

VOCATIONAL EDUCATION AND ENTREPRENEURSHIP IN NEP 2020**Jenefer Das¹ and Navita Malik²**¹Research Scholar, School of Education, Galgotias University, Greater Noida.²Associate Professor, School of Education, Galgotias University, Greater Noida.E-mail: ²navita.malik@galgotiasuniversity.edu.in**ABSTRACT**

There's no doubting that, while India's education system is one of the most reliable in the developing world, it leaves a lot to be desired, particularly in terms of entrepreneurship. The Indian government has updated the 34-year-old National Policy on Education with the National Education Policy of 2020 to keep up with the trends and close gaps (NEP). On the one hand, The NEP, as approved by the Union Cabinet, promises big changes in education and research, while also aiming to provide new chances for lifelong learning and make it more industry-oriented with an emphasis on entrepreneurship.

The NEP incorporates the main objective of the entrepreneurial revolution in the sense that it seeks to make the next generation more imaginative, original, clever, proactive, pioneering, and prospect focused.

Keywords: Vocational Education, Entrepreneurship, Nep2020.**Introduction**

Through lifetime learning and the "earn and learn" approach, vocational education will assist young pupils in acquiring lifelong learning skills that will enable them to deal with the rapid rate of technological development. It will give students with opportunity to improve their learning and success by interacting in real-life situations that address their social, personal and economic challenges, as well as adapt to changes in the workplace. It will assist students in identifying, creating, initiating, and successfully managing business, personal, professional, and community opportunities.

In partnership with the PSS Central Institute of Vocational Education (PSSCIVE), state-level institutions, and the Board of Apprenticeship Training, the NCIVE will design a curriculum and evaluation system. In order to assist students, build VET skills for innovation and entrepreneurship, the problem-based learning (PBL) technique will be pushed in schools and colleges.

The competence of school education boards to appraise vocational courses would be enhanced in collaboration with the industry. Samagra Shiksha would enhance vocationalization of education in all govt and government-aided schools. The Ministry of Skill Development is a government agency that promotes the development of skills and Entrepreneurship may conduct a skill gap study (MoSDE).

The Department of Higher Education may establish the NCIVE. MoSDE may forecast future job

opportunities in India and overseas, as well as analyse skill gaps, and NCIVE may decide on vocational courses for schools, colleges, and universities as a result.

This is at the heart of entrepreneurship, and it's a skill that people from all walks of life, regardless of professional choice, are increasingly required to have in today's world.

Objectives

- To investigate the current state of higher education in terms of vocational skill development and entrepreneurship.
- Explain the future prospects for vocational skill development and entrepreneurship.
- To investigate the possibilities in the fields of business and vocational training.

Methodology

This research is based on relevant data gathered from secondary sources such as research articles and well-known websites.

Organization for Economic Co-operation and Development Skills

The policy highlights the need of providing universal access to a high-quality, comprehensive education for all children. Because the goal is for children to develop holistically, they will be able to choose from a variety of subjects. There will be no apparent separation between "arts," "academic," "curricular," "extracurricular," and "vocational" streams. The Policy also attempts to incorporate vocational skills into the educational curriculum in

order to improve creativity, adaptability, and production. By 2025, the policy aims to ensure that at least half of all students in schools and higher education systems have had exposure to VE. In this regard, the Policy emphasizes the importance of integrating VE into mainstream education in a phased manner across all educational institutions, using a variety of strategies such as facilitating collaboration with local industries, establishing incubation centers or skill labs, and offering shorter-term certificate courses.

The Policy also calls for the establishment of a National Committee for the Integration of Vocational Education (NCIVE), which will be comprised of VE specialists, ministry members, and industry representatives. To expand the reach of VE, the NCIVE has fostered information interchange among institutions (through protocols established by the NCIVE). To promote the integration of vocational education into higher education, a National Higher Education Qualification Framework, as well as a National Skills Qualifications Framework, will be formed.

