

A STUDY ON THE ROLE OF NEP 2020: SKILL DEVELOPMENT AMONG COMMERCE STUDENTS VIA SHORT TERM COURSE

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Abstract

The Indian government's National Education Policy (NEP) 2020 is a crucial and constructive move towards updating the previous educational framework and modernising the educational system to better prepare students for the workforce. Known as the technological revolution, the fourth industrial revolution has altered all facets of human existence. NEP aims to turn our children into real, global resources by encouraging creativity and curiosity in young learners. This will help schools and institutions develop more skill-oriented curricula. The goal of the current research is to examine the role that stakeholders play in students' skill-based development as well as the suggested skills that students should acquire. The purpose of this study is to determine how NEP 2020 affects students' skill development. The analysis of various stakeholders' perspectives on skill enhancement is also included in the report. The study will concentrate on the idea of vocational education to encourage skill enhancement to the students, specifically sort term courses offered in building Presentation Skills, with particular reference to NEP 2020. A review of certain literature was conducted in order to investigate how students might improve their talents and what kinds of 21st century skills they will need. Many higher education institutions provide a short-term course in presentation skills. Both in one's personal and professional life, these abilities are absolutely vital. A successful career also requires these abilities. After distributing a standardised questionnaire to these students, we were able to get 100 genuine answers, which allowed us to draw the conclusion that the 30 hours short term courses had a significant impact on students' presentation skills.

Keywords: Skill Development Training, Commerce students, presentation skills

INTRODUCTION

Regions of mediation for professional instruction will be chosen based on aptitudes crevice examination and mapping of nearby openings. MHRD will build up the National Committee on Vocational Education Integration (NCIVE), comprised of career instruction specialists and agents from all services, to facilitate with industry to supervise this exertion. Person organizations that are early adopters must enhance to discover compelling models and hones, at that point share them with other organizations through mechanisms established by NCIVE to assist extend reach of professional instruction. Diverse instructive and professional models will moreover be trialled by higher instruction teach. Start-up and Incubation centres will be set up in higher instruction educate in participation with producers.

Instruction isn't almost giving data from the coach to the learner but the truth that he or she needs down to earth preparing for a few of his or her errands. Considering this hypothesis, India's National Education Policy (NEP) 2020 was at long last born, giving India an instruction arrangement after 34 years a long time. Skill advancement programs centre on particular occupations and confer viable abilities that empower people to engage in a particular skill movement. Skill improvement isn't as it were vital in giving business openings for people but too makes a difference to move forward trade efficiency. Skill improvement programs incorporate all aptitudes exchange exercises, formal and casual, vital to make strides the profitable exercises of society. Skill instruction will steadily be coordinated into all schools and higher instruction will teach over another decade.

The government has launched an initiative e known as the "Skill India Mission" (SIM), which aims to improve the skill ecosystem. As a part of this objective the skills of millions of people, including school children, around 20 central universities have started undertaking skill development programmes in order to build a trained workforce in line with the needs of the education sector. The plan has also placed a strong emphasis on the integration of general education and vocational education, helping students acquire a range of skills necessary to meet industry's demands and improve academic standards.

RESEARCH OBJECTIVES

The study has been conducted mainly to:

- 1) To study and understand skills development among the commerce students.
- 2) To study and understand short-term courses initiatives.
- 3) To study the impact of short-term courses -Presentation Skill

SIGNIFICANCE OF THE STUDY

The study presents an alternative approach to employability skills that emphasise flexibility, availability, and the fact that quick thinking will be crucial in the future. Developing the ability of representatives to perform in a more critical and forward-thinking manner is one of the three most common zones of new focus for activity headway. This study was significant because it confirmed the evident importance of the 10 new employability skills, as reported by multiple experts, provided workplace learning and advancement specialists with information about the current integration of new skills into power improvement projects, and identified the salient features of what makes the study noteworthy.

LIMITATIONS OF THE STUDY

This study examines the relative importance of each skill and whether the most important ones are included in better improvement programmes. It does not address fundamental abilities or persistent employability skills, nor does it attempt to fully understand how the 10 essential presentation skills are even-disapproved of associated with empower relationship to be productive in the VUCA world. The study is restricted to Commerce students only.

