



A study on NEP 2020: Implementation of Vocational Education and its challenges in Hailakandi District of Assam

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ABSTRACT:

NEP 2020, where government has introduced vocational training course in the curriculum based on occupation and employment which is the need of the hour for every country to have strong vocational education system. The National Education Policy (NEP) 2020 indicates the potentially volatile growth of vocational education in the country as it requires all educational institutions to integrate vocational education into mainstream education. Through this, a number of trained individuals will be produced which will improve the economic as well as social scenario of the country. However to implement vocational education, various challenges have been found in Hailakandi such as insufficient funding, improper infrastructure, lack of trained teachers, lack of industries, lack of practical's, etc. which needs to be taken into consideration before implementing the New Education Policy. This research is an attempt to study the challenges of vocational education and provide various measures to implement it in Secondary level Institutions of Hailakandi District. Methodology: the present study is purely quantitative and qualitative in nature for this out of 62 Secondary/Sr Secondary Govt/Private Schools in Hailakandi, 10 schools will be taken for data collection. Primary data was collected through questionnaire from few Govt/Prov Secondary/Sr secondary school of Hailakandi District, respondents were key persons of the institution i.e. Principals, Administrators and Teachers and secondary data collected from books, journals, researches, website etc.

Keywords: Vocational Education, Implementation, Measures, Challenges, Measures, Colleges.

Abbreviation

ADEPTS	:	Advancement of Educational Performance through Teacher Support
B.Ed.	:	Bachelor of Education
BRC	:	Block Resource Centre
CRC	:	Cluster Resource Centre
CWSN	:	Children with Special Needs
D.Ed.	:	Diploma in Education
D.El.Ed	:	Diploma in Elementary Education
DIET	:	District Institute of Education and Training
ICT	:	Information and Communications Technology
Los	:	Learning Outcomes
M. Phil.	:	Master of Philosophy
M.Ed.	:	Master of Education
NA	:	Not Applicable
NCERT	:	National Council of Educational Research and Training
NCF-2005	:	National Curriculum Framework 2005
NCFTE	:	National Curriculum Framework for Teacher Education
NPE	:	National Policy on Education
OECD	:	Organization for Economic Co-operation and Development
OFSTED	:	Office for Standards in Education, Children's Services and Skills
PGT	:	Post Graduate Teacher
Ph. D	:	Doctor of Philosophy
PINDICS	:	Performance Indicators for Elementary School Teachers

PRT	:	Primary Teacher
PS	:	Performance Standards
RTE Act 2009	:	Right to Education Act 2009
SCERT	:	State Council of Educational Research and Training
SSA	:	Sarva Shiksha Abhiyan
TGT	:	Trained Graduate Teacher
TLM	:	Teaching Learning Materials
TSAR	:	Teacher's Self Assessment Rubrics
UK	:	United Kingdom
UNICEF	:	United Nations International Children's Emergency
UTS	:	Fund Union Territories

2.Introduction

Overview

With the introduction of NEP 2020 and its policy of implementing vocational education with mainstream education, it has come at the right time and the objective is very noble but the success of the NEP 2020 and the step of its implementation largely depend on how strongly the government and the colleges can flood over the practical challenges facing it.

Vocational education means the education based on occupation and employment. It trains the individual for particular trades, crafts and careers at several levels in all areas of life. Imparting quality vocational education will help in the growth of conduct, productivity and potentiality of the young individuals which changes into a good investment. It involves several practical activities and comprises of practical courses through which one obtain skills and experience directly connected to a career in future. It helps students to be skilled which in turn offers employment opportunities.

Vocational education is becoming more and more important today because providing the right knowledge and skills to the youth can ensure their maximum skill development and overall nation progress and economic growth. Through Vocational education students will be specialized and therefore they have more chances of employment. The career of one's own choice is one of the major benefits of vocational education and certain vocational skills acquired from vocational education teach students the importance of manual work. It also assists all young people to secure their own future by enhancing their transition to a lot of opportunities and acquaint themselves with different avenues of work.

Reform made by NEP 2020 regarding vocational education in higher education.

