

# Skill Development and Integration of Vocational Education into Mainstream School: With Special Reference to National Education Policy 2020

Dr. Ningthoukhongjam Sophia Devi<sup>1</sup>, Dr. Nongmaithem Sanjoy Singh<sup>2</sup>

<sup>1</sup>Assistant Professor, Dept of Teacher Education (B.Ed). S. kula women's College, Nambol.

<sup>2</sup>Guest Faculty. Dept of Education, Manipur University, Canchipur.

## Abstract:

Skill development means improving, getting and enhancing a diversified set of skill competencies. It is to find out the capacities of an individual and offer their assistance by providing support, encouragement, opportunities, infrastructure in order to achieve their goals. It includes persistent attempt to enhance ideas, abilities in particular point to developed their growth and development. Again, it helps to developed attributes and qualities significant to effective performance. It is very important in the development of dynamic and competitive business world of the people. The NEP 2020 emphasized on skill development, ensuring that students are not just kinesthetic learners but are also possessed hands on abilities that can enhance employability. The NEP 2020 lay more emphasizes on different significant skills with special attention on 21<sup>st</sup> century skills viz critical thinking and problem solving and also give special attention on vocational education by blending vocational education with general education to guide students in getting different skills to encounter the essential requirement and develop the quality of education. Vocational education is important in the enhancement of country's human resources by making manpower skill, growth in industrial output and enhancing well standard of living. The government of India provide more importance to vocational education. The NEP also emphasized the starting of an organized and precisely implemented vocational education program which will bring development in employability, less in number the discrepancy between the manpower skilled of demand and supply and give choice to those having tertiary education with the absence of purpose. This paper will discuss about the skill development and integration of vocational education in the mainstream education with special reference to NEP 2020.

**Key words:** Skill development, NEP 2020, 21<sup>st</sup> century skills, Vocational education, Mainstream school.

## INTRODUCTION

Our country includes the majority of the working group of people and have endless latent to grow into an unparallel economy. The large population of our country has got more benefits but is still underutilized. And our country is facing more challenged in achieving this aims

Published: 10 March 2026

DOI: <https://doi.org/10.70558/SPIJSH.2026.v3.i3.45570>

Copyright © 2026 The Author(s). This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

because of unemployment and lack of skills requirement. Skill development has become an important part in developing and upgrading the existing human resources so that our country could be develop and equal with international standards. Skills are the significant part of economic development and social development of our country. They are taken as a vital component for productive employment. The objectives of skill development are to build up a manpower authorized by the essential and constantly modifying skills, ideas and acknowledge to get opportunities to productive work and make certain to compete in the international market place. Due to the lack of essential skills in our youth, it caused to unemployment and reduce the growth of our country. Several programs are started by our government to bring development of skills in young people with an aim of making chance, giving time for skill development which provide support and training to everyone to encourage confidence and increase output as well as skills level. On July 29, 2020, NEP 2020 is approved by the union cabinet of our country. This policy is a revolutionary framework aim to restructure India's whole education system. National Education Policy 2020 is landmark to transform the education system and young people and modify to support more skilled based education so that they can choose their future. The first educational policy of the 21<sup>st</sup> century is NEP 2020 and has been launched to bring changes in our education system by utilizing learner's holistic development. The policy is to make certain that all people, irrespective of gender, socioeconomic background, religion, or caste has same quantity of education ensuring to all people. It provides emphasize on quality education mainly on people with disabilities and people who does not have more advantages. NEP 2020 also help to developed vocational education, focusing the importance on the development of hand on knowledge so that all individual can be a more realistic and productive one. Further NEP 2020 aims to solve the issues and provide help to integrate vocational education with mainstream education with the ideas of achieving holistic development of the children right from the starting from the school level so that they can be a rich human resource leading to economic development of the individual and the country. The aim of NEP 2020 by 2025 is 50% of our students should select vocational education or able to experience vocational education. The Ministry of Human Resource Development of our country look after the schools of vocational higher secondary. Vocational education is the cornerstone so it much be made stronger. Thus, today the significant gap of skill development and vocational education has now become a concern. So, our country start countering the concern, the NEP 2020 was developed.

