

Re-imagining vocational education (VE) in the light of NEP2020

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• Vocational Education

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- Vocational education is a type of educational programs that is tailored to prepare individuals for employment in a particular trade, craft, or profession.
 - Vocational education emphasizes practical skills and hands-on training that are directly relevant to a specific occupation or industry.
 - The main objective of vocational education is to provide individuals with the necessary knowledge, skills, and competencies to enter the workforce and excel in their chosen career path
 - . VE involves a combination of classroom instruction, practical training, and work-based learning experiences, such as internships or apprenticeships.
 - It improves skills in different vocations, trades and crafts which enhances occupational chances
- The greatest challenge for vocational education is to meet the needs of the society.

- Supports of VE in Schools by -----
- The reports of Abbot Wood's Commission in 1937
- The reports of Sergent Commission in 1944
- Kothari Commission ,1964-66
- Mahatma Gandhiji's Basic education
- M.K. Gandhi said that 'True education ought to be for the boys and girls a kind of insurance against unemployment'.
- NEP2020 also stressed on vocationalization of school education so that the students can prepare themselves for taking challenges and opportunities that lie ahead.
- To meet the demands of the job market, NEP 2020 empowers the students to meet the 21st century's skills through vocational education. Then ,education must help the students how to think critically and how to solve problems ,how to be creative through multidisciplinary approach and how to innovate, adapt and absorb new material in changing world.
- NEP2020 wants the job creators from the students in future through VE..

• Needs of vocational Study

- Vocational education seeks to equip students with the knowledge and skills they need to enter the profession immediately upon graduation.
- It is linked with the need and demand of the society ,shifting of the economy.
- vocational courses provide technical education to the students in the field of manufacturing, construction and technology along with the theoretical and practical skills to achieve a career in future .
- NEP 2020 also emphasizes internship of the students in industry to get hands-on experience through vocational educational subjects in school level. Hence, it is necessary to study the present position of vocational education in schools.

- To find out the prospects of emerging vocational courses in different schools

1. School education can introduce information technology in the vocational curriculum of specialized skills such as **artificial intelligence, data science, cyber security, and block chain** to have career opportunities in higher education.
2. To emerge as vocational courses in school education, **the curriculum must be flexible and adaptable as per the needs of the industry or society.**
3. It is found that there is no topic for training in languages, cross-cultural communication, and global business practices in vocational courses at the school level through which students can prepare themselves for their careers in multinational corporations and global markets . So, **topic of VE should be taught in regional languages of different states to compete with the global world.**

4. Renewable energy, green building, environmental science, sustainable agriculture, etc. must be introduced as vocational courses because the world **focuses more on sustainability and environmental conservation**. Since India is an agricultural-based country, it is very important to know the base of **agriculture and its related prospects** among the students.

5. It is necessary to introduce such types of vocational courses at the school level through which the students can start their own businesses, then they can be **self-employed**, and avail themselves of their full autonomy to pursue their passions in future.

Challenges in introducing vocational education at mass level in High schools

1. **Mind-set of the parents** towards the VE is not encouraging.
2. Identify aptitude and make informed vocational decisions, **psychometric tests are required** for taking different vocations.

3. Break the barriers among the students in choosing the VE. All students should be welcomed by the school with a mindset of **gender inclusion** in any vocational subject.
4. challenge in **aligning vocational courses with the existing** curriculum prescribed in the syllabus. VE is now regarded as an elective subject in the course. It is necessary to transform VE from an elective to a core subjects.
5. high-quality standard of vocational training is a great **challenge for rural schools**. Infrastructure, a vocational lab with equipment, and resources for vocational education and training are major drawbacks .
6. Lack of **experts in both subject knowledge and pedagogical skills in vocational education**.
7. **Not a reconstructed standardized assessment and certification** for VE.
8. **Not possible to organize internship/training program of event** due to the communication problem like in state of Assam

Conclusion

- If the education sector of all states in India meets up all these challenges within a short period of time, then vocational education will cover 50% of school students with their skills by the year 2025, as NEP 2020 reconstructs vocational education in the educational sector. Then , India will progress with the students who are not only experts in technically skilled but also foundational and transversal skilled person.

THANK YOU