1. By 2025 at least 50% of learners going through school and higher education system shall have exposure to vocational education.
2. All educational institutions to integrate vocational education programs into mainstream education in a phased manner.
3. Vocational courses to be available for students enrolled in all bachelor's degree programmes including 4-year holistic bachelor's programmes.
4. Higher education institutions will also allow to conduct short-term certificate courses in various skills including soft skills.
5. Incubation centres will be set up in higher education institutes in partnership with industries.
6. Higher education institutions to offer vocational education either on their own or in partnership with industries.
7. Focus areas to be chosen based on skills gap analysis and mapping of local opportunities and technical and vocational will be part of larger version of holistic education.
8. "Lokvidya" knowledge develops in India will be made accessible to students through integration into vocational education courses.
9. The Ministry of Education will constitute a National Committee for The Integration of vocational education (NCIVE), along industry participation, to oversee this effort and should also embark budget for promoting this integration.
10. A General Education Programme (GEP) shall be set up to frame expected learning outcomes for higher education programmes also refer to as 'graduates attribute'.

2.2 Objectives of the Study

1. To understand the importance of vocational education in the Secondary Schools Hailakandi district.
2. To know the challenges of implementing vocational education in Secondary level Institutions of Hailakandi district.
3. To give suggestions for proper implementation of vocational education in School as proposed by NEP 2020.

Chapter – 3. About the Study

3.1 History

According to historians, the Rukis are the first inhabitant of the district of Hailakandi. Subsequently, the Bodo – Kacharies (Dimasas) entered into the plains and settled in different places scattered in the northern part of the district.

The name "Hailakandi" derives from the Kuki word 'Halam' which means a small state and 'Kundia' a Boro – Kachari word which means a plot of land for temporary plugging according to the opinions of the historians like Rajmohan Nath and others.

There are some other opinions in regard to nomenclature of the term Hailakandi. These are as follows:-

That the area was abundant in paddy cultivation, particularly 'Shail' paddy was more production and was the granary of the area as a whole. For that reason it was called "Shaikandi". Kundi a Kuki word meaning 'a bunch' a land of the Kukis, from this it turned into Hailakandi.

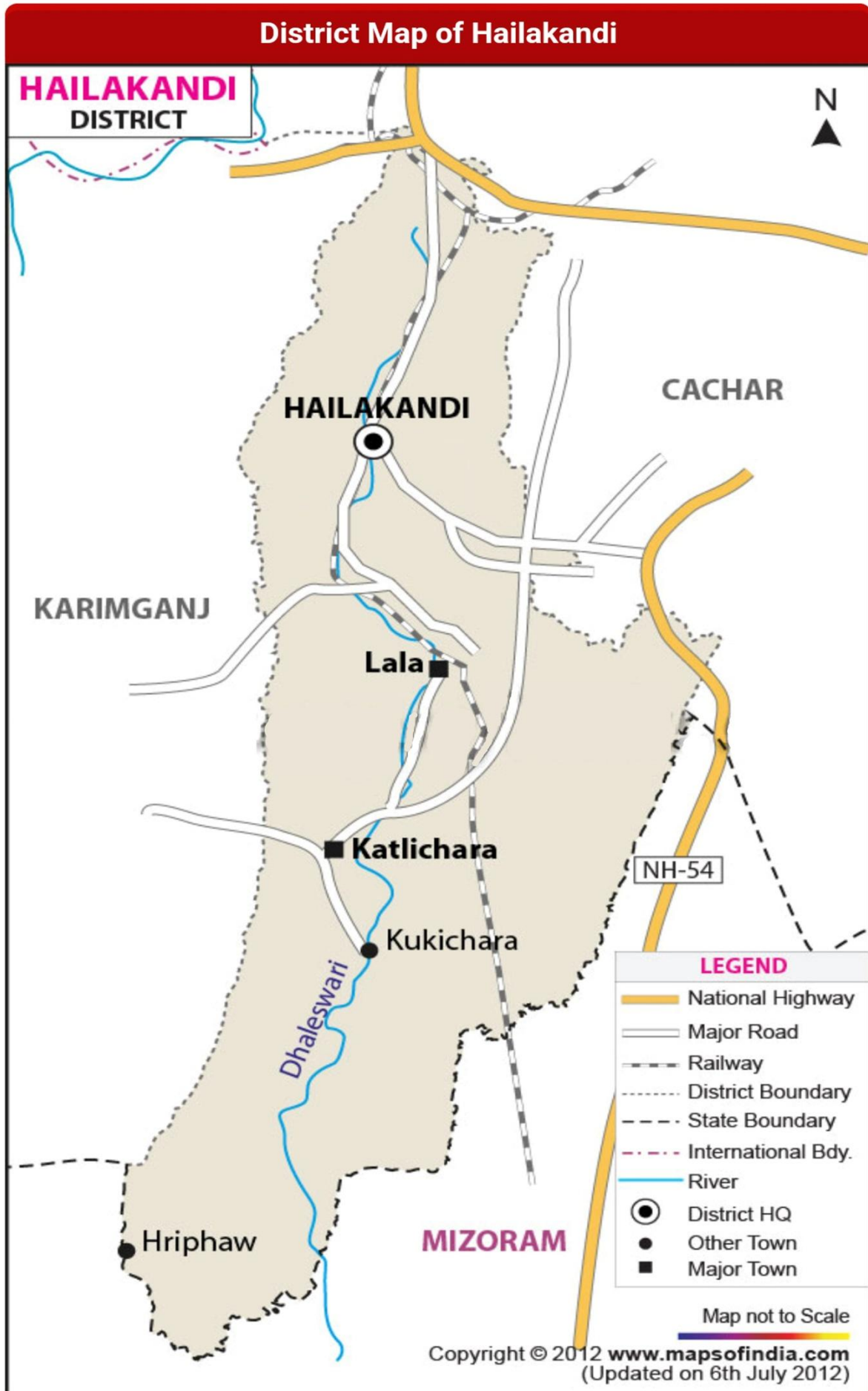
The Western portion of present Hailakandi was known as Boroibari. It was under the occupation of one Ipra Queen 'Hail'. She was the landlord of the estate and from her name it became "Halirakandi" and then turned into Hailakandi.

