

NEP 2020 and Skill Development: Bridging the Gap between Education and Employment

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Abstract

The National Education Policy 2020 will function as a comprehensive overhaul of the educational system with the aim of enhancing the employability of individuals in the coming years. The NEP 2020 underscores indispensable attributes that contribute to a gratifying professional trajectory, thereby emphasizing the significance of education in equipping students with said skills. The NEP 2020 places emphasis on the significance of education in equipping students with the necessary abilities. The paper examines the factors that contribute to the lack of employability among Indian graduates and assesses the steps that must be taken to address this critical issue by effectively implementing the National Employment Policy (NEP).

Keywords: NEP 2020, Employment, Government, Gaps, Skill.

1 Introduction

Individuals' and society's economic output may be significantly augmented by the accumulation of skills. Individuals with diminished skill sets are disproportionately disadvantaged due to their increased likelihood of experiencing unemployment or being confined to low-paying, low-skilled jobs. Skills possess the capacity to empower individuals to engage in respectable employment and improve their overall welfare, thereby exerting a significant influence on social conduct. Knowledge and abilities serve as the catalysts for both the economic expansion and societal progress of any nation. Indeed, skill development investments can motivate nations to allocate resources towards social welfare initiatives.

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Inadequate workforce skills can result in severe repercussions for individuals, societies, and nations.(Chaurasia & Veeriah, 2023)

Skill can serve as the pivotal factor in granting equitable opportunities to the most marginalized and disadvantaged sectors of society. Elevating the social hierarchy requires providing neglected and disadvantaged segments of society with equitable opportunities for education, training, and employment. As India advances in its transition to a "knowledge economy," it becomes progressively more critical that the nation prioritize skill development, with a particular emphasis on skills that are applicable to the evolving economic landscape. In the current dynamic labor market, employers are in search of individuals who possess practical skills that are in line with the demands of the industry, in addition to academic expertise. Research in this field can offer valuable insights into the skill sets that are currently in high demand and the ways in which opportunities for skill development can help bridge the divide between academic study and the workforce.

1.1 Employability with Nep 2020

1- In agriculture

The NEP 2020 has unearthed strategies to revitalize and enhance the state of rural education in India. Rural colleges comprise approximately 9% of all colleges in the United States, and enrollment within agribusiness as well as partnered sciences is less than 1% of all higher education enrollment, according to strategy report. The approach aims to address the limitations and characteristics of agribusiness and its affiliated fields in order to increase rural productivity through the utilization of more skilled graduates and professionals, innovative analysis, and market-driven growth linked to innovations and practices. The fundamental concerns of our expanding society are food sufficiency, environmental degradation, declining land productivity, and environmental change.

However, agricultural education will undergo a transformation in focus to equip students with the skills necessary to analyze and apply local knowledge, conventional wisdom, and emerging technologies. It is past due to use the internet and technology in farming if we want to unlock new possibilities. Enhancing access to both established and emerging markets for farmers and facilitating extension services are two of the potential benefits that may result from the implementation of technological advancements that boost agricultural labor productivity.

2- Technical skills will enhance the market

Reports indicate that over 121 million Indians are now without employment, according per Centre for the Monitoring the Indian Economy. This figure is largely attributable to the dearth of education and essential skills among job seekers. Undergraduate programs in fields like genomic studies, the field of biotechnology nanotechnology, neuroscience, and artificial intelligence (AI)—which are rapidly becoming popular—will be a part of the NEP 2020's renewed emphasis on technical education. This will help students become more marketable to potential employers and will foster an entrepreneurial ecosystem that can meet the demands of digital India and beyond.

3- An increased effort to revive our legacy and culture

A third noteworthy perspective within our country has been the failure to employ reasonable precautions to safeguard our heritage and culture. A large number of historical sites, art galleries, foundations, and exhibition venues now rely on trained staff to carry out their missions. The advent of professional opportunities in these domains will inspire more students to pursue advanced degrees in aesthetic sciences and culture. One of the primary rationales why young individuals abandoned their humanities pursuits is the generally diminished probability of securing respectable employment. Students should be able to learn about the rich cultural diversity of India from the ground up, according to the NEP 2020. The "Ek Bharat Shrestha Bharat" course will entail the identification of one hundred voyager objections within the nation. Academic establishments will dispatch pupils to investigate these objections alongside their distinctive experiences, philosophical stances, traditions, indigenous scripts, and information with the intention of enhancing their comprehension of these areas. More wonderful job opportunities may arise as a result of these endeavors and degrees in higher education in the arts, languages, and humanities.

