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"National Education Policy and Vocational Courses"

Patron: Prof. Mahendra Kumar (Principal)

Chief Editor: **Dr. Nancy Maurya**

Associate Editors: **Dr. Mamta Rani**

Dr. Devendra Dwarg

Dr. Jitendra Singh Tomar

नहि ज्ञानेन सदृशं.....

A Publication of
PM College of Excellence,
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Shivpuri (M.P.)

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शोध श्रृंखला

एक बहु-विषयक, द्विभाषी, रेफरीड रिसर्च जर्नल

"राष्ट्रीय शिक्षा नीति एवं व्यावसायिक पाठ्यक्रम"

संरक्षक: प्रो. महेंद्र कुमार (प्राचार्य)

मुख्य संपादक: डॉ. नैंसी मौर्य

सहयोगी संपादक: डॉ. ममता रानी

डॉ. देवेन्द्र द्वर्ग

डॉ.जितेंद्र सिंह तोमर

नहि ज्ञानेन सदृशं.....

पीएम कॉलेज ऑफ एक्सीलेंस, शासकीय श्रीमंत माधवराव सिंधिया पी.जी. कॉलेज,

शिवपुरी (म.प्र.) का प्रकाशन

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संदेश

उच्च शिक्षा विभाग म.प्र. शासन, सतपुड़ा भवन, भोपाल के आदेश और मार्ग-दर्शन के अनुसार शासकीय श्रीमंत माधवराव सिंधिया स्नातकोत्तर महाविद्या-लय शिवपुरी ने दिनांक 30 /07 / 2024 को 'राष्ट्रीय शिक्षा नीति और व्यावसा-यिक पाठ्यक्रम' विषय पर एक राष्ट्रीय वेबिनार का आयोजन बहुत सफलता पूर्वक संपन्न किया। इस वेबिनार में पूरे देश से 100 से भी अधिक प्रतिभागियों ने पंजीयन करा कर सहभागिता की। मध्य प्रदेश के बाहर के कई विशेषज्ञों ने वेबिनार में विषय-विशेषज्ञ के रूप में अपना व्याख्यान प्रस्तुत किया! उच्च शिक्षा विभाग के निर्देशानुसार महाविद्यालय द्वारा आई.एस.एस.एन. साथ एक शोध पत्रिका भी निकाली जा रही है। यह बहुत ही संतोष का विषय है| इस प्रकार के प्रत्येक आयोजन के पश्चात शोध पत्रों का संकलित पुस्तकपत्रिका संस्करण प्रकाशित कराना बहुत महत्वपूर्ण होता है। शोधार्थी और छात्र-छात्राओं के लिए ऐसे प्रकाशन बहुत उपयोगी होते है। विश्वास है कि पत्रिका अपने उद्देश्यों में सफल होगी।

मैं महाविद्यालय परिवार को हार्दिक शुभकामनायें प्रेषित करता हूँ।

स्थान: ग्वालियर (म.प्र.)

दिनांक: 03/10/24

प्रो. कुमार रत्नम

अतिरिक्त संचालक

उच्च शिक्षा ग्वालियर-चंबल संभाग

ग्वालियर, मध्य प्रदेश

संदेश

उच्च शिक्षा विभाग म.प्र. शासन, सतपुड़ा भवन, भोपाल के आदेश और मार्ग-दर्शन में शासकीय श्रीमंत माधवराव सिंधिया स्नातकोत्तर महाविद्यालय शिवपुरी ने दिनांक 30.07.2024 को 'राष्ट्रीय शिक्षा नीति और व्यावसायिक पाठ्यक्रम' विषय पर एक राष्ट्रीय वेबिनार का आयोजन बहुत सफलतापूर्वक संपन्न किया। मुझे इस वेबिनार का साक्षी बनने का मौका मिला। इस वेबिनार में पूरे देश से लगभग 100 छात्रों, बुद्धिजीवियों एवं शिक्षाविदों ने पंजीयन कराने के साथ साथ सक्रीय रूप से विचारों का आदान प्रदान किया। इस वेबिनार ने मझे वास्तविकता में गौरव का अनुभव कराया।

मैं महाविद्यालय परिवार को इस वेबिनार के सफल आयोजन एवं शोध पत्रिका प्रकाशन के लिए हार्दिक शुभकामनायें प्रेषित करता हूँ।

स्थान: शिवपुरी (म.प्र.)

दिनांक: 04.10.2024

अमित भार्गव
अध्यक्ष
जनभागीदारी समिति
शासकीय श्रीमंत माधवराव सिंधिया
सिंधिया स्नातकोत्तर महाविद्यालय शिवपुरी

संदेश

शासकीय श्रीमंत माधवराव सिंधिया स्नातकोत्तर महाविद्यालय शिवपुरी मे उच्च शिक्षा विभाग म.प्र. शासन भोपाल के आदेशानुसार दिनांक 30.07.24 को 'राष्ट्रीय शिक्षा नीति और व्यावसायिक पाठ्यक्रम' विषय पर एक राष्ट्रीय वेबिनार का आयोजन संपन्न हुआ। पूरे भारत से लगभग 100 प्रतिभागियों ने पंजीयन कराकर इस वेबिनार में भाग लिया। विषय-विशेषज्ञ के रूप में इस वेबिनार में उत्तर प्रदेश, बंगाल, मध्य प्रदेश, बिहार इत्यादि के विशेषज्ञों ने वेबिनार में अपना व्याख्यान प्रस्तुत किया। कुल मिलाकर यह वेबिनार बहुत सफल रहा। इस वेबिनार में प्राप्त शोध-पत्रों का एक पत्रिका के रूप में प्रकाशन भी किया जा रहा है जो कि ऐसे आयोजनों का अनिवार्य पक्ष होता है। यह पत्रिका अपने उद्देश्यों में सफल होगी, ऐसा विश्वास है। पत्रिका को आवश्यक व गुरुतर कलेवर देने के लिए संपादक मंडल को हार्दिक बधाई। यह पत्रिका अपने शोधोन्मुखी लक्ष्यों को प्राप्त करेगी, ऐसा मेरा विश्वास है। सभी सहयोगियों को मेरी हार्दिक शुभकामनाएं।

स्थान: शिवपुरी (म.प्र.)

दिनांक: 20.10.2024

प्रो महेंद्र कुमार

प्राचार्य

शासकीय श्रीमंत माधवराव सिंधिया

सिंधिया स्नातकोत्तर महाविद्यालय शिवपुरी

संदेश

प्रत्येक व्यवस्था की कतिपय आकांक्षायें होती है उन आकांक्षाओं की रचनात्मक आपूर्ति उपरान्त वह व्यवस्था अपने श्रेष्ठ साध्यों की पूर्ति बहुत सहज शैली में करने में समर्थ हो जाती है। उच्च शिक्षा की आधारभूत आवश्यकता अध्ययन, अध्यापन और शोध की प्रवृत्तियों को पुष्पित-पल्लवित करना है। इन प्रवृत्तियों के समुचित पल्लवन के पश्चात उच्च शिक्षा अपने सर्वोच्च साध्य-एक सकारात्मक व्यक्तित्व का निर्माण की पूर्ति बहुत सक्षम शैली में करने में सक्षम हो जाती है। शोध की प्रवृत्ति का एक अपरिहार्य अंश विचार-विमर्श, व्याख्यान और उद्बोधन इत्यादि भी है। शोध संगोष्ठियाँ और शोधोन्मुख कार्यशालायें उच्च शिक्षा व्यवस्था में शोध की प्रवृत्ति को अनिवार्य रूप से सशक्त करती हैं।

'राष्ट्रीय शिक्षा नीति और व्यावसायिक पाठ्यक्रम' विषय पर आयोजित वेबिनार इस दिशा में किया गया एंक सशक्त उद्यम है। इस वेबिनार में कई प्रदेशों के विषय-विशेषज्ञों ने अपने उत्कृष्ट व्याख्यानों से वेबिनार के लक्ष्यों की पूर्ति में रचानात्मक योगदान दिया है। कई दिद्वांनों द्वारा अपने आलेख भी इस वेबिनार में प्रस्तुत किये गये है। इन सबको संकलित कर प्रकाशन का कार्य करना अत्यंत प्रशंसनीय और निस्सन्देह अनिवार्य कार्य है। इस कार्य को मूर्तरूप देने के लिए पत्रिका के संपादक मंडल को हृदय से शुभकामनायें और साधुवाद। उच्च शिक्षा विभाग भोपाल के प्रति भी कृतज्ञता ज्ञापित करना अनिवार्य है जिनकें सहयोग व मार्गदर्शन के प्रतिफल के रूप में यह वेबिनार सम्पन्न हुआ और शोध पत्रिका का प्रकाशन हुआ है। एक बार पुनः समस्त सहयोगियों के प्रति कृतज्ञता ज्ञापित करते हुए अपने इस विश्वास को स्मरित करना अनिवार्य है कि पत्रिका अपने लक्ष्यों को प्राप्त करने में सफल होगी।

स्थान:शिवपुरी (म.प्र.)

दिनांक: 20.10.2024

डॉ.पुनीत कुमार
समन्वयक,
आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ
शासकीय श्रीमंत माधवराव सिंधिया
स्नातकोत्तर महाविद्यालय शिवपुरी

संपादक की कलम से.....

25-27 सितम्बर 2015 में संयुक्त राष्ट्र शिखर सम्मलेन महासभा न्यू यॉर्क में आयोजित की गयी जिसकी एक बैठक में सतत विकास लक्ष्यों को अपनाने का निर्णय लिया गया था! इस बैठक में आने वाले 15 सालों के लिए '17 लक्ष्य' तय किये गए थे जिनको 2016 से 2030 की अवधि में प्राप्त करने का निर्णय लिया गया था! इन वैश्विक लक्ष्यों में गरीबी निवारण, पर्यावरण संरक्षण, आर्थिक असमानता में कमी लाना आदि शामिल हैं! इनमे चौथा लक्ष्य गुणवत्ता पूर्ण, न्याय-संगत, समावेशी शिक्षा सुनिश्चित करना और सभी के लिए आजीवन सीखने के अवसरों को बढ़ावा देना है! 17वां लक्ष्य है सामूहिक साझेदारी! देखा जाए तो बाकी सभी 15 लक्ष्यों की प्राप्ति इन दोनों पर ही आधारित है! यदि सभी के पास गुणवत्ता पूर्ण शिक्षा हो और सभी अपने अपने स्तर पर मिल-जुलकर कार्य करें, तो बचे हुए सभी लक्ष्यों जैसे की गरीबी उन्मूलन भुखमरी की समाप्ति, स्वास्थ्य, लैंगिक समानता, स्वच्छता, स्वच्छ पेय जल, सस्ती और स्वच्छ ऊर्जा, उद्योग, नवाचार, विकास, शांति, न्याय आदि, सभी को साधा जा सकता है, क्योंकि गुणवत्ता पूर्ण शिक्षा से मनुष्य का संपूर्ण विकास होता है! वह आत्मनिर्भर होने के साथ-साथ समाज, देश-दुनिया के बारे में भी विचार करता है तथा अपने आस-पास की समस्याओं का समाधान खोजने का भी प्रयास करता है!

यह जरूरी है कि शिक्षित होने के नाम पर आज के युवा के पास मात्र उपाधि ना हो बल्कि उसमें एक नए दृष्टिकोण से आज की समस्याओं को देखने की क्षमता का विकास हो ताकि वह जिस किसी क्षेत्र में काम करे, चाहे खेती करे या अनुसंधान करे, शिक्षक बने या व्यवसायी, वह इन विभिन्न क्षेत्रों में व्याप्त समस्याओं को सुलझाने में अपनी सोच समझ शिक्षा और ऊर्जा का प्रयोग करे।

मेरा मानना है कि राष्ट्रीय शिक्षा नीति 2020 इसमें काफी कारगर साबित हो सकती है। इसमें ऐसे कई नवाचारों का समावेश है जिन्हें यदि सफलतापूर्वक, व्यापक स्तर पर, सही मायने में क्रियान्वित किया जाए तो समय की मांग के अनुसार हम शिक्षक युवाओं को तैयार होने में महती भूमिका निभा सकते हैं और यह देश के विकास में एक बहुत महत्वपूर्ण योगदान होगा। इसी विचार को ध्यान में रखते हुए तथा उच्च शिक्षा विभाग मध्य प्रदेश शासन के आदेश अनुसार राष्ट्रीय शिक्षा नीति 2020 के कारण शिक्षण में जो बदलाव हुए हैं, उन्हें ठीक से समझने तथा इस विषय पर देश के विभिन्न हिस्सों के शिक्षकों और

ज्ञानियों के विचार जानने के लिए महाविद्यालय द्वारा एक दिवसीय राष्ट्रीय वेबीनार का आयोजन दिनांक 30 जुलाई 2024 को किया गया। इस इस वेबीनार का विषय 'राष्ट्रीय शिक्षा नीति और व्यावसायिक पाठ्यक्रम' चुना गया जिसमें देश के कोने-कोने से 100 से अधिक शिक्षाविदों, शोधार्थियों ने पंजीयन कराया तथा हमारे आमंत्रित विशिष्ट वक्ताओं के व्याख्यानों का लाभ लिया। इस वेबीनार में सभी प्रतिभागियों ने राष्ट्रीय शिक्षा नीति 2020 की विभिन्न बारीकियों, लक्ष्यों तथा चुनौतियां को समझने का प्रयास किया।

महाविद्यालय की शोध पत्रिका 'शोध श्रृंखला' का यह विशेषांक उक्त वेबिनार की स्मारिका के रूप आप सभी पाठकों के लिए प्रस्तुत है! मुझे आशा है कि आप सभी इस विशेषांक को पढ़ कर लाभान्वित होंगे! इसके संपादन कार्य में हुई त्रुटियों के लिए मैं क्षमाप्रार्थी हूँ तथा आग्रह करती हूँ कि सुधार के सुझाव अवश्य साझा करें! इसके साथ ही अंत में मैं माननीय उच्च शिक्षा मंत्री (मध्य प्रदेश) श्री इंदर सिंह परमार जी, माननीय प्राचार्य महोदय श्री महेंद्र कुमार, माननीय अतिरिक्त संचालक महोदय डॉ कुमार रत्नम सर, माननीय जन भागीदारी अध्यक्ष महोदय श्री अमित भार्गव, वरिष्ठ प्राध्यापक एवं आइक्यूएसी अध्यक्ष डॉ पुनीत कुमार, वेबीनार की आयोजन समिति के सदस्य, परामर्श समिति के सदस्य, तकनीकी समिति को अगाध सहयोग के लिए धन्यवाद करती हूं। मैं हमारे महाविद्यालय के अंग्रेजी विभाग में पदस्थ सहायक प्राध्यापक प्रोफेसर शिखा झा को इस पत्रिका के संपादन कार्य में विशेष सहयोग देने के लिए धन्यवाद करती हूँ! साथ ही पूरे स्टाफ के सहयोग के लिए मैं आभारी हूँ!

डॉ नैंसी मौर्य

संपादक

दिनांक: 27/10/2024

स्थान: शिवपुरी

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SHODH SHRINKHALA

National Webinar Special Edition: Oct.2024

"National Education Policy and Vocational Courses"

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“Highlights from Experts’ Lectures”

Dr. Rajeev kumar Upadhyay
Director, KNIT, Sultanpur (UP)

- Our first keynote speaker Dr. Rajeev Kumar Upadhyay described the NEP -2020 as a holistic innovative approach for overall development of the students fetching examples and shlokas from our ancient literature.
- He emphasized the importance of mother tongue in education and learning, as one can understand and connect with a given subject in a better way if he is taught in his native language.
- He explained the stepwise process of learning of human mind with very simple examples and how NEP-2020 has incorporated innovations and methods of learning according to this stepwise process to make subjects more understandable.
- He said that NEP-2020 has included the vocational courses concept as one learns in far more better way by actually getting involved in a particular task rather than when he is being taught theoretically about it.
- He emphasized the importance of asking questions and explained that gaining knowledge of a particular subject is far more important and useful than getting informed about it. Vocational courses give this opportunity to students today where they can learn and gain knowledge through experience.
- He strongly suggested that one has to enhance his wisdom and not just information and wisdom comes with experience.

Dr. Ravindra Kumar Jain
Professor and Dean,
Sharda School of Basic Sciences and Research,
Sharda University, Agra (UP)

- Our Second keynote speaker Dr. Ravindra Kumar Jain explained various challenges that well educated candidates face today while looking for jobs. He explained the lacunae which prevent highly qualified and eligible students from getting suitable jobs.
- He emphasized the importance of practical training and elaborated why there is need for skill development today.
- He named many sectors in India in which there is lack of skilled workers.
- He detailed what vocational education is and how one can acquire it through NEP-2020.
- He clearly defined and differentiated between apprenticeship, internship etc.
- He explained the unique features of vocational courses like flexibility, learning with experience and more.
- He also explained how effective implementation of NEP-2020 can prepare students in ways that suit current job market demands.
- He further said that it is important to excel in a particular field so that one does not need to run after a job, rather he would be offered jobs for his excellence.

Dr. Munesh Kumar
Assistant Professor, Political Science
Chaudhary Charan Singh University, Meerut (UP)

- Our third expert speaker Dr. Munesh Kumar started his lecture with the opening message that NEP-2020 is developed according to the needs of our nation today.
- He said that it promotes the Indian traditional knowledge.
- He highlighted the various challenges that we face today in successful implementation of NEP-2020.
- He emphasized the importance of role of both students and teachers for success of NEP-2020.
- He emphasized the multidisciplinary nature and interdisciplinary approach of NEP-2020.
- He indicated the requirement of trained faculties along with naming a number of vocational courses like social work, video editing, jewelry designing etc.
- He also explained that how an educational institution can start its own vocational course according to local demands and environment.

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“Webinar Participants’ Research Papers and Articles”

“हिंदी खंड”

अनमोल वचन

“शिक्षा एक व्यक्ति को अनगिनत संभावनाओं की ओर आगे बढ़ने की अनुमति देती है।"
- स्वामी विवेकानंद

"शिक्षा सबसे बड़ी समाधानशीलता है।"
- नेल्सन मंडेला

"शिक्षा हमारे भविष्य की नींव है, जिसे हमें मजबूती से निर्माण करना चाहिए।"
- माहात्मा गांधी

“शिक्षा हमें तकनीकी ज्ञान के अलावा जीवन के रहस्यों को समझने की क्षमता देती है।"
- मलाला यूसुफजई

राष्ट्रीय शिक्षा नीति: एक समीक्षा

डॉ. पुनीत कुमार

परिवर्तन मानव जीवन का एक अनिवार्य अंश है। कदाचित परिवर्तन मानव जीवन की सजीवता का भी एक सशक्त कारण है। यह 'परिवर्तन' जब सामयिकता के अर्थों से सुसज्जित रहता है तब मानव जीवन अनेक सार्थक उपलब्धियों का वाहक सिद्ध होता है। नयी राष्ट्रीय शिक्षा नीति निस्सन्देह सामयिक परिवर्तन के अनेक अर्थो से सारगर्भित है। नयी राष्ट्रीय शिक्षा नीति ने वर्तमान समय की सभी आवश्यकताओं को पाठ्यक्रम का अंश बनाया है। उदाहरणार्थ - कौशल विकास, व्यक्तित्वविकास, व्यावसायिक पाठ्यक्रम, शोधोन्मुख अध्ययन, अंतःअनुशासनात्मक पाठ्यक्रम, भारतीय ज्ञान परम्परा, योग, ध्यान, व्यायाम एवं आरोग्यशास्त्र इत्यादि सभी विशिष्ट तत्व नयी राष्ट्रीय शिक्षानीति के अन्तर्गत चयनित विभिन्न पाठ्यक्रमों का अभिन्न अंश है। नयी राष्ट्रीय शिक्षा नीति ने अपने पाठ्यक्रमों में जिन विभिन्न आवश्यक विषयों का संकलन किया है उनके अध्ययन से युवाओं को एक ओर जहाँ बेरोजगारी की भयावाह समस्या से मुक्ति पाने की संभावना दृष्टिगत होती है, वहीं दूसरी ओर नयी राष्ट्रीय शिक्षा नीति का पाठ्यक्रम एक ऐसे नागरिक का निर्माण करने की भी क्षमता से ओत-प्रोत है जो शारीरिक व चारित्रिक दोनों ही दृष्टियों से सशक्त मानव सिद्ध हों। रोजगार विहीनता और चरित्रहीनता वर्तमान युवा वर्ग के समक्ष दो सबसे कठिन चुनौतियाँ है। नयी राष्ट्रीय शिक्षा नीति इन दोनों ही चुनौतियों से संघर्ष करने में सक्षम है।

परन्तु कटु यथार्थ यह भी है कि नयी राष्ट्रीय शिक्षा नीति के समक्ष अनेक चुनौतियाँ भी है, यथा-आधार भूत अधोसंरचना की अपर्याप्तता तथा नयी राष्ट्रीय शिक्षा नीति की मूल भावना का विद्यार्थी वर्ग में आत्मसात न हो पाना। शासन स्तर पर इन सभी चुनौतियों को शून्य करने के सार्थक प्रयास निरंतर हो रहे है, जिनमें उल्लेखनीय सफलतायें प्राप्त हो रही है। अंततः यह स्वीकार्यता अतिशयोक्ति कदापि नहीं होगी कि नयी राष्ट्रीय शिक्षा नीति वर्तमान समय की एक सामयिक नीति है जो युवा वर्ग की अनेक न्यूनताओं को यथा शीघ्र द्रवित करने में सफल होगी।

राष्ट्रीय शिक्षा नीति की विशेषतायें

राष्ट्रीय शिक्षा नीति में अनेक विशिष्ट तत्व है। उनमें से प्रमुख तत्वों का उल्लेख अग्रवत है- किसी भी राष्ट्र की प्राथमिक आवश्यकता होती है कि उसका युवा वर्ग व्यावसाय विहीन न हो। सर्वोपरि आवश्यकता इस बात की भी होती है कि देश की युवा पीढ़ी का चरित्र उज्जवल और आचरण प्रांजल हो। सर्ववेदित है कि आज जीवनयापन का स्वरूप दशकों पूर्व के जीवनयापन शैली से बहुत परिवर्तित हो चुका है। पूर्व में जीवन यापन बहुल जटिल नहीं था। वर्तमान में बिना किसी कौशल, विशेष योग्यता अथवा उल्लेखनीय प्रतिभा के सम्मानजनक जीवन यापन असंभव की श्रेणी में आता है। दूसरी ओर यथार्थ यह भी है कि मात्र किसी सेवा में ही जाकर जीविकोपार्जन का अवसर पाना वर्तमान कल में दुष्कर कार्य हो गया है और विकल्प स्वरूप स्वव्यावसाय एक सशक्त माध्यम के रूप में सम्पूर्ण भारतीय अर्थव्यवस्था में समर्थन पा चुका है। इसी के साथ-साथ आवश्यक यह भी है कि देश का नागरिक स्वास्थ के मानक स्वरूप से अनभिज्ञन रहे | एक स्वस्थ नागरिक की स्वस्थ समाज और अंततः सशक्ति राष्ट्र का हेतु होता है। परन्तु यह तभी सम्भव है जब नागरिक को स्वास्थ के और स्वस्थ रहने के मानक स्वरूप एवं मूल कारण का ज्ञान हो।

पर्यावरण का बिगड़ता स्वरूप आज सम्पूर्ण विश्व के लिए चिंता का प्रश्न है। अतः यह भी आवश्यक है कि राष्ट्र का प्रत्येक नागरिक पर्यावरण के महत्व और संरक्षण के आधारभूत तथ्यों से परिचित हो। व्यक्तित्व वह आधार होता है जो व्यक्ति की रचनात्मकता और सकारात्मकता को आधार प्रदान करता है अर्थात व्यक्तित्व में जब श्रेष्ठ प्रवृत्तियाँ प्रश्रय पा जाती हैं तो वह व्यक्तित्व प्रत्येक स्तर पर मानवीय गुणों मात्र का प्रतिनिधित्व करता है। अतः व्यक्तित्व विकास के प्राथमिक और आधारभूत कारकों से परिचित होना प्रत्येक नागरिक के लिए अनिवार्य है।

