



## Entrepreneurship and Skill Development: The Vision for India's Youth in NEP 2020

Radhika P K

Department of Statistics, SAFI Institute of Advanced Study, Vazhayur East PO, Malappuram, Kerala, India.

**Email ID:** radhikaraghavan1993@gmail.com

### Abstract

*The National Education Policy (NEP) 2020's emphasis on skill development and entrepreneurship is expected to have a profound impact on India's youth. By integrating vocational education into the normal curriculum, promoting entrepreneurship education, and fostering industry-academia partnerships, NEP 2020 target to equip India's youth with the requisite skills and entrepreneurial potential. This can enhance their employability, entrepreneurial spirit, and ability to be creative and inventive. However, problems like debt, unemployment, and regional disparities may still arise. Through the successful implementation of NEP 2020's provisions, including mentorship and support networks, these barriers can be reduced and the potential of India's youth can be fulfilled. In order to find out how India's young perceive the effects of skill development and entrepreneurial programs under the National Education Policy (NEP) 2020, this study mainly uses an opinion poll. The study adds to the body of knowledge already available on entrepreneurship and skill development, offering guidance to stakeholders in the industry, educators, and policymakers.*

**Keywords:** National Education Policy (NEP) 2020, Skill Development, Entrepreneurship

### 1. Introduction

In order to increase Indian youth's employability, skill development is essential. Possessing the requisite abilities makes them more appealing to employers who are looking for people who can contribute right away. Young people can improve their chances of finding fulfilling work and give themselves a competitive advantage over their peers by developing their skills through specialized courses or vocational training. Youth skill development fosters innovation and an entrepreneurial spirit while preparing them for traditional work. By learning business management techniques, aspiring entrepreneurs can efficiently organize, carry out, and maintain their endeavors. This encourages young people to start their own businesses, which boosts the economy and creates jobs. Acquiring specialized skills guarantees that young Indians are in line with the demands and trends of the industry. Young people need to keep up with developing technologies like digital marketing, data analytics, and artificial intelligence because technology is changing quickly in many different fields. They stay relevant in a job market that is constantly changing by doing this. Improved skill sets have a major impact on young people's self-reliance and personal development.

They gain useful knowledge from skill development programs that they may use both personally and professionally. Employers' expectations for skills have changed significantly as a result of the technological advancements of the past few decades, which have changed every facet of the working environment. The National Education Policy (NEP) 2020's implementation will be a crucial component of the overall endeavor to prepare our workforce to spearhead the transformation in the context of this quickly changing workplace culture. The foundation for extensive educational reform, especially in higher education, has been established by this ground-breaking policy, which places a strong focus on helping graduates and post-graduate students acquire both technical and soft skills. NEP 2020, which acknowledges the importance of education in equipping students with the necessary skill sets, actually places a strong emphasis on employability. The 2030 Agenda for Sustainable Development aims to guarantee inclusive, fair, high-quality education and encourage possibilities for lifelong learning for everyone by 2030. This policy aligns with this objective. To achieve this, the policy acknowledges how critical it is to restructure the educational system.

The future of India's youth is significantly shaped by entrepreneurship, which gives them the abilities, perspective, and chances to lead and innovate. In a nation with a large and diverse population, entrepreneurship gives young people a way to solve societal issues, generate employment, and support economic growth. Entrepreneurship helps young people become self-sufficient and adjust to the quickly shifting needs of the market by encouraging creativity, problem-solving skills, and resilience. With the help of government programs like Startup India, as well as increased access to mentorship and technology, India's youth are better able to realize their full potential, spur innovation, and significantly impact local and global economies. A revolutionary shift in India's educational system, the National Education Policy (NEP) 2020 seeks to instill in young people an entrepreneurial spirit. The target of the strategy is to provide students the information and abilities they need to solve problems in the real world, innovate, and become job creators rather than job seekers by incorporating entrepreneurship into the curriculum at different educational levels. NEP 2020 supports the Indian goal of self-reliance by emphasizing multidisciplinary education, vocational training, and the growth of critical thinking and problem-solving abilities. By establishing a supportive environment for aspiring business owners through programs like industry partnerships, incubation centers, and flexible learning pathways, this policy makes sure that India's youth are equipped to make significant contributions to the nation's economic development and competitiveness in the global market [1].

