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A Study of Skill Based Education in National Education Policy 2020

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ABSTRACT:

Education is essential for every human being to achieve its highest potential and develop an equitable and just society, and promoting national development. India as a developing country has potential to be a powerful country in the world and stepping towards it with the help of creating skilled manpower. To create skilled manpower there is need of skill based education. In the new education policy the government has focused on skill based education.

This paper aims to find out what kind of skill based education is proposed in the National Education Policy 2020 in Higher Education. This is also an attempt to find out how it is going to impact on growth of employment and entrepreneurship.

Keywords: Skill Based Education, Skill Development, Employability, Entrepreneurship.

INTRODUCTION:

The National Education Policy of India 2020 (NEP 2020), the new policy replaces the previous National Policy of Education, 1986. It is a comprehensive framework for elementary education to the higher education as well as vocational training. The new education policy aims to transform India's education system by 2040. The new Education Policy is a path of universal quality education. It is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation.

India is developing educational institutions with the motto of delivering the young minds with the best quality education. The institution believes that to enable the ambitious minds to grow as per the market demands and make their place in the global professional sphere, it is necessary that they are groomed in the right manner. The focus, hence, shouldn't remain solely on preparing the students to attain excellence in academics but rather should be on making them future-ready for the rising competition by making them skilled.

REVIEW OF LITERATURE:

The National Education Policy 2020 has been announced on 29.07.2020. The Education Policy proposes various reforms in school education as well as higher education including technical education. It has a large amount of flexibility in choosing their individual curricula, subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to it proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world.

With various new invention, scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken

over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. In this quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. The new education policy promotes skills such as conceptual understanding, creativity and critical thinking, ethics and human & Constitutional values, multilingualism and the power of language, extensive use of technology and life skills such as communication, cooperation, teamwork, and resilience.

The National Education Policy 2020 is a system and planning for the all-over development of every student. It will develop students' skill and make them a good human being, capable of rational thought, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.

The Policy is primarily divided into the four main part, School Education, Higher Education, Other key Areas of focus(Profession, Adult Education, Lifelong Learning, Language Arts and Culture), and Technology and Integration and Online/ Digital education.

In the part I Primary and School Education: school education, up to 18 year age. It is divided in the four stages as follows:

1. **Stage 1st - Foundational Education** (5 years) includes

- a) Pre-School from the Age-3 to 6 and
- b) Class 1st and 2nd (age of 7 to 8).

In the foundational education child can learn easily basics through the play/ activity based learning in the mother tongue.

Skills focused – Creativity, imagination, and activities.

2. **Stage 2nd - Preparatory Education-** (3 years) age 8 to 11 and Class 3 to 5th.

The Preparatory Stage education building on the play, discovery, and activity-based pedagogical, some light text books, aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.

Skills focused – Participation, Presentation, and Language Skills

3. **Stage 3rd - Middle** - (3 years) age between 11 to 14 and Class 6 to 8.

In this stage education will be based on the pedagogical and curricular style. It will introduce students to learning and discussion, abstract, concepts Sciences, mathematics, arts, social sciences, and humanities. There will be experiential learning and explorations of relations among different subjects. At this stage there will be Introduction of more specialized subjects and subject teachers.

4. **Stage 4th – Secondary** – age 14 to 18/ **Class 9 to 12** (Four Years)

At this stage there will be multidisciplinary study, building on the subject-oriented pedagogical and curricular style, with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects.

Option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11-12, including at a more specialized school, if so desired.

In the part II Higher Education: (1+1+1+1= 4 Years) Bachelor Degree

Second part of the policy contains details about the Higher education. Which is details of the shift from 3(UG) to 4 years Bachelor Degree (1+1+1+1= 4). There is exit available after every year of education. At the same time there is provision of multidisciplinary education. One can choose any subject from any discipline or there is no faculty barrier. With a special subject the student can choose optional subjects according to his area of interest.

There will be **Choice Based Credit System (CBCS)** and **Academic Bank of Credit**.

Every Higher Education Institute will have the flexibility to offer different designs of Master's programmes:

- (a) **2-years programme** with the second year devoted entirely to research for those who has completed the 3-year Bachelor's programme.
- (b) **1-years Master's programme**- for the students who has completed a 4-years Bachelor's programme with Research,
- (c) **5-years Bachelor's+Master's an integrated programme**.

Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research.

The M.Phil. programme shall be discontinued.

MERUs (Multidisciplinary Education and Research Universities)- attain the highest global standards in quality education.

Higher education institutes are turning to the large multidisciplinary universities and HEI cluster. The flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education

In the part III Other key Areas of focus- Professional Education, Adult Education, Lifelong Learning, Language Arts and Culture.

In the part IV Making it Happen- Implementation

National Education Policy promotes:

Holistic development of learners: The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today.

Enhance essential learning and critical thinking: Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.

Experiential learning: In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects

Empower students through flexibility in course choices: Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills - so that they can design their own paths of study and life plans.

Multilingualism and the power of language

The three-language formula will continue - Language: Mother tongue/local language/regional language, National Language and International Language, etc. student will be familiar with all.

Curricular Integration of Essential Subjects, Skills, and Capacities

There is large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world