REVIEW OF LITERATURE

Among the several studies, one study has provided information on corporate opinions regarding the abilities required by both new hires and current employees. In order to identify the abilities or skills that next representatives are expected to acquire, possess, and develop in their own work as well as to open doors for others through new and better business, managers play a crucial role in this process. Bosses should be as explicit and concise as possible about the skills they need, and they should develop close relationships with educational and training facilitators to support the development of employability skills. This is because organisations and the network at large have a legitimate interest in this.

Employability, as seen by businesses, is one of the prerequisites for graduates to demonstrate traits or abilities that they believe would be essential to the association's continued success (Harvey, 1997). In light of the increasing number of career changes and choices that some people encounter throughout their lives, as well as the unavoidably transient nature of the current agreements, low-maintenance work, working from home, and reappropriating, it is imperative that alumni be more adaptable going forward (Harvey, 2000).

The fact that the broad objectives of training and preparation frameworks align with the current managers' statements regarding critical employability skills is one of the audit's most important conclusions. Teacher coaches had the opportunity to demonstrate that the Key Competencies were, in fact, to be taught in educational plan archives following the release of the Mayer Report (see, for example, Stehn, 1997). Regardless, employers are proving that graduates and dropouts do not always possess the same skills (see, for example, ACNielsen Research Services, 2000). It is important to find ways for educators and business to collaborate more successfully, share, and benefit from one another.

According to Nick Petrie (2014), the difficulties faced by managers appeared to be evolving quickly, but the approaches we were taking to address them remained unchanged. Many industries have undergone a period of progressively fast transition within the past ten years. Numerous countries have experienced a recent recession, which has led to a situation that many of us feel is essentially different from ten years ago. 'Flexperts' is the term used by Vander Heijden (1996) to describe this new category of flexible specialists. Employability and work are what set them apart. being employed techniques with a work/work, being employable techniques with the qualities anticipated to maintain business and advance in the workplace to lead acceptable established aims. From HEIs' perspective, employability is therefore about producing graduates who are capable and competent, and these impacts upon all daily issues, including the delivery of academic assignments and extracurricular activities.

It is conceivable that businesses' basic perspectives on the deficiencies of graduates to be utilized are less because of the aftereffect of disappointment in the HE educational program, yet it is fairly of disappointment in the exchange cycle. Atkins (1999) questions how adaptable key employable skills are in regard of the business settings. Eraut (1994) considers move to be a learning cycle in its own right, in spite of the fact that this might be simpler for abilities corresponding to items, for example, utilizing specific PC bundles, as opposed to the 'milder' skills of cooperating with and overseeing individuals adequately. Earthy coloured (1999) accepts that learning, and the exchange of such learning, is destined to be compelling if the learning circumstance are in close looks like to the work place. Knight and Yorke (2000) accept that if there is any desire for moving the gaining starting

with one perspective then onto the next, the student needs to utilize that learning in a wide range of conditions. From these remarks, plainly practice in various settings is crucial for the advancement of employability skills and different elements.

METHODOLOGY

Data was collected using primary and secondary methods. A structured questionnaire of 11 questions was distributed and 100 valid questionnaires were returned. The source of the data is questionnaire filled by commerce graduates to share their responses before and after undergoing short term course on Presentation Skills. To test the reliability of the data, analysis was done to understand how the presentation skills leads to confidence among the commerce graduates.

This study took a period of 1 year.

HYPOTHESIS

The research is testing null hypothesis and alternative hypothesis on the basis of the understanding presentation skills development among the commerce students, skill development initiatives through imparting training and its impact before and after imparting training.

Ho = There is no change in the skills before and after undergoing the short-term course on presentation skills among the commerce students.

H1 = There is change in the skills before and after undergoing the short-term course on presentation skills among the commerce students.

Data

The study is focusing on primary data, secondary data and the research approach is quantitative research approach. The research is used to analysis the data for understanding how **A Study on the Role of NEP 2020: Skill Development among Commerce Students via short term course.**

Source of Data Collection

The source of the data is questionnaire filled by undergraduate commerce students to analyse and to understand impact of Presentation Skill Development short term course.