Hailakandi a leaning plot, though it is difficult to decide which is historically correct yet according to majority opinion the combination of the derivatives of "Halam" and "Kundia" was the origin.

Hailakandi came under British rule in 1830 with Silchar the other part of the state of Cachar. The Britishers built their native club at Monacherra, Hailakandi and Polo ground at Girin Tilla, which is still in existence. During 2nd World War (1942-43) the first Airport of the Valley was built at Chandrapur Bhabanipur village near Lala and 2nd Airport was built at Kanchanpur village but both are now used as paddy fields.

3.2 Geography

Hailakandi district is situated in the southern most corner of Assam, High hill ranges have separated the district from the main land of Assam. Its adjoining districts are Cachar, Karimganj and interstate boundaries linked with the State Mizoram. The 154No. National Highway is the life line of the district via through Dhaleswari, Panchgram. The railway link approached from Badarpur Railway Junction and air linkage available through Kumbirgram of Cachar district are the viable ways available to reach Hailakandi district.



3.3 Educational Institutes of Hailakandi District

(Including Provincialised, Government Recognized, Private and Venture Management)

Type of Educational Institutions	Numbers of Educational Institutions
Lower Primary Schools	1211
Upper Primary Schools	320
High/Higher Secondary Schools	46
Degree Colleges	07
Professional Institutions	04

List of 10 numbers of selected vocational schools:

Sl. No.	Name of Secondary Level School	Block
1.	Chalmers Memorial HS School	Katlichera
2.	Ranguati Girls High School	Hailakandi
3.	Public HS School	Hailakandi
4.	Premlochan HS School	Hailakandi
5.	Algapur Public HS School	Hailakandi
6.	Lala HS & MP School	Lala
7.	Nemaichandpur HS School	Hailakandi
8.	Jankicharan HS School	Hailakandi
9.	A.C. Girls HS School	Hailakandi
10.	Indra Kumari Girls HS School	Hailakandi

Chapter – 4. Review of the Study

Review Of The Related Literature:

Kumar Pradeep (2015) in his research “challenges of vocational education system in India” mentioned that different stakeholders- the government, corporate sector, social business and non-profit organizations need to operate in a collaborative ecosystem to overcome the challenges of capacity, quality and utilization across vocational education. Enhancing employability by improving vocational education is a complex issue involving demographic trends, economic and labour market reform, education system, industry participation and upward mobility for backward social groups.

Kaushik Kusum (2014) in her research "Vocational education in India" mentioned that vocational training has been successful in India only in industrial training institutes and that too in engineering trades. So in order for vocational education to play its part effectively in the changing national context and for India to enjoy the fruits of the technical fields, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative.

Prof Kedareshubhangi conducted a research on "vocational education and training in India-current scenario" suggested that short term training can be imparted in degree college along with graduation. Also universities and colleges can arrange various discussion forums with industry personal to make youth aware of skills required in the market example education-industry conclave.

