

ROLE OF THE NATIONAL EDUCATION POLICY 2020 IN EMPLOYMENT GENERATION: AN ANALYTICAL STUDY

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Abstract

India is currently facing serious challenges such as unemployment, skill imbalance, and limited employment opportunities. In this context, transforming the education system into a skill-oriented and employment-driven framework has become highly essential. The National Education Policy (NEP) 2020 is a significant initiative aimed at reforming the Indian education system by promoting practical, vocational, and skill-based learning.

The present study attempts to analyze the role of NEP 2020 in employment generation. The study particularly focuses on aspects such as skill development, vocational education, entrepreneurship, digital learning, and industry-academia collaboration. The research is descriptive and analytical in nature and is based on secondary data collected from government reports, policy documents, research journals, and other published sources.

The study reveals that theoretical education alone is insufficient for ensuring employment opportunities; rather, practical, technical, and skill-oriented education significantly enhances employability. Through the promotion of vocational training, internships, digital education, and entrepreneurship, NEP 2020 has the potential to create diverse employment opportunities in India.

The findings indicate that effective implementation of the policy can contribute significantly toward reducing unemployment and developing employment-oriented human resources in the Indian context.

Keywords: NEP 2020, Employment Generation, Skill Development, Vocational Education, Entrepreneurship.

Introduction

The foundation of comprehensive development in any nation lies in its education system. However, education cannot be confined merely to a formal institutional framework, as learning is a lifelong process and establishing coordination among its diverse dimensions is a complex task. In the present context, the education being imparted through formal institutions represents the practical implementation of educational policies formulated over time. While framing educational policies, it is essential to consider the past, present, and future perspectives simultaneously. With changing socio-economic conditions, reforms in educational policies also become necessary. In order to translate these changes into practical reality, the National Education Policy (NEP) 2020 was introduced.

Education is directly associated with the economic development of a nation and its citizens. It is a medium through which individuals continuously refine their personality and competencies throughout their lives. Education not only facilitates employment generation but also contributes significantly to the economic growth of the country. Simultaneously, it develops the capacity among individuals to identify and explore diverse employment opportunities. Youth constitute the future strength of the nation, and their empowerment determines the nation's long-term progress.

An ineffective educational policy may adversely affect the physical, mental, economic, social, cultural, and political dimensions of youth development. A large population of inadequately skilled youth can become a long-term burden on the nation rather than a productive asset. In contrast, balanced and well-educated youth can contribute substantially to national development and economic advancement. The role of education in this regard is highly significant.

The National Education Policy 2020 has envisioned comprehensive reforms in the prevailing education system with a long-term developmental perspective. The policy seeks to incorporate innovative ideas and practical approaches into the educational framework. Through the integration of theoretical and practical learning, the policy attempts to identify and create new employment opportunities. The knowledge and competencies acquired by students are expected to develop a capable and productive youth force that can effectively address emerging opportunities and challenges while contributing meaningfully to economic and social progress.

Literature Review

The relationship between education and employment generation has remained a central concern in educational and economic policy discussions in India. With the introduction of the National Education Policy (NEP) 2020, greater emphasis has been placed on skill-oriented, vocational, and multidisciplinary education to improve employability and address unemployment challenges.

Tilak, (2018) emphasized that the traditional Indian education system has long suffered from a disconnect between academic learning and labor market requirements. The lack of vocational integration within mainstream education has contributed significantly to graduate unemployment and underemployment.

Agarwal, (2020) highlighted that higher education reforms in India must focus on innovation, entrepreneurship, and industry-oriented learning to improve employment opportunities for youth. Greater collaboration between educational institutions and industries was considered essential for creating a productive workforce.

Drucker, (1993) explained that knowledge and skills are the primary resources of modern economies. Education systems that promote adaptability, technical competence, and innovation contribute directly to economic productivity and employment generation.

