



ROLE OF NEP 2020 IN ENHANCING SKILLS AMONG SCHOOL CHILDREN IN JAMMU DISTRICT

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Abstract

The National Education Policy (NEP) 2020 represents a plan that is both comprehensive and transformative in character, with the purpose of restructuring the education system in India. The NEP 2020 places a focus on holistic development and skill enhancement among students of all ages. The purpose of this research is to assess the efficacy of the National Education Policy 2020 (NEP 2020) in promoting the development of skills among school-aged children in the Jammu District. Several components of skill development, including cognitive, socio-emotional, and practical abilities, are evaluated in this research to see how the policy affects these aspects of skill learning. The evaluation of the efficacy of the policy in generating an atmosphere that is conducive to holistic learning is the key point of emphasis of the research. For the goal of enhancing students' skill development, the objective of this research is to identify significant trends, challenges, and achievements in the execution of the National Education Policy 2020 (NEP 2020). These objectives will be realized via the use of a combination of qualitative and quantitative research methods.

Key Word: National Education Policy (NEP), Education, Development, Students.

Introduction

A dynamic society cannot function without high-quality education since it accelerates both personal and national growth. An important turning point in India's educational history came with the 2020 publication of the New Education Policy (NEP). The strategy outlines a comprehensive plan for students' overall growth, with a focus on improving their skills and fostering a love of learning that lasts a lifetime. This is

to ensure that they can meet the dynamic needs of today.

This study aims to examine the impact of the New Education Policy 2020 on students' capacity to learn new skills in the classroom, with a specific focus on the Jammu district. Jammu, with its rich cultural history, offers an intriguing context in which to assess the strategy's local implementation and its capacity to cultivate the skills required by the future workforce.

The NEP 2020 heralds a paradigm shift with features like as an interdisciplinary approach, greater flexibility in curriculum development, and a return to experiential learning. Equipping students with the knowledge and abilities necessary to thrive in the modern, interconnected world of work is the overarching objective of this method. **(Ministry of Education, 2020)**

Due to its distinct social, cultural, and economic features in comparison to the rest of the country, the Jammu district presents a unique set of challenges when implementing the National Employment Policy (NEP). With a focus on skill development, this study seeks to explore how Jammu's educational system applies the policy's ideas, including the challenges, successes, and practicality of doing so.

Effective implementation at the local level is crucial for the success of any policy that seeks to enhance education. So, we're doing this study to find out how far along the NEP 2020 implementation path Jammu schools are. Overall, it will examine how school leaders, educators, and students all fared during the paradigm change in educational thinking.

Academic journals, policy documents, and educational texts are all synthesised in this study to shed light on the theoretical underpinnings of the NEP 2020. Local reports, surveys, and interviews conducted inside the Jammu district would augment the existing empirical evidence in assessing the policy's actual impact.

We anticipate that our research will contribute significantly to the ongoing conversation about educational reforms as we delve into the challenges of executing the New Education Policy in Jammu. Educational policies and practices of the future should take into account the specific requirements of local communities as well as the demands of a global audience. That is precisely the goal of this research, which will look at the impact of the NEP 2020 on students' skill development in the Jammu area. **(Pratap & Mathur, 2021)**

Key Features of the New Education Policy

The NEP 2020 covers all educational levels, from elementary school to college. Redesigning India's school system with the student in mind is the policy's stated goal. Some of the most important parts of the strategy are a move toward competency-based learning, more technology usage in the classroom, a curriculum that can be adjusted and used in other fields, and a focus on basic reading and math skills. The policy's stated goals include raising the bar for vocational training, research, and innovation in addition to bettering the standard of teacher preparation programs. (Arora, 2020)

Foundational Literacy and Numeracy: The National Education Policy 2020 states that all children in India should have achieved proficiency in reading, writing, and mathematics by the time they are three to eight years old. The policy recognizes that pupils need to develop solid foundational skills to excel academically going forward. The policy lays forth a number of measures to achieve this goal, including developing appropriate pedagogical frameworks and curricula, introducing innovative forms of instruction, and staffing early childhood education programs with committed individuals.

