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Demystifying the national education policy 2020 in contest of imparting career opportunities

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Abstract

Education is the key to achieve overall development and acquire human potential, developing an equitable and just society, and promoting development. Providing universally quality education which is a pivotal element in success, leadership on the global stage in terms of economic growth, social justice, equality, scientific advancement, cultural preservation, and national integration. Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that students not only learn but, more importantly, learn how to learn. The abstract discusses the National Education Policy (NEP) of 2020 within the context of its implications for providing career opportunities to students. The NEP 2020 is a comprehensive reform in the education sector aimed at modernizing and revitalizing the educational landscape in India. This abstract examines how the NEP's various provisions, including changes in curriculum, pedagogical approaches, and integration of technology, seek to demystify and align education with the evolving needs of industries and the job market. By focusing on a holistic and multidisciplinary approach, the NEP aims to equip students with relevant skills, critical thinking abilities, and practical knowledge, enabling them to succeed in diverse career paths. In this research study, the significance of the NEP's emphasis on vocational education, internships, and experiential learning, which are designed to bridge the gap between academia and real-world employment. Moreover, the abstract explores the potential challenges in implementing these changes and emphasizes the need for collaborative efforts between educational institutions, policymakers, and industries to effectively implement the NEP's vision of empowering students with the skills and knowledge necessary for thriving in a dynamic and competitive job market.

Keywords: Career opportunities, education, employment, training and skills

Introduction

The National Education Policy (NEP) of 2020 is a transformative blueprint that envisions the complete overhaul of India's education system, aiming to usher in an era of holistic development and innovative learning. Central to its multifaceted objectives is the enhancement of career opportunities for students, a critical aspect that has been a subject of extensive discourse and contemplation. The NEP 2020 seeks to reshape the educational landscape by breaking down traditional barriers and introducing forward-thinking approaches that align education with the evolving demands of the modern workforce. As the policy paves the way for a paradigm shift in pedagogical practices, curriculum design, and educational philosophy, it inherently addresses the imperative need to empower students with the skills and knowledge required for diverse career pathways. This paper embarks on a journey to demystify the National Education Policy 2020 within the context of its impact on imparting career opportunities. By delving into the policy's core principles, its provisions related to skill development, vocational education, and interdisciplinary learning, this exploration aims to unveil the mechanisms through which the NEP 2020 endeavors to cultivate a generation of individuals poised for success in the dynamic world of work. Intricately woven into the fabric of the NEP 2020 is the recognition that conventional models of education are no longer sufficient to meet the complex challenges and opportunities of the 21st century. This paper navigates through the policy's provisions, deciphering its potential to bridge the gap between education and employment, equip students with versatile skills, and foster an environment that nurtures innovation and entrepreneurship. As India positions itself on the global stage, the relevance of producing a workforce adept at critical thinking, problem-solving, and adaptability becomes more pronounced than ever before.

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However, while the vision of the NEP 2020 is ambitious and far-reaching, it is also met with practical challenges that necessitate careful consideration. Implementing such an extensive reform requires concerted efforts on multiple fronts, including curriculum development, teacher training, infrastructure enhancement, and societal mindset shifts. The paper delves into these challenges, acknowledging the complexities involved in aligning the policy's objectives with the realities of on-ground implementation. As the world continues to evolve at an accelerated pace, the career landscape is marked by unprecedented dynamism. This paper, through its exploration of the NEP 2020, seeks to shed light on how the policy holds the potential to not only adapt to these changes but also proactively shape them. By preparing students for careers that transcend traditional boundaries, the policy's influence on career opportunities is destined to resonate far beyond classrooms, impacting the trajectory of individuals, industries, and the nation's progress at large. Education is not a new phenomenon in the human race on earth. The man started learning and also "earning while learning" since time immemorial. Nature itself is the first "guru" or "teacher" to us. Though the nomenclature is not known to the early man, "what he was doing" is called "a job or a profession or an occupation," he was futuristic and job oriented and productive in all his activities. Though the work he was doing may not be smart or scientific in a way, he was always on the job. The question of unemployment or unproductive doesn't raise. With the changes in the culture, civilization, and life style of human beings, we started realizing the significance of education. We realized that, for a proper job to earn, the man felt the necessity of education. In the olden days, during the kings' regime, Gurukulas are encouraged, wherein education they mean, all-round development. The students were taught all the works like gardening, cooking, carpentry, hunting, fishing, and all other works, making them overall capable. With the advent of commerce, trade, business, and industrialization, there is a paradigm shift in employment. Keeping in view, the statement of the researcher problem is as under:

Statement of the Problem: The millennium is globally progressed and technologically advanced. To stand on par with the changes taking place, the education policy should be practical. The study is focused on the NEP 2020 highlights and the career opportunities that can be envisaged from the factors emphasized by the new NEP. Keeping in view the statement of the researcher is:

"Demystifying the National Education Policy 2020 in contest of imparting Career Opportunities"

Objectives of the Study Based on the statement of the problem, the following objectives are taken for the study:

- To enumerate the highlights of NEP 2020 in consonance to career opportunities.
- To analyze views of academicians and educationists on the career opportunities that are emphasized by the NEP 2020.

