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## NATIONAL EDUCATION POLICY 2020 AND VOCATIONALISATION

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### ABSTRACT

This paper focuses on vocationalisation of advanced education and its implementation. The government has taken a number of steps to change the higher education ecosystem. The National Education Policy (NEP) 2020 has also placed a special emphasis on vocational education. The changing needs and aspirations of anticipated learner groups in particular and society in general can influence the planning and management of education system. The NEP 2020 is a comprehensive policy document that extensively discusses the revision of vocational education. The policy focuses on bringing vocational education into mainstream education, and mandates that all educational establishments incorporate vocational education into their offerings; it has the potential to accelerate the country's growth in this area. The vocationalisation is an important initiative of Indian government to enhance the employability of students by providing them with skill based training.

### INTRODUCTION

The National Education Policy 2020 plans to guarantee access, value and quality training from pre-essential to tertiary level. It focuses on the five pillars of building a strong education system: accessibility, affordability, quality, equity, and accountability. For achieving this, the Policy 2020 proposes a “More Holistic and Multidisciplinary Education” which refers to ancient education in India which accommodates thorough comprehension of all fields of information from social sciences, actual sciences, and humanities, professional and expert instruction. The separation of ‘education’ and ‘training’ has contributed significantly to the situation where most of the people in the unorganized sector, comprising 90% of the workforce, are under-educated, under-skilled, and under-prepared for full

participation in social, economic and civic life (Mehrotra, 2012). The unemployment rates among those with diploma or certificate levels are also high, which questions the quality and relevance of training programmes offered by the technical institutions (Varghese, 2020). Therefore, in order to make general education more applicable to the workplace, vocational education should be made available to "all students" in some way, or form. This should be apply to both higher education institutions and schools. 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. The National Education Policy (NEP) 2020 proposes gradual integration of vocational education into mainstream education in all educational establishments over the next decade in order to overcome the social status hierarchy associated with vocational education. This policy emphasis was laid on the provision of vocational education for eradicating unemployment in the country, meeting the requirements of skilled craftsmen for industry and improving the economic condition of the Indians, in accordance to its announcement was made to establish separate vocational educational institutes.

The goal of NEP-2020 is to gradually integrate vocational education into all schools and higher education institutions over the next ten years. By 2025, at least 50% of students will have access to vocational education, and it has set the goal of vocationalizing education at both the school level and the higher education level. According to the NEP-2020, the Government of India 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 the effort of skill development in States/UTs (GoI, 2020).

Introduction of VET programmes that integrate various kinds of soft skills and vocational skills, with focus on skills for environmental responsibility (e.g. waste management), economic responsibility (e.g. financial accountability), and social responsibility (e.g. gender neutrality, dignity of labour, and health), will

have to be ensured to promote quality VET at all levels (Mehrotra & Mehrotra, 2020).

## **INTEGRATION OF VOCATIONAL EDUCATION WITH ACADEMIC EDUCATION**

According to NEP 2020 vocational education will be integrated into all educational Institutions in a phased manner. School students will have 10 bag less days in a year, during which they are to be exposed to a vocation of choice. This will be supplemented by experiential vocational learning from Grades 6 to 8. Every student will take a fun course during Grades 6 to 8 that gives a survey and hands on experience of vocational crafts. Skill labs will also be set up and created in the schools in a Hub and Spoke model, which will allow other schools to use the facility.

At the Secondary stage i.e., for students of ages 15 to 18 years or Grades IX to XII, every student will receive training in at least one vocation, and more if they are interested. The entire four-year period in secondary school, Grades IX to XII, can be used not just to expose a student to different vocations but to help him/her to progressively build a considerable degree of expertise (number of courses) that a particular student takes should be left entirely to them. Specific mention of inclusion in the context of children with disabilities is made, with the emphasis on the use of assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning material, considering the safety aspects.

All children in the country will have access to high-quality holistic education, including vocational education, from preschool through 12th grade, with room for subject choice and flexibility. Each university will be able to view each student's individual subject portfolio and accept students into their programs based on individual interests and talents. The NEP-2020 anticipate that National Testing Agency (NTA) will work to offer a high-quality common aptitude test as well as specialized common subject exams in the sciences, humanities, languages, arts and vocational subjects at least twice a year. The vocational education system

in schools will be reintegrated under National Skills Qualifications Framework for providing training to the dropouts.

Academic institutions with Vocational Education to collaborate with Industrial Training Institutes, Polytechnics, Local Businesses, Industries, Hospitals, Farms, and NGOs. VE courses will be chosen based on skills gap analysis and mapping of local opportunities, and technical and vocational education will become part of the larger vision of holistic education.

