

Prospects and Implementation of NEP-2020: Competency Based Education for Employability

Farhin D Rathod¹, Dr. Preeti Shrivastava^{2*}

ABSTRACT

According with the goal of National Education Policy NEP 2020 the students must develop not only knowledge but also critical thinking, problem solving skills, social skill, emotional skills. Increase vocational education & skill building in Schools. India is in dire need of employment opportunities, and the heavily-debated New Education Policy plays a huge role in the creation of opportunities, in many ways. Competency based education is importance for employability after completed education degree. The policy definitely seeks to turn India into a global knowledge superpower, but until and unless fresh-out-school 18-year-olds are employable, the expectation of increasing the Gross Enrolment Ratio will not necessarily translate to an increase in the nation's Gross Domestic Product (GDP).

Keywords: NEP-2020, Competency, Education, Employability

The new education policy (NEP) 2020 is the first step towards education taken by the government since 1986, replacing the national policy on education (NPE). It is safe to assume has seen a growing need and more importantly demand, across the country.

“Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development”. Providing universal access to quality education 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. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial

¹ Research Scholar of Waymade College of Education, Gujarat, India

² Researcher guide of Waymade College of Education, Gujarat, India

[*Corresponding Author](#)

Received: December 05, 2021; Revision Received: December 18, 2021; Accepted: December 25, 2021

© 2021 | Author; licensee IJSI. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/2.0>), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

Prospects and Implementation of NEP-2020: Competency Based Education for Employability

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. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world. In a recent webinar on reforms proposed by NEP2020 in vocational education & skill building in Schools, Dr Biswajit Saha, Director Training & Skills, CBSE advised the School Managements and Principals to reach out to the local industries and businesses in neighbourhood and forge linkages with them to give their learners a feel of the presentday workplace. He quotes NEP2020 saying this should begin as early as class VI with ***'ten bagless days'*** of exposure to present-day workplaces such as industrial manufacturing units, banks, retails store, service industries and local cottage industries. One may wonder what has necessitated the need for exposure to workplace as early as class VI. To understand this fully schools and parents, need to take stock of the current job market and compare it to what our children are studying in their classroom and see the grave mismatch! Also understand that NEP2020 has initiated the educational reforms to make Indian education system more suited to the 4IR workplace.

The objectives that the NEP2020 consists of can rationally be achieved only by increasing the value and quality of teacher, along with looking at e-learning as a primary mode of learning and this in itself can be addressed by the creation of more employment opportunities.

As per government statistics, the unemployment rate of educated persons in India was at 11.4%. Considering that half of India's population is under 25 and about 66% are younger than 35, this small percentage is a very large number. The United Nations (UN) even suggests that by 2027, India will represent almost one-fifth of the global workforce, which will automatically, and by far, be the largest in the world.

The policy definitely seeks to turn India into a global knowledge superpower, but until and unless fresh-out-school 18-year-olds are employable, the expectation of increasing the Gross Enrolment Ratio will not necessarily translate to an increase in the nation's Gross Domestic Product (GDP). India is in dire need of employment opportunities, and the heavily-debated New Education Policy plays a huge role in the creation of opportunities, in many ways.

Due to the rise in giving importance to vocational training, the significance of vocational jobs will also increase. For example, in Germany, vocational jobs are given the same respect as any other job. Once the condition of Indian economy improves, and parents stop telling their children "if you don't study, you will become an electrician/carpenter/cleaner" the demand for skilled vocational jobs will also increase.

Prospects and Implementation of NEP-2020: Competency Based Education for Employability

Further, children will now have ample opportunity during their schooling to pursue their own areas of interest and develop their skills accordingly.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic 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. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

Competency is the set of demonstrable characteristics and skills that enable and improve the efficiency or performance of a job. The term "competence" first appeared in an article authored by R.W. White in 1959 as a concept for performance motivation. Ability to respond to complex demands and carry out diverse tasks in an appropriate manner. It involves a combination of practical skills, theoretical knowledge, values, attitudes, emotions and other social components that make the person act in an effective way.

