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Rajarshi Shahu Mahavidyalaya (Autonomous), Latur

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National Education Policy : Exploration and Perspectives

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1. Analysis of New Education Policy: 2020

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Abstract:

The National Education Policy 2020 looks into the education system rooted in Indian ethos that contributes directly to transforming India that is Bharat. It was a long wait of 34 years for the country to see a New Education Policy 2020. On the 29th of July India saw the light of New Education Policy 2020 which received the approval of the Modi 2.0 government. In this new policy, there will be a 5+3+3+4 structure which comprises 12 years of school and 3 years of Anganwadi/ pre-school replacing old 10+2 structure. The NEP 2020 government is looking forward to making India a “global knowledge superpower” and it will be only done by making education system for schools and colleges more flexible, holistic, and multi-disciplinary which will bring out their unique capabilities.

Introduction:

The Government of India introduced the National Educational Policy (NEP) in 2020. The policy aims to achieve the set goals phase-wise with spirit and intent by the prioritization of action points in a comprehensive manner that entails careful planning, monitoring and collaborative implementation, timely infusion of requisite funds and careful analyses and reviewing at multiple implementation steps. Creation of a National Research Fund, incorporation of a new Higher Education Commission of India and investments of an amount equivalent to 6% of the

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17. New Education Policy-2022:Rational for Employability Opportunities

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Abstract:

The progressive and forward-thinking National Education Policy-2020 (NEP-2020) acts as a guide for improving educational methods in light of societal demands in the future. The country's need for education has grown over the past few decades. One of the main objectives of the new higher education policy is the integration of trans-disciplinary and interdisciplinary disciplines as well as embracing a multi-disciplinary approach that combines elements of academic and professional training with an emphasis on developing employability skills through skill-based education including vocational skills. Albeit, NEP-2020 has many benefits, still the question remains whether it will lead to employability or not. This article tackles the various proportions of NEP-2020 regarding employability in a neutral way.

Key Words: Skill Development, Employability, Vocational Courses, NEP-2020.

1. Introduction:

Employability is the capacity to secure a job at first, hold onto it, and find another one if needed. Employability, put simply, is the ability to find and maintain satisfying work. To possess a certain set of abilities, information, comprehension, and character traits makes one employable. Workability Skills are the

transferable abilities a person needs in order to be considered “employable.” In addition to strong technical proficiency and subject-matter expertise, employers frequently specify a set of abilities they look for in individuals.

The current education system has two main issues. Firstly, many students are competing for a very limited range of jobs due to the typical senior secondary stream choices of disciplines. This has resulted in overcrowding and fierce in some sectors. Also, students are not given nearly enough job skills to be employable based on what they have learned in schools and colleges by the theoretical, bookish, knowledge-based curriculum through the Kothari Commission’s policy in 1966 and National Policy on Education (NPE) introduced in 1986, which was prepared as the needs of that era. On paper, the NEP-2020 appears to be perfect in every way as it addresses several significant gaps in the current educational system. It does this by focusing on gross enrollment, establishing a more holistic approach, and allocating a significantly larger investment. The expectation of a higher gross enrollment ratio does not guarantee a higher gross domestic product (GDP) for the country. Employment is one of the main practical issues that result from the same.

According to official data, the unemployment rate for educated individuals in India stood at 11.4%. This tiny percentage is a very big number when you consider that roughly 66% of Indians are under 35 and that half of the country’s population is under 25. The United Nations (UN) even proposed, that by 2027, India will account for nearly one-fifth of the world’s workforce, making it the largest country in the world by far. Thus, India’s future will be determined by its capacity to offer young people access to high-quality educational opportunities.

NEP 2020 is centered on helping students develop their skills, increasing their employability, and offering a comprehensive education that takes into account their cognitive, affective, and psychomotor abilities.

2. NEP-2020 and employability:

The New Education Policy (NEP) 2020 aims to address all the employability issues by teaching skills for the twenty-first century. The concept of a four-year secondary education programme and liberal or multidisciplinary undergraduate (UG) education offers numerous opportunities to acquire a wide range of skills, some of which can even be worthwhile in creating jobs.

2.1 Skill-Based Education’s Significance for Employability:

Possessing strong interpersonal skills enables the individual to work well with others in a team, negotiate, make decisions, and resolve conflicts with others. It also helps the individual to meet the expectations of employers and incorporates holistic competency in the individual.

2.2 Flexibility in Course Choices:

Rigidity in the choice of courses has a negative impact on individuals’ learning. This aspect has been addressed by the NEP-2020, which also recommends more flexibility and choice in subjects to be studied, especially in secondary schools in addition to higher education. These subjects include physical education, arts and crafts, and vocational skills. Beginning in sixth grade, vocational education will be offered, along with internship opportunities. As determined by States and local communities and as mapped by local skill needs, each student will participate in an enjoyable course during Grades 6–8 that provides a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc.

2.3 Learning Endeavors through Experiments:

It is anticipated that the use of experiential learning will aid in the investigation of connections between various subjects, expanding the opportunity for deeper exposure to the subject matter. Experiential learning integrates experiences, perceptions, cognitions, and behaviors into a comprehensive, adaptive learning process.

According to the New Education Policy (NEP-2020), experiential learning includes hands-on learning, education that integrates the arts and sports, and pedagogy centered around storytelling, etc will be implemented at all levels of the 5+3+3+4 structure. To close the achievement loopholes in learning outcomes, classroom transactions will move towards skill-based learning and education. The tools used for assessment will also align with the learning objectives.

2.4 Apprenticeship/Internship:

The most efficient and promising structured training options for exposure to the real working world are apprenticeship and internship. There is great potential in combining theoretical knowledge in related fields with work-based learning. Through apprenticeships and internships, individuals can actively engage with the practical components of their studies, such as problem-solving, creative thinking, digital skills, teamwork, and so forth.

This apprenticeship/internship experience will not only help the industry find a high-quality workforce, but it will also greatly improve the employability of students in the general stream and create a long-lasting, tightly functioning connection between education and the business/service sectors.

2.5 Entrepreneurship Development:

Among the most admirable benefits of the National Education Policy (NEP) is the opportunity for colleges/universities to include entrepreneurship in their curricula. Entrepreneurship, which may increase employment opportunities and spur national and individual growth and prosperity, will be greatly aided by quality education. The nation's economy could benefit from entrepreneurship in a relatively short amount of time.

3. Conclusion:

National Education Policy 2020 will see a significant increase in employability through skill-based education leading to holistic competency in the individual. Education will not only help individuals develop cognitively but also help them develop their character and become competent, all-rounders with essential

21st-century skills. As India progresses towards becoming a developed nation (superpower) and one of the three largest economies in the world, there will be an increasing demand for humanities and the arts disciplines. NEP has the ability to improve the skills of our nation's youth and provides all the resources required to compete on a worldwide scale.

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