4- Building of new genre for job seekers via Translation and Interpretation

An progressive development acknowledged by the NEP 2020 is the significant progress made in the country's interpretation and comprehension efforts to ensure that high-quality written and spoken materials, as well as significant educational resources, are available to the general public in various Indian and foreign languages. In pursuit of this objective, the Indian Institute for Translation and Interpretation (IITI) will be established. This type of organization would provide substantial assistance to the nation and employ a variety of multilingual language as well as subject experts, as well as interpretation and comprehension specialists, who would aid in the development of each and every Indian language. Additionally, technology will be employed by the IITI to aid in its translation and interpretation efforts. In light of the dynamic nature of the business environment, NEP 2020 delineates the imperative for enhancements in addition to the overarching approaches to learning. The approach is guided by an advanced understanding of education that prioritizes experiential learning over mere enjoyment. Young pupils ought to be an excellent alternative for the contract economy, as the strategy foresees substantial progress toward erasing any gaps between the current state of knowledge and what is anticipated for the following age.

1.2 Filling the gaps in education system

The purpose of education is to facilitate the acquisition of knowledge, enlightenment, and the pursuit of gainful employment. Desperate action is therefore required to address the current deficiencies in our educational system in order to rectify the issue of graduates' low employability. In accordance with NEP 2020, the policymaker has formulated a number of objectives to increase employability.

1- Skill based education

In India, skill-based education is not an option but a necessity due to the persistently high demand for competent professionals and the comparatively low inclination to acquire new skills. In addition to

possessing the necessary subject knowledge and interpersonal skills, a graduate must also be interview-qualified. According to a survey report¹³ on employability, 93 percent of Indian graduates with advanced professional degrees are deficient in employability skills. This enormous disparity could be narrowed through the advancement of skill-based education at the tertiary level. Numerous institutions and organizations, established by the Indian government, provide skill-based education in an effort to close the employment disparity. The Skill Development Bureau, the National Skill Development Corporation, and the "National Vocational Education Qualification Framework" are a few of the government initiatives designed to promote the application of expertise and skills for the purposes of social progress and economic expansion. The public ought to be informed regarding these governmental initiatives.

2- Revamping Curriculum of the colleges

A set curriculum eliminates the opportunity for students to explore new concepts, abilities, and innovations, as they are required to memorize the syllabus in order to earn grades. An open curriculum encourages innovation, unfettered thought, and creativity.



Figure 1 Ways to Enhance Employability under NEP2020 (Sharma & -, 2023)

3- Soft Skills can Bridge the Employability Gap

Lack of interpersonal skills is the primary barrier student's face when attempting to obtain employment. Numerous recommendations have been put forth regarding the enhancement of employability among Indian pupils through the cultivation of soft skills.

4- Conduct employability assessments and training programs

According to some reports, incoming freshmen are inadequately prepared to begin their university studies. Students frequently lack employability skills which ought to have been taught in schools, including but not limited to fundamental computer literacy, rudimentary mathematics, English reading proficiency, and deductive reasoning. These are prerequisites for college. It is recommended that a fundamental skills assessment be administered to all incoming pupils. Institutions can increase the graduation rate by offering three to six-month training programs in students' areas of deficiency, based on the findings.

5- Institutions should be measured in terms of outcomes

Evaluation of outcomes ought to be the foundation of policy. Institutions have conventionally been assessed based on inputs such as faculty quantity, qualifications, infrastructure, and student body composition. However, in addition to these established metrics, an evaluation of an institution's performance should consider outcomes such as student achievement and employability.

6- Reform college examination system

The efficacy of the examination system implemented in our institutions of higher education is inadequate. Even individuals lacking the necessary expertise in subject can successfully complete these examinations and achieve high scores. Therefore, a combination of theoretical, conceptual, and application-based inquiries should comprise the examination.