## **2. Literature Review**

Thippanna, G.Krishnaiah, P., &Srinivas, T (2023). Empowering Minds and Empowering Nation: India's New Educational Policy Impact on Global Employment .The purpose of this research is to discuss how India's new educational policy has led to an increase in employment worldwide [2]. The objective of the National Education Policy 2020 is to significantly alter India's educational system to better prepare students for the demands of the twenty-first century and support the social and economic advancement of the nation. Although India adopted

the National Education Policy (NEP) 2020, its influence and full implementation may have changed since then. With the goal of implementing substantial changes from the school level to the higher education level, NEP 2020 is a comprehensive reform in the education sector. Patro, R. K. C. (2021). New Education Policy 2020 vs Higher Education. Gyanodaya: The minor features of NEPs are also discussed in this paper, along with their impact on the contemporary educational system. NEP have made reassuring provisions for a consultative monitoring and review framework as well as real-time evaluation technologies. Instead of anticipating a new education policy every ten years to make provisions for curriculum changes, this will enable the educational system to continuously improve itself. This is an inspiring accomplishment in and of itself. Aktar, S.(2021). New education policy 2020 of India: A theoretical analysis. The prerequisites for NEP 2020 rules and management practices at the university level are analyzed in the current research. The design and implementation of NEPs at the national and HEI (Higher Education) levels are advised. The new policy places a strong emphasis on research and development, sports, culture, and the environment. The fundamental infrastructure needed to support all of these demands is lacking. To do this, the government should make arrangements to lend the universities a sizable sum of money over a period of 20 to 30 years. In India, less money is spent on research. In 2017–18, research expenditures accounted for 0.7% of GDP. The US spent 2.1 percent in Israel and 2.8 percent in China. Equivalent to the new education policy, 2020, which came after 34 years, the goal of this new education policy is to provide higher learning to all students, with the objective of making pre-primary education universal (age range of 3-6 years) by 2025. If the new system is implemented successfully, India will become one of the world's most powerful countries as a result. Chatterjee, A., Das, T.,& Nandi,A. (2022).Student knowledge on National Education Policy2020 at Higher Education Level .The purpose of this study was to examine students understanding of Higher education's implementation of the National Education Policy (NEP) 2020.Both a qualitative and

descriptive survey method of study was employed. 200 college students were selected as samples using the convenience sampling technique, and information was gathered using a self-created, standardized questionnaire with closed-ended questions. The data was analyzed using the qualitative analysis approach, and the percentage was calculated. 35.71 percent of HEI students were judged to have little knowledge. Regarding National Education Policy 2020, 32.46% have strong knowledge, 29.22% have moderate knowledge, and 2.59% have Very Low and Very strong knowledge [3].

### 3. Statement of the Problem

Assessing the impact of skill development and entrepreneurial programs implemented under the National Education Policy (NEP) 2020 on the future of India's youth is the issue this study attempts to solve. It is vital to assess whether NEP 2020 effectively closes the gap between education and employability, given that India's youth make up a sizable fraction of the population and face issues like unemployment and skill mismatches. Here the study is Skill development and Entrepreneurship: NEP 2020'S vision for India's youth. This study aims to investigate the association of skill development and entrepreneurship initiatives under NEP 2020 on empowerment of youth through an online survey among students. It also aims to understand the role that NEP plays in fostering skill development and entrepreneurship. [4]

#### 3.1. Objectives

- To know about the benefits of NEP 2020 and its influence on promoting skill development and entrepreneurship among India's youth.
- To determine the association between NEP-mandated skill development and its influence on empowerment of youth.
- To determine the association between NEP-employed entrepreneurship and its effect on empowerment of youth.

#### 3.2. Significance of the Study

- Assessment of Policy Effects: Assesses the degree to which NEP 2020's entrepreneurial and skill-development programs are influencing the professional and innovative capacities of India's youth.