Aithal Shubhrajyotsna&Aithal P.S. (2020) in their research "Analysis of the Indian National Education policy 2020 towards achieving its objectives" suggested that to encourage self-dependency after 18 years of age, students should be develop skills in their interested area and involve in some kind of economic/productive activities thereby their dependency on parents can be reduced. This is possible through vocational training and building their confidence while learning. The vocational training based earn while learn can strengthened at higher education level through offering additional credits to Academic Bank of Credits (ABC).And the undergraduate programme should be designed in such a way that there should be two skill based subjects focusing on employability skills and entrepreneur ability skills respectively apart from core subjects, non-core subjects, and elective subjects. The evaluation scheme for these skill based subjects should be continuous internal assessment without holding semester end exams. Such an innovative model gives confidence for the students to choose an entrepreneur career.

Chapter – 5. Methodology

5.1 Sampling Procedure of Data Collecting

The present study is both quantitative and qualitative in nature. Primary data was collected through questionnaire. Out of 46 Secondary level Govt /Prov. Schools of Hailakandi District, 10 vocational schools were chosen for data collection. Mainly respondents were key persons of various institutions i.e. Principals, Administrators and vocational Teachers. Further secondary data collected from books, journals, researches, website etc.

Chapter – 6. Data Analysis & Findings of the Study

1. Colleges that provide vocational courses:

The study found out that 90% of the schools do not provide vocational courses at present and only 10% provide vocational education.

2. Importance to provide vocational education:

100% of the respondents feel that it is important to provide vocational education in schools.

3. Benefits of vocational education:

On the query, 100% of the respondents were of the opinion that implementation of vocational education will benefit the students.

4. Vocational education introduced by nep 2020 has been a right step:

70% of the respondents agree that vocational education implemented by NEP has been a right step, while 30% do not agree.

5. Vocational course more beneficial for students:

Table – 1

Sl. No.	Vocational Courses	Percentages
1	Agriculture	40%
2	IT	32%
3	Tourism	26%
4	Software Development	2%
5	Electrical Technology	2%
6	Retail	34%
7	Health Care	26%
8	Mass Communication	2%
9	Journalism	2%

The table indicates that the 40% of the respondents are of the opinion that tourism will be more beneficial for the students followed by Catering Management (34%).

6. Promote skill development of the students:

It was found that 92% of the respondents think vocational education will promote skill development of the students while 8% are not sure about it.

7. Vocational education will help in economic growth:

94% of the respondents are of the opinion that implementation of vocational education will help in economic development of the state whereas 6% cannot say about it.

8. Help in the career of future generation:

It has been known that 94% of the respondents think vocational education will help in the career of the future generation while 6% are not sure about it.

9. Importance of Vocational Education:

- A) It will provide additional skills along with their degree.
- B) It is a course of employment generation and sustainability.
- C) Vocational education will develop good virtues and values like dignity of labour.
- D) It will keep students active in their learning.
- E) It is important to inculcate life skills along with academic knowledge.
- F) It will create better job opportunities.
- G) It will help students to be self-employed.
- H) Students can choose vocation according to their interest.

10. Easy to implement vocational education:

46% of the respondents are of the view that it will be difficult to implement vocational education while 24% thinks that it will be

easy and 30% cannot say it.

11. Availability of qualified teachers:

70% of the respondents feel that there will be availability of qualified teachers whereas 30% assumes that there will be shortage of qualified teachers.

12. Funds:

According to 94% of the respondents feel there will not be enough funds to promote vocational education in private colleges whereas 4% feel that there will be enough funds and 2% are not sure about it.

13. Enough Industries to provide jobs:

66% respondents are of the opinion that there will not be enough industries to provide job opportunities for all the trained students while for 34% there will not be enough industries.

14. Create Job Opportunities:

Table – 2

Sl. No.	Response Item	Percentage
A	Yes	80%
B	No	20%

From the above table it is seen those majorities (98%) of the respondents are of the opinion that vocational education will create job opportunities for the students and the reason given are:

1. Students will be specialized in a particular area or skill because skilled workmanship is better than unskilled workers.
2. It is a training based education so students can run their own business or join in a company.
3. Entrepreneurship will be a direct result of vocational education.
4. Self-employment.
5. Different companies will also recruit the skilled students.
6. Students can sustain for their survival if they are trained well.
7. It will help the students to be independent.