7- Encourage internship programs and push project-based learning

Student's exposure to the industry is limited. A mere 40% of students participate in internships, and an even smaller 36% undertake initiatives that extend beyond their mandatory coursework. Research laboratories, academic departments, and the government should all support internship programs, which facilitate more project-based learning for students.

8- Faculty development and continuous assessment programs

HRDCs encounter difficulties in their efforts to raise awareness among the instructing faculty. It is recommended that HRDCs be acknowledged as primary teaching support centers that offer comprehensive training to enhance teaching effectiveness. Moreover, rather than associating attendance at these training modules via lecturers' promotions, they should be required to attend them immediately upon joining the faculty. This would ensure that instructors commence their classes equipped with essential delivery skills and subject matter expertise. Undergraduates' evaluations of the instructor's instructional quality should be considered as one of criteria for career advancement.

1.3 Students and Recruiters Perspective

1- Students' perspective

HRDCs face challenges when attempting to increase awareness among the faculty members who are instructing. Recognizing HRDCs as main centers for teaching support that provide extensive training to improve teaching effectiveness is highly encouraged. Furthermore, instead of linking lecturers' promotions to their attendance at these educational modules, they ought to be mandated to participate in them promptly upon their appointment to the faculty. By doing so, it would be guaranteed that educators begin their courses with fundamental knowledge and abilities pertaining to the subject matter. The assessment of an instructor's instructional quality by undergraduates ought to be taken into account as a factor in determining career progression.

2- Recruiters' perspective

Recruiters encounter the same difficulty when it comes to choosing the most qualified individual for the advertised positions. These businesses are affected in two ways:

- Companies utilize aptitude tests to determine the appropriateness of potential employees, supplementing the evaluation of personal qualities derived from work experience, internships, and positions of responsibility, among other factors.
- They invest significantly in training as part of the onboarding procedure in order to acquaint the chosen candidates with their particular job responsibilities.

1.4 The extent of the government's NEP 2020 policy benefits

A total of approximately 700 crores Crores has been allocated for funding experimental projects, of which each participant will be responsible for INR 7,300 in operational expenses. With the exception of those that operate under a fee-based paradigm, all Skill Hubs qualify for scheme financing. The Talent Hub initiative was introduced through the PMKVY 3.0 program. Regular Samagra Shiksha should extend to children who are enrolled in school, as the Skill Hub Initiative pilot phase specifically targets dropouts and individuals who are not in education.

Skill Hubs, which have been co-opted from the vocational and education systems, involve the following ministries: Ministry of Rural Development, Ministry of Micro, Small, and Medium Enterprises (MSME), as well as Ministry of Electronics and Information Technology (MeitY). Participation is determined by predetermined selection criteria, which may include, but are not limited to, the following: Schools (both public and private, government-funded and privately owned) Initiatives and processes implemented by the Indian government are advantageous for skill development.

Schemes of National Skill Development Corporation (NSDC)

- PMKVY stands for Pradhan Mantri Kaushal Vikas Yojana.
- Rozgar Mela.

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- PMKK stands for Pradhan Mantri Kaushal Kendras.
- Scheme for Capacity Building.
- Udaan.
- Higher Education and School Initiatives.
- The International Skill Centers of India.
- PDOT stands for Pre-Departure Orientation Training.

Schemes of Director General of Training (DGT)

“Craftsmen Training Scheme

Crafts Instructor Training Scheme

Apprenticeship Training under the Apprentices Act, 1961

Advanced Vocational Training Scheme

Vocational Training Programme For Women

Schemes for Upgradation

Flexi MOUs

STRIVE

Initiatives in the North East and LWE Regions

Trade Testing

Current Initiatives in the DGT Landscape

Dual System of Training

Polytechnic.”

Schemes related to Entrepreneurship: Pradhan Mantri ‘YUVA’ Yojana

“Skill Loan Scheme

Indian Institute of Skills

SANKALP

Academic Equivalence to Vocational Qualifications

Aspirational Districts

Swachh Bharat Abhiyan

Technology Initiative.”

