



## **PERCEPTION OF TEACHERS' TOWARDS VOCATIONAL EDUCATION OF SECONDARY SCHOOL STUDENTS IN NEP 2020**

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### **Abstract:**

*The National Education Policy (NEP) 2020 announced by the Central government recently brings hope for some positivity in this direction by holding at its core the holistic development of students who will enter the workforce of the future. NEP 2020 has proposed significant changes in school and higher education, it has also given importance to life-skills and vocational development. Various studies indicate that the vocational development program has not responded very well in the India. This paper makes an attempt to provide a Perception of teachers' towards vocational education of secondary school students in NEP2020. Thus, by taking into account the importance of such educations, this paper is conducted in order to detect the vocational development courses required., perception of teachers ,challenges and effective implementation of NEP 2020.*

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### **Introduction:**

Education, healthcare & skill development are three pillars on which the success of a country majorly depends. Education is the key to achieving full human potential. Access to quality education is the solution for growth in economy, social justice and equality, scientific advancement, national integration, and cultural preservation. At the same time, the need for a skilled workforce is in greater demand. Providing vocational training in schools will not only make a person more employable in the long run but would provide a window for students to identify and pursue their passion. Once a person identifies his/her passion, it becomes simpler and meaningful to engage in economic activity to be able to earn a livelihood and support the family and thereby, the country. The traditional education system in India has primarily focused on textbook knowledge while less on developing vocational knowledge and practical skills.

Government campaigns like Make in India, Digital India and Startup India implemented to emulate this vision, the skill-based model of education envisaged where vocational courses are in the limelight scheme to make the Indian youth skilful, employable and atmanirbhar. With the vision to make the youth atmanirbhar through skill-based education and in a view to make the country Atmanirbhar Bharat, the National Education Policy 2020 crafted consequently. Thrust to vocational education in the policy by launching the vocational subjects and training at school level and higher education level is highlighted. NEP 2020 seeks to change this scenario by shifting the paradigm from a rote-based academic approach to a skill-based education system as it recognizes the importance of vocational education and equips students with the necessary skills to thrive in a rapidly evolving job market.



### **Highlights Of NEP 2020:**

According to NEP 2020, by 2025, at least 50% of learners shall have vocational exposure through school and higher education.

Every child is supposed to learn at least one vocation and be exposed to several more.

There will be ‘no hard separation’ between the vocational and academic streams.

School students will have 10 bagless 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.

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

Bachelor in Vocation (B.Voc.) programme offered by higher education institutions is to be expanded and a credit-based framework will facilitate mobility across general and vocational education.

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 that a particular student takes should be left entirely to them.

Regarding the appointment of teachers, the NEP 2020 has laid emphasis on recruiting adequate teachers of vocational subjects to schools and school complexes as well as hiring a local eminent person or expert as a master instructor in various subjects, such as traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists to benefit students and help preserve and promote local knowledge. No hard separations between arts and sciences, between curricular and extra-curricular activities,

The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and the students shall have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11- 12th.

Students will be given increased flexibility and choice of subjects to study, particularly in secondary school – including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans.

Important vocational knowledge will be made accessible to students through integration into vocational education courses.

Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education.

Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions.

Incubation centres will be set up in higher education institutions in partnership with industries. The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. The credit-based Framework will also facilitate mobility across ‘general’ and vocational education.

Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs.

‘Lok Vidya’, i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses.

The possibility of offering vocational courses through ODL mode will also be explored.

MHRD 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 this effort.

Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Every child to learn at least one vocation and exposed to several more.

Vocational courses through online mode will also be made available.

Students are encouraged to choose subjects based on their interests and aptitudes. The programme allows students to select vocational courses according to their interests and enables them to pursue their passions. Flexibility and choices have given to students.

Skill development centres will be established nationwide. And, training will be provided at these centres using state-of-the-art equipment, infrastructure, and resources.