### **SKILL DEVELOPMENT IN NATIONAL EDUCATION POLICY 2020**

Skill development is the showing of disparity between the skills an individual expects to have and the actual skills possess and giving training and employment benefits to the people. It aims to find out the capacity of the person and increase their guidance by actively helping with appropriate support, opportunities and encouragement that help to get their aims. In everyone's life, skill and education are very significant and goes hand in hand. It is the maximum possible output achieving at every stage of training and learning, happening in formal and non- formal and on the work occur in a professional environmently. It assists people to be actively participate in livelihood and competent to adjust to meet the changing demands and opportunities of the world. To get such qualities, it depends on various factors made up of continuous framework that facilitates at every stage of live. Therefore, through NEP 2020, the

government is forming efforts to give skill development to the individual along with their skilling partners and determine to begin these concerns right from the roots.

The government of India has make known the NEP 2020 as an important tool for young people and the education system with special attention on development of skills. It is also a milestone reform that follow to rebuild the education system. In our education system, NEP, 2020 marks as a significant shift, made to come across the rapidly changing demands of domestic and world economy. The primary importance of NEP 2020 is on skill development assuring that students are not just academically inclined but are also promulgated with practical skills that can enhance employability.

The NEP 2020 is a revolutionary step towards changing the system of education of our country. To grow in the 21<sup>st</sup> century, it intends to equip students with necessary skills. It also aims on structured knowledge get from formal education but also provide special emphasis on skill development, critical thinking, creativity and digital literacy. In today's world, the NEP 2020 forms a mental image on a multidisciplinary and holistic approach stimulating needed skills that the students required. It is a big move to give a new form of education system to accommodate the alteration that evolve and give higher assistance of skill -based education by targeting on enhancing creativity and curiosity among the youths focusing on hands on abilities rather than the theoretical ideas. The National Education Policy 2020 act as an incentive for changing the system of education to strengthen the skills for future work environment and give special importance on work happiness. The National Education Policy 2020 alter both the method and the techniques of teaching in which they are evaluated, assessed, trained and making for the world market and guide to effectively managed the obstacles in the life and profession. The National Education Policy 2020 leads to innovation, encouraging for gaining proficiency and start entrepreneur skills in the students. This policy also picked out the pivotal of soft skills as important skills of life such as communication, teamwork, problem solving, decision making, analytical thinking. A brand- new education system is aim to developed by NEP 2020 by considering and modernizing all attributes of education having instrucional form, rules and government activity.

Not only for rising the employability of people, skill development in NEP 2020 also relate to far reaching societal goals like lessen unemployment, addressing inequality and promoting social mobility. It encompassed a planned action persistently over a long period to construct ideas, expertise in particular region to encounter the demands of own work or to follow the professional and personal development. For the modern job market, the NEP 2020 design an education system that is holistic, flexible and capable of equipping youths with the necessary skills admit skill development.

### **NEP-2020 ON SKILL DEVELOPMENT**

The policy has assured that

- a) Curriculum and pedagogy will be modified and adjusted to obtain the objective essential to the success.
- b) From pre-school up to higher education, details and collection of abilities and skills, values across secure environment will be pick out for integrating at every step. To

ascertain these skills and values, curriculum frameworks and mechanisms for transaction will be evolved by means of enchanting the process of teaching and learning.