Becker, (1993) described human capital development as a major determinant of economic growth and employment expansion. Investment in education and skill formation was viewed as crucial for improving workforce efficiency and labor market participation.

An article published in The Hindu, (2021) discussed that NEP 2020 seeks to reduce the gap between education and employment by introducing vocational education, internships, and multidisciplinary learning at different educational levels. The policy framework was considered supportive of employability enhancement.

An editorial in The Indian Express, (2022) pointed out that rising educated unemployment in India reflects the inadequacy of purely theoretical education. Skill-based and practical learning approaches introduced under NEP 2020 were viewed as necessary reforms for improving workforce readiness.

Information available on the official website of the [Ministry of Education, Government of India](https://www.education.gov.in?utm_source=chatgpt.com) states that NEP 2020 promotes holistic, flexible, multidisciplinary, and vocational education with the objective of enhancing employability and preparing students for emerging economic opportunities.

Content published on the [National Skill Development Corporation (NSDC)](https://www.nsdcindia.org?utm_source=chatgpt.com) emphasizes that skill development initiatives and vocational training programs are essential for employment generation, particularly in the context of changing industrial and technological demands.

Kumar and Ahmad, (2008) argued that higher education in India requires significant restructuring to align curricula with labor market expectations. Employability-oriented education and practical training were identified as necessary for reducing unemployment among graduates.

Rao, (2021) examined the transformative potential of NEP 2020 in higher education and observed that vocational integration, digital literacy, and internship-based learning can strengthen employment prospects in India.

Sharma and Sharma, (2022) analyzed the impact of skill-based education on employability and noted that practical exposure and vocational learning improve professional competencies and increase access to employment opportunities.

Patil, (2020) stated that India's demographic advantage can become economically productive only through employment-oriented education policies. Vocationalization and technical training were considered essential for sustainable employment generation.

Mehta and Singh, (2023) highlighted that digital learning and blended education introduced under NEP 2020 may improve access to professional skills and increase employment opportunities, especially among students from rural and semi-urban areas.

Gupta, (2021) emphasized that entrepreneurship development, innovation, and vocational education under NEP 2020 can contribute significantly toward self-employment and employment generation in India. However, infrastructural and implementation challenges remain important concerns.

Research Gap

Existing literature extensively discusses educational reforms, skill development, and employability in the context of the National Education Policy 2020. Several studies have also examined vocational education, entrepreneurship, and human capital development independently. However, limited research has specifically focused on the direct role of NEP 2020 in employment generation from the perspective of commerce and management education. Furthermore, there is insufficient analytical research examining how vocational integration, industry-academia collaboration, and skill-based learning under NEP 2020 can contribute toward reducing unemployment in India. The present study attempts to address this gap through a descriptive and analytical examination of the employment-oriented dimensions of NEP 2020.

Objectives

- To identify employment opportunities at various educational levels within the National Education Policy.
- To identify problems regarding job creation and employment-oriented education in NEP 2020 and to seek their solutions.
- To study the prospects of future job creation in light of the National Education Policy 2020.

Research Methodology

Methodological Framework:

The study utilizes a descriptive-analytical framework to evaluate the strategic role of the National Education Policy (NEP) 2020 in fostering employment and enhancing student employability. This approach is selected to provide a comprehensive narrative of the policy's structural components across different academic tiers without the manipulation of variables.

Research Approach:

This inquiry is predominantly qualitative and descriptive. It focuses on the correlation between pedagogical shifts—such as experiential and vocational learning—and their projected impact on the labor market. In the absence of a formal hypothesis, the study explores the logical outcomes of policy implementation based on current socio-economic trends.

Data Acquisition and Sources:

The research is conducted using secondary data synthesis. The requisite information has been derived from a diverse array of authentic sources, including:

1. Official mandates and frameworks of NEP 2020.
2. Scholarly publications and peer-reviewed journals focusing on industrial relations and educational reforms.
3. Governmental reports on vocational training targets and digital literacy initiatives.

