

Vocational Training Courses (VTCs) Under National Education Policy (NEP) 2020: Perceptions of the College Students in Jaiaw

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Abstract: Vocational Training Courses (VTCs) have been introduced under National Education Policy (NEP) 2020 to help students develop practical skills, improve employability, and prepare for future careers. The present study was conducted to examine the perception of college students regarding Vocational Training Courses (VTCs) in the Jaiaw area of East Khasi Hills District, Meghalaya. A descriptive survey method was used for the study. Data were collected from 302 sixth-semester undergraduate students through a self-structured questionnaire and analyzed using percentage. The findings reveals that most students have a positive perception of Vocational Training Courses (VTCs). The courses were found to support skill development, practical learning among students. However, challenges related to facilities, learning resources, and teacher guidance were also identified. The study concludes that Vocational Training Courses (VTCs) play an important role in preparing students for future careers and enhancing their overall development. Therefore, strengthening institutional support and resources can further improve the effectiveness of vocational education.

Keywords: Vocational Training Courses (VTCs), NEP 2020, Vocational Education, College Students, Employability Skills, Practical Learning.

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I. INTRODUCTION

Education plays an important role in helping individuals develop their abilities, improve their quality of life, and contribute positively to society and national development. Access to quality education is essential for promoting social equality, economic growth, scientific development, and national progress. India has a large population of young people, and providing meaningful educational opportunities to them is necessary for the future growth of the country. Therefore, the education system should focus on developing students' knowledge, skills, values and overall personality (NEP, 2020)

In recent years, rapid changes in technology and the employment sector have increased the need for skilled individuals. In the present situation, academic knowledge alone is not sufficient for students to meet the demands of the changing world. Students also need practical skills, problem-solving abilities, and work-related experiences. Vocational education has become important because it helps students gain practical knowledge and develop skills that prepare them for employment and self-employment opportunities.

The National Education Policy (NEP) 2020 has given special importance to vocational education by promoting

skilled-based and learner-centered education. The policy emphasizes integrating vocational education with mainstream education so that students can develop practical skills and become better prepared for future careers. NEP 2020 also encourages flexibility in learning and provides students with opportunities to choose courses according to their interests and abilities. The policy aims to remove the separation between academic and vocational education and recognizes vocational learning as equally important for students' overall development (NEP,2020).

Vocational education focuses on occupation based and employment-oriented learning and has become increasingly important in strengthening education systems. It is a form of skill-based education that contributes significantly to economic development by equipping learners with practical competencies. In India, Vocational education is recognized as an essential component of the education system, particularly for developing job-related skills among students. The Government of India has established advisory bodies such as the National Council for Vocational Training to support and implement vocational education programme. However, despite its growing importance vocational education in India faces several challenges related to effective implementation, including issues of access, quality, and awareness. This highlights the need for continued government support and

systematic improvement in vocational education practices (Kaushik,2014).

➤ *Conceptual Background of the Study*

• *Meaning of Vocational Education*

Vocational education is an important part of education because it helps people to learn job-related skills and choose a profession at any stage of life. In recent years, vocational education has become more popular as it helps to reduce unemployment and support economic development. Many countries now consider the development of vocational education as a major priority because vocational education programme helps people to develop their own skills. It must be well organized properly managed and connected with the national education system, so that they can build their own job. The success of such programme depends on clear responsibilities, good coordination between authorities and proper use of resources. Evaluating how vocational education is implemented helps understand whether it supports or create difficulties. Therefore, studying the effectiveness of vocational programme is important to improve their quality and outcomes (Gugava and Gugava,2025).

Vocational education refers to the learning of skills that help individuals secure employment or start their own work. It is a form of education that places greater emphasis on practical activities and hands-on experience rather than only theoretical study. Skills such as stitching clothes, cooking, and repairing machines and similar activities are included in vocational education. This type of learning is especially beneficial for students who do not wish to pursue higher education but still want to build a good future by acquiring useful skills. Through practical training, vocational education enables learners to become independent, self-reliant, and capable of standing on their own feet in real-life situations.

➤ *Importance of Vocational Education*

According to Pal (2025), vocational education plays an important role in developing practical skills among students. It prepares learners for the job market by providing the skills required for different occupations. It also encourages self-employment and helps students develop entrepreneurial abilities. The importance of vocational education can be explained in the following ways.

- Provides practical skills: Vocational education focuses on practical learning rather than only theoretical knowledge. Students gain hands-on experience through workshops, projects, and real-life activities which help them understand tools and techniques used in different professions.
- Preparation for career opportunities: Vocational education prepares students for different career paths by providing practical training. The courses are often designed according to the need of the labour market so that students can develop skills that are useful for employment after completing their studies.
- Development of Entrepreneurial skills; Vocational education helps students develop entrepreneurial skills such as marketing, financial management and business

planning. These skills encourage students to start their own businesses and become self-reliant.

- Boosts confidence; Through practical learning and successful completion of project, students gain confidence in their abilities. This confidence helps them face challenges and take advantage of career opportunities.
- Enhances problem-solving skills; Vocational education develops students' ability to solve problems through practical tasks and real-life situations. These experiences help them identify their problems and find effective solutions, which are important skills in the work place.
- Addresses diverse learning needs; Vocational education supports different learning styles such as visual, auditory, and hands-on learning. This helps students who may find it difficult to learn through traditional academic methods.
- Promotes lifelong learning and adaptability; Vocational education encourages continuous learning and adaptability. Students learn the importance of updating their skills and knowledge to keep up with changes in technology and the job market.
- Improves teacher-students relationship; Vocational programme often involves smaller classes and practical activities, which allow teachers to guide students more closely and support their learning.

➤ *Definition of vocational education*

According to the All-India Council for Technical Education (AICTE), Vocational education also known as Vocational Education and Training (VET), or career and technical education (CTE), prepares learners for jobs that require practical and manual skills. It focuses on specific trades or occupations and helps learners develop technical knowledge and expertise through practical activities.

The American Vocational Education Association, explain vocational education as education that develops the necessary skills, knowledge, attitudes, and work habits required for individuals to enter and grow in employment (Mohapatra,1999).

The group of educational consultants of the Washington, D.C. (1965) defined vocational education as educational programmes offered at the high school, junior college, or adult education level that are systematically designed to help learners acquire the skills, knowledge, attitudes, and abilities required to enter and succeed in a particular occupation or group of related jobs (Mohapatra, 1999)

➤ *Meaning of Vocational Training*

Vocational training refers to education that prepares individuals with the practical skills and knowledge required for a specific job or trade. Earlier, vocational training mainly focused on trades such as welding and automobile repair, but today it includes many fields such as retail, tourism and other service sectors. It emphasizes hands-on learning and job-related skills rather than traditional academic subjects. Vocational training can be provided at the secondary school level or through specialized training institutions and helps

individual improve their employment opportunities (Pandey, 2015).

➤ *Meaning of Vocational Courses*

Vocational Courses are programmes that help students develop practical skills related to a specific job, trade, occupation. These courses focus more on skill-based and technical learning rather than traditional academic subjects. They are also rereferred to as Technical Education, Career and Technical Education (CTE) or Vocational Education and Training (VET). Vocational courses mainly emphasize practical activities and application-based learning so that students can understand the technical aspects of a particular job. As industries increasingly require skilled workers, the demand and importance of vocational courses have grown significantly (Sharma, 2016)

➤ *Overview of Vocational Training Courses (VTCs) Under NEP (2020)*

In the context of the present study, Vocational Training Courses (VTCs) are skilled-based programmes, designed to help students explore and develop their individual interests and abilities through practical hands-on learning. These courses aim to make students job ready by providing real-life training and exposure to specific skill areas. Under the National Education Policy (NEP) 2020, vocational education has been given greater importance through its integration mainstreams education. As a result, Vocational Training Courses (VTCs) have been introduced at the college level and offered in the second, fourth, and sixth semesters. Colleges provide a wide range of vocational options such as mushroom cultivation, khasi traditional music, baking, beauty care, accessories design and several other specialized programme. These courses are generally organized in a flexible manner on a specific day of the week, allowing students to participate without affecting their academic schedule. The implementation of (VTCs) not only helps students but also supports the development of confidence, independence, and self-reliance which are important for future career opportunities and personal growth.

➤ *Profile of Study Area*

The area selected for the present study is Jaiaw, located in Shillong, of East Khasi Hills District Meghalaya, it is a well-known locality of Shillong city with a Pin code of 793002 and is recognized for its active environment and rich cultural life, which lies between latitude 25.5872126 N and longitude 91.876962. There consist of 9 localities under the Jaiaw cluster. The residents of these localities mainly belong to tribal communities and are engaged in government service and small-scale business activities. It is a well-developed and accessible area, providing various facilities such as colleges, schools, banks, hospitals, health centers and pharmacies and so on which leads to the contribution of making Jaiaw a convenient and accessible area.

When it comes to Education in Jaiaw, there are 21 schools which falls under Jaiaw cluster and there consist of 9 institutions for the Higher Secondary level, in which students from different districts come to pursue their higher education in these institutions. Apart from these institutions, there are 3

colleges, namely Synod College Shillong, Nabon women's Synod College and Seng Khasi College. These colleges offer undergraduate programme in arts, commerce, science and vocational or skill-based courses and to cater to students from diverse socio economic and educational background. All the selected colleges are affiliated with North-Eastern Hills University, which regulates academic standards, curriculum, and examinations. The introduction of vocational and skill-oriented courses in accordance with the National Education Policy (NEP 2020) makes these institutions suitable for studying the effective of Vocational Training Courses as perceived by college students.

➤ *Need and Justification of the Study*

Effectiveness of vocational education under NEP 2020 highlights the need to prepare college students for a meaningful career opportunity through the development of their skills. Vocational training courses have been introduced in higher education with student interest and abilities and provide hands-on learning experience, promote independence and to enhance their employability skills. However, there is a lack of empirical studies examine whether they are effectively achieved particularly from the perspective of college students in Shillong. The present study is therefore needed to examine the extent to which Vocational Training Courses (VTCs) programme prepared students for future career opportunities, develop job-related skills and support confidence, while also identifying the challenges faced by students during their participation while doing these programmes. The study is justified as its findings may provide valuable insights for improving the implementation and effectiveness of vocational programmes in alignment with the goals of National Education Policy (NEP) 2020.

➤ *Statement of the Problem*

The problem selected for the present study is formally stated as “Vocational training courses (VTCs) under National Education Policy (NEP) 2020: Perception of college students in Jaiaw”

➤ *Operational Definition of Terms*

The operational definitions of the key terms are used:

• *Vocational Training Course*

Vocational Training courses (VTCs) are the programme that help students develop employability skills, align with their interest and abilities, provide practical hands-on learning, promote independence and self-reliance.

• *Perception*

Perception refers to the opinion, feelings and views of students based on their experience and awareness of vocational training courses.

• *College Students*

College students refer to individuals who are currently pursuing higher education in colleges.

➤ *Objective of the Study*

- To find out whether Vocational Training Course (VTCs) under NEP 2020 help college students develop employability skills for future career opportunities.
- To find out whether Vocational Training Courses (VTCs) are aligned with the interest and abilities of college students.
- To find out whether vocational education provides practical hands-on learning experiences as suggested in NEP 2020.
- To find out whether vocational training promotes independence and self-reliance among college students.
- To find out the difficulties faced by college students while pursuing Vocational Training Courses (VTCs) under NEP 2020.

➤ *Research Questions*

- How far do Vocational Training Courses (VTCs) under NEP 2020 help students develop employability skills and prepare for future careers?
- How far are Vocational Training Courses (VTCs) related to the interest and abilities of students?
- Do Vocational Training Courses (VTCs) provide practical and hands-on learning experiences as suggested in NEP 2020?
- Do Vocational Training Courses (VTCs) help students become independent and self-reliant?
- What problems do students face while studying Vocational Training Courses (VTCs) under NEP 2020?

➤ *Delimitation of the Study*

- This study has been delimited only to undergraduate students.
- This study has been delimited only to 6th semester students.
- The study has only been delimited to the college students of Jaiaw East Khasi Hills District.

II. REVIEW OF RELATED LITERATURE

A literature review is an over view of published work written by experts and researchers about a specific topic. It gives a clear summary of previous studies on that topic. In a literature review, past research is listed, described, summarized and carefully examined in an objective way.

A literature review looks at research done in a particular field, sometimes within a certain period of time. It is not just a simple summary of sources. It is usually organized in a clear structure and combines both summary and explanation.

A literature review includes important works major sources such as journal articles, books, government reports and trusted websites. Each source in the review is described, summarized and evaluated.

➤ *Review of Related Literature*

This study's literature review will be organized into three subthemes.

- *Studies Related to Vocational Education in Abroad.*
- *Studies Related to Vocational Education in India.*
- *Studies Related to Vocational Education in North-East.*

- *Studies Related to Vocational Education in Abroad*

Gunarhadi et al (2025), conducted a study titled, "Vocational Education for Students with Disabilities: A qualitative study of teacher challenges and expectations." The study aimed to analyze the challenges and expectations in providing vocational education for students with disabilities in both special and inclusive vocational high schools in the Solo Raya region, Indonesia. A qualitative phenomenological design was used. The sample consisted of 20 vocational education teachers from special and inclusive vocational high schools. Purposive sampling technique was used. Data were collected through Focus Group Discussions (FGD). The findings showed challenges such as lack of specialized curriculum, insufficient teacher training, inadequate resources and limited job placement support.

Kurnaedi (2025), conducted a study titled, "AI Integration in E-learning for Vocational Education Effectiveness." The study aimed to analyze the integration of artificial intelligence (AI) in e-learning systems to improve learning effectiveness in vocational education. The study used a sequential explanatory mixed method design. The sample included 375 vocational high school students from Tangerang and purposive sampling was used for selecting 22 schools in the qualitative phase. The findings indicated that AI helps personalize learning materials, provides automated recommendations, supports virtual assistants, and improves evaluation systems. It also increases student motivation, engagement, and readiness for industry demand.

Hui-Shan Lo et al. (2025) conducted a study titled, "The Intention of Professionals Using Virtual Reality in Training Vocational Skills for Individuals with Disabilities." The current study aimed to develop an appropriate model to represent the relationships among the factors relating to the intention of vocational training professionals to use virtual reality vocational training systems for persons with disabilities. The sample consisted of 59 professionals working in vocational training for individuals with disabilities. A questionnaire survey method was used and participants were selected through purposive sampling. The findings indicated that perceived usefulness and enjoyment of virtual reality positively influence professional intention to use it for vocational training, mainly through the perceived value of the technology.

Muchlas and Triatmaja (2025) conducted a study titled, "Implementation of Dewey's and Prosser's Philosophy on Vocational Education in Indonesia" The study aims to explore the implementation of the Philosophical values of two influential figures, Dewey and Prosser, in the organization of vocational education in Indonesia. The sample consisted of 86 vocational school principals from Java Island. The

participants were selected using purposive sampling. The findings revealed that vocational education in Indonesia reflects several pragmatic ideas of Dewey and Prosser, but their practical application is still limited, especially in terms of learning by doing and balancing theory with practical skills due to insufficient resources and equipment.

Lensjo (2024) conducted a study titled “Vocational Teacher Craft Knowledge and Working Life Experience in Building and Construction: A narrative study of Embodied and tacit learning.” The study explored vocational teacher’s craft knowledge professional identity and learning process. The findings revealed that choosing a vocational path aligned with personal interests and identity creates a strong sense of belonging and personal fulfillment. Career choices often reflect and strengthen students developing interests and identities shaped by life experiences.

Wen et al. (2024) conducted a study titled, “Research on the Integration of Craftsmanship in Vocational Education and Online Platforms in the Context of the New Era.” The study aimed to promote craftsmanship in vocational training using data-based strategies. The findings showed that combining online learning with factors such as vocational beliefs, values, attitudes, and aspirations has a positive and consistent impact. The results emphasized that online vocational education effectively supports craftsmanship and improves the overall quality of talent development.

Kim, Kim, Lim (2024) carried out a study titled, “A Meta- analysis of the Effects of Lifelong Learning Vocational Education in South Korea.” The objective of this study was to conduct a quantitative meta-analysis of previous research of lifelong vocational education in South Korea. The study aimed to identify the overall effects of lifelong learning vocational education, compare different types of education and suggest direction for future implementation. The findings showed that lifelong vocational education had a positive effect on learners. Informal vocational education was more effective than formal education. Office workers benefited the most, followed by university students and job seekers.