- c) To take fitness as a lifelong attitude, sports integrated learning will be engaged in classroom as conceived in the Fit India Movement.
- d) In secondary schools along with physical education, arts and crafts, vocational skills, flexibility and selection of subjects to learn will be provided in order to make their own way of learning and desired futures.
- e) Languages will be taught in a very interactive and enjoyable approach along with more interactive communication with early reading and writing in native language. In grade 3 and beyond, skills made for reading and writing in other languages will be taught.
- f) All student should study different subjects, skills and abilities in order to be a magnificent, successful, innovative, adaptable and productive person in ever changing world as students possess high quantity of flexibility in picking up their curricula.
- g) To foster different skills like concerted curricula and pedagogical initiatives having the introduction of contemporary subjects like Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education and Global Citizenship will be engaged in students at every aspect.
- h) More regular and formative assessment will be made, developed more competency-based, motivate learning and development for our students.
- i) Through assessment of basic ideas and knowledge from the national and local curricula, basic learning results would examine along with applicable higher order skills.
- j) A fun course like carpentry, electric or metal work, gardening, pottery as marked by state and local communities will grasp at every student of grade 6-8. Periodic exposure to activities outside school will be furnished
- k) School heads and leaders will modernize their own leadership and management skills, so that they can interchange ideas and practices with one another.
- l) For children with acute and intense disabilities, home based education system will carry on.
- m) From pre-school to higher education selected set of skills and values will be started for cultivating holistic individuals.
- n) An enlightened, socially conscious, knowledgeable and skilled nation that can uncovered and implemented solutions to its own problems must allow by higher education.
- o) Holistic and multidisciplinary education would aim to promote an integrated manner for every capacity of people and will help to grow up all rounded person that convey critical 21<sup>st</sup> century capacities in a selected area.
- p) Education will be more holistic and multidisciplinary with more arts and humanities. Students should plan to learn science more and make an effort to integrate more vocational subjects and soft skills.
- q) Vocational education will be included in every school and higher education. Based on skills gap analysis and mapping of local opportunities, vocational education will be selected.

- r) The National Skills Qualification Framework will explain thoroughly and provide the based for identifying of previous learning. By the means of this framework, dropouts from the formal system will be joined by accepting their practical experience.
- s) HEIs will play a crucial role in doing research on disruptive technologies and developed a preliminary draft of tools use in teaching and online courses in area of research and evaluate the effect on particular area.
- t) New life and vitality will be given to agricultural education with allied disciplines and shift towards enhancing professionals with the capacity to know the utilization of local and traditional knowledge, emerging technologies.
- u) Well supported body of NCERT will develop an outstanding adult education curriculum framework to foster collaboration with and make upon NCERT's existing expertise in making a comprehensive educational program.

### **MEANING AND COMPONENTS OF 21<sup>ST</sup> SKILLS**

21<sup>st</sup> century skills are the skills needed by the people to face the challenges in this intense globalization world. It consists of three main skills (3Ls). They are:

Learning Skills: The skills for getting new knowledge.

Life Skills: The skills for leading everyday life successfully.

Literacy Skills: The skills getting from reading, media and digital resources for creating and getting new knowledge.

### **INCORPORATION OF 21<sup>ST</sup> CENTURY SKILLS IN SPECIALIZED APPROVED TRAINING PROGRAMS**

The American Association of Colleges for Teacher Education (AACTE) advisory group and the strategic council of the Partnership for 21<sup>st</sup> Century Skills has approved the following principles.

- a) Student from pre- school through 12grade will equip with 21<sup>st</sup> century knowledge and skills.
- b) Teachers and administrators of pre- school and 12grade will procure, teach and evaluate 21<sup>st</sup> century skills and knowledge.
- c) Specialized approved training programs will make the graduates to get, teach and evaluate 21<sup>st</sup> century skills and knowledge.
- d) In connection with national and state standards, newly qualified teacher will prepare as a reformer for implanting 21<sup>st</sup> century skills in the curriculum of pre- school to 12grade.
- e) Leaders in pre- school through 12 grade and local communities will work with leaders of higher education to reconstruct the training programs to come across the needs of 21<sup>st</sup> century program.
- f) Each specialized approved traning programs will develop a blue print of 21<sup>st</sup> century for modifying itself into 21<sup>st</sup> century program.

g) Specialized training programs will be proved as knowledge expert in developing 21<sup>st</sup> century education and methods used to acquire knowledge.

h) The highest part of research and evaluation of 21<sup>st</sup> century education will be the approved specialized training programs.