कृषि आज भी भारतीय अर्थव्यवस्था का मेरूदण्ड है। परन्तु रासायनिक उर्वरकों और कीटनाशक व खरपतवार नाशकों के सीमाविहीन प्रयोग ने खेतों की उर्वरता को मात्र कुप्रभावित नहीं किया है अपितु विषैला बनाने का भी कार्य किया है। अतः इस बात की महती आवश्यकता है कि जन सामान्य कृषि की वर्तमान आवश्यकताओं से पूरी तरह भिज्ञ हो। इसी प्रकार योग, प्राणायाम, क्रीड़ा सम्बन्धी गतिविधियाँ

और व्यायाम इत्यादि वह माध्यम है जिनके उपयोग से एक व्यक्ति तन और मन दोनों से स्वस्थ एवं सशक्त बनता है। वर्तमान कृत्रिमता के युग में योग और व्यायाम विस्सन्देह वह साधन है जिससे स्वस्थ जीवन प्राप्त करना असंभव नहीं है।

वर्तमान युग वैज्ञानिकता का युग है। मात्र व्यक्तिगत स्तर पर नहीं अपितु प्रत्येक स्तर पर विज्ञान की भूमिका और सामयिकता को स्वीकार किये बिना स्तरीय जीवन संभव नहीं है। अतः प्रत्येक नागरिक का विज्ञान के मूलभूत तथ्यों से परिचित होना अपरिहॉय की श्रेणी में आता है।

पर्यटन मात्र आर्थिक उपलब्धियों का स्त्रोत नहीं है अपितु व्यक्ति के मानसिक संतापों और शारीरिक तनावों का शमन करने का भी एक सशक्त साधन है। पर्यटन के इस महत्व को सम्पूर्ण विश्व स्वीकार चुका है। पर्यटन का एक अद्वितीय लाभ यह भी है कि पर्यटन को आकर्षक बनाने के लिए जब कोई राष्ट्र उपक्रम करता है तो स्वयमेव वह राष्ट्र अपने नैसर्गिक सौन्दर्य के उत्कृष्ट स्वरूप को संरक्षण व संवर्द्धन करने लगता है। फलतः पर्यावरण का भी संवर्द्धन बहुत सरल हो जाता है। प्रत्येक को पर्यटन के मौलिक महत्व का ज्ञान होना अनिवार्य है। राष्ट्रीय कैडेट कोर (एन.सी.सी.) और राष्ट्रीय सेवा योजना (एन.एस.एस.) विद्यार्थी जीवन के वे दो सशक्त माध्यम है जो विद्यार्थियों को अनुशासन, सेवा और राष्ट्रभक्ति का पाठ बहुत सहज शैली में कंठस्थ कराने में सक्षम है। अतः प्रत्येक विद्यार्थी को एन.सी.सी. व एन.एस.एस. के आधारभूत सिद्धान्तों की जानकारी होना बहुत आवश्यक है। एक देश के प्रत्येक नागरिक को संविधान और राजव्यवस्था का ज्ञान होना, उसे एक जागरूक नागरिक बनाता है। संविधान और राजव्यवस्था से भिज्ञ नागरिक अधिकारों मात्र के उपयोग की शैली से ही परिचित नहीं होता है अपितु कर्तव्यों के पालन के महत्व को भी स्वीकारना सीख जाता है। इसलिए प्रत्येक नागरिक को भारतवर्ष के संविधान और राजव्यवस्था के मौलिक तथ्यों का ज्ञान होना बहुत आवश्यक है।

वाणिज्य के सामयिक ज्ञान से व्यक्ति को व्यापार और व्यावसाय के संचालन में बहुत सहायता मिलती है। विशेषकर स्वव्यावसाय के संचालन में वाणिज्य के मौलिक तथ्यों का ज्ञान बहुत सहयोगी होता है। उपरोक्त प्रमुख आवश्यक तथ्यों के प्रकाश में जब नयी शिक्षा नीति का अवलोकन व अध्ययन किया जाता है तो यह बहुत सहजता से स्पष्ट हो जाता है कि राष्ट्रीय शिक्षा नीति में आधुनिक जीवन के लिए

अपरिहार्य पूर्वोक्त सभी तत्वों, तथ्यों, सिद्धांतों और नीतियों को पर्याप्त स्थान दिया गया है। यह शिक्षा नीति स्नातक स्तर के प्रथम सोपान से लेकर अंतिम सोपान तक एक विद्यार्थी को सक्षम, समर्थ, सशक्त और अंततः सूम्पूर्ण नागरिक बनाने में पूर्णतः सक्षम है और संदेह इस तथ्य में कदापि नहीं है कि एक सम्पूर्ण नागरिक ही अपने राष्ट्र को प्रगति व उन्नति के पथ पर संचालित करता हुआ विकसित राष्ट्र के मानको से सुसज्जित करता है। स्पष्ट है कि राष्ट्रीय शिक्षा नीति वर्तमान की आकांक्षाओं के प्रत्येक स्वरूप की पूर्ति करने में समर्थ है।

प्रमुख चुनौतियाँ

राष्ट्रीय शिक्षा नीति की प्रमुख चुनौतियाँ अग्रवत है:राष्ट्रीय शिक्षा नीति की मूल भावना अंतः अनुशासनात्मक दृष्टिकोण, को विद्यार्थी व शिक्षक दोनों वर्गों में स्वीकार्य बनाना है। इस दृष्टि से राष्ट्रीय शिक्षा नीति के समक्ष प्राथमिक चुनौती इस बात की है कि विद्यार्थी और शिक्षक वे चाहे जिस संकाय के हो अंतः अनुशासनात्मक दृष्टिकोण के समक्ष सहज भाव से प्रस्तुत हो। राष्ट्रीय शिक्षा नीति के समक्ष एक प्रमुख चुनौती यह भी है कि प्रत्येक महाविद्यालय शिक्षकों की कमी से ग्रसित है। इस नीति में जिस प्रकार विभिन्न विषयों को समाहित किया गया है वही इस शिक्षा नीति को सामयिकता का अद्भुत सौन्दर्य प्रदान करता है। परन्तु अनेक महाविद्यालयों व विश्वविद्यालयों में विषयों की आवश्यकता की पूर्ति हेतु पर्याप्त शिक्षक नहीं है। राष्ट्रीय शिक्षा नीति में विषयों की विविधता के अनुरूप प्रयोगशालायें, कार्यशालायें, क्रीड़ा स्थल, योगासन केन्द्र एवं कृषि क्षेत्र उपलब्ध नहीं है। शिक्षा नीति में अनेक विषय ऐसे हैं जिनके लिए कक्षा अध्यापन मात्र अपर्याप्त है। उनके लिए आवश्यक प्रयोगशालायें व कार्यशालायें इत्यादि अत्यन्त आवश्यक है। राष्ट्रीय शिक्षा नीति में विविध विषयों के अनुरूप पुस्तकों की भी पूर्ति पर्याप्त नहीं है। संबंधित अभिकरणों द्वारा उनकी पूर्ति का प्रयास निरन्तर है।

राष्ट्रीय शिक्षा नीति का क्रियान्वयन अत्यंत प्रशंसनीय उद्यम है। नीति का अध्ययन यह स्पष्ट करता है कि उसकी रचना अत्यन्त गंभीर वैचारिक मंथन के पश्चात की गयी है। इस शिक्षा नीति में जिस प्रकार विविध विषयों को स्थान दिया गया है वह स्वयंमेव इस नीति की गुरूता को रेखांकित करता है। राष्ट्रीय शिक्षा नीति एक विद्यार्थी को विविध विषयों का ज्ञान देकर, किसी कौशल का शिक्षण प्रदान कर एवं

अनेक अपरिहार्य आवश्यक मौलिक तथ्यों की जानकारी देकर पूर्ण नागरिकबनाने में पूर्णरूपेण सक्षम है। चुनौतियों की आशंकायें निमूल नहीं है परन्तु शासन, प्रशासन एवं शिक्षक वर्ग जिस प्रकार इन चुनौतियों से निरंतर जूझ रहा है उससे प्रतीत होता है कि भविष्य में राष्ट्रीय शिक्षा नीति अपने साध्य में पूर्णतः सफल होगी।

डॉ. पुनीत कुमार
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"बेरोजगारी एवं कौशल विकास की वर्तमान स्थिति: चुनौतियाँ एवं समाधान"

डॉ. मंजुलता गर्ग

स्वतंत्रता के 77 वर्ष हमारे विकास की गाथा कहते हैं। हमने अनेक क्षेत्रों में आशातीत प्रगति की है, हम सुदृढ़ हुये है और किसी भी चुनौती का सामना करने में सक्षम भी है। भारत के विकास की एक लम्बी कहानी ने विश्व के नक्शे पर अपनी अलग छाप छोड़ी है।

तकनीकी क्षेत्र में, खाद्यान्न उत्पादन में, विज्ञान और रक्षा उपकरणों के निर्माण में, चिकित्सा आदि क्षेत्रों में हमारी प्रगति उल्लेखनीय है। परन्तु अभी भी कई क्षेत्रों में सामयिक प्रगति का अभाव प्रतीत होता है। इनमें बेरोजगारी को विचारार्थ स्वीकारा जा सकता है। निरन्तर कौशल विकास के अभाव में युवा वर्ग में बेरोजगारी की समस्या ने रौद्र रूप ले लिया है। किसी राष्ट्र के संसाधन सामान्यतः तीन प्रकार के होते है-मानव संसाधन, प्राकृतिक संसाधन एवं भौतिक संसाधन। मानव संसाधन पर किया गया विनियोग वास्तविक एवं सार्थक विनियोग है। यदि हमने 'मानव संसाधन' का उचित समय पर, उचित नीति द्वारा विनियोग करके उसे सही दिशा एवं सही शिक्षा द्वारा सुप्रबन्धित कर लिया तो इससे रोजगार की भावी चुनौतियों का सामना किया जा सकता है।

मानव संसाधन में कौशल का महत्व- मानव संसाधन में कौशल एक महत्वपूर्ण भूमिका का निर्वाह करता है। कौशल व्यक्ति की योग्यता, ज्ञान एवं विशेषज्ञता है, जो विशिष्ट कार्यो या गतिविधियों को प्रभावी ढंग से करने के लिये आवश्यक है। इस हेतु कौशल विकास अति आवश्यक है। कौशल विकास से तात्पर्य व्यक्ति की प्रवीणता, कौशल (Skill) को प्रशिक्षण द्वारा समृद्ध बनाना है। इसका मुख्य उद्देश्य देश के युवा वर्ग को संगठित करके उनके कौशल को निखारकर उनकी योग्यतानुसार रोजगार प्रदान करना है।

कौशल को तीन मुख्य प्रकारों में वर्गीकृत किया जा सकता है-

० कार्यात्मक कौशल-अपना कार्य करने की योग्यता।

० स्वप्रबन्धन-समय प्रबन्धन, तनाव प्रबन्धन एवं संघर्ष समाधान।

० विशेष ज्ञान कौशल-अतिरिक्त कौशल

भारत में बेरोजगारी की चुनौतियाँ- भारत के लिये वर्तमान समय स्वर्णिय कहा जा सकता है क्योंकि वर्तमान में भारत में कुल जनसंख्या-442 करोड़ से अधिक हैं| आंकड़ों के अनुसार युवा वर्ग 20-45 वर्ष का हैं एवं औसत आयु लगभग 29 वर्ष है, अर्थात भारत में लगभग साढ़े चार करोड़ से भी अधिक है। जनसंख्या काम करने वाले आयु वर्ग का हिस्सा है। यह संख्या ऐतिहासिक है। विश्व बैंक की रिपोर्ट में कहा गया है कि भारत में श्रमशील जनसंख्या 2040 तक तेजी से बढ़ेगी, जिसके कारण भारत विकासशील से विकसित राष्ट्र बन सकता है। मैकेंजी द्वारा तैयार की गई एक रिपोर्ट का अनुमान है कि अगले 4१0 वर्षो में भारत को आज की तुलना में 40 गुना अधिक योग्य क्षमता बढ़ाने की जरूरत होगी। जबकि प्रतिवर्ष लगभग लाख बच्चे ही कौशल निपुणता हासिल कर पाते है। इस प्रकार कहा जा सकता है कि हमारी वर्तमान कौशल विकास की क्षमता लगभग 10 प्रतिशत भी नहीं है।

भारत में कौशल विकास की चुनौतियॉ- यद्यपि विश्व में भारत की जनसंख्या दूसरे स्थान पर है, लेकिन भारत में संचालित होने वाले श्रेष्ठ कौशल का अब भी अभाव है। भारत इस समय दोराहे पर खड़ा है क्योंकि उसको अपने देश की युवा आबादी की आकांक्षाओं को पूरा करना है। सरकारी योजनाओं के बाबजूद आपूर्ति के अनुपात में अभी भी व्यवसायिक शिक्षण संस्थानों की देश में भारी कमी है। श्रम मंत्रालय के पास भी कोई ऐसे आंकड़े नहीं है जो यह दर्शा सके कि विभिन्न प्रौद्योगिकी संस्थानों में कितने विद्यार्थी हर वर्ष प्रवेश लेते है।

युवाओं को कौशल प्रदान करने के लिए शिक्षा का व्यवसायीकरण बेहद महत्वपूर्ण है। उसके साथ ही समाज के अन्य वर्गों जैसे महिलाओं, हाशिए पर पड़े लोगों, आदिवासियों आदि को ऐसे प्रशिक्षण कार्यक्रमों की आवश्यकता है, जो उनकी विविध एवं विशिष्ट जरूरतों के अनुसार हों। हाशिए पर पड़े अधिकतर वर्गों को कौशल प्रशिक्षण प्रदान करने में निरक्षता एक समस्या हो सकती है, लेकिन महिलाओं को कौशल प्रशिक्षण प्रदान करने में पारिवारिक मसलों और सामाजिक बंधनों से भी जूझना पड़ सकता है। किसी भी कार्यम को सफल बनाने के लिए इन तथ्यों को ध्यान में रखने की जरूरत है।

निम्नलिखित कुछ क्षेत्रों में कौशल विकास की स्थिति एवं आवश्यकता को देखा जा सकता है-

- हथकरधा उद्योग 4.3 मिलियन लोगों को रोजगार प्रदान करता है जबकि इस उद्योग में लगभग 2 करोड़ से अधिक प्रशिक्षित कारीगरों की आवश्यकता है।
- निर्माण कार्य में लगभग 3 करोड़ लोग कार्यरत है, जबकि यह कुशल मिस्त्रियों तथा प्लम्वर्स आदि की भारी कमी है।
- इसी प्रकार मोटर वाहन उद्योग में 25 करोड़ से अधिक लोग काम करते है। इस क्षेत्र में भी मैकेनिको तथा फैक्टरियों का प्रबन्धन करने वाले लोगों की बहुत कमी है।
- हवाई यातायात में विकास के कारण नये-नये हवाई अड्डे बन रहे है, इसके अचितक्रियान्वयन के लिये कुशल एवं प्रशिक्षित युवा चाहिये। इस क्षेत्र में भी कुशल श्रम की भारी कमी देखी जा सकती है।

कौशल विकास में सरकार की भूमिका-

सरकार ने कौशल विकास और उद्यमिता के लिये नये मंत्रालय की शुरूआत की है। इससे देश में कौशल विकास को बढ़ावा मिल रहा है। मेक इन इण्डिया की पहल और 400 स्मार्ट सिटी मिशन से भी काफी लाभ मिला है। कौशल विकास और उद्यमिता हेतु प्रथम एकीकृत राष्ट्रीय नीति 2045 ने उच्च तकनीकी नौकरियों के लिये युवाओं को तैयार करने के साथ-साथ सफल कौशल रणनीति के लिये उद्यमशीलता को बढ़ावा देने हेतु रोडमैप बनाया है। प्रधानमंत्री कौशल विकास योजना (पीएमकेयूवाई) भारत सरकार की परिणाम आधारित फ्लैगशिप कौशल विकास स्कीम है जो राष्ट्रीय कौशल विकास संस्थान (कौशल विकास एवं उद्यमिता मंत्रालय) द्वारा जारी की गई है। इस कौशल प्रमाणन एवं प्रोत्साहन स्कीम का लक्ष्य अधिकाधिक युवाओं को कौशल प्रशिक्षणों के लिए योग्य बनाना एवं उत्साहित करना है।

इस योजना का उद्देश्य बड़े पैमाने पर उच्चस्तरीय कौशल के विकास और नवाचार आधारित उद्यमिता को प्रोत्साहन देना है। इससे देश के युवाओं के लिये स्थायी आजीविका भी सुनिश्चित होगी। वर्तमान समय में आर्टिफिशियल इंटेलिजेंस, आटोमेशन, डेटा एनालिटिस्क, इन्टरनेट ऑफ थिंक्स जैसे हाईटेक

जाब्स आ गये है, जिनमें कुशल प्रशिक्षण की आवश्यकता होगी। इसके लिये रोजगार के बदलते प्रतिमानों के अनुसार युवाओं को उचित रूप से प्रशिक्षित किया जाना चाहिये। युवा वर्ग को अधिक से अधिक कैसे कुशल बनाया जाये, उनकी प्रतिभाओं का उपयोग कैसे किया जाये, उन्हे परिवर्तन के लिये कैसे तैयार किया जाये इन सभी प्रश्नों का उत्तर एक प्रभावी मानव संसाधन एवं कौशल विकास कार्यक्रमों में ही निहित है। इसी बिन्दु पर शासन और प्रशासन की महत्वपूर्ण भूमिका रेखांकित होती है। राष्ट्रीय शिक्षा नीति 2020 में प्रमुख व्यवसायों एवं आजीविका के कौशलों से सम्बन्धित शिक्षण-प्रशिक्षण में भी व्यापक बदलाव हेतु महत्वपूर्ण अनुशंसाएँ की गयी है। इसके अतिरिक्त आवश्यकता इस बात की है कि प्रत्येक बच्चे को किसी न किसी कौशल में निपुणता हासिल करने के लिये प्रोत्साहित किया जाये तथा आई.टी.आई. जैसे संस्थानों में प्रवेश की शर्तों को उदार किया जाये। जिसके फलस्वरूप नई तकनीकी के प्रयोग एवं व्यवसायिक शिक्षा को उच्च दर्जा प्राप्त हो सके।

उपरोक्त विश्लेषण उपरान्त यह स्पष्ट होना सरल है कि वर्तमान बेरोजगारी की चुनौती का एक सशक्त समाधान कौशल विकास में ही निहित है। अत: आवश्यकता मात्र एक समुचित नीति व नियोजन की है।

डॉ मंजुलता गर्ग

सह प्राध्यापक, अर्थशास्त्र

प्रधानमंती कॉलेज ऑफ़ एक्सीलेंस

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राष्ट्रीय शिक्षा नीति और व्यावसायिक पाठ्यक्रम

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डॉ. विकास

राष्ट्रीय शिक्षा नीति 2020 में व्यावसायिक शिक्षा को जोड़ा गया है। इसका लक्ष्य है कि 2025 तक कम से कम 50% स्कूली और उच्च शिक्षा के छात्रों को व्यावसायिक शिक्षा तक पहुंच मिले । जिसमें उद्योग संबंधी और मांग आधारित पाठ्यक्रमों पर जोर दिया जाएगा । यह हमारी शिक्षा प्रणाली पर विचार करने का एक स्पष्ट तरीका है यह हमारे सीखने और काम करने के तरीके को बदलती हैं यह एक ऐसे भविष्य का निर्माण करती है जहां यह शिक्षा व्यक्तियों को सशक्त बनाती है और व्यक्तियों की सफलता को बढ़ावा देती है व्यावसायिक शिक्षा और कौशल विकास को अपनाकर हम छात्रों की क्षमता को उजागर कर सकते हैं । राष्ट्र को नवाचार और प्रगति के भविष्य की ओर आगे बढ़ा सकते हैं । सीखना वास्तव में खोज और सशक्तिकरण को बढ़ाती है जो व्यक्तियों को स्वरोजगार के लिए तैयार करती है । इन चुनौतियों के लिए एक बहुआयामी दृष्टिकोण की आवश्यकता है जैसे की शिक्षकों के कौशल को बढ़ाने के लिए कार्यक्रमों का कार्यान्वयन करना एवं जागरूकता सृजन के लिए विद्यार्थियों को जागरूक करना, बुनियादी ढांचे की सीमाओं को दूर करने के लिए प्रौद्योगिकी का उपयोग करना आदि।

नई शिक्षा नीति एक लचीली और समावेशी शिक्षा प्रणाली जीवन भर सीखने रहने में सक्षम बनाती है हालांकि नीति की सफलता उसके प्रभावी रूप से क्रियान्वयन पर निर्भर करती है जिसके लिए पर्याप्त बुनियादी ढांचे और पर्याप्त कुशल शिक्षकों की आवश्यकता होगी ।

नई शिक्षा नीति के अंतर्गत अनेक व्यावसायिक पाठ्यक्रमों को संचालित किया गया है जैसे की सौंदर्य,स्वास्थ्य कल्याण, औषधीय पौधे, पोषण और आहार विज्ञान, निर्यात आयात प्रबंधन, जीएसटी के साथ अकाउंटिंग और कराधान, वित्त सेवाएं और बीमा, खुदरा प्रबंधन, डिजिटल मार्केटिंग, बिक्री कौशल, एकाउंटिंग और टैली कोर्स, डेस्कटॉप पब्लिकेशन, वेब डिजाइनिंग, खाद्य संरक्षण और प्रसंस्करण, जैविक खेती, बागवानी, सुरक्षा सेवाएं, व्यक्तित्व विकास, पर्यटन परिवहन और यात्रा सेवाएं, वर्मी कंपोस्टिंग, डेयरी प्रबंधन आदि ।

नई शिक्षा नीति में विज्ञान से छात्रों को वास्तविक दुनिया से सामना करने के लिए जरूरी कौशल विकसित करने में सहायता मिलेगी । देश के विश्वविद्यालय और कॉलेजों को बहु विषयक बनाने की तरफ आगे बढ़ेंगे । नई शिक्षा नीति के अंतर्गत रसायन विज्ञान के अंतर्गत रोजगार उत्पन्न करने वाले पाठ्यक्रमों को प्रारंभ किया जा सकता है। आधार निष्कर्षतः कहा जा सकता है कि नई शिक्षा नीति 2020 वर्तमान भारत के बढ़ते बेरोजगारी की समस्या को दूर करने में कुछ हद तक सहायता करने में

सक्षम है जिसमें रोजगार पैदा करने वाले पाठ्यक्रमों के द्वारा विद्यार्थियों को नए स्वरोजगार ढूंढने में मदद मिलेगी।

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डॉ. हरीश अम्ब

भारत में रसायन शास्त्र की अति प्राचीन परंपरा रही है। पुरातन ग्रंथों में धातुओं, अयस्कों, उनकी खदानों, यौगिकों तथा मिश्र धातुओं की अद्भुत जानकारी उपलब्ध है। इन्हीं में रासायनिक क्रियाओं में प्रयुक्त होने वाले सैकड़ों उपकरणों के भी विवरण मिलते हैं। दिल्ली का लौह स्तम्भ प्राचीन भारतीय धातुकर्म का एक नमूना है।

उशना, वृहस्पति, सनत्कुमार, नारद, धन्वन्तरी (प्रथम) या आदिदेव, गर्ग, च्यवन, वरुण, जमदग्नि, वरुण, और काश्यप या वृद्ध काश्यप, इनका जिक्र चिकित्सा संबंधी प्राचीन वाङ्मय में प्रचुर मात्रा में मिलता है। अष्टांगहृदय या अष्टांगसंग्रह के समय तक औषधियों को तैयार करने में उन्हीं सरलतम प्रक्रियाओं का प्रचलन था, जिसकी नीवं वैदिक काल में पड़ चुकी थी।

