

A Study on the Role of NEP 2020: Skill Development of Students

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Abstract

NEP (National Education Policy) 2020 is a major step taken by the government to reshape the education system to adapt the changes that came with the pandemic and the policy supported more of skill-based education for the students so that they can make correct choices for their future. Technological revolution popularly known as 4th Industrial revolution is fundamentally changing the way of life, work and interaction with each other. NEP focuses on promoting creativity and curiosity among the young learners to make the curriculum of schools & colleges more skill-oriented, by transforming our youth into tangible global resources. The present research is conducted to study the role of stakeholders in skill-based development of students and the suggested skills required by the students to learn. The present study aims to identify the role of NEP 2020 in student skill development. The paper also makes a study on perspectives of different stakeholders for skill enhancement. With special reference to NEP 2020 the study will focus on the idea of vocational education to promote skill enhancement to the students. Five literatures were reviewed to study the skill enhancement of students and various 21st century skills required by the students. The role of stakeholders such as parents, teachers, educators, society, higher education institutions and statutory stakeholders such as UGC and AICTE played a significant role in giving the meaning to skill-based education also known as vocational education through integration and mainstreaming with the skills required to the students.

Keywords: *NEP 2020, skill development, National Education Policy, stakeholders, UGC, AICTE, vocational education*

Introduction

Education system has always been an essential component in the fundamental principles of the constitution of India. It is used as the tool to train the individual for the future world with the skills which can help them to achieve their potential. Education plays a significant role in this changing world introduced with technological advances

in various subjects. There is a requirement for a skilled workforce who is educated and should have multidisciplinary abilities. Therefore, there is a requirement to provide educational opportunities for the country's future sustainability. Agenda of one of the goals of sustainable development (given in 2015 adopted by all countries) seeks to ensure inclusive and equitable quality education and

promote lifelong learning opportunities for all by the year 2030 (Joshi & Somani, 2021).

The goal of NEP 2020 is to develop a new educational system for students living in the twenty-first century by revising and modernising all facets of education, including instructional structure, rules, and governance. Exposure to vocational education in early and secondary school stages will smoothly integrate quality vocational education. The policy talks about enhancement of 21st century skills like perseverance, collaboration, information literacy, creativity, soft skills, technological skills, social skills, and media literacy. NEP 2020 serves as a stimulus for reforming the educational system to increase the employability of the future generation. It emphasizes work happiness, education in providing students with necessary skills (Smita Paschal & Dr. Nimisha Srivastav, 2022).

Government has initiated a mission named as “skill India Mission (SIM) an effort across the ecosystem of skill. Around 20 central universities are implementing skill-development programmes as part of this mission to improve the skills of millions of people, including school students, in order to produce a skilled workforce in line with the needs of the education sector. The integration of vocational education with general education has also been emphasized by the strategy, which will aid students in developing a variety of skills to fulfill industry demands and raise educational standards. Vocational education and training would help the students to gain practical experiences in the career path they have chosen before they have graduated from school. It would also help in the development of the nation by promoting the development of man force. And the students will be equipped with the skill that would enable them to create, develop and

establish industry in various areas.

NEP 2020 changes both the methods to teach and the methods in which they are evaluated, assessed, trained, and prepared for the global markets and mentored to face the challenges in the career and life. It contributes to innovation, motivation for skill acquisition and develops entrepreneurship skills within the students.

Review of Literature

Kumar.s (2022) investigates in his study that Even in the best of circumstances, there was always a critical need for the Technical and Vocational Education and Training (TVET) system to provide skilled labor for India’s economy and to further the country’s goal of inclusive and equitable growth. The aforementioned shows that vocational education has been crucial to economic development; nevertheless, in emerging nations like India, the program for vocational development has not been very effective. The results are still subpar, despite the fact that governments have given this sector far more attention recently. The vocational development programme is struggling with a number of issues; the standard of the institutions and the absence of connections between the providers of vocational development and the industries are the two main issues. By supplying marketable skills, vocational development programmes could accomplish this goal. VET aids in bridging the skills gap between the workplace and higher education. It is possible to prepare employable people for long-term employment through a properly planned and executed VET programme. A national need is the development of the new generation’s high-quality skills. Now is the moment to involve all parties, including the business community, the government, and the students themselves, in developing a strategy

for fully using India's demographic dividend. A young workforce with real industrial knowledge will boost production and be essential in creating an independent India. The importance of VET aids in bridging the skills gap between the workplace and higher education. It is possible to prepare employable people for long-term employment through a properly planned and executed VET program. A national need is the development of the new generation's high-quality skills. Now is the moment to involve all parties, including the business community, the government, and the students themselves, in developing a strategy for fully using India's demographic dividend. A young workforce with real industrial knowledge will boost production and be essential in creating an independent India. These structural modifications and policy recommendations were found in the current review research and demand quick action. Additionally, the main issues that the VET system is facing right now were examined, along with the requirements needed to address them. By meeting these demands, educators, parents, and students can alter their opinion of the inferiority of the VET route and begin to dream of higher education and high-status careers Ganie.R (2022). In a big country like India, students won't priorities vocational skills unless they have a sense of the prestige of their career or line of work, so we need to extend the deadline if we want to promote these talents; we won't be able to do this by 2030. The first and most important stage is the requirement for qualified teachers. Various skills like home economics, which teaches us about mathematics, chemistry, and biology, should be promoted in schools. Accordingly, in a way, we should first give the child a sense of security by imparting key vocational skills in early infancy; only after that, can the student have clarity regarding his or her job and hobbies. Institutions

