining growth in career and development.

The NEP 2020 can possibly lead to the explosive growth of vocational choices and education in the nation, since it needs all educational organisations to integrate vocational education into their list of offerings. This will bring huge number of schools, colleges and universities into the fold of potential Vocational Education and Training givers throughout the coming decade and make vocational education accessible to millions of pupils.

References

1. Shukla, B., Joshi, M., Sujatha, R., Beena, T., & Kumar, H. (2022). Demystifying Approaches of Holistic and Multidisciplinary Education for Diverse Career Opportunities: NEP 2020. *Indian Journal of Science and Technology*, 15(14), 603-607.
2. Kaurav, R. P. S., Suresh, K. G., Narula, S., & Baber, R. (2020). New education policy: qualitative (contents) analysis and Twitter mining (sentiment analysis). *Journal of content, community and communication*, 12(1), 4-13.
3. Kalyani, P. (2020). An empirical study on NEP 2020 [National Education Policy] with special reference to the future of Indian education system and its effects on the Stakeholders. *Journal of Management Engineering and Information Technology*, 7(5), 1-17.
4. Panditrao, M. M., & Panditrao, M. M. (2020). National Education Policy 2020: What is in it for a student, a parent, a teacher, or us, as a Higher Education Institution/University?. *Adesh University Journal of Medical Sciences & Research*, 2(2), 70-79.
5. Ganie, G. R. (2022). Nep, 2020: Challenges And Possible Solutions Of Vocational Education And Training In India. *Towards Excellence*, 14(1).
6. Gupta, P. (2022). Understanding the relevance of gandhian basic education in contemporary times with reference to nep 2020. *Journal of indian research*, 10(1&2), 40-48.
7. Wankhade, N. R. Merits and demerits of national education policy (NEP) 2020.
8. Seethalakshmi, S., & Shyamala, K. (2022). NEP 2020 and school education–Through the eyes of academicians from Tamil Nadu. *Journal of Statistics and Management Systems*, 25(5), 1279-1291.