2 Literature Review

(Bano & Vasantha, 2019) Assessing, recognizing, and evaluating an individual's employability creates a challenge. Employability pertains to an individual's capacity to obtain and sustain employment on the basis of their qualifications and skills. Individuals have the ability to transition within the labor market workforce and recognize their own potential. Determining the approaches or strategies that can be utilized to close the employability skills divide in higher education is the primary aim of this research. Additionally, the advantages of narrowing the employability disparity in the Indian economy were emphasized in the paper. The study is founded upon a conceptual framework. Furthermore, the data was obtained from secondary sources of the information.

(Chowdhury et al., 2022) As a significant socialization agent, education is instrumental in effecting positive behavioral changes among compatriots. Developing nations, such as India, must implement policies that guarantee the provision of quality education throughout the entire territory in order to foster the growth and development of their human resources. Advancements in technology and science, coupled with innovative approaches to industrialization and market-driven economic forces, have introduced a paradigm shift in the fundamental goals of education. Consequently, the ultimate emphasis should be on skill development and training for the workforce. Thus, there is an urgent need for skill-based training that equips young people with professional competence. By means of vocational education's extensive reach, pupils can be enlisted in this field, and an inventive and proficient workforce can be acquired.

(Kumar, 2022) Assembled in accordance with the aspirational objectives of students in the twenty-first century, National Education Policy 2020 advocates for a comprehensive overhaul and revision of all facets of education, including its governance, regulations, and structure. As per the policy, a minimum of fifty percent of students enrolled in higher education and secondary schools shall be exposed to vocational education by the year 2025. Education centered on the development of skills is its definition. Technical education contributes to economic expansion.

(Sharma & -, 2023) Alongside a lack of qualified labor, unemployment stands as the most significant obstacle in India. However, the majority of the time, issue is not the job's unavailability, but rather a disparity or deficiency in the necessary skills to perform the position. National Education Policy 2020 will function as a comprehensive overhaul of the educational system with the aim of enhancing the employability of individuals in the coming years. The NEP 2020 underscores indispensable attributes that contribute to a gratifying professional trajectory, thereby emphasizing the significance of education in equipping pupils with said competencies.

(Sharma & Neetika Trivedi, 2023) Alongside a lack of qualified labor, unemployment stands as the most significant obstacle in India. However, the majority of the time, issue is not the job's unavailability, but rather a disparity or deficiency in the necessary skills to perform the position. National Education Policy 2020 will function as a comprehensive overhaul of the educational system with the aim of enhancing the employability of individuals in the coming years. The NEP 2020 underscores indispensable attributes

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that contribute to a gratifying professional trajectory, thereby emphasizing the significance of education in equipping pupils with said competencies. The NEP 2020 places emphasis on the significance of education in equipping students with the necessary abilities.

(Lowe & Galhotra, 2023) This scholarly article undertakes an exhaustive comparative examination of rural education reforms in India, specifically comparing the modifications enacted prior to and subsequent to the implementation of National Education Policy in 2020. The principal aim of this research is to evaluate the consequences of NEP 2020 on rural education through an analysis of the significant policy changes, ramifications, and results within rural educational environments. Prior to the National Education Policy 2020, rural education faced numerous obstacles, such as insufficient infrastructure, restricted availability of high-quality education, and substantial discrepancies in academic achievements between rural and urban regions. In an effort to tackle these concerns, the NEP 2020 implemented a sequence of paradigm-shifting reforms. In order to accomplish this, the research utilizes qualitative interviews with critical rural education stakeholders.

(Gedar & Yadav, 2023) A fundamental paradigm shift in the current education system is initiated with the implementation of New Education Policy 2020, which prioritises skill-based education over learning-based education. Transitioning to vocational education, also known as skill-based education, in the sixth grade will pique students' interest in wide range of competencies. This paper examines the NEP-addressed topic of skill-based education and the potential employment level implications of implementing it during the middle as well as secondary school years. The purpose of this paper is to calculate the employment-to-unemployment rate among young people who have earned a graduate degree through the current educational system. The research employs a secondary method of data collection and is descriptive in nature. The issue that "National Skills Qualifications Framework" attempts to resolve is the lack of distinct pathways to higher education for a significant number of students who graduated from vocational education. As a consequence, these individuals were unable to advance vertically.