*The National Council of Educational Research and Training will provide detailed guidelines for these vocational courses. Additionally, the state will introduce an agricultural curriculum from class 6. crafts, entrepreneurial skills, traditional and local arts, , finance, healthcare, tourism, engineering or any other subject that showcases local expertise in the curriculum.*

### **AIMS TO PROVIDE RECOGNITION TO VOCATIONAL EDUCATION**

As part of NEP 2020, vocational education will be re-positioned as dignified part of society . Students can choose their career paths based on their interests and abilities through vocational education that is recognized, respected, and afforded equal opportunities.

#### **Statement of the problem:**

A study of Perception of teachers' towards vocational education of secondary school students in NEP2020

#### **Need of the study:**

NEP 2020 emphasizes the need for continuous skill gradation to ensure that vocational education remains relevant in the rapidly evolving job market. By staying abreast of the changing landscape, vocational education can remain responsive to the demands of the industry and equip students with the latest skills required for

employment.continuous skill updation is must in current scenario..The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education. These numbers only underline the urgency of the need to hasten the spread of vocational education in India.The skilled workforce does not have the relevant skills.. In the report it is stated that 92% of the current workforce is from the unorganised sector and the rest 8% belong to organised sector which may change to somewhat 90% and 10% respectively in the year 2022. It signifies that skilled workforce of India will be still powered by unorganised sector which will essentially have need of people with education up to secondary and senior secondary levels and even non-technical graduates to be skilled in the relevant and focused areas.

**Objectives:**

1. To study the hurdles in implementing NEP 2020 towards vocational courses
2. To find out Teacher’s opinion about vocational courses as per given in NEP
3. To suggest solutions for implementation of vocational courses in secondary school

**Hypothesis:**

1. There is no significant difference between male and female teachers in relation to development of students personality through vocational education in NEP2020
2. There is no significant difference about skill development through vocational courses in NEP2020in relation to locale.
3. There is no significant difference about skill development through vocational courses in NEP2020 in relation to gender.

**Methodology:**

**Tools used in study:** Self made questionnaire

**Sample:** 30 Teachers of secondary school were the sample from Thane region.

**Data analysis:** Data was analysed Using, descriptive statistics like mean,S.D, and t – test.

**Hypothesis:**

**Hypothesis 1**

There is no significant difference between male and female teachers in relation to development of students personality through vocational education in NEP2020

**Table no-1**

**Showing difference between male and female teachers in relation to development of students personality**

Group	Mean	Standard Deviation	N	Obtained ‘ t’ Value
Male	74.33	17.30	21	0.9549
Female	80.84	12.44	09	

By conventional criteria, this difference is considered to be not statistically significant. From the table-2 the t-value is found to be 0.9549 and it is not significant at 0.05 level, hence the hypothesis is accepted at 0.05 level.

It is concluded that There is no significant difference between male and female teachers in relation to development of students personality through vocational education in NEP2020

**Hypothesis 2:**

There is no significant difference about skill development through vocational courses in NEP2020in relation to locale

**Table no-2**

**Showing difference between skill development through vocational courses in relation to locale .**

Group	Mean	Standard Deviation	N	Obtained ‘ t’ Value
Urban	72.37	21.29	27	1.2130
Rural	56.67	21.03	03	

It has been hypothesized that There is no significant difference about skill development through vocational courses in NEP2020 in relation to locale..But from the table -2, t-value 1.2130 indicates that the observed difference in mean scores of Rural nad Urban teachers was insignificant at 0.05 levels. Hence the hypothesis accepted on the basis of above statistical information.

**Hypothesis 3:**

There is no significant difference about skill development through vocational courses in NEP2020 in relation to gender.

**Table no-3**

**Showing difference between skill development through vocational courses in relation to gender .**

Group	Mean	Standard Deviation	N	Obtained ‘ t’ Value
Male	74.29	13.26	27	0.8680
Female	78.89	13.45	09	

By statistical calculatios, this difference is considered to be not statistically significant. From the table-3 the t-value is found to be 0.8680 and it is not significant at 0.05 level, hence the hypothesis is accepted at 0.05 level. It is concluded that There is no significant difference about skill development through vocational courses in NEP2020in relation to gender

**Findings:**

- There is no significant difference between male and female teachers in relation to development of students personality through vocational education in NEP 2020
- There is no significant difference about skill development through vocational courses in NEP 2020in relation to locale.