Ho et al. (2023) conducted a study titled “Investigating and Implementing a Student Vocational Education Model for Educational Innovation.” With the aimed of enhancing the competencies of preschool and high school teachers in Dong Thap province to align with the standards of new educational curriculum. The study also aimed to develop a model that includes local learning materials. The results highlighted vocational education activities carried out between 2018 and 2021 and led to the creation of a model that actively involves students and supports educational innovation in the region.

Ahmed (2021) Conducted a study titled,” Vocational Training Centers and their Development Through Contemporary Design Trends in Egypt.” The study aimed to improve vocational training centers by upgrading their interior design according to modern trends. These centers provide training for students, youth, elderly individuals, and people with special needs. The study found that one major

challenge is lack of strong support systems, which makes it difficult for these centers to adjust to the economic changes.

Omoakhalen and Abdurrahman (2021), conducted a study titled, “Capacity Building in Technical and Vocational Education Training Sector in Nigeria.” The study aimed to examine the major challenges, using affecting capacity building in technical and vocational education and training (TVET) programme and to identify strategies for improvement in Nigeria. A quantitative approach was adopted, using random sampling techniques, a selected sample of 60 Technical and Vocational Education Training (TVET) teachers. Data collected through a structured 6 item questionnaire. The findings revealed that key challenges to capacity building included inadequate funding, weak research, culture, insufficient training for (TVET) instructors, poor supervision, lack of adequate facilities, and in affective assessment of student competencies. The study also found that improved founding, regular training, and supervision of teachers, strong public-private partnership and full implementation of (TVET) policies significantly enhance capacity building.

Suharno et. al. (2020) conducted a study titled “Vocational Education in Indonesia: History, Development, Opportunities, and Challenges.” The main objective of the study was to provide a comprehensive overview of the development of vocational education in Indonesia, including its historical background, growth, opportunities and key challenges. The researchers used a qualitative approach with a cross-sectional design. Data were collected from high schools (SMK), involving 44 principals, 152 teachers, and 202 students. A purposive sampling technique was used. Data collection methods included interviews, observation, documentation review, and questionnaires. The findings revealed that educational vocational in Indonesia existed before independence and continued to develop after independence and reform. After the 1998 reform, Vocational schools were unified under the SMK system, offering a wide range of skills programs. In 2008 the government changed the ratio of general to vocational high school from 70%:30% to 30%:70% to strengthen vocational education. However, the growth lacked proper planning, making it difficult for many graduates to find job. The curriculum was largely theoretical and poorly aligned with labor market needs. Major challenges included inadequate facilities, weak industry involvement and limited teacher support. The study emphasizes the need for stronger industry collaboration and effective policy implementation to enhance graduate employability.

Jong, Wierstra, Hermanussen (2010) conducted a study titled, “An Exploration of the Relationship Between Academic and Experiential Learning Approaches in Vocational Education.” The aim of the study is to examine how students in vocational education learn in two different settings- school (academic learning) and the work place (learning through experience). A sample included 899 secondary vocational students from the Netherlands, of whom 758 provided a data on school-based learning, 407 on work base learning and 266 students participated in both settings. Using questionnaire data and statistical analyses, the study

identified different learning approaches in school and workplace contexts. The findings showed that the relationship between academic and experiential learning styles was weak. The study concludes that learning approaches depend strongly on the context and no single learning theory applies equally to all institutions.

Chanda (2023) conducted a study titled “Challenges of Teaching Vocational Subjects in Rural Schools: A Case of Kalabo District in Western Province, Zambia.” The study aimed to identify difficulties faced in teaching vocational subjects in rural schools. Using purposive sampling, three schools were selected, involving a total of 60 participants. The findings reveal severe shortages of essential learning resources such as instructional materials, libraries, tools, textbooks and in some cases even classroom facilities.

- *Studies Related to Vocational Education in India*

Singh and Gunasekaran (2024), conducted a study titled, “Vocational Education in India: A policy Analysis and Case Study of NEP 2020 Implementation.” The study aimed to examine how Indian education policies, especially the National Education Policy (NEP) 2020, support the integration of vocational education with mainstreams academic education to improve employability. The research analyzed major national education policies introduced between 1968 and 2020 and included a case study of skill Enhancement Courses offered at the University of Delhi. Policy analysis was used to study changes over time, while the case study method helped assess real-world implementation. The findings revealed that NEP 2020 has strengthened the connection between vocational and academic education, and the skill enhancement courses have positively improved student employability and practical skills. The study also highlights the importance of better coordination between vocational and academic streams to reduce skill gaps among graduates.

Wani et al. (2024) conducted a study titled “Contextualizing the Role of District Institutes of Education and Training (DIETs) Towards Vocational Education in Kashmir in Light of the National Educational Policy (NEP) 2020- A perspective on Kashmir Handicrafts.” The study evaluated the strength, weaknesses, opportunities and challenges faced by DIET staff in relation to vocational education. The findings show that traditional Kashmiri handicrafts are not included in the current vocational education curriculum.

Parimal (2021), conducted a study titled, “Implementation of Vocational Training Programme in School Education of West Bengal”, with the aim of preparing students for employment and skill development. The purpose of this study was to examine the implementation of the vocational education and training programme in school education of West Bengal under CSS-VSE and to analyze its status opportunities and challenges at the secondary level. The study used a survey and document analysis method with proportionate sampling technique was used to select samples from all 23 districts of West Bengal, which include 100 headmasters/headmistress, 24 assessors, 150 students and 100

parents/guardians from approve vocational secondary school. The findings revealed that the distribution of vocational secondary schools under CSS-VSE was uneven across districts, with several districts having fewer approved schools than administrative units, indicating unequal access to vocational education.

Tenzin (2021) conducted a study titled, “A study of Tibetan vocational Training Centers in India”, aiming to assess the present condition of this institution and identify challenges faced by trainers. The study involved approximately 50 trainers and around 270 enrolled individuals including boys, girls, monks and nuns. Among the trainers, 52.2 percent were male and 47.8 percent were female. The findings revealed that only 61.2 percent of the vocational training centers had access to library facilities, many of which were poorly maintained. Although 86.02 percent of the centers had adequate building infrastructure, 77 percent lacked proper meeting halls for guest lectures or resource session. However, more than 80 percent of the institutions were found to have sufficient staff quarters and hostels facilities.

Samiksha (2020), conducted a study on “Employability of Vocational Education and Training Graduates”, the purpose of this study is to examine the level of employability among ITI students and to develop an employability framework for vocational education students in India. The study consisted of 330 respondents and the sample was included students, instructors, staff members and employers, respondents were selected from government ITIs located in Mumbai city and suburban areas. The study adopted a mixed methods approach for sample selection. The findings revealed that the study identified the career paths pursued by ITI students after completing vocational training. The study also indicated that the role of vocational institutions is crucial in shaping students’ employability outcomes.

Sharma (2016) examined the “Study of Status and Problems Faced by the Schools Under the Directorate of Education Delhi in Implementing the Vocational Education at Plus 2 Level.” The study aimed to identify the types of vocational courses offered and to analyze course preferences among male and female students. A sample comprising 500 students, 60 teachers, and 20 principals was randomly selected from 20 schools in South Delhi where vocational education was available. From each school, 25 students, 3 teachers and 1 principal were chosen through random sampling. The findings stressed the importance of greater involvement of career counsellor to assist students in making informed career choices. The study also recommends enriching the curriculum with adequate practical learning opportunities to strengthen student vocational skills and attitudes.

Agrawal (2012) conducted a study titled “Vocational Education and Training in India: Challenges, Status, and Labour Market Outcome” Which aimed to examine the vocational education and training (VET) system in India and highlight the key challenges it faces. The findings revealed that individuals between the ages of 15-29 who had

undergone vocational training continue to experience a relatively high unemployment rate of around 11%, indicating a mismatch between the skills acquired through training and the employment opportunities available in the labour market.

- *Studies Related to Vocational Education in North-East India*

Lalrinchhanna (2025), conducted a study titled, “Need and Importance of Vocational Education in the Lower Secondary Level of Education in Lunglei District Mizoram.” The aim of the study is to analyze the need and importance of vocational education and its impact if it is implemented at the lower secondary education in Lunglei District, Mizoram and also to find out the availability of trained teachers in vocational education if it is imparted at the lower secondary education in Lunglei District, Mizoram. The sample included 1725 students from government, deficit, and private schools at the lower secondary level in Lunglei, Mizoram. Out of 45 schools, 25 schools were selected using random sampling. The findings revealed that vocational education is not available in all lower secondary school in Lunglei District, Mizoram. Only a few schools provide vocational courses and the facilities and equipment are limited and it also revealed that vocational education is important for developing practical skills and self-reliance among students. It helps reduce dropout rates and prepare students for employment opportunities. Therefore, schools and the government should give more importance to implementing vocational courses.

Lyngdoh (2022) conducted a study titled, “Educational Interest and Vocational Interest in Relation to Academic Achievement of the Secondary School Students in Meghalaya.” The study aimed to find out the relationship of vocational interest with academic achievement of the secondary school students. The study was conducted among class x students from government, government-aided, and private secondary schools under MBOSE in East Khasi Hills District, Meghalaya. A sample of 600 students (5.54% of the population) was selected for the study using the stratified random sampling technique. The study revealed a significant negative relationship between vocational interest and academic achievement among secondary students at the 0.05 level of significance, indicating that students with higher vocational interest tended to have lower academic achievement.

Wahlang (2022) conducted a study titled, “Attitude of Higher Secondary Students Life Skill in Relation to Their Educational and Vocational Aspirations in Meghalaya.” The aim is to study the relationship between educational aspirations and vocational aspiration of higher secondary students. The study included 1242 higher secondary students selected from 13 schools across 11 blocks, using disproportionate stratified random sampling to ensure representation of different groups. The study found a positive relationship between educational aspiration and vocational aspiration and also a positive correlation between life skills, Vocational aspiration and educational aspiration among students.

Choudry (2022), conducted a study Titled, “A Critical Study on Vocational Education Courses in Higher Secondary Schools of Nagaon district of Assam.” The aimed is to study the vocational education courses provided by the higher secondary schools of nagaon District of Assam. The study selected 13 higher secondary schools and 13 principals, and 400 students selected through purposive sampling. The study revealed that only limited number of higher secondary schools offer vocational education courses and the range of courses is very limited. The study suggested that vocational education needs proper and effective implementation. It recommended that the government should introduced more vocational education courses and expand more schools in Nagaon District.

Kichu (2021), conducted a study titled,” Status of Technical and Vocational Education in Nagaland.” The study aims to find out the origin and development of technical and vocational education in Nagaland and also to find out the problems of teachers and students in the institution of technical and vocational education in Nagaland and to make recommendations for the improvement of technical and vocational education in Nagaland. Selected a sample of 726 students and 130 teachers using a random sampling. The findings and recommendations provided by students, teachers, and principals could help improve the quality and effectiveness of technical and vocational education in the state.

- *Synthesis of Reviewed Literature*

The reviewed studies indicate that vocational education plays an important role in developing practical skills, employability, and self-reliance among students. Several studies such as Singh and Gunasekaran (2020), Samiksha (2020), Kim et al. (2024), and Lalrinchhanna (2025) found that vocational education helps students improve their skills and prepares them for future employment opportunities. Wahlang (2022) showed a positive relationship between educational aspirations, life skills, and vocational aspirations among students.

The studies also show that practical based experience-based learning is an important part of vocational education. Studies by Muchlas and Triatmaja (2025), Sharma (2016), and Jong et al. (2010) emphasized that hand on-on learning supports better understanding and skill development. Lensjo (2024), found that students perform better when vocational courses match their interest and abilities.

However, the studies also found several challenges affecting the implementation of vocational education. Gunarhadi et al. (2025), Omoakhlen and Abdurrahman (2021), Suharno et al. (2020), Tenzin (2021) and Chanda (2023) identify problems such as inadequate facilities, limited learning resources, insufficient teacher support, and weak institutional systems. Agrawal (2012) found that vocational education may not always result in employment because of a mismatch between acquired skills and labour market demands. Similarly, Lyngdoh (2022) found a negative relationship between vocational interest and academic achievement among students.

Overall, the review of related literature suggest that vocational education has a positive influence on student's skill development and future opportunities, but its effectiveness depends on proper implementation, adequate facilities and stronger links between education and employment needs.

➤ *Research Gap*

Existing studies on vocational education in the North-East region of India mainly focus on its importance, availability, and status at the school level, highlighting issues such as limited courses and inadequate facilities (e, g., Lalrinchhanna, 2025, Choudry, 2022). At the national level, research largely examines policies, implementation of vocational programmes and employability outcomes along with the challenges faced by the institutions and regional disparities (e, g., Sing and Gunasekaran 2024, Agrawal, 2012). International studies explore areas such as technology integration, innovative teaching methods and curriculum development (e, g., Kurnaedi, 2025, Gunarhadi et al., 2025).

However, most of these studies are limited to policy analysis or school level education although some studies discuss the National Education Policy (NEP) 2020, limited research has been conducted on Vocational Training courses (VTCs) at the college level. Moreover, existing research has not adequately explored the perception of college students regarding vocational training courses under NEP 2020.

Therefore, a clear gap exists in understanding how college students perceive vocational training courses in terms of usefulness in developing employability skills, providing practical learning experiences, aligning with their interest and abilities, promoting self-reliance, and the challenges they face while pursuing these courses under NEP 2020.

III. RESEARCH METHODOLOGY

Research methodology means the organized way to solve a research problem. It includes the methods and procedures used for collecting, organizing and analyzing data. It helps the researcher conduct the study in a structured and scientific manner.

This chapter discusses the following parts of research methodology;

- *Research Design*
- *Population*
- *Sample*
- *Sampling Technique*
- *Selection and Description of Tool*
- *Procedure of Data Collection*
- *Procedure of Data Analysis.*

➤ *Research Design*

Research design is the overall plan of a study that helps guide how data is collected, organized and analyzed. It gives a clear structure for conducting the research step by step in a proper and systematic way.

In this study, a descriptive survey research design was used. This design is suitable when the researcher wants to describe a situation as it is, without changing or controlling any variables. It mainly focuses on collecting information from respondents and presenting their views in a simple and clear manner.

This design was chosen because the main aim of the study was to understand students' perceptions regarding Vocational Training Courses (VTCs) under National Education Policy (NEP) 2020. It helped in collecting direct responses from students and presenting their opinions in an organized way.

➤ *Population of the Study*

Population refers to the entire group of individuals from which a sample is selected for the purpose of a study. It represents all the units that are related to the research topic.

In this study, the population consists of all B. A, B.Sc., B. Com, and BCA 6th semester students in Jaiaw area. These students were selected because they belong to different streams and have exposure to the academic framework under National Education Policy (NEP) 2020, including Vocational Training Courses (VTCs).

The population includes students from different colleges in the Jaiaw area. However, it was not practical to include the entire population due to limitations of time. Therefore, a sample was drawn from this population for detailed analysis.

Table 1 Population of Students.

Sl.no	Types of Management	Affiliation	6 th Semester students		Total
			Male	Female	
1	Private	NEHU	481	658	1139
2	Private	NEHU	90	98	188
3	Private	NEHU		43	43
Grand Total		571	799	1370	

Source: Official Records from Concerned Colleges by Wandahunshisha L. Thabab (2026)

➤ *Sample Size of the Study*

A sample is a smaller group selected from the total population for the purpose of conducting a study. In the present study, a sample of 302 undergraduate students was

selected from a population of 1,370 sixth semester students from the selected colleges in the Jaiaw using simple random sampling technique.

Table 2 Sample of the Study

Sl.no	Types-of Management	Affiliation	6 th Semester students		Total
			Male	Female	
1	Private	NEHU	99	143	242
2	Private	NEHU	11	26	37
3	Private	NEHU		23	23
Grand total		110	192	302	

*Source: Official Records from Concern Colleges by Wandahunshisha L. Thabah (2026)

➤ Description of the Tool

In the present study, the researcher used a self-developed questionnaire to collect data from undergraduate students. The questionnaire was prepared to study the perception of college students regarding Vocational Training Courses (VTCs) under the National Education Policy (NEP) 2020 in the Jaiaw area of East Khasi Hills District.