(Lukose, 2023) National Education Policy (NEP) The government has taken a significant step in 2020 to restructure the education system in response to the changes brought about by the pandemic. The policy emphasized the importance of skill-based education for students, enabling them to make informed decisions regarding their future. The technological revolution, colloquially referred to as the "4th industrial revolution," is causing profound and far-reaching transformations in society, labor, and interpersonal dynamics. By turning our kids into real global resources, NEP aims to make school and college curricula more skill-oriented by encouraging innovation and curiosity among young learners.

(Kaur, 2024) The National Education Policy 2020 in India places significant emphasis on the improvement of skills via vocational education as a means to address the disconnect between conventional education and the demands of the contemporary labor market. The objective of the policy is to incorporate vocational education into the conventional education system, emphasizing a more practical and experiential approach to acquiring knowledge. This study investigates the fundamental components of the NEP 2020, with a specific emphasis on the improvement of competencies via

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vocational education. This paper offers a thorough analysis of the transformative capacity of vocational education as outlined in the NEP 2020. It delves into the difficulties that may arise during the implementation process and proposes feasible resolutions.

(Kanungo, 2024) This article conducts a critical analysis of the National Education Policy (NEP) 2020 of India, evaluating its capacity to accomplish Sustainable Development Goal 4 of the United Nations regarding quality education. This analysis underscores the historical backdrop of India's education system, delineating obstacles pertaining to accessibility, fairness, and memorization. The expanding labour market of the twenty-first century and the necessity to adequately prepare graduates for this market underscore the pressing nature of reform. The paper subsequently examines the provisions of NEP 2020 and establishes a connection between them and the five objectives of SDG 4: opportunities for lifelong learning, universal access, fairness, foundational math and literacy, and competency-based learning.

(Choure & Singh, 2023) Education is the process of molding an educated person's mind, heart, and hands. Education encompasses skill development in addition to information processing in this context. The shifting demands of society and technological advancements in the twenty-first century are influencing a transformation in the goals and objectives of education. In order to augment the employability of students, educational opportunities must be diversified, and the demand for proficient human resources is concurrently on the rise. In this regard, vocational education can often serve as a pivotal factor. It is the system of acknowledged and unacknowledged means of transmitting knowledge, skills, and competencies that improves the recipient's capacity to obtain employment in diverse sectors of the economy or establish themselves as self-employed individuals.

(Bhatnagar, 2021) According to the MHRD report, approximately 44.50 lakh students completed their BA, B.Sc., and B.Com. degrees in India in 2018-19. While 15% of students, on average, pursue higher education, the remaining balance promptly enter the job market upon course completion. The critical inquiry, however, is how many of them might find employment. Although there is a significant annual production of graduates, the most pressing concern confronting our education system at present is ensuring that our students are employable upon completion of their studies.

(Chaurasia & Veeriah, 2023) In India, skill development sparked a tremendous revolution. Since the inception of the skill India concept, an individual's capacity to acquire new skills has increased dramatically. The objective of Skill India as well as Transform India is to procure contemporary skills that are most compatible with the requirements of the market. Job growth results from the application of acquired skills by an individual. This research paper investigates the classifications of skill development programs accessible to students, ascertains the expectations and perceptions of students enrolled in such programs, and analyzes their level of satisfaction via them.

(Dash, 2024) The Government of India's recently unveiled Education Policy (NEP 2020) was an invigorating development and welcome respite from the global turmoil caused by the Covid-19 pandemic. The NEP 2020 announcement came as an absolute surprise to many. Numerous educationists

did not anticipate the modifications which NEP 2020 has proposed. While education policy has had an equal impact on both secondary and tertiary education, this article is predominately concerned with NEP 2020 and its implications for higher education. In addition, this article examines the impact of NEP's prominent characteristics on the current educational system.

3 Conclusion

The greatest issue facing India is both the lack of trained labor and unemployment. Hence, it is critical to formulate skill development frameworks that execute employment opportunities for individuals at the base of the economic pyramid while simultaneously addressing the demand for proficient labor. This paper describes how NEP, 2020 bridges the gap in Indian education system, how it relates to employment, and how the government implemented practices and schemes to bridge this gap.

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