



A SYSTEMATIC REVIEW OF CAUSES , EFFECTIVENESS TO ADOPT VOCATIONAL EDUCATION IN 1986 AND 2020 NATIONAL EDUCATION POLICE FORMATION AND PROBABLE LEARNING OUTCOMES IN HIGHER EDUCATION.

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Abstract : Education Play a remarkable role for transforming the traditional or customary educational system into modern skill based educational system. In 21st century, the 3rd National Education Policy NEP 2020 has emerged as a leading body of vocationalization of education. The new National Education Policy chaired by the Dr. kasturirangan introduced for knowledge based economy in the formation global scenario changes , to enhance the quality of education and promote specially innovative research to ensure global access for Indian education system. The major dimensions of new National Education Policy NEP 2020 are access , equity , quality , affordability and accountability. National policy on Education NPE 1986 introduced by the Government of India to spread education among the Indians both in rural and urban areas of India. It has special emphasised on to adopt vocational education for those people who lives in rural areas of India and also available for the economic backward classes people to enhance their abilities and makes them economically independent. The major objective of this review study is to identify the causes, effectiveness to adopt vocational education in 1986 and 2020 National Education Policy formation and also to identify probable learning outcomes for the inclusion of vocational education in higher education. The research findings suggests that vocational education empowered the human being for more productive activities. Through the inclusion of vocational education in 1986 National policy on Education formation, has provided the opportunities for fostering the economic development of economically weaker sections and makes them employable. The new National Education Policy NEP 2020 enables the citizens to more productive with the skills of different types of vocational courses and makes them modern technology based human resource. Which also creates remarkable progress of the country and its citizens to more productive learning outcomes.

Keywords : Vocational education , Causes , Effectiveness , Education Policy , Learning outcomes , Higher Education.

Introduction

Education plays a leading role for the progress of society and the nations. Systematic and structured education policy is essential for the development of a country's people. Different countries formed different types of educational system to provide education among the people. Comprehensive educational policy promote ideal citizens and play a major role for the development of the country. The first National Policy on Education was first introduced in 1968 , which was promoted

by Indira Gandhi and the second largest National Education Policy was introduced in 1986 which is promoted by Rajiv Gandhi with special emphasis on to promote education among the people specially on women, scheduled castes and scheduled Tribes in both rural and urban areas of India. The National policy on Education (NPE) 1986, also focuses on to provide vocational education and adult education among the Indians in rural areas of India. According to NPE 1986, vocational education also be a important stream, intended to prepare students for identified occupation spanning several areas of activity. These vocational courses will provided after secondary education. In 21st century the 3rd and New National Education Policy 2020 was launched by the Government of India by kasturirangan committee. The new National Education Policy NEP 2020 of India emphasis on specific objective to introduced skill based learning program vocational education to 50% of school students by the year 2025. In modern ICT based educational system, vocational education is a special type of educational courses designed to make students 'job ready' upon graduation. Vocational education create a open and practical educational environment which enables the learner more productive and innovative. National Education Policy (NEP) 2020 launched different types of initiatives for boosting vocational education system which are skill India initiative, digital learning initiative, skill India campaign, National council for vocational training and industrial training institutes. The new National Education Policy 2020 of India : Will it be a Paradigm Shift in Indian higher education (Yenugu Suresh , 2022) the research study shows that the policy was perceived as beneficial and damaging , as per the opinions expressed in various forums. The research study also reveals while some aspects of NEP are novel, most are already being practiced to a certain extent. The implementation of NEP 2020 , causes a significant change in the education system needs escalation of academic , logistics and financial commitments , National Policy 2020 : Can it Improve faculty motivation and academic outcomes in India (Pathak Rakesh , 2021) the research study results reveals that New education policy 2020 was special emphasis on the need for motivated faculty but failed to provide roadmap for enhancing motivation of faculties. In absence of motivated faculty learning outcomes desired from National Education Policy 2020 would remain elusive , Fostering vocational education among students through the lens of National Education Policy 2020 (Choudhary Kalyan and Mondal Chandra Bhim , 2022) the research study reveals that the socio-economic status in the entire nation as well as the human resources will be developed potentially through the Ideal motto 'learn and earn' with congruent vocational education. The research study also reveals that the impact of vocational education program will be more robust on the Indian youths to achieve trimandous goals as compared to formal education system ,