The questionnaire was developed using Google Form and was distributed to all 6th semester undergraduate students in the colleges located in the Jaiaw. The students who responded to the questionnaire constituted the sample for the study. The questionnaire consisted of 27 statements based on the five objectives of the study and included both positive and negative statements. All the items were closed-ended in nature, and respondents were asked to select either “yes” or “No” for each statement. This format made the questionnaire simple to understand and respond to, and it facilitated the systematic analysis of the data.

➤ Preparation of the Tool

For the construction of the tool, the researcher prepared a self-structured questionnaire in Google Form, keeping in mind the objectives of the study and the time available for conducting the research. The preparation of the tool involved the following steps:

• Step 1 – Review of Related Literature

The researcher reviewed relevant literature related to vocational training courses under NEP 2020 and student perceptions. This review helped in gaining a clear understanding of the concepts and in developing appropriate items for the questionnaire.

• Step 2 – Objective

The researcher considered the five main objectives of the study while designing the questionnaire. The items were framed in such a way that they were directly related to the objectives and helped in collecting relevant information.

• Step 3 – Construction of the Questionnaire

The researcher first prepared 42 statements based on the objectives of the study. All the statements were closed-ended, and respondents were asked to select either “Yes” or “No”.

• Step – 4 Validation of the Questionnaire

The questionnaire was given to the experts for their suggestions and comments. Based on their feedback, necessary changes were made. Some unclear and repeated statements were removed.

• Step – 5 Selecting of the Final Items

After making the necessary corrections, the final questionnaire consisting of 27 statements was prepared for data collection.

• Step – 6 Conversion into Google Form

The final questionnaire was converted into a Google Form and used to collect data from the respondents.

➤ Establishing Validity

Validity is defined as the property of a scale to properly represent theoretical construct that it is meant to measure. (DeCoster, 2000)

- Face validity: To evaluate the face validity of the questionnaire Perception of Vocational Training Courses (VTCs) under NEP 2020, the items were verified by experts who expressed that the scale appeared valid to administer to undergraduate students so far as the objectives were concerned.
- Content validity: Content validity means checking whether the questionnaire covers the important parts of the study. To ensure this, the questionnaire was given to experts for review. The table below shows the percentage of responses to each question asked on the rating scale given to the experts for content validity

Table 3 Showing the Percentage of Responses to Each Question Asked for Content Validity.

Sl no	Question on rating scale	To a great extent	To quite an extent	To some extent	Not at all	Total
1	How far the items listed in the questionnaire are representative of perception regarding (VTCs) under NEP 2020?	40%	60%			100%
2	Do you think that the items listed in the questionnaire would be able to study the perception regarding (VTCs) under NEP 2020?	60%	40%			100%

3	To what extent has the questionnaire covered the various components of perception regarding (VTCs) under NEP 2020?	70%	30%			100%
4	Are the items in the questionnaire relevant in terms of content presented?	40%	60%			100%
5	Are the items suitable in terms of language use?	30%	60%	10%		100%

➤ Procedure for Data Collection

- The researcher prepared a self-structured questionnaire based on the objectives of the study.
- The questionnaire was reviewed by experts and was found suitable: Therefore, no changes were required.
- After finalization, the questionnaire was converted into a google form to facilitate data.
- Permission was taken from school authorities to share the google form link with the students.
- After receiving permission, the researcher shared the link with the students and explained the purposes of the study.
- Clear instructions were given to the students on how to fill in the form.
- Students were informed that there was no time limit.
- The students were also told that there were no right or wrong answer based on their personal opinions.
- The students were assured that their responses would remain confidential and would be use only for academic purposes.
- After submission, the responses were automatically collected through the Google Form.
- The collected data were then organized, analyzed, interpreted, and discussed by the researcher.

➤ Statistical Techniques Used

In this study, simple statistics were used to analyze the data. The responses were first organized in Excel sheet. After that, the data were summarized using frequency and percentage. These techniques were used to make the interpretation of responses clearer and more meaningful. The results were presented using tables and pie charts for a clear understanding.

➤ Procedure for Data Analysis

The data analysis in this study was carried out in a systematic manner. First, the responses collected through Google Forms were arranged in Excel sheet. Then, the data were organized accordingly. After organizing the data, simple statistical calculations such as percentages were applied to interpret the responses. Finally, the analyzed data were presented using tables and pie charts to show the findings in a clear and structured manner.

IV. DATA ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of data collected through a self-structured questionnaire. The data were collected from the respondents and are presented using tables and pie charts. Percentage is used as a simple statistical technique for analysis. The analysis is done based on the objectives of the study and each statement is interpreted accordingly.

A. Student Analysis and Interpretation

➤ Objective 1:

To find out Vocational Training Courses (VTCs) help students understand different future career opportunities.

• Research Question 1:

How far do Vocational Training Courses (VTCs) under NEP 2020 help students develop employability skills and prepare for future careers?

Table 4 Vocational Training Courses (VTCs) Help Students Understand Different Future Career Opportunities.

Options	Numbers	Percentage
Yes	286	94.70%
No	16	5.30%
Total	302	100%

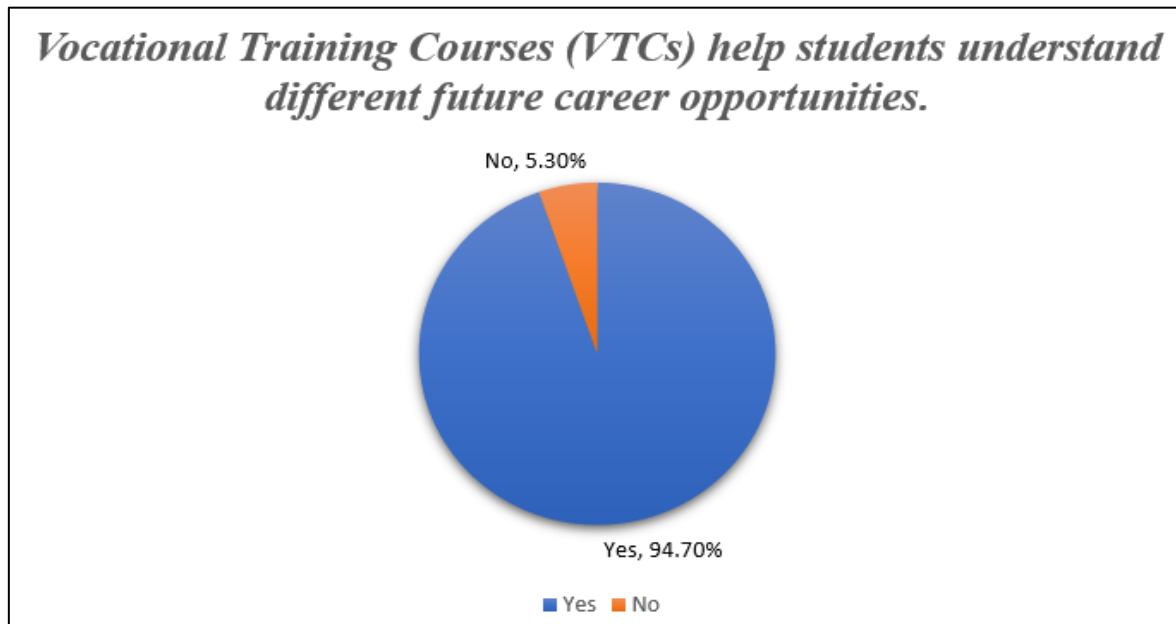


Fig 1 Vocational Training Courses (VTCs) Help Students Understand Different Future Career Opportunities

✓ **Interpretation**

From table 4 and figure 1, it is found out that out of 302 students, 286 students which (94.70%) answered “Yes” while 16 students which is (5.30%) answered “No” This show that

Vocational Training Courses (VTCs) help students become aware of different career opportunities. The courses give students a better understanding of possible job options and help them think more clearly about their future careers.

Table 5 Vocational Training Courses (VTCs) Enhance Communication Skills Needed for Employment

Options	Numbers	Percentage
Yes	256	84.80%
No	46	15.20%
Total	302	100%

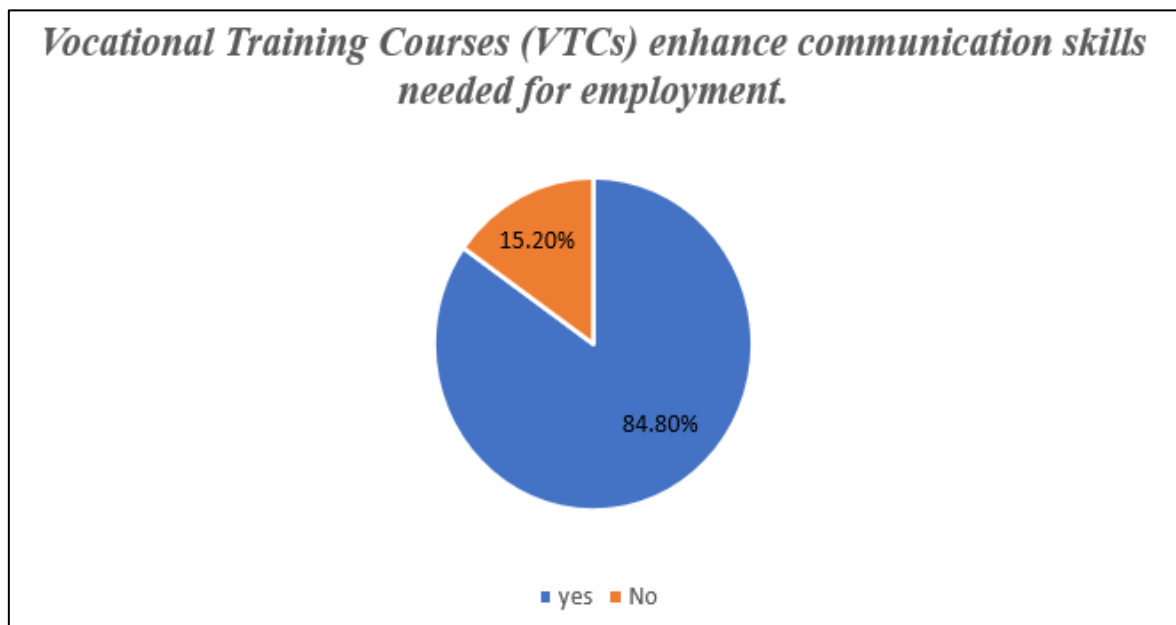


Fig 2 Vocational Training Courses (VTCs) Enhance Communication Skills Needed for Employment

✓ **Interpretation**

From the table 5 and figure 2 revealed that out 302 students, 256 students (84.80%) responded “Yes” while 46 students (15.20%) responded “No”. This suggests that

Vocational Training Courses (VTCs) help students improve their communication skills. These courses enable students to express their ideas more clearly and interact more confidently in work related situations.

Table 6 Vocational Training Courses (VTCs) Develop Teamwork and Collaboration Skills Among Students.

Options	Numbers	Percentage
Yes	284	94%
No	18	6%
Total	302	100%

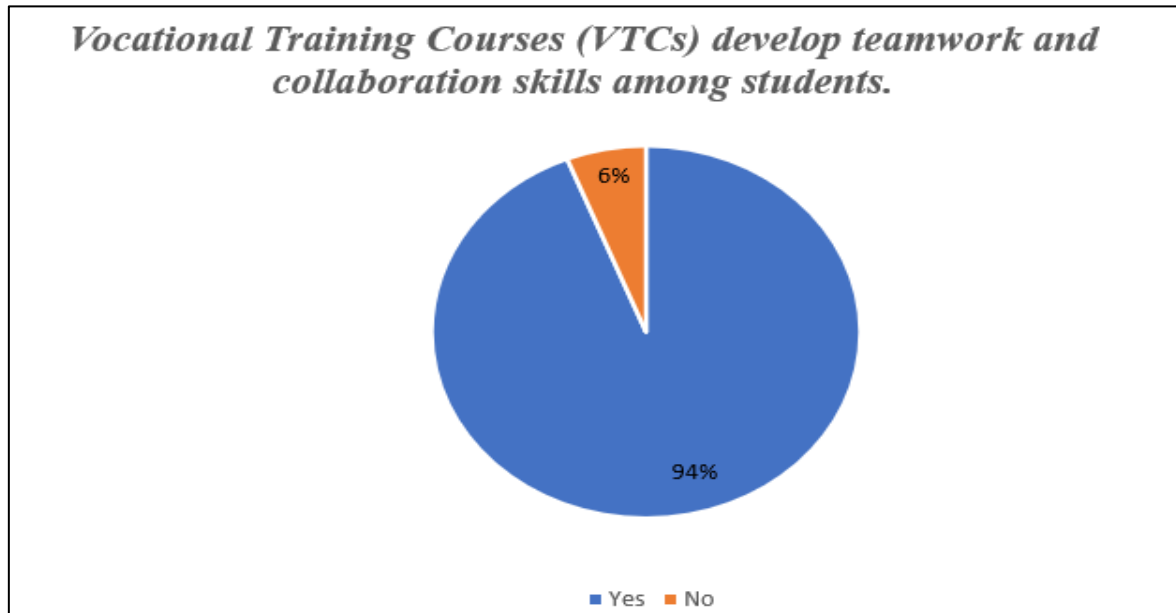


Fig 3 Vocational Training Courses (VTCs) Develop Teamwork and Collaboration Skills Among Students

• *Interpretation*

From the table 6 and Figure 3, found out among the 302 students, 284 students (94%) responded “Yes,” while 18 students (6%) responded “No”. This suggests that students

learn to work together during vocational training. It helps them build cooperation and group skills and share responsibility. As a result, students develop teamwork and cooperation skills that are important in many occupations.

Table 7 Vocational Course does Not Support Career Planning

Options	Numbers	Percentage
Yes	72	23.80%
No	230	76.20%
Total	302	100%

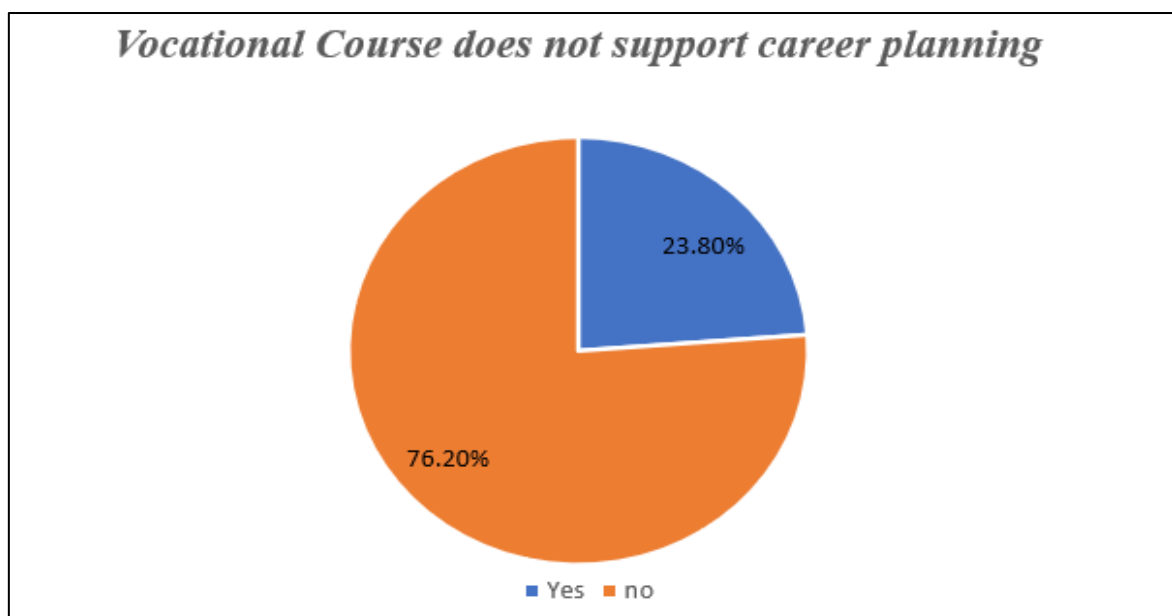


Fig 4 Vocational Course does Not Support Career Planning

✓ *Interpretation*

From the table 7 and figure 4, revealed that out of 302 students, 72 students (23.80%) responded “Yes”, while 230 student (76.20%) responded “No” which means they believe vocational courses do support Career planning. This shows that vocational courses actually support career planning. It helps students set goals and make decisions about their future. Students are able to plan their career path more clearly. Therefore, (VTCs) play an important role in career development.

