

**IMPACT OF INDIAN NATIONAL EDUCATION POLICY ON HIGHER
EDUCATION AND EMPLOYABILITY / SKILL DEVELOPMENT FOR
REINVENTING NEW AGE BUSINESS**

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Abstract

The New Education Policy (NEP, 2020) issued by the Government of India was a welcome change and breaking news amid all the global pessimism caused by the challenges presented by the Covid19 outbreak. NEP 2020, however, was only discovered by many people by accident. Many education professionals still need to forecast the changes suggested by NEP 2020. The strategy will emphasise helping graduate, and post-graduate students strengthen their technical and soft skills. It will re-enact an essential role in empowering the nation's human capital to effect change.

The employment-oriented relevance of education in equipping students with the necessary skill sets is acknowledged by NEP 2020. The government's initiative aims to achieve the 2030 Agenda for Sustainable Development objectives, which include guaranteeing equitable access to opportunities for lifelong learning. However, businesses cannot find and hire people that match their expectations since of the lack of futuristic capabilities. The necessity for our educational system to be enhanced and the requirement for businesses to give on-the-job activities priority are the leading causes of this.

The NEP 2020, however, is a disguised benefit that will help close this gap by equipping students with industry-relevant skills to create future-ready workers. By 2025, it hopes to increase higher education's GER to 50% in terms of the acquisition. Although the education policy has impacted both high school and college, this study concentrates on NEP 2020 and how it will affect higher education and employability skills.

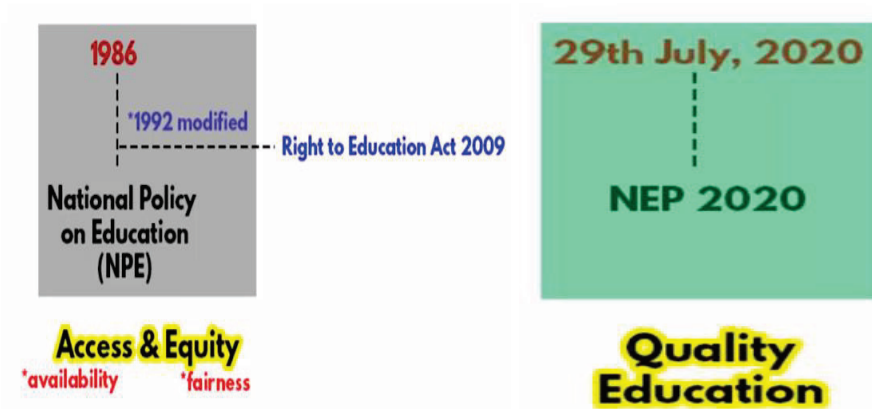
Keywords: NEP, Gross Enrolment Ratio, Employability Skill, Higher Education.

Introduction

The National Policy on Education (NPE), developed by the Indian government, aims to encourage education among Indians. The policy encompasses rural and urban India's primary and secondary education through colleges. Prime Minister Indira Gandhi issued the country's first NPE in 1968, followed by Prime Minister Rajiv Gandhi in 1986 and Prime Minister Narendra Modi in 2020.

The aim for India's future educational system is described in the NEP, 2020, which the Indian Union Cabinet adopted on July 29, 2020. The old NEP, 1986, has been replaced with the new policy. In rural and urban India, the strategy provides a comprehensive framework for primary education, higher education, and vocational training. By 2021, the process wants to

overhaul India's educational system completely. The states, organisations, and schools must decide how to apply the language policy because it is a complete advisory guideline.



What does Education Policy mean?

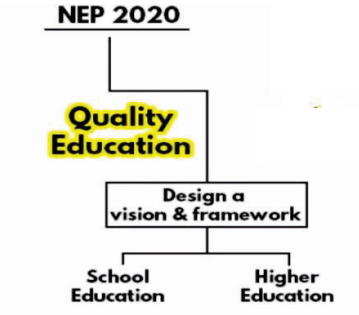
- **First, education policy** mentions the assembly of laws and **rules** that govern the process of **education** systems.

2. Why is it important to study education policy?

- **Policies** are **essential** because they help a school/college to establish **rules** and procedures and create standards of quality for learning and safety, as well as expectations and accountability.
- Without the **EDUCATION POLICY**, educational institutions would want the structure and be unable to meet students' needs.

What are the features of educational policy?

- The main characteristics reviewed are problems caused by the **intangibility** of many educational goals, the inconsistency of educational purposes, the priority ordering of objectives and weighting of educational goals, and the cost of plans.



To produce brilliant thinking, well-rounded, and well-rounded duals is a crucial goal of high-quality higher education. In addition to fostering character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and 21st-century skills across a variety of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological, and vocational subjects, it must enable a person to study one or more specialised areas of interest in depth. The current system will undergo some significant adjustments due to the new education strategy. Every district should have one or more

multidisciplinary universities and institutions nearby. Improvements should also be made to student curricula, teaching, evaluation, and assistance. Creating a national research foundation to fund outstanding, peer-reviewed research is necessary. Also promoted at these universities should be compelling study.