1. ऋग्वेद में कई बार अयस (लोहा अथवा कांसा) एवं हिरण्य (सोना) धातु तथा यजुर्वेद में हिरण्य, अयस, श्याम (तांबा), लोह (लोहा), सीस (सीसा) और त्रपु (रांगा, टीन) का उल्लेख मिलता है । यजुर्वेद में निहित मंत्र 'मन्यवे अयस्तापम्' (यजु. 30/14) से विदित होता है कि वैदिक काल में खनिज को आग से तपाकर धातु तैयार करने की विधि विकसित थी
2. महर्षि सुश्रुत ने क्षार की परिभाषा दी और उपचार के लिए कई प्रकार के क्षारों को बनाने की विधि के बारे में बताया । सुश्रुत संहिता में तीक्ष्ण (कॉस्टिक) क्षारों को सुधाशर्करा (चूने के पत्थर) के योग से तैयार करने का उल्लेख है। परमाणु शास्त्र के जनक महर्षि कणाद भी इसी भारत भूमि पर छठी शताब्दी ईसा पूर्व में पैदा हुए थे जिन्होंने अपने ग्रन्थ 'वैशेषिक सूत्र' में बताया कि पदार्थ का अविभाज्य सूक्ष्म कण परमाणु है । उन्होंने रासायनिक बंधता की ओर इंगित करते हुए बताया कि दो परमाणु संयुक्त होकर 'द्विणुक' अर्थात अणु का निर्माण कर सकते हैं।
3. आचार्य चरक ने लगभग वर्ष १७५ ईसा पूर्व रचित चरक संहिता में विभिन्न प्रकार के रसायन, औषधि द्रव्यों तथा उनके सेवन के संपूर्ण विधान का विस्तृत विवरण किया है। चरक संहिता में नाइट्रिक एसिड, टिन, लोहा, सीसा और जस्ते के ऑक्साइड, सल्फेट एवं कार्बोनेट बनाने की विधि का उल्लेख है।

4. आचार्य नागार्जुन द्वितीय शताब्दी के महान रसायनज्ञ थे जिनके द्वारा रचित प्रसिद्ध ग्रन्थ "रसरत्नाकार" में रसायन शास्त्र का अथाह ज्ञान है। नागार्जुन द्वारा बतायी गयीं अनेक रासायनिक क्रियाएँ आज 21 वीं शताब्दी में भी वैज्ञानिकों को आश्चर्य चकित कर देतीं हैं । उन्होंने सोना, रजत, टिन सहित अनेक धातुओं को शुद्ध करने की सही विधि, धातुओं को घोलने के लिए वनस्पति निर्मित तेजाब का प्रयोग तथा रासायनिक प्रक्रियाओं जैसे आसवन, उर्ध्वपातन, द्रवण का विस्तृत रूप से वर्णन किया । उन्होंने पारद भस्म बनाने तथा हीरे और मोती को अम्ल में गलाने की विधि के बारे में बताया । अपने ग्रंथों में उन्होंने 'पारा' सहित विभिन्न धातुओं को 'सोना' में बदलने की विधि बतायी । धातुओं के अद्भुत ज्ञाता नागार्जुन को भारत में धातुवाद का प्रवर्तक माना जाता है । उन्होंने अनेक असाध्य रोगों की औषधियां तैयार कीं तथा बताया की सोना सभी धातुओं की तुलना में ज्यादा अक्षय है । नागार्जुन रचित अन्य ग्रंथों में आरोग्यमंजरी, रसेन्द्रमंगल, कक्षपुटतंत्र, योगसार, योगाष्टक आदि प्रमुख हैं ।

भारत में आधुनिक रसायन विज्ञान के जनक माने जाने वाले, भारतीय ऋषि परम्परा के प्रतीक, महान वैज्ञानिक, अप्रतिम देशभक्त आचार्य प्रफुल्ल चन्द्र राय (1861-1944) ने पारे और तेजाब से मर्क्यूरस नाइट्रेट बनाया, अमोनियम नाइट्राइट का संश्लेषण किया। उन्होंने स्वदेशी उद्योग की नींव डाली तथा "बंगाल केमिकल्स ऐण्ड फार्मास्यूटिकल वर्क्स", कलकत्ता पॉटरी वर्क्स, बंगाल एनामेल वर्क्स, तथा स्टीम नेविगेशन आदि उद्योगों की स्थापना भारत में की। उनके द्वारा रचित ग्रन्थ 'हिस्ट्री आफ़ हिन्दू केमिस्ट्री' में प्राचीन भारत में रसायन विज्ञान की समृद्धि का विस्तृत वर्णन है। अतः यह स्पष्ट है कि भारतीय ऋषि, महर्षि एवं वैज्ञानिकों ने प्राचीन काल से ही रसायन विज्ञान के विविध क्षेत्रों में अतुलनीय योगदान देते हुए भारतीय रसायन विज्ञान को विश्व फलक पर स्थापित किया जिससे साबित होता है कि विज्ञान की अन्य शाखाओं की तरह रसायन विज्ञान के क्षेत्र में भी भारत विश्व गुरु रहा है।

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Inspirations....

"Education is not the learning of facts, but the training of the mind to think."
-Albert Einstein

"Give a man a fish, and you feed him for a day; teach a man to fish and you feed him for a life time." -Maimonides

"Learning gives creativity, creativity leads to thinking, thinking provides knowledge, and knowledge makes you great."
-Dr. A.P.J.Abdul Kalam

"Education is the most powerful weapon which you can use to change the world."
-Nelson Mandela

National Education Policy and Vocational Courses: A Paradigm Shift towards Skill-Based Education in India

Dr. Ravindra Kumar Jain

Abstract

In August 2020, the Government of India introduced the National Education Policy (NEP), marking a substantial overhaul of the country's education system. A pivotal aspect of the NEP is its emphasis on vocational education and training, aimed at bridging the gap between academic learning and practical skills. This paper investigates the role of vocational courses within the framework of the NEP, assessing their potential to transform India's educational and economic landscapes. The National Education Policy (NEP) represents a significant shift in India's educational landscape, focusing on creating a more inclusive and skill-oriented system. This paper examines the impact of the NEP on vocational courses, exploring its aims, implementation strategies, and implications for students and the workforce. By analysing policy documents, academic literature, and case studies, we aim to understand how the NEP's vocational education reforms address current educational and economic challenges and propose ways to optimize these reforms for better outcomes.

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Introduction

The National Education Policy (NEP) 2020, introduced by the Government of India, marks a transformative shift in the country's educational framework with the aim of creating a more inclusive, flexible, and skill-oriented system. This policy represents the first comprehensive overhaul of the Indian education sector in over three decades, addressing the need for modernization and relevance in a rapidly evolving global landscape. The NEP 2020 emphasizes holistic education by integrating academic and vocational learning, enhancing educational quality, and promoting equity and accessibility across diverse socio-economic groups. Key features include the introduction of a National Skills Qualifications Framework (NSQF), increased focus on vocational training, and the adoption of a multi-disciplinary approach. By fostering greater collaboration between educational institutions and industry, and advocating for flexible curricula, the NEP seeks to equip students with the skills and knowledge necessary to thrive in both the academic and professional arenas, thereby aligning educational outcomes with national development goals. The NEP 2020 underscores a vision of holistic development by advocating for a well-rounded education that nurtures not only academic excellence but also critical life skills, creativity, and personal growth. It aims to

foster an environment where students can explore diverse fields of knowledge and interest, integrating vocational and academic learning from an early stage. The policy promotes experiential learning, critical thinking, and problem-solving skills, ensuring that students are not only knowledgeable but also adaptable and innovative. By incorporating aspects like social and emotional learning, physical education, and arts into the curriculum, the NEP seeks to cultivate a more balanced and comprehensive educational experience. This approach is designed to prepare students for the complexities of the modern world, enabling them to navigate and contribute effectively to a rapidly changing society. Additionally, the NEP's emphasis on flexible learning pathways and multiple entry and exit points ensures that education remains relevant to individual needs and aspirations, supporting lifelong learning and personal development.

Overview of the National Education Policy

The NEP 2020 outlines a comprehensive vision for education in India, with key objectives including holistic and multidisciplinary education encouraging integration of vocational education with general studies. Skill Development enhancing employability through practical training and skill acquisition. Flexibility and Inclusiveness, providing multiple entry and exit points in educational programs.

Vocational Education under the NEP

Vocational education under the National Education Policy (NEP) 2020 represents a strategic shift towards a more integrated and practical approach to learning in India. Historically, vocational education in India has often been relegated to the periphery of the mainstream education system, with limited focus and resources. However, the NEP aims to fundamentally transform this landscape by embedding vocational training into the core educational framework, starting as early as Grade 6. This early integration is designed to provide students with practical skills and real-world experiences alongside their academic studies, thereby bridging the gap between theoretical knowledge and practical application.

One of the central pillars of the NEP’s approach to vocational education is the integration of vocational courses within the general education curriculum. This integration is facilitated through the National Skills Qualifications Framework (NSQF), which standardizes vocational training across various sectors and levels. The NSQF ensures that vocational courses are aligned with industry requirements and are delivered in a manner that meets both educational standards and practical needs. By aligning vocational education with the NSQF, the NEP aims to create a more coherent and unified system that

not only enhances the quality of vocational training but also facilitates smoother transitions between different educational and skill levels.

The NEP emphasizes the importance of industry collaboration in vocational education, a move designed to ensure that the curriculum remains relevant and up-to-date with current job market demands. This involves partnerships between educational institutions and industry stakeholders to co-create training programs, develop curricula, and provide students with hands-on experience through internships and apprenticeships. Such collaborations are expected to enhance the employability of graduates by equipping them with skills that are directly applicable in the workforce. For example, vocational training programs in fields like information technology, manufacturing, and healthcare are being developed in close consultation with industry experts to address specific skill gaps and industry needs.

In addition to curriculum development and industry partnerships, the NEP also focuses on teacher training and infrastructure development to support vocational education. Professional development for educators is crucial for the effective delivery of vocational training. The NEP includes provisions for upskilling teachers and trainers, ensuring they are equipped with the knowledge and tools necessary to teach new and evolving skills. Furthermore, the policy advocates for substantial investment in infrastructure, including the establishment of vocational training centres and the upgrading of existing facilities to support hands-on learning and skill development.

The NEP's approach to vocational education also includes measures to address educational equity and inclusiveness. By offering vocational training as part of the general education curriculum, the policy aims to provide alternative pathways for students who may not pursue traditional academic routes. This inclusiveness is particularly important for students from underprivileged backgrounds or rural areas, who may benefit from vocational training as a viable route to employment and economic advancement. The policy's focus on integrating vocational education across different educational levels helps ensure that all students, regardless of their socio-economic status, have access to skill-based learning opportunities.

Despite these advancements, the implementation of vocational education under the NEP faces several challenges. There are concerns about the consistency and quality of vocational programs across different states and regions, as well as the adequacy of funding and resources. Additionally, ensuring that vocational training programs are continuously updated to meet evolving industry standards requires ongoing effort and collaboration between educational institutions and industry partners.

Overall, vocational education under the NEP represents a significant step towards creating a more relevant, practical, and inclusive educational system in India. By integrating vocational training into the mainstream education framework, emphasizing industry collaboration, and investing in infrastructure and teacher development, the NEP aims to enhance the employability of students and address the skills gap in the workforce. The success of these reforms will depend on effective implementation and sustained support from all stakeholders involved.

The NEP emphasizes vocational education at multiple levels of the educational system. Key features include

- Integration into Mainstream Education: Vocational courses are to be integrated into school and higher education curricula, starting from Grade 6 onwards.
- National Skills Qualifications Framework (NSQF): Vocational courses are aligned with the NSQF to ensure standardization and quality.
- Industry Collaboration: Strengthening ties with industry to ensure curriculum relevance and provide real-world experience.

Status of Vocational Courses in India Pre and Post Implementation of NEP

Status of Vocational Courses in India Pre and Post NEP 2020		
Aspect	**Pre-NEP 2020**	**Post-NEP 2020**
1. Enrollment and Participation		
Enrollment Figures	~9.3 million students enrolled in vocational education (2019)	~15 million students enrolled in vocational education (2023)
Institutional Reach	Offered through ITIs, polytechnics, and specialized schools	New centres established; expansion of existing institutions
2. Curriculum and Industry Integration		

Curriculum Development	Often outdated, not aligned with latest industry standards	Updated curriculum aligned with NSQF, industry standards
Industry Collaboration	Minimal integration with industries	Enhanced industry partnerships; mandatory internships and apprenticeships
3. Teacher Training and Infrastructure		
Teacher Training	Limited professional development	Comprehensive teacher training programs introduced
Infrastructure	Inadequate facilities and resources	Significant investments in state-of-the-art facilities
Data Comparisons		
Enrollment Growth	~9.3 million students (2019)	~15 million students (2023); over 60% growth
Curriculum and Practical Exposure	Limited alignment with industry needs; minimal practical training	Updated curricula; increased practical training opportunities
Teacher Training and Infrastructure	Limited development; inadequate infrastructure	Enhanced teacher training; upgraded infrastructure

Implementation Strategies

The NEP proposes several strategies for implementing vocational education reforms like Curriculum Development, Teacher Training, Infrastructure Investment, Public-Private Partnerships and Implications for Students and Workforce. The NEP's focus on vocational education is expected to have several impacts like Enhanced Employability, Economic Growth and Educational Equity.

Conclusion:

The NEP represents a transformative approach to integrating vocational education into India's broader educational framework. By addressing the gap between academic learning and practical skills, the policy holds promise for improving student

employability and meeting industry demands. However, successful implementation will require sustained effort, coordination, and investment from all stakeholders.

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The Infusion of Vocational Courses and the Indian Indigenous Mode of Learning

Dr. Pallavi Sharma Goyal

Abstract

The following article explores and examines the ancient Indian tradition of acquiring Knowledge and its impact on contemporary education policy. With the addition of vocational courses into the mainstream of higher education, the following article also focuses on the practical aspects of vocational learning and its impact on the Indian Education System.

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Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library.

"Yatha kharaschandan bhaarwaahi bharasya vetta na tu chandansya" It means that the ass carrying its load of sandalwood knows only the weight and not the value of the sandalwood. The ideal therefore is that we must have the whole Education of our country, spiritual and secular, in our own hands, and it must be on national lines, through national methods as far as practical.

Swami Vivekanand once said that Education is that baton of knowledge that kindles flame not only inside its bearer but with the help of accomplished learning several other batons could also be kindled. This admiration and enthusiasm of Swami Vivekanand's words articulate the significance of Knowledge in Human life.

Mankind has a unique ability to process and think. This boon has to be improved and capacitated through reading. One can acquire wealth but it can be transitory. There has always been fear of losing it either due to natural calamities or it can be stolen too. But what we read or we acquire through incessant learning and reading always remains with us, in times of our extreme sorrow and in the time of our excessive happiness. The reading and learning efficiencies serve as an impetus to read more and acquire a better understanding of any subject. Between the two types of Knowledge of managing one's life and one's spiritual journey, Education has been the centre of disseminating knowledge.

The word education comes from the Latin words Educare, Educere, Educo, and Educatum, which means to bring up or to nourish (Educare), to draw out or to manifest

(Educere), to lead out of (Educo) and Educatum means the act of teaching or instruction. Education caters to a medium that functions as the transfer or manifestation of knowledge.

The Indian education system has been a long journey of teachings and learning since time immemorial, entirely different from the contemporary visions and representations, except in one aspect of "Guru-Sishya" Parampara in which the Guru has been considered as the one who knows the truth, can articulate the scriptures and is always concerned about the well- being of the student.

When we dive into the deep ocean of knowledge of various cultures, we find unanimity in the oral transfer of knowledge between the preachers and their disciples. Here we are not considering a spiritual journey but learning in every field and each aspect. We have significant proofs of oral teaching in Anglo-Saxon and Anglo-Norman periods in English Literature and the ancient Indian tradition of learning Vedic and Buddhist education. The ancient solicitous Indian process of teaching which was deeply rooted in its cultural and philosophical heritage, took place in three stages:

1. Shravan: listening to the teacher.

2. Manan: Meditation.

3. Nididdyasan: realization through meditation.

In the Vedic Age around 5000 B.C., the ancient Gurukul system prevailed in India. It was an education system that was in a residential format. Its reference is available in yet another profound resource the Upanishads from 1000 to 800 BCE. The teaching and learning methods were oral which is called "Shruti (to hear) and Smriti (to be remembered). The Gurus used to play a vital role in shaping of disciple's career. Education was not only taught in theory format but a lot of practical teaching was involved. Students used to live in Gurukuls and the place catered to them to learn practical skills as well like cooking, cleaning, washing, and other outdoor and indoor skills along with life skills like mindfulness, and spiritual awareness. It enhanced the connection between the students and their teachers and their guidance emphasized values and life skills. This was the reason that the text that was vocal earlier gradually changed its shape into writing.

Over time Indian education system evolved at such a level that learners across the globe diverted their attention toward India. The esteemed Nalanda University of Contemporary India became the pivot of Knowledge across the globe in ancient times. Its history goes back to the times of the Buddha, the "Nalanda Mahavira", as it was known then. The

credit goes to the Emperor Kumar Gupta of the fifth century CE. While promoting a syncretic learning experience, it flourished for the next seven to eight hundred years.

With the diligent incessant perusal and conscientiousness, of the learned monks and teachers, it turned out to be the first residential university of the world, which got benefitted from the masters like Nagarjuna, Aryabhatta, and Dharmkirti, etc.

It is believed to have possessed 2000 teachers and 10,000 students. The admissions were based on the rigorous oral entrance test. Among the exuberant throng of disciples, only twenty percent of them were qualified.

Subjects like Philosophy, Theology, Metaphysics, Logic, Grammar, etc were used to be taught. It also included Buddhist scriptures from both Mahayana and Hinayana schools as well. In the scholarly field, there were seekers from places as distant as China, Korea, Japan, Tibet Mongolia, Sri Lanka, and South East Asia. Those scholars have left records about the ambiance, architecture, and learning of Nalanda, as well as about the profound knowledge of Nalanda teachers. After being continued for more than eight hundred years, the celebrated library of Nalanda was turned into ashes by Bakhtiyar Khilji and the fire raged for three months, devouring over nine million manuscripts. The brutal and heinous destruction of this library not only emphasizes the enormous importance of Books and Libraries but also reflects the primitive need of the acquisition of Knowledge.

"Libraries are full of ideas perhaps the most dangerous and powerful of all weapons," wrote Sarah J. Mass, American fantasy author in her novel "Throne of Glass". No one seems to be so much aware of this fact as fundamental invaders who have had libraries as their most important targets while conquering nations or cultures.

All such examples profoundly represent the magnificent teaching and learning aspect of the ancient Indian Education system. With the arrival of intruders across the globe like Muslims and Britishers, the deeply enriched cascade of Indian ancient learning dried up. Eventually, Macaulay's dire offense of diminishing the originality of Indian ethos in the education system collapsed the perpetual base of teaching and learning and simultaneously resulted in the deterioration of the entire knowledge system.

After independence, each government tried to infuse an original approach into the education system of India by establishing several commissions like University Education Commission (1948), the Secondary Education Commission (1952-53), the Kothari Commission (1964-66), the National policy on education (1986) etc.

All above-mentioned commissions focused on curriculum revision and aimed to infuse a pragmatic mix of theory and practical learning. Curriculum revision is an extremely significant and welcome phenomenon. Due to the all-new, novel, and original challenges

before the education system, it has become mandatory for both universities and colleges that they must revise and, if necessary, restructure their curriculum every two or three years.

In higher education institutes (HEIs), all such innovations in curriculum design and revision are initiated and overseen by individual departments and the institution's academic council at a higher level. While pursuing the goal of making it more friendly and akin to the employment possibilities there is the presence of external subject experts, an alumnus, and an 'industry' representative in the Board of Studies, which structures, re-structures, frames, and revisits the curriculum periodically, is highly mandated in almost all institutions.

External subject experts ensure that the curriculum is updated and is on par with the best in the same field. The alumnus gives feedback in terms of what is good and what needs to be revised. Industry representatives comment on whether the curriculum makes students job-ready.

The New Education Policy, popularly known as NEP 2020, introduced by the government in 2020, aims at the all above delineated aspects and overall development of the aspirants. Its multi-dimensional approach to learning has innumerable possibilities in forming the career of the aspirants.

During the Macaulay rule, the whole focus was to deviate the Indian's interests from their deeply imbibed roots of ancient learning. So it aimed to make the Indians more likely to be British rather than to pursue their identity as an Indian. It tried to envision the Indians as the "Babus" and not the indigenous people. The introduction of Vocational courses in middle and secondary school, and its integration into general and mainstream education at all levels would provide the students enough exposure for their future needs.

As the word vocational disseminates skills, knowledge, etc., the government focuses exclusively on filling the increasing gap between employment needs and opportunities. The whole New Education Policy eagerly wishes to penetrate the varied aspects of employment through various courses that include mixing subjects of students' choices. Students can choose subjects like maths along with English Literature and commerce. Apart from such facilities the infusion of projects and Internships, according to the student liking, the process caters to the holistic improvement of students. The available choice to leave the subject at any level and adopt another one of its choices enhances the adaptability of the aspirant with the gradual yet steady development of his or her mind.

Another striking feature of this policy is that it seeks robust changes in teaching methods as well. It wishes to introduce Technology into all levels of education while maintaining

transparency in the allocations of teachers associated with their merit-based performance. Varied gestures to enhance the productivity of Teachers at primary, secondary, and higher levels have been inculcated, and advanced learning teaching methods have been introduced in the New Education Policy 2020.

The dissemination of vocational courses like healthcare, information technology, culinary arts, automotive engineering graphic designs, etc. along with the traditional vocal courses in the fields of organic farming, Personality Development, Retail management, salesmanship, web design, Nutrition, and Dietetics, etc. are such areas in which practical learning ensures the future employment needs. It serves as a linking device between the requirements of Industries and the skills possessed by the workforce.

The main motive to introduce vocational courses is to equip the aspirants with the distinguished skills required by industries. It will also increase productivity and innovation, along with the necessary craftsmanship to start one's own business. This would be beneficial in social and regional development which further reduce the inequality among the citizens which caters to the increase in the ranking of our Country globally. At the same time, it will also boost our economy and help the natives to improve their living standards. The programs related to vocational education also offer flexible learning options like online classes. Such arrangements promote the balance between work and family responsibilities.

Apart from the all-positive efforts that have been initiated to implement the courses, there are enormous challenges present before the government. Due to the lack of suitable infrastructure and resources, the proper equipment, and trained faculty members, it is a mammoth task to make the aspirants acquainted with the subject. The evaluation of vocational courses belonging only to lower strata of society is yet another hindrance in the implementation of vocational skills.

But it appears as if Swami Vivekanand had a keen insight into each issue. It is explicit in the following lines:

We have to do only so much for the aspirants so that they may learn to apply their own intellect to the proper use of their hands, legs, ears, eyes, etc., and finally, everything will become easy. It would be better if the people got a little technical education so that they might find work and earn their bread, instead of dawdling about and crying for service.

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NEP and Scope of Foreign Languages

Dr Sushant Kumar Dubey

Abstract

The National Education Policy (NEP) 2020 aims to address the lack of access to school education for all and explore the importance of the concerned subject in a more precise manner. Promotion of Indian languages, mother-tongue-based and vernacular-based education emphasized in NEP 2020, is a comprehensive approach to improve learning and teaching. The impact of the NEP 2020 on language learning and the potential impact on teaching skills are examined in this paper. The communication explores the advantages of a multilingual approach to developing cognitive intelligence, language fluency and social intelligence. It also looks at implementation challenges for the NEP 2020 etymology hypothesis, such as teacher training and resource access. To secure fruitful language integration in schools, the talk about accentuating the need for proficient methods, educational modules improvement, and community support highlights the esteem of dialect in making comprehensive and all-encompassing learning situations, empowering understudies to grasp phonetic assortment and succeed in a world that's getting to be more connected.

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The proposed inclusion of foreign languages in NEP 2020 will focus on disseminating and advancing knowledge by providing instructional, research and extension facilities in the teaching of Foreign Languages and Literature in India; to train language teachers in methods and approaches appropriate to the Indian context; to evolve indigenous ways of testing of languages accuracy; to make provisions for innovative teaching- learning materials in both print and electronic media; to take pertinent multi-disciplinary, inter-disciplinary studies and research in Literary and Cultural Studies of the foreign languages concerned; and to develop a critical intercultural understanding of the civilizations. To be acknowledged locally, nationally and internationally as a ‘Centre of Excellence’ in foreign language studies who’s multilingual and multicultural dimensions of student education, scholarly output and contribution to the community constantly meet standards of Excellence. The study of literature, translation and linguistics in an interdisciplinary framework, from transnational and cross-cultural perspectives at a post-graduate level will enable the students to translate works that will ultimately help the nation in acquiring knowledge and improving the economy as we know, in the era of globalization, translation fuels the global economy.