➤ *Objective 2:*

To find out whether vocational Training Courses (VTCs) are aligned with the interest and abilities of college students.

• *Research Questions 2:*

How far are Vocational Training Courses (VTCs) related to the interest and abilities of students?

Table 8 Vocational Courses Match Individual Interest

Options	Numbers	Percentage
Yes	254	84.10%
No	48	15.90%
Total	302	100%

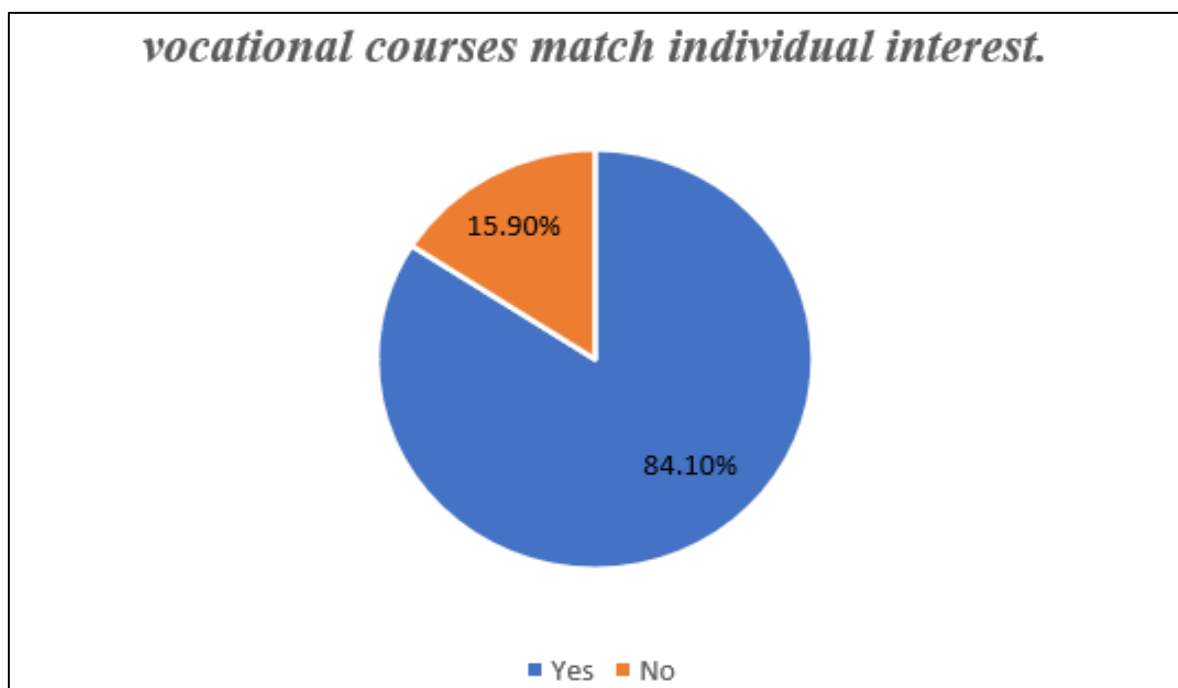


Fig 5 Vocational Courses Match Individual Interest

✓ *Interpretation*

From table 8 and figure 5, out of 302 students, it is found out that 254 students (84.10%) responded “Yes” while 48 students (15.90%) responded “No”. This shows that

Vocational Training Courses (VTCs) are closely related to students’ interests. When students study subjects that match their interests, they are more motivated and actively involved in learning.

Table 9 Vocational Training Courses (VTCs) Aligns with Individual Abilities and Skills

Options	Numbers	Percentage
Yes	264	84.40%
No	38	12.60%
Total	302	100%

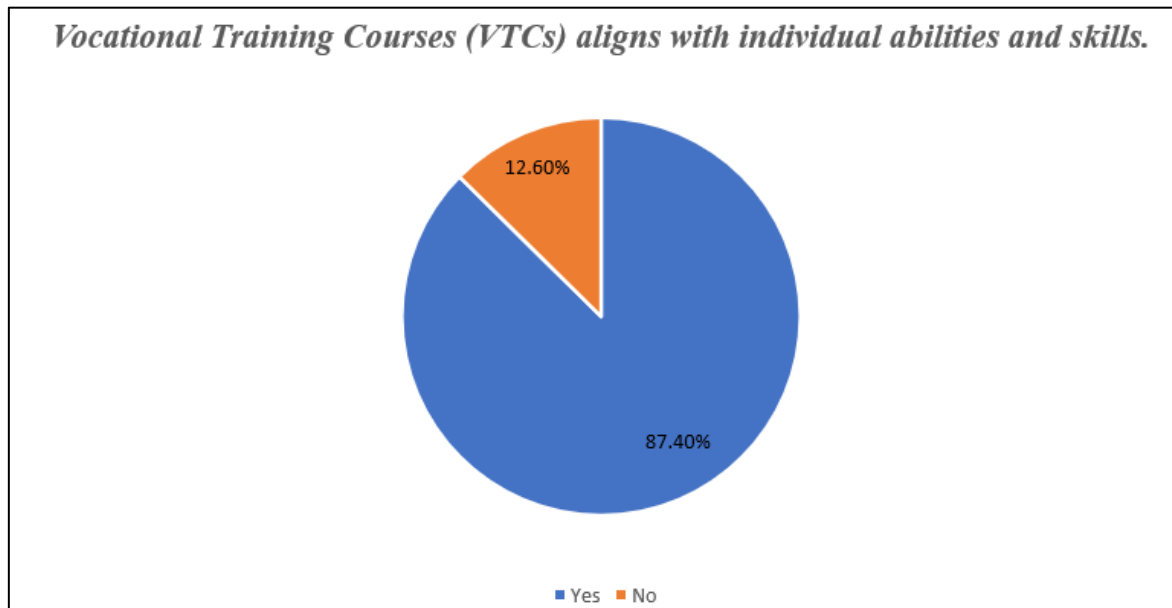


Fig 6 Vocational Training Courses (VTCs) Aligns with Individual Abilities and Skills

✓ **Interpretation**

From the table 9 and figure 6 it is found that out of 302 students, 264 students (87.40%) responded “yes” while 38 students (12.60%) responded “No” This shows that

Vocational Training Courses (VTCs) are suited students abilities and skills. It helps them understand their capabilities better and students can focus on improving their performance.

Table 10 Vocational Training Help in Identifying Personal Strength

Options	Numbers	Percentage
Yes	263	87.10%
No	39	12.90%
Total	302	100%



Fig 7 Vocational Training Help in Identifying Personal Strength

✓ **Interpretation**

From the table 10 and figure 7, revealed that students out of 302, it is found that 263 students (87.10%) answered “Yes” while 39 students (12.90%) answered “No”. This

shows that Vocational Training Courses (VTCs) help students recognize their talents and strong areas. Such awareness can guide them in choosing suitable careers.

Table 11 Vocational Training Courses (VTCs) Support Skilled Based Learning

Options	Numbers	Percentage
Yes	284	94%
No	18	6%
Total	302	100%



Fig 8 Vocational Training Courses (VTCs) Support Skilled Based Learning

✓ *Interpretation*

From the table 11 and figure 8, it is found that out of 302 students, 284 students (94%) responded “Yes” while 18 students (6%) responded “No”. This shows that the courses

focus on developing practical skills. It helps students learn by doing. Students gain useful skills for employment. Therefore, Vocational Training Courses (VTCs) promote skill-oriented education.

Table 12 Vocational Training Courses (VTCs) Provide Flexibility in Learning Areas

Options	Numbers	Percentage
Yes	263	87.10%
No	39	12.90%
Total	302	100%

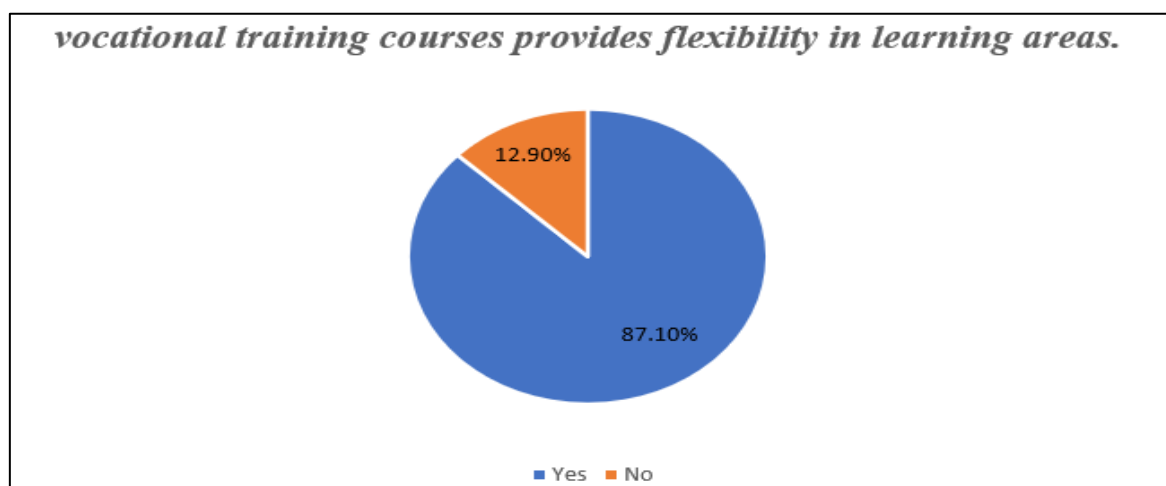


Fig 9 Vocational Training Courses (VTCs) Provide Flexibility in Learning Areas

✓ *Interpretation*

From the table 12 and figure 9, it is found that out of 302 students, 263 students (87.10%) responded “Yes” while 39 students (12.90%) responded “No”. This shows that students

experience some flexibility in choosing learning areas. It allows them to explore different options. Students can select areas based on their preference. Therefore, Vocational Training Courses (VTCs) support flexible learning.

Table 13 Vocational Courses Offer Little Choice Based on Interest

Options	Numbers	Percentage
Yes	192	63.60%
No	110	36.40%
Total	302	100%

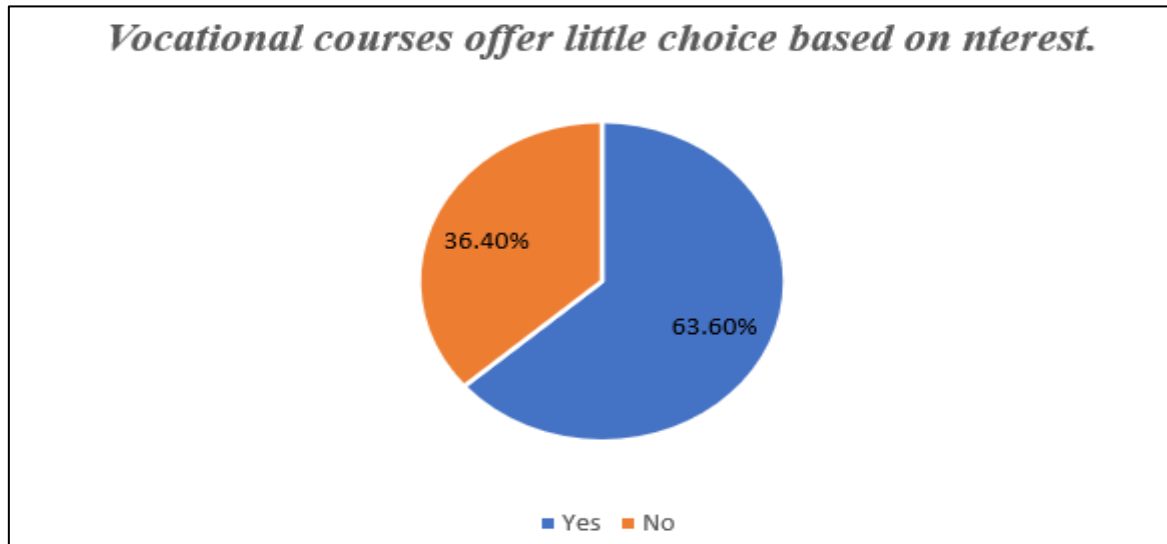


Fig 10 Vocational Courses Offer Little Choice Based on Interest

✓ *Interpretation*

From the table 13 and figure 10, it is found that out of 302 students, 192 students (63.60%) responded "yes" while 110 students (36.40%) responded "No". This shows that not all students experience same level of choice. Although some flexibility exists, it is not equal for all students. Some feel limited in selecting areas of interest. This may affect their engagement in learning. Therefore, there is a need to improve flexibility in course options.

➤ *Objective 3:*

To find out whether vocational education provides practical hands-on learning experiences as suggested in NEP (2020).

• *Research Questions 3:*

Do Vocational Training Courses (VTCs) provide practical and hands-on learning experiences as suggested in NEP 2020?

Table 14 Vocational Training Courses (VTCs) Emphasize Practical Learning

Options	Numbers	Percentage
Yes	288	95.40%
No	14	4.60%
Total	302	100%

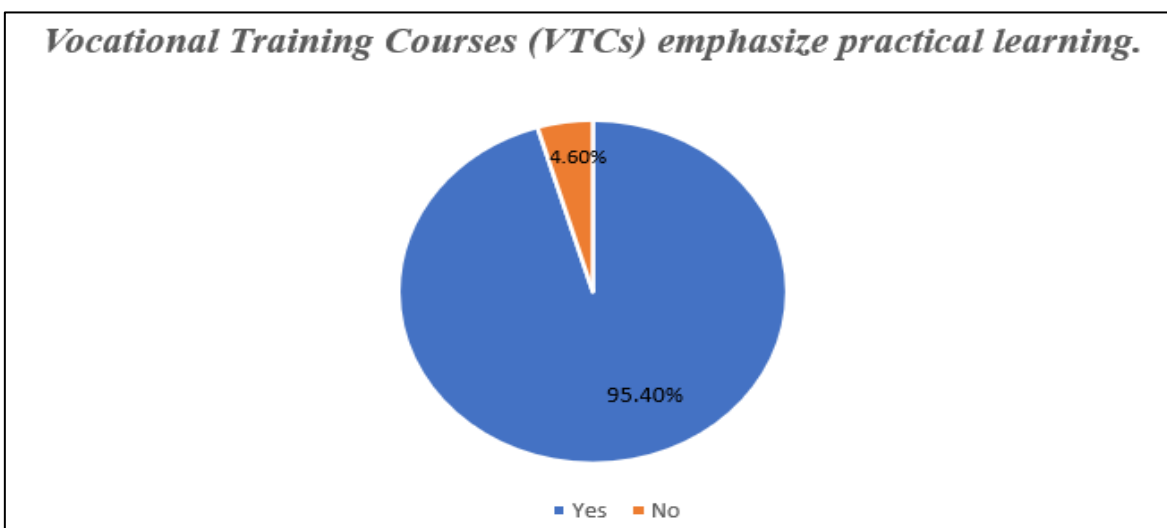


Fig 11 Vocational Training Courses (VTCs) Emphasize Practical Learning

✓ *Interpretation*

From the table 14 and figure 11, it is found that out of 302 students, 288 students (95.40%) responded “Yes” while 14 students (4.6%) students responded “No”. This shows that

vocational courses focus on practical learning. It helps students gain experience through activities. Students learn by actively participate.

