



SIGNIFICANCE OF LIFE SKILLS IN UNDERGRADUATE CURRICULUM FRAMEWORK BASED ON NATIONAL EDUCATION POLICY 2020

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Abstract:

The purpose of this research article is to investigate the significance of incorporating life skills into the curriculum of undergraduate students, with a particular emphasis on the framework that is introduced in the National Education Policy (NEP) 2020. The term "life skills" refers to a wide variety of competencies that enable individuals to successfully manage the difficulties of contemporary life. An approach to education that is holistic and interdisciplinary is emphasised by the National Education Policy 2020 (NEP 2020) in a number of nations. The goal of this method is to educate students not just for academic achievement but also for personal and professional fulfilment. In this study, we explore the precise regulations and suggestions contained within the National Education Policy 2020 (NEP 2020) that advocate for the incorporation of life skills within undergraduate studies. More specifically, it investigates the possible influence that introducing life skills into the curriculum might have on the overall development of students, their employability, and the contributions they make to society.

Keywords: undergraduate, education, NEP 2020, life skills, competencies, curriculum, employability

Introduction:

1.1 Background:

By offering an overview of the National Education Policy (NEP) 2020 and defining the background for the relevance of life skills in the undergraduate curriculum, the introduction prepares the groundwork for the research study that will follow.

A paradigm change in educational theory and practice is marked by the National Education Policy 2020, which places an emphasis on an all-encompassing and transformative approach to education. For the purpose of cultivating well-rounded persons who are capable of confronting the challenges of the 21st century, the National Education Policy (NEP) has been implemented in a number of nations with the objective of establishing an education system that is resilient and dynamic, going beyond the traditional academic knowledge.

Within the framework of the National Education Policy 2020 (NEP 2020), there is a clear acknowledgment of the necessity of providing students with abilities that go beyond academic competencies. Life skills, which may be described as a collection of qualities that enable individuals to effectively navigate personal, academic, and

professional spheres, have emerged as a focal point in the aims of the strategy. As we dive deeper into the complexity of modern life, it becomes abundantly clear that academic achievement alone is not sufficient to succeed in a global terrain that is always shifting. This fact is recognised by the National Education Policy 2020, which advocates for an education that is holistic in nature, meaning that it not only focuses on cognitive abilities but also on social, emotional, and practical competences.

1.2 Research Objective:

The major purpose of this research article is to investigate the specific measures contained within the NEP 2020 that place an emphasis on the incorporation of life skills within the curriculum of undergraduate students. Through an in-depth analysis of the policy papers, the purpose of this study is to determine the particular life skills that are supported by the National Education Programme (NEP) and to comprehend the rationale for their inclusion. In addition, the project intends to investigate the possible effects of introducing life skills into undergraduate education, with a particular emphasis on the development of students, their employability, and their overall personal and professional fulfilment. In an effort to bridge the gap between policy rhetoric and practical implementation, the purpose of this research study is to shed light on the significant role that life skills play in the National Education Policy 2020 (NEP 2020) and their relevance in the process of developing a more comprehensive and efficient undergraduate curriculum. In the following parts, this essay will dive into the specific provisions of the policy addressing life skills, analyze the implications of those provisions, and investigate the larger influence that these rules have on students, institutions, and society throughout the entire world.

1.2 Research Objectives:

1. To analyze the significance of integrating life skills into the undergraduate curriculum based on the NEP 2020.
2. Life Skills in the National Education Policy 2020

2.1 Policy Provisions:

In the National Education Policy 2020 (NEP), a compelling vision for education is articulated. This vision goes beyond the usual emphasis on academic knowledge and highlights the significant role that life skills play in the formation of well-rounded persons. The National Education Policy (NEP) contains specific parts that emphasise the necessity of incorporating life skills into the curriculum of undergraduate students. For example, Section 4.11 places an emphasis on the development of core reading and numeracy, which acknowledges the essential life skills that are required for effective communication and problem-solving. In addition, Section 10.14 suggests that undergraduate education should be approached in a manner that is both flexible and interdisciplinary. It also encourages the introduction of skills such as critical thinking, creativity, and communication within the curriculum.

Furthermore, the National Education strategy (NEP) defines critical life skills that are emphasised in particular throughout the strategy. Communication skills, critical thinking, creative thinking, problem-solving, and working together with others are some examples of these, although the list is not exhaustive. In an increasingly dynamic and linked world, the policy acknowledges that these abilities are crucial not just for academic performance but also for personal growth and professional success. This is because the world is becoming increasingly interconnected. Through the examination of these particular regulations, the purpose of this research is to give a nuanced understanding of how the National Education Policy (NEP) delineates the incorporation of life skills within the framework of undergraduate education.