### **21<sup>st</sup> CENTURY SKILLS HIGHLIGHTED IN NATIONAL EDUCATION POLICY 2020**

The National Education Policy 2020 anticipate a revolution in our education system. It aims to propose the students a chance to mixed play -based learning of the previous foundation stage and move gradually towards interactive, discovery and activity- based learning. The National Education Policy 2020 recommended a modification in curriculum and pedagogy to guarantee that students are enhancing their high order cognitive skills, 21's century skills, mathematical and computational thinking, critical skills amongst the students. NEP 2020 has mention that education will not only develop the cognitive power but also developed character and build a holistic and well develop individual furnished with 21'st century skills. The 21<sup>st</sup> century skills have captured all individual's attention and has become an effect of excitement, eagerness or possibly confusion and anxiety. This are the collection of skills and abilities that are very essential for success at workplaces in the 21<sup>st</sup> century, as identified by educators, business leader and different government agencies. The National Education Policy 2020 stress on the development of 21<sup>st</sup> century skills by modifying the curriculum. The skills are critical thinking and problem solving, creativity and innovation, digital literacy, collaboration and communication, adaptability and flexibility.

#### 1. Critical thinking and problem solving:

Development of critical thinking and problem- solving skills which will help to think clearly, logically and rationally is envisaged by NEP 2020. Without this skill often leads to misinformation, false narratives and will make the society unrest. National Education Policy 2020 emphasizes this skill to tackle any hurdles that exist. By implementing this skills, National Education Policy 2020 aims to make students confidence and develop ability to introduce new ideas or thoughts and succeed in the future. And this skill will help the students to tackle complex problems, assess alternatives and search for innovative solutions.

#### 2. Creativity and innovation:

The National Education Policy 2020 prioritizes fostering creativity and innovation in education to enhance creative thinking and the capacity to introduce, empowering students to bring new idea and solutions. This skill means the used of original ideas to make something new and advance. It often perceived as a special skill accompanied by the gifted ones only. It can be brought out when students use accessible resources along with imagination and emotions and granted them freely to stated clearly by themselves. The National Education Policy 2020 says the aim of education should not only to develop cognitive skills and higher order cognitive capabilities but also be more emotional, social, ethical, capable and dispositions. It cheers this skill at all levels of education.

#### 3. Digital literacy:

The National Education Policy 2020 emphasize on the importance of digital literacy as a main part of education, aiming to encourage students to be an active learners and critical thinker and also encourages the using of digital aids in teaching learning process at every step of education. It acknowledges the aspiring of technology in promoting personalized and inclusive education and sets forth various digital education initiatives to achieve this vision. So digital literacy focused on developing computational thinking, familiarity with various technological tools and making them aware for the digital age.

#### 4. Adaptability and flexibility:

The National Education Policy 2020 emphasizes adaptability and flexibility by encouraging student- centric approach, multidisciplinary and vocational training. It is a crucial step for making more inclusive and adaptable student centric education system. The integration of vocational education, technological advancement and assessment reforms in education system will furnish to a more holistic and relevant learning experiences.

#### 5. Collaboration and communication:

The National Education Policy 2020 emphasizes collaboration and communication as an important 21<sup>st</sup> century skills. This skill will encourage teamwork, problem solving, effective communication in both academic and professional settings and will help to bring out their knowledge and ideas without doubt and persuasively. Collaboration not only provides the knowledge of shared responsibility but makes people to think carefully about multiple perspectives, refrain biases and known each other strengths and weakness. On the other hand, communication is not just about expressing oneself in clear words and making oneself heard. It is a welcome step in early years of education and give strength and confidence to a learner to allocate his or her observations or learning and also be open to other views and ideas. The National Education Policy 2020 aims to make learning a student centred and play a vital role in shaping the education.

Therefore 21<sup>st</sup> century skills are the skills that are very important to get the success of every student in today's world. It will be adopted in all academic subject areas, and in all educational institutions. The four c's of the 21<sup>st</sup> century skills viz critical thinking, creativity, collaboration and communication comes under a subset known as learning skills. These four c's helps the student to know something more than the curricular content. They go well beyond student's schooling year and help them to work out more- better in their life later on. All the four c's together can make learning joy and pleasure.

