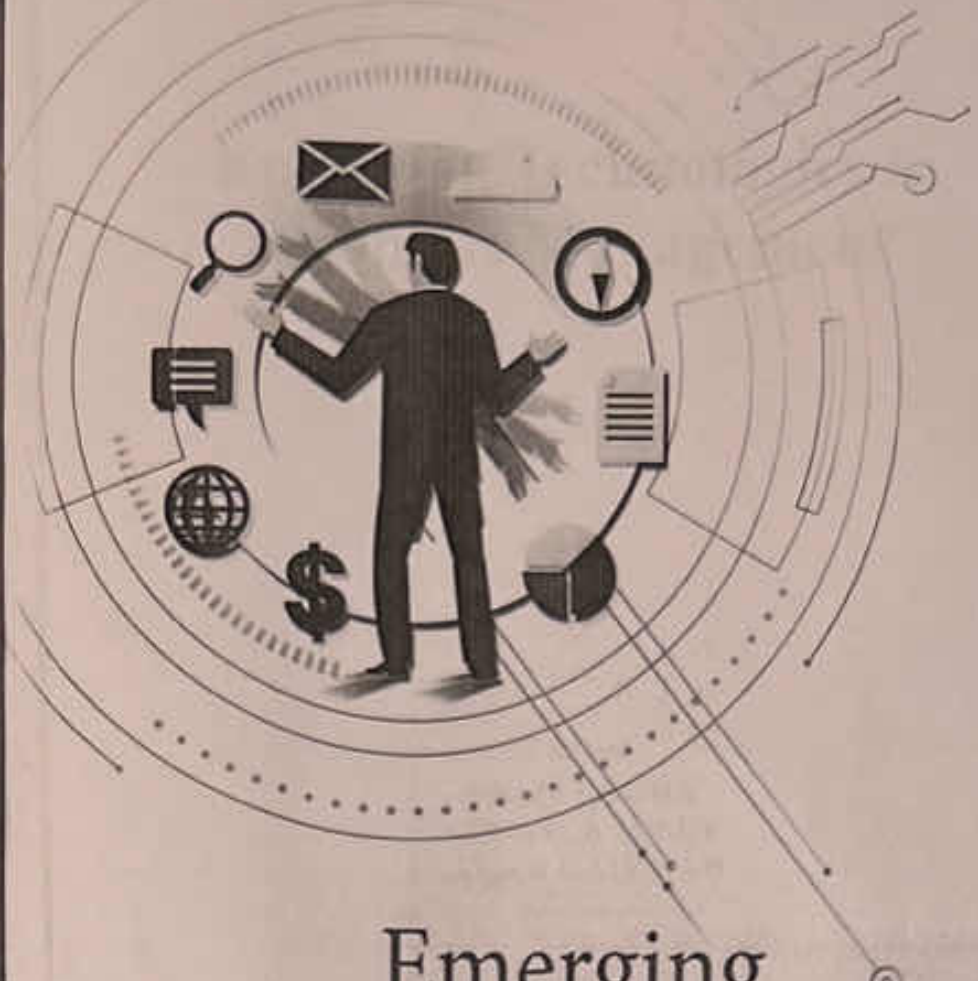

Emerging Technologies in Business Management

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New Normal to New Future – NEP 2020 a Shared Vision of G20: A Journey Towards Bridging the Employability Skills Gap

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Abstract

The G20 countries recognize the importance of promoting employability skills among graduating students to address the skill gap and prepare the workforce for the 21st century economy. Employability skills such as communication, teamwork, problem-solving and critical thinking are essential for graduates to succeed in today's job market. The G20 has taken various initiatives to promote these skills, such as improving access to quality education and training programmes, developing vocational education and training systems, and promoting entrepreneurship and innovation. However, in every sector, organisations worldwide are struggling to find talent with the most in-demand skills. Companies have noticed huge skill gaps, and hence, it is essential to identify efficient futuristic solutions. There is a need for upskilling, reskilling and empowering the youth at an early phase to make them employable and meet the skill demands of the industry.