The knowledge of foreign languages contributes to personal fulfillment, mutual understanding, social harmony and a sense of global citizenship in the 21st century. It is a source of cultural enrichment for our society and the world in which we live and work. Learning foreign languages means appreciating diversity and respecting other countries, cultures, societies and people. The ability to understand and communicate in a foreign language is a lifelong skill for education and work for young people. The vision is to create a lively foreign language learning environment dedicated to intellectual exploration and cultural exchange and aims to develop students' communication skills and research interests. Through foreign language education, service and research, the aim is to be a bridge between regional, national and international concerns, and ultimately to promote openness and sensitivity to different cultures of language, literature and related arts. Realizing the importance of this emerging field and the huge demand for skilled human resources in the era of globalization with foreign language skills.

Foreign Languages through its innovative learning- teaching and research programs aims to creatively offer a gamut of lucrative opportunities in management, tourism, hospitality industry, online journalism, mass communication, airlines, and software sectors. People with a flair for a foreign language may work as translators, interpreters, announcers, online content writers, tour operators, instructors and decoders of technical jargon. They are normally employed by translation bureaus, publishing houses, industries, radio stations, trade and research organizations, government institutions and even international organizations like the UN, FAO, European Union, embassies, secretariats and consulates as well as foreign companies, diplomatic and defence establishments.

The main principles of NEP 2020 can be encompassed in the following points:

- To facilitate the comprehension of language, culture and values through the translation of classics as well as contemporaries.
- Improve students' professional opportunities by stimulating the concept of multilingualism as a model for success in the 21st century world.
- Improving thinking critique through translation, analysis and synthesis of contemporary works of art and literature in foreign languages.
- Encourage the modernization and globalization of research and teaching in foreign language education, and improve knowledge exchanges between foreign language institutions.

Foreign languages enable students to learn and understand foreign cultures around the world. Learning foreign languages can improve students' understanding. Language represents the "thinking" of a culture (Humboldt) and learning a language allows one to connect with the "thinking" and culture of another society. In this way, you will

understand about your own culture and develop a kind attitude towards ‘’the other’’. . Specializations, translation, intermediary services, mass media, journalism, creative writing and copywriting are the main areas for work in foreign languages. Globalization and economic liberalization have greatly increased the demand for foreign language experts as most jobs are created through foreign trade. Foreign language experts are in demand in sectors such as IT and ITES, hospitality, tourism and media. French is spoken in more than 50 countries across the world and thus offers numerous career opportunities in different fields around the globe.

Nowadays, In this era of globalization and intensification of the Indo-Japanese relations, a lot of chances for both students and scholars pursuing Japanese as both a career option and as a skill to reinforce their credentials, have proven to be encouraging enough for Japanese in becoming a popular foreign language to learn among Indians, irrespective of age, profession and educational background.

Every year tens of thousands of Russians visit India, and the capability of an Indian to speak Russian offers him/her the chance to work as a linguistic guide in the tourism industry. It means that, if you are engaged in the tourism industry, knowing how to speak a foreign language would add more spice to your qualification as a tourist guard or operator. Russia has the best medical universities in the world that is why many Indian students prefer to join Medical study in Russia so they need to learn Russian language. Hence, the importance of this emerging field and huge demand for foreign language skilled persons in the era of globalization is obvious.

In conclusion, one can say after taking into consideration various points concerning NEP 2020 that it can be taken as a ground breaking platform to strengthen students learning capacity by providing them access in mother tongues. This will surely smoothen the learning capacity of the students. The promotion of foreign languages at par with regional languages is a very vital aspect of NEP 2020 as it will not only enhance the learning outcomes of the students but will definitely provide the plethora of job opportunities after acquiring language skills.

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The National Education Policy 2020 for Skill Development and Employability

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The education system is the backbone of a country's development. Once the working class of a nation acquires the desired education, training, skills, technology and social knowledge, then they become a useful resource for the nation and play their role in the nation's development. This can be achieved only through the education system. India's policy makers were aware of this reality right from the time of independence. Its proof is that in independent India, the center and the states established education ministries on both levels and after independence, whenever there has been a need, various education commissions have been formed. These education commissions have been repeatedly recommending necessary reforms and changes in education policies with changing times. The sole aim of these recommendations is to ensure that the education imparted to the youth is not cut off from the relevance of society and the youth remain equipped with necessary skills, employment, self-employment and relevant knowledge despite changing circumstances. There is never any doubt in the fact that such a society equipped with knowledge, wisdom, skill, education and training will remain free from the curse of falling into the trap of unemployment and helplessness. The current National Education Policy 2020 is a worthwhile effort in this direction.

Education and employment are the fundamental principles that shape the potential of individuals and contribute to the growth and development of a country. “Employability is having the ability to find meaningful employment, support businesses and access progressive businesses when needed.” This means that a person must possess a certain set of skills, abilities and characteristics to find employment in a new field and achieve real success in their chosen field, which will lead to the overall improvement of the country. Employability has become a fundamental concern of the government and universities. Every year, India produces over five million graduates, but the inefficiency of the Indian

education system is being questioned. Entrepreneurs competed for job-ready talent, and job seekers looked for new fields of employment where their skills matched their interests. According to the National Graduate Employability Report 2013, a significant proportion of graduates, nearly 47% were unemployable in any sector due to their English language skills and cognitive skills. Moreover, not more than 25% of graduates were able to apply concepts to solve a real-world financial and accounting problem. On the other hand, on average, 50% graduates are able to answer definition-based/theoretical questions based on the same concept. This shows that even though students have got exposure to the concepts, they really do not understand or know how to apply them.

The National Education Policy (NEP) 2020 aim to focus on the all-around development of the upcoming student for this India's education system has to undergo a comprehensive change at every level with the implementation of the National Education Policy (NEP) 2020. The integration of vocational education into higher education is a crucial component of NEP 2020, with the goal of implementation of NEP 2020. It is an initiative in Indian education that aims to bring about revolutionary reforms across the education board. The cornerstone of this revolutionary plan is to integrate theoretical and practical abilities into Higher Education, a calculated move meant to develop both that are in line with the demands of employability.

The aims of NEP 2020 are to ensure that a significant 50% of students receive vocational education at both the school and higher education levels by 2025. Improving graduates' employability and bridging the knowledge gap between academic standards and industry demands. On the other hand, under NEP 2020, the sustainability of vocational education in higher education institutions is a crucial matter that needs to be addressed. The emphasis on providing students with certain technical and practical skills that are necessary for a variety of trades, crafts, and occupations is what defines vocational education. Vocational education, deviates from conventional academic education, which emphasizes theoretical foundations, by offering practical experiences, industry-relevant internships, and apprenticeships. The goal of integrating vocational education into higher

education institutions is to blur the lines that separate the academic and vocational domains, resulting in a more integrated learning environment.

A thorough analysis of resource availability, institutional commitment, curriculum alignment, instructional approaches, and a mutually beneficial partnership with companies are necessary for the realization of this integration. When combined, these factors determine the durability and vocational education is defined by its focus on giving students specific technical and practical skills that are required for a range of trades, crafts, and occupations.

By providing hands-on learning opportunities, industry-relevant internships, and apprenticeships, it departs from traditional academic education, which places a strong emphasis on theoretical underpinnings. Blurring the boundaries between the academic and vocational realms is the aim of integrating vocational education into higher education institutions in order to create a more integrated learning environment.

However, there are a number of barriers that stand in the way of a sustainable integration of vocational education into higher education institutions. To make this integration a reality, a detailed examination of resource availability, institutional commitment, curriculum alignment, teaching methodologies, and win-win collaboration with businesses are required. When these elements are combined, in our nation vocational education, it will convert into employability education system and it will produce employable graduate.

India's development and economy will grow more quickly if its youth receive vocational training and pick up the necessary skills. A number of initiatives have placed a premium on resources, including the Wardha Scheme of Basic Education (1937), the Kothari Commission (1964), UNESCO (2013), and the NPE (1968, 1986, and 2020). The National Skill Development Corporation was founded in order to carry out this goal even more. Unfortunately, the current system of vocational education and training is disjointed, uncontrolled, and of low quality. Thus, it is necessary to reinterpret the goals

of Vocational Education for this both educators and industry experts should see the positive impact of vocational education on student learning experiences. Practical exposure can enhance critical thinking, problem-solving, and application skills. Industry experts should equip graduates for industry roles, addressing the skills gap and boosting employability.

To sum up, it can be rightly said that skill development is crucial to achieve the mission of Atmanirbhar Bharat. The NEP 2020 has fully included components such as skill enhancement, entrepreneurship development and vocational education to help our graduates and postgraduates (who are job market ready) develop the skills required to get jobs in the market. Moreover, the NEP will also up skill students and turn them into entrepreneurs, thereby turning them into employers instead of job seekers. All these dynamics will become a reality with the well-planned NEP. Overall, the new education policy of India has several provisions that should improve the employability of students in India. However, the success of these initiatives will depend on their effective implementation and the collaboration of all stakeholders, including the government, educational institutions, and employers.

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The Importance of Vocational Courses like Communicative English in the Present Scenario

Dr. Aliya Halim

Abstract

In today's fast-changing world, the use of English is everywhere. English is like the bridge that is necessary for our present global society. Whether we are negotiating a business deal, chatting with friends from different countries, or consuming media from around the world, the chances are that we are using English to do all these activities. It has become the go-to language for international communication. In the present job scenario, newer avenues have opened up with greater prospects. Business houses are looking for people who can communicate effectively and adapt rapidly to changing circumstances. In other words, the need for practical English skills is in high demand.

The National Education Policy (NEP) 2020 has emphasized the value of Vocational courses that provide students with real-world experiences. Such opportunity can be provided when the students join vocational courses like Communicative English that keep the essential requirements of the job market in mind. This paper examines the importance of introducing the course of Communicative English at the graduate and post-graduate levels in higher educational institutes. With a more focused curriculum, educators can better prepare the future generation for success in this increasingly interconnected and highly challenging world that is shaping up in front of us.

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Introduction

The widespread presence of English is a defining feature of our fast-changing global landscape. It is crucial for talking, buying, and sharing ideas across cultures. In today's interconnected world, English serves as a vital bridge, facilitating global communication across cultures, industries, and borders. From business negotiations to casual conversations and international media consumption, English has become the

indispensable lingua franca. But while English proficiency is essential for navigating the modern world, there is a growing mismatch between what schools impart and what the world expects. Many secondary and higher secondary schools still focus on traditional grammar and the grammar-translation method for imparting English. This leaves the students ill-prepared for the practical demands of the real world. This misalignment between the English curriculum and the needs of the job market is a significant issue that needs to be addressed.

Employers and business houses are not looking for candidates who can just explain a literary text or write an academic review. Those students making a career choice in publication firms or media houses found that they had to struggle and there was a steep learning curve which was not easy to fathom in most cases. In the present job scenario newer avenues have opened up with greater prospects. New fields such as Hospitality and Tourism, Business and IT, Medicine and Healthcare Industry etc. are looking for people who can communicate effectively, collaborate with diverse teams and adapt rapidly to the changing circumstances. The employees are expected to be able to assist and enhance the image of the business houses in the digital world. In other words, practical English skills are in high demand.

One way to bridge this gap is to update the English curriculum to better reflect the realities of the modern world. This means incorporating more real-world tasks and scenarios into lessons such as writing business reports, giving presentations or participating in group discussions. But these practical based activities are usually beyond the scope of a school curriculum within the given stipulated time period and the constraints of a regulated syllabus. Again, with the rise of digital communication tools like email, social media and video conferencing, students need to be proficient not only in written and spoken English but also upgrade themselves digitally.

This gap between the English taught in senior secondary schools and the demand of the contemporary job market requires a multifaceted approach. This could involve training

students in soft-skills, personality development, teamwork, leadership and digital skills. It can also involve internships, apprenticeships or partnerships between educators and business houses to provide students with real-world experiences. Such an opportunity can be provided when the students join higher studies in a vocational course like Communicative English that is prepared keeping the essential requirements of the job market in mind. This paper examines the importance of introducing the course of Communicative English in the graduate and post-graduate levels in higher educational institutes. With a more focused curriculum, educators can better prepare the future generation for success in this increasingly interconnected and highly challenging world that is shaping up in front of us.

The National Educational Policy (NEP) 2020 on Vocational Courses

The National Educational Policy (NEP) 2020 plans to bring a much-needed transformation in the Indian education system, especially regarding the integration of vocational education. It understands the importance of vocational courses in our country. NEP 2020 aims to dissolve the traditional divide between professional and academic education. The policy predicts a comprehensive and multi-dimensional approach to education so that our students can be equipped with necessary practical skills. These vocational courses can be incorporated at any and every stage of a student's academic journey. NEP aims to incorporate this training right from middle school and continue till the end of higher education. By making vocational education an integral part of mainstream education, NEP 2020 aims to prepare a workforce that would be both academically sound and equally skilled in practical and job-oriented skills. The policy aims to bridge this gap by fostering partnerships between educational institutions and industry bodies, such as Industrial Training Institutes (ITIs), Polytechnics, and local businesses.

By collaborating with these institutions, schools will be in a position to offer students practical, hands-on training in a wide range of fields, including finance, healthcare,

agriculture, and engineering. This will provide students with exposure to real-world work environments, make them more confident, help build their communication skills and allow them to apply theoretical knowledge in practical settings. These partnerships are expected to foster internships, apprenticeships, and other forms of practical experience, ensuring that students are job-ready by the time they complete their education.

Another significant aspect of NEP 2020 is its flexible approach to vocational education, which allows students to pursue vocational training alongside their regular academic courses. Under this policy, students have the freedom to choose vocational subjects based on their interests and aptitudes, enabling them to develop specialized skills in areas that align with their career goals.

For instance, a student with an interest in healthcare can pursue subject related to medical technology or nursing, while simultaneously studying core academic subjects like science and mathematics. Similarly, a student interested in engineering can gain practical experience through vocational courses in areas such as electronics, robotics, or civil engineering. This flexibility allows students to build a well-rounded education, balancing academic knowledge with practical skills that enhance their employability.

Furthermore, NEP 2020 emphasizes that vocational education should not be limited to specific trades but should encompass a wide range of sectors – from the rapidly growing industries of technology, AI, data analytics, tourism to even the creative arts. This progressive approach ensures that vocational education remains relevant in the face ever-changing economic and technological landscapes.

One of the most noteworthy aspects of NEP 2020 is its introduction of vocational education starting from middle school (i.e. Grade 6). This early exposure to vocational subjects is designed to cultivate an appreciation for the dignity of labour and skill-based work among students from a young age. The hands-on experience is also critical in helping students discover their interests and talents, allowing them to make informed decisions about their future educational and career paths.

Additionally, the NEP encourages educational institutions to utilize digital platforms to enhance vocational training. Platforms such as SWAYAM, DIKSHA, and other government-supported online resources. This will provide students with access to a wide range of vocational courses and training modules. This digital push will be particularly useful in ensuring that students in remote or underserved regions have equal access to high-quality vocational education.

In a rapidly changing world, the skills required by industries are constantly evolving. NEP 2020 recognizes the need for continuous skill up-gradation to ensure that vocational education remains relevant and responsive to the demands of the job market. The policy encourages educational institutions to regularly update their vocational curricula, incorporating new technologies and emerging fields of knowledge. To facilitate this, the National Committee for Integration of Vocational Education (NCIVE) has been constituted by the Ministry of Education. This body, composed of experts from various industries and business sectors, will play a critical role in guiding the development and implementation of vocational education policies. NCIVE will ensure that vocational courses are aligned with industry standards and that students are equipped with skills that are in demand.

Additionally, the policy promotes stackable credentials, allowing students to acquire vocational qualifications at different stages of their education. This means that students can earn vocational certificates, diplomas, or degrees at various points in their academic careers, building on their skills as they progress. This system of credits and qualifications will make vocational education more accessible and flexible, catering to the diverse needs of learners across the country. By promoting traditional vocations, the policy not only helps preserve India's cultural heritage but also provides students with the skills needed to contribute to their local economies. In rural areas, in particular, vocational education in traditional fields such as farming, weaving, and pottery can help create sustainable livelihoods, reducing migration to urban areas in search of employment. This

holistic approach to education is poised to equip students with the tools they need to succeed in the fast-paced, dynamic job market of the 21st century.

The Benefits of Vocational Courses

Vocational courses also known as Career and Technical Education (CTE) are programs that prepare students for specific careers and trades. They are Job-oriented in nature. Vocational courses focus on providing students with skills and training that are required for specific jobs and industries. They provide practical and hands-on training to students. These courses emphasize on practical and hands-on learning and prepare students for the workforce. The Vocational courses offer an alternative to traditional academic programs, providing students with a faster pathway to employment. These Vocational courses are available in various fields including IT, design and fashion, beauty and wellness, hospitality, healthcare, artificial intelligence, robotics and many more.

There are several advantages of Vocational Courses. Firstly, Vocational courses provide students with employment opportunities in various sectors, including manufacturing, construction, automobile, healthcare, IT and other services. Secondly, these courses equip students with job-ready skills, paving their path to more job opportunities and employment. Thirdly, Vocational courses can help reduce the skill gap in the workforce, preparing students for in-demand jobs.

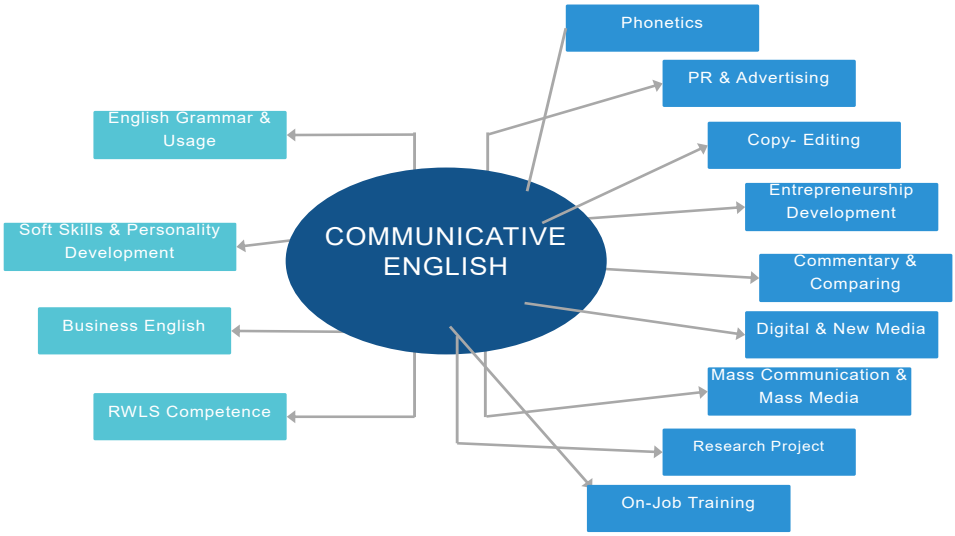
Communicative English as a Vocational Course and its Importance in today's world

Communicative English is a vocational course that focuses on developing practical English language skills for effective communication in various professional and social contexts. The Course Objectives of Communicative English are-

- To improve spoken and written English skills of students.
- To enhance communication skills of students for the workplace and social interactions.

- To develop confidence in students while using English for presentations, meetings and business negotiations.
- To prepare students for English language proficiency tests like IELTS, TOEFL etc.
- To integrate new age skills, 21st century skills and entrepreneurship education together required for the rapidly evolving job market.

A typical Communicative English course content will have English grammar and vocabulary, Communication theory, Communication skills like speaking, listening, reading and writing, Presentation skills, Public speaking skills, Business English like email writing, report writing and meeting skills and English for specific purposes (Tourism, Hospitality, Marketing etc.). However, a Communicative English course has more to it than just these. A typical course content of Communicative English as a vocational course is given in the diagram below that sums it up in a nutshell.



Therefore, we see that Communicative English is multidisciplinary in content. It is inclusive and provides holistic development and growth to the students making them fit for today's employment market. Since the NEP 2020 allows for multiple entry and exit

points the target audience for a vocational course like Communicative English is not just students who want to improve their English language skills for their career advancement but also working professionals who need to enhance their communication skills, entrepreneurs and business owners who want to expand their business globally and individuals who want to improve their English language skills for personal and social purposes.

The following are the benefits of a course like Communicative English. Firstly, it enhances career opportunities for students by making them proficient in the job market. Secondly, it improves students' communication skills required for workplace and business interactions. Thirdly, it increases confidence in students while speaking in English. Fourthly, prepares students for English language proficiency tests. Fifthly, the course content is aligned with required work skills and is interdisciplinary in nature by providing internships and on-the-job training to gain real-life experiences. It collaborates with industries, hospitals, industrial training institutes, polytechnics, local businesses, agriculture farms, local artisans and NGOs to impart hands-on skills training. Sixthly, it upholds one of the fundamental principles of NEP 2020 that is imparting life skills in students like communication, cooperation, teamwork and resilience. Lastly, apart from giving vocational exposure and skills to students it nurtures logical thinking and problem solving abilities in them.

Conclusion

A course in Communicative English is a crucial requirement in modern life. It not only enables students to communicate well with others but also helps in maintaining social relationships, discussions with colleagues or business meetings at work. Self-improvement of students becomes a critical aspect as it raises the chances of their success while benefiting them. Therefore, learning to communicate in English would help students improve their confidence which in turn influences their perception of competence and encourages them to be more effective in business and career. Communicative English is a type of specialized teaching methodology that helps students

identify and learn about how to communicate effectively through interpersonal context. This skill sets learners apart. It is intended that after attending such a course students will feel more comfortable and equipped to resolve issues in real-life scenarios.

Based on the recommendations of the National Education Policy (NEP) 2020 which mandates that learning opportunities must be provided as per the learners' needs, the aim of the Communicative English curriculum is to enable the learner to communicate effectively in real-life situations and help remove the barriers in English language learning. For students from the rural background, choosing Communicative English in the undergraduate level may be the best option simply because it is premised on the practical application of language in everyday life contexts rather than a mere academic exercise. This will facilitate greater competency in students through the enhancement of communicative ability. Further, the students in the rural belt mostly develop a theoretical knowledge of English as they are rarely exposed to fluent English speakers in their day-to-day routine. It is important to broaden their understanding of English by facilitating practical application of what they learn in classrooms for which the Communicative English course will be an advantage.

A vocational course like Communicative English should be integrated into mainstream education for the benefits it provides to students. Furthermore, awareness programs regarding the vocational courses such as Communicative English should be conducted so that people get to know about them. There should be an exposure of vocational education from grade six onwards in all secondary and higher secondary schools and skill-based activities from pre-schools to higher-secondary level. For boosting employment opportunities, students should be encouraged for vocational courses like Communicative English.

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Improving Employability: The Role of Communication Skills in English as a Vocational Course in Mumbai University Colleges - A Case Study

Dr. Sunil Krushna Gondhali

Abstract

The National Education Policy 2020 emphasizes the role of vocational education in preparing students for employment, which ultimately encourages the nation's economic growth. As described in the NEP 2020, a vocational course is "a program that focuses on providing students with practical skills and training in a specific trade, occupation, or industry." It intends to make vocational education more accessible, inclusive, and aligned with industry demands, beginning in secondary school. Given the stated goals and objectives for introducing vocation courses, Communication Skills in English is one of the most appropriate courses that can bring about significant changes in learners to prepare them for the job market. In today's globalized world, effective English communication skills are critical for enhancing employment in a variety of occupations. By incorporating Communication Skills in English as a vocational course, educational institutions can provide students with essential communication skills, increasing their employability and competitiveness in the global job market.

The current study aims to examine the usefulness of Communication Skills in English as a vocational course given by autonomous educational institutes affiliated with the University of Mumbai. It also seeks to investigate how Communication Skills in English might address the needs of the global and local employment markets by offering skilled human resources to them.

