



Empowering youth through Vocational Education with special reference of NEP 2020

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Abstract:

The National Policy on Education (NEP) of 2020 aimed to transform the Indian education system and to prepare students for the challenges of the 21st century. The policy recognized the importance of vocational education in preparing students for the workforce.

Under this policy, vocational education was given equal importance as academic education. The policy aimed to provide vocational education to all students from the secondary level onwards. The policy also recognized the importance of integrating vocational education with academic education to provide students with a wide range of skills and knowledge. The NEP-2020 highlighted the need for trained and qualified teachers in vocational education. It recognized the importance of teachers in providing high-quality vocational education. The policy aimed to provide teachers with the necessary training and support to deliver high-quality vocational education. The policy also recognized the importance of teachers in vocational education. It highlighted the need for trained and qualified teachers who can teach the practical skills required for vocational education. The policy aimed to provide teachers with the necessary training and support to deliver high-quality vocational education.

Keywords: Policy, Education, Vocational, Training, Empowering, Curriculum, Digital platform, Virtual Classes, Work force

Introduction:

The National Educational Policy (NEP) of 1968 highlighted the need for vocational education to provide opportunities for young people to develop the necessary skills and knowledge for employment in various sectors. The policy recognized the importance of vocational education in reducing unemployment and promoting economic growth.

Under this policy, vocational education was introduced in secondary schools, polytechnics, and colleges of technology. The aim was to provide students with a wide range of skills and knowledge to prepare them for the workforce. Vocational education was offered in various fields such as agriculture, engineering, commerce and healthcare.

The policy also recognized the importance of teachers in vocational education. It highlighted the need for trained teachers who can teach the practical skills required for vocational education. The policy emphasized the need for teachers to be trained in new teaching methods and technologies to meet the changing needs of the workforce. Vocational education is an important part of India's education system. It is an education that prepares students for a specific job or career. Vocational education provides practical skills and training to students, enabling them to succeed in their chosen career paths. In this article, we will discuss

vocational education and teachers in India, in context with different National educational policies.

National Policy on Education 1986

The National policy on Education (NEP) of 1986 aimed to provide access to education for all and to promote equality and social justice. The policy recognized the importance of vocational education in providing employment opportunities for young people.

Under this policy, vocational education was integrated into the mainstream education system. The policy aimed to provide vocational education to all students, irrespective of their academic background. The aim was to provide opportunities for students to develop the necessary skills and knowledge to succeed in their chosen career paths.

The policy also recognized the importance of teachers in vocational education. It highlighted the need for trained and qualified teachers who can teach the practical skills required for vocational education. The policy aimed to provide teachers with the necessary training and support to deliver high-quality vocational education.

National Policy on Education 2020

The National Policy on Education (NPE) of 2020 aimed to transform the Indian education system and to prepare students for the challenges of the 21st century. The policy recognized the

importance of vocational education in preparing students for the workforce.

Under this policy, vocational education was given equal importance as academic education. The policy aimed to provide vocational education to all students from the secondary level onwards. The policy also recognized the importance of integrating vocational education with academic education to provide students with a wide range of skills and knowledge.

(a) Automotive Technology: - This course is designed for students who are interested in the automotive industry. It provides training in automobile repair, maintenance and diagnostics.

Computer Applications: This course is designed for students who are interested in the field of information technology. It provides training in computer programming, web development, database management and networking.

Beauty and Wellness: This course is designed for students who are interested in the beauty and wellness industry. It provides training in beauty treatments, hair styling, nail art and spa therapies.

(b) Agriculture: - This course is designed for students who are interested in the agricultural sector. It provides training in crop production, animal husbandry, agricultural marketing and management.

(c) Healthcare: - This course is designed for students who are interested in the healthcare sector. It provides training in nursing, medical transaction, medical lab technology and hospital management.

(d) Fashion Designing: - This course is designed for students who are interested in the fashion industry. It provides training in fashion design, textile, garment manufacturing and fashion merchandising.

(e) Hospitality and Tourism: - This course is designed for students who are interested in the hospitality and tourism industry. It provides training in hotel management, event management travel and tourism.

These are just a few examples of the wide range of vocational courses available in India Students and career aspirations. Vocational education provides a practical approach to learning and helps students develop the skills and knowledge needed to succeed in their chosen careers.

Challenges faced by vocational education in India. "Despite the efforts made by the National Educational policies, vocational education in India faces several challenges. One of the main challenges is the lack of awareness about vocational education. Many students and parents view vocational education as a second choice and prefer academic education.

Another challenge faced by vocational education in India is the lack of infrastructure and

resources. Many vocational education institutions lack proper infrastructure and resources, which hampers the quality of education.

The lack of trained and qualified teachers is another challenge faced by vocational education in India. Many vocational education institutions face a shortage of teachers who are trained in the practical skills required for vocational education.

Corporate World:

As mentioned earlier, the present world is more of a corporate one. Perhaps no one can stay away from the corporate culture or ways of existence. Here, competition become the race against time, competing humans has to bring out their best to outwit or out win other competitor. Hard work and struggle go without saying.

Corporate world only looks at how productive one is, not simply how good one is – simply because it is their existence. One has to be both productive to the companies and good at the same time, where goodness is not always intrinsic goodness. They call it as being 'practical' which really can keep changing its meaning from context to context. They will simply make distinctions between ideal and practical too soon without really caring for the merit, but that shall be the case, Speed – time – quick results – visible results – becomes the goals to go after, Here it becomes natural and obvious that the education system should be changing from the old to the new, the new here shall mean vocational education broadly. On the surface level, vocational education shall be both skill implanting and skill developing. This should also be training in professionalism, which is deeper skill developing in another sense. A living example is the Indian Air Force itself. They always say that the Air Force is professional in the Air Force is professional in the Air Force. Each one is taught and trained in a profession or trade to create an effective team that controls the skies and makes the aircraft fly.