15. Infrastructure and modern equipment's:

36% of the respondents feel that all the private institutions will not be able to provide infrastructure and modern equipments to learn vocational education, while 64% are not aware about it.

16. Good Academic Result:

40% of the respondents are of the opinion that implementation of vocational education will provide good academic results while 2% feel that it will not provide good results and 46% are not sure about it.

17. Skilled and Expert Learners:

It was found that 94% of the respondents think vocational education will produce skilled and expert learners in the field while 6% are not sure about it.

18. Compulsory Course:

Table – 3

Sl. No.	Response Item	Percentage
A	Yes	60%
B	No	40%

The table indicates that 60% of the respondents think it is necessary to make vocational education a compulsory course for all the students and the reasons given were:

- a) There will be more skilled individuals.
- b) Reduce unemployment among the youths.
- c) It will make them self dependent.

While, 40% of the respondents think that it is not necessary to make vocational education a compulsory course for all the students and the reason given were it should be optional because everyone have different interest and student will neglect the theory paper while focusing more on vocational courses.

19. Integrate vocational education programmes into mainstream education:

Table – 4

Sl. No.	Response Item	Percentage
A	Yes	80%
B	No	20%

The above table shows that 80% of the respondents think that it will be possible to integrate vocational education into mainstream education and the reason given were:

- a) None of the educated youth should stay unemployed. With effort we can make viable programmes.
- b) To develop special skills among the students.
- c) Today's generation really need to be skillful.
- d) It will take time but in the long run it will be very beneficial.
- e) Whereas, 20% of the respondents think that it will be possible to integrate vocational education into mainstream education and the reasons give covid-19 pandemic has ruined the backbone of Indian economy.

20. Lack behind theoretical papers 40% of the respondents were of the opinion that students will lack behind in theoretical papers while focusing in practical papers. Whereas 60% do not agree as theory and practical must go hand in hand.

Chapter – 7. Challenges for Implementation of Vocational Education in Hailakandi District

Challenges For Implementation Of Vocational Education In Secondary Level Schools:

- a) Lack of funds is one of the major challenges discussed by majority of the respondents.
- b) Lack of employment opportunities due to shortage of industries and factories.
- c) Lack of proper infrastructure to generate vocational courses.
- d) Shortage of trained teachers, well experienced faculties or skilled instructors for target course will be a major challenge.
- e) In order to provide required tools and equipment's for vocational courses a lot of resources are required which may lack

- behind.
- f) Poor mind-set of the people and lack of social acceptability.
 - g) There will be lack of industries and practical centres for internship while taking up such courses.
 - h) Not everyone will be interested to take vocational courses if made compulsory.
 - i) Students may give much importance to vocational course rather than theory.
 - j) As the vocational courses involve practices and exposure/study trips, the requirement of huge financial allocation is necessary.
 - k) From the grass root level itself more focus and motivation is required in order to inculcate interest among the students for choosing such vocation.
 - l) Ignorance to vocational education with the mindset that such courses are taken up only by dropouts.
 - m) Vocational education maybe a hindrance to regular course while giving much importance to vocational course.
 - n) It may be a huge burden for the already stressed education system with additional responsibilities.

Chapter – 8. Suggestions

- a) There must be allocation of funds for infrastructure and various other requirements.
- b) Improvement of practical activity.
- c) There is need for provision of trained and professional teachers.
- d) Institutions should tie up with industries in the state.
- e) Encourage them to become entrepreneur.
- f) Compulsory aptitude testing in each secondary level schools.
- g) It would be of great benefit for the young generations if such vocational training is imparted and funded by concern department.
- h) In the early days of education in Assam, skills like tailoring, carpentry, blacksmithing was taught to all students. In recent times this aspect has lost practical meaning. It will be good to ensure that all students are given opportunities and develop at least one vocational skill. Colleges can provide aptitude and interest based activities even if full-fledged vocational courses may be difficult.
- i) Vocational courses should be implemented according to the needs and interest of the students.

Chapter – 9. Conclusion

Today, vocational education has been identified as an important requirement for the development of a country. For a country like India where the population of the youth is increasing day by day and if all are trained into highly skilled individuals, there will be expansion in the economy. But due to the absence of providing vocation in almost all the institutions, students fails

to earn required skills. If necessary steps are taken like introducing vocational education into mainstream education and focus areas are chosen based on skills gap analysis and mapping of local opportunities than it will put a high impact on enhancing skills and employability.

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Chapter – 11. Photo Gallery

