



# Analytical Study of National Education Policy-2020 in the Context of Vocational Education Role

Sadhana Tripathi

Teacher Education Department, Nehru Gram Bharati Deemed University, Prayagraj, Uttar Pradesh, India

Corresponding author: tripathi301@gmail.com

**Received:** 17 Sept., 2022

**Revised:** 25 Nov., 2022

**Accepted:** 02 Dec., 2022

## ABSTRACT

The problem arises when human knowledge is not complete and there is a gap in the knowledge. Necessity is the mother of invention. Therefore, man makes every possible effort to fulfill the need, in which he fulfills many in front of him. When the need is easily fulfilled, then the person does not make much effort in vain for it, nor does it adopt more means. But when despite the available resources and continuous efforts, the problem is born. There is a need for new discoveries and knowledge to solve these new problems. Therefore, it becomes necessary to have research work on that problem. In the 21<sup>st</sup> century, the main basis of progress, development and reputation of nations will be their knowledge wealth. The more strong, integrated, alert and dynamic this base is, alert and dynamic towards changes, the wider and more comprehensive will be the participation of citizens in the progress of the nation. To move forward in this direction, India's primary requirement will be to provide quality education to every individual and the availability of useful skills. In such a situation, the National Education Policy-2020 opens doors of positive possibilities for the country.

**Keywords:** National, Education, Policy, 2020, Vocational

From a professional point of view, education in modern society is like a key that determines the socio-economic levels in the gap of generations and through it, various dimensions related to life are determined in one way or the other. Education is one such fundamental factor that contributes to reducing the socio-economic gap between the two sexes. In today's

**How to cite this article:** Tripathi, S. (2022). Analytical Study of National Education Policy-2020 in the Context of Vocational Education Role. *TechnoLearn: An International Journal of Educational Technology*, 12(02): 161-165.

**Source of Support:** None; **Conflict of Interest:** None



technological and scientific era, the problem of livelihood and bread has become important. Therefore, in the field of education too, this purpose is discussed in very loud words. Walking according to this aim enables one to take up some useful occupation and education will not become aimless. Vocational education develops various interests in children while training their basic instincts. In this way they develop social skills. With the attainment of this skill, there is an increase of skilled persons in various professions of the country and this makes the country prosperous and the problem of unemployment is solved automatically. This develops self-reliance in a person because by acquiring skills in a business, he can stand on his own feet. The education system that we inherited from the British after independence has been harmful from many points of view. This education system gave rise to the problem of unemployment. In today's changing situation, emphasis is being laid on vocational education. After independence, serious efforts were made in this direction. A large number of vocational education institutions were established and students were encouraged.

In order to maintain a balance between the demand and supply of skilled manpower, various educational and vocational programs were run by the Government of India. This program is helpful in making the person employable.

“Vocational education refers to this type of education which provides a controlled, focused and systematic form to a person's livelihood efforts.” through which he could earn his living.

According to the Encyclopaedia of Social Sciences, “Vocational education in a broad sense may include all forms of education by which a person can be trained to earn a living.”

According to the Encyclopedia of the Social Sciences, “Vocational education is education imparted to train a person to earn a living.”

Technical education is a part of vocational education. According to the Encyclopedia Americana, “the education of the knowledge, understanding, skills, and attitudes necessary for the pursuit of a trade, business, or profession.”

Therefore, in today's technological and scientific era, the problem of livelihood and bread has become important. Therefore, this purpose (vocational) is also discussed in very loud words in the field of education. It is also called the objective of utility. Walking according to this aim enables one to take up some useful occupation and education will not be aimless. Vocational education, while training the basic instincts of a person, develops diverse interests in them and develops social skills in them. With the attainment of this skill, there is an increase of skilled persons in various professions of the country and this makes the country prosperous and the problem of unemployment is solved automatically. This develops self-reliance in a person because by acquiring skills in a business, he can stand on his own feet.

From this point of view, the importance of vocational education was accepted in the country and arrangements were made for special study of vocational education in many centers of

the country. Examples of vocational education are engineering, law, medicine, management, information technology, etc. Recognizing this importance, the target of spreading vocational education was set in the ninth five-year plan. Institutions were established in the private sector for conducting other professional programs including new Medical College, Law College, Agricultural Institute.

