

Scenario in Private Schools and Government Schools regarding Skill Development under NEP 2020

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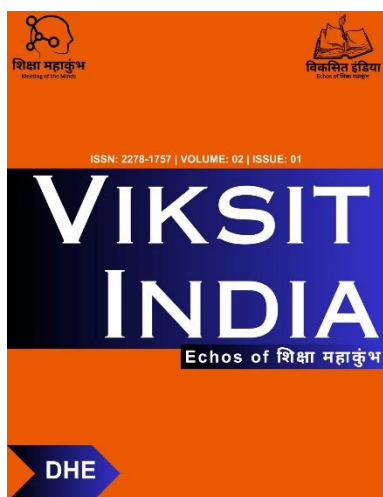
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Abstract

Purpose: In the last few years India has changed its strategies as a nation in lieu to proceed from a developing nation to a developed one. The government has sketched a new plan of development that starts from the elementary level and proceeds towards the higher levels.

The school education of today is based on the vision and mission of Skill India project. To make the working population capable of higher productivity it is essential to develop and upgrade skills in them. The current paper aims at discussing the scenario of private schools and government schools in providing skills education to the students at their institutions. The purpose of this paper is to study the initiatives taken by various private schools as well as government schools w.r.t skill development subjects being offered at the institutions as a part of NEP 2020.

The study tried to find out the success level and gaps in the implementation of NEP 2020 w.r.t skill development.

Methodology: The study was done by collecting primary data from private schools and government schools in the form of survey, questionnaires and interviews at three levels viz institutional head, teacher trainer for skill subjects and students at various stages (VI-XII). A comparative study is done using graphical representation of data collected.

Findings: The results show that the government schools (Haryana Board) and private schools (CBSE Board) follow a different route to skill development. Also, there is a need to enlighten the students about the importance of Skill Subjects in career development rather than just for leisure.

Research limitations: The research was limited to schools of Faridabad district of Haryana state. The research only focused on skill subjects being offered at the school. The research was limited to 2 private and 2 government schools.

Originality: Most of the studies done so far are based on secondary data in the form of literature review or data from government sites. The current study considers primary data being collected by the researcher directly from the institutions and hence provides a better picture of the current situation at both private and government schools.

Keywords: NEP 2020, Skill Development, Private Schools, Government Schools, CBSE Board.

Introduction

In the last few years India has changed its strategies as a nation in lieu to proceed from a developing nation to a developed one. The government has sketched a new plan of development that starts from the elementary level and proceeds towards the higher levels. In the direction of development, a major step taken by the government is the Skill India project that covers many big and small endeavors under its umbrella. One of the major schemes is the Skill Development Mission that is running at national as well as state level by various states of the country.

Keeping in view the vision of global development, India also accepted SDG 2030 in the year 2015. The new education policy, NEP 2020, is a step in the direction of attaining SDG 4 of providing equitable access to education and lifelong learning. Developing skills in the future working population is also covered by the new education policy from the very beginning of the middle stage.

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NEP 2020 – Defining Skills

NEP 2020 considers skilled forces mainly in the fields of mathematics, science, IT, humanities and social sciences and also soft skills such as critical thinking, problem solving, creativity and novelty.

The new education policy identifies the following skills as basic skills to be developed: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking.

NEP 2020 - Curriculum Makeover

To incorporate the above said skills in the character of the young population, policy has changed the mind map of the curriculum.

The education policy pays emphasis on-

- Experiential and integrated learning.
- Developing the skills required in the present scenario at foundational, preparatory, middle and secondary level.
- The curriculum at each stage is redefined to include skill subjects, hands on experiences and integrated learning.
- NEP 2020 also gives flexibility in course choices including vocational skills.
- For hard skills, NEP 2020 suggests addition of “fun courses” at middle stage in vocational areas such as carpentry, electric work, metal work, pottery making etc.
- A period of 10 days without bags is suggested to all the schools in which the students of grade VI to VIII could be encouraged to interact with local vocational experts such as electricians, plumbers, etc.
- NEP 2020 also recommends internship opportunities to the students of grade VI to XII in various vocational subjects including online courses as well.
- It suggests that teachers for skill subjects should be hired from the expert trainers amongst the society after providing them with short term teacher training.

