

The Importance of Implementing the National Education Policy (NEP) 2020 for Achieving Sustainable Development through Skill Development Techniques at the Secondary School Level in India

Research and Information System for Developing Countries(RIS), New Delhi
Presented By: Atreyee Bardhan Roy, Roll No: 0054, MBA-DM 04

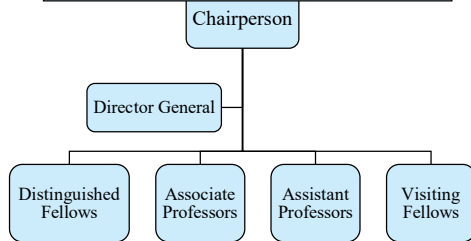
About the Organization

Research and Information System for Developing Countries (RIS) is a research policy think tank situated in New Delhi founded in 1983 as a leading policy research organization for developing countries and international economic policy issues.
RIS has become a leading institution in research on topics such as International Economic Development, Economic and Technical Cooperation, Sustainability, Trade and Development with a special focus on developing countries and the role of South-South Cooperation and along with intergovernmental processes and regional economic cooperation

Vision and Mission

RIS has been envisioned as a forum for encouraging policy dialogue and capacity building initiatives among developing countries and regional cooperation issues
The focus of the organization has been to promote South-South Cooperation and collaborate with multilateral organizations through various forums and think tank led platforms from around the world.

Organizational Structure



SWOT Analysis

Strengths

- Mentorship of senior scholars and experts
- Direct exposure to learnings about policies and their outcome both at the national and global levels

Opportunities

Active guidance towards leading to academic learning analyzing and publishing and allowing for networking on the national and global platforms

Weaknesses

- Limited exposure of working at the grassroot level
- Short duration of internship and majority directed towards academics

Threats

Enormous variation in the perceptions and expressions as regards different projects are likely to influence the understanding of the subject thereby influencing overall learning

Practical and Theoretical Exposure

Practical Exposure

- Gained through reviewing documents, meeting with stakeholders and actively participating in events related to policy
- Skill enhancement in coordination, one-on-one communication and understanding of applied policy analysis

Theoretical Exposure

- Developed by reading relevant academic literature engaging in active discussion on the papers read both in the national and global context
- Building better contextual understanding of development policies and theme related SDGs

National Education Policy 2020

- India's NEP 2020 promotes pre-vocational and vocational education from Class 6 onwards to boost skill development and employability for sustainable development while aligning with SDG 4.
- Key reforms include academic mobility, adequate and relevant skill training through school industry partnerships and capacity building for teachers through flexible skill-oriented curricula.

Objective

Assess the impact of NEP 2020 in integrating vocational training with academics at the secondary level to promote skill development, employability, and sustainable development in alignment with SDG 4.4, drawing from global models.

Methodology

The research methodology which was used was secondary research(studying of global reports, national documents and journals) and data analysis of the datasets of UDISE+, ASER and MSDE allowed for linear thinking while preparing the research paper.

Review of Literature

Compilation of fundamental frameworks (World Bank STEP, ILO, OECD, UNESCO-UNEVOC) with ongoing studies and their implications, alignment of NEP 2020 with international models from Germany, South Korea, Brazil and South Africa.

Inclusion and Exclusion Factors

Reason for Inclusion

Regional reports and peer reviews focusing on NEP 2020 in alignment with SDG 4.4 with emphasis on giving equal importance to vocational training for skill development with academics at the secondary school level

Reason for Exclusion

Regional reports and small-scale studies which had little influence on the then existing national policy directives
Documents that did not provide information on original models of frameworks

Findings

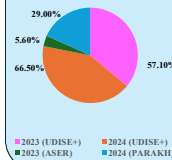
After the study of 40-45 sources the findings are as follows:

Policy Implementation	Institutional Capacity	Global Comparison
Limited availability and access to functional skill labs	Shortage of teachers with relevant training	India lags in school to work transition models as observed in Germany and South Korea

Challenges

- Centre State Coordination
- Exam Centric Culture
- Equity and Inclusion Barriers
- Digital and Infrastructure Gaps
- Curriculum and Assessment Delays
- Monitoring and Data Gaps

Gross Enrollment Ratio



Learnings

- Early exposure to skill related training
- Public industry linkages keeping in focus the market demands
- Importance of inclusive tech integrated model for tech employability

Recommendations and Suggestions

- **Strengthen the Teacher's Training and Capacity Building** to enhance training quality and accessibility
- **The Hub and Spoke Model** in which there are training centres (Hub) which provides for equipment to the nearby schools could be considered
- **Better awareness spreading** amongst the population which have limited access to the information that would make choices easier.
- **The role of South-South Cooperation and multilateral organizations** such as UNESCO-UNEVOC could be a platform for creating inclusive and future ready TVET systems could be a step forward in the growth of the vocational education system