Flexible and Multidisciplinary Curriculum: In an effort to encourage pupils to discover and develop their own passions, the NEP 2020 has proposed a flexible and varied curriculum. The strategy acknowledges that the existing system places too much emphasis on rote memorization and not enough on providing students with opportunities to pursue their passions and acquire marketable skills. The approach suggests a new form of teaching that is more open to students' interests and the needs of their future careers, based on the tenets of innovation, creativity, and flexibility. (V. Singh, 2020)

Use of Technology for Teaching and Learning: The NEP 2020 recognizes that technological advancements have the potential to transform India's educational sector. According to the policy, some technological instruments that could be useful in the classroom include digital materials and online platforms. The approach also advises that schools establish a National Educational Technology Forum to aid with technological challenges and to disseminate the word about how amazing technology is for learning.

Competency-Based Learning: The NEP 2020 proposes a shift to competency-based learning from an emphasis on data accumulation. The policy realizes that the current system does not provide enough chances for students to develop their critical thinking and problem-solving skills and instead focuses too

much on memorizing. The plan advocates for a competency-based approach that prioritizes the development of skills including creativity, critical thinking, analysis, collaboration, and expression.

Promotion of Vocational Education and Skill Development: The National Employment Policy Agenda (NEP) 2020 recognizes the importance of vocational education and skill development in preparing students for the workforce. The policy's stated goals include mainstreaming vocational training with more traditional academic curricula and developing a National Skills Qualification Framework. The initiative also recommends the establishment of vocational training and education facilities to provide individuals with the necessary skills. **(The Wire, 2020)**

Promotion of Research and Innovation: The National Education Policy 2020 states that improvements to India's educational system must prioritize research and innovation. A National Research Foundation would be established to support research in several domains, according to the concept. Additionally, the idea suggests that educational institutions establish research and innovation centers to encourage creative problem-solving and the launch of new businesses.

Improvement of Teacher Education: The NEP 2020 places a premium on teacher training programs due to their ability to raise the bar for Indian education. More effective support for educators through mentoring and professional development might be achieved by establishing a National Mission for mentorship, according to the policy. To further standardize teacher preparation programs, the strategy also suggests creating a National Curriculum Framework for Teacher Education. **(The Quint, 2020)**

Effectiveness of the New Education Policy, 2020

The educational landscape of India is expected to undergo a dramatic transformation as a result of the NEP 2020. But the policy's efficacy hinges on the skill with which it's put into action. It will take a lot of time, energy, and knowledge to put the policy's lofty goals into action. **(UNESCO, 2021)**

The Hindu reports that the NEP 2020's success will be contingent upon its execution. According to the research, "the success of the policy will depend on the availability of resources and the willingness of the government to invest in education." According to the article, the approach has lofty goals and will necessitate significant human and financial resources to achieve. **(The Hindu, 2020)**

Since the NEP 2020 contains a thorough strategy to revamp schools, it has received a lot of praise. Low

academic attainment and an absence of instruction in analytical and problem-solving abilities are just two of the many problems plaguing India's school system that this curriculum could help fix. Nevertheless, the success of the policy hinges on its execution. Inadequate funding, an absence of competent educators, and antiquated facilities are among the obstacles that impede the strategy's implementation. **(N. Singh, 2021)**

Review of Literature

(Yadav, 2023) Several domains, such as space exploration, academia, the economy, and information and communication technology, are seeing profound transformations in this century. The importance of formal education is being diminished by newly acquired competencies and skills. Instead than only teaching kids facts and numbers and encouraging them to think analytically, education should help them develop into competent people who can think critically, solve problems independently, and grow from their experiences. Supporting children's development, self-sufficiency, and long-term sustainability, the National Equity Project (NEP) for 2020 aims to equip them with qualities and talents that address their multidimensional evolution. This article will explore recent initiatives by the governments of Delhi and India to boost students' abilities and encourage an entrepreneurial mindset in the hopes of producing individuals who are self-reliant, passionate about learning, and able to manage their own educational trajectory. Using a qualitative research strategy, this study seeks to understand more. We observed the schools to learn about their resources, facilities, and the things the students did. We used semi-structured interviews to find out how secondary school students feel about their leadership curriculum, their training techniques, and how the administration teaches students leadership and ethics. Subsequently, the data was subjected to thematic analysis in accordance with the following subjects: (i) student perceptions of their personal skill development program; (iii) student observations of classroom instruction; and (iv) the effects of these factors over the long run. The majority of students are satisfied with their educational experience, according to the data. Learners have acknowledged, and made it clear, that skill and entrepreneurial education is crucial to their personal development. If students want to acquire valuable, marketable abilities, they need more chances to engage in inquiry-based learning modules. Interestingly, this study's findings suggest that students are aware of the significance of research in developing marketable talents even before the course begins.