Skill Development in Schools (Private V/S Government)

The majority of the private schools are CBSE (Central Board of Secondary Education) based whereas government schools are mainly affiliated to HBSE (Haryana Board of Secondary Education). The framework and implementation of NSQF (National Skill Qualification Framework) is different in both the boards.

CBSE board provides skill subjects from middle stage onwards. Also, the subjects offered are of a good range of variety. There are 33 courses for grade VI- VIII, 22 courses for grade IX -X and 43 courses for grade XI -XII.

HBSE board provides skill subjects from grade IX onwards. The list of skill subjects is limited as compared to CBSE board. There are 15 subjects that are common in all the four classes.

Review of literature

Skill development is one topic that has not been explored much at the school level by the researchers. Skill development as a process and an endeavor at graduate and professional level is being considered much. But its importance at school level is exactly the same.

In an Excerpt from an interview given to India Today, updated on November 5, 2018, **Nayana Mallapurkar, Program Head, TISS School of Vocational Education** has quoted that “About 90 per cent of employment opportunities require vocational skills. Only 20 per cent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skills. In the present context of globalization, the demand for skilled and multi skilled workers has increased. Therefore, in the context of developing countries, such as India, there is a critical need for quality skill development and training. The employable skills apart from the core skills should be introduced to school students from an early age of 6-7 years onwards in an incremental manner.”

In this context the research review work of Clement Cabral and Rajib Lochan Dhar, Skill development research in India: a systematic literature review and future research agenda, highlights the importance of skill development at secondary school level. Their findings are based on systematic literature review of 45 articles on skill development research in India conducted between 2004 and 2017.

Mr. Biswabhusan Behera and Dr. Mamta Gaur have discussed in 2022 that there exist a skill gap between the trainees and the industry requirements. They have reviewed the previous studies on the “skill development” in India. Their finding shows that empathy, leadership and adaptability are the important social skills. They also stated that there is a need to inculcate programs for skill building and explore various untouched areas of new skills.

Sandeep Beswal and Puanm Punia have also done a similar review in Haryana state in 2019 and their findings state that there is a need for understanding the importance of the formation and application of National Skill Qualification Framework. They based their study on review of various government policies and previous work and have also mentioned their personal experience. Their finding also suggests that public also needs to be enlightened about the importance of skill-based education.

Various studies are primarily based on data available on government websites and on the review of previous works. Very few studies consider primary data for understanding the issue.

The current paper provides primary data in the form of a pilot study conducted in the private and government schools of Faridabad on application of NEP 2020 w.r.t skill development using survey and questionnaire as tools of data collection.

Objectives of the study

This research paper aims at analyzing the condition of skill education in private and government schools of Faridabad.

The main objectives of the study are:

- To find out whether the skill subjects are offered by the schools or not.
- To compare the subject availability and variety in government and private schools.
- To analyze the view of students regarding skill education in private and government schools.
- To analyze the view of the teacher regarding the applicability of the subject offered in private and government schools.

Findings:

- To find out the reason for any difference if noticed.

Plan of action

- Conducting surveys in private and government schools in order to find out the skill subjects available at the school. Three government and three private schools were surveyed in the context.
- Interviewing the teachers of skill subjects via questionnaire regarding their take on the case in private and government schools. Teachers at each level/stage were interviewed.
- Interviewing the students via questionnaire regarding their view point on the topic. Five students were randomly selected from each class to fill up the questionnaire.
- Analyzing the data obtained.