Rational of the study: Implementing high-quality education can open a vast array of possibilities in employment, business, entrepreneurship, and teaching fields. NEP 2020 can uplift both individuals and

communities out of the cycles of disadvantage. The students can opt for varied subjects in the courses across and can gain diversified knowledge, which enables them to choose a career productively. Vocational courses have opened the doors of self-employment, meeting the needs of the community and society. A special emphasis is given to SDGs as SDG 4 is w.r.t "Education" and education can make other SDGs achieve by 2030, as laid down in the policy. This new policy focused on music, arts, and instruments, which will pave the way for new career opportunities for talented or aspiring towards these courses. Technological innovation in education can bring new opportunities to the students who desire to excel in software jobs and hardware as both are two sides of a coin for the IT industry. Hence, let's hope that the NEP 2020 will bring full-fledged career opportunities to aspiring students who want to attain holistic development through a multidisciplinary approach. The National Education Policy 2020's provisions concerning career opportunities mark a pivotal step towards transforming the Indian education system. By focusing on skill development, vocational education, holistic development, and entrepreneurship, the policy aims to prepare students for a rapidly evolving job market. While challenges exist, the policy's alignment with global trends and emphasis on practical skills position India to produce a workforce capable of excelling in various career paths, contributing to the nation's growth and development. Apart from this, Yousef, A. B. and Dahamini, M. (2008)^[45] argued that In spite of the limitations imposed by slow and limited growth of education, education has become one of the influential instruments of social change. It has led to the mobilization of people's aspirations for development and change. In addition, contemporary learning and teaching methodology should be in line with the technologies of tomorrow where technologies and communications infrastructure are paving the way for a more sophisticated ICT-enabled teaching and learning environment. Sánchez, J. J. C., & Alemán, E. C. (2011)^[35] stated that the success of the National Education Policy 2020 will be dependent on the means and mode of its implementation, as well as the ability to effectively integrate the objectives of the Policy, within existing initiatives and engaging the relevant stakeholders in the effective delivery of the Policy. ICTs, despite their known limitations, are believed to be beneficial in this regard. Chakraborty, D. (2020)^[13] found that ICTs provides an innovative and effective platform for student-teacher interaction which are especially useful to enhance student engagement in learning and positively impact student performance and achievement. The virtual learning environment it creates, if used effectively, can be highly beneficial for the educational institutions for improving efficiency and productivity. Therefore, education policy makers, educators and all concerned should evaluate and recognize the roles of ICT in education in order to work for the effective functioning of this technology in their education systems. Aithal, P. S., & Shubhrajyotsna A. (2020)^[1] justified that the National Education Policy 2020 recognizes the importance of technology in aiding teachers, bridging the language barrier between teachers and students, creating digital libraries, popularizing language learning as well as ensuring greater access to education (specifically for differently-abled children. Albirini, A. (2006)^[4] although the National Education Policy 2020 has done a stellar job in imbibing

technology in 'education', in the Indian context, this also raises certain concerns, which need to be addressed for proper implementation of the NEP 2020. As per a government survey conducted for the period July 2017 to June 2018 and published in November 2019, in rural India, only 4.4% of households have computers as against 23.4% of urban households and nearly 14.9% of rural households have internet facility as against 42.0% of urban households

Conclusion

In concluding assessment it has been stated that NEP 2020 intends to promote the skill orientation through the process of intergradation of information and communication technology. The National Education Policy 2020's provisions concerning career opportunities mark a pivotal step towards transforming the Indian education system. By focusing on skill development, vocational education, holistic development, and entrepreneurship, the policy aims to prepare students for a rapidly evolving job market. While challenges exist, the policy's alignment with global trends and emphasis on practical skills position India to produce a workforce capable of excelling in various career paths, contributing to the nation's growth and development.

Scope for Further Research

Education is a tool to achieve national development and growth, as it opens avenues of industrialization, agriculture, and employment. 100% Literacy can make the scope of the education system in India to increase, which enhances the domain of researchers. Hence, there is much scope for the research scholars with the NEP 2020 to pursue research on various policy areas such as Communication and soft skills, Holistic Development through Multidisciplinary courses, Technological inclusion in education, and so on.

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