Employability refers to your ability to gain initial employment, maintain employment, and obtain new employment if required. In simple terms, employability is about being capable of getting and keeping fulfilling work. "Employability is having a set of skills, knowledge, understanding and personal attributes. Employability Skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee.

THE SEVEN ESSENTIAL EMPLOYABILITY COMPETENCY

Positive attitude. Being calm and cheerful when things go wrong.

Communication. You can listen and say information clearly when you speak or write.

Teamwork.

ICT

Personality

Self-management.

Willingness to learn.

Thinking skills (problem solving and decision making) ...

Resilience.

Employability or 'soft' skills (sometimes also called 'people skills' or 'life skills') are the skills, personal qualities and values that enable you to quickly adjust to a new workplace.

Prospects and Implementation of NEP-2020: Competency Based Education for Employability

Employability Skills qualifications are designed to support an individual successfully gaining a job, progressing in a chosen field, preparing the individual for further study and supporting the development of techniques required for successful independent living.

McLaughlin (1995) revealed that as the nature and look of jobs changed, the level of education and skills required also changed. Many educators faced the challenge of preparing young people to participate in the increasingly complex and changing world of work by calling on employers to articulate and communicate their needs better. Job competencies are those activities and skills judged essential to perform the duties of a specific position (Long, 1977). The link between competencies and employee performance is very strong. The fundamental propositions that can be made are as follows:

Competency-based applied learning will contribute to the academic knowledge, problem-solving skills, work attitudes and general employability skills of an individual. Provide individuals with coherent and rigorous content aligned with challenging standard relevant technical knowledge and skills needed to prepare for emerging professions.

Skills and Competence would lead to a higher degree of employability.

AIMS & OBJECTIVES OF COMPETENCY BASED EDUCATION FOR EMPLOYABILITY

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

The objectives that the NEP2020 consists of can rationally be achieved only by increasing the value and quality of teacher, along with looking at e-learning as a primary mode of learning and this in itself can be addressed by the creation of more employment opportunities.

Getting along with and working well with students and other people, such as communication skills and other interpersonal skills.

Being reliable and dependable: doing what you say you will by the deadline you have agreed, and turning up when you are meant to be there.

A willingness to learn new skills, whether those are job-specific or more general.

WAYS OF ENHANCE COMPETENCY BASED EDUCATION FOR EMPLOYABILITY NEP 2020

ECCE: ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-

Prospects and Implementation of NEP-2020: Competency Based Education for Employability

emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

Foundational Literacy and Numeracy: Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3). The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) on priority. Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stagewise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same.

ICT: A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Technological interventions to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented.

Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries. Public and school libraries will be significantly expanded to build a culture of reading across the country. Digital libraries will also be established. School libraries will be set up - particularly in villages - to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading. A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.

Holistic development of learners The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning.

Syllabus: flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to **their talents and interests**;

- no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- multidisciplinary and a holistic education across

Prospects and Implementation of NEP-2020: Competency Based Education for Employability

the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and **integrity of all knowledge**;

Curriculum: 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. The mandated content will focus on key concepts, ideas, applications, and problem-solving. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

Skill: Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

emphasis on conceptual understanding rather than rote learning and learning-forexams;

Creativity and critical thinking to encourage logical decision-making and innovation; ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;

Promoting multilingualism and the power of language in teaching and learning.

Life skills such as communication, cooperation, teamwork, and resilience;

Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;

Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;

Recruitment: teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;

Competency based Education for Employability: Education must be based of skills are sometimes referred to as transferable skills and employers look for students and graduates who can demonstrate these skills. Competency based Education must be composed of core skills and competencies, personal attributes and having an awareness of the labour market. Competency base education getting along with and working well with other people, such as communication skills and other interpersonal skill. Being reliable and dependable: Doing what you say you will by the deadline you have agreed and turning up when you are meant to be there.