Many topics, including employability skills, employment-related queries, success and failure at work, comprehension of the abilities needed by management-qualified personnel incoming the staff and their relationship to education, continued to be discussed in India. Due to the subject's enormous importance, researchers worldwide have examined it from many angles. The goal of the current paper is to review these employability-related factors. With the aid of many categories, including employability definition, the meaning of employability, employability skill, theoretical perspective, employability skill gap, and ideas on employability skills, the study is provided in synthesis form.

Objectives of the study

1. The main goal of this research is to examine how the New Education Policy 2020 will affect higher education.
2. The report also identifies the critical NEP characteristics and examines how they impact the current educational system.
3. Effect on the improvement of employability skills

Research Methodology

This study is descriptive. The secondary data was gathered from websites run by the Indian government and other publications like magazines and journals. The data was then examined and processed to draw inferences and findings.

Features of NEP in Higher Education

The new NEP was established to formally recognise system changes from the secondary to the postsecondary levels. Education content will strongly emphasise essential concepts, ideas, applications, and problem-solving stances in light of the current situation. The country's higher education system is anticipated to have sound and long-lasting effects due to the NEP. The government's decision to permit international colleges to establish campuses in India is admirable. This will enable the children to benefit from a local education of a high international standard. Additionally, introducing multidisciplinary institutions will result in a revitalised emphasis on each discipline, including the arts and humanities. This kind of education will support students' holistic learning and development.

- **Single regulatory body for higher education:** Except for legal and medical education, the Higher Education Commission of India would be the only regulatory organisation established due to the NEP.
- **Multiple entry and exit programme:** There are numerous entry and exit points for individuals who drop out in the middle of the race. They will transfer their credits through the Academic Bank of Credits.
- **Tech- based option for adult learning through apps and TV channels:** Apps, online courses/modules, satellite TV channels, online books, ICT-equipped libraries and Adult Education Centers, among other high-quality technology-based learning possibilities, will be created.

- **Foreign universities to set up campuses in India:** The top 100 international colleges worldwide would find it simpler to operate in India thanks to new regulations. According to a paper from the HRD Ministry, "Such (foreign) universities will be accorded special dispensation respecting regulatory, governance, and content criteria on par with other autonomous institutions of India."
- **E-courses available in regional languages:** Education planning, instruction, evaluation, teacher, school, and student training will all include technology. Eight major regional languages will be the first to have access to the e-content before Bengali, Kannada, and Odia join the e-courses already available in Hindi and English.

Employability

"Employability abilities, including self-presentation, social skills, and positive attitudes and behaviours." (1990; Lankard)

Employability is the capacity to move autonomously within the labour market to realise potential through sustainable work. (J. Hillage, 1998)

"Employability is the graduate's capacity to obtain a satisfying position" Harper (2001). "a collection of successes – skills, knowledge, and character traits that boost graduates' chances of landing jobs and succeeding in their chosen fields, benefiting themselves, the labour force, the community, and the economy." (Yorke 2004:9)

The definitions given above led to the appearance of numerous employability strategies. The method was unique even if the complete reports were focused on finding work. Employability refers to a person's capability, ability, success, chance, adaptability, and competency to find a job and succeed in their chosen profession. Some researchers focused much on the skills and attributes required to choose and work in that particular field, such as knowledge. It is frequently referred to as someone's capacity to land and keep a job. The concept has been around for a while and has a variety of meanings.

Employability Skills

"Those fundamental abilities required for landing, keeping, and performing well in a job." (1999: Robinson). Transferable core skill sets "reflect essential, functional and enabling knowledge, skills and attitudes required by the 21st-century workplace" and are "vital to professional success at all levels of employment and all degrees of schooling." (2000) (Overtoom:2).

Employers primarily sought young people who were educated, numerate, and capable of good communication when they entered the workforce. Additionally, they valued attitude and sought employees who would be punctual, dedicated, and attentive to their work. Employers reported that throughout the first five years of employment, they were willing to invest in employees to help them hone their work-related abilities. However, only some employers seemed ready to offer an entry-level position to a young applicant without the prerequisite qualifications mentioned above. According to the report, one of the biggest obstacles for young people entering the industry is a need for more communication, reading, and numeracy skills. It also implied that employers believed the state should pay and improve the fundamental skills needed for employment. Employers were, however, willing to provide funding for initiatives that aided individuals in acquiring the professional and job-related skills essential to their companies.

Additionally, they were confident that developing employability skills should be viewed as a continuous learning process supporting career advancement rather than merely being admitted into labour. (LSN 2008) A crucial contest for the government and higher education institutions is employability (HEIs). There is fierce rivalry for positions in the graduate employment market owing to the rise in higher education and the new economic slump. According to the summer graduate employment, there were typically 48 applications for each open graduate position. The organisation of (Association of Graduate Recruiters, 2009)

As previously indicated, the study demonstrates that various employability abilities are required, including interpersonal and communication skills, teamwork and problem-solving abilities, resource management, leadership, and conflict resolution. However, it was decided that students should only be taught employability skills if they naturally acquire them throughout training and education. Consequently, employability skills can be taught in the institute.

