

Skill-Oriented Vocational Education and Curriculum Reforms Towards 2047

Pooja Negi

¹Research Scholar (PhD), Faculty of Education, SSJ University Campus, Almora, Uttarakhand, India

Dr. Bhaskar Chaudhary

Assistant Professor (Level 12) and former Registrar (I/C, Faculty of Education, SSJ University Campus, Almora, Uttarakhand, India

Dr. Mamta Aswal

Assistant Professor (Level 12), Faculty of Education, SSJ University Campus, Almora, Uttarakhand, India

Abstract:

Vocational Education in India is essential for teaching practical skills, improving employability, and supporting social and economic development. Historically, it grew through informal practices such as learning under a skilled master and the guru–shishya tradition, and over time it gradually gained formal recognition through educational reforms and government policies. Despite this recognition, vocational education has often been neglected, treated as a last-choice option, and poorly integrated with mainstream schooling. Earlier policies focused on vocational education separately, without connecting it to the curriculum, local needs, or job-market requirements. NEP 2020 aims to address these gaps, but there is limited research on how policy and curriculum development together can make vocational education flexible, practical, and job-oriented. The study aims to explore the evolution of vocational Education in India and examine how historical and contemporary policies, along with curriculum reforms, shape its integration with mainstream education and employability. A qualitative research approach was adopted, using document analysis of education commission reports, national policies, and curriculum frameworks. The data were thematically analyzed to identify patterns related to work-centred learning, curriculum diversification, skills development, and industry alignment. The findings reveal that recent policy reforms emphasise competency-based, flexible, and modular curricula, hands-on training, stronger industry linkages, and lifelong learning opportunities. The policy highlights the need for a curriculum aligned with real industry demands, developed in consultation with employers, so students acquire job-ready skills. The study underscores the need for sustained, historically informed curriculum reforms and strong policy implementation to reposition vocational education as a dignified, inclusive, and future-ready component of India's education system.

Keywords:

vocational education, historical perspective, curriculum development, policy reform, qualitative study.