### **INTEGRATION OF VOCATIONAL EDUCATION IN MAINSTREAM EDUCATION**

The National Education Policy 2020 intends to bring down the ranking of individuals related to vocational education and support the integration of vocational education in mainstream education in all educational institutions. The National Curriculum Framework 2005 also mention that there is a need to think again the epistemology of vocational education by linking with academic and vocational streams and the curriculum should provide more space to gain knowledge through real life experience rather than rote learning so that students can connect between different areas of learning. The NEP 2020 also stated that the connection between the

vocational and academic field of study will not be terminated. NEP 2020 has given preference on selection of teachers of vocational subjects in schools and as well as engage a local prominent people or expert as a master instructor in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local people who possessed special ideas exists to help students to preserve and encourage native ideas.

The National Education Policy 2020 emphasized vocational education to enhance the employability and vocational skills of the learner at every aspect. It is to be done by identifying, designing and developing vocational courses to encounter the similar rules and standards varified at the national level. NEP 2020 also emphasizes vocational education to make the students able to meet the demands of the workforce and well developed with skills and knowledge needed for achieving goals of 21<sup>st</sup> century. NEP 2020 also encourage social mobility and reduce disparities of students by providing high quality vocational education and training. The NEP 2020 emphasizes the integration of vocational education with general education for building up different skills and to achieve the demands and bring high the standards of education. The NEP 2020 also recommended to launced a national council for vocational education as well as the beginning of vocational education from grade 6. The policy aims to erase the social status hierarchy and integrate vocational education in mainstream education. Vocational education should be started at the early stage of middle and secondary schools and smoothly progress upto higher education so that the quality of education can be maintained. NEP 2020 should redesign the education system by proritising on skill- based education so the students can learn basic skills required in the future life.

Importance for skill -based education are

1. Global Competitiveness: The world is interconnected with each- other, it is important for our country to developed a labour pool of employment to strive to be more successful worldwide. This will help students to achieve the practical concepts and ideas, expertise needed to surpass in different industries globally.
2. Connecting the skill differences: In our country, there are large number of highly skilled young talent people but still there are difference in skill. The skill- based education programs will help to take action in this matter by providing with industry related training and exposure, making them ready for their job.
3. Future work adaptation: Because of this computerized world, the core characteristic of a job is also transforming. Skill based education will help them to provide the essential skills to flourish in the computerized world.
4. Fostering an environment to encourage entrepreneurship: Skill based education programs will present a mindset of innovation among the students, help them to search for business prospect, make creative methods to solve problems and rise in our economy.
5. Encourage lifelong learning: It is imperative for every person to remain in a place by bringing their skills up to date. The skill base education programs will build self-motivated pursuit of ideas for professional development, make certain that every person will stay competitive from beginning to end of a time period.

Skill based education programs are crucial for achieving long term goals ensuring all goals of NEP 2020. By furnishing novel method in the education system, our country can prepare the youth with the abilities necessary to propagate in a fast- changing world. Accepting skill- based education programs will not only help to remove skill differences but also improve entrepreneurship, promote lifelong learning and lead to the academia of the world.

National Education Policy 2020 underscore a comprehensive education system and looks up to intensify vocational education by raising the importance of skill development and understand knowledge gain through hands on experience so that people can become realistic and productive. So vocational education means a training for acquiring hands on technical skills needed to work out. It is also an educational approach to teach technical skills lead to careers which intended to lay out the students the essential information and abilities required to actively engaged in a career. It consists of full- time delivery of education along with practical training, internships and work experience. Special focused has been granted on vocational education occasionally but not very often in order to make our education system more productive and realistic. On this point, it is quoted that Wardha Scheme of Basic Education (1937), the Secondary Education Commission (1952-1953), the Kothari Commission (1964), UNESCO (2013) and NEP (1968, 1986 and 2019) had made focal point on vocationalization of education. In the Kothari Commission (1964-1966) report. Vocationalization of Secondary Education was one of the important objectives which lay out a collection of established goals intends to get.

#### **Initiatives to elevate skill base education under National Educational Policy:**

The Indian Government has taken up many deliberate actions for skill development under “Skill India Mission (SIM)”. Under this, greater than 20 central Ministries/ Department are implementing skill development program to develop skill of millions of people including school children on the basis of pan India to carve out skilled workforce in accordance with the necessary of the industry.