- Connecting Employability and Education: Emphasizes how skill development initiatives can help close the skills gap between education and the demands of the labor market and promote employability.
- Encouragement of Self-Reliance: It shows how NEP 2020's entrepreneurship education encourages young people to start their own businesses, supporting India's goal of 'self-reliant India'.
- Encouragement of Economic Development: Examines how incorporating entrepreneurial skills into the curriculum might increase innovation, lower unemployment, and advance India's economic growth.
- Suggestions for Policymakers: Offers suggestions on how to improve and broaden NEP 2020's programs while guaranteeing fair access to opportunities and resources for all areas and populations.
- Promoting Lifelong Learning: Highlights the value of ongoing skill development and entrepreneurial thinking as crucial strategies for adjusting to a world economy that is changing quickly.
- Motivation for Educational Institutions: Promotes the adoption of cutting-edge teaching strategies and collaborations that complement NEP 2020's goal of developing a talented and enterprising generation.
- Framework for Future Research: Provides a starting point for additional investigation into the long-term effects of NEP 2020 and related laws on societal advancement and youth empowerment.
- Youth Holistic Development: Highlights how integrating skill-building with entrepreneurial endeavors helps students grow as individuals and equips them for leadership positions across a range of industries.

### 4. Research Methodology

This entails integrating qualitative research techniques to offer a thorough comprehension of the intricate relationship between new national education policy and empowerment of youth. To measure opinions and perceptions about the influence of the

NEP mandated skill development and entrepreneurship initiatives on India's youth is gathered through the questionnaire. An online survey is carried out. The data was collected through a survey questionnaire consisting of 12 questions using Google form to assess opinions on the impact of the NEP on youth empowerment. All the first-year undergraduate students in the colleges were included in the population. The survey is conducted on a sample size of 850 respondents. Convenience sampling method was used to select the respondents of the study. The source and secondary data used in this article were gathered from a variety of websites, journals, reports and government records. The collected data was analyzed using chi square test [5].

#### **4.1. Hypothesis**

H<sub>01</sub>: There is no association between NEP-mandated skill development and its influence on empowerment of youth

H<sub>02</sub>: There is no association between NEP-employed entrepreneurship and its influence on empowerment of youth.

#### **4.2. National Education Policy 2020 Benefits and Influence on Skill Development**

- **Holistic Development:** By promoting a multidisciplinary approach to education, the significance of comprehensive development is acknowledged in the National Education Policy 2020. It encourages students to explore a variety of topics and fields while developing their capacity for creativity, critical thinking, and problem-solving.
- **Adaptability and Alternative:** The policy gives students both flexibility and choice throughout their academic careers. It emphasizes a student-centric approach, allowing students to select courses according to their own interests, aptitudes, and desired careers.
- **Importance of Skill Development:** NEP plays a big part in skill development. The policy acknowledges that success requires more than just academic knowledge. In order to prepare students to meet the expectations, the policy incorporates skills like communication, critical thinking, problem-solving, and digital literacy into the curriculum.

- **Vocational Training:** Students' practical skills and industry-specific knowledge are imparted through the NEP 2020's integration of vocational training. Beginning in secondary school, it promotes vocational training and internships and guarantees that students are prepared for both employment and entrepreneurship.
- (<https://www.educationnext.in/posts/empowering-indias-youth-skill-development-for-a-brighter-future>)

#### **4.3. NEP 2020's Entrepreneurship Education Components**

The success of entrepreneurship education under NEP will be significantly impacted by the creation of a suitable curriculum. A large number of facilitators will need to collaborate in order to improve and grow the entrepreneurship environment in schools. Under NEP 2020, the following are the main components of entrepreneurship education [6].

##### **4.3.1. Introducing Entrepreneurship into Education and Training**

India is changing, and one of the primary causes of this change in children's learning and development is the country's educational policies. Beyond textbooks, the NEP 2020 emphasizes holistic education, which fosters students' creativity, inquiry, and problem-solving abilities. Children are encouraged to think creatively and innovatively. Inventions, multifaceted abilities, observational skills are necessary for entrepreneurship. In light of this, the NEP 2020 seeks to identify and develop each child's distinct strengths in both academic and extracurricular domains.

##### **4.3.2. Curriculum Development**

Instead of mugging and rote learning, NEP 2020 promotes conceptual and experiential learning. The curriculum for entrepreneurship education is structured so that theory and practice complement each other. Prior to connecting these lessons with classroom theory, students receive orientation, introduction to experiential learning, and field trips for practical experience. Through frequent reviews and audits, NEP 2020 also guarantees the transparency, resource efficiency, and integrity of the educational system [7].