Analysis of Curricular Tiers:

The methodology segments the investigation into three primary domains:

1. Foundational Stage: Evaluation of cognitive development through activity-based learning.
2. Vocational Stage: Analysis of the transition toward technical trades and local industry integration at the secondary level.
3. Professional Stage: Assessment of multidisciplinary flexibility and research-led education in tertiary institutions.

Analytical Technique:

The gathered information is analyzed using thematic interpretation. By scrutinizing the transition from traditional academic models to industry-aligned curricula, the study identifies emerging career reservoirs in fields such as Artificial Intelligence, Management, and Vocational Instruction.

Methodological Constraints:

Information Scarcity: Given the nascent stage of the policy's rollout, there is a limited availability of long-term empirical data, necessitating a reliance on projected outcomes.

Prospective Nature: The findings are centered on future possibilities rather than historical certainties, which may vary based on implementation efficacy.

Employment Generation Prospects

Education develops a practical outlook among individuals, enabling them to undertake various activities necessary for leading a stable and productive life. Participation in economic activities is essential for livelihood generation. Economic activities primarily include industries, trade, banking, insurance, transportation, communication, storage, employment, and self-

employment opportunities. Employment prospects continue to expand whenever policies introducing innovative initiatives are effectively implemented.

The National Education Policy 2020 has introduced several transformative reforms that are expected to generate both direct and indirect employment opportunities. These reforms are likely to enhance economic productivity and create new avenues for livelihood generation. The following sectors under the National Education Policy 2020 indicate significant employment generation potential:

1. Early Childhood Care and Education (ECCE)

The National Education Policy 2020 has recognized Early Childhood Care and Education as the foundation of learning. The policy proposes that every child before the age of five should be integrated into pre-primary classes or Balvatika before entering Grade One. For the implementation of this new educational framework, the following employment opportunities are expected to emerge:

Areas of Opportunity	Employment Prospects
Anganwadi Services	Expansion of Anganwadi activities will create employment opportunities not only for Anganwadi workers but also for additional women workers associated with these programs.
Training and Certification Programs	Anganwadi workers possessing educational qualifications of 10+2 or above will undergo a six-month certificate programme, while workers with lower qualifications will be required to complete a one-year diploma

	programme.
Pre-primary Education Infrastructure	The expansion of pre-primary education and increased governmental involvement are expected to generate employment opportunities ranging from teacher training and child development services to the production of educational materials and learning resources

1. The education policy emphasizes the prompt and systematic recruitment of teachers. A teacher–student ratio of 1:30 has been prescribed in every school, while in areas with a higher concentration of socially disadvantaged children, the ratio has been fixed at below 1:25. This provision will necessitate the appointment of a greater number of teachers.
2. In view of the growing population and the objective of ensuring quality education, the determination of an appropriate teacher–student ratio will continue to generate employment opportunities within the education sector.
3. In order to cultivate a nationwide reading culture, public and school libraries will be expanded. Digital libraries will also be established, and a National Book Promotion Policy will be formulated.

Teacher Education and Training - Teacher education and training centres will play a crucial role within this framework. Expansion in the number of trained personnel will be required, thereby creating employment opportunities for trainers as well.

Educational Infrastructure and Learning Materials :- Well-designed toys and educational materials suitable for children will be required. Consequently, employment opportunities will

emerge for artisans, craftsmen, carpenters, and other workers engaged in the production of such materials. Furthermore, the expansion of related industries and institutions involved in ensuring the availability of these resources will enhance both direct and indirect employment prospects.

Expansion of Anganwadi Workforce - The number of workers and assistants employed in pre-primary Anganwadi centres will increase on the basis of need, thereby expanding employment opportunities for teachers and associated personnel.