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A vocational course is defined as "a program that focuses on providing students with practical skills and training in a specific trade, occupation, or industry" under India's National Education Policy (NEP) 2020. The Ministry of Education, Government of India, has published a background note for vocational education titled "Reimagining Vocational Education and Skill-building", written by Dr. R.K. Pathak, which highlights how

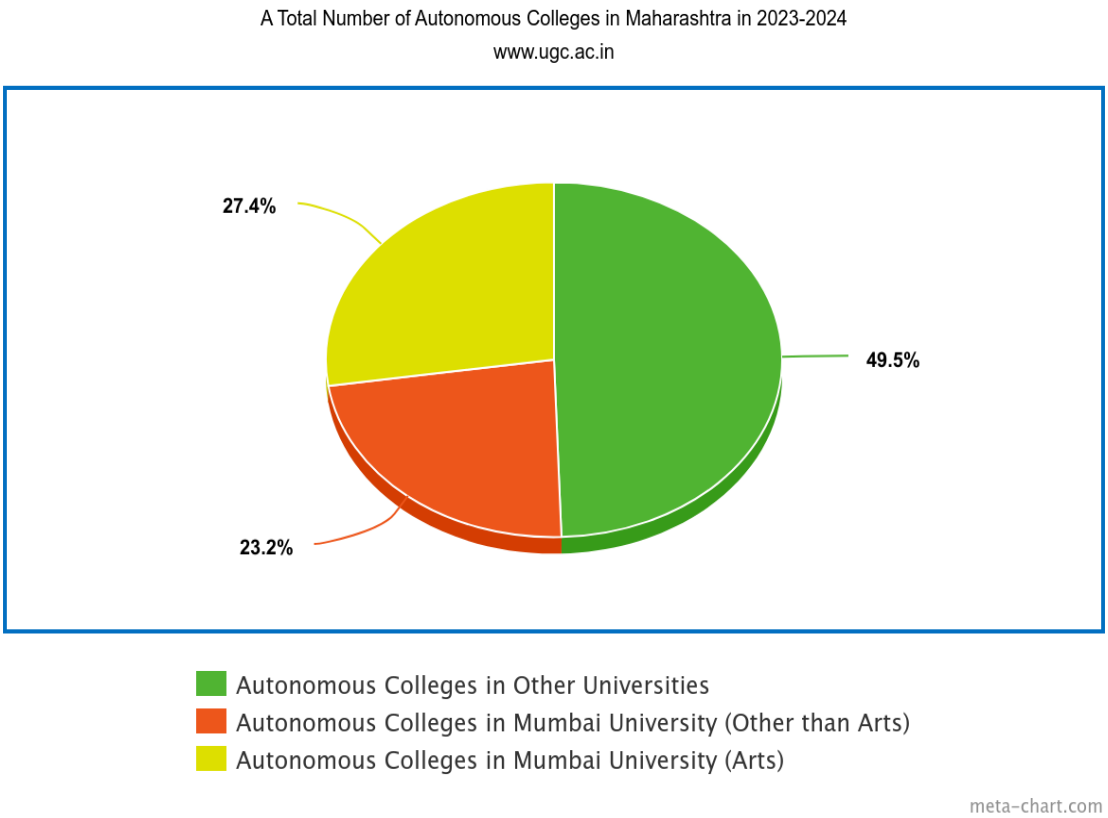
"vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be determined based on skill gap research and local opportunity mapping." These programs prepare students for employment, entrepreneurship, or further education and training in a specific profession.

Improving employability through vocational courses entails providing students with the skills, knowledge, and competencies they need to find a job or start their own business in their chosen industry. Vocational courses primarily focus on practical skills training by providing hands-on experience and skill development, industry-specific training through programs developed in collaboration with industry partners, job-specific training by preparing students for specific job roles, soft skills development through communication, teamwork, and problem-solving skills, and entrepreneurship skills by encouraging students to start their businesses.

The NEP 2020 highlights the importance of vocational education in preparing students for jobs and promoting economic development. By enrolling in vocational courses, students can raise their earning potential, become self-employed or launch their businesses, acquire industry-recognized certificates, and build employability prospects and job-ready abilities. By filling up skill gaps in the industry, offering pertinent training for in-demand positions, promoting an entrepreneurial culture, supporting lifelong learning and upskilling, and equipping students for the modern workforce, vocational courses increase employability. Vocational training can lower unemployment rates, boost economic growth, and assist in creating a workforce that is competitive and skilled by enhancing employability. Beginning in secondary school, NEP 2020 seeks to improve vocational education's accessibility, inclusivity, and alignment with industry demands.

The current study is limited to Arts Autonomous Colleges associated with the University of Mumbai and located in Mumbai, Mumbai Sub-urban, and the surrounding area. Understanding the situation in higher educational institutes that offer education in the arts

stream is also essential for achieving this goal. The Directorate of Higher Education, Government of Maharashtra, published a list of autonomous colleges on June 12, 2023, obtained from the University Grants Commission's website in New Delhi. According to the list, 95 colleges have received autonomous status in the present decade. More than half of these autonomous institutions are associated with the University of Mumbai, for a total of 48. 26 colleges provide education in the arts stream.



Communication Skills in English was one of the required courses for first-year bachelor's degree students in the previous educational system. The main purpose of introducing this course was to familiarize students with a variety of communication abilities. With the establishment of the Vocational Skill Course and the Skill Enhancement Course, which must be tied to the key subjects that learners have opted for, the NEP 2020 has altered this situation. The fundamental requirement for workplace communication is effective communication skills. As a result, the majority of institutions would rather teach these

courses separately for two credits or in combination with a four-credit Vocational Skill Enhancement Course. Autonomous colleges have started providing this subject in a variety of titles, including Communication Skills in English, Effective Communication Skills, Business Communication Skills, Communication and Presentation Skills, and so on.

The breadth of communication skills in English in Mumbai and its suburbs is broad, with countless work prospects in a variety of disciplines. Effective communication skills are vital in today's globalized society, and English-speaking individuals can flourish in a variety of fields. The Mumbai and Suburban Districts are heavily involved in a wide range of business and corporate activities, including business and corporate offices, content writing, public relations, human resource communications, BPOs, call centers, multinational corporations, social media marketing, event management, the film industry, advertising and marketing industries, international business, aviation, tourism, hotels and hospitality, ICT, finance and banking, and educational research, etc.

The National Education Policy 2020 emphasizes the need to increase communication skills in both English and regional languages. In India, English has been studied as a second language, and its relevance is growing by the day as communication becomes a crucial idea in the global and corporate worlds. As a result, improving communication skills in English has become critical, and most autonomous HEIs affiliated with the University of Mumbai in Mumbai and the surrounding areas have prescribed Communication Skills in English as a Vocational Skill Enhancement Course in the first year of Bachelor of Arts. It assists learners in understanding the significance of the subject, improving their communicative skills, and becoming capable of communicating in English at work.

Therefore, this research study attempts to identify various reasons why Communication Skills in English has emerged as a Vocational Skills Enhancement Course at Arts autonomous HEIs connected with the University of Mumbai, taking into account work opportunities in Mumbai and its suburbs. The systematic study on Communication Skills

in English as a Vocational Skill Enhancement Course in NEP 2020 can provide significant skill improvement opportunities for the upcoming human resources, specifically in Mumbai and generally in the competitive world.

1. Enhanced Career Opportunities: English provides access to a wealth of worldwide information, expertise, and resources. It fosters a broader viewpoint, comprehension, and empathy through global connectivity. Proficiency in English communication skills opens doors to better job prospects, especially in multinational corporations, IT, and service industries. Proficiency in English communication skills can greatly improve professional prospects in a variety of ways. Improved English communication abilities may lead to better work prospects down the road. It is important to be able to communicate effectively and clearly in both job interviews and the real professional world. By improving English communication abilities, learners can open up new employment opportunities, boost their professional profile, and achieve better success in one's chosen sector.

2. Global Connectivity: Global connectivity achieved through English refers to the ability to communicate with people from other cultures, nationalities, and backgrounds using the English language. Developing English communication skills prepares students for global interactions and collaborations. English helps people communicate across countries, cultures, and sectors. English is the language of international business, facilitating worldwide trade, commerce, and economic exchange. It connects you with professionals, experts, and others who share your interests from all around the world. It is beneficial to exchange ideas, viewpoints, and experiences with individuals from various cultural origins. English provides access to global educational resources, research, and academic collaborations.

3. Soft Skills Development: English communication skills as a vocational course encompasses essential soft skills like public speaking, presentation, and interpersonal skills, making students more attractive to potential employers. English conversation can open a wealth of soft skill development. Individuals who practice reading, writing,

speaking, and listening skills improve their capacity to explain ideas, actively listen, and engage in effective discourse. This promotes empathy, trust, and teamwork, ultimately leading to stronger relationships and collaboration. When utilized correctly, English communication may be a strong tool for building important soft skills that empower individuals in both personal and professional settings.

4. Competitive Framework: In a competitive job market, proficiency in English communication skills distinguishes candidates and gives them an edge over others. English proficiency boosts companies' competitiveness by allowing them to access a bigger market, create partnerships with foreign partners, and recruit people from all over the world. It boosts companies' competitiveness by allowing them to access a bigger market, create partnerships with foreign partners, and recruit people from all over the world. To keep this advantage, individuals develop their English skills, which are required to compete successfully in the global commercial world.

5. Holistic Development: Integrating English communication skills into practical class helps students enhance their entire personality, confidence, and articulation. Effective communication skills promote holistic development and empathy, which are essential in both professional and personal life. It improves emotional intelligence, reduces stress, and promotes mental health. A holistic approach to communication takes into account several components of communication, such as verbal and nonverbal abilities, emotional intelligence, and self-awareness. By addressing these distinct components, speech can equip people with a broad arsenal for productive social interactions. Individuals who focus on holistic growth through English communication skills can become well-rounded and adaptable, confident and sympathetic leaders, global citizens with diverse perspectives, and lifelong learners. This complete approach promotes personal, social, and professional growth, enabling individuals to excel in an increasingly interconnected world.

6. Collaboration and Teamwork: Communication and cooperation are the abilities to exchange information, ideas, and feedback while working together to achieve a common

goal. These abilities are critical for educational innovation because they allow leaders to connect with a wide range of stakeholders, recognize gaps and opportunities, and collaborate on solutions. Effective communication and teamwork necessitate a willingness to provide feedback. Being receptive to constructive criticism and ideas can help enhance communication and collaboration skills by establishing clear goals for effective collaboration.

7. Client and Customer Interaction: Proficiency in English enhances communication with international clients, customers, and stakeholders, leading to stronger business relationships and increased sales. Active listening, clear expression, empathy, and rapport-building are all essential components of effective client and customer interaction through communication skills. Other elements include addressing problems coming up with win-win solutions, adapting communication styles to different client needs, using nonverbal communication, outlining requirements and gathering data, keeping clients informed and involved, coming to successful agreements, guaranteeing satisfaction, and fostering long-term relationships. The profitability of the organization and the personal development of each individual depend on the advantages of good client and customer interaction. Businesses can achieve success and growth by providing outstanding client and customer experiences through the development of great communication skills.

8. Technical and Specialized Communication: The capacity for effective communication is known as "communicative competence," and it encompasses the ability to formulate and comprehend communications in the global and business context. Because technical paperwork, research materials, and industrial documents are primarily written in English, professionals need to be able to comprehend and explain complicated concepts in this language. The abilities that communication specialists employ to plan, develop, and carry out communications plans for businesses and oversee any press-related activities are known as communications expert talents.

9. Career Advancement: Employees with strong English communication skills are more likely to be considered for promotions, leadership roles, and specialized projects. The

development of communication skills in English as a vocational course can lead to a variety of career advancement opportunities, including leadership positions, promotions, networking opportunities, international career opportunities, client and customer engagement, public speaking and presentations, writing and reporting, team management, business development, and sales. Sales and company expansion are fueled by persuasive communication abilities. Strong communication abilities support team management and motivation. Proficiency in communicating improves credibility and reputation in the workplace. Adaptability and professional transitions are facilitated by effective communication skills. Professionals can increase their success in their chosen professions, improve their existing employment, and open up new career options by honing their English communication abilities.

10. Group Communication: Communication in English allows for effective involvement in group communication activities that are delivered confidently and persuasively. Effective group communication in English in business entails contributing to meetings, settling problems, and delivering clear and persuasive presentations to groups, clients, or stakeholders. Effective communication can also be used to brainstorm, negotiate, solve problems, and make decisions. Cross-functional communication entails cooperating with many departments and virtual teams. There are various advantages to efficient group communication in English in business. Businesses that develop good group communication skills in English may build a collaborative and productive work environment, generate innovation, and achieve greater success on the global stage.

11. Internships and Training Opportunities: The NEP 2020 has opened up various avenues of work for explorations with a diverse knowledge base. It has highlighted the importance of conducting internships, field projects, and on-the-job training. Mumbai and the suburbs are the most popular places for students to pursue these training options, which are regarded as the first skilled step into the job market. Communication Skills in English as a Vocational Skill Enhancement Course might help learners get these internship and training opportunities in Mumbai and suburban areas.

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Incorporating the "Vocational" Component of NEP 2020 in the Higher Educational Institutes

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Abstract

The National Education Policy (NEP) 2020 emphasizes the integration of vocational education into mainstream institutions, bringing about a significant change in India's higher education sector. The study explores the rationale, challenges, and benefits associated with this integration. It discusses the need for curriculum reform to blend theoretical knowledge with practical skills, the importance of infrastructure development and industry collaboration, and the role of faculty training in delivering effective vocational education.

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Introduction

NEP 2020: An Introductory Background: NEP 2020 introduces transformative reforms in higher education, aiming to make India a global knowledge superpower. It emphasizes multidisciplinary education, allowing students to choose courses across various disciplines and earn credits through academic and vocational integration. NEP 2020 proposes a flexible undergraduate program with multiple exit options, enabling students to receive a certificate, diploma, or degree based on the duration of their study. The policy encourages setting up of multidisciplinary education and research universities, promoting research, innovation, and entrepreneurship. It also advocates for holistic development through internships, projects, and hands-on experience, preparing graduates to meet industry demands and contribute effectively to society[1]. By fostering a culture of critical thinking, creativity, and skill development, NEP 2020 seeks to align higher education with global standards and empower India's youth to excel in diverse fields of knowledge and expertise.

NEP 2020 marks a significant overhaul in India's educational landscape, emphasizing holistic development and aligning education with the needs of the 21st-century job market. A crucial aspect of this policy is the integration of vocational education into mainstream higher educational institutes (HEIs). This shift aims to bridge the gap

between academic learning and practical skills required for employability, thereby enhancing the overall quality and relevance of education.

Literature Review

Understanding the Vocational Component: Vocational education is a cornerstone of NEP 2020, designed to equip students with practical skills and knowledge essential for both employment and entrepreneurship. NEP 2020 emphasizes the integration of vocational courses at various stages of education, from secondary to higher education levels, to ensure that students have opportunities to develop hands-on skills relevant to specific industries. By promoting experiential learning, internships, and apprenticeships, NEP 2020 aims to enhance the employability of graduates and empower them to contribute effectively to the workforce. This approach not only addresses the skills gap but also encourages lifelong learning and career advancement, thereby supporting India's economic growth and development goals in a globally competitive landscape.

Vocational education under NEP 2020 is designed to provide students with skills that are directly applicable to specific careers or industries. Unlike traditional academic programs, vocational courses focus on hands-on learning, practical training, and industry exposure. This approach not only prepares students for immediate employment but also equips them with entrepreneurial skills, fostering a spirit of innovation and self-reliance.

Benefits of Vocational Education in HEIs: Vocational education plays a crucial role in today's educational landscape by providing practical skills and training that are directly applicable to specific careers and industries. Unlike traditional academic paths, vocational education focuses on hands-on learning, technical expertise, and real-world experience, preparing students to enter the workforce with relevant skills and confidence. This type of education is essential for meeting the demands of a rapidly evolving job market, where employers increasingly value practical competence alongside academic qualifications.

Moreover, vocational education promotes economic growth by addressing skills shortages and fostering innovation and entrepreneurship[2]. By equipping individuals with marketable skills and enhancing their employability, vocational education contributes significantly to individual career success, societal development, and overall economic prosperity. Vocational Education has several benefits: 1. Enhanced Employability: Graduates with vocational skills are more readily employable, as they possess the practical knowledge and experience sought by employers.

2. Entrepreneurship: Vocational education fosters an entrepreneurial mindset, encouraging students to start their ventures and contribute to economic growth.

3. Social Inclusion: It provides opportunities for students from diverse backgrounds to gain valuable skills and improve their socio-economic status.

4. Regional Development: Tailoring vocational courses to regional industries promotes local development and reduces unemployment by matching skills with local job markets.

Implementation Challenges and Solutions: Implementing vocational education in HEIs comes with its own set of challenges:

1. Curriculum Design: Developing a curriculum that balances theoretical knowledge with practical skills is essential. HEIs need to collaborate closely with industries to identify skill gaps and evolving industry needs.

2. Infrastructure and Facilities: Setting up labs, workshops, and training facilities requires significant investment. Public-private partnerships (PPP) can play a crucial role in leveraging resources and expertise.

3. Faculty Training: HEIs must ensure their faculty members are equipped to deliver vocational education effectively. Training programs and workshops can help upgrade their skills and knowledge.

4. Industry Collaboration: Establishing strong ties with industries is vital for providing real-world experiences, internships, and placements to students. Industry input also helps in designing relevant curricula and updating them regularly.

5. Awareness and Perception: Changing the perception of vocational education is crucial. It should be seen as a viable and respectable career path, offering opportunities for growth and advancement.

Case Studies and Best Practices: Several HEIs across India have already begun integrating vocational education into their programs with promising results. Institutes like IITs and NITs have introduced interdisciplinary courses combining technical skills with management and entrepreneurship. State initiatives, such as Gujarat's Skill Development University, serve as models for effective implementation of vocational education at scale.

Discussion and Conclusion

Incorporating the vocational component of NEP 2020 in HEIs is not merely a reform but a necessity in today's dynamic global economy. It ensures that education is not just about degrees but about equipping students with the skills they need to succeed in their careers and contribute meaningfully to society. By fostering collaboration between academia and industry, investing in infrastructure, and promoting vocational education as a viable career path, India can transform its higher education system into a power-house of skilled professionals ready to tackle the challenges of the future. As HEIs embrace this transformative vision, they not only fulfil the objectives of NEP 2020 but also pave the way for a more inclusive, innovative, and prosperous India.

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Vocational Courses - A transformation in Indian Education System

Ms. Sushmita Parki

Abstract

India needs a new generation of educated and competent workers as it transitions to a knowledge-based economy. The capacity of its workforce to produce, disseminate, and apply information efficiently will decide its competitive advantage. To produce knowledgeable workers and technologists that are adaptable, analytical, and will be the engine of innovation and prosperity, India has to establish a knowledge economy. It is common knowledge that technical education is essential to the nation's human resource development since it produces trained labor, raises industrial production, and improves living standards. India needs a flexible education system in order to meet the demands of a knowledge economy. This includes basic education, which lays the groundwork for learning, secondary and tertiary education, which enhances core competencies and technical skills, and additional resources for lifelong learning. Students can now apply to technical education programs if they so like. A sound student loan model can help with a few issues, such as getting fees paid. In this regard, the government's model of offering the same through the establishment of a financial corporation is praiseworthy. The views and whims of a few entrepreneurs, who choose to establish institutes in the locations they pick with little regard for the requirements of the local population, determine the creation of new programs, courses, and institutes.

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Induction

The term "vocational education" describes educational programs created to get people ready for particular jobs or skill sets. Its primary emphasis is on real-world knowledge and experience that can be applied immediately in the workplace. The growth of vocational education in India is expected to generate skilled labor for the unorganized sector, hence augmenting the productivity of the industrial sector.

Denotation

Vocational education is sometimes referred to as technical and vocational education and training (TVET) or career and technical education (CTE). It's a method of teaching that emphasizes imparting knowledge and abilities relevant to particular professions. It gets people ready for jobs in crafts, trades, and other industries. Practical instruction and the acquisition of technical proficiency are key components of vocational education. Students can gain the abilities necessary for work in their chosen fields, thanks to it! In contrast to traditional academic education, it provides a more hands-on and skill-based approach.

Idea of vocational education in India

Vocational education can be very useful for the overall progress of our country. It can be supposed to contribute:

- To increase the Indian economy's potential for productivity.
- To raise the nation's residents' economic status.
- To end unemployment by giving everyone the chance to work for themselves.
- To utilize human resources as much as possible.
- To turn young people into skilled technicians.
- To achieve social and economic fairness by helping to distribute the benefits of economic progress fairly.
- To help young people comprehend the technological and scientific facets of contemporary development.
- To provide chances that meet the needs of women, pupils from remote and indigenous communities, and underprivileged people in general.
- To employ both human and material resources.
- To apply technology and scientific knowledge for the good of society.
- To cultivate love for learning in pupils.

Union budget supporting education sector

A significant turning point for both the new administration and the skill development industry is the Budget 2024–25. The government has been working hard over the past few years to improve the effectiveness of the vocational education and skill development

ecosystem in all of the major sectors, including colleges, universities, ITIs, private training facilities that carry out government programs, and schools.

Vocational education has already been integrated into higher education as a strategic effort, and pre-vocational and vocational courses have been implemented in schools. The National Education Policy 2020 guidelines are in accordance with the efforts being made throughout the education value chain.

The budget for entrepreneurship and skill development is probably going to stay focused on last-mile initiatives to equip young people in particular with the skills they need to work and support themselves.

Regarding skill development, the Budget is probably going to stick with the strategy that was used in the previous two budgets. The transfer of funding to states for centrally sponsored schemes under the development head and large-scale centrally operated programs like Skill India have received much of the attention.

There are some regions that should be highlighted. The Skill India project is expected to receive more funding under the central schemes (more than Rs. 2,700 crore allocated for the current year). This could be an attempt to highlight the significance of skill development programs for improving young people's employability and potential for self-employment.

About Rs. 380 crore was allocated in the vote on account for SANKALP (Skill Acquisition and Knowledge Awareness for Livelihood promotion), which deals with the transfers to states for the implementation of centrally sponsored projects. The sum is anticipated to increase.

Financing for apprenticeship programs and iti upgrades

The Budget might allocate more funds and attention to new projects aimed at enhancing ITI, providing online training for skills, and promoting apprenticeship programs. To fulfill the demands in the rising sectors, there may also be new programs for the development of deep technical skills in the future, such as artificial intelligence, industry 4.0, electric vehicles, and chip manufacturing.

India is currently going through a period where millions of young people are looking for work, but there is still a lack of competent labor in many sectors of the economy. Numerous skilled workers are still needed on a global scale and in wealthy nations as well. Global talent is highly competitive, with strong competition from growing and emerging nations like the Philippines, Mexico, Ireland, Poland, Nigeria, and our neighbors in South Asia. Targeted skill development could prepare our young people for the labor market both domestically and internationally.

Schools, ITIs, polytechnics, colleges, engineering colleges, universities, skill universities, private training institutes, including those carrying out government schemes, government training institutes, and entrepreneurship development institutes make up the vast ecosystem of vocational education and skill development in India. Additionally, a number of ministries, including those related to agriculture, micro, medium, and small businesses, rural development, textiles, and construction, run their own skill development initiatives.

India's vocational education and skill development ecosystem needs to be transformed and improved, and this would require cooperation and convergence across different institutions as well as strategically linked efforts across different segments. For maximum impact, the skill development programs should be coordinated with other national initiatives such as Digital India, Made in India, etc.

Vocational education's effects on the economy

- Vocational education gives people the specialized skills that businesses need. Such skilled people are more employable .As a result, unemployment rates decline and the labor market's overall efficiency rises.
- An educated labor force supports economic expansion. This is achieved through encouraging industry innovation and productivity. The workforce is trained to satisfy the demands of numerous sectors thanks to vocational education.
- Apprenticeship programs encourage business ownership. It gives people the abilities they need to launch their own companies. This promotes independent work and the development of job prospects.

- The skills gaps that exist between the workforce's skill set and those required by industries are filled in part by vocational education. It guarantees that industries have access to a competent workforce by offering focused training.
- Regional and social development are aided by vocational education. It gives people with a variety of backgrounds employable skills, empowering them. It contributes to raising living standards and lowering economic disparity.

Amelioration of vocational education

Programs for vocational education are created to get students ready for particular businesses or professions. Therefore, with the aid of vocational training, students can learn specific knowledge and acquire skills that are relevant to their chosen profession.

➔ *Employment Generation:*

Strong collaborations between MSMEs and large enterprises characterize many vocational education programs, which frequently result in employment placement prospects for graduates. This can lower unemployment and help students find jobs more rapidly.