Vocational education and NEP 2020 (Sharma Namita , 2022) the research study reveals that the National Education Policy NEP 2020 , has given importance to vocational education and productivity development of the educators to boost the employment ability skills and vocational skills of the individual at all levels , A study of development of vocational education at secondary level (Mishra Vijaylaxmi and Pandey Swapnil , 2021) the research study results reveals that a number of commission of education have been appointed in Post independence in order to improve the quality of education in the country. All types of education commission have given suggestions for vocationalisation of education . The research study also stated that after independence secondary education commission (1952) , kothari commission (1964) , NEP (1968) , and (1986) all these committee recommended for vocationalisation of education but the nation's educational system has not yet succeeded in this direction . Where education has been vocationalized in a country , there had neither an acute problem of unemployment nor the over crowding in college and Universities. Through traditional to modern AI based vocational education program , the policy of education plays a significant role to improve the educational system. The Govt of India recently launched the New National Education Policy 2020 which has five major dimensions Access , Equity , Quality ,Affordability, Accountability .

Vocational education and skill based modern education system of India provides the opportunity of the people after 18 years of age , learner should be encouraged to develop different types of skills in their interested areas and enable them to financially independent. The Vocational training based earning can be strengthened at HE level through offering extra credits to Academic Bank of Credits . Through the inclusion of vocational education in higher education, people are enabled to meet more employment opportunities , multiple career options , enabled the learner more skilled , fostering economic development , making the person more productive and socio-economic development of the country. The major causes to inclusion vocational education in 2020 NEP is to prepared the students to adjust more specific kinds of challenges for their future life and to educate and trained students with special practical skills to boost their productivity and innovative nature. The probable learning outcomes for the inclusion of vocational education in higher education enables the person to Ideal citizens and makes him financially independent with special empowerment of skills.

Need for the study

Education is a key holder for responsible socioeconomic development of a country. Education play a significant role for upbringing the people as well as the nations progress. Vocationalisation of education was first majorly introduced after Indian independence. Vocational education creates a learning system which is activity based and skill based. In 1986 , the National policy on Education NPE is the second educational policy reforms which utilizes vocational education with general education specially in rural areas of India. The reason of inclusion vocational education in 1986 policy formation is to prepared the person for future life with necessary skills and knowledge to promote employment opportunities for them and raised them financially independent. The effects of inclusion vocational education in 1986 policy formation is to prepared the students more skilled and develop their mental capacity with practical fields of knowledge. For the inclusion of vocational education in 1986 policy formation, majorly effected on economical weaker person to learn different kinds of skill oriented Programs for earn money and reduce their financial problems. The Govt of India recently introduced a new National Education Policy (NEP) 2020 , chaired by Dr kasturirangan to reform the educational system of India. In the new National Education Policy, vocational education and skill based AI related education opens a new path for the students of higher educational institutions. Through the inclusion of vocational and skill based education, the policy wanted to making India a global superpower knowledge hub. Skill based vocational education empowered the people for multiple career options , create them more productive , making them employeable , promote online and technical learning outcomes and makes them critically Ideal citizens. The inclusion of vocational education in higher education provides a positive accurate learning outcomes which fulfilled with practical knowledge and skills. There have been many research study have done on to adopt Vocational education in higher education but what are the causes and effectiveness to adopt vocational education in 1986 and 2020 National Education Policy formation and also probable learning outcomes to inclusion vocational education in higher education have not yet explored . For these reasons to fulfill the knowledge gap and achieve these objectives, the present study is needed to explore. The present review study examines the causes , effectiveness to inclusion vocational education in 1986 and 2020 National Education Policy formation and probable learning outcomes for the inclusion of vocational education in higher education.

Statement of the problem

What are the causes, effectiveness and probable learning outcomes to adopt vocational education in 1986 and 2020 National Education Policy formation in higher education .

