



If it is not Skill Education, then what?

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ABSTRACT

The most important component of NEP 2020 is skill education. To assist the society, students need to study at least one skill and methods of learning and using the skills by students need to be specialized. We have put together all the facts to give you a short summary of skill education using references, reviews, and study design. It lets you put what you've learnt in theory in action and do things with other people. The study underlines how significant it is to learn both theory and skills. Students need to adapt how they acquire skills to keep up with NEP 2020 and the modern era because of recent advances in technology.

Introduction:

Skill education is what paves the way of India in 21 st century as it makes human being flourish personally and in career.. To change the way its system works, every country has a different way of doing things in school. It includes everything that has to do with getting a job. The medium of instruction in schools is the most crucial thing with regard to skill education as specified in NEP 2020. The learning process is reliant on the acquisition of knowledge through the process of learning



knowledge and knowing how to do things. Education system has increased as much as there has emerged new concepts in every subject. The NEP 2020 examines numerous aspects of education institutions through an eye of flexibility in learning. Currently, the people in India are the youngest. The predominant reason as to why the nation and its children should succeed is to provide them with the capability they would require living. Skill education imparts skills to students that help them to secure a job and get employed.

Need of the study:

Unemployment rate in India is increasing in the recent times because of the non-skilled force at the higher education or in society. In response we have limited resources with limited force, but NEP 2020 broadens the horizons of education and skill. So that the theory to practice will be enhanced an unemployment rate comes down. s

Research Objectives :

- To investigate the status of skill education with NSQF.
- To address the challenges in implementing skill oriented education at a higher level.

Research Methodology:

Qualitative research methods is used in the present study and descriptive in nature also deals in comprehensive analysis and the articles, journals, chapters, and reports are employed in data collection

Skill Education:

Official notification on NSQF has been done by Government of India in the form of resolution of Cabinet Committee on skill development in its meeting held on 19th December, 2013. National skills development corporation has either established or is establishing a great number of Sector Skill Councils which encompass various industries. Skill Councils are charged with a responsibility of coming up with policy frameworks called the Qualification Packs (QPs) and the National Occupational Standards (NOSs) relating to various job positions in their areas of competency.

In the case where graduates are being produced who will be employable, it is important that the higher education sector should inculcate within the graduates the skills they are supposed to be conducting in that particular job role. NSQF arranges completion by grouping together a set of elements of knowledge,



skills and aptitudes. Levels 1 to 10 of the NSQF are decoded as follows: An unskilled worker is at level 1, a semi-skilled worker is at level 2, a skilled worker is at level 4, a supervisor is at level 5, a supervisor's supervisor is at level 6, first level management is at level 7, middle level management is at levels 8 and 9, and so on. Agriculture, automotive, beauty and wellness, capital goods, electronics, retailing, etc. among are the skills that benefit the students that covered by Skill India.

Benefits of Skill Education:

- A. Skill based learning enhanced the employability rate of the youth.
- B. Skill improves the rate of ability to think in critical way.
- C. Broadens the scope of employability rate in the country.

Mechanism of NSQF at Higher Education:

In order to improve, skills of students at higher education it gave three ways.

- The first is to include skill-building in regular higher education courses.
- The second is to offer full-time skill-based degree or diploma courses with major skill credits.
- The third is to offer short-term skill-based courses, orientation, and finishing schools.

Here are some institutional methods used to successfully integrate skill-based vocational education and training into the university and college education system(Sachan, 2017)

1. Many ways to get in and out.
2. A skill for choice-based credits in general education
3. A system for banking credit.
4. The length of the course was not linked.
5. Assessment based on results.
6. General education and skills credit criteria based on input and output, respectively.
7. Working together between institutions to transfer credit.
8. Skills training based on NOSs is accepted across the country.
9. Schools for finishing

**Skill Education Recommendation as per NEP 2020:**

National Education Policy (2020) is an all-inclusive policy in the change of the education system. In this perception of NEP (2020) that it has addressed, skill-based Education is the very education in this age and time, and the idea of practical experience of vocational skill is an important idea. Skill based education gives practical teaching and working exposure so that that it can achieve and digest skills acquired by the individual. Students has to apply their critical thinking in the day-day situations which are faced by every individual on daily basis. In this regard NEP has recommended several major points which are as follows.

