

# TRANSFORMATIVE EDUCATION POLICY FOR A SUSTAINABLE FUTURE: EMPOWERING MINDS AND SHAPING TOMORROW

## Abstract

This research paper aims to investigate the impact of India's new education policy on employment in the country. The New Education Policy (NEP) was introduced in 2020 with the objective of transforming the Indian education system to meet the demands of the 21st-century work force. This study examines the key provisions of the NEP and analyzes its potential effects on employment opportunities, skill development, and the overall labor market in India. Through a comprehensive review of existing literature and data analysis, this paper provides insights into the potential benefits and challenges associated with the implementation of the NEP. The findings of this research are intended to inform policymakers, educators, and stake holders about the potential outcomes of the new education policy in relation to employment

**Keywords:** Higher education, National education policy 2020, skill development, Overview & analysis, Implementation strategies

## Author

**Dr Kamalpreet Kaur Sandhu**  
Assistant Professor  
Khalsa College for Women  
Amritsar  
kaurkamalpreet55@yahoo.com

**Dr Ritu Dawan**  
Assistant Professor  
Khalsa College for Women  
Amritsar

## I. INTRODUCTION

India's New Education Policy (NEP) is a comprehensive framework for reforming the country's education system. It was approved by the Union Cabinet of India in July 2020 and aims to address the challenges and gaps in the existing education system while aligning it with the requirements of the 21st century. This policy is a comprehensive framework for primary to tertiary education as well as vocational training in rural and urban areas of India. The policy aims

To transform India's education system by 2021.

### 1. Key Provisions of New Education Policy in Higher Education Higher Education

- Broad-based, multi-disciplinary under graduate education.
- Multiple entry and exit points with appropriate certification.
- Integration of vocational education and research.
- Promotion of technology-enabled learning and digital education.
- Increased autonomy for higher education institutions.
- Foreign universities permitted to operate in India.

### 2. Teacher Education

- Revamping of teacher education programs and curricula.
- Promotion of continuous professional development for teachers.
- Introduction of a four-year integrated B.Ed. program.

### 3. Skill Development

- Integration of vocational education from an early stage.
- Focus on experiential learning and internships.
- Collaboration with industry and local communities.

### 4. Technology in Education

- Promotion of online and digital learning platforms.
- Development of technology-enabled classrooms.
- Encouragement of e-learning resources and open educational resources.

## II. REVIEW OF LITERATURE

Singh & Sharma (2021) provides a comprehensive overview and critical analysis of the key provisions of the NEP, including its impact on various levels of education and potential challenges in implementation. It discusses the potential benefits of the policy in promoting holistic education and skill development.

Kumar (2020) focuses on the impact of the NEP on higher education in India. It examines the reforms proposed in the policy, such as multidisciplinary education, flexible

entry-exit options, and internationalization, and discusses their potential effects on improving the quality of higher education and enhancing employment prospects.

Dey & Ray (2020) explores the impact of the NEP on school education in India. It discusses the proposed changes in curriculum, pedagogy, and assessment, along with the emphasis on foundational literacy and numeracy. The study also examines the potential implications of the reform on enhancing educational outcomes and employability.

Sharma & Sharma (2021) focuses on the role of the NEP in promoting skill development and employability in India. It analyzes the provisions related to vocational education, industry-academia collaboration, and entrepreneurship, highlighting their potential impact on equipping students with the necessary skills for the job market.

Jha & Sahu (2020) provides a critical analysis of the NEP, evaluating its potential strengths and weaknesses. It discusses the policy's provisions related to curriculum reforms, teacher education, and technology integration, and examines their implications for improving the quality of education and employability outcomes. Kumar (2021) focuses on the NEP's impact on transforming higher education in India. It analyzes the proposed reforms in curriculum, pedagogy, research, and internationalization, and discusses their potential influence on improving the quality of higher education and enhancing employment prospects.

These studies provide valuable insights into the key provisions, potential impact, and challenges associated with the implementation of the New Education Policy in India. They contribute to the existing literature by examining various aspects of the policy and its implications for education and employment in the country.

### III. RESEARCH METHODOLOGY

This research study is descriptive in nature. Secondary data has been collected from various Websites including those of Government of India, magazines, journals, other publications, etc. This data was then analyzed and reviewed to arrive at the inferences and conclusions.

### IV. OBJECTIVES OF THE STUDY

- To study the key provisions of the NEP and analyze its potential effects on employment opportunities, skill development, and the overall labor market in India.
- The potential benefits and challenges associated with the implementation of the NEP.

**1. New Education Policy and Its Impact on Employment:** The NEP's impact on employment in India is expected to be significant. By focusing on skill development, vocational education, and industry-academia collaboration, the policy aims to bridge the gap between education and employability. The integration of vocational education from an early stage, along with practical training and internships, will equip students with the necessary skills for the job market. The emphasis on critical thinking, problem-solving, and experiential learning in the revised curriculum will enhance the employability of graduates by cultivating their analytical and creative abilities. The NEP also recognizes the importance of entrepreneurship and innovation, encouraging students to become job

creators rather than jobseekers. Additionally, there forms in higher education, such as multidisciplinary education and internationalization, aim to produce graduates who are globally competitive and adaptable to changing employment trends. The policy's focus on digital education and technology integration will equip students with the digital skills necessary for the digital economy.

However, the successful implementation of the NEP and its impact on employment depends on various factors, including infrastructure development, teacher training, and equitable access to quality education. Addressing these challenges will be crucial to realizing the full potential of the policy in enhancing employment opportunities in India. Overall, the New Education Policy sets a transformative agenda for India's education system, aiming to create a future-ready work force that is equipped with the skills and knowledge necessary to thrive in the evolving job market.