(Dar & Ganaie, 2021) An economy can't expand without a strong educational system, which in turn relies on qualified teachers. Knowledge, dedication, professionalism, and intrinsic desire on the part of teachers

lead to high-quality lessons and student success. One of the biggest problems that governments throughout the world are trying to solve right now is how to produce teachers like these. Philosophy, sociology, globalization, and new pedagogical and psychological theories have all contributed to the increasing complexity of a teacher's job in the last several decades. There is a current demand for well-organized and creative programs that train teachers. It is imperative that today's teacher preparation programs undergo a thorough evaluation, analysis, revision, reevaluation, and reorientation. The Indian government has made improving the quality of its educational system a priority as part of its broader objective. In an attempt to improve educational standards nationwide, the Indian government has been placing a premium on high-quality education. In light of NEP2020, the focus of this paper is on the changing role of teacher educators. Also, it highlights all the things that NEP2020 says teachers should be doing in the classroom. Findings from the study addressed current issues in teacher education and proposed potential solutions. An analytical method is used in this essay. All relevant books, journals, and research papers have been used. Relevant sources were combed through for data and information needed to finish the investigation. A methodology based on interpretation has been used in this work. Professional skills, pedagogical knowledge, and teaching talents make up teacher education. "Every class should have a talented and dedicated teacher," Clinton said in his 1996 Call for Action for American Education in the 21st Century.

(Prakasam, 2023) Examining the National Education Policy (2020) and its pedagogical framework in contrast to the previous NEP (1986) helps put the youth education crisis into proper context. We will next look at how youth involvement in the classroom might be improved, bearing in mind that every student deserves equal opportunity to receive an education. It is extremely clear that not all students in India have equitable opportunities to receive a high-quality education from elementary school through college. Through the analysis of secondary and senior secondary school-leaving test scores across gender and caste groups, as well as the youths' educational success, these processes determine the percentage of the youth population that is not enrolled in school. This article covers the aims and problems of technical and vocational education and training (TVET) within the scope of the Skill India Initiatives and Technical and Vocational Education and Training (TVET). In light of the fact that the 'State' is providing less and less money for youth education, the article continues by discussing the essentials of education financing and the increasing influence of the private sector in this field. It is more crucial than ever to educate the next generation to make effective use of digital resources as we enter the fourth industrial revolution and society becomes more and more digitalized. Upon analyzing the advancement of digital literacy among the youth of India, a concerning imbalance between the sexes and between states becomes apparent. To improve

youth education, the essay offers crucial policy suggestions based on a comprehensive analysis of these challenges, possibilities, and concerns.

(N. Singh, 2023) Education is crucial for achieving personal fulfillment, building a more inclusive society, and advancing one's nation. In order to produce more capable citizens, the educational system of every country should prioritize skill development. Tasks can be completed more efficiently and effectively by someone with experience. Improving one's skills is a hallmark of growing up. Skilled persons are the precious human resources, which leads the nation on the route of progress. Skill development is a systematic process that includes planning and executing development and training programs. These programs are developed with human capital needs in mind. With a youth population of over 65%, India might greatly benefit economically from a new education policy that places an emphasis on skill development. The educational system and its students are the backbone of any society. Apprentices and students learn new trades and get to know local businesses and communities as they gain experience in these fields.

(Hijam, 2022) The knowledge society describes our current way of life. To become a world leader in knowledge by the year 2030 is, in fact, a central goal of India's National Education Policy 2020. If people could use technology more and more, society would be better off. We cannot expect our society to progress until we educate every single person living in it, because education is the key to a prosperous society. The medium of instruction is one of several factors that affect education generally. The medium of instruction is crucial in ensuring that pupils retain information. A large portion of our student body attends religious schools in India where Urdu is the language of teaching, reflecting the country's diversity in religious affiliations. Urdu can play a significant part in providing these kids with the scientific information. This research is an effort to assess the current state of science education in Kashmir as it relates to the use of the Urdu language. Additionally, an effort was made to identify the challenges that both students and teachers of science in Urdu medium schools encounter when it comes to teaching and learning science in and out of the classroom. Lastly, in an effort to promote and expand science education through the medium of Urdu, the essential remedial actions have been proposed.

(Santoshi, 2021) Education is a crucial factor in a nation's growth, among many others. Significant investments in human capital are necessary for the economy to expand sustainably. This leads to better human capital, more creativity, and more entrepreneurial spirit. Improving income equality and ensuring

social and economic prosperity are long-term priorities. The minister of finance said in the Union Budget 2021-22 that the NEP, which was introduced with the theme of "reinvigorating human capital," has been adequately met with approval. With a focus on national education policy, this article traces the most significant changes in education during the last ten years. This descriptive study did not collect its data from its own sources. The analysis found that the educational system underwent significant modifications.