Table 15 Vocational Training Courses (VTCs) Include in Real Life Work Experiences

Options	Numbers	Percentage
Yes	275	91.10%
No	27	8.90%
Total	302	100%

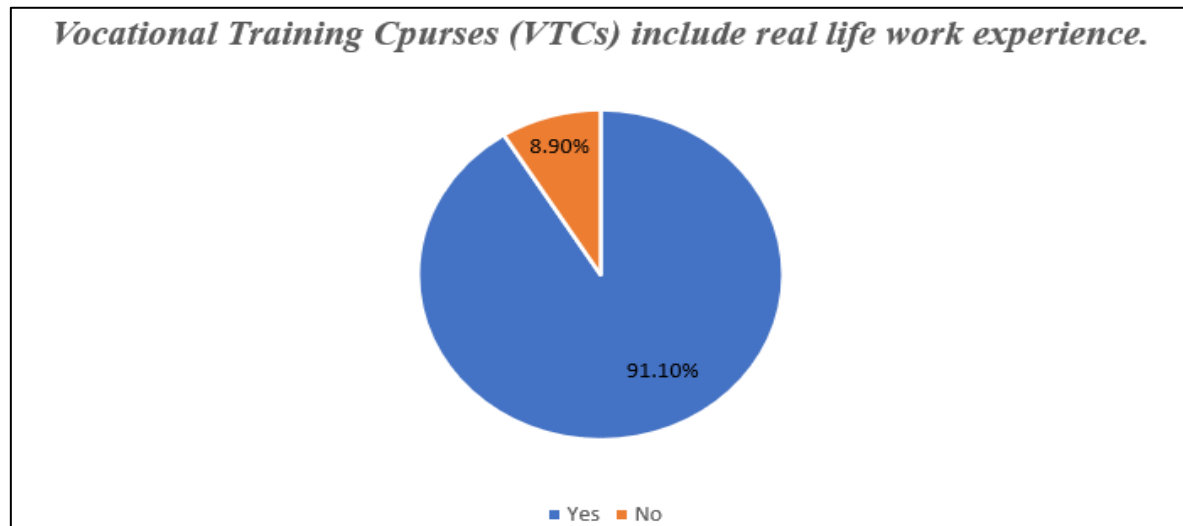


Fig 12 Vocational Training Courses (VTCs) Include in Real Life Work Experiences

✓ *Interpretation*

From the table 15 and figure 12, it is found that out of 302 students, 275 students (91.10%) responded “Yes” while 27 students (8.90%) responded “No”. This shows that

students are exposed to real work situations. It helps them understood job-related tasks. Students become familiar with workplace conditions. Therefore, Vocational Training Courses (VTCs) prepare students for real work environments.

Table 16 Vocational Training Courses (VTCs) Use Tools and Equipment for Training

Options	Numbers	Percentage
Yes	279	92.40%
No	23	7.60%
Total	302	100%

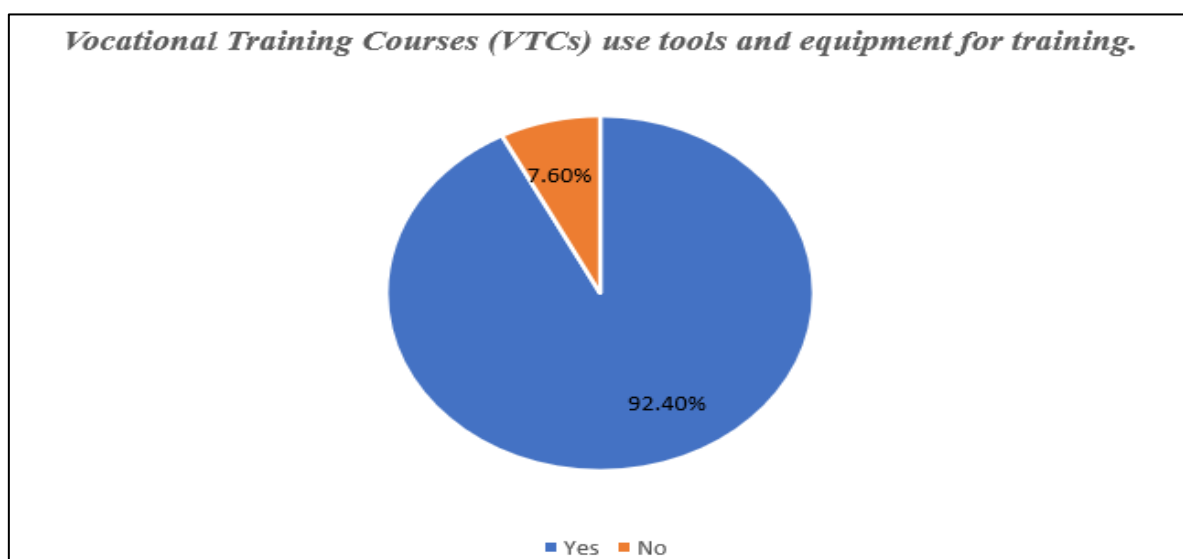


Fig 13 Vocational Training Courses (VTCs) Use Tools and Equipment for Training

✓ *Interpretation*

From the table 16 and figure 13. it is found that out of 302 students, 279 students (92.40%) responded “yes” while 23 students (7.60%) responded “No”. This shows that

students learn using tools and equipment. It improves their practical skills. Students gain technical knowledge through use of resources.

Table 17 Vocational Training Courses (VTCs) Improve Understanding Through Practice

Options	Numbers	Percentage
Yes	291	96.40%
No	11	3.60%
Total	302	100%

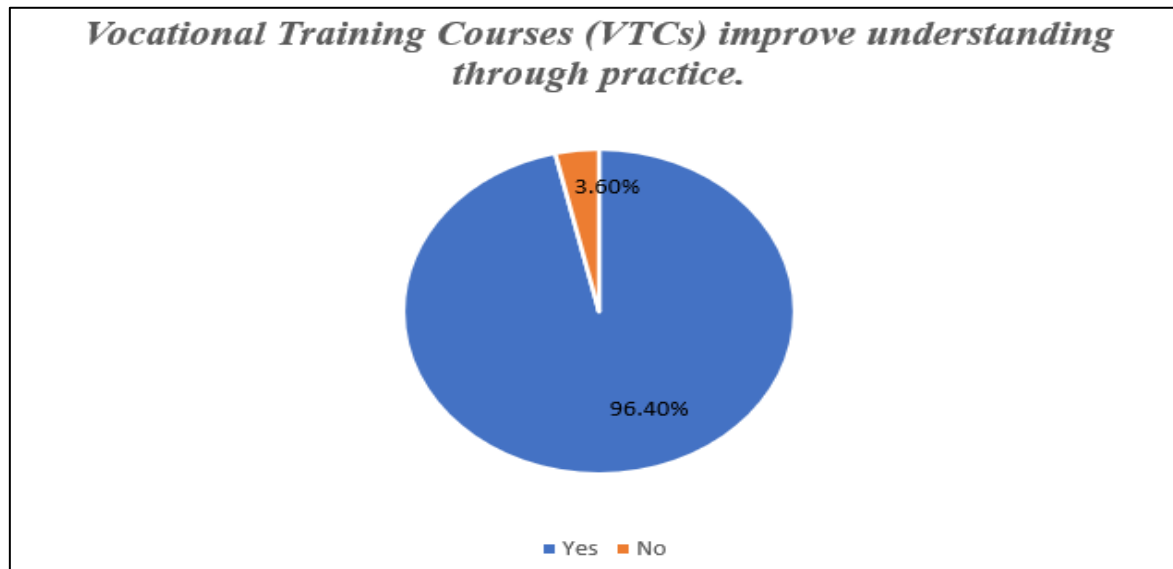


Fig 14 Vocational Training Courses (VTCs) Improve Understanding Through Practice

✓ *Interpretation*

From the table 17 and figure 14, it is found that out of 302 students, 291 students (96.40%) responded “Yes” while 11 students (3.60%) responded “No”. This shows that

learning by practice improves understand. It helps students remember concepts more clearly. Therefore, Vocational Training Courses (VTCs) strengthen learning outcomes.

Table 18 Vocational Training Courses (VTCs) Lack Sufficient Practical Sessions

Options	Numbers	Percentage
Yes	145	48%
No	157	52%
Total	302	100%

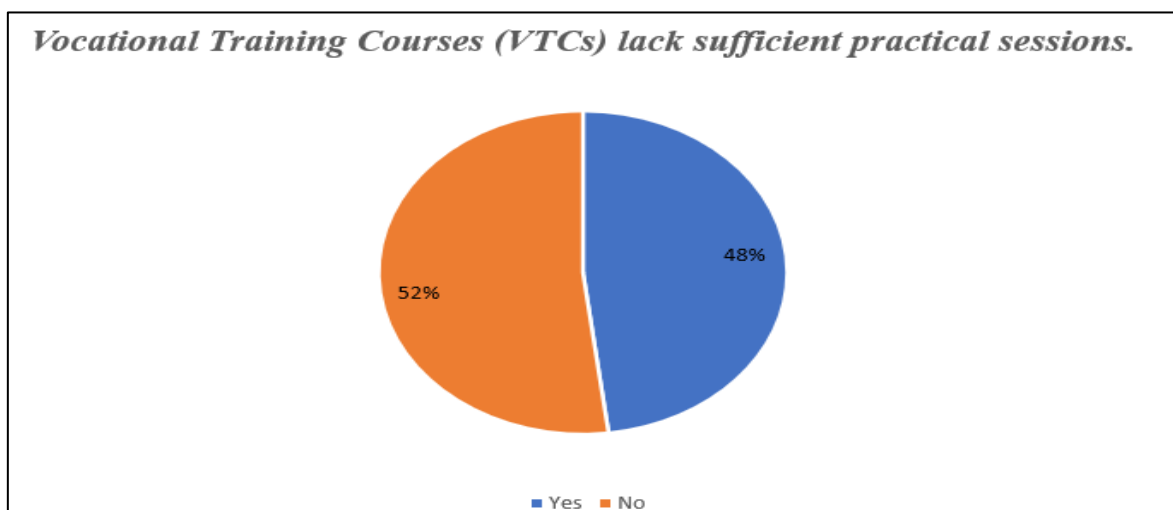


Fig 15 Vocational Training Courses (VTCs) Lack Sufficient Practical Sessions

✓ *Interpretation*

From the table 18 and figure 15, it is found that out of 302 students, 145 students (48%) responded “Yes” while 157 students (52%) responded “No”. This shows that some

students are satisfied with practical sessions, some feel that additional hands-on practice would further improve their learning.

Table 19 Vocational Training Courses (VTCs) Focus more on Theory than Practice

Options	Numbers	Percentage
Yes	106	35.10%
No	196	64.90%
Total	302	100%

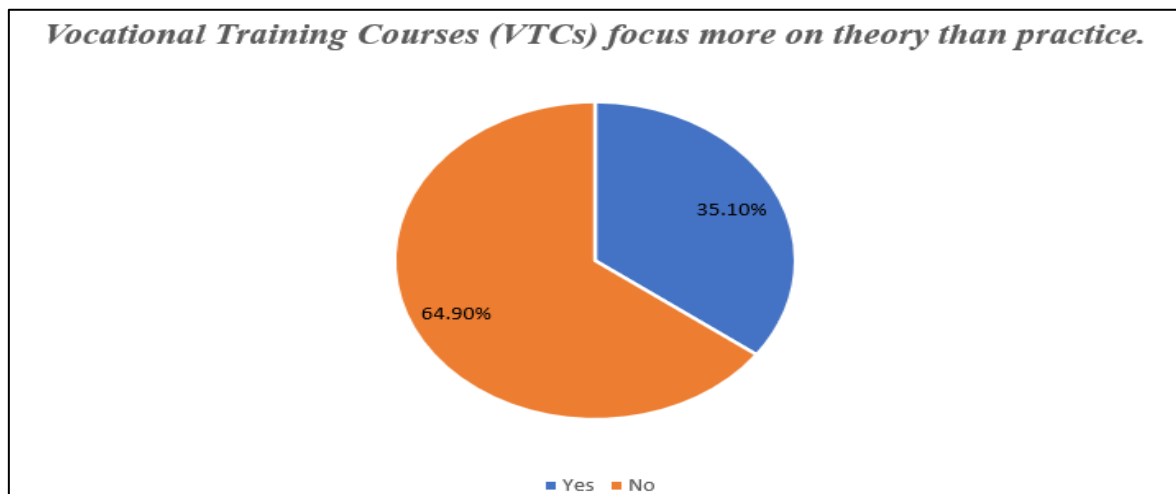


Fig 16 Vocational Training Courses (VTCs) Focus more on Theory than Practice

✓ *Interpretation*

From the table 19 and figure 19, it is found that out of 302 students, 106 students (35.10%) responded “Yes” while 196 students (64.90%) responded “No”. Since most students disagreed with this statement, it shows that practical work receives greater emphasis than theory in these courses.

➤ *Objective 4:*

To find out whether Vocational Training Courses (VTCs) promotes independence and self-reliance among college students.

• *Research Questions 4:*

Do Vocational Training Courses (VTCs) help students become independent and self-reliant?

Table 20 Vocational Training Promotes Self-Reliance

Options	Numbers	Percentage
Yes	262	86.80%
No	40	13.20%
Total	302	100%

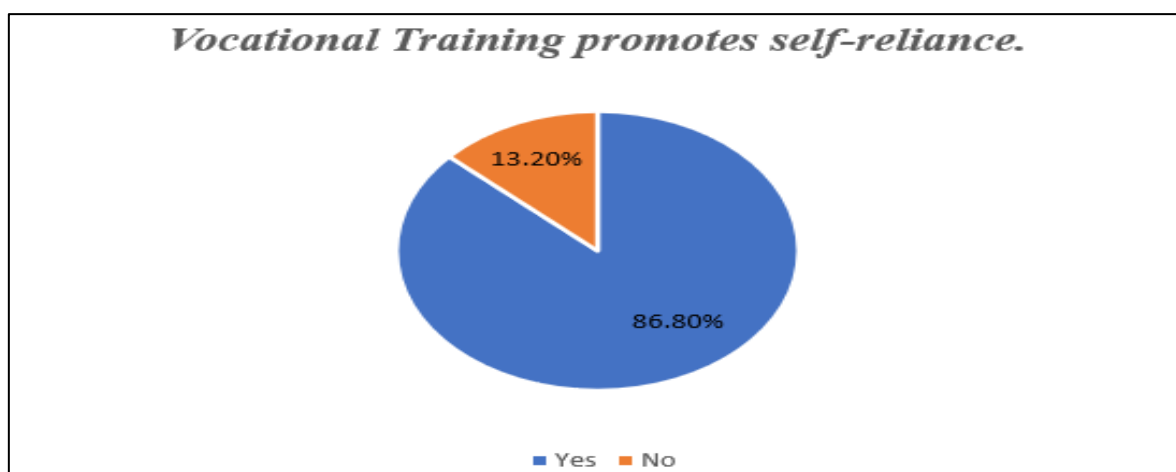


Fig 17 Vocational Training Promotes Self-Reliance

✓ *Interpretation*

From the table 20 and figure 17, it is found that out of 302 students, 262 students (86.80%) responded “Yes” while 40 students (13.20%) responded “No”. This shows that

students become more independent through training, it helps them handle tasks on their own. Students develop a sense of responsibility. Therefore, Vocational Training Courses (VTCs) support self-reliance.