➔ *Practical Skills:*

Vocational aim of education focuses on providing students with practical skills and knowledge that can be directly applied in their professional careers.

➔ *Cost-Effectiveness:*

Compared to typical college and university courses, vocational education is frequently more affordable. Programs for vocational education are shorter in length and concentrate on certain information and skills.

➔ *Flexible Learning:*

Students can more easily manage work and family obligations while continuing their education thanks to the flexible learning choices provided by vocational education programs, which include online sessions.

Time ahead of vocational education in India

★ *Emphasis on developing Technologies:*

The Indian government is funding vocational education programs that address these cutting-edge sectors because it recognizes the significance of developing technologies like robots, block chain, and artificial intelligence.

- *Alliance between Industry and Academics:*

  Industry-academy collaboration in vocational education is expected to increase in India. This will guarantee that programs are tailored to industry demands and give students real-world knowledge and skills.

- *E- Learning:*

  The COVID-19 pandemic has sped up the use of digital learning in career training, and this trend is probably going to keep going. It is anticipated that blended learning models and online learning platforms will proliferate in the field of vocational education.

- *Promoter:*

  The development of skills for self-employment and entrepreneurship are likely to receive more attention in Indian vocational education. This would inspire students to launch their own companies and generate employment possibilities for others.

- *Quality Assurance:*

  To guarantee that vocational education programs fulfill the necessary requirements of quality and relevance, the National Skill Development Corporation (NSDC) and the All India Council for Technical Education (AICTE) are putting quality assurance systems into place.

Epilogue

With a stronger emphasis on emerging technologies, digital learning, industry-academia collaboration, and entrepreneurship, the future of vocational education in India is bright. Together with the efforts of private sector participants, government programs like the Skill India Mission are expected to build a strong and dynamic system of vocational education that will satisfy the demands of students, business, and the economy.

Addressing the shortcomings and difficulties in the current system of vocational education is also crucial.

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Vocational Education and NEP 2020

Dr. Raghuvir Singh

Abstract

There is no doubt that, while India's education system is one of the most credible in the developing world, it still needs a lot of improvement, especially when it comes to entrepreneurship. The Indian government has updated the 34-year-old National Education Policy with the National Education Policy 2020 (NEP) to keep pace with trends and address gaps. While the NEP approved by the Union Cabinet promises major changes in education and research, it also aims to provide new opportunities for lifelong learning and make it more industry-oriented with an emphasis on entrepreneurship. The NEP embodies the core objective of the entrepreneurial revolution in the sense that it seeks to make the next generation more imaginative, original, astute, proactive, pioneering and possibility-focused. The New Education Policy (NEP) 2020 is a comprehensive framework aimed at transforming Indian education systems. The policy envisions a holistic and multidisciplinary approach to education, focusing on the development of cognitive, social and emotional skills of students. However, the implementation of the policy is facing several challenges, including lack of infrastructure, shortage of trained faculty, and inadequate funding, but the lack of trained teachers and infrastructure to support new methodologies is hindering its implementation. NEP 2020 also aims to promote the use of technology in education additionally, the policy envisages significant shifts towards vocational education, but there is an existing shortage of skilled trainers and resources.

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Introduction

Shri Narendra Modi Ji has envisioned the ‘Atmanirbhar Bharat’ mission to help the youth build a self-reliant and empowered India through government campaigns like Make in India, Digital India and Startup India. To realize this vision, a skill-based model of education has been envisaged, where vocational courses are crucial in the plan to make Indian youth skilled, employable and self-reliant. The National Education Policy 2020 has been formulated with the aim of making the youth self-reliant through skill-based education and making the country a self-reliant India. The arrangement emphasizes professional instruction by presenting professional subjects and preparing at the school level and higher instruction level, which has been highlighted by our instruction serve at each stage. The aim of the NEP is to transform the education sector to meet the needs of the 21st century and promote holistic development among students. The NEP 2020

recognizes the requirement to adjust instruction with the needs of the industry and emphasizes the significance of professional preparing. The National Education Policy 2020 places emphasis on vocational education and skill development, with the aim of equipping students with the skills and knowledge required to succeed in the modern workforce.

Meaning of Vocational Education

Vocational education refers to educational programs and courses designed to provide individuals with the skills, knowledge, and training needed to enter specific trades, occupations, or industries. It emphasizes practical training, hands-on experience, and real-world application of skills rather than theoretical or academic education. Vocational education can include many fields such as automotive technology, culinary arts, nursing, construction, cosmetology, information technology, and many others. It aims to provide individuals with the skills, qualifications, and certifications needed to enter the workforce directly or to pursue further education and training in a specific vocational field. Vocational education is often seen as an alternative to traditional academic education and can provide individuals with immediate employment and career advancement opportunities.

Objectives of Vocational Education under NEP 2020

NEP 2020 proposes the objectives of vocational education as the following:

- To give understudies with viable aptitudes and information that are straightforwardly appropriate to the world of work.
- To promote inclusiveness and equal opportunities by providing vocational education to all students regardless of their socio-economic background.
- To enhance employability of students by providing them with practical training and exposure in real-world work environments.
- To encourage lifelong learning by offering flexible and modular vocational education programmes that allow individuals to upskill and reskill throughout their careers.
- To promote integration of vocational education with academic education, allowing students to pursue both vocational and academic pathways simultaneously.

- To promote the use of technology in vocational education, enabling students to acquire digital skills that are essential in today's digital economy.
- To create flexible and dynamic vocational education systems that can adapt to changing industry requirements and technological advancements.
- To providing career guidance and counselling services to students to help them make informed decisions about their vocational education and career path.
- To promoting recognition and certification of vocational skills, enabling students to demonstrate their skills and qualifications to potential employers.

Types of Vocational Education

The following types of vocational education are emphasized under the National Education Policy (NEP 2020) -

- Skill-based curriculum - NEP 2020 aims to integrate vocational education into the mainstream curriculum by providing skill-based courses that offer practical training in various fields such as plumbing, carpentry, electrical work, automotive repair, healthcare, hospitality, etc.
- Internships and apprenticeships - The policy encourages the inclusion of internships and apprenticeships as part of vocational education. This allows students to gain practical experience and develop practical skills while working with professionals in their chosen field.
- Industry partnerships - NEP 2020 emphasizes collaboration between academic institutions and industries to ensure that vocational education is in line with industry requirements.
- Technology-enabled vocational education - NEP 2020 emphasizes the use of technology in vocational education. This includes the integration of digital tools, online learning platforms, virtual reality, and augmented reality to enhance the learning experience and provide practical training.
- Acknowledgment of Earlier Learning permits people to get certification for their aptitudes, subsequently expanding their employability.
- Flexible Learning Pathways - NEP 2020 promotes flexible learning paths that allow students to choose vocational education along with academic education.

Background

Mahatma Gandhi, the leader of India's freedom struggle, strongly advocated vocational education as a means of empowering individuals, promoting self-reliance, and eliminating unemployment. Gandhi believed that education should not be confined to the classroom but should also include practical skills that enable individuals to earn a livelihood. Gandhi saw vocational education as a way to bridge the gap between rural and urban India and meet the needs of marginalized sections of society. He stressed the need for a comprehensive education system that combined academic knowledge with practical skills. His thoughts stay important as the nation endeavors to improve ability improvement, advance business, and make more comprehensive openings for all individuals. Gandhi advanced different shapes of professional preparing, particularly in rustic regions, to create aptitudes such as turning, weaving, carpentry, pottery-making, and farming. He believed that these skills were not only essential for economic self-reliance but also contributed to the overall development and well-being of individuals.

To promote vocational education, Gandhiji founded various institutions, including the Sabarmati Ashram in Gujarat, where he encouraged people to engage in activities such as weaving, pottery-making, farming, and manual labour. He urged his followers to adopt a self-help approach, promoting khadi (hand-spun and woven cloth) as a symbol of economic and political independence. Gandhiji's vision of vocational education was aimed at breaking the hierarchical nature of formal education and creating opportunities for all sections of society. He believed that skill acquisition and practical knowledge were an integral part of holistic education and the nurturing of responsible citizens. Gandhiji's emphasis on vocational education continues to influence educational policies and programs in India today. His thoughts stay significant as the nation endeavors to improve ability improvement, advance business enterprise, and make more comprehensive openings for all individuals.

Gandhi advanced different shapes of professional preparing, particularly in country zones, to create aptitudes such as turning, weaving, carpentry, pottery-making, and agribusiness. With the implementation of the National Education Policy (NEP) 2020,

vocational education has expectedly grabbed the limelight. The NEP 2020 is a comprehensive approach record that broadly examines the restoration of professional instruction. The approach centers the NEP 2020 on bringing professional instruction into standard instruction, as prescribed by progressive commissions on instruction over a long time. The Kothari Commission report of 1966 was one of the earliest reports to emphasize diversifying the curriculum at the higher secondary level through vocational courses.

Afterward, the National Approach on Instruction, 1986 centered on transforming the organizational and administration structure of professional instruction. It prescribed vocationalization at both auxiliary and higher instruction levels, by presenting Socially Valuable Beneficial Work (SUPW) as a isolated subject in auxiliary classes and professional degree courses at the higher instruction level.

Current Issues

Broadly, there are two reasons for the disappointment of professional instruction in India:

Organisation and implementation

NEP 2020 highlights the issues that instructors, particularly at the higher auxiliary level, are not completely gifted to educate professional courses. The show of giving professional instruction in India works at two levels: professional instruction (hypothesis) and preparing (viable). Nearby standard auxiliary instruction, understudies are instructed the hypothetical portion of professional preparing through subjects like SUPW, which has demonstrated to be ineffectual and an extra burden. This is since the educational modules of these courses at the school level is divided and disordered. These courses are not one or the other well-defined nor appropriately isolated; instep, it is instructed like any other subject. For example, the SUPW subject taught in government schools had a wide range of vocational courses in the curriculum, including reading about electricity in one class and about the textile industry in another. There was no proper detailed curriculum, only a basic introduction to all vocational courses, which proves ineffective in generating interest in vocational education among school students. Therefore, the current system fails to attract students to take up vocational courses in the future. Even if students opt to

choose vocational courses at the higher education level, there are no proper entry criteria (especially in the general higher education system) for vocational education qualifications, which hinders vertical mobility in this education system.

Social Attitudes

Separated from the fumbled structure, professional tutoring makes a sense of 'second-class' citizenship in society. An individual seeking after a professional course is considered second rate to understudies who select standard higher instruction pathways. Agreeing to information from the 75th circular (2017-18) of the National Test Study Office (NSSO), 24% of understudies from country zones are selected in Mechanical Preparing Organizing (ITIs) or any other professional preparing organized, in any case, as it were 8.3% of urban understudies are selected in any professional preparing institute.

Only 15.3% of the populace is selected in formal professional preparing establishing. In spite of the development in professional preparing organizing, information show that professional instruction is still not a especially favored choice among understudies and guardians. This may be since the common and professional instruction frameworks work as partitioned verticals with constrained versatility between the two. This leads to reluctance among youth to pick for professional instruction, independent of their socio-economic foundation. There is a discernment that business through standard instruction carries more prominent nobility of work than work through the professional framework.

Vocational School Myth

The social mindset that does not give status and importance to vocational education is a significant problem. It is given a much lower priority and lower status than other streams of education. Also, the main supply side issues include inadequate logistics and equipment, lack of trained vocational teachers and lack of importance given to students from this stream in admission to higher education. These problems together create a complex situation.

Provisions for Vocational Education in NEP 2020

NEP 2020 addresses and endeavors to moderate the challenges on both the demand and supply sides of professional education. It discards the theoretical part of vocational

training and emphasizes on teaching only the practical aspects. To make vocational education more structured, the policy recommends conducting a proper skill gap analysis and mapping local opportunities to assign relevant vocational courses to a particular sector. Along with this, the NEP also emphasizes on the credit-based National Skills Qualification Framework **(NSQF),** which was introduced in 2013. This framework will help in assessing the previous learning of enrolled students, which, in turn, will help in reintegrating dropouts (from mainstream education) by aligning their practical experiences and appropriate level of the framework.

The National Education Policy also attempts to align vocational occupations with international standards set by the International Labour Organization. It moreover suggests the inclusion of industry, NGOs and respectful societal associations in the usage of the NSQF.

To address the social stigma associated with vocationalization, the NEP recommends:

(i) Integrating vocational education programmes into mainstream education in a phased manner in all educational institutions, "to emphasise the dignity of labour and the importance of various vocations associated with Indian arts and crafts".

(ii) Teaching of vocational courses from 6 standards, mostly in the form of internships and practical activities to ensure that every student studies at least one vocational course.

Vocational Education in the Digital Era

In today's digital landscape, technology is no longer just an enabler for education; it is a driving force. NEP 2020 acknowledges this reality and recommends leveraging technology to design and deliver vocational education in innovative ways for better reach and accessibility. By empowering the utilization of AI-enabled versatile learning stages and intelligently apparatuses the arrangement caters to different learning styles making instruction comprehensive significant, and important for all. This tech-driven approach takes us towards a future where learning has no boundaries.

Challenges and Solutions – Paving the Path

The NEP 2020 motivation to coordinated professional and skill based courses with common instruction comes with a few noteworthy challenges. We require to overcome these challenges for smooth execution in schools and colleges, these include:

- Changing mindsets: Overcoming the traditional mindset that considers vocational education inferior.
- Curriculum integration: Seamlessly integrate vocational programmes into the existing curriculum.
- Infrastructure improvement: Overhauling framework to as per need.
- Teacher training: Equip teachers with skills to effectively impart vocational education.
- Standardised assessment: Establish standardised assessment and certification processes.

A multi-pronged approach is required to address these challenges.

- Capacity building: Implement programmes to enhance the skills of teachers.
- Awareness building: Make all stakeholders aware of the benefits of work-integrated learning.
- Structured training modules: Develop structured training modules for smooth curriculum integration.
- Technology-driven solutions: Using technology to address infrastructure limitations.
- Industry collaboration: Collaborating with industry leaders for standardized assessment and certification.

Skill-based Education through NEP 2020

NEP 2020 is more than just a policy; it is a clarion call to rethink our education system as technology disrupts the way we learn and work. It is a blueprint to build a future where education empowers individuals and drives India's success.

By grasping professional instruction and ability improvement, we can unleash the potential of each understudy and move the country towards a developed and advanced future.

Recommendations

Some of the recommendations for the National Education Policy 2020 (NEP 2020) with respect to vocational education are discussed below -

- Integration and relevance: Ensure that vocational education is seamlessly integrated into the overall education system and is given equal importance. The curriculum should be made relevant to the changing needs of industries and the labour market.
- Collaboration with industries: Promote strong partnerships between academic institutions and industries to develop vocational education programmes. Include industry specialists in educational modules improvement. Give internships and encourage apprenticeships to improve students' abilities and knowledge.
- Flexible pathways: Provide multiple pathways for students to enter vocational education, including options for students who do not desire or have access to general academic education. Allow easy transition between academic and vocational streams.
- Quality assurance: Establish mechanisms to ensure the quality of vocational education programmes through accreditation and regular assessment. Set standards and benchmarks for infrastructure, facilities, faculty and outcomes of vocational institutes.
- Entrepreneurship and innovation: Emphasize entrepreneurship education within vocational programmes to equip students with the skills to start their own businesses. Promote innovation and creativity through project-based learning and real-world problem-solving experiences.
- Training for trainers: Provide comprehensive training and professional development to vocational education trainers to keep them updated with the latest industry practices, teaching methodologies and technological advancements.
- Industry certification: Strengthen the recognition and acceptance of industry certifications and qualifications obtained through vocational education. Collaborate with industries to develop standards for certifications that are recognised and valued in the job market.

- Information and guidance: Provide comprehensive and updated information to students and parents about vocational education options, career paths and job opportunities.

  Establish career advising centres to direct understudies in making educated choices almost their professional instruction.
- Regional Focus: Ensure equitable access to vocational education in different regions, especially in rural and remote areas. Establish specialized vocational institutes or centers to meet the specific needs of each region.
- Research and Development: Promote research and development in vocational education to identify emerging industry needs, evaluate the effectiveness of vocational education programmes, and develop innovative teaching methods.

Implementing these recommendations within the National Education Policy 2020 will help shape a vocational education system that is responsive to the needs of industries, ensures employment opportunities for students, and promotes the development of a skilled and adaptable workforce.

Conclusion

In conclusion, vocational education plays a vital role in the National Education Policy 2020. It is important to provide students with practical skills and knowledge that align with the changing demands of industries and the labour market. By integrating vocational education into the overall education system, collaborating with industries, offering flexible pathways, ensuring quality assurance, promoting entrepreneurship and innovation, providing training for trainers, emphasising on industry certification, providing information and guidance, focusing on regional needs, and promoting research and development, vocational education can become a strong and effective component of the education system. This will empower students to explore diverse career opportunities, contribute to economic growth, and address skill gaps in the workforce. With the implementation of these recommendations, vocational education can truly transform the lives of students and shape a brighter future for the nation.

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Significance of Reforms in Evaluation Process in Higher Education for Better Implementation of National Education Policy-2020

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Abstract:

This article talks about the need to bring appropriate changes in the evaluation process in higher education so that students get more involved, practically knowledgeable and employable. It emphasizes the immediate need to implement such measures that can make students attend regular classes which will in turn help in better implementation of NEP-2020.

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Background: Evaluation, examination, assessment are all different names for the very integral part of education and that is judging how much students have learnt throughout the session on the basis of performance in an exam (theory and/or practical) and making a comparison among them. So far the conventional education system has pursued this aspect with internal and external examinations, practical exams etc. where students are allowed to attempt questions or exercises in a short duration of few hours and are later evaluated by an examiner. Internal assessments could be in the form of quiz, written test, project or assignment, presentations etc. while the external assessments are based on theory writing and practical wherever applicable.

With the introduction of NEP-2020, many new approaches have been incorporated in our education system that have revolutionized ways of teaching, learning outcomes and overall importance of education in practical world. Now, there is focus on vocational education, interdisciplinary and multidisciplinary education. Further, there is emphasis on practical trainings, internships, apprenticeships etc. so that students get experience of real work situations. All these are very good initiatives which will definitely improve career prospects and employability of the students.

However, making changes only in the syllabi and schemes of various courses is not sufficient. For effective and real success of NEP, it is necessary that students attend regular classes in colleges. It is still a challenge for teachers to bring students regularly to colleges to attend lectures and practical classes even after many efforts. There is a decline in academic quality among students today due to many factors like decreasing value and importance of education among students who now believe in obtaining degrees but not learning. It is important for anyone to take something seriously only when he or she feels connected to it and unfortunately, there is a lack of that connection between students and their teachers, between students and their environment, their academic institution. Rebuilding that connection is the first step to get youngsters involved with various aspects of their surroundings, environment, society, state and country.

It is very important to make every class lecture interesting enough that students listen to them and imbibe some knowledge. It is important to involve them in various tasks and exercises to allow them gain practical experience rather than just feeding information about a particular topic. Students should feel missing out something important if they do not attend classes. In this task the ICT and infrastructure that colleges in Madhya Pradesh are now having can be very helpful. Using these facilities to the full in teaching through new methods like online teaching, video shows and lectures, e-content, virtual Labs is definitely going to impact learning and subject understanding among students in a positive way.

Reforms in evaluation process: Need of the hour

It is essential to improve the evaluation process that is followed such as making internal assessments more challenging yet interesting to revive interest in reading and subject understanding among the students. In order to increase number of students attending colleges regularly and to improve their approach towards degree courses, it is necessary to make some stringent changes in the evaluation process also. Since students have to appear in 1-2 internal assessments and then final exams at the end of the semester/year,

many of them go to colleges only during assessments and exams while not bothering to attend classes regularly for the rest of the semester/year. It's time to give more weightage to attendance of each student in classes, their interaction, and response to questions, participation in discussions on the topics of the lectures. Stringent implementation of principles of 'Continuous and Comprehensive Evaluation (CCE)' is the need of the hour in higher education.

It can be expected that evaluation on a regular basis in short intervals of time can help in this situation. Let's say if a teacher/department has to take monthly tests (maximum marks 10) based on the portion taught theoretically and/practically during the last month and the teacher/department is allowed to decide the way the evaluation is conducted like oral presentation, written test, PowerPoint presentation or quiz etc. During the whole month and in following test, the teacher/department fills the proforma provided by the higher education in which every detail of each student such as attendance in classes in that month, attendance in test, practical performance and activities during classes, diagram making ability, reasoning, participation in discussion, obtained marks in the test so on and so forth. All the data of all students in filled proforma is submitted after every monthly test to the higher authority. Each teacher/department has to collect data of one class only in a month and for the next month he/she would evaluate some other class in the same manner. In this way, each student will be evaluated by every concerned teacher/department at least once during the session. Students appear in the tests throughout the session on monthly basis, out of which it is compulsory for them to appear in say 8 tests and score passing marks in a minimum of 6 of them. Those appearing in 8 tests shall be eligible to appear in the final exam. The test paper shall comprise questions based on the taught portion during the last month in their major, minor and open elective subjects only and there should be no repetition of the way the evaluation is done. That is, if there is quiz in one month, there should be written test in the following month and so on. Each student of a course has to appear only in one combined test (Major + Minor + Open Elective papers based test) at the end of the month. Stringent testing in the

vocational course along with compulsory internships, apprenticeships/projects/visits etc. should be there to expose students to real world situations and for developing deeper and practical understanding of the subject. While for foundation course, participation in elocutions, speech, debates, discussions, essay writing should be considered as one of the criteria for assessment in addition to the final yearly exams. Further, weightage of practical knowledge in final exams should be raised. Generally, theory and practical exams are given equal weightage but increasing that for attendance in practical classes, participation and actual performance in practical exercises allotted during regular classes and during the final exams should be raised. The final (end year/end semester) exams should be totally conducted using multiple choice question papers with provision of answering through OMR sheet[1]. This is going to save a lot of time, paper, and resources.

Benefits of suggested changes: Improvement in quality of education

- Increased interest among students to attend regular classes;
- Improved learning outcomes;
- More involvement in practical knowledge;
- Improvement in employability and self-employment opportunities;
- Increased utilization of available resources;
- Decreased burden of answer sheet correction and other examination-related responsibilities.
- Continuous and regular evaluation at short intervals of time of students where fine details about their performance, approach, thought and participation become important.

Challenges

- Beginning is going to be difficult as it is a huge system and implementing and adapting new approaches understanding and following them are going to be challenging.

- For continuous monthly internal evaluations, exam question papers and other preparations will be required to be done on a regular basis throughout the year. For this help of Artificial Intelligence can be taken. Artificial Intelligence can be used to generate multiple choice questions based on the syllabus taught.
- Keeping record of attendance performance and related data of each student for continuous evaluation will be challenging. A robust software can be developed to help in this aspect.

Conclusion

Evaluation process if made more robust and continuous, will definitely contribute in a positive way to successful implementation of NEP-2020 and quality of higher education.

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Practical and Vocational Education as Primary Factors to Success of National Education Policy 2020

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Abstract

Practical and vocational education can pave way to success of effective implementation of national education policy-2020 and therefore, their weightage should be more in education today. The present article discusses importance of practical and vocational education with reference to job prospects and self-employability for students.

Background

'What I hear, I forget…. what I see, I remember….. What I do, I understand' (Xunzi, Confucian Scholar, 340-245 B. C.) Who does not know this famous quote? The importance of getting involved in doing something to understand it is very well established from time immemorial. The concept of practical classes basically must have arisen from this realization that theory classes where a student is told something and taught with help of pictures, diagrams, flow charts etc. are only serving the purpose up to a limited extent. It becomes extremely important to get experience of an activity or work to actually get a deep and more concrete understanding and long term memory of that activity and related principles and aspects.

Practical classes have been an integral part of our education system. Their significance is clearly established by the fact that practical exams are given equal weightage to theory-based exams and it is compulsory for every student to appear and get passing marks in practical exams to obtain the degree. The importance of vocational education is also well understood today when there is cutting-edge competition, a high ratio of unemployed to vacancies, the volatile nature of job-market, etc. It is now well established that having a degree may not be enough to get a job. One has to be 'job-ready'. Further getting vocationally trained can help cope with youth insecurity about job prospects, career and their future. Vocational education increases the number of avenues for a person to earn a living. If a student does not succeed in getting a government job or in the private sector he or she can get into self-employment with the help of his or her vocational education and training. So it can be said conclusively that vocational and practical aspects of education are pillars of our education system and boosting them can contribute to a great extent for effective implementation of the national education policy-2020. These aspects

can contribute to achievement of the goals considering which the national education policy-2020 has been introduced in our education system.