must place more emphasis on possibilities for skill development than on academic performance and material delivery. In a few universities, we can see that they are encouraging vocational education, but they are taking it for granted and burdening study students with it Malik. N & Das. J (2022). According to NCERT, the policy aims to eliminate the social stigma attached to vocational education and integrate it into the regular curriculum across all educational institutions. 50% of students in K-12 and higher education will have access to vocational training by 2025. Integration of educational institutions with vocational education will be done. To advance on the web and open professional instruction, new learning strategies and computerized apparatuses like MOOC courses, flipped learning and virtual learning techniques will be utilized for preparing instructors. For ensuring professional training for preparation of quality vocational teachers innovative pedagogical approaches to teaching and learning will be developed. Vocational training providers will ensure to meet quality standards across institutions based on common norms. NEP 2020 has given importance to vocational education development of capacity of teachers to boost the employability skills and vocational skills of the learners at all levels (Pathak. K.R, NCERT). (Yadav. J, 2022) Vocational development programs focus on imparting practical skills allowing the individuals to engage in occupational activities. It consists of transferring of skills both formal and non-formal required for productive activities of the society. It affects the choices made by the students. According to NEP, 50% of students enrolled in secondary and postsecondary education must have access to vocational training. A national effort will be undertaken to guarantee that all children have inexpensive access to and opportunities for a high-quality, all-encompassing education. The

policy aims to train the teachers according to the vocational education programmes. (Pathak, R.,2021) reviewed vocational education in NEP 2020 and stated in the research paper that the focus areas on vocational education will be chosen after analyzing the gap existing to not include skilled based education in schools and higher education. For this MHRD will be collaborating with the industry to supervise this effort. Every youngster “should learn at least one skill” and “be exposed to several more,” according to the guideline. The concept of a local teacher education programme is also proposed by the policy. Vocational education emphasizes on dignity of labor and importance of various vocations involving Indian arts and local people such as artisans.

NEP 2020

National education policy NEP 2020, one of the first policies of the 21st century, was approved by the Union Cabinet of India replacing the previous 1986 policy on 29th June 2020. The NEP proposes the change in curricular structure from 10+2 structure of general education to 5+3+3+4 structure. It has four stages: the foundational stage (for children aged 3 to 8), the preparation stage (for children aged 8 to 11), the intermediate stage (for children aged 11 to 14), and the secondary stage (for children aged 14 to 18). It was formulated on four foundational pillars- access, quality, equity, affordability, and accountability.

A national council for vocational education (NCIVE) has been recommended by NEP 2020 to be established, along with the introduction of vocational education beginning in grade 6. It would help to equip the workforce of the country to bring a change in society through educational practices. Special emphasis is on developing technical and soft

skills amongst graduate and pot-graduate students. Talent skill gap exists and is significant at various levels. NEP 2020 will work towards bridging the gap by providing students with industry related skills and making them future ready professionals.

The policy also recognizes the importance of soft skills such as communication, teamwork, problem solving, decision making, analytical thinking as imperative life skills. It propagated experiential and skill-based learning. Rather than emphasizing rote-learning and heavy-content, NEP focuses on holistic learning of the students. It includes creative and multidisciplinary curricula such as sports and fitness, languages and cultures, art, and craft. It recognizes life skills such as communication, cooperation, and teamwork. The policy aims to remove social status hierarchy and integrate vocational education programmes with mainstream education. Vocational education should begin at an early stage in middle and secondary schools and smoothly progress to higher education so that quality can be maintained.

Key Consideration for Stakeholders

NEP 2020 emphasises holistic education throughout all schools and higher education institutions and recognises the need of providing students with vocational training. Few policies emphasized integration of vocational education, creation of a hybrid vocational ecosystem, integration of vocational education into higher education and increasing market orientation of vocational education. There is key consideration for various stakeholders are:

1. Students:
 - multiple exit and entry points so that students can seek their career through vocation-

al education.

- Promotion of inclusivity and diversity to build nation's capacity.

2. Teachers:

- Increase the demand for trained vocational instructors- NEP mandates the adequate number of teachers in schools across the subjects particularly for vocational education. Schools will also be hiring locals from the community who are experts in vocational subjects.

- Increased supply of quality trained instructors

3. Education Technology (Edtech) players:

- Opportunities will be given to the Edtech players to collaborate with the schools for imparting courses that will teach them basic skills
- Edtech players will also be collaborating with higher education institutes offering vocational programs which will also offer joint degree or certificate programmes.
- Players will also have the chance to assist with technological tools and language-appropriate materials.

4. ITI, Polytechnics, and Industries: to collaborate with higher education institutes and schools.

Objective

1. To study the role of stakeholders in skill-based development of students.
2. To study the role of skills required by the learners.
3. To identify the role of NEP 2020 in skill enhancement of learners.

Methodology

The research was designed utilizing the qualitative research methodology. For the research data was collected from a secondary source.

Conclusion and Suggestions

After reviewing the paper, it was found that the NEP 2020 policy would reshape the education system. It focuses on providing skill-based or vocational education to the students so they can learn basic skills required in the future. Some of the skills that the policy emphasizes to be there within the students are called 21st century skills and include creativity, collaborative skills, basic life skills and social skills. Fulfilling these needs will help students, parents, and teachers in changing their perception towards the inferiority associated with the path of VET and to dream for higher education and high-status occupations. I would like to suggest that educational institutions and schools integrate with vocational education. The first step we should take is to train the teachers well so that they can be employed as vocational education teachers.

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