The present study was conducted using quantitative and qualitative analyses. The primary data was collected from 250 respondents through a structured questionnaire. For hypotheses testing, Kendall's tau correlation test and Spearman's rank correlation test were used. The study concluded that there is a significant positive correlation between teamwork and adaptability skills (TWAS), critical thinking and problem-solving skills (CTPSS) and the four challenges of the education system, viz. teaching methodology (TM), educational framework (EF), practical exposure (PE) and access to resources (AR). The qualitative analysis reveals that there is a gap in the current learning outcomes, which must be bridged by undertaking major reforms. The National Education Policy 2020 proposed revisions in the present education system to create a new system, which is also aligned with the vision of G20 to promote education and skill development for economic growth.

Keywords: *Adaptability Skills, Critical Thinking Skills, Employability Skills, G20, National Education Policy 2020, Problem-solving Skills, Teamwork.*

Introduction

Employability measures a graduate's potential to obtain and perform in a job. It is the relationship between a student seeking a job and the myriad of factors in the employment sector along with the actions undertaken in the world of work (Holmes, 2013). The importance of technology has witnessed a steady climb in the past few decades. With this, there has also been a change in the industry's expectations with respect to the required job skills. India is a young nation with 65 percent of its population below the age of 35 years. This demographic dividend presents an opportunity that can be leveraged to create a high-quality skilled workforce to cater to global workforce demand (Government of India, 2022).

Employability refers to a set of attributes that help one to get a job, e.g., the ability to accept and learn, problem-solving skills, communication skills, positive attitude, digital competence and technical know-how. In order to meet the evolving industry expectations, a set of emerging skills should be the main focus in education. *India Skills Report 2022* (p. 11) states that there is a direct correlation between skill competency and employability in industry. Employability skills such as communication, teamwork, problem-solving and critical thinking are essential for graduates to succeed in today's job market.

As the world's leading economies, the G20 countries recognize the importance of promoting employability skills among graduating students to address the skill gap and prepare the workforce for the 21st century economy. The G20 has taken various initiatives to promote employability skills among graduating students, such as improving access to quality education and training programmes, developing vocational education and training systems, and promoting entrepreneurship and innovation. However, in every sector, organizations worldwide are struggling to find talent with the most in-demand skills. There is a need for upskilling, reskilling and empowering the youth at an early phase to make them employable and meet the skill demands of the industry.

Problem Statement

In order to survive, businesses require employees who exhibit important behavioural skill sets, thereby contributing to enhancing the work culture. These skills prepare the students for the new job roles, especially in the aftermath of the COVID crisis. The existing educational environment and teaching methods used in colleges need to equip students with skills like teamwork, adaptability, critical thinking and problem-solving so as to make them employable.

An attempt is made in this research paper to match skilling of the graduating students to the talent demand and supply in growing India.

Objectives of the Study

1. To list the desired graduate outcomes and current education systemTo comprehend the skills presented by *Indian Skills Report* (*ISR*) 2022 to make the graduate students from Indian higher education institutions (HEIs) employable.
2. To conduct an empirical study on the perception of undergraduate students about the challenges of the current education system and their relation with the level of 'teamwork and adaptability skills' and 'critical thinking and problem-solving skills' of the students.
3. To present the aspirational goals of National Education Policy 2020, which aligns with the vision of G20.

Hypotheses

- **Hypothesis 1**
  H_0: There is no significant correlation between the perception of students about the teaching methodology and their level of teamwork and adaptability skills.
- **Hypothesis 2**
  H_0: There is no significant correlation between the perception of students about the educational framework and their level of teamwork and adaptability skills.
- **Hypothesis 3**
  H_0: There is no significant correlation between the perception of students about practical exposure and their level of teamwork and adaptability skills.
- **Hypothesis 4**
  H_0: There is no significant correlation between the perception of students about access to resources and their level of teamwork and adaptability skills.
- **Hypothesis 5**
  H_0: There is no significant correlation between the perception of students about the teaching methodology and their level of critical thinking and problem-solving skills.
- **Hypothesis 6**
  H_0: There is no significant correlation between the perception of students about the educational framework and their level of critical thinking and problem-solving skills.

- **Hypothesis 7**
  H_0: There is no significant correlation between the perception of students about practical exposure and their level of critical thinking and problem-solving skills.
- **Hypothesis 8**
  H_0: There is no significant correlation between the perception of students about access to resources and their level of critical thinking and problem-solving skills.