Table 21 Vocational Training Develop Problem Solving Skill

Options	Numbers	Percentage
Yes	245	81.10%
No	57	18.90%
Total	302	100%

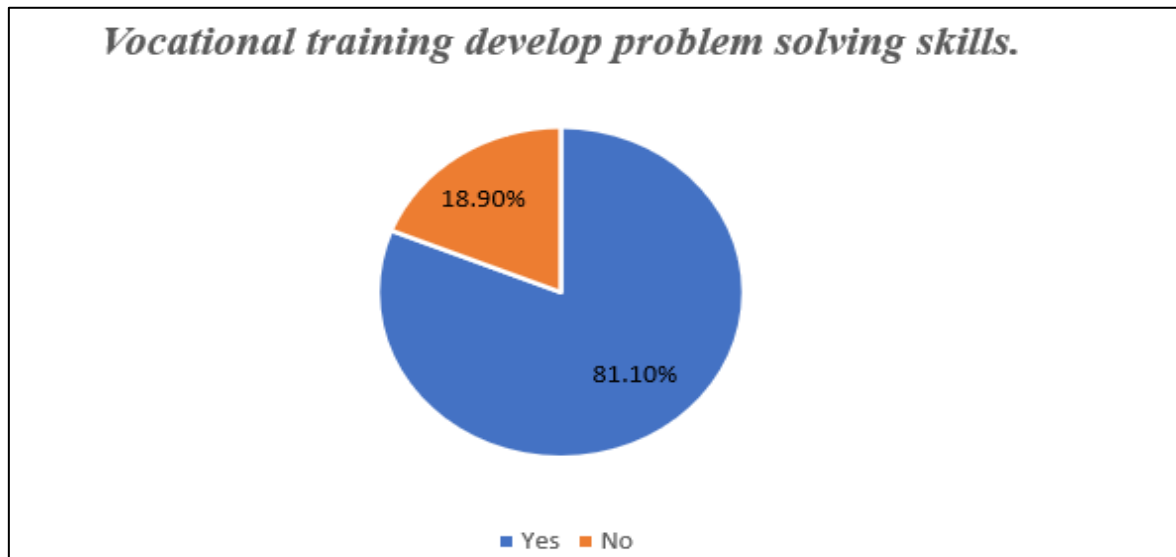


Fig 18 Vocational Training Develop Problem Solving Skill

✓ *Interpretation*

From the table 21 and figure 18, it is found that out of 302 students, 245 students (81.10%) responded “Yes” while 57 students (18.90%) students responded “No”. This shows

that students learn to solve problems effectively. It helps them deal with real-life challenges. Students think logically in difficult situations. Therefore, Vocational Training Courses (VTCs) develop problem-solving ability.

Table 22 Vocational Training Courses (VTCs) Build Confidence in Work Situation

Options	Numbers	Percentage
Yes	271	89.70%
No	31	10.30%
Total	302	100%

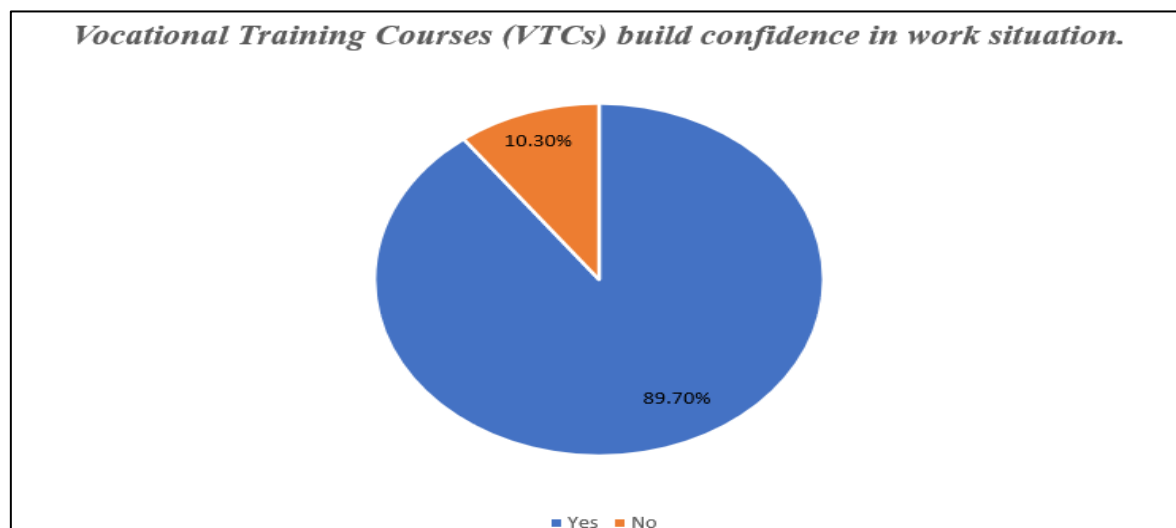


Fig 19 Vocational Training Courses (VTCs) Build Confidence in Work Situation

✓ *Interpretation*

From the table 22 and figure 19, it is found that out of 302 students, 271 students (89.70%) responded “Yes” while 31 students (10.30%) responded “No”. This shows that

students gain confidence through practical learning. It prepares them for job situations. Students feel ready to perform tasks. Therefore, Vocational Training Courses (VTCs) improve confident and prepared for future jobs.

Table 23 Vocational Training Courses (VTCs) Support Entrepreneurial Thinking

Options	Numbers	Percentage
Yes	256	84.80%
No	46	15.20%
Total	302	100%

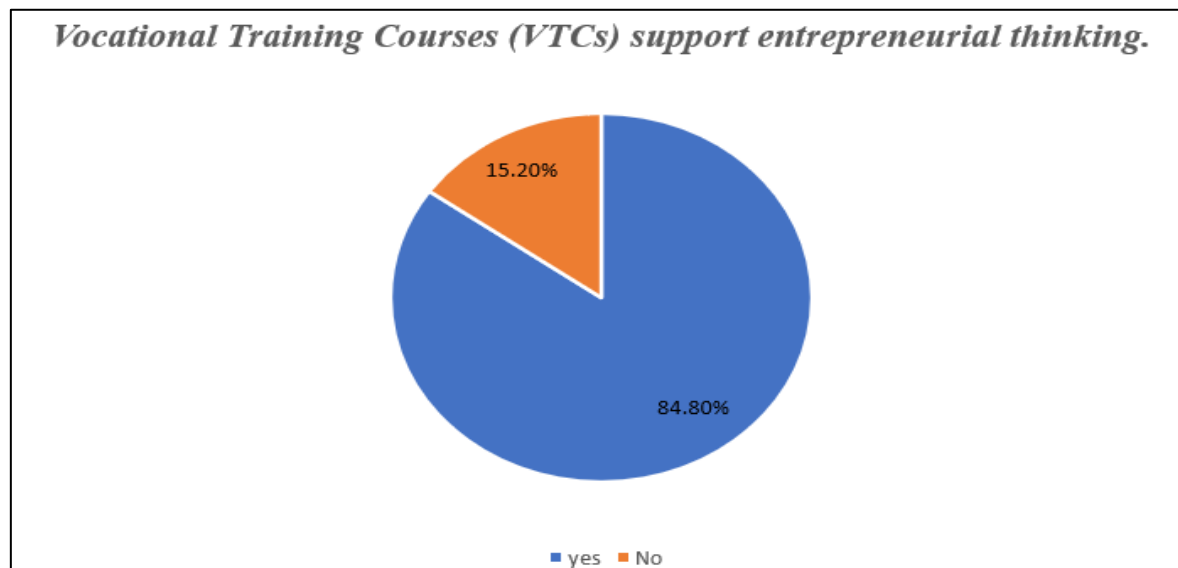


Fig 20 Vocational Training Courses (VTCs) Support Entrepreneurial Thinking

✓ *Interpretation*

From the table 23 and figure 20, it is found that out of 302 students, 256 students (84.80%) responded “Yes” while 46 students (15.20%) responded “No”. This shows that

students are encouraged to think creativity. It helps them explore self-employment ideas. Students develop innovative thinking. Therefore, Vocational Training Courses (VTCs) promote entrepreneurship.

Table 24 Vocational Training Courses (VTCs) Discourage Independent Learning

Options	Numbers	Percentage
Yes	91	30.10%
No	211	69.90%
Total	302	100%

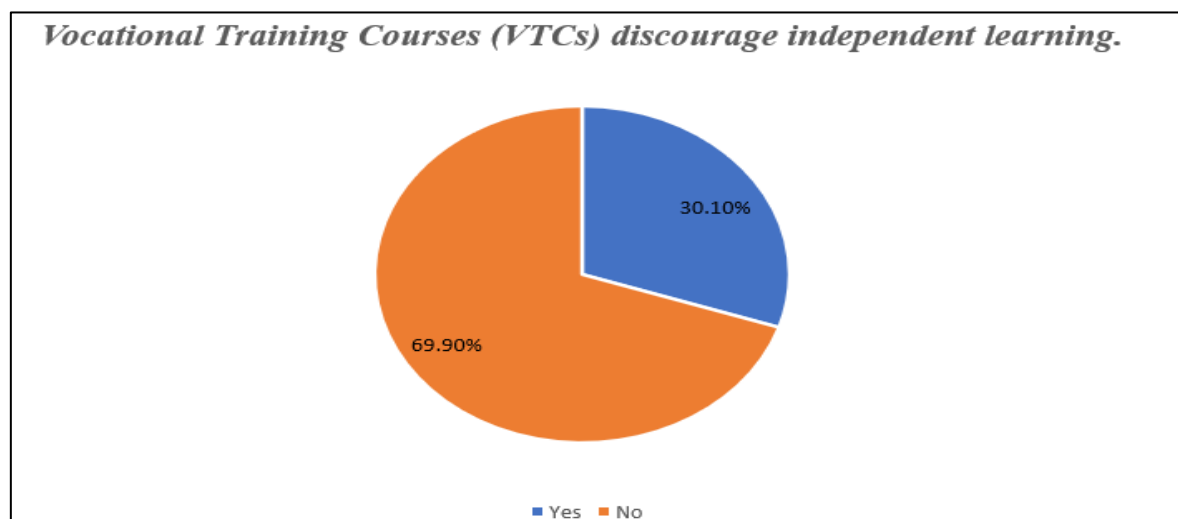


Fig 21 Vocational Training Courses (VTCs) Discourage Independent Learning

✓ *Interpretation*

From the table 24 and figure 21, it is found that out of 302 students, 91 students (30.10%) responded “Yes” while 211 students (69.90%) responded “No”. Since most students disagreed with the statement which shows that students are able to learn independently. It encourages self-learning habits. Students take initiative in their learning. Therefore, Vocational Training Courses (VTCs) support independent learning.

➤ *Objective 5:*

To find out the difficulties faced by college students while pursuing Vocational Training Courses (VTCs) programme under NEP 2020.

• *Research Question 5:*

What problems do students face while studying Vocational Training Courses (VTCs) under NEP 2020?

Table 25 Vocational Training Courses (VTCs) Lack Adequate Learning Resources

Options	Numbers	Percentage
Yes	143	47.40%
No	159	52.60%
Total	302	100%

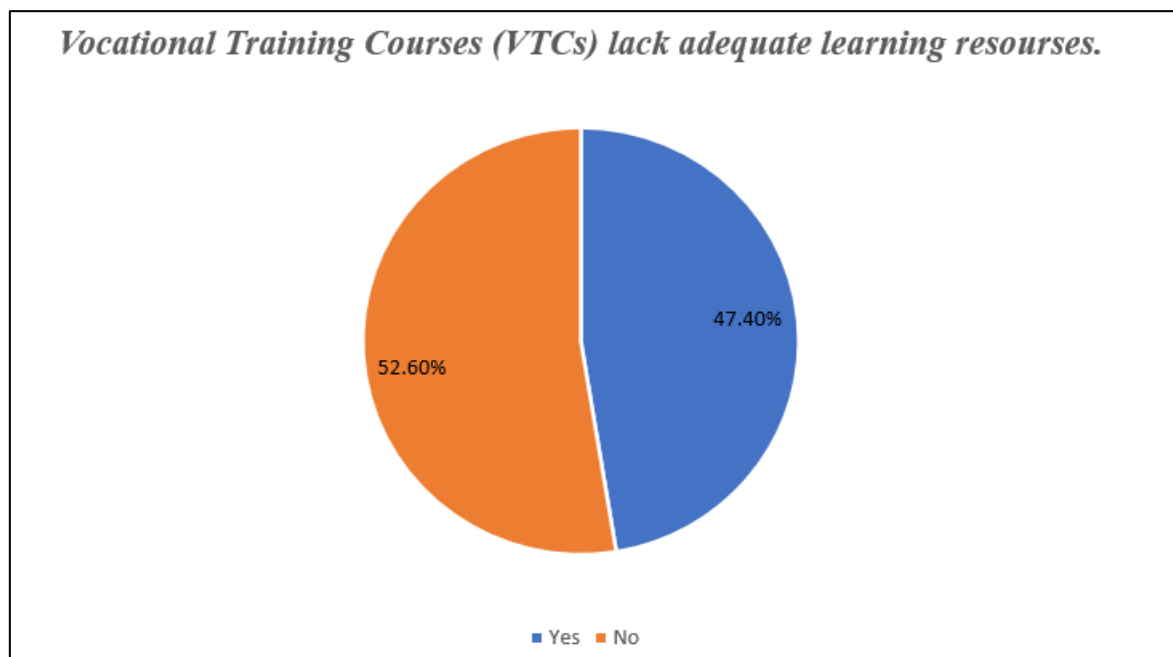


Fig 22 Vocational Training Courses (VTCs) Lack Adequate Learning Resources

✓ *Interpretation*

From the table 25 and figure 22, it is found that out of 302 students, 143 students (47.40%) responded “Yes” while 159 students (52.60%) responded “No”. This shows that

resources are available for many students. However, some still face shortages. This may affect their learning experience. Therefore, improvement in resources is needed.

Table 26 Vocational Training Courses (VTCs) Face Shortage of Practical Facilities

Options	Numbers	Percentage
Yes	174	57.60%
No	128	42.40%
Total	302	100%

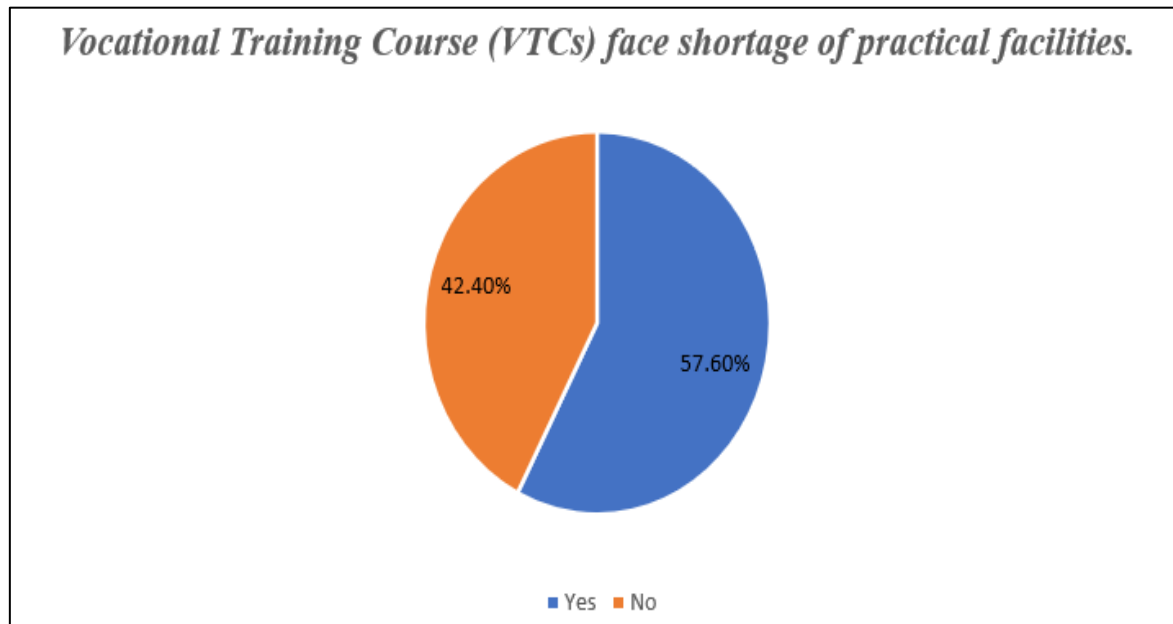


Fig 23 Vocational Training Courses (VTCs) Face Shortage of Practical Facilities

✓ **Interpretation**

From the table 26 and figure 23, it is found that out of 302 students, 174 students (57.60%) responded “Yes” while 128 students (42.40%) responded “No”. This shows that

practical facilities are not equal for all students. Some face limitations during training. This can reduce hands-on learning opportunities. Therefore, better facilities are required.

