



# NEP 2020: A Solution for Mitigating Youth Unemployment in India

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## Abstract

The best education system changes the destiny of the nation. All the developments in any country depend on the quality of education it provides to its citizens. A sustainable growth is only possible when there is a strong foundation of value system inculcated in its basic education system. As John Ruskin's idea of wealth of nation is possibility of 'Full bodied Happy hearted human beings' which is possible through a very holistic and practical education policy for the country. The growth of nation is measured in terms of its economic development in which employment plays a very important role. Employment is a basic requirement for a happy livelihood and to improve the quality of life. It also plays a major role in social and economic development of any nation. On contrary, Unemployment increases poverty, stress, and increase in crime rate, imbalance in social and economic status. Unemployment leads the youth to social evils like dishonesty, immorality, drinking, gambling, robbery etc. India has one of the youngest populations in the world. India enjoys a demographic dividend where more than 50 per cent of its population is in the working age group of 15 to 59 and 28 per cent in age group 15-29. The World Bank data places the employment rate for the 15-24 years age group for India at 23 per cent. The best education policy is necessary to handle these issues of mitigating unemployment. The paper attempts to study the importance of New Education policy 2020 in mitigating the problem of unemployment among the youth of India through a greater focus on skill-based higher education.

**Key Words:** NEP 2020, unemployment, policy, skill curriculum, primary, higher education, holistic, need-based, India-centric, solution, ancient Indian knowledge system (IKS)...

**Objective of the study:** The primary objective is to study the NEP 2020, as a solution for mitigating youth unemployment in India.

**Research methodology:** This research is a descriptive study. The necessary secondary data was 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.

### **Introduction:**

Education system is the foundation to all the developments in a country. It is a guiding principle to suggest where the nation should go. It moulds the minds of the youth and make them participate in national development. Youth is the valuable human resource of every country. The young India should be guided and should be utilized for the progress of the nation. Unemployment leads the youth to social evils like dishonesty, immorality, drinking, gambling, robbery etc. India has one of the youngest populations in the world. India enjoys a demographic dividend where more than 50 per cent of its population is in the working age group of 15 to 59 and 28 per cent in age group 15-29. According to Confederation of Indian Industry (CII) report it is said that "If India does not create enough jobs and its workers are not adequately prepared for those jobs, its demographic dividend may turn into a liability. And education and skill development will be the biggest enablers for reaping this dividend," Hence, the present National Education Policy 2020 aimed at finding solutions for the socio-economic problems of India. NEP 2020 is document that focusses on practical and holistic education based on our Ancient Indian Knowledge System mixing with modernity. It is a perfect blend of tradition and modernity.

### **What is NEP?**

**National Education Policy (NEP)** are a set of policies formulated by the Government of India to promote education amongst Indian people. NEP is basically a comprehensive framework to guide the development of education in the country. India had seen three education policies in its post-independence history. The first National Education Policy of 1968 formulated by the government headed by Smt Indira Gandhi and the second was introduced in 1986 when Mr. Rajiv Gandhi was the prime minister of the country and the same was modified by prime minister Narasimha Rao government in 1992. The latest education policy was formulated by Sri Narendra Modi government which was passed in the parliament on 29<sup>th</sup> July 2020. Hence, it came to be known as NEP 2020.

The NEP 2020 draft policy document envisions “an India-centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all”

NEP 2020 aims at developing self-reliant individual. Hence, the life skills are taught from the primary level itself. There are many improvements suggested in secondary education with national skill curriculum framework beginning at IX standard education. However, the policy focus on higher education is commendable.

Following are the major points related to higher education designed to make higher education in par with global standards.

### **Innovative policies introduced for Higher education.**

- There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.
- Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.
- Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.
- Foreign universities to set-up campuses in India
- The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.
- To deliver high quality higher education with equity and inclusion, with nurturing of qualities like goodness, creativity, being humane.
- Both traditional and modern world views and values to be taken into consideration.
- Stress on multidisciplinary education and introduction of large multidisciplinary colleges and universities.
- Re-introduction of 4-year multidisciplinary integrated bachelor's program. Students can exit before completion of 4 years with certificate at different exit points.

### **Provision for Skill Based Education**

The policy clearly states the usefulness of education should be for personality development and employment. With increasing unemployment among the educated, the need for giving due attention to employable skills in secondary and higher education is being felt increasingly. As skilled workforce is considered the most important human capital required for the development of a country, both vocational education and skill development are known to increase productivity of individuals, profitability of employers and national growth. Vocational education aims to develop skilled manpower through diversified courses to meet the requirement primarily the unorganized sector and to inculcate self-employment skills in children through a large number of diversified vocational courses. Given that only 7 to 10 per cent of population is engaged in formal sector of economy, development of vocational education will provide skilled labor force in the informal sector which would further enhance the productivity.

The Central Advisory Board on Education (CABE) and National Knowledge Commission (NKC) have also emphasized the need to improve access and participation to vocational education and recommended the flexibility of vocational education within the mainstream education system. There is need to look into the innovative delivery models including strengthening of public private partnership (PPP) in forging linkage between skill development and economic development. Hence, there is need to develop greater bondage between Industry and academia.