The desired outcomes from graduates of the 21st century are listed below: Bring creativity and innovation to the job and workPossess critical high-order thinking as required for the job and researchHave more in-depth knowledge to be able to face real-life situationsPossess problem-solving abilities in order to cope with disruptive technology

- Are able to work in interdisciplinary teamsHave good communication skills, which are required for lifelong learningAre able to increase social and moral awareness, which will contribute towards social involvementEven after seventy-six years of independence, the Indian higher education system not only continues with the philosophy of British imperialism, but also possesses some more defects that have been added over the years. The National Education Policy 2020 (NEP 2020) lists some major problems faced by the higher education system in India:
- Less emphasis on development of cognitive skills and learning outcomesLimited teacher autonomyInadequate mechanisms for merit-based career managementLesser emphasis on research and publicationsFragmented ecosystemRigid separation of disciplinesLimited access to studentsMedium of instructionSuboptimal governance and leadershipIneffective regulatory systemThe gap between the current state of learning outcomes and the expected requirements must be bridged through undertaking major reforms that bring the highest quality, equity and integrity into the system of higher education.

A New Age of Skilling (India Skills Report 2022)

Today, the world is run by data. Recruiters no longer hire employees based solely on qualifications, rather they look for skills like communication, teamwork and adaptability and project experience. The India Skills Report (ISR) decodes the skills required to be employable in the industry. ISR 2022 is a merger of two distinct studies from Wheebox National Employability Test (WNET), which analysed the employability among 3 lakh youth across

various educational and professional domains in India, and the India Hiring Intent Survey, conducted among 150 corporates across 15+ industries. The WNET assessed the employability amongst students (evaluating the job-readiness in the Indian market), while the India Hiring Intent Survey 2022 studied the hiring trends and preferences of employers in top industries.

The survey analysis revealed the following:

- 51.3 percent of Indian youth were unemployable in 2022, marking a Y-o-Y increase, as discovered by WNET.
- The curricula reflected outdated course material, irrelevant to the ongoing happenings in the industry, leading to a severe dearth of employable talent across India. Institutes are struggling to prepare their students to battle challenges of the business world.
- The top companies in India are adopting recruitment strategies focusing on specific soft skills like communication, agility, proactiveness and empathy. However, HEIs seldom educate their students on these parameters.
- 75 percent of corporate leaders expressed that there was a skill gap in their industry. 67 percent of banking, financial services and insurance (BFSI) employers also reported a skill gap deficit. The skill gap deficit was 100 percent in the retail industry.
- Students need to be prepared for the age of digital acceleration and trained in soft skills to tackle the global changes. Problem solving, critical thinking, presentation skills, corporate agility and time management are other soft skills, which paired with domain knowledge and experience, become an invaluable asset for an organisation.
- Focus on the latest digital technologies and IT skills are shaping the job ecosystem. Employers want adaptable individuals who can learn, relearn and unlearn as the demands of the job continue to dictate new trends.
- Though there are more than 10 million students occupying the higher education space, 95 percent do not have access to education that can help them build a well-rounded career. Most of the educational institutions are struggling to keep up with the requirements of the industry, failing which they continue to teach students concepts that are no longer relevant to the industry. The need of the hour is to recognise the importance of upskilling; this can be achieved by updating course content and curriculum as per industry needs.

The ISR 2022 states that although technology-driven infrastructure is the foundation of modern enterprises, the core catalyst of digital age skilling is a human-first approach. Nowadays, companies expect individual

ownership over a hierarchy culture as the available technologies and tools can function effectively only when everybody in the organisation is involved. The key skills required to excel in the digital age are communication, social media, data analytics and interpretation, critical thinking, knowledge management, strategy planning, teamwork and adaptability, ethics and responsibility, and creativity and social intelligence. The latter in particular are likely to be essential skills for most new jobs created between now and 2030 as these skills give humans advantage over machines and software, and offer protection against developments in automation.

On the World Youth Skills Day (15th July 2021), Prime Minister Narendra Modi highlighted an initiative termed as "Going Online As Leaders (GOAL)" with an objective to set India's employability landscape at par with the talent demands globally.

Literature Review

To understand the skills required by graduates to make them employable, a review of literature was conducted and the following factors were identified as affecting the overall graduate employability.

Huang X et al. (2022) focused on human development as a vital aspect of employability of finance and trade graduates in higher education vocational colleges. Descriptive statistical analysis and exploratory factor analysis were used to identify the classification of educational practices and employability. The findings revealed that the graduates with high motivation for learning could enhance their soft skills and get internships to develop stronger professional skills.