Table 27 Vocational Training Courses Lack Proper Career Guidance

Options	Numbers	Percentage
Yes	126	41.70%
No	176	58.30%
Total	302	100%

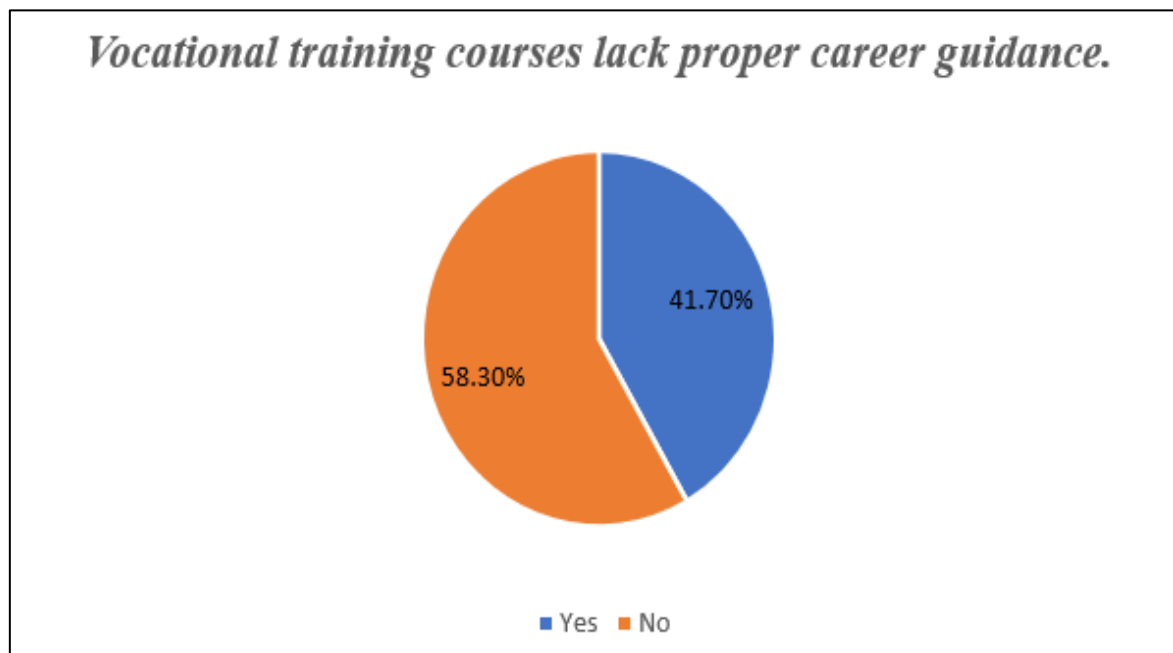


Fig 24 Vocational Training Courses Lack Proper Career Guidance

✓ **Interpretation**

From the table 27 and figure 24, it is found that out of 302 students, 126 students (41.70%) responded “Yes” while 176 students (58.30%) responded “No”. This shows that, any

students receive career guidance. However, some still need more support. Guidance helps in making career decisions. Therefore, guidance services can be improved.

Table 28 Difficulty in Managing Vocational Training Courses (VTCs) Along with Other Academic Subjects

Options	Numbers	Percentage
Yes	162	53.60%
No	140	46.40%
Total	302	100%

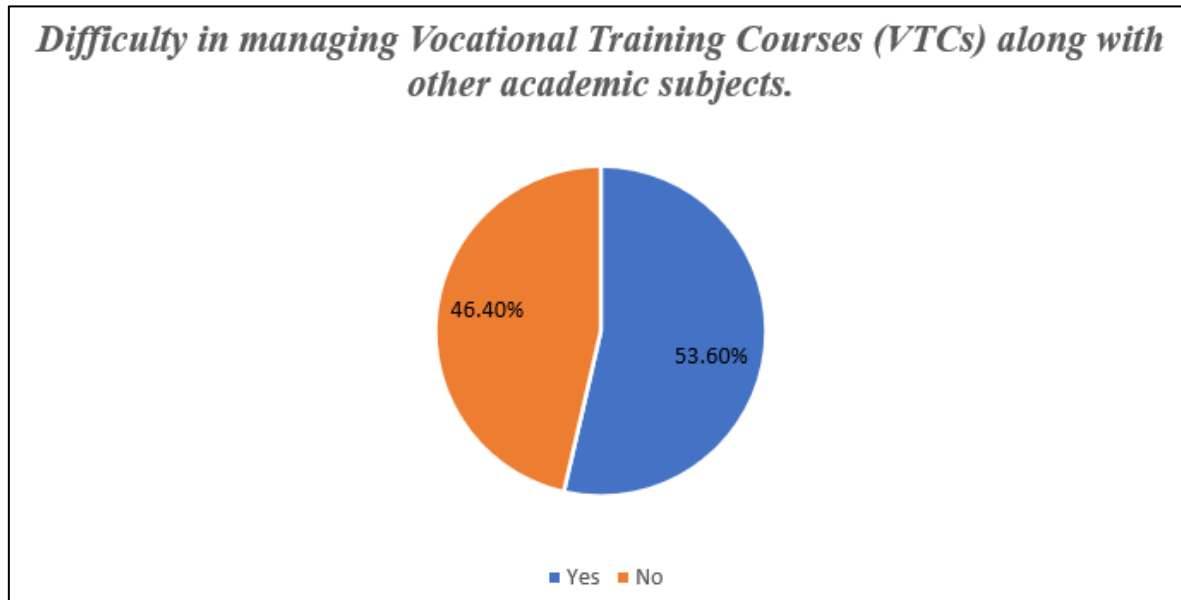


Fig 25 Difficulty in Managing Vocational Training Courses (VTCs) Along with Other Academic Subjects

✓ *Interpretation*

From the table 28 and figure 25, it is found that out of 302 students, 162 students (53.60%) responded “Yes” while 140 students (46.40%) responded “No”. This shows that students experience difficulty in managing Vocational

Training Courses (VTCs) along with their academic subjects. This suggests that balancing Vocational Training Courses (VTCs) and regular studies can be challenging for some students.

Table 29 Need for more Guidance from Teachers in the Vocational Training Courses (VTCs)

Options	Numbers	Percentage
Yes	269	89.10%
No	33	10.90%
Total	302	100%

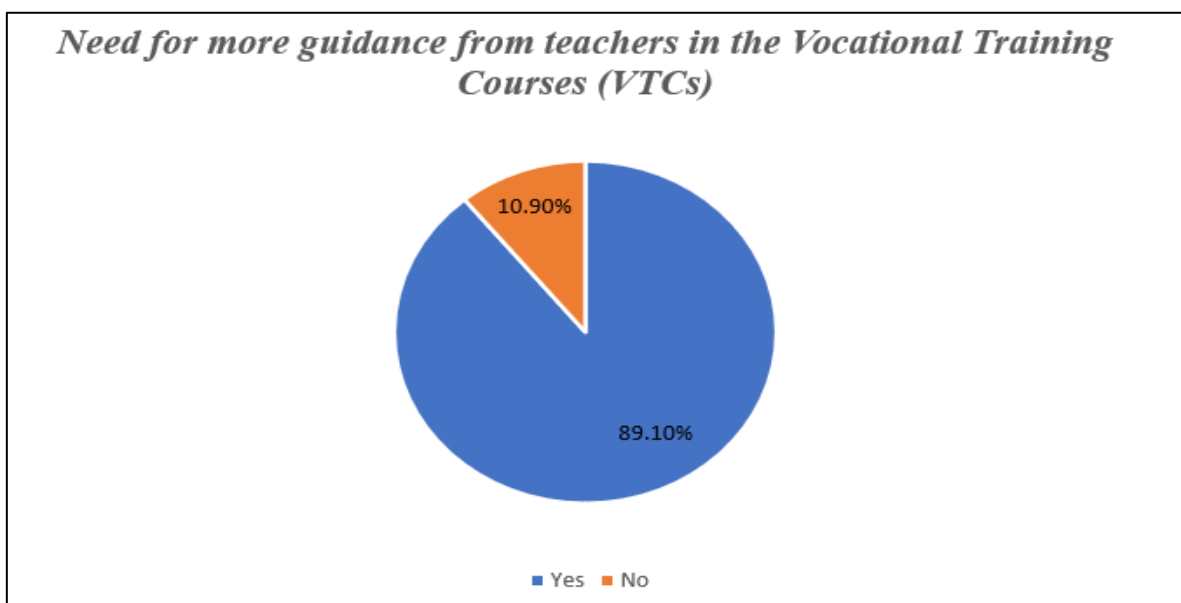


Fig 26 Need for more Guidance from Teachers in the Vocational Training Courses (VTCs)

✓ *Interpretation*

From table 29 and figure 26, it is found that out of 302 students, 269 students (89.10%) responded “Yes” while 33 students (10.90%) responded “No”. This shows that students

require more support from teachers. Guidance helps improve understanding. Students depend on teacher assistance. Therefore, teacher involvement is important.

Table 30 Adequate Importance Given Practical Classes in the Time Table

Options	Numbers	Percentage
Yes	262	86.80%
No	40	13.20%
Total	302	100%

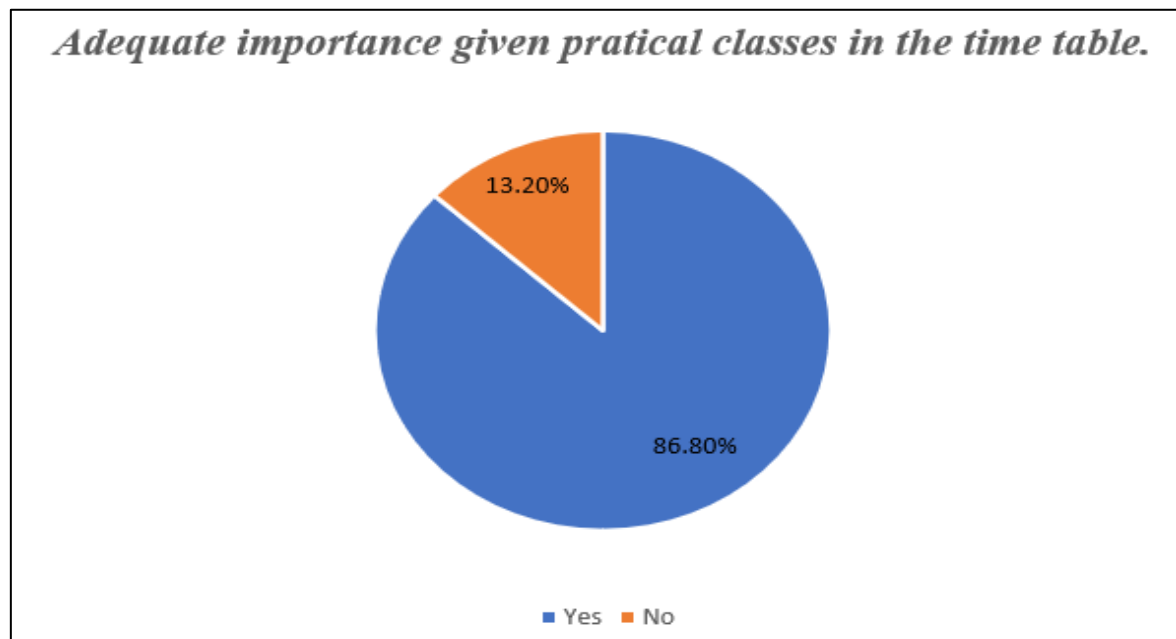


Fig 27 Adequate Importance Given Practical Classes in the Time Table

✓ *Interpretation*

From the table 30 and figure 27, it is found that out of 302 students, 262 students (86.80%) responded “Yes” while 40 students (13.20%) responded “No”. This shows that practical classes are given importance in the time table, allowing students to gain hands-on experience.

V. FINDINGS, DISCUSSION, EDUCATIONAL IMPLICATIONS, SUGGESTION AND RECOMMENDATIONS, CONCLUSION

This chapter provides a comprehensive overview of the study on Vocational Training Courses (VTCs) under NEP 2020 among college students in Jaiaiw. It represents a brief summary of the study followed by the major findings derived from the data analysis. The chapter further highlights the implications of the findings in the context of vocational education in addition; it offers suggestions for improvement and recommendations for future research. The chapter concludes with overall conclusion of the study.

A. Findings and Discussions

➤ *Objective 1:*

To find out whether Vocational Training Courses (VTCs) under NEP 2020 help college students develop employability skills for future career opportunities.

• *Finding:*

The findings of the study show that most students believe Vocational Training Courses (VTCs) help in developing employability skills. 94.70% agreed that (VTCs) help them understand career opportunities, while only (5.30%) did not agree. This shows that most students have become more aware of the various career options through vocational training courses (VTCs). Similarly, (84.80%) of students indicate that these courses improve communication skills whereas (15.20%) did not share this opinion. This suggests that these courses help students to express their ideas more clearly and communicate effectively. Likewise, (94 %) believed that they developed teamwork and collaboration skills while (6%) did not agree. This indicates that students learn to work with others, share responsibilities and cooperate in group activities. Another finding is that (76.20%) of the students disagreed with the statement Vocational courses does not support career planning, while (23.80%) of the students agreed with it. This shows that most students consider these courses useful for career planning. Overall, these finding indicate that VTCs contribute to the development of important skills needed for employment and career growth.

• *Discussion:*

The findings of the present study show that Vocational Training Courses (VTCs) help college students develop different employability skills that may support their future

careers. Vocational education helps students understand career opportunities, increase awareness about employment options support career planning, and improve communication and teamwork skills.

In today's changing world, student need more than theoretical knowledge to obtain good employment opportunities. Employers expect communication skills, teamwork abilities, and the ability to adjust to different work situations. Students who only depend on textbook learning may face difficulties in meeting these expectations.

The findings further suggest that vocational education helps students become more aware of different career opportunities and employment options. This may be because vocational education exposes students to work related activities and practical experiences. Through such learning experience, students may understand different careers pathways and become more confident in making decisions regarding their future goals. Career awareness is important because many students feel confused while choosing their future education and career paths. Vocational educations help students understand different career options and make better decisions about their future. It also suggests that vocational education improves communication and teamwork skills, which help students' express ideas clearly, work with others, and prepare for future work satiations.

The finding is in line with the vision of NEP 2020, which gives importance skill-based education and preparing students for future employment opportunities. NEP 2020 emphasizes that education should not focus only on academic knowledge but should also help students develop communication skills, teamwork abilities, career awareness and career planning skills. Vocational Training Courses (VTCs) provide opportunities for students to develop these skills and become better prepared for future employment.

This finding is supported by Sing and Gunasekaran (2024), who found that the National Education Policy 2020 strengthens the connection between education and mainstreams academic learning, which helps improve employability and practical skills. It is also supported by Samiksha (2020), who found that vocational institutions play an important role in improving students' employability outcomes. Similarly, Kim, Kim, and Lim (2024), found that Lifelong vocational education had a positive effect on learners, especially in improving their work-related skills and readiness for employment. However, the concern raised by Agrawal (2012) found out that although vocational training improves job readiness, there is still a gap between the skill students acquire and the employment opportunities available in the labour market.

Thus, the findings suggest that Vocational Training Courses (VTCs) under National Education Policy (NEP) 2020 contribute positively towards improving employability skills, increasing career awareness, and preparing students for future career opportunities.

➤ *Objective 2:*

To find out whether Vocational Training Courses (VTCs) are aligned with the interest and abilities of college students.

• *Finding:*

The findings of the study show that most students feel that Vocational Training Courses (VTCs) are related with their interests and abilities. About (84.10%) of the students find that these courses match their interest, while (15.90%) did not agree. This indicates that many students find the courses meaningful and relevant to what they learn to learn. Moreover, (87.40%) of the students felt that Vocational Training Courses (VTCs) is aligned with their abilities and skills, whereas (12.60%) did not agree. This suggest that the courses help students to learn according to their strengths and capabilities. Another finding is that (87.10%) of the students agreed that Vocational Training Courses (VTCs) helps them identify their personal strengths, while (12.90%) did not agree. This shows that the courses help students become more aware of their talents and areas of their talents and areas in which they perform well. A large majority of the students (94%) believed that Vocational Training Courses (VTCs) support skill-based learning, while only (6%) did not agree. This indicates that the courses focus on developing practical and useful skills. Also (87.10%) of the students agreed that these courses provide flexibility in learning areas, whereas (12.90%) of the students did not agree to this statement. This suggest that students are given opportunities to choose areas according to their preferences. Another finding is that, (63.60%) of the students agreed that Vocational Training Courses (VTCs) offer limited choices based on their interests, while (36.40%) did not agree. This indicates that although the courses generally match students interests and abilities, some students feel that the available options are still limited.