## **2. New Education Policy and Its Impact on Skill Development**

- The objectives of the national skills development policy are: Provide opportunities for all to acquire lifelong skills, especially for youth, women and disadvantaged groups.
- Drive commitment by all stake holders to their own skills development initiatives.

The new National Education Policy 2020 emphasizes the development of holistic skills. The policy combines vocational training with education, imparting practical skills and specialized knowledge. It helps build self-esteem, confidence and leadership skills. It develops problem solving and collaboration skills. It helps students become independent thinkers and encourages them to plan for their future. The policy's ongoing approach is to foster the creation, understanding and practical application of knowledge, and to encourage the development of skills.

Recognizing the importance of technology, the NEP 2020 focuses on digital literacy and the integration of technology in education. The National Education Policy (NEP) 2020 imprints a noteworthy improvement in our training frame work. To begin with, attention has been give non universalizing access to advanced education, incorporating more than 2 crore students. The NEP target guarantees long lasting career options for the students.

It aims to empower young Indians by providing them with the necessary skills and training to increase their chances of getting jobs in different sectors. It also increases an individual's productivity and knowledge.

It is expected that the national education policy will not only reduce the social stigma associated with seeing a career as a career opportunity, but will also provide students with many promising career prospects. This policy will play an important role in equipping the country's workforce to bring about change, especially in educational practices, while emphasizing the development of soft skills and engineering of undergraduate and graduate students. The government vision through this initiative is to implement the 2030 Agenda for Sustainable Development, striving to ensure inclusive and equitable education and promote lifelong learning opportunities for all.

### **3. New Education Policy and its Impact on the Overall Labor Market in India:**

According to statistics from the government, 11.4% of Indians holding college degrees were jobless. This modest percentage is extremely significant when you consider that 66% of India's population is under 35 and that half of the country's population is under 25. The United Nations (UN) estimates that by 2027, India will account for over one-fifth of the world's workforce, making it the world's largest country by far.

Raising the Gross Enrolment Ratio will not ensure a rise in the nation's Gross Domestic Product (GDP) until and unless 18-year-olds who have recently completed high school are employable, which is definitely the policy's stated goal of making India a global knowledge superpower. The policy undoubtedly aims to make India a global knowledge superpower, but until and unless 18-year-olds who have just graduated from high school are employable, raising the Gross Enrolment Ratio will not guarantee an increase in the country's Gross Domestic Product (GDP). India is in desperate need of job opportunities and the highly debated New Education Policy help enormously to the development of opportunities in many ways. For instance, in Germany, all jobs are treated with the same respect. The need for skilled vocational occupations will rise along with the Indian economy's state once parents stop telling their kids that "if you don't study, you will become an electrician/carpenter/cleaner" and the country's financial situation improves. It opens up a significant opportunity for India's ed-tech sector because it will make education more accessible to students all around the nation, particularly in those places where traditional educational institutions are unable to assist.

According to the 2019 Skill India Report, a sizable portion of Indian graduates were employable; however, there was a significant disconnect between what was required in the workplace and the educational system because of the prior educational policy, which placed more emphasis on rote learning than on practical skills.

## **V. SCOPE OF FUTURE RESEARCH**

Current education system was active and running from last 34 years and in the coming years a new radical reform could be seen after supplementation of NEP 2020 in forthcoming years. To increase the gross enrollment ratio (GER) of school education enrollment and higher & Professional education enrollment, the new education policy which is research focused, will accelerate the attainment of the above objectives and makes every stakeholder as innovator. National Education Policy 2020 and its effects on the stakeholders and also try to bring awareness sand future impact of National Education Policy 2020 by asking a series of questions floated on all the available social media and analyzing the same.

## **VI. CONCLUSION**

The National Education Policy of 2020 aims to support India in achieving its UN Sustainable Development Goal which focuses on ensuring inclusive and equitable quality education. This policy involves collaboration among various stakeholders, including the central government, state governments, private sector, NGOs, and educational institutions, to realise the vision of universal education. The National Education Policy (NEP) of 2020 has taken a practical and progressive approach to address employability and vocational training across all education disciplines. The policy advocates of internships in both private and

public sectors for undergraduate students, providing them with valuable industry experience and aligning education with employment.

## **BIBLIOGRAPHY**

- [1] Singh, J., & Sharma, R. (2021). New Education Policy (NEP) 2020: An Analytical Review. *Journal of Education and Practice*, 12(8), 1-11.
- [2] Kumar, A., & Pal, S. (2020). A Study on the Impact of New Education Policy 2020 on Higher Education in India. *International Journal of Research in Humanities, Arts, and Literature*, 8(2), 300-310.
- [3] Dey, R., & Ray, S. K. (2020). Impact of New Education Policy (NEP) 2020 on School Education. *Journal of Humanities, Arts, and Social Sciences Studies*, 2(2), 63-72.
- [4] Sharma, R., & Sharma, R. (2021). New Education Policy 2020: A Step Towards Skill Development and Employability Enhancement in India. *International Journal of Management, Technology, and Social Sciences*, 6(1), 7-21.
- [5] Jha, P. K., & Sahu, S. K. (2020). New Education Policy 2020: An Analytical Study. *Journal of Critical Reviews*, 7(18), 4152-4161.
- [6] Kumar, P., & Jain, S. (2021). New Education Policy 2020: A Step Towards Transforming Higher Education in India. *International Journal of Management, Technology, and Engineering*, 11(3), 4910-4922.