Development of ECCE Teaching-Learning Materials:- Since ECCE primarily incorporates flexible, multidimensional, large-group, project-based, activity-oriented, and play-based learning approaches, there will be a growing demand for the production of innovative teaching-learning materials. This, in turn, will create employment opportunities for individuals associated with these activities.

Universal Access to ECCE Institutions - Ensuring universal access to ECCE institutions has been identified as a broad objective. The implementation of this initiative in backward districts, remote regions, and tribal-dominated areas will generate substantial employment opportunity.

2. Primary Level

The impact of reforms in Early Childhood Care and Education (ECCE) will inevitably manifest at the primary level. At this stage, the objectives are centered on reinforcing experiential learning, activity-based learning, and students' communication competencies. Recognizing the significance of establishing a foundation for digital pedagogy from the outset, priority has been accorded to creativity and problem-solving skills. Adopting the aforementioned objectives and reforms with a visionary perspective is likely to generate the following professional opportunities at this level:

- Digital Content Developer
- E-learning Specialist
- Primary Educator
- Language and Mathematics Specialist
- Education Consultant

3. Secondary Level

The National Education Policy has set a target to integrate 50% of students into vocational education by the year 2025. The reforms initiated at the foundational level will be extended to higher stages. At this level, the primary focus remains on employment-oriented education. Students will be provided pragmatic training in coding, carpentry, electrical work, handicrafts, artificial intelligence, and local trades. These initiatives will catalyze the following employment opportunities:

- Skill Trainer
- Employment based on Agriculture, Handicrafts, and Local Industries
- IT and Coding Instructor
- Internship and Apprenticeship Opportunities
- Start-ups and Self-employment

Students in this age group will begin to develop an employment-centric perspective, fostering attributes such as communication, teamwork, critical thinking, problem-solving, and entrepreneurship.

4.Higher Education Level

Under the National Education Policy 2020, the pedagogical system has been structured with employability as its focal point. To address the high drop-out rates at this level, an innovative "Multiple Entry and Exit" approach has been adopted to ensure that learning opportunities remain uninterrupted. The objective is to cultivate creative and innovative competencies among students through research-oriented education. Priority has been shifted from the concept of mastery in a single domain to gaining experience across diverse fields via a multidisciplinary and flexible system. Various vocational courses have been integrated into the curriculum to refine entrepreneurial skills. Industry-aligned curricula will be designed to bridge theoretical knowledge with practical application, ensuring the availability of human resources tailored to market demands. Making digital learning an integral part of the acquisition process has been prioritized to facilitate contributions in the field of Artificial Intelligence. The aforementioned endeavors may generate employment in the following sectors:

- Management Professional
- Data Analysts
- Digital Marketing Experts
- Startup Founder

- Research Professionals
- Skill Trainers
- Freelancers and Consultants

Problems and Solutions

Policy not only guides individuals in performing their roles effectively, but also encourages them to work within the framework of prescribed boundaries. For the successful implementation of any policy, it is essential to identify and critically analyze the potential obstacles that may arise during its execution. Through systematic evaluation and interpretation of these challenges, the policy can be implemented more smoothly, thereby enabling the timely resolution of problems and ensuring the attainment of desired outcomes.

Problem	Description of the problem	Solution of the problem
Problem of Implementation	Due to the extensive scope of the National Education Policy (NEP) 2020, the number of stakeholders associated with various sectors is exceedingly large. Owing to its comprehensive nature, implementing the policy effectively across pre-primary, primary, secondary, and higher levels of education is itself a highly complex task. The smooth execution of the policy may face challenges such as the shortage of trained teachers, lack of motivation among educators, and difficulties in designing quality-oriented curricula.	• Provisions should be implemented in a phased and systematic manner. • Specific standards should be determined within a fixed timeframe, and mechanisms should be established to ensure their attainment. • The process of implementation and supervision should be carried out through the appointment of experts. • Short-term and achievable targets should be identified and publicized.