Singh (2022) in his study revealed that there is a direct correlation between skills and employability in the industry. Creativity, critical thinking, analytical skills, originality and initiative are the other set of skills that can help aspirants achieve their career goals.

Paschal & Srivastav (2022) reviewed job satisfaction and the role of NEP 2020 (as it emphasises work happiness and providing students with the necessary skills) as a stimulus for reforming the educational system to increase future generations' employability.

Sajjad, Mohitul and Tania (2021) attempted to identify the factors that affect the overall graduate employability (OGE) of the private university graduates of Bangladesh. The exploratory research was conducted on 360 employees and the study revealed that academic performance (AP), personality (PE), communication skills (CS) and teamwork and problem-solving skills (TPSS) positively and significantly influence OGE, while

leadership and motivational skills (LMS) and technical skills (TS) had an insignificant influence over OGE.

Arora & Saxena (2018) reviewed various models developed by scholars in different countries and concluded that equal importance is given to both technical as well as personal attributes. The study focused on sustainability, which is achieved by professionals who can provide practical solutions through innovation and best practices.

Clarke (2018) prepared a model of graduate employability and discovered that problem solving, critical thinking and teamwork are important and have an influence on the perceived employability of graduates.

Nishad N. and Krishna R. (2013) in their study mentioned that in addition to academic skills, various other skills play a pivotal role in helping a fresh graduate fit into the workplace. Technical educational institutes should assess their curriculum and help students get employment. It is important for college administrators and employers to strive for open channels of communication and continuous dialogue in order to recognise, discuss and resolve the discrepancies.

Research Methodology

An exploratory, descriptive and inferential research was conducted to study the perception of undergraduate students about the behavioural skills imparted and the challenges presented by the current education system. The skills are teamwork and adaptability skills (TWAS) and critical thinking and problem-solving skills (CTPSS) and the challenges include teaching methodology (TM), educational framework (EF), practical exposure (PE) and access to resources (AR). The study involves 250 college students from suburban Mumbai.A stratified random sampling method was used to collect data from the respondents using a 5-point Likert scale in the questionnaire. Efforts were made by the researchers to explain each and every statement to the respondents. They also conducted personal interviews. Both quantitative and qualitative analyses were used in the study.

Data Analysis and Interpretation

The data analysis has been divided into two sections: quantitative analysis and qualitative analysis. The quantitative analysis includes results from the reliability test, normality test and correlation test.

Table 1: Reliability Test Results

Sr. No.	Variable	No. of Items	Cronbach Alpha Value
1	Teamwork and Adaptability Skills (TWAS)	6	.856
2	Perception of Students about Teaching Methodology (TM)	8	.866
3	Perception of Students about Educational Framework (EF)	6	.897
4	Perception of Students about Practical Exposure (PE)	7	.898
5	Perception of Students about Access to Resources (AR)	8	.870

Source: Researchers' compilation through SPSS

Interpretation: The result of Cronbach's alpha test values for all the variables as shown in Table 1 is greater than 0.7. Therefore, it is interpreted that all the parameters or statements are reliable for measuring the respective variables.

Normality of Data

It is also important to test the normality of data before hypothesis testing. Distribution of data decides the test to be selected for inferential analysis. Normality of data, in this study, was tested via the Shapiro-Wilk Test as mentioned in Table 2.

Table 2: Test of Normality

Variable	Five Point Rating Scale with Code	Null Hypothesis for Normality Test	Normality Test	p-Value	Result of Normality
Teamwork and Adaptability Skills (TWAS)	1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree	The distribution of TWAS is normal with a mean of 3.615 and SD of 0.886	Shapiro-Wilk Test	.000	Reject null hypothesis
Critical thinking and problem-solving skills (CTPSS)		The distribution of CTPSS is normal with a mean of 3.518 and SD of 0.820	Shapiro-Wilk Test	.000	Reject null hypothesis
Perception of students about teaching methodology (TM)		The distribution of perception of students about TM is normal with a mean of 3.455 and SD of 0.896	Shapiro-Wilk Test	.000	Reject null hypothesis
Perception of students about educational framework (EF)		The distribution of perception of students about EF is normal with a mean of 2.799 and SD of 1.072	Shapiro-Wilk Test	.000	Reject null hypothesis
Perception of students about practical exposure (PE)		The distribution of perception of students about PE is normal with a mean of 2.914 and SD of 1.049	Shapiro-Wilk Test	.000	Reject null hypothesis
Perception of students about access to resources		The distribution of perception of students about AR is normal with a mean of 2.676 and SD of 0.932	Shapiro-Wilk Test	.002	Reject null hypothesis

Source Researchers' compilation through SPSS

The p value for all the variables is less than the critical p value 0.05. Hence, we reject the null hypothesis and state that the data is not normally distributed in all the above cases.