## **BACHEOR IN VOCATION**

Bachelor in Vocation( B.Voc.) was gestate as a component of higher education that is based on the development of skills. It consists of multiple exit points—diploma, advanced diploma, and degree—that combine general education with skill development for particular job roles and are based on NSQF levels 5-7. According to NEP-2020, B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's. Through sector-specific curriculum embedded with National Occupation Standards (NOS), graduates with 10+2 in any stream could study a mix of general and vocational competencies (knowledge, skills, and attitude) with specific contextualization through portfolio, projects, and practical training. The general education curriculum comprising up to 40% focuses on language and communication skills, and the skill components comprising 60% conforms to NSQF levels 5-7 in respect of process, professional knowledge, professional skill, core skill, and responsibility. In order to bring about greater coordination, the NEP-2020 recommends establishment of a Higher Education Commission (HEC) as a single regulatory body, except for legal and medical education

The Department of School Education and Literacy (DoSEL) is implementing the scheme of Vocationalisation of School Education under the Centrally Sponsored Scheme - Samagra Shiksha by aligning it with the aims of the Skill India Mission. It aims at integrating Vocational Education with general academic education in all Secondary/Senior Secondary schools; enhancing the employability and entrepreneurial abilities of the students, providing exposure to

work environment; and generating awareness amongst students about various career options so as to enable them to make a choice in accordance with their aptitude, competence and aspirations. The scheme covers Government and Government aided schools.

## **VET THROUGH OPEN AND DISTANCE LEARNING**

The NEP-2020 envisages the possibility of offering vocational courses through Open and Distance Learning (ODL) mode. In order to provide a simulated learning environment, the Indian government intends to establish skilling e-labs and virtual labs in science and mathematics. Through Digital Teachers, high-quality electronic content in all spoken languages will be developed for distribution via the internet, mobile phones, television, and radio. Concentrate on Snare of Dynamic Learning for Youthful Yearning Brains (SWAYAM), an Indian MOOCs stage, made by MoE, Administration of India. To encourage and focus on online education, the All India Council for Technical Education (AICTE) has allowed higher education institutions to transfer up to 20% of credit from SWAYAM platform-based online courses each semester. The Academic Bank of Credit (ABC), which was launched on 29 July, 2021 by the UGC, would carefully store the scholastic credits procured from different perceived HEIs, with the end goal that credits so acquired can be represented honor of degree by any given HEI.

## **SHORT TERM VOCATIONAL COURSES IN HIGHER EDUCATION INSTITUTIONS**

### **LOK VIDHYA**

NEP-2020 states that important Indian vocational knowledge, known as Lok Vidya, will be made available to students through integration into vocational education courses. . (NEP Para 16.5) Additionally, India will be promoted as a global study destination that offers high-quality education at reasonable prices, thereby restoring its status as a "Vishwa Guru." Ancient Indian universities like Nalanda and Takshashila offered a holistic education that combined knowledge

and skills in a unique way. HEIs will be allowed to conduct short-term certificate courses in various skills including soft skills.

### **ENTREPRENEURSHIP AND START-UPS**

The Government of India is addressing the ultimatum of access to finance and boosting entrepreneurship through various schemes. However there are very few colleges and universities that offer programmes in entrepreneurship development or serving as active incubation/entrepreneurship cells on campus to develop entrepreneurs for the growth of the economy. NEP- 2020 has recommended that “Incubation Centres” will be set up in higher education institutions in partnership with industries to encourage high research and development investments from government and private sectors.

Short-term skilling programmes of a few months like the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) offer occupational and job specific vocational skills, focusing on information and communication technology, literacy and spoken English and non-cognitive skills.

### **QUALITY ASSURANCE IN VOCATIONALISATION**

The NEP-2020 expects that quality advanced education should plan to create great, insightful, balanced, and imaginative people. The development of curricula, the development of teachers and trainers, improved testing and outcomes measurement, monitoring and evaluation, and accreditation are just a few of the many aspects of VET quality improvements.

### **NATIONAL HIGHER EDUCATION QUALIFICATION FRAMEWORK (NHEQF)**

The NEP-2020 stipulates that a National Higher Education Qualification Framework (NHEQF) will be formulated and it shall be in sync with the National Skill Qualifications Framework (NSQF), which was notified in December, 2013. Higher education qualification leading to a degree/diploma/certificate shall also be described by the NHEQF in terms of learning outcomes. The University Grants Commission (UGC) has come up with draft NHEQF, which aligns with the NSQF

and prescribes the facilitative norms for credit transfer and equivalence. Implementation of NSQF in India has strengthened the links between general and vocational education providing opportunities for vertical and horizontal mobility, labour mobility across employment sectors, standardisation of learning outcomes and quality assurance system. Besides the government and private run Institutions, skill development programmes are being implemented under the NSQF through the PPP mode, steered by the National Skill Development Corporation (NSDC) and Sector Skill Councils (SSCs), under the Ministry of Skill Development and Entrepreneurship (MSDE). All the formal and non-formal VET programmes are now governed through the NSQF. The NSQF has also made provision for Recognition of Prior Learning (RPL). The NEP-2020 envisages that through RPL dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level of the NSQF and the credit-based framework will also facilitate mobility across 'general' and vocational education.

### **NATIONAL COMMITTEE FOR THE INTEGRATION OF VOCATIONAL EDUCATION**

The Ministry of Education (formerly MHRD) Constituted a National Committee for the Integration of Vocational Education (NCIVE), along with industry participation, consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort. (NEP Para 16.6) to oversee this effort and should also earmark budget for promoting this integration.

### **CONCLUSION**

The government has taken a number of steps to change the higher education ecosystem. It focuses on vocationalisation of advanced education. The National Education Policy 2020 places a high value on vocational education and teacher capacity development to improve students' employability and vocational skills at all levels, but there are several challenges in implementing this program need to be adequately addressed by the Government and other stakeholders. Quality of Vocational education training is to be upgraded by distinguishing,



planning and improvement of professional courses that meet the normal standards, abilities and principles.

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