(Suman & Shanu, 2021) The National Education Policy (NEP) of 2020 will signal a turning point in the history of Indian education. The idea behind this strategy is to enhance indigenous knowledge systems in order to fulfill the needs of contemporary society. Drawing inspiration from Mahatma Gandhi's NaiTalim, the NEP seeks to restore inclusive educational standards to institutions that were in place before colonialism, when an unsuitable Eurocentric model was introduced as a result of that era's colonization. Including traditional knowledge in modern curricula is an important goal of the NEP, and this research report aims to demonstrate their commitment to this goal. By analyzing the effects of colonialism on Indian education, this study sheds light on the ways in which indigenous knowledge systems were marginalized and eventually replaced. Further investigation of the NEP's guiding principles, which are in harmony with India's illustrious heritage, is forthcoming in the research. It fosters multilingualism, places an emphasis on vocational training, and views education as a whole. This research also shows that the NEP is important for promoting cultural identity and fighting for a more equitable and inclusive school system. This research delves into the NEP to demonstrate how it may bridge the gap between traditional wisdom and contemporary needs, resulting in an educational system that is both globally competitive and deeply rooted in Indian culture. Contributing to the ongoing discourse about education reform and the resuscitation of indigenous knowledge, this article tries to emphasize the important role of the NEP in bringing about this required transformation.

Research Methodology

The researcher had to overcome a number of obstacles in order to carry out this examination. There was extensive usage of other significant research results that were pertinent to the subject of the study's title. Additionally, it involved making judgements, setting review time restrictions, selecting publications with A Study on Effectiveness of NEP 2020 in Enhancing Skill Development among School Children in Jammu District, and assessing journals for data collection and processing. The researcher will use interpretive, analytical, and comparative approaches for the present research project. We'll gather data from a number

of renowned libraries. The focus will be on thoroughly reviewing the main and secondary materials that are accessible. Websites and other online resources may be used as data-collecting tools.

Research Objective

1. To study the Transformational Roadmap of NEP 2020.
2. To study the major changes in National Policies on Education.
3. To identify challenge in the implementation of skill development programs under NEP 2020.

Research Hypotheses

H₀: There is no significant the Transformational Roadmap of NEP 2020.

H₁: There is significant the Transformational Roadmap of NEP 2020.

H₀: There is no significant major change in National Policies on Education.

H₂: There is significant major change in National Policies on Education.

H₀: There is no significant challenge in the implementation of skill development programs under NEP 2020.

H₃: There is a significant challenge in the implementation of skill development programs under NEP 2020.

The Transformational Road Map of NEP 2020

According to the policy, the long-term goal of the NEP is for each college to either become an integral part of a university or to become its own degree-granting institution. Every college and university will have their own autonomous board that will work with them.

Smaller, more expensive universities would be combined with bigger, more affordable HEIs until each HEI had at least 3,000 students.

Launch a four-year bachelor's degree, open India to foreign universities, include vocational education in college curricula, create a National Research Foundation, and transform top colleges into autonomous

degree-granting HEIs under board administration. Free up undergraduates to take courses across all disciplines.

Developing a plan to execute these modifications over the next five years. If higher education is to develop holistically, this NEP long-term strategy is essential.

The major changes in National Policies on Education

The Indian government formulated the National Policy on Education to promote and control the country's educational system. In 1968, Prime Minister Indira Gandhi built the first non-proliferation economic initiative (NPE)—"radical restructuring"—by studying the recommendations of the Kothari Commission (1964–1966). This declaration was made in 2020 by the newly elected Prime Minister Narendra Modi.

Qualified educators were a cornerstone of the program, which also mandated education for all citizens up to the age of fourteen and a "three language formula" for secondary schools. English, Hindi, and the student's native language make up the three-language formula. Advertising Hindi, India's official language, has served as a unifying force for the country's population. Sanskrit, an ancient Indian language, was also supported. As part of the 1966 NPE, the government recommended setting aside 6% of GDP for educational purposes.

The Rajiv Gandhi government launched a new national education policy in May 1986. "Extra focus on closing achievement gaps and leveling playing fields in schools." This strategy's major goal is to ensure that all people, especially women and those from ST and SC backgrounds, have equal access to education. Our initiatives include constructing new facilities, supplying housing and services, increasing the number of scholarships, encouraging adult education, increasing the number of instructors from SC and ST communities, offering financial incentives to low-income families for consistent school attendance, and many more.