Vocational education should be skin to this, Everyone should be taught a trade – a profession – depending on this potentials and abilities. The Air Force does this through many tests and examination before selecting one and allotting him with a profession or trade. In civil society, one can choose his own profession depending on his abilities and aptitude etc., with the help of teachers etc., where need.

This should be resulting in appropriate professionalism and makes it easy for one to find places of work where his abilities are needed by corporate etc. It becomes easy for both parties, for the one who acquires skills according to this abilities and requirements and also for those who are wanting to make use of such abilities to productivity, This practically results in functional and practical co-existence. So, it becomes clear that

vocational education as well as professional education must be given priority and importance.

But just professional education alone can have its shortcomings as well. Rhetorically, borrowing the expression from Marx, it shall be like the should of soulless conditions, or flowers without fragrance etc. on the one hand and on the other hand, this could create only monsters of intellect. Frankenstein is an imagination form the west, but Frankenstein is only a monster. We really do not want intellectual monsters in our society. We really do not want the Marxian ideas of 'modes of production' in our society which dehumanizes societies and destroys social institutions including families and human relation. There should be other options.

Ideal Education:

Ideal education ought to be a blend of traditional Bharatiya education and vocational education. Traditional education ought to be the substructure and vocational education of different professions should be the super structure, the substructure shall remain the same for all, but on the substructure, super structures shall vary and remain dynamic in manifold manner.

Whatever may be the changing times, whatever may be the changing requirements of times, we should keep remembering that we are Bharatiyas because of Bharatiya Sanskrit, Bharatiya Sanskriti is an external manifestation from Bharatiya knowledge tradition which is the Vedopanishadic knowledge tradition, without which we shall be simply nothing.

The Rg Veda say, "Anobhadrakritavaoy-anthuvishwatha". We are extremely flexible, adaptable and dynamic, we can accept anything which is worthwhile, but only as superstructures, Our substructure shall ever remain the Vedopanishadic knowledge tradition and that is our confidence in welcoming anything worthwhile, no matter from where, and no matter by whom.

NEP-2020 has changed the way education works in the healthcare field in a meaningful way. The NEP has done an excellent job designing the new course duration, structure and design of academic programs, which will now be of significant value to learners (Gupta, 2020). Today, students will be evaluated more consistently and regularly based on well-defined criteria that are largely necessary for employment in primary care and secondary hospitals, Because individuals engage in pluralistic choices concerning healthcare our national healthcare. Education system must become more integrated. This means all homeopathic, medical education students must be familiar with Ayurveda, Yoga, Naturopathy, Unani, Siddha and Homeopathy (AYUSH) and its associated practices (MHRD, 2020; Pradeep, 2021), One must have a fundamental understanding of the

antithesis. In addition, there will be an increased focus on preventative medical care and community medicine in every type of medical education.

It is planned to bring back agricultural education along with related academic subjects. While agricultural universities make around 9% of all institutions in the country, less than 1% of all students enrolled in higher education are studying agriculture and related subjects (Chandrakanth, 2022). In order to increase agricultural productivity, it is necessary to improve the capacity as well as the quality of agriculture and the disciplines that are closely related to it. This can be accomplished by increasing the number of graduates and professionals with better skills, conducting research activities, and conducting market-based renewal linked to technology and methods. A significant increase will be made in the number of programs integrated with general education to facilitate the formation of professionals in the agricultural and veterinary science. Education programs will focus on creating professionals who can comprehend and use local contacts, ancient traditions, and innovative technologies while also being aware of crucial issues such as reduced soil productive output, global warming and food self-reliance of our rising population (Pradeep, 2021). This shift in the design of agricultural education will take place over the next few years, Institutions providing agricultural education are obligated to benefit the communities in which they are locale directly; one strategy could be establishing agricultural technology parks to encourage the life cycle and propagation of new technology and promote sustainable agricultural practices.

The National Education Policy 2020 (NEP-2020) has also emphasized making Indian legal education competitive internationally, The primary objective of the NEP, which is part of the legal education system in India, is to incorporate existing best practices and emerging technology to improve access to justice and shorten the time it takes to provide it (Bose, 2021). The NEP curriculum for legal studies represents the social and economic settings, the history of legal thought, concepts of equity, the practice of adjudication and other relevant topics in an evidence-based approach. The provision of legal education by state institutions should involve offering a bilingual education to aspiring attorneys and judges, with instruction in both English and the dialect of the state where the institution is located.

Conclusion:-

In conclusion, vocational education is an important aspect of the Indian education system. It plays a significant role in preparing students for the work force and reducing unemployment. The National Educational Policies have recognized the importance of vocational education and the role of

teachers in delivering high-quality vocational education. Vocational education is an essential part of the education system in India. It provides students with practical skills and knowledge that they can use to build a career and contribute to the economy. The NEP also encourages a move away from traditional teaching methods that emphasize learning facts and towards a more well-rounded approach to education. In addition to the subject of study, it develops an innovative and diverse curriculum that places equal emphasis on various other topics, such as the humanities, sports, fitness, language, culture and the arts among others. So, it seems likely that the National Education Policy will help change India's education system so that it can better meet the country's needs in the years to come.

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