Objective of the study

- (1) To identify different types of causes to adopt vocational education in 1986 and 2020 National Education Policy formation.
- (2) To identify the effectiveness to adopt vocational education in 1986 and 2020 National Education Policy formation .
- (3) To identify probable learning outcomes for the inclusion of vocational education in higher education

Research question

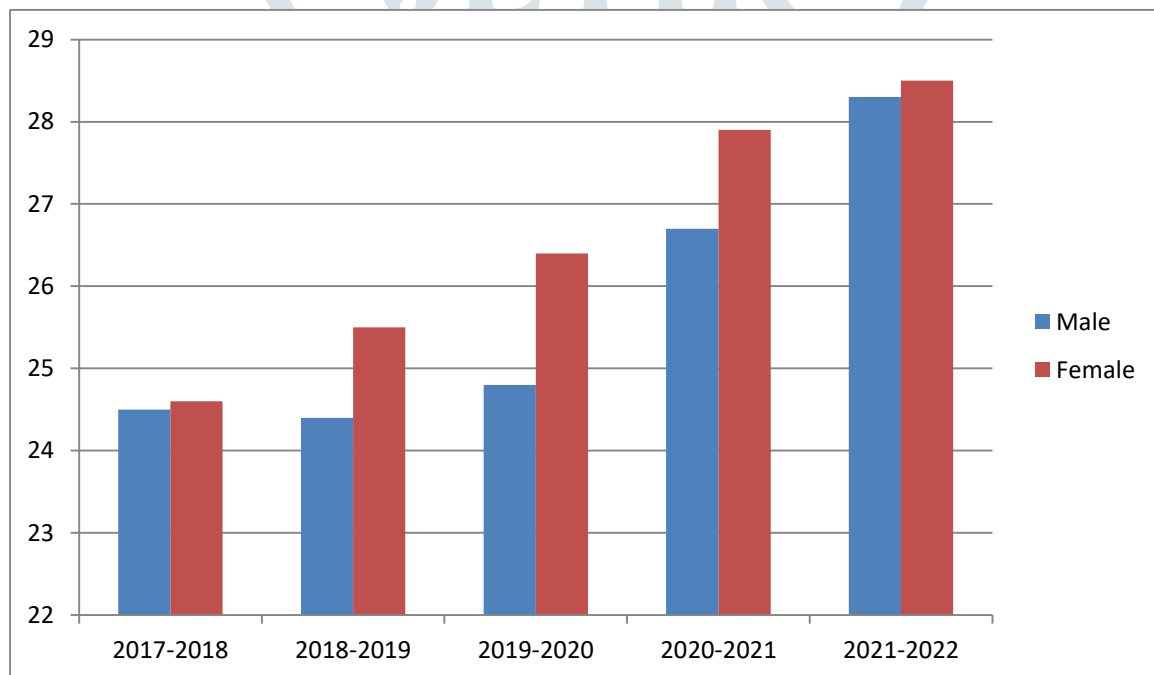
- (1) What are causes to adopt vocational education in 1986 and 2020 National Education Policy formation ?
- (2) What are the effectiveness to adopt vocational education in 1986 and 2020 national education Policy formation?
- (3) What are the probable learning outcomes for the inclusion of vocational education in higher education ?

Delimitation of the study

- (1) The present study delimited with only causes to adopt vocational education in 1986 National Education Policy formation is selected for the study .
- (2) The present study delimited with only causes to adopt vocational education in 2020 National Education Policy formation is selected for the study.
- (3) The present study delimited with only vocational education is chosen for the study.
- (4) The present study delimited with only effectiveness to adopt vocational education in 1986 and 2020 National Education Policy formation is selected for the study.
- (5) The present study delimited with only learning outcomes is chosen for this study.
- (6) The present study delimited with only higher education is selected for this study.