##### **4.3.3. Teachers Training**



Teachers and instructors are crucial to the learning process according to NEP 2020. Regular professional development, improved working conditions, and up skilling with the newest technology are all encouraged by the strategy. In order to teach and encourage entrepreneurial abilities and cultivate young learners' curiosity and inventiveness, the teacher must transform into a facilitator. Future generations of leaders will require entrepreneurial skills like complicated problem solving, unconventional thinking, and creativity, so the curriculum and teachings must be created with these needs in mind. Teachers should use a variety of exercises and seminars to help students learn leadership and entrepreneurship.

#### **4.3.4.Engagement with The Non-Governmental Sector**

Entrepreneurship stimulates growth and enhances a nation's economy. Numerous programs, including Aatmanirbhar Bharat, Start-up India, and Make in India, encourage small enterprises and entrepreneurs in India. Because they have access to a variety of resources and positive relationships with the public, NGOs are also crucial to the success of businesses. These organizations can assist young entrepreneurs and small firms in growing their enterprises by utilizing their networks, resources, and contacts. The NEP also highlights how crucial it is for communities and the corporate sector to contribute money and resources to the public education system.

#### **4.3.5. The National Education Policy for Entrepreneurship Promotion in 2020**

Children must be encouraged to acquire the necessary abilities at a young age in order to foster entrepreneurship, and pupils' attitudes and critical thinking skills must be fostered. NEP 2020 is developing entrepreneurship education in the following ways.

#### **4.3.6.Research and Innovation-Based Learning**

NEP 2020 prioritizes hands-on experiences and practical learning over traditional rote learning. In order to foster critical thinking, analytical abilities, conceptual and application-based learning more research and innovation-based teaching and learning strategies are being created. Students will acquire a risk-taking, problem-solving, and entrepreneurial

mindset throughout this period of hands-on experience and instruction.

#### **4.3.7. Promoting Multidisciplinary Education**

Numerous opportunities have arisen, allowing students to cultivate their desired abilities and pursue their desired career path. A learner can learn both art and science by combining and selecting from a variety of courses. A prospective business owner can study economics, accounting, and business management, among other subjects.

#### **4.3.8. Prioritizing Extracurricular Activities**

Additionally, NEP 2020 supports sports, physical education, communication skills, vocational training, and education. It guarantees a child's overall holistic growth in all areas, both academic and non-academic, and goes beyond only their academic progress. To succeed, entrepreneurs will require more than just subject-matter expertise. To put their ideas into practice and be successful, they will require strong communication and negotiating abilities. This is covered in the NEP's entrepreneurship education.

#### **4.3.9. Changes to the Way Assessments Are Performed**

Under NEP 2020, evaluations will be centered on overall progress rather than just grades. Students will be assessed based on their practical knowledge and the skills they have acquired.

<https://leadschool.in/blog/understanding-the-transformative-role-of-nep-in-skill-development/>

### **5. Data Analysis & Interpretation**

**Table 1 Chi-Square Tests**

	Value	df	Significance
Pearson chi square	119.896	6	.000

The analysis of Table (1) reveals that the p-value is lower than the predetermined level of significance. Consequently, we reject the null hypothesis, suggesting a dependency between skill development fostered by the NEP and youth empowerment. This indicates a statistically significant difference between these two variables. Table (2) presents the analysis of entrepreneurship facilitated by the implementation of the National Education Policy (NEP) and its impact on youth empowerment. The analysis reveals that the

p-value is lower than the predetermined level of significance. Consequently, we reject the null hypothesis, suggesting a dependency between entrepreneurship fostered by the NEP and India's youth. This indicates a statistically significant difference between these two variables [8].