Keys to success: Top 10 Presentation Skills

The competencies required to produce a concise and impactful presentation are known as presentation skills. Ultimately, an effective presenter is one who can convey their thoughts in a way that captivates and inspires the audience. You can communicate your thoughts more effectively and leave a lasting impression on your audience by honing your presentation skills.

Here's a list of benefits that come with good presentation skills:

- Increased confidence
- The ability to think on your feet
- Improved public speaking skills
- The ability to lead and motivate others
- Enhanced problem-solving abilities
- Improved negotiation skills
- Stronger time management skills
- Enhanced written communication skills
- Greater creativity
- The opportunity to make a positive impact on others

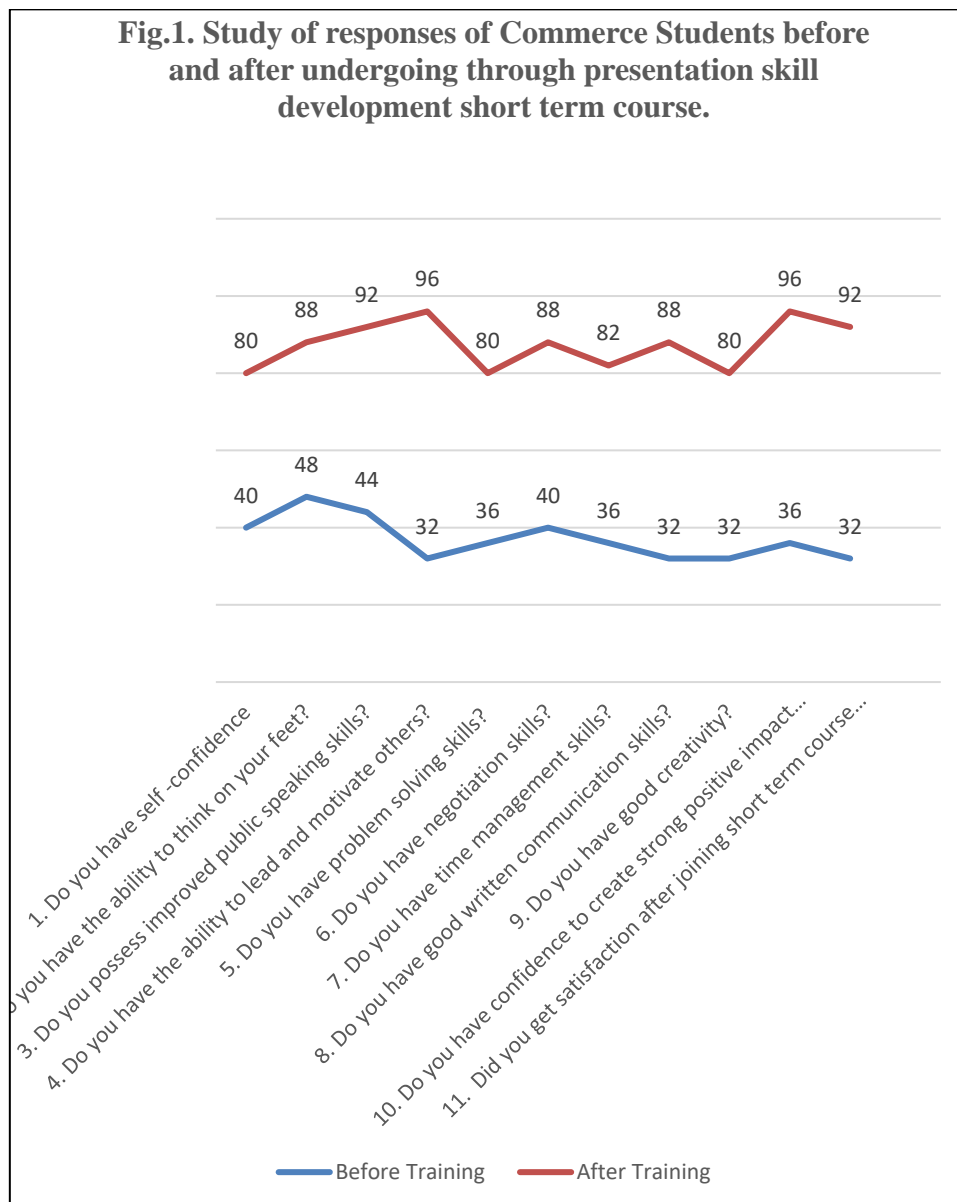
(Source: <https://high5test.com/presentation-skills/>)