Strengthening practical education

So far many steps have already been taken in this regard through the national education policy 2020, it is essential to further strengthen the practical aspects of education. It is absolutely essential today to make attendance of students in practical classes compulsory and practical education should not be just limited to formalities of demonstration and practical file work. Steps to make students understand and take these classes seriously and sincerely have to be taken. Practical classes should be more in comparison to theory classes conducted in general. Frequent and regular industrial visits, laboratory visits, hands-on trainings, workshops for students should be carried out and participation in these activities should be made compulsory. These activities should be given more weightage. There should be inclusion of how a student performs in practical exercises, how well he conducts his bench work throughout the year in the final result of each and every student. The internal and external practical exams should be more stringent so that students consider learning and preparing for them more sincerely.

Strengthening vocational education

A very large number and wide variety of Vocational courses have been introduced in the education system through National Education Policy 2020. Following is a list of 35 vocational courses offered by the MP higher education in UG 1st year[1]:

S.No.	Subject
1	सौंदर्य और स्वास्थ्य कल्याण **(Beauty and Wellness)**
2	औषधीय पौधे **(Medicinal Plants)**
3	पोषण एवं नैदानिक आहार **(Nutrition and dietetics)**
4	निर्यात आयात प्रबंधन **(Export Import Management)**
5	जीएसटी के साथ ई-एकाउंटिंग और कराधान **(E-Accounting and Taxation with GST)**
6	वित्त सेवाएं और बीमा **(Finance Services and Insurance)**
7	खुदरा प्रबंधन **(Retail Management)**
8	डिजिटल मार्केटिंग **(Digital Marketing)**
9	बिक्री कौशल **(Salesmanship)**

10	अकाउंटिंग और टैली कोर्स **(Accounting and Tally)**
11	डेस्कटॉप प्रकाशन (डीपीटी) **(Desktop Publishing DTP)**
12	वेब डिजाइनिंग **(Web Designing)**
13	विद्युत प्रौद्योगिकी **(Electrical Technology)**
14	इलेक्ट्रॉनिक प्रौद्योगिकी **(Electronic Technology)**
15	हस्तशिल्प **(Handicrafts)**
16	खाद्य संरक्षण और प्रसंस्करण **(Food Preservation and Processing)**
17	जैविक खेती **(Organic Farming)**
18	बागवानी **(Horticulture)**
19	सुरक्षा सेवाएं **(Security Services)**
20	कार्यालय प्रक्रिया और व्यवहार **(Office Procedure and Practices)**
21	व्यक्तित्व विकास **(Personality Development)**
22	पर्यटन परिवहन और यात्रा सेवाएं **(Tourism transport and travel services)**
23	वर्मी कम्पोस्टिंग **(Vermicomposting)**
24	डेयरी प्रबंधन **(Dairy Management)**
25	चिकित्सा निदान **(Medical Diagnostics)**
26	मृदा विज्ञान और उर्वरक **(Soil Science and Fertilisers)**
27	बेकिंग और मिष्ठान्न **(Baking and confectionary)**
28	पौधों के रोग और संरक्षण**(Plant Diseases and Protection)**
29	एग्री मार्केटिंग **(Agri Marketing)**
30	इनफॉरमेशन टेक्नोलॉजी **(Information Technology)**
31	इवेंट मैनेजमेंट**(Event Management)**
32	फैशन डिजाइन**(Fashion Design)**
33	खानपान प्रबंधन **(Catering Management)**
34	आतिथ्य प्रबंधन**(Hospitality Management)**
35	कुक्कुट प्रबंधन**(Poultary Management)**

It is a very unique, innovative aspect of NEP-2020 that an art's student can opt for learning a science based vocational subject and vice versa. However, it is a double edged sword. It would benefit a student or harm him largely depends upon the choice he makes. So it is essential that students should use their vocational subject wisely taking into consideration weather they would be able to translate it into job or self-employment later in future or not. It also becomes necessary for the educational institution to make it students aware about the content of syllabus and career prospects of a particular vocational subject that they are going to choose. Students should be prior inform about what they shall come across in the vocational course of their choice so that they can make appropriate decisions for themselves.

Conclusion

Practical knowledge and vocational education can be very fruitful for students in current situation. These should be given more weightage so that they can help students in improving their career opportunities, self-employment prospects and employability and thus help achieve the goals of National Education Policy 2020.

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The Spirit of New National Education Policy: Enlightening Vocational Education

Wasim Azam

Abstract

New National Education Policy is an insight of an enlightening education system with a new approach. It focuses on new construction of new education policy in reference to the different initiatives, challenges, and opportunities. It states the manifestation of the education system across the whole India where all learners are entitled to get schooling with complete perseverance. It is an exhilaration of unity, equality, equity, diversity, liberty, and fraternity amongst all learners. It revamps India's educational system by integrating vocational education into core curriculum. Vocational education aspires to constitute a skilled and employable workforce which promotes the socioeconomic growth of India. It states several initiatives, such as NIPUN Bharat, FLN, NISHTHA, DIKSHA, STARS, SMART, UTSAH, SAARTHI, and so on. It influences, through a list of initiatives, a new learning skill and teaching skill. The methodology of NEP is to generate quality education through a qualitative approach that is based on pillars of access, equality, quality, accountability, and affordability. The purpose of NEP is to foster skill development, promoting flexible learning pathways and inclusivity. It marks the state of uniformity and equality in the education system from the lower to the higher. The objective of the paper is to present the holistic path of the education system through different initiatives and vocational education introduced by authorized bodies. The trends and initiatives of NEP scale education to evoke practices, suggestions, recommendations, and facilitations.

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Introduction

Vocational education under the aegis of NEP is an important part for learners to get a proper education at the right time. It can be considered the pathway for jobs and opportunities. It is an integrated material of the mainstream education system. It is a great requirement for learners who wish to fulfill local opportunities. It not only gives the opportunity of work and jobs but also provides the skill of productivity and creativity. It involves formal and informal skills that are beneficial to the development of social norms. The integration of vocational education with the mainstream of academic education under the NEP is an evocation of an enlightening education system. New

National Education Policy states equality, equity, diversity, and inclusion of education system for all desperate learners who wish to learn or study schooling. NEP works for the evolution of inclusive communities at a larger scale to make all learners on one platform under the shade of unity and uniformity. It provides learners some special opportunities for their growth and development. The growth of vocational education in both the rural and urban areas would assist to transform the education system in the upcoming generation. The medium of schooling should be shifted from one way to another with the approach of the English language. Somewhere it is needed to recognize local dialects to ensure the learning process of vocational education. Vocational education basically focuses on trends, issues, advice, and recommendations for a better education system. It fulfills the education system with a new approach having honesty, probity, righteousness, subjectivity, and simplicity. The expansion of vocational education from pre-primary level to the higher level is a way of digitalization and technical endorsement. From lower to the higher level, NEP can be explored to intensify the holistic evolution of language, culture, and society with a complete camaraderie. The successful implementation of vocational education would be crucial in realizing the policy's vision of a robust and dynamic education system that is essential to the requirement of rapid change of the world.

Background of NEP

The Kothari Commission introduced vocational education for the first time around 1964-66. The United Nations introduced Education for All (EFA) around 1990. The system of education was founded on the basis of equity and inclusion. Everyone is entitled to get education freely under tutelage of experienced one. The United Nations reformed educational system that is targeted to achieve all goals by 2030, encompassing all aspects of creating access to education, such as infrastructure, programs, teacher training, and scholarships. New national educational policy was launched on 29th July, 2020 which is the third educational policy after NEP of 1968 and NEP of 1986. NEP 1968 was the first education policy which was launched in 1968, just after the implementation of the Kothari Commission under the aegis of PM Indira Gandhi. The second education policy was launched in 1986 under the government of Rajiv Gandhi which was revised in 1992. The implementation of the third education policy is very vital to invigorate vocational education throughout India as it would be started from the 6th standard of getting formal education.

Key Tenets of New National Education Policy

There are various strategies across the implementation of new national educational policy to evoke vocational education. There are events and activities, such as arts, creative action, sports, games, vocational education, and professional education. There is a notice of a universal education system across the country. There is an endorsement of creating construction, infrastructure of school, garden decoration, classroom systematization, field facilities, and toilet facilities for learners. There are key elements of new national education policy as given below:

1) Assessing the stabilization of the disability identification.

2) Inculcating the nature of supportive orientation.

3) Fostering awareness for events and programs.

4) Securing the clinical and therapeutic services.

5) Stipulating sports and games.

6) Building capability for preceptors and instructors.

7) Heeding for children needs and supports.

8) Approaching the development of the minds of children.

9) Requiring the engagement of special teachers.

10) Constructing the ability and capacity of teachers.

11) Refining the eligibility of special teachers.

12) Formulating Teaching and learning materials (TLM).

13) Envisaging the complex school resources.

14) Recognizing school resource centers.

15) Assessing inclusive curriculum.

16) Supporting co-curricular activities.

Government Initiatives and Schemes

1) **Digital India Campaign (2015):** This initiative has a paradigm for transformation into an empowered digital society.

2) **National Digital Literacy Mission:** This approach highlights basic education of computers, networks, and internet aptitudes for downtrodden communities.

3) **Bharat NET Project:** This project assesses high speed connectivity to all Gram Panchayats and Gram Nyayalayas, ensuring digital connectivity even in all disconnected locations.

4) **PARAKH:** It stands for performance assessment, review, and analysis of knowledge for holistic development. It has been launched under the scheme of NEP 2020.

5) **Samagra Shiksha Scheme:** It is a platform for a holistic development of schools, teachers, and school children. It is an integrated scheme for school education under the aegis of the Ministry of Education of the Central Government, running from pre-primary to senior secondary standards. The main objective of this scheme is to implement the issues and recommendations across the country including all states and all union territories.

6) **NIPUN Bharat:** It was launched on 5th July, 2021 by the ministry of education. It stands for national initiative for proficiency in reading with understanding and numeracy. It covers the learning needs of children in the age group of 3 to 9 years till 3rd grade. One platform FLN stands for foundational literacy and numeracy. It provides a strong foundation in reading, writing, and numeracy during early years of education.

7) **SAARTHI:** It has been launched by UGC. It stands for student ambassador for academic reforms in transforming higher education in India.

8) **NISHTHA:** This portal has been launched by the ministry of education. It stands for national initiative for school heads' and teachers' holistic advancement. Teachers truly shape the future of learners and the future of the nation.

9) **STARS:** This project stands for strengthening teaching-learning and results for states. The scheme for transformational and advanced research in fundamental sciences is a new initiative by the department of science and technology.

10) **SMART:** It stands for specific, measurable, achievable, realistic, and time-bound.

Vocational Education: Key Elements

New National education Policy states an integral vocational education system, assessing the approach to innovation and invention. Here are some following key tenets of vocational education as given below:

1) Focusing from remote learning to 'connected' learning.

2) Thriving an opportunity for employment in the highly supported mart.

3) Learners can pursue vocational courses alongside academic courses.

4) The integration of vocational education makes learners ready for employment by providing theoretical schooling and practical skills.

5) There is a need to choice to choose courses according to passion and interest. It is possible through schoolings and aptitudes.

6) Launching the skill-developed platforms using resources and equipment to provide training.

7) Incessant skill up-gradation is a requirement for a job in the field of vocational education.

8) Exhilarating the professional skills to the exposure of brand vocational education.

9) Requiring different initiatives is beneficial to vocational education.

Vocational Courses: Different Fields and Sectors

There are several vocational courses required for different educational fields, such as IT sector, healthcare, tourism, enterprise, and so on.

1) Information Technology (IT) seeks to impart skills in computer program, networking, internet evolution, and cyber safety.

2) Healthcare training fields are vital to the roles as nurse, doctor, medical assistant, and lab technician.

3) Hospitality and tourism are considered to ensure learners for jobs in the sectors of hotel management, service provider, travel advisory, and management.

4) Manufacturing sector asks for vocational training in fields, such as carpentry, welding, and machine work.

5) Financial program emphasizes skills in the commercial field, trading, business, and investment scope.

6) Practical aptitude is a requirement in fields, such as electrical, mechanical, electronic, computer, and civil engineering.

7) Initiatives and training create an entrepreneurial consciousness with business management and innovation among learners.

8) Training of green skills is related to sustainable practices and management, reflecting the importance of sustainability in various fields.

The Implementation of NEP: Vocational Courses

The initiatives and programs aim to constitute a skilled workforce that demands a vital job market, enhancing economic growth and employability.

1) Vocational education should be integrated into the mainstream of the academic line.

2) Allowing learners to select vocational subjects alongside academic ones.

3) The establishment of good platforms is required to provide training with modern equipment and resources, ensuring high quality vocational education.

4) Expanding theoretical based research for a greater plan.

5) Apprenticeships and internships are required for practical experience, enabling learners to get real experience.

6) Acknowledging skills can be identified through certain resources.

Conclusion

New National Educational Policy is a genuine platform for each and every learner. It moves all obstacles in the path of gender categories, identity crisis, minorities, and children with special needs. This is also an approach of an inclusive and equitable educational system to spread the policy in inaccessible regions. Vocational education plays an important role in the society, involving social evolution and cultural juncture. It bridges the gap between deed and schooling. It provides the commercial skills and aptitudes to all individuals. National Education Policy makes a better platform for learners on the basis of equity and equality of inclusive education by renouncing all inequities and inequalities amongst individuals. NEP is an impeccable platform for each child who has a desire of getting education and schooling across the country. New National Education Policy proposes to decline the traditional system of academic

hierarchy with the association of vocational education, integrating vocational education into the mainstream education across the educational institutions.

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The Impact of National Education Policy (NEP) 2020 on Legal Education in India

Ankita Singh Kushwah

The great task of education is not merely to collect facts but to know man and to make oneself known to men" —— Rabindra Nath Tagore

Abstract

The National Education Policy (NEP) 2020 represents a transformative initiative aimed at revitalizing India's educational landscape, with important implications for legal education. This research paper explores the possible impact of NEP 2020 on legal education in India, focusing on its objectives to enhance quality, promote interdisciplinary approaches, and foster practical skills. The study highlights the current challenges faced by legal education, including outdated syllabus and curriculum, inadequate faculty training, and accessibility issues. It analyses how NEP 2020's emphasis on flexible curricula, experiential learning, and technology integration can address these challenges and align legal education with the demands of the modern legal profession. By examining the policy's provisions and their implications, this research underscores the opportunities for reform and the need for a systematic approach to legal education[1] that prepares graduates for the complexities of contemporary legal practice.

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Introduction

The National Educational Policy (NEP) 2020, launched by the Government of India, marks a significant milestone in the country's educational journey. This comprehensive policy framework aims to revive India's education system[2], aligning it with the dynamic needs of the 21st century. NEP 2020 seeks to transform the education landscape, ensuring that the country's youth are equipped with the knowledge, skills, and values necessary to prosper in an increasingly complex and interconnected world. The policy's vision is rooted in the conviction that education is the cornerstone of individual empowerment, social mobility, and national development. Recognizing the critical role of education in shaping India's future, NEP 2020 endeavors to address the long-standing challenges troubling the country's education system, such as accessibility, equity, quality, and relevance.

Legal education, a vital component of India's education system, has been facing significant challenges in recent years. The traditional approaches to legal education have

been criticized for being outdated, theoretical, and detached from the practical realities[3] of the legal profession. The NEP 2020 presents an opportunity to revamp legal education, aligning it with the changing needs of the legal landscape and the aspirations of a rapidly evolving society.

The impact of NEP 2020 on legal education in India is multifaceted. On one hand, the policy's emphasis on interdisciplinary learning, critical thinking, and problem-solving skills can enrich the quality of legal education. On the other hand, the policy's focus on vocational training, digital literacy, and professional development can bridge the gap between legal education and the demands of the legal profession.

This study aims to explore the implications of NEP 2020 on legal education in India, examining the policy's potential to:

1. Enhance the quality and relevance of legal education
2. Foster interdisciplinary approaches to legal studies
3. Promote practical skills and clinical legal education
4. Address issues of accessibility and equity in legal education[4]
5. Align legal education with the needs of the legal profession and the justice system

By examining the provisions and objectives of NEP 2020, this research seeks to provide insights into the transformative potential of the policy for legal education in India, highlighting both opportunities and challenges that lie ahead.

Overview of NEP 2020

The National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform India's education system, making it more inclusive, equitable, and vibrant. Released on July 30, 2020, NEP 2020 replaces the 34-year-old National Policy on Education (NPE), 1986[5].

Key Objectives of NEP 2020

- Achieve universal access to education from preschool to secondary level
- Improve quality of education and learning outcomes
- Focus on equity and inclusion
- Promote affordability and financial sustainability

Legal Education Reforms

NEP 2020 proposes significant reforms in legal education, aiming to make it more interdisciplinary, practical, and relevant to the needs of the profession. Some key recommendations include:

- Interdisciplinary Legal Education: Integrating law with other disciplines like economics, politics, and sociology

- Clinical Legal Education: Encouraging hands-on experience through internships, apprenticeships, and legal aid clinics
- Continuing Legal Education: Mandatory continuing education for legal professionals[6]
- National Law Schools and Institutes: Establishing institutions of excellence in legal education

These reforms aim to equip law students with essential skills, knowledge, and values, making them more effective professionals and responsible citizens.

Key Features of NEP 2020

1. Flexible Curriculum: Interdisciplinary, integrated, and flexible curriculum.
2. Experiential Learning: Emphasis on hands-on learning, critical thinking, and problem-solving.
3. Integration of Indian Languages, Arts, and Culture: Promotion of Indian languages, arts, and culture.
4. Technology Integration: Effective use of technology to enhance learning outcomes.
5. Equitable Education: Focus on providing quality education to all.
6. Professional Education: Reforming professional education to meet 21st-century demands.
7. Adult Education and life-long Learning: Encouraging continuous learning.

Current State of Legal Education in India: Historical Context

Legal education in India has deep historical roots[7], evolving from ancient practices to the modern system we see today. Initially, during the Vedic age, legal knowledge was self-acquired within the framework of "Dharma," with figures like Smrithikaras and Nibhandakaras interpreting the Vedas. Legal practitioners, known as "Niyogis," represented parties in litigation.

With the rise of various ruling dynasties, court systems emerged, differing across regions. The British colonial period introduced a common law system, establishing Mayor's Courts in 1776 and later replacing them with the Supreme Court after 1857. The Legal Practitioners Act of 1879 opened the legal profession to all, regardless of nationality.[8]

The First Law Commission in 1834, led by Thomas Babington Macaulay, created the Indian Penal Code in 1862. For nearly a century, legal education was primarily conducted in English through a two-year lecture-based program.

Post-independence, leaders of the freedom movement, many of whom were lawyers, shaped a legal education system focused on skill and comprehensive legal understanding.

The Advocate's Act of 1961 became central to the contemporary legal education framework, guided by the principles enshrined in the Constitution of India.
Present Challenges in legal education

Key challenges faced by legal education in India[9]:

Curriculum Relevance

●Outdated Syllabi: Many law schools still follow outdated curricula that do not reflect current legal practices or societal needs.

●Lack of Practical Training: Insufficient emphasis on practical skills, such as advocacy, negotiation, and client counselling.

Quality of Faculty

●Inadequate Training: Many legal educators lack formal training in pedagogy and contemporary legal issues.

●Limited Industry Experience: Faculty often have minimal practical experience in the legal field, affecting the quality of education.

Infrastructure and Resources

●Insufficient Facilities: Many institutions lack adequate infrastructure, such as libraries, research facilities, and technology resources.

●Limited Access to Legal Databases: Students may not have access to essential legal research tools and databases.

Affordability and Accessibility

●High Fees: Legal education can be prohibitively expensive, limiting access for students from economically disadvantaged backgrounds.[10]

●Geographic Disparities: Quality legal education is often concentrated in urban areas, leaving rural students with fewer options.

Regulatory Challenges

●Lack of Standardization: Inconsistencies in quality and standards across different law schools due to varying accreditation processes.

●Regulatory Framework Issues: Challenges posed by the Bar Council of India in terms of recognition and regulation of law colleges.[11]

Employment Opportunities

●Oversupply of Graduates: A significant number of law graduates face difficulties in securing jobs due to oversaturation in the job market.

●Mismatch Between Skills and Job Requirements: Employers often find that graduates lack the necessary skills for practice.

Technological Adaptation

●Resistance to Change: Some institutions are slow to adopt new technologies that could enhance legal education.

●Lack of Digital Literacy: Students may not be adequately trained in the use of technology in legal practice.

Interdisciplinary Education

●Limited Interdisciplinary Approach: There is often a lack of integration between legal studies and other disciplines, such as economics, sociology, and political science.

Social Justice and Inclusivity

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Social Justice and Inclusivity

●Underrepresentation of Marginalized Groups: Legal education often fails to address the needs and perspectives of marginalized communities.

●Lack of Focus on Public Interest Law: Insufficient emphasis on social justice and public interest law within the curriculum.

Mental Health and Well-being

●High Stress Levels: The competitive nature of legal education can lead to high stress and mental health issues among students.

●Support Services: Limited availability of mental health support and counselling services in law schools.

Addressing these challenges is crucial for enhancing the quality and relevance of legal education in India

Impact of NEP 2020 on Legal Education

The National Education Policy (NEP) 2020 in India marks a significant transformation[12] in the landscape of legal education, aiming to enhance the quality and accessibility of legal studies. One of the key impacts of NEP 2020 is its emphasis on multidisciplinary education, which encourages law schools to integrate subjects from various fields such as social sciences, humanities, and technology. This approach is designed to produce well-rounded legal professionals who can understand the broader societal context of legal issues. Furthermore, NEP 2020 advocates for flexible curricula, allowing students to choose courses that align with their interests and career aspirations, thereby fostering a more personalized learning experience.[13]

A further important aspect is the promotion of research and innovation within legal education. The policy encourages law institutions to engage in research activities, thereby contributing to the development of legal scholarship and policy-making. This focus on research is expected to enhance the quality of legal education by integrating contemporary legal challenges and solutions into the curriculum. Additionally, NEP 2020 emphasizes the need for improved infrastructure and technology in legal education, promoting online learning and digital resources. This shift not only makes legal education more accessible, especially in remote areas, but also prepares students for a technology-driven legal landscape.

Moreover, NEP 2020 stresses the importance of practical training[14] and experiential learning. It encourages law schools to establish partnerships with legal practitioners, courts, and NGOs to provide students with real-world exposure and hands-on experience. This practical approach is crucial in bridging the gap between theoretical knowledge and practical application, ensuring that graduates are better equipped to meet the demands of the legal profession.

Curriculum Reforms

Curriculum reforms under the National Education Policy (NEP) 2020 represent a pivotal shift in legal education, aiming to align it with contemporary societal needs and global standards. One of the primary objectives of these reforms is to create a more flexible and multidisciplinary curriculum that allows students to explore various fields of study alongside law. This integration encourages students to understand the intersections

between law and disciplines such as economics, political science, sociology, and technology, fostering a holistic educational experience.

The NEP emphasizes the importance of critical thinking, analytical skills, and problem-solving abilities within the curriculum. By incorporating case studies, simulations, and experiential learning opportunities, students are encouraged to engage actively with legal concepts and apply their knowledge in real-world scenarios. This hands-on approach not only enhances understanding but also prepares students for the complexities of modern legal practice.

Pedagogical Approaches

The pedagogical approaches outlined in the National Education Policy (NEP) 2020 significantly reshape legal education, focusing on student-centered learning and innovative teaching methods. One of the primary shifts is the move away from traditional lecture-based instruction towards more interactive and participatory learning environments. This approach encourages active engagement, where students take responsibility for their learning through discussions, group projects, and collaborative activities. Such methods not only enhance understanding but also develop essential skills like teamwork, communication, and critical thinking.

Another key aspect of the NEP's pedagogical framework is the integration of technology in legal education. The policy advocates for the use of digital tools and online resources to facilitate learning, enabling students to access a wealth of information and engage with diverse perspectives. Virtual classrooms, online simulations, and legal research databases are examples of how technology can enrich the learning experience, making it more accessible and flexible, especially for students in remote areas[15].