**Table 2 Chi-Square Tests**

	Value	df	Significance
Pearson chi square	50.065	6	.000

## 6. Result

The study's findings show a high correlation between entrepreneurial initiatives and youth empowerment, as well as a significant relationship between skill development initiatives under NEP 2020 and their effects on India's youth [9]. The policy's focus on skill-building and entrepreneurial education has a good impact on young people's aspirations, confidence, and capacities, according to the findings, which are corroborated by a chi-square test administered through an online survey. While entrepreneurship activities have stimulated creativity and independence, skill development programs have allowed young people to gain practical abilities and adjust to industry demands. According to the study, NEP 2020's systematic execution creates an atmosphere that encourages youth to actively participate in economic and societal development, underscoring the policy's ability to match educational outcomes. The results demonstrate the beneficial effects of NEP 2020 on young people's goals, confidence, and abilities and are corroborated by a chi-square test administered through an online survey. The policy, which addresses their goals of skill development and entrepreneurship, is seen by students as transformative. To optimize the advantages of these programs, they stress the importance of mentorship, real-world experience, and easily available resources. Many students are inspired to support NEP 2020's vision because they see themselves as a part of an innovative, dynamic India. Students generally concur that the policy's emphasis on entrepreneurship and skill development is essential for addressing unemployment and

preparing them to successfully navigate obstacles in the future. Financial limitations, restricted resource availability, and a lack of mentorship are cited by several students as major obstacles to taking full advantage of NEP 2020's prospects. Despite these obstacles, a sizable portion of students say they are excited to investigate entrepreneurship as a potential career option because of the policy's focus on entrepreneurial education. Their desire for independence, enthusiasm, creativity, financial gain, and social recognition are some of the reasons they pursue entrepreneurship. Furthermore, students think that developing their entrepreneurship, soft skills, and technical capabilities is crucial to boosting their professional chances and attaining long-term growth.

## Conclusion

The report emphasizes how NEP 2020's entrepreneurship and skill-development programs have a significant and life-changing impact on India's youth. Through the integration of critical thinking, innovation, and vocational training into the educational system, NEP 2020 gives young people the skills they need to succeed in a dynamic and competitive global world. The policy's focus on encouraging entrepreneurial attitudes, along with institutional support in the form of industrial alliances, incubation centers, and flexible learning routes, enables young people to become independent, creative, and job creators. In addition to addressing unemployment, these programs equip the next generation to take on societal issues and make significant contributions to India's economic progress. NEP 2020's vision is in line with India's objective of developing a workforce that is capable, independent, and competitive on a global scale.

## Limitations

**Limited Sample Size:** Although 850 students took part in the poll, it's possible that the sample doesn't accurately reflect India's heterogeneous population, which comes from a range of social, geographic, and cultural backgrounds.

**Digital Accessibility Bias:** Because the study uses an online poll, students without dependable internet access or digital devices may not be included, which would reduce the data's inclusiveness.

**Possible Non-Response Bias:** The accuracy and



completeness of the data may be impacted by students who either opted not to reply or who gave insufficient responses.

### References

- [1]. <https://www.educationnext.in/posts/empowering-indias-youth-skill-development-for-a-brighter-future>
- [2]. <https://leadschool.in/blog/understanding-the-transformative-role-of-nep-in-skill-development/>
- [3]. Thippanna, G., Krishnaiah, P., & Srinivas, T (2023). Empowering Minds and Empowering Nation: India's New Educational Policy Impact on Global Employment. Asian Journal of Education and Social Studies, 49(1), 1-9.
- [4]. Patro, R. K. C. (2021). New Education Policy 2020 vs Higher Education. Gyanodaya: The Journals of Progressive Education, 14(1&2), 90-96.
- [5]. Aktar, S.(2021). New education policy 2020 of India: A theoretical analysis. International Journal of Business and Management Research, 9(3), 302-306.
- [6]. Chatterjee, A., Das, T., & Nandi, A. (2022). Student knowledge on National Education Policy 2020 at Higher Education Level. International Journal of Multidisciplinary Research (IJMR), 9(8), 184-196.
- [7]. Swargiary, K., & Roy, K. (2023). Assessing the Awareness of Students in India on the National Education Policy 2020. DogoRangsang Research Journal.
- [8]. Bhanushali, K., & Dave, N. (2024). Impact of Gender, Location and Parental Education on Awareness of New education policy-2020 Amongst students of Higher Institutions of Gujarat. International Journal of Management, Public Policy and Research, 3(3), 37-42.
- [9]. Goel, M. M. (2020). New Education Policy 2020: Perceptions on higher education (No. 2020-35-03).