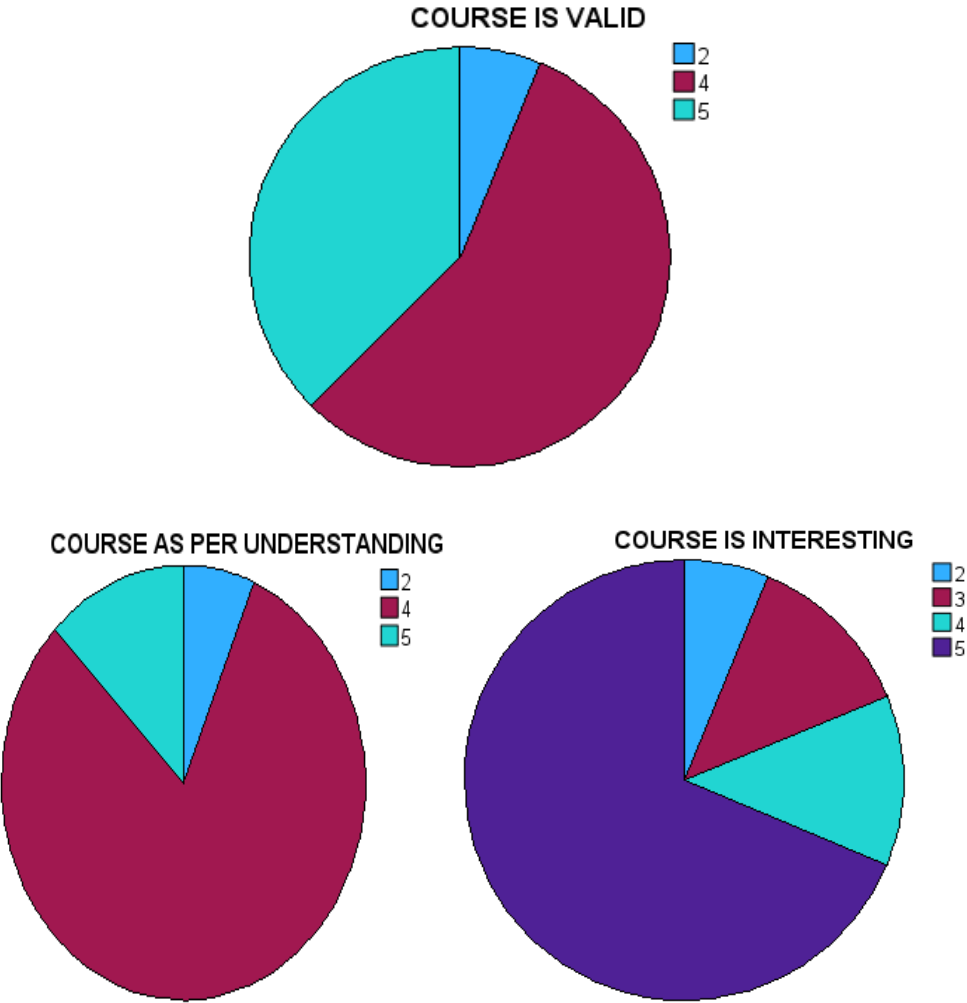
Case Summaries

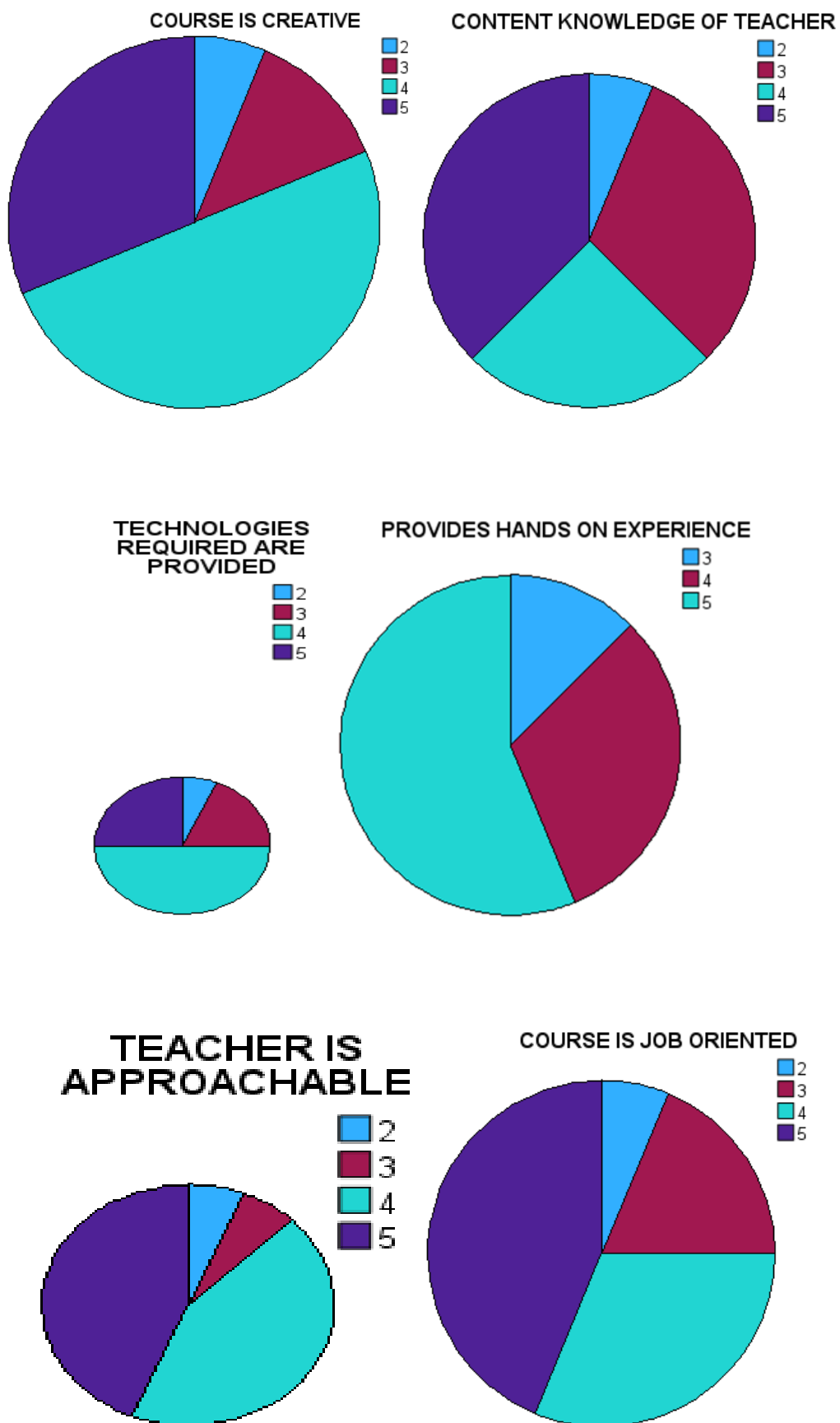
	SCHOOL CODE	SCHOOL BOARD	SCHOOL TYPE	NUMBER OF SKILL SUBJECTS	NAME OF SKILL SUBJECT	IS TEACHER AVAILABLE	OFFERED TO CLASSES
1	SCHOOL1	CBSE	PRIVATE	6	ARTIFICIAL INTELLIGENCE	YES	VI-XII
2	SCHOOL1	CBSE	PRIVATE	6	DESIGN THINKING AND INNOVATION	YES	VI-XII
3	SCHOOL1	CBSE	PRIVATE	6	POTTERY	YES	VI-XII
4	SCHOOL1	CBSE	PRIVATE	6	CODING	YES	VI-XII
5	SCHOOL1	CBSE	PRIVATE	6	MARKETING	YES	VI-XII
6	SCHOOL1	CBSE	PRIVATE	6	FINANCIAL MARKETS MANAGEMENT	YES	VI-XII
7	SCHOOL2	CBSE	PRIVATE	2	IT	YES	VI-XII
8	SCHOOL2	CBSE	PRIVATE	2	SPORTS	YES	VI-XII
9	SCHOOL3	CBSE	PRIVATE	3	IT	YES	VI-XII
10	SCHOOL3	CBSE	PRIVATE	3	SPORTS	YES	VI-XII
11	SCHOOL3	CBSE	PRIVATE	3	POTTERY	YES	VI-XII
12	SCHOOL 4	HBSE	GOVT	2	IT	YES	IX-XII
13	SCHOOL 4	HBSE	GOVT	2	SPORTS	YES	IX-XII
14	SCHOOL 5	HBSE	GOVT	2	IT	SUBSTITUTE	IX-XII