The policy emphasizes the world class education that suits needs of global job market. With the impact of technology and globalization on the labor market, the work environment has become more complex, requiring new skills to navigate successfully within a world of work marked by constant change. But the education system is not able to respond to the demands of the labor market. A key issue is to improve the effectiveness of the system in order to enhance the employability skills of the workforce and engender more employment opportunities. Moreover, developing skilled workers enhances the efficiency and flexibility of the labor market. India has set the target of skilling 500 million people. In view of the policy priority and harnessing the potential of young people, skill development assumes great importance in the domain of educational planning and management. Several measures can be taken up in linking education and skill development. There are possibilities of aligning and developing skill courses – NSQF.; Establishment of Community \Colleges in General Colleges and Polytechnics; The country may start vocational Studies programmes at the undergraduate level and introducing skill credit transfer to facilitate vertical/horizontal mobility. It helps the student to choose the best course that is available and the best that suits his/her needs.

### **Major Take Aways in the Policy to Eradicate Unemployment**

a. **New architecture:** A new vision and architecture for higher education has been envisaged with large, well-resourced, vibrant multidisciplinary institutions. The current 800 universities and 40,000 colleges will be consolidated into about 15,000 excellent institutions.

b. **Liberal education:** A broad-based liberal arts education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields will be put in place. This would have imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points

### **Integration of Vocational Education**

Vocational education must be an integral part of all education - this Policy aims to provide access to vocational education to at least 50% of all learners by 2025.

- ❖ Vocational education as an integral part of the larger vision of liberal education
- ❖ Vocational education integrated into all education institutions in a phased manner over the next decade
- ❖ Focus areas chosen based on skills gap analysis, mapping of local opportunities

- ❖ Capacity and quality of teacher preparation will be addressed
- ❖ National Committee for the Integration of Vocational Education to oversee the effort
- ❖ National Skills Qualifications Framework detailed further for each of the disciplines / vocations / professions
- ❖ 'Lok Vidya', knowledge developed in India, made accessible to students through integration into vocational education courses

The Government of Karnataka is the first state to introduce NEP 2020 in 2021 in higher education. All the universities have been ordered to start UG courses under NEP 2020 framework from the academic year 2021-22. Honours degrees have been introduced in conventional BA/BCom/BSC/BBA/BCA and allied programmes across Karnataka.

Each programme shall have three components, viz.,

1. Discipline Specific Core Courses (DSCC) and Discipline Elective Courses (DSE) and
2. Open Elective Courses for Multidisciplinary students
3. Ability Enhancement Courses (AECC) and Skill Enhancement Courses (SEC)

All courses aim at Outcome Based Education (OBE). Course outcomes and skill outcomes are clearly stated in the curriculum.

#### **NEP 2020 Solution to Employment Rate in India:**

The World Bank data places the employment rate for the 15-24 years age group for India at 23 per cent. The ratio has risen from 20.6 per cent in 2018 to 20.7 in 2019 and then to 23.2 per cent in 2020. But the ratio was much higher at 29.3 per cent in 2012 and 32.4 per cent in 2010. It was 40.5 per cent in 2005 and 43.4 per cent in 1994. This is a dramatic fall from 43.4 per cent in 1994 to 23.2 per cent in 2020.

**Table 1**

#### **Trends in Youth Employment rate in India**

Sl. No.	Year	Percentage
1	1994	43.40 %
2	2005	40.50 %
3	2010	32.4 %
4	2012	29.3 %
5	2018	20.6 %
6	2019	20.7 %
7	2020	23.2%

Source: Global Employment Trends for Youth 2022

According to International labor Organization (Global employment trends for youth 2022) Like many countries in the world, India experienced severe working-hour and employment losses in 2020, and once again during another, shorter, period in 2021. However, in contrast to most other countries, Indian youth employment in 2021 deteriorated with respect to 2020, despite an overall average improvement in the labor market.

In the meanwhile in the field of higher education, many changes are witnessed in the country. According to AISHE Report, Gross enrolment ratio in higher education recorded at 27.1 percent in 2019-20, slightly higher from 26.3 percent in 2018-19. For males, it has also increased from 26.3 percent in 2018-19 to 26.9 percent in 2019-20 while for females it has increased from 26.4 percent to 27.3 percent respectively. Youngsters in the age group 15 to 24 years hold the greatest promise as the source for economic growth of a nation. This is the age when people graduate from education and step into the labour markets to chart a career or at least make a living. People usually complete high school (12th standard) by 18 years of age, graduation by 21 years and post-graduation by 23 or 24 years. The transition from education to employment begins at different stages for different people during these years. In India, most people seem to make this transition after high school. Education may never end, but in the modern world, employment must begin somewhere between 15 and 24 years of age. The new education policy builds confidence among the youth as the skills are taught at the early level. Project works, internships and innovative research permitted in UG education helps build the career.

### **Suggestion:**

NEP 2020 is a comprehensive document with holistic objective to transform the face of the country from India to Bharat. the policy will be successful when all the stakeholders participate in implementing it. It has to absorb all the best modern element and mix ancient Indian knowledge system for better future of the world.

### **Conclusions:**

The unemployment problem in India can be solved with the best implementation of NEP 2020. The youth will be benefitted by the policy as it is more student friendly. The purpose of NEP 2020 is to give what the students need and not the institution offers. This would lead to interest-based education and need based learning. It is hoped that the complete implementation of policy would lead to great outcomes. Indian youth would be empowered with best vocational skills in future.

### **WorksCited**

1. International laborOrganization Report
2. AISHE Report
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4. Global Employment Trends for Youth 2022
5. NEP 2020 Draft document