Under the Centrally Sponsored Scheme- Samagra Shiksha, Dept of School Education and Literacy is executing the Vocationalization of School Education program by conforming with the aims of Skill India Mission. This scheme made a plan to developed vocational education with general academic education in every secondary and senior secondary schools, raising the employability and entrepreneurial level of the students, provides exposure to environmental work and give knowledge in students about different career- optioned to help to achieve an aspiration in connection with their aptitude, competence and aspirations.

Under the scheme, NSQF vocational courses are providing to the students from class 9<sup>th</sup> to 12<sup>th</sup> grade. An optional extra course as vocational modules are delivering to the students at the secondary level. Vocational courses are mandatory at the senior secondary level. Base on the principle of speculative hours, age and educational qualification prescribed, vocational courses should sort out.

Employability skill module remains a component obligatory of the vocational courses. It comprised skills of communication, Skills of self-management, Skills of information and communication technology, Skills of entrepreneurship and Green Skills.

‘Skill Hub Initiatives’ scheme under Pradhan Mantri Kaushal Vikas Yojana 3.0 (PMKVY 3.0) is commencing by the Ministry of Skill Development and Entrepreneurship (MSDE) being connected with the Ministry of Education (MoE). Skill Hubs are specialized capability to develop skill and opportunities of vocational training to support students who are at risk of leaving their education. A pilot has been started out from January 1, 2022 towards implementing integrated skilling through skill Hubs.

The central point to the development of a country is vocational training and skill development. This will expand innovative, gainfulness and economic growth. Development and economy of our country will rise more rapidly if our youths have the skills. So vocational education plays a very significant role to produce workers with special training through a varied programs to encounter the demands of self- employed individuals in special and to prosper skills to operate independently in the youth across different vocational courses.

### **VOCATIONAL EDUCATION IN NEP 2020**

Embedding specific skill training in schools: According to NEP 2020 each student member should study at least one vocational skill in middle and secondary school. Vocational education will blend at every step to signifies a holistic approach. In addition, the student number in vocational education will also be well thought- out in moving towards GER targets. The intention is to exhibit 50 percent of students in school and higher education to vocational skills by 2025.

Introduction a Blended Vocational Ecosystem: A credit – based framework in agreement with the National Skills Qualification Framework (NSQF) is developed to adopt an approach to work in vocational and higher education and devise shift in social status and social level. The policy also anticipated teamwork between secondary schools, ITIs, polytechnics and local industries to advance the creation of skill labs under a cluster for distributing materials used to facilitate skill development.

As per The Apprentices Act, 1961 and the Apprenticeship (Amendment) Rules, 201, a modular credit-linked skilling framework will improve lifelong learning and provide effort to enhance ecosystem by permitting a formal process of hiring an individual.

Integrating skill education with academic learning: HEIs promote and administer educational programs that provide hands on training in connection with industry and NGOs. HEIs should also provide short term vocational courses. Strengthening relationship between formal and vocational education, the B. Voc. program has high probability to acquire popularity, particularly those who are career minded and jointly created with industries leaders.

High level training program of Vocational Education: The NEP plans to develop industry linkages and demand driven vocational courses by forming a mental picture on industry at different stages including courses of work done together and the cultivate development centre.

### **CONCLUSION**

Our government has launched NEP2020 to modify our education system. NEP 2020 lays more focus on quality- based education, practical oriented approach towards education, outcome -

oriented education, helping students for facing real life work environment. It aims to completely root out the inequalities in skill development and mainstream education and redress all the challenges related with unskilled and unemployed workforce in the country. It strived to lay out skills among the people so that they can go along with all the skills and training essential to work efficiently in their working environment. NEP also aims to finish off the differentiation in educational, extracurricular and co-curricular activities follow with the incorporation of skill development and vocational courses. The integration of this skill development and vocational courses along with the mainstream education will assist the students to be conscious their unseen abilities. In today's technological advances, NEP 2020 will help in handing the skills among the students to make out with the necessary changes and will result to escalate employment as employability is the primary objective of NEP 2020.