- To remove detrimental hierarchies and silos between various learning domains, there should be no strict divisions among the arts and the sciences, between academic and vocational streams, between extracurricular and curricular activities, etc. (NEP Principles)
- A nationwide effort will be made to guarantee that every child in the nation has access to and the chance to receive a high-quality, comprehensive education, including vocational training, from preschool through grade 12. (NEP Paragraph 3.1)
- Building upon the middle stage's subject-oriented pedagogical and curriculum approach, Four years of interdisciplinary study will make up the secondary stage. However, it will be deal with more particulars to pay more attention to life goals, and allow students can opt to chose own subjects. Specifically, students would still have the choice to leave after Grade 10 and return in the following phase to pursue vocational or any other courses offered in Grades 11–12, including at a more specialized school if they so choose. (NEP Paragraph 4.2)
- In high schools in particular, There'll be greater freedom for students and options in their course of study, including physical education, skill education, arts and crafts, allowing them to create their own study plan. (Paragraph 4.9 of NEP)
- The gradual integration of skill education into regular education, which may involve starting with early exposure to the field in middle and secondary school. (paragraph 16.4 of NEP)
- Through incorporation into skill education courses, students will have access to "LokVidya," or significant vocational knowledge created in India. (Paragraph 16.5 of NEP)
- Over a decade later, Skill education will be gradually incorporated into all educational institutions, including higher ones. Based on a skills gap analysis and a mapping of local opportunities, Skill education focus areas will be selected. A NCIVE will be established by the Ministry of Education to supervise this endeavor. There will be members of representatives from



various Ministries and Skill education specialists, working in tandem with industry. (Paragraph 16.6 of NEP)

- To spread the reach of skill education, early adopting institutions must be technological sound to identify successful models and practices, then disseminate these to other institutions via NCIVE-established channels. Institutions of higher learning will also experiment with various apprenticeship and Skill education models. In collaboration with industry, incubation centers will be established in universities. (Paragraph 16.7)
- For every discipline, occupation, and profession, the NSQF will be explained in more detail. Additionally, the International Labour Organization's International Standard Classification of Occupations will be in line with Indian standards. Prior learning recognition will be based on this framework. By doing this, dropouts from the official system will be reintegrated by matching their real-world experience to the appropriate Framework level. Additionally, the credit-based Framework will make it easier for students to transfer between "general" and skill education. (Paragraph 16.8)

Government Schemes and Initiatives of NSDC

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 2016-2020:

With the goal of reaching 24 lakh young people nationwide, the Ministry of Skill Development and Entrepreneurship launched PMKVY in 2015–16 through the National Skill Development Corporation. The program's goal is to give many Indian youth the opportunity to enroll in training programs that will help them acquire skills relevant to the industry and improve their chances of finding employment. Under the Recognition of Prior Learning (RPL) category, people with prior learning experience or skills were also evaluated and certified. To improve employability, PMKVY (2016–2020) is a grant-based program that offers free skill development training and certification in more than 252 job roles.

On October 2, 2016, the program was introduced with the following goals:

- Through short-term courses, offer new skill development training to youth without jobs, college dropouts, and school dropouts.
- Using skill certification, identify the current workforce's skill level.
- Involve states in carrying out the plan that will increase their capacity. enhanced training infrastructure quality and training that is in line with industry demands.



- Promote uniformity in the certification procedure and start the process of building skills.

Rozgar Mela:

The National Skill Development Corporation, operating under the auspices of the Ministry of Skill Development & Entrepreneurship, The Indian government has been hosting the Rozgar Mela nationwide to provide young people without jobs appropriate employment opportunities in an effort to boost the nation's employment initiatives. One significant step the Ministry has taken to raise the placement rate of youth without jobs is the Rozgar Mela.