- There is no significant difference about skill development through vocational courses in NEP 2020 in relation to gender

Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagination of how vocational education is offered to students in the future. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. This would lead to emphasizing the dignity of labour and importance of various vocations.

Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. However, whether or not the curriculum will be comprehensively covered in other subjects or will be a separate grade-based subject is yet to be final.

Among all recommendations suggested in the NEP 2020, Vocational Training seems to be one that has immense potential. I believe we must wholeheartedly welcome the suggestion of including vocational training right at the school level.

#### **Challenges to overcome:**

- Teachers, especially at higher secondary levels, are not fully skilled to teach vocational courses and sufficient teachers with proper skilled training is required.
- The curriculum of vocational courses at school levels is fragmented and disjointed. There is no proper detailed curriculum, only basic introduction to all the vocational courses, which proves to be ineffective in sparking an interest in vocational education among school students. The existing system fails to attract students from taking up vocational courses in future and this needs to be rectified.
- Apart from the other issues, vocational schooling creates a sense of ‘second class’ schooling among the students. A student pursuing a vocational course is considered weaker in education to those students opting for mainstream higher education avenues. This inferiority complex needs to be given due care.
- Irrelevance of courses leading to a mismatch between the labour market needs and the training skills which needs to be addressed.
- Overall poor enrolment in vocational stream for which more stress on publicity, advertisement and counseling is required.

#### **Recommendations:**

**Training** requires additional capabilities that the teachers can build only through additional training – again an activity that requires dedicated time set aside for capacity building. It is thus most likely that more accessible institutions with greater resources will partner with industries or skilling partners who can arrange for the experts. At other institutions, government may have to deploy dedicated trainers.



**Creative redesign of curriculum:** As NCERT and its regional counterparts begin to redesign academic curriculum in a ‘light and tight’ manner that focuses on core competencies and sieving the unnecessary, the apex institutions in the skilling ecosystem – NCVET, NSDC, SSCs must also revise the NSQF content and curriculum to make it more relevant and palatable to the students.

- a. The first step would be to reconsider the hours, content, and modules of the existing job roles for the target audience.
- b. Once the content is revised, modules may be designed and developed for multimedia – creative presentation on print, animation for digital modules, prompts for roleplays, suggested deliverables through hands-on project work and so on.
- c. More the pedagogical resources, better it is for the users of the content at the institution level to deliver the programme.

**Community engagement :**

government will continue to take the lead in policy design, planning of implementation and monitoring of outcomes, other stakeholders must also pitch in.

- a. Resource constraint at the institution level is often cited as a key impediment for implementation of NEP. However, there have been many examples of community participation for promoting good practices in education, rural development, and healthcare. The same must be applied to vocational training.
- b. Local industries must adopt schools to cater to infrastructure and human resource gaps for training.
- c. Non-profits must facilitate the pooling of community resources.
- d. Local philanthropists can fund digital infrastructure needs.

**Conclusion:**

NEP 2020 holds a new era for vocational education in India. By giving due importance to vocational education and integrating it into mainstream learning, the policy aims to empower students. And, with the right implementation and sustained efforts, NEP 2020 can potentially transform India's education system. The discussion above indicates that vocational development program has played a major role in their economic development, in developing countries like India, the vocational development program has not been very successful. Though governments have paid much more attention to this sector in the past few years, outcomes are still poor. Vocational development programs could serve this purpose by providing the marketable skills to individuals. However, this need not be replicated in India. The NEP 2020 rightly acknowledges the need to meet the goals of access and lifelong learning. However, it needs to be supported by robust structural changes to ensure holistic development of learners. This will consequently lead to greater possibility of global and domestic mobility of skilled human capital,.

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