Competency based education may make student eligible to apply for a job but, to be successful in most roles, students will need skill that students are likely to develop over time. Some will be specific to the job, but the vast majority will be so-called 'soft skills' are 'employability skills': they are what makes students employable.

Competency based education must be like to teach someone the job-specific skills required, such as how to operate particular pieces of machinery, or use particular computer packages that are very specific to that role or company. However, they usually want to see that you already have the other 'soft skills' before hiring, because they are much harder to teach.

IMPORTANCE OF COMPETENCY BASED EDUCATION FOR EMPLOYABILITY

Competency based education like skill is good interpersonal skills allow you to participate effectively as a member of a team, satisfy customers' and clients' expectations, negotiate, make decisions and solve problems with other people, and generally work effectively with other employees.

Competency based education is importance for verbal and non-verbal communication, whether face-to-face or in writing. The balance between face-to-face and in writing is likely to vary in different jobs or what we communicate without words. For example, through body language, tone of voice, or even emoji's.

Listening based education is also competency for employability, how we take in and then interpret in writing

CONCLUSION

New national education policy 2020 will be importance of Competency based education for opportunity of employability. Education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world. NEP has the potential to revamp the skill of the youth of our country and has all the right tools that are needed to be competitive at the global level.

REFERENCES

- Nandini, ed. (29 July 2020). "New Education Policy 2020 Highlights: School and higher education to see major changes". Hindustan Times. Retrieved 30 July 2020.
- Jebaraj, Priscilla (2 August 2020). "The Hindu Explains | What has the National Education Policy 2020 proposed?". The Hindu. ISSN 0971-751X. Retrieved 2 August 2020.
- Vishnoi, Anubhuti (31 July 2020). "No switch in instruction medium from English to regional languages with NEP '20: HRD". The Economic Times. Retrieved 31 July 2020.
- Gohain, Manash Pratim (31 July 2020). "NEP language policy broad guideline: Government". The Times of India. Retrieved 31 July 2020.
- Chopra, Ritika (2 August 2020). "Explained: Reading the new National Education Policy 2020". The Indian Express. Retrieved 2 August 2020.
- Chaturvedi, Amit (30 July 2020). "'Transformative': Leaders, academicians welcome National Education Policy". Hindustan Times. Retrieved 30 July 2020. While the last policy was announced in 1992, it was essentially a rehash of a 1986 one.
- "State education boards to be regulated by national body: Draft NEP". The Times of India. Retrieved 21 November 2019.
- Rohatgi, Anubha, ed. (7 August 2020). "Highlights | NEP will play role in reducing gap between research and education in India: PM Modi". Hindustan Times. Retrieved 8 August 2020.
- Radhakrishnan, Akila (16 September 2020). "Draft New Education Policy and Schools for the Skilling Age". The Hindu Center. Retrieved 31 July 2020.
- "National Education Policy 2020: Cabinet approves new national education policy: Key points". The Times of India. 29 July 2020. Retrieved 29 July 2020.

Prospects and Implementation of NEP-2020: Competency Based Education for Employability

"Teaching In Mother Tongue Till Class 5: 10 Points On New National Education Policy". NDTV.com. Retrieved 30 July 2021.

Cabinet Approves National Education Policy 2020, paving way for transformational reforms in school and higher education systems in the country". pib.gov.in. Retrieved 8 August 2021.

Acknowledgments

The authors profoundly appreciate all the people who have successfully contributed to ensuring this paper in place. Their contributions are acknowledged however their names cannot be mentioned.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Rathod F.D (2021). Prospects and Implementation of NEP-2020: Competency Based Education for Employability. *International Journal of Social Impact*, 6(4), 104-111. DIP: 18.02.008/20210604, DOI: 10.25215/2455/0604008