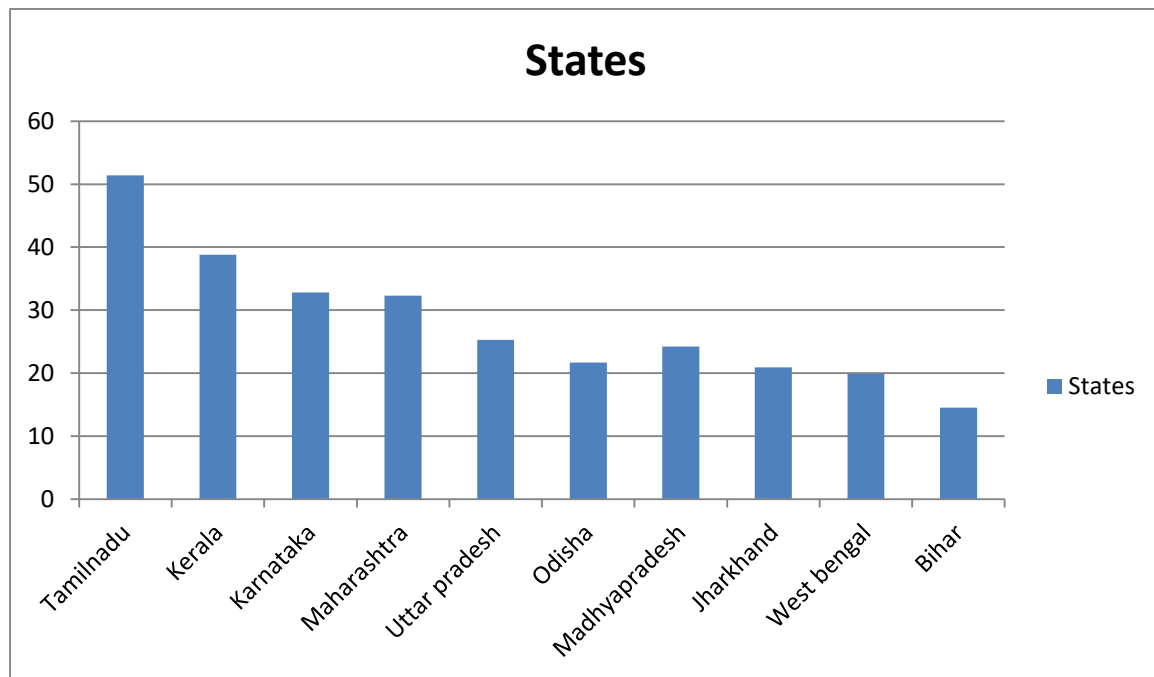
Major findings of the study

Fig : 1(Gender wise Gross Enrollment Ratio in higher education, India (2021 - 2022)



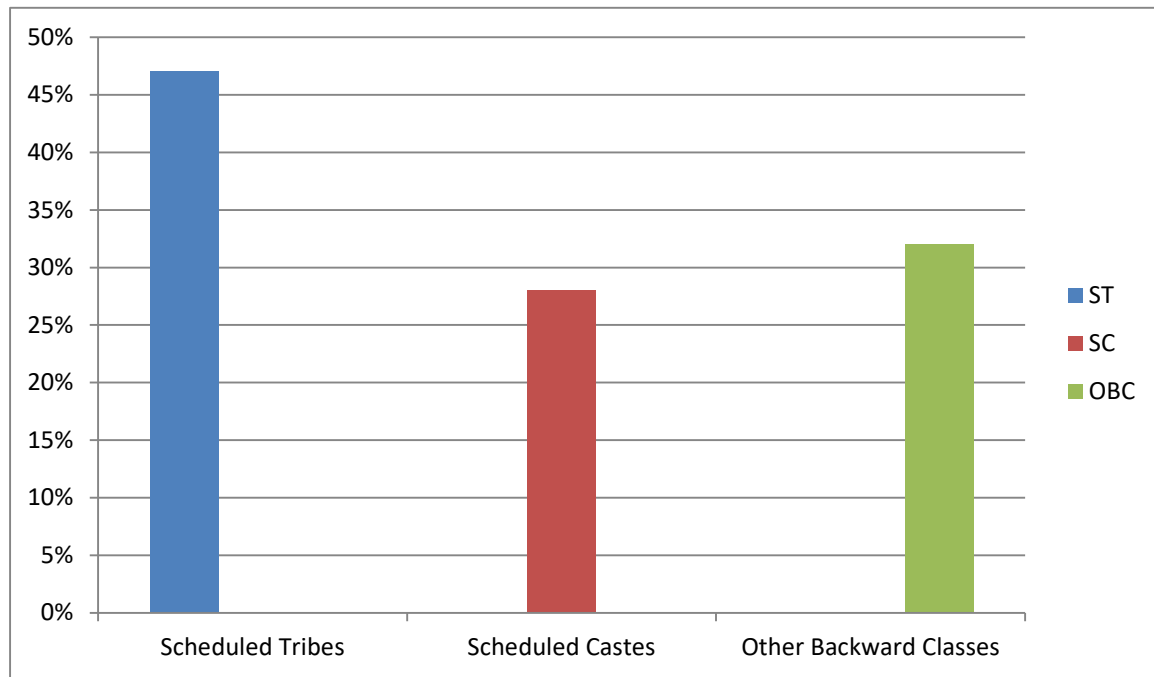
Source : AISHE (2021 - 2022)

Fig : 1 : Indicates gender wise Gross enrollment ratio in Indian higher education , 2021 - 2022 . The results shows that the percentage of male gross enrollment ratio in 2017 - 2018 was 24.5 % where the female percentage rose in 24.6 % . 2018 upto 2022 , under these four years , the male percentage of enrollment in higher education was 24.4 , 24.8 , 26.7 and 28.3 . The percentage of female candidates enrolled in higher education in 2018 to 2022 was 25.5 , 26.4 , 26.7 and 28.5 . Which stress that the female candidates enrollment ratio is being huge difference from the male candidates.