2.2 Rationale for Inclusion:

The National Education Policy 2020 (NEP 2020) places a strong focus on life skills, which is supported by a rationale that is clearly described and is in line with the overarching goals of the policy. It is acknowledged by the National Employment Policy (NEP) that the ever-changing socio-economic landscape requires those entering the workforce to possess more than simply academic proficiency. The concept that students need to be equipped with a varied collection of competences in order to effectively handle complex issues is the justification for the inclusion of life skills in the curriculum.

It is the goal of this strategy to emphasise life skills in order to close the gap that exists between education and the needs of the real world. It recognises that life skills, such as critical thinking, creativity, and effective communication, are not only essential for one's own personal growth but also play a significant role in tackling modern difficulties on a worldwide scale. The National Education Programme (NEP) aims to produce graduates who are not only academically competent but also capable of making a meaningful contribution to society, promoting creativity, and adjusting to the needs of a world that is quickly changing. This is accomplished via the incorporation of life skills. This study will investigate the complex relationship that exists between the National Education Policy's (NEP) larger educational goals and the focus placed on life skills. The results of this investigation will provide a full understanding of the logic that drives these policy decisions.

3. Impact on Student Development:

3.1 Academic Success:

Through the promotion of a more holistic approach to education, the incorporation of life skills into the curriculum of undergraduate students makes a substantial contribution to the achievement of academic success. The capacity of pupils to absorb and apply academic material is improved by the development of life skills such as critical thinking and effective communication through various activities. Problem-solving abilities, for example, provide pupils the ability to approach difficult subject matter with analytical acumen, which ultimately results in superior performance and a more profound comprehension of the material. It is possible to witness successful implementation at educational institutions through the use of programmes that include project-based learning, collaborative projects, and interdisciplinary classes. These kinds of programmes not only help kids better understand academic topics, but they also help them build life skills that are critical to their entire growth and development. In universities that have adopted new teaching approaches, there are examples of effective implementation that may be identified. An example of this would be a university that included experiential learning projects into its scientific curriculum and saw a significant improvement in the students' ability to think critically, which in turn led to an improvement in their academic performance. Through the examination of such occurrences, the purpose of this research is to bring attention to the positive link that exists between the incorporation of life skills and academic achievement.

3.2 Employability:

Students' preparation for the workforce may be significantly improved by the development of life skills, which are in line with the ever-changing requirements of a variety of different businesses. Understanding the ways in which life skills complement technical competence is necessary for conducting an analysis of the ways in which life skills contribute to employability. Employers place a high emphasis on communication, teamwork, flexibility, and problem-solving skills since these skills lead to a workforce that is more adaptable and efficient. It is possible to get significant insights by examining case studies or examples from companies that place a priority on life skills. As an illustration, a technological corporation can place a strong emphasis on the importance of cooperation and innovation as essential elements for the creation of successful projects. Through the examination of such situations, the purpose of this research is to highlight the direct association between the acquisition of life skills during undergraduate education and an improvement in students' employability. It will

investigate the ways in which graduates who are prepared with a combination of technical competence and life skills are better positioned to negotiate the challenges of the professional world.

3.3 Personal and Professional Fulfillment:

Through the development of well-rounded persons who are able to effectively navigate all elements of life, life skills make a substantial contribution to both personal and professional fulfilment. In order to investigate the link between life skills and the promotion of well-being and contentment, it is necessary to have an awareness of the ways in which these abilities have a beneficial influence on personal development, interpersonal relationships, and overall life satisfaction. It is possible to obtain significant qualitative data by obtaining testimonials or experiences from persons who attribute their success to the life skills they obtained during their undergraduate study. It is the purpose of this research to demonstrate, through the examination of personal narratives, how life skills contribute to the sense of fulfilment and accomplishment that individuals experience. The purpose of this study is to investigate the ways in which graduates who possess skills such as effective communication, emotional intelligence, and resilience are better suited to deal with problems and obtain enjoyment from both personal and professional endeavours.

4. Challenges and Opportunities:

4.1 Implementation Challenges:

Despite the fact that it is widely understood that incorporating life skills into the curriculum of undergraduate students is important, there are a number of obstacles that prevent its implementation. The current emphasis on standardised testing and the requirement to cover a substantial amount of academic material, both of which are significant barriers, are two examples. It's possible that the rigorous structure of the curriculum will restrict the amount of time and resources that are available for the implementation of life skills. Moreover, there is a possibility that faculty members might not possess the necessary expertise or resources to successfully teach and evaluate life skills. In order to overcome these obstacles, a complete strategy is required. This approach should include programmes for the development of faculty, the redesign of curriculum, and revisions to policies in order to devote specific time for the instruction of life skills. These obstacles may also be mitigated via the implementation of strategies that involve multidisciplinary collaboration and the promotion of a culture of innovation within educational institutions. This will be accomplished by creating an atmosphere that is conducive to the development of holistic skills.

