



## IMPACT OF SKILL DEVELOPMENT THROUGH NEW EDUCATION POLICY

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**ABSTRACT** Skill development is a basic part of our daily life without skill development we can't develop our selves. The New Education Policy announced by government of India (NEP-2020) was a welcoming change and fresh news amidst all the negativities surrounding. The world due the challenges posed by Covid-19 pandemic. The announcement of (NEP-2020) was purely unexpected by many the changes the (NEP-2020) has recommended where something that many educationist never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on national educational policy and skill development. This paper also outlines the silent features of new education policy and skill development and analysis how they affect the existing education system.

**KEYWORDS :** New Education Policy, Skill Development, Class Room Management.

**Introduction**

The National Education Policy on (NEP) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NEP was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Shri Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy.

The vision of the National Education Policy is: "National Education Policy 2020" envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

**Overview of Skill Development System of India:** For India, which is moving through 'demographic dividend' and wants to achieve tag of 'knowledge based economy', it then becomes all the more important to invest in improving skills and invest in technologies complementing the respective skills suitable for emerging economic environment.

Even those who are trained are not able to secure employment. Policy approach to skill development is supply driven and less attention is paid to demand side factors ((Singh, 2003); (Mehrotra, 2014); (Berman, Somnathan, & Tan, 2005). To understand the same, it is important to note what is the meaning of the abstract term 'skill' and analyze link between education, skill and unemployment. 'Skill' means any marketable expertise however acquired, irrespective of whether marketed or not, or whether the intention is to market it or not (NSSO, 2013). Skill is broadly defined as a learned ability of an

individual to carry out a set of pre-determined task (Srivastava, 2008).

**Academic/Foundational/Cognitive Skills :** Basic abilities to read and write which are learnt in school or sometimes through informal means.

**Transversal/Problem Solving Skills :** These are the skills that belong to a particular occupation and can be transferred from one person to another. Ex-soft skills, communication, coordination and team skills.

**Technical/ Vocational Skills :** Job specific skills which are founded upon the first two of the above skills. National training funds can be used to collect levies from organized and large firms to be used for skill development of the informal sector. Several Latin American countries have funds dedicated for employment training. Dual system of education has its own drawbacks. There are a few highly specialized companies who are not able to train apprentices in all areas, training cost is found to be very high by companies and many graduates at time are not able to cope up with specialized rigid training in only a particular field (Pilz, 2012). In case of India there is over regulation by government and sub optimal structuring so private sector needs to shoulder responsibility of development of skills (Venkatram, 2015). The need to run behind numbers needs to be addressed as training capacity even if increased but does it help in fulfilling the motive of producing trained employees needs to be questioned. Objective of government policies of vocational education should be to fill the gap between educated and employable (MSDE, 2016). So to summarize there are certain solutions recommended by various studies like building a LMIS, adaptation of NSQF and raise qualification of instructors which is at par with international standards. These solutions though attractive don't look feasible in near future and need to be relooked and reconsidered. In the current standing where there is abundant supply of institutions a long term strategy for skill development is needed for educated students which can be fit for work globally (Venkatram, 2015). Revamping the education system cannot be offered as a recommendation as it is practically impossible but steps in making the system more accommodative is needed. Curriculum needs to be work based and link between jobs and education need to be reconnected. Skill agenda is necessary to be put forward as national and global priority.

**Sample :** The study area 100 Rural participants and 100 Urban participants, Ayodhya UP India. The 100 Urban participants ( 50 males and 50 females ), 100 Rural participants ( 50 males and 50 females ). Total participants of 200 males and females.

**Research Problem / Hypothesis :**

- New Education Policy is fully impact with skill development for new generation.
- Second problem is the study of comparison between skill development and new education policy.

**Research Methodology :** This research used by questionnaire method, mean, standard deviation, t-Test and other co-relational used methodology.

**Results :** The case study is based on primary data. These primary data are collected from the males and females by filling the questionnaire by 200 males and females.

Justify that co-relational study new education policy and skill development for new generation is very high score, <80 t-Test, and the study of comparison between skill development and new education policy is very high score <89 t-Test. This hypothesis is significant hypothesis.

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