Fig:2 (State wise comparison of Gross Enrollment Ratio in indian higher education (2019 - 2020))

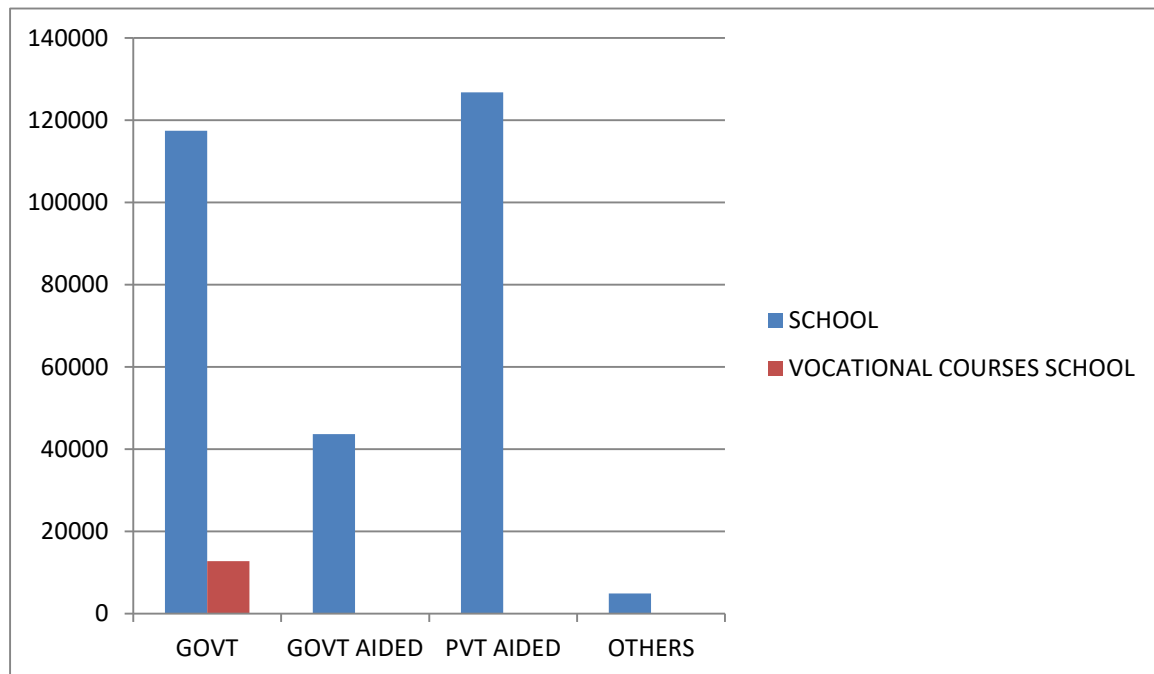
Source : Govt of Karnataka (Department of Higher Education).

Fig: 2 : Indicates State wise percentage of gross enrollment ratio in Indian higher education system , 2019 - 2020. The data shows that the high percentage of enrollment in higher education leads Tamil Nadu (51.40) State of India and the lowest percentage of candidates who have enrolled in higher education is Bihar (14.50) state among the ten states of India in 2019 - 2020 .

Fig:3 (Comparison of students enrollment in higher education between SC ,ST and OBC candidates.)

Source : AISHE (2020 - 2021)

Fig:3: Indicates the comparison of students enrollment in higher education among the SC ,ST and OBC candidates in 2020 - 2021 . The results shows that the highest number of ST (47%) students have enrolled in higher education,2020 to 2021 . The percentage of SC students enrolled in higher education was 28 % where the percentage of OBC candidates enrollment in higher education is 32 % .

Fig:4 Number of schools provided vocational education in India, 2021 - 2022

Source : UDISE (2021 - 2022)

Fig:4: Indicates the number of schools to provide vocational education in India, 2021 - 2022 . The results indicates that in the year 2021 to 2022 , the number of total schools are in current scenario is 14.89 lakh in India where only 0.13 lakh schools in india has provided vocational education in secondary and higher secondary level for 17.84 lakh students per year.