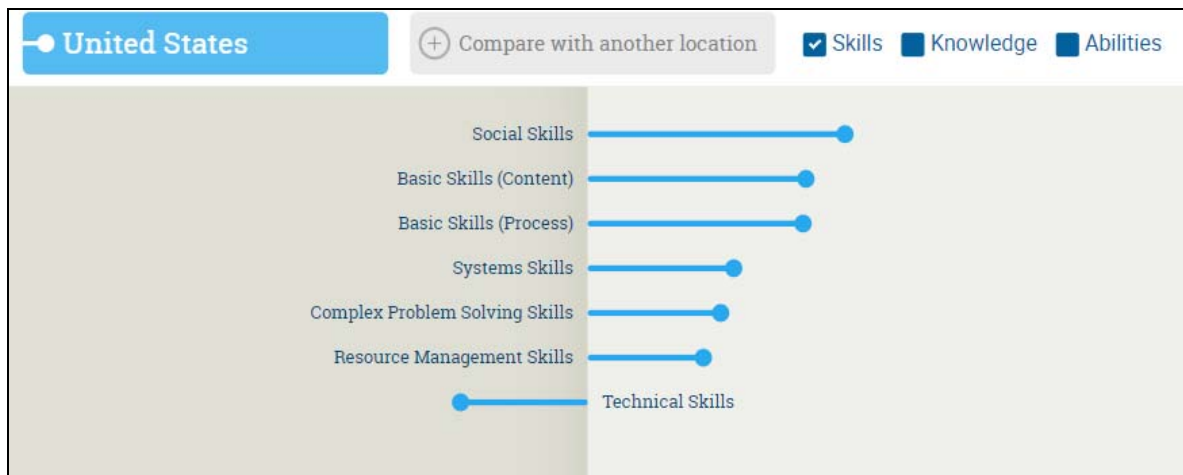


Fig:1.1

The OECD skill strategy has put on this research based on the what are the evolutions in the skill demands. So how the demand of skill is changing in last 15 years from 2004-2021 and if you see how the skill demand is changing year by year and which skills are in demand of industry. If you see the skills on left side you will see Technical skill which are not in demand but on the right there's a gap which means there is a demand of skills and current skills are not sufficient for the industry so there's a demand for the future and on the right side the skills like Skills such as social skills, basic skills, system abilities, complex problem solving skills, and resource management strength are on the negative side, indicating that they are in excess and that industry does not require them. If we distinguish between these two kind of skills we can say that because of the automation the skills on the right side are getting obsolete day by day and the demand is getting diminished and in future it will be either way still more diminishing or it will have almost zero effect for the future demand but let's say on the left side the skills which are the Social skills, Basic skills, system skills, Complex problem

solving skills and Resource management strength which are on the higher order thinking skills of the creativity and critical thinking, So there is a clear demand on what kind of skills are required because at many times when we consider the skills, we consider the skills which are the hard technical core skills only, but in future it's changing and this is a very clear indication.

In the education policy teachers and students play an important role. Now the question arises what is the difference between new pedagogy V/S old pedagogy. Earlier it was only content delivery by teacher and student act as a consumer to receive the content but now in the current world is that if technology is evident that now the internet already has the content so now the job of teacher is not to share information which is already available on the world and people know how to find it but people don't know how to apply that information to create knowledge. So, student should know where and when to apply that knowledge. The focus of the skill should be started in early childhood education. The main aim of NEP2020 is that by 2025 50% of

Indian students should be able to choose vocational education

or they should be able to have experience of vocational education as a first choice. In India, the Ministry of Human Resource Development oversees vocational higher secondary schools. This must be strengthened because it is the foundation of vocational education.

The following issues have been found as a result of a review of India's current Vocational Education System:

- a) At the secondary level, there is a significant dropout rate.
- b) Vocational education is currently available in grades 11 and 12.
- c) There is a lack of private and industry participation.
- d) The country has a smaller number of vocational institutes.
- e) There aren't enough qualified professors.
- f) Vocationalization has not been successful at any level.
- g) A scarcity of new vocational education and skills training sectors.
- h) The country suffers from a severe scarcity of qualified instructors and teachers.
- i) There aren't enough opportunities for continuing skill improvement.

Suggestions

In a large country like India, students' first choice will not be vocational skills until there is an

appreciation of the job or occupational prestige, and to promote such vocational skills, we need to extend the timeline; it is not possible to achieve this by 2030. The first and foremost step is that we need well-trained teachers. Schools should also promote various skills such as home economics, which teaches us about geometry, chemistry, and biology. So, in a sense, we should first make the kid comfortable by teaching them fundamental vocational skills in early infancy, and only then can the student have clarity regarding his or her career and interests. It is necessary for institutions to focus on skill development opportunities rather than grades and content delivery. We can see in a few universities that they are fostering vocational education, but they are taking it for granted and putting a burden on students of studies.

Abbreviations

VE- Vocational Education

NEP- National Education Policy

NCIVE- National Committee for the Integration of Vocational Education

PSSCIVE- Pandit Sunder lal Sharma Central Institute of Vocational Education

PBL- Problem Based Learning

MoSDE- Ministry of Skill Development and Entrepreneurship

OECD- Organization for Economic Co-operation and Development

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