Correlation Analysis

Since data is not normally distributed for all the variables, the non-parametric Kendall's Tau Correlation test and Spearman's Rank correlation test is used for testing the significance of the correlation between two variables.

The following conclusions are derived on the basis of the applied test as presented in Table 3.

Table 3: Results from the Correlation Analysis

	Variables	Test	Correlation Coefficient	Sig. (2-tailed)	Accept/ Reject Null Hypothesis
1	Perception of students about teaching methodology (TM) and teamwork and adaptability skills (TWAS)	Kendall's tau_b	.268	.000	Reject
		Spearman's rho	.356	.000	Reject

	Variables	Test	Correlation Coefficient	Sig. (2-tailed)	Accept/ Reject Null Hypothesis
2	Perception of students about educational framework (EF) and teamwork and adaptability skills (TWAS)	Kendall's tau_b	.197	.000	Reject
		Spearman's rho	.258	.000	Reject
3	Perception of students about practical exposure (PE) and teamwork and adaptability skills (TWAS)	Kendall's tau_b	.177	.000	Reject
		Spearman's rho	.237	.000	Reject
4	Perception of students about access to resources (AR) and teamwork and adaptability skills (TWAS)	Kendall's tau_b	.146	.001	Reject
		Spearman's rho	.196	.002	Reject
5	Perception of students about teaching methodology (TM) and critical thinking and problem-solving skills (CTPSS)	Kendall's tau_b	.224	.000	Reject
		Spearman's rho	.299	.000	Reject
6	Perception of students about educational framework (EF) and critical thinking and problem-solving skills (CTPSS)	Kendall's tau_b	.127	.005	Reject
		Spearman's rho	.157	.013	Reject
7	Perception of students about practical exposure (PE) and critical thinking and problem-solving skills (CTPSS)	Kendall's tau_b	.108	.016	Reject
		Spearman's rho	.140	.027	Reject
8	Perception of students about access to resources (AR) and critical thinking and problem-solving skills (CTPSS)	Kendall's tau_b	.164	.000	Reject
		Spearman's rho	.215	.001	Reject

Source: Researchers' compilation through SPSS

- Kendall's Tau Correlation coefficient value between variables perception of students about TM and TWAS is 0.268 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about TM and TWAS is 0.356 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about EF and TWAS is 0.197 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about EF and TWAS is 0.258 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about PE and TWAS is 0.177 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about PE and TWAS is 0.237 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about AR and TWAS is 0.146 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about AR and TWAS is 0.196 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about TM and CTPSS is 0.224 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about TM and CTPSS is 0.299 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about EF and CTPSS is 0.127 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about EF and CTPSS is 0.157 ($p = 0.00 < 0.05$). This indicates that there exists a positive and significant correlation between these variables.
- Kendall's Tau Correlation coefficient value between variables perception of students about PE and CTPSS is 0.108 ($p = 0.00 < 0.05$) and Spearman's Rank Correlation coefficient value between variables perception of students about PE and CTPSS is 0.140 ($p = 0.00 < 0.05$).

This indicates that there exists a positive and significant correlation between these variables.

- Kendall's Tau Correlation coefficient value between variables perception of students about AR and CTPSS is 0.164 ($p = 0.00 < 0.01$) and Spearman's Rank Correlation coefficient value between variables perception of students about AR and CTPSS is 0.215 ($p = 0.00 < 0.01$). This indicates that there exists a positive and significant correlation between these variables.

Hence, we reject all the null hypotheses as there is a significant positive correlation between the variables. Since the correlation coefficient falls in the range of 0.10 to 0.29, there is a small association between the variables (Cohen, 2003).

Discussion

The gap between the current state of learning outcomes and what is required must be bridged by undertaking major reforms. It should bring the highest quality, equity and integrity into the system of higher education.