The National Educational Policy, 2020 is an important step for modifying our education system and for increasing the economy of our country by fostering a culture of skill development prioritizing on hands on training rather than theoretical studies. Skill development and vocational education aim to bring out more human resources and also aims to employing available resources of the people. As per international and global standard, it strived to bring out more human capital. NEP 2020 aims to eradicate the stereotype linked with skill development and vocational courses that these courses are for academically low achieving students. The main aim of NEP 2020 is embedding skill based with mainstream education. The stakeholders will take part more important role in defining skill-based education by practicing the students with developed skills. To acquire the full potential, vital efforts must be made to address the challenges of infrastructure, teacher's training and inclusivity. By accomplishing these needs and requirements, it will provide assistance to everyone in transforming their mindset on less capable towards inferiority related to the path of skill-based or vocational education and hope for high achievement. Every educational institution should integrate skill-based education. We should work out trained educators so that they can put into service as teachers for vocational education. Thus, this integration among the people is indispensable in the world we are living today as there is a cut-throat competition and as the famous phrase by Charles Darwin which says, "Survival of the Fittest", which is directly connected to the matter in today's challenging environment.

## REFERENCES

1. 21<sup>st</sup> Century Skills: Learning Skills-Curiosity Gum. (n.d). <https://curiositygym.com>.
2. 21<sup>st</sup> Century Skills- TVET ipedia Glossary UNESCO -UNEVOC. (n.d). <https://unevoc.unesco.org>.
3. Arulsamy, S. , & Jeyadevi, J. (2023). Skill Development. Neelkamal Publication.
4. Barman, R. D. (2022). National Education Policy 2020 & Its Implementation Strategy. Global Publishing House.
5. Digital Literacy and NEP 2020: Empowering students through Ed-Tech. (2023, August 18). <https://www.learnhoch.com>.
6. Grover, M.& Kapoor, R. (2020). Skill -Development in India: A Study of Key Success. Factors and Challenges. *CLIO An Interdisciplinary Journal*, 6(13), 1-13.

7. Lukose, M. & Sharma, P. (2023). A Study on the Role of NEP 2020: Skill Development of Students. *Amity International Journal of Teacher Education (AIJTE)*, 9(1), 115-120.
8. National Education Policy raises the criticality of creativity and critical thinking-addressing this problem at the ground level. (2024, September 25). <https://lead school. In.>
9. NEP 2020's Approach to Critical Thinking and Problem Solving. (2025, January 30). <https://www.extramarks. com.>
10. NEP 2020 Collaboration Eudoxia Education. (n.d). <https://eudoxiaeducation. Com.>
11. NEP 2020 and Skill Development: Encouraging 21<sup>st</sup>- Century Skill in Students. (2024, June 25). <https://www.learn goch. com.>
12. Prakash, S. (2021, September 17). Reimagining Vocational Education and Skill – building. <https://www. education. Gov. in.>
13. Sharma, N. (2022). Vocational Education And Nep 2020. *International Journal of Creative Research Thoughts*, 10(5), i110-i113.
14. Singh, R. (2024). Challenges Of Indian Knowledge System In The Context of NEP 2020. *International Journal Of Progressive Research In Engineering Management And Science (IJPREAMS)*, 12(4),1789-1793.
15. Saharia, G. & Mazumdar, S. (2024). Vocational Education in the Light of NEP 2020. *The International Journal of Indian Psychology*, 12(4), 1030-1036. DOI:10.25215/1204.095.
16. Skills Development. (n.d). World Bank. <https://www. world bank. org.>
17. Top Skill Development Schemes and Programmes by Government of India. (2025, April 3). <https://indiaemployerforum. org. com.>
18. Upadhyay, S. (2024). The Role of NEP-2020 In Promoting Skill Development: A Sociological Perspective on India's Youth Empowerment. *International Journal of Creative Research Thoughts (IJCRT)*, 12(10), a766-a770.
19. What is Skills Development? (n.d). Mosaic. <https://www. mosaicapp. com.>