ANALYSIS

Table 1 : Study of responses of Commerce Students before and after undergoing through presentation skill development short term course.

Particulars	Before Training	After Training
No of Students	100	100
1. Do you have self -confidence	40	80

2. Do you have the ability to think on your feet?	48	88
3. Do you possess improved public speaking skills?	44	92
4. Do you have the ability to lead and motivate others?	32	96
5. Do you have problem solving skills?	36	80
6. Do you have negotiation skills?	40	88
7. Do you have time management skills?	36	82
8. Do you have good written communication skills?	32	88
9. Do you have good creativity?	32	80
10. Do you have confidence to create strong positive impact on others	36	96
11. Did you get satisfaction after joining short term course on presentation skills?	32	92



FINDINGS AND INTERPRETATIONS

On Comparison of the responses (before and after training), one can see drastic positive increase in the skills development of Commerce graduates who had undergone short-term course on Presentation skills

Paired Sample Test is a parametric procedure. Paired samples t-test are used when same group tested twice. It is often used in “before and after” designs where the same individuals are measured both before and after a treatment or improvement to see if changes occurred over time.

1. Simple Standard Deviation= 2.062655.
2. Skewness= 0.34738
3. Skewness shape: Potentially Symmetrical ($p\text{-val}=2.101\text{e-}9$, ($P(x\leq 20.043) = 1$).)
4. Normality p-value=0.237
5. Outliers: The data doesn't have outliers.
6. Normality assumption was checked based on Shapiro -Wilk Test($\alpha =0.05$)
7. It is assumed that after minus before is normally distributed (p-value=0.237).
8. Lastly the priori power is low. The p-value equals $2.101\text{e-}9$, ($P(x\leq 20.043) = 1$). It means that the chance of type I error (rejecting a correct H_0) is small: $2.101\text{e-}9$ (2.1e-7%). The smaller the p-value the more it supports H_1 . Hence H_1 is accepted i.e There is change in the skills before and after the short-term course on presentation skills among the commerce students.

CONCLUSIONS

The overall end is that preparation for employability is significant, both as far as broad training and all the more explicitly for future business. Successful employability expertise advancement is viewed as a key factor for improved execution; as it can upgrade the degree of graduates and firm competency. It supports to fill the hole between what execution whenever required and what execution is going on, for example gap between wanted execution and genuine representative's presentation. Employability Skill improvement need alluded to any shortage in execution, which can be soothed by fitting preparing. Especially employability expertise advancement creates aptitudes, competency, and capacity and at last improves understudy's presentation and hierarchical efficiency.

RECOMMENDATIONS AND FUTURE IMPLICATIONS

1. One of the finest ways to ease learners into the world of introduction is to motivate them! There are so numerous awesome illustrations of open talking, from the tremendous library of TED talks to visitor speakers you'll welcome into your classroom. Show illustrations of open talking and talk about them. See what your understudies need to say and how they respond.
2. Hone regularly makes culminate, and in some cases that hone is best done when your understudies do not indeed realize they're practicing however. Beyond any doubt, displaying for a entire lesson can feel overpowering, but breaking off into little bunches can be a extraordinary venturing stone to hone the aptitudes required to display, but in a lower-stakes environment.
3. Instructing understudies is all around making a difference them learn what they're lost, no matter what the subject at hand is. Indeed in the event that understudies do not have a parcel of questions at to begin with, empowering them to think of thoughts to inquire questions and start talks can offer assistance lock in them and direct them towards a stronger understanding, both of what they're showing around and the thought of showing itself.

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