The National Education Policy 2020 (NEP 2020) is a comprehensive policy framework based on the foundational pillars of access, equity, quality, affordability and accountability, that aims to bring transformation in the education system in India. The policy proposes the revision and revamping of all aspects of the education structure to create a new system that is aligned with the aspirational goals of 21st century education and SDG 4, which aspires to provide inclusive and equitable quality education to everyone and promote lifelong learning opportunities by 2030. It is also aligned with G20's goals of promoting quality education and ensuring that students are prepared for the job market. The policy envisions an education system that is holistic, flexible, multidisciplinary and research-oriented, with an emphasis on creativity, critical thinking and problem solving. NEP 2020 also aims to promote universal access to quality education and equity and inclusion in the education system.

The qualitative analysis is summarised as aspirational goals of NEP 2020 that align with the vision of G20 in promoting sustainable economic growth, reducing inequality, fostering innovation and international cooperation, and promoting environmental sustainability and lifelong learning.

1. **Quality Universities and Colleges:** NEP 2020 aspires to improve the quality of education at all levels, from early to higher education. The policy emphasises the use of technology, innovative teaching methods and teacher training to achieve this goal. It recognises the need for a robust and reliable assessment system to measure learning outcomes and promote competency-based education along with the requirement for formative assessment and the use of technology in assessment to ensure quality education. This aligns with G20's goal of promoting quality education and ensuring that students are prepared for the job market.
2. **Institutional Restructuring and Consolidation:** NEP 2020 aims to transform the higher education system in India by promoting the establishment of multidisciplinary universities, promoting research and innovation, and encouraging internationalisation. The policy also aims to promote academic and administrative autonomy for universities and boost accreditation and ranking systems. It intends to lead to the development of vibrant communities of scholars and peers, enable students to become well-rounded across disciplines (including artistic, creative and analytic subjects), develop active research communities across disciplines (including cross-disciplinary research) and increase resource efficiency (both material and human across higher education). This aligns with G20's goal of promoting higher education as a means of sustainable economic growth and job creation.
3. **Interdisciplinary and Multidisciplinary Learning:** NEP 2020 aims to promote interdisciplinary and multidisciplinary learning. Integrating humanities and arts with science, technology, engineering and mathematics (STEM) will lead to positive learning outcomes, including creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, in-depth learning and mastery of curricula, increase in social and moral awareness, etc. This will also improve research. HEIs can consider establishing an Academic Bank of Credit (ABC) to digitally store the academic credits of students earned in different courses. This aligns with G20's goal of promoting cross-disciplinary collaboration.
4. **International Cooperation:** NEP 2020 aims to promote internationalisation of education by strengthening international cooperation, encouraging collaborations between Indian and foreign universities, exchanging best practices and promoting student and faculty mobility. This aligns with G20's goal of promoting global economic cooperation and enhancing people-to-people exchanges.
5. **Capacity Building and Teacher Empowerment:** NEP 2020 recognises the crucial role of teachers in the education system and aims to empower them with training, professional development opportunities and career advancement options. The policy also aims to promote teacher

autonomy, creativity and innovation in the classroom. It recommends initiatives to achieve best, motivated and capable faculty in HEIs like moderate teaching duties, reasonable student-teacher ratio, freedom of faculties to design their own curriculum and pedagogical approach and incentivisation of excellence through appropriate rewards, promotions, recognitions and movement into institutional leadership. This aligns with G20's goal of promoting human capital development and ensuring quality education.