15	SCHOOL 5	HBSE	GOVT	2	SPORTS	YES	IX-XII
16	SCHOOL 6	HBSE	GOVT	1	SPORTS	YES	IX-XII
Total	N	16	16	16	16	16	16

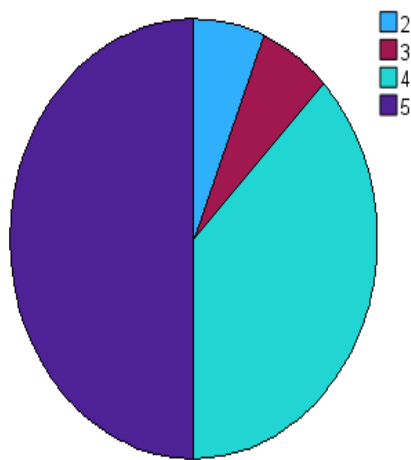
a. Limited to first 100 cases.

The responses of students on various questions of the questionnaire are represented in the form of the pie chart as follows:

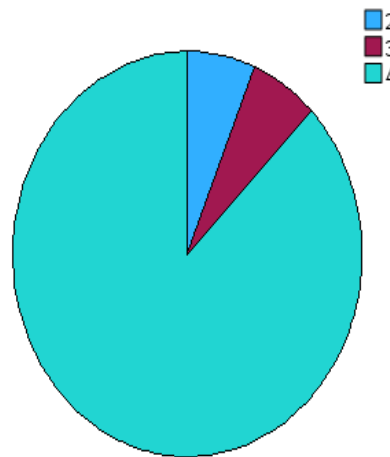




COURSE SHALL BE CONTINUED IN FUTURE



SATISFACTORY LEVEL AS A STUDENT



Analysis

The analyses of the data depict that Private schools are more focused than government schools on the implementation of NEP 2020 in context with skill development. There are some private schools that provide a variety of skill subjects and the majority at least provides two subjects at each level. Whereas in government schools only two subjects are offered at each level. Also, when discussed with the students, their knowledge about the importance of skill education varied between private and government schools. Where the private school students were very focused about the skill education, the government school students barely knew about any such endeavor by the government.

One more finding was observed, there are some private schools that do not follow NEP 2020 till date where as being a government run institution, and government schools follow NEP 2020 mandatorily.

Reasons evaluated

When discussed with the institutional heads and the teachers, major reasons were outlined as:

- Location of the school: many government schools are in such remote areas where even basic facilities are hard to manage. Whereas most private schools are situated in urban localities where things can be arranged better.
- Level of students: many government schools are present in such localities where the social, educational and economic level of society is below average. In these areas, the students barely know the basic subjects and are not very keen to indulge in skill education. Whereas private schools mostly consider only those families who are at good social, economic and educational level.
- Lack of infrastructure: since government schools are aided by government, the infrastructural and technological facilities are available as per the government norms. Also, the facilities are usually delayed due to lots of paper work to be done for getting things issued. Whereas the private schools, in lieu of attracting more parents and students, make sure that their infrastructure and technology is up to date.
- Lack of staff: government schools suffer from a lack of staff for the skill subjects and temporary arrangements are being made. Whereas private schools have a sufficient number of qualified teachers due to parent pressure.

- Lack of motivation: since the government aided school students mostly struggle for basic amenities themselves so they lack the motivation for extracurricular activities. Whereas private school students are settled economically so they have the motivation for extracurricular activities.

Conclusion

There are some very basic steps to be taken to bridge the gap between the policy formulation and policy implementation.

- Going school to school to encourage skill education: there should be periodic visits from the education officials to make the students and their parents aware about the NEP 2020 and skill development.
- Encouraging private schools: the private schools that are not following NEP 2020 yet should be encouraged to implement the same justifying its positive outcomes.
- Appointing sufficient and qualified staff for skill subjects.
- Providing infrastructural and technological support to as soon and to as many schools as possible.
- PPP: concept of public- private partnership can help in a great way in the educational sector as well. There should be a readiness amongst both private and government schools to go hand in hand for fulfillment of the purpose.
- Society enrichment programs: areas with less educated and less motivated societies should be highlighted and endeavors should be made to encourage and enlighten them about the skill education.

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