		• Continuous monitoring and review of policy progress should be undertaken at regular intervals. • Effective control and evaluation mechanisms should be adopted to assess the achievement of predetermined standards.
Problem of Coordination and Adjustment	While implementing the National Education Policy 2020 at the grassroots level, it will be necessary to establish coordination with earlier education policies, particularly the National Policy on Education of 1986 and its revised version of 1992. Several adjustment-related challenges may emerge during this process: • Students may experience difficulty in adapting to new systems of learning and behavioural practices, as they have long been accustomed to the earlier educational	• Short-term bridge courses should be introduced for intermediate-level students to equip them with the essential skills required for maintaining academic continuity. • Refresher training programmes for teachers should be organized to help them understand and adapt to the new educational framework without additional burden. • Practical and skill-

	framework. • Educational institutions will need to modify their organizational structures and administrative frameworks, where the coexistence of old and new institutions may create challenges in maintaining balance. • Teachers will be required to acquire new skills; however, the rigidity of long-established experiences and practices may hinder their easy adaptation to innovative approaches. • The need for extensive curricular reforms may also create adjustment-related difficulties in the established principles of curriculum design and textbook development.	oriented knowledge should be incorporated into the existing curriculum as supplementary learning material. • Educational institutions should be provided with grants and resource support to maintain equilibrium between old and new institutional structures.
Financial Constraints	The effective implementation of the education policy may encounter serious financial challenges. Before addressing these challenges, it is essential	• Budgetary provisions should be made at the central level according to requirements rather than on a limited or temporary

	to identify the major areas requiring financial allocation. These include: • Implementation of the concept of pre-primary education. • Expenditure on teacher training programmes. • Financial support for making teacher training institutions resource-rich and technologically advanced. • Expenditure on the establishment of modern technology-based educational institutions. • Expenditure on the development of new textbooks and learning materials. • Provision of grants for strengthening school infrastructure and educational resources. • Expenditure on organizing short-term training programmes. • Expenditure on conducting in-service training programmes.	basis, so that education receives a substantial share of the annual budget. • State governments should also allocate a significant portion of their budgets towards education. • The private sector should be encouraged to invest in education through motivational and policy support mechanisms. • Community participation should be promoted so that individuals contribute voluntarily to educational development according to their capacities. • Intellectuals and socially responsible groups willing to contribute voluntarily to the education sector should be encouraged and provided opportunities for
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		participation. • A sense of national responsibility should be cultivated among citizens so that collective public participation may help reduce the financial burden associated with educational reforms.
Shortage of Trained Teachers	Teachers occupy the most significant position in the successful implementation of the proposed National Education Policy 2020. At present, many teachers working in educational institutions remain inadequately trained. The comprehensive transformation envisioned in the education system may create challenges related to teachers' behaviour, professional adaptability, and acquisition of innovative skills. Resistance to adopting new competencies may also become a barrier. Senior educators, in particular, may encounter difficulties in assimilating modern scientific and	• Greater emphasis should be placed on the establishment of new teacher training institutions. • Short-term training programmes should be organized, and training facilities should also be provided at existing workplaces. • Online training programmes should be promoted to ensure wider accessibility and flexibility.

	technological knowledge. Furthermore, the limited availability of trained teachers may make the effective implementation of the policy more difficult.	• Special programmes should be designed according to the needs of senior educators. • Initially, reducing unnecessary curriculum burdens may help teachers save time for training and adaptation. • Teachers working at different educational levels should be encouraged to share their professional experiences and best practices.
Problem of Motivation	Change is an inevitable principle of nature; however, individuals often develop emotional attachment and comfort with pre-existing systems and practices over time. Consequently, stakeholders associated with the education system may perceive difficulties in adapting to change, particularly when	• Different stakeholders should be made aware of the social, cultural, political, and economic implications and benefits of the education policy. • The objectives and dimensions of the education policy should be