It was NPE that advocated for a "child-centered approach" to learning in primary schools. The goal of the countrywide initiative known as "Operation Blackboard" was to open more primary schools. With the founding of Indira Gandhi National Open University in 1985, the Open University system was formed. This idea is based on Gandhi's "rural university" concept, which aims to improve rural areas' economy and society.

The educational policy of the nation was updated between 1986 and 1992 by the P.V. Narsimha Rao government. Man Mohan Singh, India's prime minister, announced the "Common Minimum Programme". At first, the plan was for all of India's technical and professional schools to utilize the same admission exam.

All India Engineering Entrance Examination (AIEEE), State Level Engineering Entrance Examination (SLEEE), and Joint Entrance Examination (JEE) were all instituted by the Indian government to alleviate the mental, emotional, and financial strain that students and their families experience when they are required to take multiple entrance exams for architecture and planning degree programs.

In 2019, the Ministry of Human Resource Development unveiled its ongoing project, the New Education Policy 2019. The prototype NEP streamlined curriculum in an attempt to promote superior critical thinking, essential learning, learning via debate and analysis, and a more balanced education. A change from the 10+2 to the 5+3+3+4 systems was emphasized in the study as a way to tailor instruction to kids' cognitive growth.

The Indian government updated the country's educational system with a new policy that took effect on July 29, 2020.

Challenge in the implementation of Skill Development Programs under NEP 2020

National Education Program 2020 (NEP-2020) aims to reform India's educational system. Although there are some promising parts to the policy, there are also many problems that need fixing. Here are a few issues with NEP-2020:

Implementation: Policy implementation is one of the major obstacles for NEP-2020. The strategy is extensive and covers a lot of territory; implementing it will need a substantial investment of time, effort, and resources. All relevant parties, including state and federal governments, academic institutions, and businesses, must work together to implement the program.

Funding: The policy declaration is evasive on the subject, despite the fact that NEP-2020 need major investment. The National Research Foundation is mentioned in passing in the policy, but the amount of

money it gets is not specified.

Some states are against the three-language model that NEP-2020 has suggested. Some are worried that the policy may cause the country's linguistic variety to decline.

Language policy: There are a lot of obstacles to implementing the policy's goal of providing teachers with better chances for professional development. In order for society's educational system to adapt to new demands, it is crucial to reform the current paradigm of teacher training.

Teacher training: The policy puts out a new assessment that prioritizes the overall growth of pupils. Other others, meanwhile, are worried that the new method of evaluation would be difficult to put into practice, particularly in locations with fewer people and limited resources.

Assessment system: Regardless of the obstacles they encounter, the policy's ultimate objective is to ensure that all students have access to affordable, high-quality education. Inequality based on gender, financial status, and geography is only one of several issues plaguing the current educational system.

Inclusivity: Opponents of the plan argue that it would encourage commercialization of schools and increase private sector engagement in education, both of which will exacerbate existing inequities.

Conclusion

The Indian government has made a substantial and all-encompassing effort to reform the nation's educational system with the National Education Policy (NEP) of 2020. The policy's long-term objectives, which include turning colleges into universities or autonomous degree-granting organizations, represent a strategic vision for the all-encompassing growth of higher education. A commitment to improving accessibility and quality in higher education is evident in the focus on growing the size of higher education institutions (HEIs) and instituting a four-year bachelor's degree.

Through collaboration, interdisciplinary learning, and opening India to foreign universities, the NEP also aims to internationalize education. The National Research Foundation's establishment demonstrates a dedication to promoting innovation and research in the field of education. Furthermore, the incorporation

of vocational education into college curricula responds to the demand for employable skills and keeps pace with the changing needs of the labor market.

NEP-2020's successful implementation is not without its difficulties, though. The extensive reach of the policy necessitates concerted efforts from a range of stakeholders, including enterprises, academic institutions, and the federal and state governments. Funding is still an important issue that requires explanation, especially for programs like the National Research Foundation.

Potential roadblocks include language policy and teacher preparation, highlighting the significance of resolving these concerns to guarantee successful implementation. The NEP's commendable commitment to inclusivity is aimed at addressing the current disparities in financial status, geography, and gender. However, in order to avoid escalating already-existing inequalities in the educational system, concerns about the possible commercialization of schools and increased private sector involvement must be carefully considered.

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