Causes to adopt vocational education in 1986 National policy on Education formation

National policy on Education 1986 formulated by the Indian Government to promote education among Indians which was promoted by Rajiv Gandhi. The National Education Policy 1986 special emphasis on the removal of disparities and to equalise educational opportunities for Indian women , Scheduled Tribes and Scheduled Castes communities. This new education policy 1986 focused on promotion national integration , Vocational education and adult education. The new National Education Policy 1986 majorly focused on the establishment of vocational courses. The Govt takes special type of strategy to cater the needs of women , rural and tribal learners and the deprived classes of the social system. Graduates students with Vocational courses have given opportunities for professional growth , career improvement and enabled them to get admission in in technical and professional education through basic bridge courses. One of the major causes of inclusion vocational education in 1986 education policy , was to imparted education among the Indians to increased productivity , individual economic development as well as nation's economic growth and development.To adopt vocationalisation of education would fulfill the national goals of development and removal poverty and unemployment. Vocational education is a key holder to the socio-economic development as well as it is more relevant of country's socioeconomic development. Vocational education should be create a pathway to produce human resource and makes them productively active with special knowledge.

Causes of inclusion vocational education in 2020 National Education Policy formation

The new National Education Policy NEP 2020 emerged as a revolutionary era of Indian education system. In the new Education policy , the Govt of India and Ministry of Human Resource Development (MHRD) renamed of Ministry of

Education (MOE) emphasising on to promote inclusive , holistic and learner centred education , promoting equality , quality and access in education , makes flexible innovative learning environment which forms a competency based education system fueled by skill India initiatives . The National education policy 2020 has special emphasis on introduction skill based and vocational education to 50% of school learners by the year 2025 , with the conclusiveness of enlarges this exposure to nearly all learner by the year 2030 . The introduction of vocational educational courses of NEP 2020 , prepared the students for different kinds of challenges and opportunities for their future life . The major causes of inclusion vocational education in new education policy of India 2020 is to prepared the youth for meets the demands of the fourth industrial revolution. The causes of implemented vocational education in general education system is to educate and trained the youth with the skills for the future work , building capacity among the students for promoting multiple and flexible ways into lifelong education. Which trained them that enhances the linkage and transition with all levels of education and learning program to helps the learner to acquire , demonstrate and adopt new version of ICT based skilled education. Vocational education programs enabled individual with modern ICT based skills which fulfilled the demands of different industries. The fulfillment of demands makes more employment. The inclusion of vocational courses in general education system provides the opportunity of entrepreneurship which enables the individual with full form of necessary skills to create their own business. This creation of own business of the individual opening the opportunities for self employment.

Effectiveness to adopt vocational education in 1986 National policy on Education formation

The National policy on Education NPE 1986 is the second largest educational reform policy in the post independence period which is formulated by the Govt of India to equalise educational opportunities among the Indians both in rural and urban areas. The key objective of NPE 1986 is to vocationalisation of schooling or practical educational program. To the inclusion of vocational education in 1986 policy , educational system boost with practical education which effects the economical weaker students to choose some new direction to increased employment by various courses. By the inclusion of different types of vocational courses in 1986 educational policy formation, the backward classes students will have the opportunities to fostering their economic progression which also leads national development. In higher education the inclusion of technical education with general education will be produced to the youth to continue their education with their choice and also enables them to professionalised their educational courses for the socio-economic development of the country. Vocational education makes the person more smarter with the edition of technology based education. In the new education policy , the integration of vocational education with general education also effects the productivity of human beings which enables them to boost their valuable time and makes better life opportunities. Vocational education empowered individual with different types of employable skills which reduces economic inequality and improve the living standards of a person. The major effectiveness of vocational education is to reduce unemployment and enables the person to creating skilled workers which directly effects the economical growth of India.

Effectiveness to inclusion vocational education in 2020 National Education Policy formation

Enables the learner more skilled - In new education policy, the inclusion of vocational education effects merely on the students for more skilled. Vocational education prepared the individual more skilled to professionalised them . Vocational education will be integrated with general education in all secondary, higher secondary school and higher educational institutions. Vocational education programs are comparatively short duration its majorly focused on specific skills which makes the person to adopt skill oriented education and enabled them to achieve employment opportunities.

Multiple career options - Vocational education enabled the people to focus on providing practical skills which directly applicable in their professional career. The practical skills makes the learner to increase a strong foundation in their career opportunities.