	they are not fully aware of its constructive dimensions. Before implementing the new education policy, it may therefore become challenging to motivate various groups and encourage them to accept the positive aspects of reform.	disseminated through prevailing communication channels and public awareness programmes across the country. • Workshops, seminars, and orientation programmes should be organized to present the core elements of the education policy in a practical and participatory manner, thereby fostering an atmosphere of trust and confidence instead of apprehension.
Problem of Curriculum Design and Textbook Development	Under the New Education Policy, the curriculum has been made more comprehensive and multidisciplinary, leading to the inclusion of several new subjects and domains of knowledge. Incorporating new concepts, pedagogical approaches, and innovative practices will create challenges in curriculum development as well as in the availability and preparation of textbooks. The extensive modifications	• Competent and skilled institutions should be granted greater autonomy in curriculum development and design. • The preparation of textbooks should be entrusted to subject experts and should be grounded in practical and experiential knowledge.

	introduced at higher levels of curriculum planning may also create practical difficulties in implementation. Furthermore, unless textbooks are designed in a simple, engaging, and learner-friendly manner, the effective execution of the policy may not be possible.	• Local needs and regional contexts should be incorporated into the curriculum as far as possible. • Artists and creative professionals should be involved in the design and presentation of children's books to make them more attractive and engaging. • Co-curricular activities should be given equal importance alongside conventional academic learning and assessment. • Providing opportunities to local artisans and skilled workers will strengthen community participation and cultural relevance. • Languages can be enriched and strengthened
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		through the medium of folk songs and indigenous cultural expressions.
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A Study of Future Employment Prospects

In the Indian context, traditional employment opportunities have been overwhelmed by the excessive burden of population growth. The capacity for employment availability in sectors other than agriculture and its allied industries—upon which the majority of the population relies—is being exploited to its maximum. Within the current global perspective, employment opportunities are rapidly transforming due to technological advancements. To establish harmony with these changes, there is a requirement for enriched human resources, an objective that cannot be achieved solely through the provision of training. To perceive, comprehend, and coordinate oneself with any given situation, various skills such as technical knowledge, practical insights, an inquisitive nature, creativity, effective communication, teamwork, problem-solving perspectives, and foresight are essential. By integrating these skills into the educational framework, we can secure a reservoir of invaluable human resources for the future, thereby ensuring the availability of a skilled workforce. The transformations being implemented in the National Education Policy (NEP) 2020 will not only explore novel avenues for future employment but will also enhance the employability of learners.

Findings and Conclusion

While education paves the way for information and intellectual growth, it also brings to light the latent potential and perfections within an individual. The National Education Policy 2020, with this fundamental ethos, is working to advance its role in nation-building by developing education as a medium for employment. Policy decisions taken at various levels of education are generating employment opportunities for teachers as well as in other related sectors. Education is no longer confined to the teacher, the learner, and the curriculum; rather, it is progressing by incorporating social, political, cultural, global, and technological dimensions. It is natural for problems to arise in any endeavor, especially when the objective encompasses such vast form and scope. The policy will face challenges regarding implementation, coordination, finance, availability of trained teachers, motivation, curriculum determination,

and the availability of textbooks to achieve the goals of job creation and employability. However, these can be resolved by adopting practical and scientific approaches.

There is a necessity to understand and analyze the education policy from both short-term and long-term perspectives. Change often begins with resistance, but as beneficial results emerge, the voices of opposition diminish. Although complexity may be evident in the short term, this policy will prove instrumental in establishing coordination with global requirements in the future. Skill-based and employment-oriented education will play a significant role in the holistic development of the country by ensuring meaningful contributions to economic prosperity and growth through a proficient human resource pool. Ultimately, the National Education Policy 2020 is moving toward the goal of providing vocational education to future citizens to ensure merit-based employment and a self-motivated, self-disciplined workforce. Such an education system, rather than merely providing a literate workforce, will provide human resources that prioritize a superior work culture within the nation.

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