• *Discussion:*

The findings of the present study indicate that Vocational Training Courses (VTCs) are generally related to the interest and abilities of students. The findings revealed that vocational courses match students' interests, align with their abilities and skills, help identifying personal strengths, support skill-based learning, and provide flexibility learning in learning areas. This suggests that vocational education allows students to learn according to their interests and capabilities.

In the present education systems, students may lose interest in learning when education focuses only on theoretical knowledge and examination performance. Students usually show greater participation and motivation when they are allowed to learn according to their interests and abilities. The findings suggest that vocational education helps create a more meaningful and engaging learning experience for students. It also suggests that vocational education helps students identify their personal strengths and talents. This may happen because students participate directly in practical activities and learning experience. Through this participation, students gradually become aware of areas in which they perform well and feel more confident about their abilities. It also indicates that vocational education supports skilled based

learning and flexibility in learning areas. Students may feel more comfortable and motivated when they are given opportunities to choose learning areas according to their preferences. Flexible learning opportunities may also help students explore different talents and interests beyond traditional academic subjects.

The findings are closely related to the ideas of National Education Policy (NEP) 2020, which emphasize learner-centered education and flexibility in learning. The policy encourages the students to select learning areas according to their interests and abilities so that education becomes more meaningful and useful.

This finding is similar to Lensjo (2024), who found that vocational pathways aligned with personal interests create a stronger sense of satisfaction and belonging. Similarly, Wen et al. (2024), also found that combining learners value interests and aspiration improves the quality of vocational learning. Lyngdoh (2022) highlighted the importance of understanding students' vocational interests in relation to their academic development. However, the findings also revealed that some students felt that some students felt that these courses provide limited choices according to their interests. This suggests that although vocational education supports flexibility, some institutions may not provide enough courses options for students. Similar concerns were highlighted by Wani et al. (2024), which found out that limited course options may restricts students' opportunities to choose areas that reflect their interests.

Thus, the findings suggest that vocational education under NEP 2020 supports students interests and abilities; however, providing more course options may further improve students learning experiences and participation.

➤ Objective 3:

To find out whether vocational education provides practical hands-on learning experiences as suggested in NEP 2020.

• Finding:

The findings of the study show that Vocational Training Courses (VTCs) provide strong practical and hands-on learning experiences. A large majority of students (95.40%) said that these courses focus on practical learning, which helps students learn by doing, while only (4.60%) did not agree. This shows that practical work is an important part of vocational education. Similarly, (91.10%) students said that the course includes real-life work experiences, whereas (8.90%) of the students did not agree. This indicates that students feel that Vocational Training Courses (VTCs) help them understand actual work better. Also, (92.40%) of students said that these courses use of tools and equipment for training, while few students (7.60%) did not agree. This suggests that students gain practical experiences by using the resources required in their respective vocational areas. Also (96.40%) of the students said that practices improve their understanding, whereas only (3.60%) of the students disagree. This show that learning through practice help students understand concepts more clearly and remember

them better. Although (48%) of the students felt that more practical sessions are not sufficient, around (52%) of the students disagreed with this statement. This indicates that although many students are satisfied, some believe that more practical sessions would be beneficial. Another finding is that, (64.90%) of the students disagreed that vocational courses focus more on theory than practice, while (35.10%) of the students agreed. This suggest that most students feel that practical learning is given greater importance than theoretical instructions.

• Discussion:

The findings of the present study indicate that practical learning is one of the, major strengths of Vocational Training Courses (VTCs). The findings revealed that vocational courses emphasize practical learning provide hands-on activities, include real life work experiences, use tools and equipment for training, and improve understanding through practice. This suggest that vocational education helps students learn more effectively through direct participation and practical experiences. In traditional classroom, students often depend mainly on textbooks and theoretical explanations. However, students may understand concepts clearly when they allowed to participated actively in practical activities. The finding suggests that learning by doing helps students connect theoretical knowledge with real-life situations and improve their understanding. It also suggests that practical learning help students become more confident and skilled. Students who regularly participate in practical activities may develop technical knowledge, work related skills, and better understanding of workplace situations. Real-life learning experiences may also help students become more prepared for future employment opportunities.

The findings strongly support the vision of NEP 2020, which emphasizes experiential learning and practical exposure. The policy recognizes that students learn better when they actively participate in learning activities rather than depending only in classroom instructions.

This finding is supported by Muchlas and Triatmaja (2025), who explained that education is based on experiential learning and the integration of theory with practice. Similarly, Jong, Wierstra, and Hermanussen (2010) found that work place and experience-based learning improve students' practical competencies. Hui-Shan Lo et al. (2025) found that virtual reality can be used successfully to train vocational skills, especially for learners with disabilities. However, the findings also revealed that some students felt that practical sessions were not always sufficient. This may happen because some institution may face shortages of tools, facilities, or practice opportunities. Similar concern was identified by Chanda (2023), which found out that shortages of tools, equipment, and facilities can reduce the effectiveness of practical learning.

Therefore, the findings suggest that vocational training courses successfully supports practical and hand-on learning experiences. At the same time, improving practical facilities and increasing opportunities for practices may further strengthen learning outcomes.

➤ *Objective 4:*

To find out whether Vocational Training Courses (VTCs) promotes independence and self-reliance among college students.

• *Finding:*

The findings of the study show that most students believed that Vocational Training Courses (VTCs) help them in becoming more independent and self-reliant. About (86.80%) of the students said that Vocational Training promote self-reliant, while (13.20%) of the students did not agree. This indicates that the vocational training courses help students depend more on their own abilities. Moreover (81.10%) said that these courses develop problem-solving skills, whereas (18.90%) of the students did not agree. This suggest that students learn to deal with challenges in a practical way. Another finding is that (89.70%) said that vocational courses build confidence in work situations, while (10.30%) of the students did not agree. This shows that Vocational Training Courses (VTCs) help students feel more prepared and confident to perform tasks in future jobs. Moreover, (84.80%) of the students said that vocational training supports entrepreneurial thinking, whereas (15.20%) did not agree. This indicates that the Vocational Training Courses (VTCs) encourage students to think creatively and consider self-employment opportunities. Also, (69.90%) of the students disagreed with the statement that vocational courses discourage independent learning, while (30.10%) of the students did not agree. This suggest that most students believe that these courses help them to learn and work on their own.

• *Discussion:*

The present findings of the present study indicate that Vocational Training Courses (VTCs) contribute positively towards developing independence and self-reliance among students. The findings revealed that vocational education promote self-reliance, develop problem solving skills, build confident in work situations, supports entrepreneurship thinking and encourages independent learning. This suggest that Vocational education contributes not only towards academic growth but also towards personal development.

In today's society, students are expected to become independent and capable of handling different responsibilities. Students who depend completely on others may face difficulties in dealing with future work and real-life situations. As the finding suggest that vocational education helps students become more confident and responsible through practical learning experiences. Vocational courses help students develop problem solving activities. During vocational activities, students may face different practical situations that require decision making and logical thinking. Such experiences may help students become more capable of handling challenges and solving problems independently. The findings also indicate that vocational education encourages entrepreneurship thinking among students. Students may become interested in creating self-employment opportunities and exploring new ideas instead of depending only on job opportunities. This is important because vocational education

today is not only focused on employment but also on self-reliance and entrepreneurship.

The findings are related to the NEP 2020, which emphasize developing self-reliant learners who can contribute positively to society. The policy gives importance practical learning, independent thinking, and lifelong learning.

This finding is supported by Lalrinchhanna (2025), who found that vocational education plays an important role in developing practical skills and promoting self-reliance among students. Similarly, Wahlang (2022) found a positive relationship between skills and vocational aspirations, showing that vocational learning supports students' personal growth and independence.

Therefore, the findings suggest that Vocational Training Courses (VTCs) under NEP 2020 help students become more independent, responsible and self-reliant, while also preparing them for future employment and life challenges.

➤ *Objective 5:*

To find out the difficulties faced by college students while pursuing Vocational Training Courses (VTCs) programmed under NEP 2020.

• *Finding:*

The findings of the study show that although Vocational Training Courses (VTCs) offer many benefits, students still face some difficulties while taking these courses. About (47.40%) of the students said that there are not enough learning resources, while (52.60%) of the students said that they do not face this problem. This show that some students feel that more learning materials are needed, while some students are satisfied with the available resources. Also, (52.60%) of the students face a shortage of practical facilities, while (47.40%) said that they do not face this problem. This finding suggest that many students feel that better laboratories, tools, and equipment are needed for effective practical learning. Also, (41.70%) of the students said that vocational courses lack proper career guidance, whereas (58.30%) said that they receive enough guidance. This indicates that although many students are satisfied, some still need more support in making career decisions. Another finding is that, (87.10%) of the students said that they find it difficult to balance Vocational Training courses (VTCs), while (12.90%) of the students they do not face this difficulty. This show that some students have trouble in managing both vocational courses and their regular studies at the same time, whereas others are able to balance them without difficulty. A large majority of the students (89.10%) said that they need more guidance from teachers, while (10.90%) said that they are satisfied with the teaching. This show that teacher guidance plays a very important role in helping students to understands and complete their vocational courses successfully. Another finding is that (86.80%) of the students said practical classes are given importance in the timetable, while (13.20%) of the students said they are not. This shows that most students feel that enough time is provided for practical learning.

- *Discussion:*

The findings of the present study indicate that students face several difficulties while pursuing Vocational Training Courses (VTCs). The finding revealed problems related to shortage of practical facilities, lack of adequate learning resources, limited career guidance, difficulty in balancing vocational education with academic subject and the need for more teacher guidance. This suggest that although vocational education provides benefits, students still experience certain challenges during learning process.

Vocational education requires proper facilities, tools, guidance, and institutional support. However, the findings suggest that these support systems may not always be fully available. The shortage of facilities and learning resources may reduce students' opportunities for practical learning, skill development, and effective participation in vocational education. Since vocational education is largely based on practical experience, the availability equipment, laboratories and learning materials plays an important role in helping students acquire the necessary skills and competencies.

The lack of adequate learning resources may also affect students independent learning. Learning materials such as reference books, manuals, digital materials, and practical guides help student's concepts beyond the classroom. When these resources are limited, students may face difficulties in revising lessons, practical skills, and improving their knowledge. As a result, their learning experience may be affected.

The finding also suggests that balancing vocational training courses with academic responsibilities may create pressure for students. Vocational education includes practical work, assignments and skill-based learning activities in addition to regular academic studies. One possible reason for this difficulty is that academic subjects mainly focus on theoretical learning and examinations, whereas vocational courses emphasize practical training and skill development and hands-on activities. Students may therefore need to devote additional time and effort to meet the requirements of both areas of learning. Another possible explanation is that students often have multiple academic commitments such as assignments, projects, presentations, practical work, and examinations. Managing all these responsibilities at the same time may increase their workload and create academic pressure. Consequently, some students may find it difficult to allocate sufficient time both Vocational Training Courses (VTCs) and academic subjects. The finding may also indicate that students are still adapting to the vocational education initiatives introduced under NEP 2020. Since vocational education has become a more integrated part of higher education, students may require time to adjust to the demands of skill-based learning alongside their regular academic studies.

The finding further indicate that teacher guidance plays an important role in vocational education. Students may require support from teachers while performing practical activities, understanding concepts and making career decisions. Proper guidance may help students feel more

confident and improve their learning experiences. The high percentage of students requiring more teacher guidance suggests that vocational learning involves continuous support and supervision. Unlike traditional classroom learning, vocational education requires students to perform practical tasks and apply knowledge in real-life situations. In such circumstances, teacher guidance becomes essential for helping students understand procedures, develop skills and overcoming learning difficulties.

Another important finding of the study is that most students said that practical classes are given importance in the time table. This may be considered a positive aspect of vocational education because practical learning allows students to apply theoretical knowledge in real-life situations. Regular practical sessions may help students improve their skills and enhance their overall learning outcomes.

Although National Education Policy (NEP) 2020 emphasizes strengthening vocational education through better infrastructure and institutional support. The present finding suggest that some implementation challenges still exist at the institutional level. Greater attention may be needed in areas such as learning resources, career guidance, teacher support, and infrastructure. Addressing these challenges may help improve the effectiveness of vocational education and enhance students learning experiences.

This finding is supported by Gunarhadi (2025), who found that vocational education often faces challenges such as inadequate infrastructure, limits resources, and insufficient support systems. Similarly, Omoakhalen (2021) found that poor funding, inadequate facilities, and weak supervision affect the successful implementation of vocational education. Tenzin (2021) also found that many vocational institutions experience infrastructure and resource related difficulties. Kichu (2021) identified several problems faced by students and teachers and emphasized the need for improvement. Suharno et al. (2020) further noted that inadequate facilities, weak industry involvement and limited teacher support reduced the effectiveness of vocational education.

Thus, the findings suggest that vocational education under NEP 2020 provides important learning opportunities for students. However, improving facilities, resources, guidance systems, and institutional support may help students achieve better learning experiences and outcomes.

B. Educational Implication

Research plays an important role in improving education, as it provides useful information that helps make teaching and learning more effective. The present study also has important value in the field of education, as it helps to understand how Vocational Training Courses (VTCs) influence students learning, skill development and career awareness.

The findings are helpful for students, teachers and educational authorities in understanding both the strengths and areas for improvement in vocational education. They

highlight the need for better planning and support to make (VTCs) more effective.

Therefore, the educational implications of this study focus on improving the implementation of vocational education in college. Some important implications are given below.

- Growing importance of Vocational education: The study suggests that Vocational Training Courses (VTCs) under NEP 2020 are becoming an important part of college education. They help students develop skills and improve their understanding of career opportunities.
- Connection between education and real-life work: Students view vocational education not just as an additional subject, but as a useful learning experience. This shows that Vocational Training Courses (VTCs) help connect classroom learning real-life work situations.
- Development of employability skills: The study implies that vocational education plays a strong role in improving employability skills such as communication, teamwork, problem solving and confidence.
- Importance of aligning courses with student interests: When vocational courses are matched with students' interest and abilities, learning becomes more effective and engaging. This suggests the need for more flexible and learner-centered approach.
- Significance of practical exposure: The study highlights that practical learning is a key strength of vocational education. Students learn better through hands-on learning rather than only theoretical teaching.
- Need for improvement in implementation: Challenges such as lack of facilities guidance shows that vocational education still needs improvement.
- Need for proper support system: The findings suggest that policy alone is not sufficient. Proper infrastructures, guidance, and institutional support are necessary for successful implementation of Vocational Training Courses.

C. Suggestion and Recommendations

Based on the findings of the study, several suggestions can be made to improve Vocational Training Courses (VTCs) under NEP 2020 in college education.

- Strengthen practical learning opportunities: Colleges should increase hands-on training sessions so that students can apply what they learn in real situations. Practical exposure should be made a core part of vocational education, not just an additional activity.
- Improve teacher support and guidance: Teachers should be more actively involved in guiding students in vocational subjects. Regular mentoring and clarification of doubts will help students understand skills better and feel more confident.
- Improve infrastructure and learning resources: Proper classroom equipment and training materials should be provided. Without adequate facilities, vocational education cannot achieve its full purpose.

- Focus on student interest and ability: Vocational Courses should be design in a way that considers students interests and strengths. This will help students stay motivated and performed better in skilled-based learning.
- Strengthen career guidance and awareness: Students should be informed about the career opportunities related to vocational courses. Awareness programmes and counselling sessions can help students to understand better the value of vocational education in real-life.
- Better communication with job opportunities: Institutions should try to connect vocational training with local industries and job markets. This will help students understand how their skills can be used for employment or self-employment.

D. Conclusion

In conclusion, the findings of the present study clearly show that Vocational Training Courses (VTCs) play a significant role in improving students' skills learning experience, and career awareness. This study highlights that vocational education not only supports theoretical knowledge but also encourages practical learning, which is essential for real life situations.

It is also evident that students benefit more when teaching methods are learner-centred and supported by proper guidance from teachers. At the same time, the study points out the need for adequate infrastructure, learning resources and institutional support to make vocational education more effective.

Overall, the study suggests that with proper planning, better implementation, and continuous support, vocational education can contribute greatly to students' overall development and employability. Therefore, more attention should be given to strengthening Vocational Training Courses (VTCs) in college education.

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