The description of the basic principle of the National Education Policy-2020 underlines the comprehensive and multifaceted importance of education. According to it, 'the main objective of the educational system is to develop a good human being - capable of rational thought and action, with compassion and empathy, courage and resilience, scientific temper and creative imagination, moral values and foundation. Its objective is to create productive people who contribute optimally towards building an inclusive and pluralistic society as envisaged by its Constitution. It further states that efforts will have to be made to acknowledge, identify and develop the unique abilities of every child. Definitely teachers and parents will be prepared for this. The modern economy, modern times and state-of-the-art capabilities, tools and information are employable curriculum, its relevance or educational implication is universal. Along with helping in the all-round development of the students, giving them opportunities to become self-reliant and self-reliant, they are also paving the way for them to establish their own employment.

### **To study the suggestions related to vocational education in the National Education Policy-2020-**

- ❖ As per the 12<sup>th</sup> Five Year Plan (2012-2017) estimates, a very low percentage (less than 5%) of the Indian workforce falling in the age group of 19-24 received formal vocational education; While the number is much higher in the United States at 52 percent, Germany at 75 percent, and South Korea at a whopping 96 percent. These numbers clearly underline the need to accelerate the spread of vocational education in India.
- ❖ One of the major reasons behind the low number of students pursuing vocational education is the fact that in the past vocational education mainly focused on dropouts from class 11-12 and class-8 and above. Also, students who pass 11<sup>th</sup>-12<sup>th</sup> with vocational subjects often do not have a clear path to pursue higher education in their chosen career field. Admission criteria for general higher education were also not designed to ensure the availability of opportunities for students qualified for vocational education, as a result of which they were unable to access mainstream education or 'academic education' relative to others in their own country were being deprived of. This completely closed the way for students belonging to vocational education subjects to pursue education directly, and this is an issue that has yet to be addressed through the announcement of the National Skills Qualifications Framework (NSQF) in 2013. Attempts have been made to address.

- ❖ Vocational education is considered to be of lesser importance than mainstream education and that too mainly for those students who cannot adjust to mainstream education. This is a perception that persists to this day, and influences the choices students make. This is a matter of grave concern and to deal with it, there is a need to re-imagine how vocational education is offered to students in the future.
- ❖ The policy aims to remove the social hierarchy associated with vocational education, and will require that all educational institutions, such as schools, colleges and universities, integrate vocational education programs into mainstream education in a phased manner, and it begins with providing vocational education experiences in the formative years and then smoothly moves through the upper primary, secondary, classes to higher education. Integrating vocational education in this way will ensure that every child learns the skills associated with at least one occupation and is thus exposed to many other occupations. As a result of doing this, he will be aware of the importance of labor and the importance of various other professions including Indian arts and crafts.
- ❖ By the year 2025, at least 50 percent of students through the school and higher education system will be provided with vocational education experience for which a clear action plan with targets and timelines will be developed. This is consistent with target number 4.4 of the Sustainable Development Goals, and will help in achieving the full potential of India's population resource. The number of students pursuing vocational education will also be taken into account while fixing the GER targets. The development of professional abilities and the development of academic or other abilities will go hand in hand. Vocational education will be integrated into the academic subjects of all secondary schools in a phased manner over the next decade. For this, it will liaise and collaborate with secondary schools, ITIs, polytechnics and local industries etc. Skill labs will also be set up and created in schools in a hub and spoke model, where other schools will also be able to access this facility. Higher education institutions will provide vocational education either on their own or in partnership with industries and non-governmental organizations. The degree B.Voc introduced in 2013 will continue as before, but in addition vocational courses will be available to students enrolled in all other undergraduate degree programmes, including the 4-year multidisciplinary undergraduate programme. Higher educational institutions will also be permitted to offer certificate courses of limited duration in various skills including soft skills. Subjects related to 'Lok Vidya', i.e. important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. Wherever possible, the possibility of conducting vocational courses through ODL mode will also be explored.

## RESULTS

- ❖ Vocational education will be integrated in all school and higher education institutions in a phased manner over the next decade. The focus area of vocational education will be selected on the basis of skill gap analysis and local opportunities. The Ministry of Human Resource Development will set up a national committee, the National Committee for the Integration of Vocational Education (NCIVE), with experts in vocational education and representatives from vocational ministries, in collaboration with industries, to oversee this initiative.
- ❖ Firstly, it is necessary for the institutions initiating this process to find such models and systems through innovation.

## REFERENCES

- Madan, V.D. 2008. Quality Assurance in Higher Education, *Journal of Education Planning and Administration*, **XXII**(4): 3999.
- Pandey, K.P. 2007. Factors of Quality Improvement in Higher Education and Professional Education in India, Anweshika. *Indian Journal of Teacher Education*, **4**(01): 91.
- Schultz (1963) and Kuznets (1966), 1998. Quoted by Duraisamy M. in Role of Private Sector and Educational outcomes, *Indian Educational Review*, **XXXIII**(1).