Employment opportunities - Vocational education offers more employment opportunities than the traditional or general education system. In India vocational education programs had strong connection with multiple industries which offers multiple career options or employment opportunities. Employment opportunities can help people to reduce unemployment condition.

Enables the person more professional - Vocational education effects skill based learning program . Vocational courses provided skill based skill based learning to the people to teach practical skills. This opportunities makes the person to gain necessary knowledge which enables them to perform their tasks effectively and build-up their professional skills. This forms of practical knowledge enables the person more professional towards their work . Vocational education provides the opportunity to enhance professional skills which produces Ideal workers in their job environment.

Fostering economic development - By the inclusion of vocational education in general education system, it's majorly effects on the youths to enables them for the positively contribution on the country's economic growth. Vocational education program helps the nations to develop steadily by the help of practical and productive skills of the youth. The new National Education Policy 2020 fostering to make Indian youth financially independent which ensures the nations progress. In higher education system by introducing vocational courses of education , people achieved a small duration learning program which utilizes their knowledge and skills and make them career ready.

Flexible and practical learning environment - The Govt of India introduced new education policy with special requirements of skill India mission and technology based learning program which plays a significant role for upskilling the people. To inclusion vocational educational courses in higher education , learners are more skilled by knowledge and practical educational program. Vocational education offers practical and flexible learning environment which motivated the person for getting practical knowledge and improve their different types of job skills. Vocational education creates open and practical learning context which bridging the knowledge and skills gap among the people and makes them more productive.

Enables the individual more productive - vocational education creates a practical learning environment and technology based learning which helps the learner to be more productive and interactive. The National Council For Vocational Training (NCVT) was established by the Govt of India to implementing Vocational education across the country. Vocational education is a integrated system of education . Different types of vocational courses makes the person more skilled and productive with practical knowledge.

Probable learning outcomes for the inclusion of vocational education in higher education

In the post independence period , various committees and commission should reform the educational system with different emergens perspectives. Which improve the quality of higher educational system of India. Indian education system integrated with the community's goals and expectations. Vocationalisation of education was first introduced on Secondary Education Commission or Mudaliar Commission in 1953 . In 21st century the new National Education Policy NEP 2020 introduced vocational education and skill based education in Indian education system. Vocational and skill based education encourages the learner to assessed various skills and knowledge. Vocational education system enables the person more productive and effective citizens of India. Vocational education enables the learner to get effective interventions and innovation on learning which plays a significant role in enhancing learning outcomes. New technology based vocational courses enables to empowered the learner to get personalized learning at their own pace which increased positive learning outcomes. New technology based vocational education system serves as a powerful tool to track and monitor students progress over the time which makes them more innovative in nature. The introduction of vocational education in higher education ensures equitable access for all in educational program irrespective their socioeconomic background which promotes valuable learning outcomes. Vocational education imparts a pathway to encourage community participation and students collaboration in the educational system. The collaborative nature of educational system fostering global citizenship and enables the learner for dealing with rapidly changing globalised world

Conclusion

Education play a significant role for revolutionized every country and also the people. Vocational education is a special type of skill based education which enhances the ability of human beings and makes them fully skill oriented person for fullfill their economical needs. Vocational education makes human resource more interactive and productive. Through the inclusion of vocational education in 1986 and 2020 National Education Policy formation initiates the opportunities for the people to makes them employable and creates economic development of a country through their skill based contribution. The Integration of vocational education with general education in 1986 and 2020 Education Policy formation enabled the weaker learner to improve their educational abilities with special type of vocational courses and decreased their poor economical standard and also provide them a well organised living environment. The learners are able to meet the practical based learning skills for the recommendation of vocational courses and enable them to more productive , employable , job seeker , innovative , skilled and professionalist . In 21st century, the modern AI based New National Education Policy 2020 emphasised on digitalized learning , technology based learning and skill oriented education to make Indian citizens more skilled person and higher learning outcomes. The present review study on the inclusion of vocational education in 1986 and 2020 National Education Policy suggests that vocational education is a best type of skill based education to empower Indian citizens to achieve more interactive skills , productive skills which makes them more advanced in employment sectors. Through the inclusion of vocational education in higher education, the learning outcomes are really interesting which leads the country for more developmental nature. Vocational education is a futurestic educational plan which makes India a global AI based superpower knowledge hub.

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