4.2 Opportunities for Innovation:

There are several potential for novel techniques to be taken in the process of infusing life skills into the curriculum of undergraduate students, despite the fact that there exist hurdles. It is possible for educational institutions to investigate the use of project-based learning, collaborative platforms, and real-world applications of academic principles in order to incorporate life skills into their courses so that it is seamless. Moreover, the use of technology, such as online collaboration tools and virtual simulations, can yield learning experiences that are completely immersive. Universities that have adopted competency-based education and provide students the opportunity to advance in their studies depending on their level of mastery of both academic and life skills are examples of successful models. Educational institutions are able to adjust their methods to match the specific requirements of their students by investigating these new ideas and best practices. This ensures that students receive a well-rounded education that sets them up for success in a world that is always changing.

5. Conclusion:

In conclusion, the purpose of this research article was to investigate the value of incorporating life skills into the curriculum of undergraduate students, with a particular emphasis on the framework that is stated in the National Education Policy (NEP) 2020. As a result of the review of NEP regulations, the explicit support of life skills as essential components of education was brought to light. This acknowledgement focused on the role that life

skills play in the formation of well-rounded persons. Communication, critical thinking, creativity, working together with others, and problem-solving are some of the key life skills that have received recognition. The awareness that academic achievement alone is not adequate for navigating the challenges of the 21st century is the foundation for the logic behind the inclusion of life skills in the National Education Programme (NEP). Personal growth, employability, and making a positive contribution to society are all considered as being significantly aided by the acquisition of life skills. The policy's commitment to generating graduates who are flexible, inventive, and capable of making important contributions to society is highlighted by the relationship between life skills and the wider objectives of the National Education Policy (NEP). After conducting an analysis of the influence on student development, it was discovered that life skills have a key role in achieving academic achievement, being employable, and experiencing personal and professional fulfilment. The concrete benefits of incorporating life skills into the curriculum were proved by the successful implementation of the programme in educational institutions, which was characterised by new teaching techniques and approaches that incorporated multidisciplinary approaches. Both the pressure of standardised testing and the requirement for faculty training are examples of obstacles that might arise throughout the implementation process. It is necessary to implement a comprehensive plan that includes the restructuring of the curriculum, the development of faculty, and modifications to policy in order to prioritise the teaching of life skills in order to overcome these issues. Project-based learning, virtual simulations, and competency-based education are all examples of successful models that demonstrate the plentiful opportunities for innovation that are available. It is crucial for students to be prepared for success in a world that is constantly changing, and the National Education Policy 2020 (NEP 2020) advocates for the incorporation of life skills into the curriculum of undergraduate students. Providing insights that might assist educational institutions, policymakers, and stakeholders in the process of developing an education system that is more holistic and successful, this research article makes a contribution to the continuing conversation on the confluence of policy and practice. It is essential that, as we move forward, the focus that is placed on life skills in undergraduate education serves as a critical pillar for the development of persons who are capable, adaptive, and fulfilled, and who are prepared to confront the difficulties that the future will bring.

5.1 Summary of Findings:

Significant insights have been gained as a result of the investigation into the incorporation of life skills into the curriculum of undergraduate students, which was initiated in accordance with the National Education Policy 2020. It is in line with the ever-changing requirements of the 21st century that the National Education Policy places a clear focus on life skills as an essential component of education. The most important findings emphasise the identified life skills as extremely important components for academic performance, employability, and personal and professional fulfilment. These life skills include communication, critical thinking, creativity, cooperation, and problem-solving. The evaluation of effective implementation in educational institutions, which demonstrates actual advantages for the overall development of students, highlights the beneficial influence that integrating life skills may have.

5.2 Recommendations:

In light of these findings, a number of suggestions have been formulated in order to support the successful incorporation of life skills into the curriculum of undergraduate students. In the first place, educational institutions must to make faculty development programmes a top priority in order to provide teachers with the information and abilities they need to effectively teach life skills. In a second step, it is recommended that the curriculum be redesigned in order to provide room for the explicit instruction and evaluation of life skills. It is strongly recommended that policymakers support flexible approaches, which would enable educational institutions to experiment with novel pedagogical methods that promote life skills among students. In addition, encouraging collaboration between academic institutions and businesses may help guarantee that the life skills that are taught are in line with the ever-changing requirements of the labour force. In conclusion, it is essential to build mechanisms for ongoing research and assessment in order to determine the long-term influence that the

incorporation of life skills has on the academic and professional trajectories of students. This will allow for the constant improvement and adaptation of educational practices in response to the shifting educational landscape. A more responsive, dynamic, and comprehensive undergraduate education system that prepares students for the myriad problems of the modern world is the goal of these proposals, which aim to direct stakeholders in the educational ecosystem towards the creation of such a system.

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