Experiential learning is also emphasized as a crucial pedagogical approach. NEP 2020 encourages law schools to incorporate internships, moot courts, and clinical programs into their curricula. These practical experiences allow students to apply theoretical knowledge in real-world contexts, bridging the gap between academia and practice. By engaging with legal practitioners, participating in live cases, and working with clients, students gain invaluable insights into the legal profession and develop practical skills that are essential for their future careers.

Integration of Technology in Legal Education

The NEP 2020 also encourages the use of legal research databases and digital libraries, which significantly enhance students' research capabilities. Access to a vast array of legal texts, case law, and scholarly articles empowers students to conduct thorough and independent research, a critical skill for any legal professional. Furthermore, the

integration of artificial intelligence and data analytics in legal education prepares students for the future of legal practice, where technology plays an increasingly pivotal role in tasks such as contract analysis and legal research.

Future Directions for Legal Education

The future directions for legal education, particularly in light of initiatives like the National Education Policy (NEP) 2020, are poised to reflect the evolving demands of the legal profession and societal needs. One significant trend is the increasing emphasis on interdisciplinary education. As legal issues become more complex and interconnected with fields such as technology, economics, and environmental science, law schools are likely to integrate diverse subjects into their curricula. This approach will prepare students to address multifaceted legal challenges and foster a comprehensive understanding of the law's impact on various sectors[16].

Another critical direction is the continued integration of technology in legal education. As the legal profession increasingly adopts digital tools and artificial intelligence, law schools will need to equip students with the skills to navigate these technologies effectively. This could involve offering courses on legal tech, data analytics, and cybersecurity, ensuring that graduates are not only proficient in traditional legal principles but also adept at utilizing technology in their practice.

Conclusion

The National Education Policy (NEP) 2020 is ready to revolutionize legal education in India by addressing long-standing challenges and shortcomings. Its focus on interdisciplinary learning, practical skills, and technology integration will equip legal professionals to navigate complex legal landscapes. By incorporating subjects like economics, sociology, and technology into the curriculum, students will gain a comprehensive understanding of law's role in society. Successful implementation of NEP 2020 requires collaboration among educational institutions, regulatory bodies, and legal practitioners. Addressing accessibility, quality, and faculty development[17] is crucial to realizing the policy's transformative potential. Ultimately, NEP 2020 can empower the next generation of legal professionals with the skills and values needed to contribute meaningfully to society and uphold justice and equity.

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The New Education Policy (NEP) 2020 & Vocational Courses in India: Problems and Challenges

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Abstract

The National Education Policy (NEP) 2020 proposes the revision and revamping of all aspects of education, including the educational structure, regulations & governance, to create a new system which is aligned with the aspirational goals of 21st century. According to the policy, by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. It can be defined as skilled based education. Vocational Education helps in Economic growth. The NEP intends to focus on developing industry linkages and demand-driven vocational courses by engaging industry at various levels, including co-developed courses and development of incubation Centre's at HEIs. Besides this, the policy also envisages alignment with international standards. The focus areas for vocational courses in India are intended to be chosen based on skill gap analysis and mapping of local opportunities. The increased impetus for vocational education and lifelong learning in the policy is likely to provide comfort to employers as far as continuous supply of skilled manpower is concerned and will improve the overall supply-side recognition of the vocational system.

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Introduction

> *"Learning gives Creativity, Creativity leads to thinking, thinking provides knowledge, and knowledge makes you great."*
>
> *A.P.J. Abdul Kalam*

The NEP 2020[1] proposes the revision and revamping of all aspects of education, including the educational structure, regulations and governance, to create a new system which is aligned with the aspirational goals of 21st century students. According to the policy by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines are to be developed.[2] The policy aims to overcome the social status hierarchy associated with vocational education and integration of vocational education into mainstream education in all educational institutions in a phased manner. 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.[3]

National Education Policy (NEP) 2020

"Quality Education for a Brighter Future."

Here is the age-wise and class-wise breakdown of the (5+3+3+4) curricular and pedagogical structure of NEP 2020 on the cognitive-developmental stages of the children.[4]

- *FOUNDATIONAL STAGE: 05 Years (Age 03 to 06) [Anganwadi, Pre-school, Bal-Vatika] & Age 06-08 Class 01-02*
- *PREPARATORY STAGE: 03 Years Age 08-11: Class 3 to Class 5*
- *MIDDLE STAGE: 03 Years Age 11 to 14: Class 6 to Class 8*
- *SECONDARY STAGE: 4 Years Age 11 to 18: Class to Class12*
- *HIGHER EDUCATION: 18 Years Vocational Courses*

Vocational courses in India and National education policy (NEP) 2020

Some popular and in-demand vocational courses Healthcare, Engineering, Information Technology, Computer Applications, Graphic Design, Culinary Arts, Banking, Business Administration, Digital Marketing, Horticulture, Accounting and Auditing, Retail, Financial Market Management, etc.

Issues and challenges vocational courses in India

The study of the prevalent Vocational Education System in India the following Issues & Challenges have been identified:

- Lack of infrastructure & funding.
- Mother tongue as a medium of instruction.
- Lack of trained teachers.
- Developing co- ordinated Management System at National and Reginal Levels.
- Pathways for employability of vocational pass outs.
- Vocational Education is treated as poor cousin of the mainstream education system, Mindset of the stakeholders

- Development of Quality Standard acceptable to industries.
- Mismatch between demand and supply.
- Over emphasis on skill development than education & training.
- Pathways in institutionalizing assessment & certification.
- Acceptance of Vocational Education as a career of choice.
- Lack of professional growth and career advancement for the vocational pass outs.
- Overcoming social status hierarchy associated with vocational education.
- Integrating vocational education with general education, with focus on social inclusion, gender equality and inclusive education.
- Introducing Lok-Vidya (indigenous knowledge and skills) in schools through vocational education.
- Facilitating horizontal mobility of vocational students in schools.
- Integrating new age skills, 21st century skills and entrepreneurship education in schools
- Promoting online and open vocational education.
- Developing and implementing a holistic assessment and evaluation system.
- Fostering vertical mobility of vocational students.
- Ensuring professional training for preparation of quality vocational teachers

Nacessary action

- Organization of awareness programmers to change the general perception & attitude towards vocational education.
- The COVID-19 epidemic has demonstrated the necessity for a massive digital infrastructure to deliver digital education.
- Information, education, & communication and media campaigns.
- Preparation and distribution of brochures/leaflets/pamphlets and video shows on vocational education and courses.
- Introduction of skill-based activities from pre-school to Grade XII.

- Reforming curricula through enhanced content of vocational knowledge and skills, better course alignment with skill standards and interdisciplinary content connections.
- Developing workplace-related skills and attitudes through internships and on-the job training.
- Identifying local vocational crafts for organizing internships for students on indigenous practices.
- Identifying local experts and conducting internship trainings for students.
- Community and industry partnerships for vocational exposure through informal internship programme.
- Collaborating with Industrial Training Institutes, polytechnics, local businesses, industries, hospitals, agriculture farms, local artisans and NGOs through Hub and Spoke Model for imparting skills training
- Integrating employability skills at all stages of school education.
- Introducing vocational courses on new and emerging skill demands of the industry, such as Artificial Intelligence, Robotics, and Internet of Things (IoT) will be introduced and enterprise education will be promoted from Grade 6 onwards.
- Introducing new learning methods and digital tools, like Massive Open Online Courses (MOOC), Flipped learning and Virtual learning methods will be used for training teachers.
- Measuring the achievement of learning outcomes through various tools and methods, such as checklist, group work, peer assessment, worksheets, presentations, student portfolio, etc., for 360-degree assessment and evaluation of students.
- Ensuring that Vocational Training providers meet quality standards across Institutions based on common norms.
- Fostering innovation in training of teachers through partnerships between the VET institutions and industry or research institutions.

Needs for digital technologies in education

There are needs of digital technologies in value-based education as follows:

- Improve teaching productivity
- Develop Online libraries
- Promote distance learning system
- Facilitate teaching of students with exceptional needs
- Create virtual classroom
- Build knowledge & understanding skills
- Creating inclusive learning environments
- Developing teamwork and communication skills
- Solving educational challenges
- Enhanced access to educational resources
- Addressing students to completing the syllabus
- Transformed the innovative way of learning
- Making classroom instructions interesting
- Built curriculum and support materials
- Improve students' performance
- Flexible education & students gain self-learning abilities.
- Quickly gain information & MOOC Platform
- Video-based instructional learning
- Access teaching up-to-date material
- Breakdown all educational barriers
- Offer environmental benefits & dynamic learning
- Reduce teacher workload
- Assessing students in real-time & moving to hybrid teaching & learning

Conclusion

The National Education Policy 2020 has given due importance to vocational education, and capacity development of teachers to boost the employability skills and vocational skills of the learners at all levels. Quality of VET is to be enhanced by identifying, designing and development of vocational courses that meet the common norms and skills standards identified at the national level. Accreditation of vocational courses and registration of providers would also enhance the quality and sustainability of the VET programmes and it should include the process of selection and recruitment of teachers, the selection of students, the course delivery, assessment and awarding qualifications to students. The administration and management of the VET system as a whole and provision of student support services would require a strong system of capacity development of the stakeholders at all levels i.e. National, State, District and Institutional levels.[5] Best practices in vocational education and training with focus on specific criteria which can be replicated in different institutions in the relevant areas need to be identified and shared at various levels to promote effectiveness in pedagogical and other aspects of implementation of VET.[6]

Suggestion

Education is at the heart of the 2030 Agenda for Sustainable Development and is essential for the success of all the Sustainable Development Goals. The renewed education agenda encapsulated in Goal 4 on 'Quality Education' along with its seven targets four of which are related to Technical and Vocational Education and Training (TVET) is inspired by a vision of education that transforms the lives of individuals, communities and societies, leaving no one behind, and is guided by the concept of lifelong learning.[7] The NEP embraces the Education 2030 Agenda completely and commits to expanding TVET considerably to enable social justice and livelihoods through providing quality lifelong learning opportunities for all.[8]

- Place learners and their aspirations at the center of vocational education and training programmes.[9]
- Create an appropriate ecosystem for teachers, trainers and assessors.
- Focus on upskilling, re-skilling and lifelong learning.[10]
- Ensure inclusive access to TVET for women, differently abled persons and other disadvantaged learners.
- Massively expand the digitalization of vocational education and training.

- Support local communities to generate livelihoods by engaging in the preservation of tangible and intangible cultural heritage.
- Align better with the 2030 Agenda for Sustainable Development.[11]
- Deploy innovative models of financing TVET.
- Expand evidence-based research for better planning and monitoring.[12]
- Establish a robust coordinating mechanism for inter-ministerial cooperation.[13]

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Report

National Webinar on

"National Education Policy and Vocational Courses"

July 30, 2024

SPONSORED BY

DEPARTMENT OF HIGHER EDUCATION, MADHYA PRADESH

ORGANIZED BY
PM COLLEGE OF EXCELLENCE
GOVT. S.M.S.P.G. COLLEGE, SHIVPURI, (M.P.)

	Schedule	
Webinar	**Time**	11:00-2:00 PM
	Date	July 30, 2024
	Venue	Conference Hall, Department of Law, Govt. S.M.S. P.G. College, Shivpuri (M.P.)

Opening Ceremony-

The One-day National Webinar on **National Education Policy and Vocational Courses** was organized by **PM College of Excellence, Govt. S.M.S.P.G. College, Shivpuri (M.P.).** The opening of the webinar was done in presence of **Principal Prof. Mahendra Kumar**, and **Janbhagidari Committee President Shri Amit Bhargav** who lit the lamp and paid regards to Goddess Saraswati.

The webinar began with warm welcoming words of **Dr. Pallavi Sharma Goyal, Assistant Professor, English Department,** who gave an overview of the webinar and its purpose. She introduced aim of NEP-2020 in the development of Indian education system. She also welcomed and introduced the program's guest of honor, **Additional Director, MP Higher Education-Gwalior-Chambal Division, Professor Kumar Ratnam, Janbhagidari Committee President Shri Amit Bhargav, Principal Professor Mahendra Kumar, Chairman IQAC, Dr. Puneet Kumar** and **webinar convener Dr. Nancy Maurya, Assistant Professor, Botany.** Then, the **Prof.Kumar Ratnam** was requested to address the audience in online mode. He opined that education helps students develop themselves in holistic way and expressed his happiness about the webinar being organized congratulating the Principal and the organizing committee. The dice was then graced by the energetic elocution by **Shri Amit Bhargav** who emphasized the importance of education in the lives of students and how NEP-2020 can help them in making their future bright. He also named a few vocational courses that are running in our college and concluded with the promise to the students that even more new and advanced courses shall be introduced in the college as our college has now gained the prestigious status of being one of the 55 PM colleges of excellence of Madhya Pradesh. This was followed by address of **Dr. Puneet Kumar** who gave insights about the importance of vocational courses in today's competitive world and how NEP-2020can play role in students' overall development. Later, **Dr. Nancy Maurya**, detailed the webinar minutes.

First Session-

The first session began with welcome of our first keynote speaker **Dr. Rajiv Kumar Upadhyay, Director, KNIT, Sultanpur (UP)** and delivery of his lecture. He shared his views and ideas about the learning process of human mind and the need for developing wisdom and knowledge and not just information. His lecture was followed by paper presentation by **Dr. Manju Lata Garg, Associate Professor (Economics), Govt. S.M.S.P.G. College, Shivpuri (MP).** She commented on the current situation of unemployment and skill development in our country with specific reference to the challenges and solutions in this regard.

Then, **Dr. Sushant Kumar Dubey, Assistant Professor, French, Amity University Patna (Bihar)**, presented his paper in which he detailed the need and scope of foreign languages and their incorporation in the NEP-2020.

Then our second keynote speaker **Dr. Ravindra Kumar Jain, Professor and Dean, Sharda School of Basic Sciences and Research, Sharda University, Agra (UP)**, was invited to share his thoughts regarding NEP-2020 and vocational courses. He explained that innovative interdisciplinary approach of the NEP-2020 is actually needed in present scenario as it can help filling the gap between the demand and supply of skilled manpower in different sectors in India.

Following his lecture, **Cap. (Dr.) Gulab Singh, Assistant Professor (English), Govt. S.M.S.P.G. College, Shivpuri (MP)**, expressed his thoughts about the NEP and vocational courses and how NEP can be implemented in a better way.

In the end of 1st session, **Dr. Aliya Halim, Assistant Professor (English), The Neotia University, (WB)**, presented her paper in which she emphasized the importance of communicative English in present day world and the need to incorporate a vocational course of communicative English.

Second Session-

The second session began with the insightful lecture of our third keynote speaker **Dr. Munesh Kumar, Assistant Professor, Department of Political Science, Chaudhary Charan Singh University, Meerut (UP)**. He talked about many aspects of the NEP and different vocational courses. He said that success of NEP-2020 is a collective responsibility of teachers and students.

His lecture was followed by paper presentation by **Dr. Pallavi Sharma Goyal, Assistant Professor (English), Govt. S.M.S.P.G College, Shivpuri (MP).** She explained the ancient

Indian tradition of acquiring Knowledge and its impact on contemporary education policy in her presentation.

Dr.Sunil Krushna Gondhali's (Assistant Professor, English, Bhavan's College, Mumbai, Maharashtra) paper presentation followed soon after, in which he described his case study of Mumbai University Colleges with reference to usefulness of Communication Skills in English in enhancing employability in present scenario.

Later, **Dr. Jyoti Diwakar, Assistant Professor (Law), Govt. S.M.S.P.G College, Shivpuri (MP)**, expressed her ideas about how vocational courses incorporated in the NEP-2020 can help in skill development among students.

Dr. Shubhangi Bharadwaj, Assistant Professor (Commerce), Govt. S.M.S.P.G College, Shivpuri (MP), presented her paper based on the exploration of the rationale, challenges, and benefits associated with integration of vocational education in the main stream higher education institutions.

Mr. Wasim Azam, Research Scholar (English Deptt.), BHU, Varanasi (UP), emphasized in his paper presentation that the purpose of NEP is to foster skill development, promoting flexible learning pathways and inclusivity. He further informed all the participants about a variety of initiatives of the government for skill development.

Ms. Sushmita Parki, Assistant Professor (Business Management), Loyola Academy, Secunderabad, presented her paper expressing her views about how incorporation of vocational courses in the higher education is a transforming step and help in establishing knowledge economy in India.

Following her presentation, **Dr. Raghuvir Singh, Assistant Professor (Law), G.S. Law College, Auraiya (UP)**, presented his paper in which he opined that the new national education policy envisions a holistic and multidisciplinary approach to education, focusing on the development of cognitive, social and emotional skills of students. He also commented on the challenges that the implementation of this policy is facing such as lack of infrastructure, shortage of trained faculty, and inadequate funding etc.

Later, **Ms. Ankita Singh Kushwah (Research Scholar, LNCT University, Bhopal)**, presented her paper in which she focussed on explaining the impact of the NEP-2020 on legal education in India.

Lastly, **Mr. Jata Shankar Sharma, Research Scholar (Law), DDU, Gorakhpur University (UP)**, presented his paper commenting on the challenges and problems in implementation of NEP-2020 and vocational education in our country.

Closing and Vote of thanks-

The webinar was concluded with Vote of Thanks by webinar Co-convener, **Prof. Mamta Rani, Assistant Professor and Head (Chemistry Deptt.) Govt. S.M.S.P.G. College, Shivpuri (MP)**. She gave her sincerest thanks to our Guest of Honor, Prof. Kumar Ratnam Sir (A.D. of Gwalior –Chambal division), eminent keynote speakers, Principal Sir, Janbhagidari Committee President and paper presenters. She thanked all faculty-members, staff and students who attended and participated in the webinar.

Prof. Mahendra Kumar	**Dr. Puneet Kumar**	**Dr. Nancy Maurya**
(Principal)	**IQAC Chairman**	**Convener**

Webinar Brochure

प्रधानमंत्री कॉलेज ऑफ़ एक्सीलेंस
GOVERNMENT SHRIMANT MADHAVRAO SCINDIA POST GRADUATE COLLEGE SHIVPURI-MP
INSTITUTE OF HIGHER EDUCATION AT SHIVPURI

One Day National Webinar on

"NATIONAL EDUCATION POLICY AND VOCATIONAL COURSES"

"राष्ट्रीय शिक्षा नीति और व्यावसायिक पाठ्यक्रम"

Under the Aegis of MP Higher Education and IQAC

Date: 30th July 2024 (11 am to 2 pm)
Online platform: Google meet
Registration form link:
https://forms.gle/kW7q9mYwrMCkWKpE9
No Registration Fee

Important Dates: Last date for Registration; 29th July 2024
Last Date for Sending Abstracts; 26th July 2024
Intimation of acceptance of Abstract: 27th July 2024
Last Date for sending Full Article: 29th July 2024

EMINENT SPEAKERS

Dr. R.K.Jain
Professor and Dean Sharda School of Basic Sciences and Research, Sharda University, Agra (U.P.)

Dr. R.K.Upadhyay
Director, Kamla Nehru Institute of Technology, Sultanpur, (U.P.)

Dr. Munesh Kumar
Asstt. Prof. Political Science Chaudhary Charan Singh University, Meerut (U.P.)

Dr.Puneet Kumar
Co-ordinator and Chairman, IQAC.

Dr. Nancy Maurya
Convener

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Prof. Veerendra Kaushal (Asstt.Professor, Commerce Deptt.)

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- Dr. Jitendra Tomar (HoD, Zoology Deptt.)
- Dr. Devendra Dwarg (Asstt. Professor, Law Deptt.)

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Guidelines for Research Paper Submission

- Papers in Hindi and English will be accepted.
- 1.5 spaced typing, Left intend
- Title of the paper-14 font size
- Script should be in MS Word format: Times New Roman, Font Size-12 (For research papers in English)
- Arial Unicode MS, Font Size-12 (For papers in Hindi)
- Abstract word limit 250 words.
- Full article word limit-Not exceeding 2500 words including figures, tables and references)
- Selected research papers/articles will be published in journal/book with ISSN/ISBN.
- Plagiarism guidelines should be strictly followed.
- Name, Designation and affiliation should be mentioned below the title.

Sub-Themes

- ✓ **Importance of Vocational Courses in Present scenario** वर्तमान परिदृश्य में व्यावसायिक पाठ्यक्रमों का महत्व
- ✓ **Vocational courses and Employability** व्यावसायिक पाठ्यक्रम और रोजगार योग्यता
- ✓ **NEP and Skill Enhancement** एनईपी और कौशल वृद्धि
- ✓ **Multidisciplinary nature of NEP** एनईपी की बहु-विषयक प्रकृति
- ✓ **Interdisciplinary nature of NEP** एनईपी की अंतर्विषयक प्रकृति
- ✓ **Vocational courses and skill development** व्यावसायिक पाठ्यक्रम और कौशल विकास
- ✓ **Information and relevance of a specific vocational course** एक विशिष्ट व्यावसायिक पाठ्यक्रम की जानकारी और प्रासंगिकता
- ✓ **Others** अन्य

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For enquiry and paper submission

Scindia Chatri

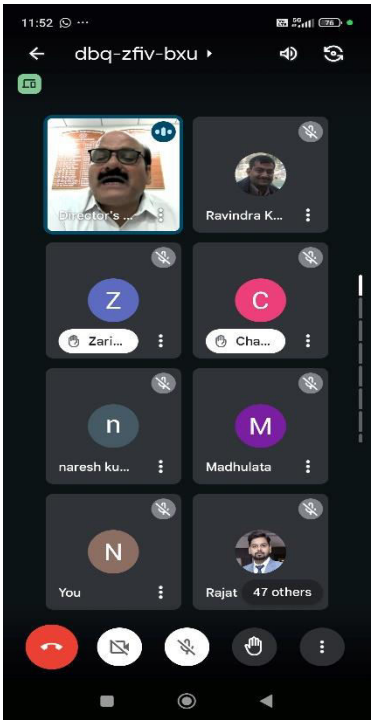
Tatya Tope

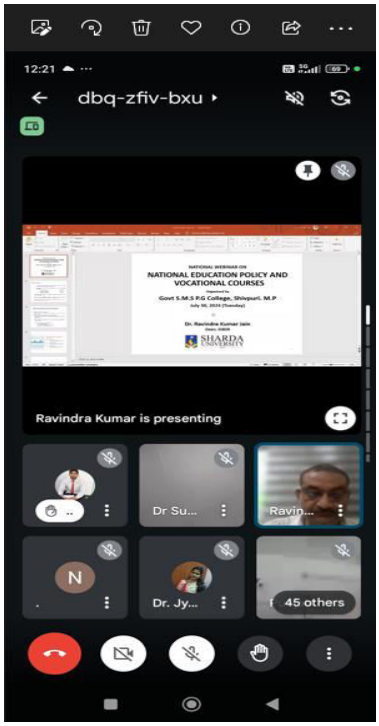
Photo Gallery

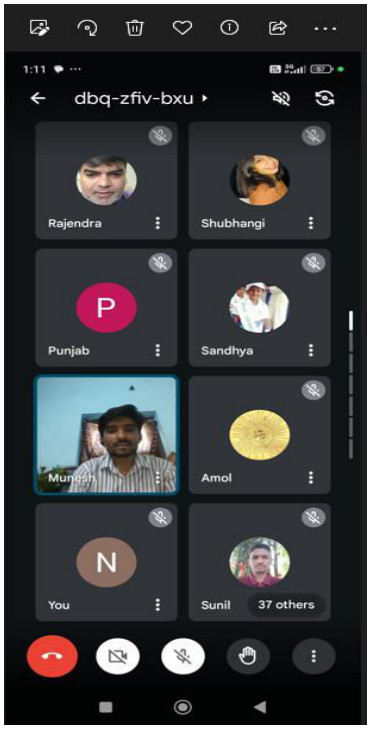
Chandpatha

Bhadaiya Kund

"Opening Ceremony"







"Screenshots taken during Experts' Lectures"

<u>Link for more pictures and video:</u>

https://drive.google.com/drive/folders/1Rl3iOAQeZpjk0bfzJiZwJWW3YluFTloj?usp=drive_link