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4.Name of Topic: A Study of Vocational Education in Relation to Government Policies, Facilities and Students' Interests.

5.Key Terms: Vocational Education, Government Policies, Facilities, Students' Interests, Perception, NSQF.

Findings & Conclusion

The Government Policies formulated and implemented in India emphasised on Vocational and Technical Education, to inculcate the required skills among citizens of India. Before independence, the need of vocational education for public education system was identified by various commissions and committees. Secondary Education Commission (1952-53) recommended for diversification of secondary school into multi-purpose schools. National Policy on Education (1968) emphasised on vocational education and vocational education, in general education schools, which was started in 1976. The policy recommended to increase the facilities for vocational and technical education in term of institutions and number of vocational fields. NPE (1986) emphasized on the vocational educational programmes which should be well planned and organized and it was stressed that these programmes should be implemented rigorously. The policy also proposed that vocational education would cover 10% of the students till 1990 and 25% of the students till 1995.

The NEP (2020) aims to introduce vocational education at middle and secondary school so that every student learns at least one vocation. This may lead to inculcation of a sense of dignity of labour and respect for all vocations among the students. By 2025, the aim is that at least 50% of students would have exposure to vocational education with one or more vocational subject and in a phased manner

vocational education is to be integrated with mainstream education in all schools over the next decade.

It is observed that lab equipment and teaching-aids provided in the initial establishment year were not replaced as per the need of curriculum and the ever-changing demands of the market. The medium of instruction is English in NSQF courses and the text-books are also available in English language only. Furthermore, the supply of text-books is irregular and sometimes these are provided in the form of photocopies and that too at the end of academic session,

The maximum admission limit for each course should be increased as per demand of the students and there should be an aptitude test for all students of class VIII to identify aptitude of the students towards vocational subjects. There should be an orientation session for the parents and students to provide guidance and counselling for admission in vocational subjects. The business organisation should be identified centrally by the department of education for internship and industrial visits, so that the relevancy of these activities may be ensured. The guest lecture payment system should be rationalised, so that guest lecture may be easily conducted by vocational trainers. Directorate of education provides support material of all main subjects from class IX to XII to all the students free of cost, but NSQF subjects support-material is not prepared and distributed by the department. It should be provided to the students in their preferred language. The placement system for job should be reorganised by the government because the placement rate is very low and sometimes negligible in term of percentage of students enrolled. There is no lab attendant appointed in these vocational labs because of which the upkeep of the lab suffers. Periodic studies must also be conducted to gauge the market trends and addition of such vocational subjects that are in demand must be ensured.