Rozgar mela has four activity

- Rozgar Mela (3-day Mela)
- Skills exhibition (3-day Exhibition)
- Counseling camp (3 days)
- Kaushal Mela (3 days long)

Pradhan Mantri Kaushal Kendra (PMKK)

To ensure coverage of all parliamentary constituencies, the MSDE has started the construction of cutting-edge, conspicuous, and aspirational training centers in every Indian district as per Mission. the government's premier district-level skill development initiative. (MSDE, Gov.)

Salient features of PMKK

- At least 3000 sq. ft. - 8000 sq. ft. size in district population
- the internal and external Quality standard of branding and infrastructure.
- Course selection will be based on the local aspirations of the population.
- Smart Classrooms, AV training aids, Biometric attendance
- Training in manufacturing trades, industrial seminars.
- Guidance and counselling cell
- Placement cell.

Capacity Building Scheme:

The program scheme seeks to equip young people in the area with employable and entrepreneurial skills that will help them find work. Capital goods, green jobs, handicrafts, electronics, beauty & wellness,



tourism & hospitality, and chemicals & petrochemicals are among the industries covered by MoNER's capacity building program. The candidates are assigned to places in the North East, Andaman Islands, Daman & Diu, Pune, Kolkata, Bangalore, Chandigarh, Gujarat, and more.

Udaan

The MHA provides funding for the J&K Special Industry Initiative (SII), which is carried out by the NSDC. The program is a component of the larger effort to address J&K's economic problems. The Udaan program is a unique effort to fulfil the requirement of J&K's educated unemployed. Graduate, postgraduate, and three-year diploma engineers in Jammu & Kashmir (J&K) are the direct focal point for the Udaan program. The goal is to give young people employment opportunities and skills. Concurrently, the goal is to introduce corporate India to the diverse talent pool that exists in J&K.

Scheme's Objectives

- To introduce the graduates and post graduates of J&K.
- To give exposure to the rich talent pool available in the state to the NSDC corporation. (MSDE)

Issues and Challenges:

Imparting skill education to youth is a critical approach and while imparting teaching about skill education to the youths may face some issues and challenges, it can be Societal aspect, resource aspect, stakeholders aspects, collaboration aspect with the industry, and training of teachers.

Societal Aspect:

the negative nature of the society towards the skill education or it may be called low income skill the attitude or perceptions towards the skill education needs a change so that it will develop like other two subjects.

Resource aspect:

The lack of resource in latter of training could be a hindrance to the skill giving on the part of the teachers or the university as well. The challenge of procuring all resources at the university in relation to the skill based education in diverse areas deserves to be pointed out.

**Stakeholder aspects:**

With the mentioning of the stakeholders in skill education each stakeholders must be providing complete assistance to the students so that they are not having any problem regarding any aspect in the theory or practicing the skill education.

Collaboration with Industry:

Industry and education institution collaboration plays the significant stage on both the sides. In skills industry has been playing a pivotal role in giving the real time experience of the concerned skill to the youths so as to imbibe the necessary skills required either for employment or employability.

Teachers training:

The presence of skilled teacher in the higher level is a key factor among the youths who have acquired the expertise in the skill subject. Frequent orientation of the teaching faculty also forms an important component to be in sphere with technology up gradation time and again. **Conclusion:**

In the end skill education is crucial at every stage of life. National policy of Education represents a clear vision that youth will learn at least one skill at each stage. The study highlights the crucial aspects for higher education with skill inculcation along with the schemes and initiatives for youths. Moving ahead it ensures success for theory to practice with these initiatives. NEP 2020 has proper directions with the integration and multidisciplinary vision to enhance employability.

***Abbreviations:**

- **NEP**= National Education Policy 2020
- **NSQF**= National Skill Qualifications Framework.
- **NCIVE**= National Committee for the Integration of Vocational Education
- **MSDE**=Ministry of Skill Development and Entrepreneurship
- **MHA**= Ministry of Home Affairs



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