Employability Skills Gap

India's IT industry would experience a shortage of 500,000 experts by 2010 due to low employability skills. A new IDC analysis indicates that in a nation with many opportunities, India will experience a lack of 118,000 qualified IT networking specialists in 2008. (NASSCOM,2008).

Most firms today prefer to hire graduates from open colleges since they are expected to have the academic credentials and employability skills necessary in the current job market. Because of this, companies that have employed graduates from open institutions are frequently happy and satisfied with their selections (Gurvinder Kaur & Sharan Kaur, 2008). Before employability, additional difficulties are brought on by the poor infrastructure colleges, and universities offer. Standards have also declined in Indian universities and institutes; more than 60% of these institutions and 90% of their universities are subpar. As a result, aspirants are less employable due to poor quality and employability. Due to the outmoded curriculum and decreased engagement between institutions and industry, there is a significant gap between academics, industry, and students' employability. Furthermore, there are differences in knowledge, abilities, and attitudes depending on the MBA institute. For example, 80% of those polled thought it made a difference that the freshly employed MBAs had graduated, compared to 8% who thought it did not and 12% who were unsure. Knowing the reason behind this simplifies the situation for us. Recognise the gaps in several of the specific attributes already listed. With over 2,000 institutions currently offering MBAs in India, several respondents said that "the gap is night and day" between the various schools. The skills gap is real, particularly when it comes to aptitudes like listening, teamwork, and collaboration; attitudes like self-motivation, self-discipline, commitment, and dedication; and knowledge like understanding organisational structures, operational procedures, the types of goods and services offered, and consumer behaviour. Westat & ISOS, 2010 support the Higher Education Forum.

Historically, academics have lagged behind the industry in its understanding of trends. It must be and remain informed of business trends—not fads—to continue relevant in its "production" of graduates looking for jobs once they complete their degrees and leave school. (Montgomery & Porter, 1991).

The ratio of faculty to students should be close to 1:10, the curriculum should be regularly revised in cooperation with the industry, and institutions should train professionals to have a global mindset so they can adapt to various social, cultural, and cultural contexts (Hannan, 2003)

Suggestions on Employability Skills:

Employability skills can be imparted in the workplace and the classroom. They have coached abilities. In order to ensure that these aims can be achieved, the authority should set goals and objectives for teaching employability skills and develop a curriculum to support these goals. (Robinson,2000).

Modifications to the curriculum must be owned by the staff members who teach the modules if they are to be successfully implemented. Working within the traditions and ideals of the organisation and higher education is essential. A culture that improves the learning environment for the benefit of staff and students is necessary to implement change successfully. (Atlay, 2000).

Graduates' employability is determined by their skill, ability level, and ability to use such qualities to find and keep suitable jobs. The idea of employability emerged in the 1990s from the standpoint of human resource development. It coincided with a rise in employee dissatisfaction with their ability to depend on their employers for stable employment. (Nabi, 2003).

Education should include instruction in employment skills (1993, Poole and Zahn). Career and employability skills should be taught in schools because many pupils leave without the skills needed to succeed in the adult workforce. Zinser (2003)

Graduates should emerge from higher education in various ways better than when they arrived. This development should be credited to the undergraduate curriculum, which is essential for providing students with the abilities they need to "sell themselves" to employers. (Washer 2007)

There needs to be coordination between government, business, and academic activities, as well as support for the characteristics that potential employers look for (Paliwal Udailal, 2009).

Fresh graduates who enter the workforce need six months to two years of development time to demonstrate their value, and frequently they leave the company before they can demonstrate results. This is due to the mismatch between theory and practice. Therefore, industrial R&D labs should work with higher education institutions (Sanjay Modi, 2009). the development of employable talents resulting from the interaction of business and education. Various models may be developed to increase employability, and they may differ depending on the industry.

Conclusion

It seems to be an even more crucial requirement now that the epidemic is speeding up the digitalisation and disruptive automation trend. The NEP 2020 addresses the requirement for expert training across various fields, from agriculture to artificial intelligence. India needs to be ready for the future. The NEP 2020 opens opportunities for numerous young, aspirational students to gain the requisite skill set.

There is also a need for more excellent evidence-based decision-making in order to respond to the transmutations and disruptions that are rapidly occurring. NEP has consolingly provided guidelines for collaborative monitoring and review as well as provisions for real-time evaluation tools. This will allow the educational system to reform itself continuously rather than depending on a new education policy for a **change in the curriculum every ten years. Even by itself, this achievement will be impressive. The NEP 2020 marks a turning point for higher education. However, it will only be ground-breaking if deployed efficiently and on schedule.**