6. **Promotion of Equity and Inclusion in Higher Education:** NEP 2020 recognises the need to promote equity and inclusion in the education system and aims to promote social and gender equity, and provide access to education to all. The policy aims to bridge the gap between urban and rural areas as well as between different socio-economic groups with special emphasis on socio-economically disadvantaged groups (SEDG). The government should include measures like earmarking government funds for the education of SEDG, enhancing access by establishing more high-quality HEIs, and providing financial assistance and scholarships. This aligns with G20's goal of promoting inclusive economic growth and reducing inequality.
7. **Vocational Education:** NEP 2020 recognises the need to strengthen vocational education and training to meet the demands of the job market. The policy aims to integrate vocational education with mainstream education and provide multiple pathways for students to pursue their careers. By 2025, at least 50 percent of learners of HEIs shall have exposure to vocational education. This is in alignment with Sustainable Development Goal 4 and will help to realise the full potential of India's demographic dividend. HEIs will also be allowed to conduct short-term certificate courses in various skills. This aligns with G20's goal of investing in education and skill development for creating more job opportunities.
8. **Quality Academic Research, Entrepreneurship and Innovation:** NEP 2020 emphasises the importance of research and development (R&D) in education and aims to promote a research-oriented culture, entrepreneurship and innovation and encourage the establishment of incubation centres, start-ups and research centres in educational institutions. It intends to foster critical thinking, problem-solving and creativity skills among students by promoting interdisciplinary research, using technology in research and establishing research universities and collaborations between industry and academia. The policy envisions the establishment of a National Research Foundation (NRF) to fund competitive and peer-reviewed proposals across all disciplines, facilitate research at academic institutions, recognise outstanding research and act as a liaison between researchers, the government and industry. This aligns with G20's goal of promoting research, innovation and entrepreneurship as a driver of economic growth.

9. **Transformation of the Regulatory System of Higher Education:** NEP 2020 specifies that the regulatory system governing higher education needs to ensure that the different functions of regulation, accreditation, funding and academic standard setting are performed by distinct, independent and empowered bodies. It proposes the setting up of four independent verticals, namely the National Higher Education Regulatory Council (NHERC), the National Accreditation Council (NAC), the Higher Education Grants Council (HEGC) and the General Education Council (GEC), within one umbrella institution, the Higher Education Commission of India (HECI). The functioning will be based on transparent public disclosures and use of technology to reduce human interface. This aligns with G20's goal of promoting quality education.
10. **Effective Governance and Leadership for HEIs:** NEP 2020 emphasises the need for effective governance and accountability in the education system. The policy aims to establish a National Education Commission, strengthen regulatory bodies and promote transparency and accountability in the management of educational institutions. Measures will be taken at all HEI levels to ensure leadership of the highest quality and promote an institutional culture of excellence. This aligns with G20's goal of promoting good governance.
11. **Lifelong Learning:** NEP 2020 recognises the need for lifelong learning and aims to promote continuous learning and upskilling. The policy encourages the use of digital platforms and flexible learning pathways to enable individuals to pursue their education and career goals. This aligns with G20's goal of promoting human capital development as a means of sustainable development.
12. **Cultural and Linguistic Diversity:** NEP 2020 recognises the importance of promoting cultural and linguistic diversity in education and aims to promote multilingualism, the study of local languages and the preservation of cultural heritage. This aligns with G20's goal of promoting cultural diversity and dialogue.
13. **Digital Infrastructure:** NEP 2020 recognises the importance of digital infrastructure in education and aims to improve digital connectivity,

digital content and digital literacy. This aligns with G20's goal of promoting digital transformation.

14. **Environmental Sustainability:** NEP 2020 recognises the importance of environmental sustainability in education and aims to promote environmental education, awareness and action. The policy also aims to promote sustainable practices in the design, construction and management of educational institutions. This aligns with G20's goal of promoting environmental sustainability.
15. **Public–Private Partnerships:** NEP 2020 recognises the importance of public–private partnerships in education and aims to promote collaboration between the government, private sector and civil society. The policy encourages private investment in education, the establishment of public–private partnership schools and the promotion of corporate social responsibility in education. This aligns with G20's goal of promoting inclusive economic growth and creating more job opportunities.

Conclusion

The quantitative analysis reveals a significant positive correlation between teamwork and adaptability skills (TWAS), critical thinking and problem-solving skills (CTPSS) and the four aspects of the education system, viz. teaching methodology (TM), educational framework (EF), practical exposure (PE) and access to resources (AR). The qualitative analysis shows that there is a gap in the current learning outcomes, which must be bridged by undertaking major reforms. The National Education Policy 2020 proposes to transform the present education system, thereby making it more relevant to the job and skill demands of the 21st century.

NEP 2020 reflects a shared vision of the G20 to promote sustainable economic growth, reduce inequality, foster innovation and international cooperation, and promote human capital development and environmental sustainability. The policy aims to revamp the education system in India to make it more holistic, flexible, multidisciplinary and research-oriented. It recognises the importance of promoting cultural and linguistic diversity, advancing entrepreneurship and innovation, and ensuring inclusivity and equity in education. It also emphasises the need to strengthen the assessment system, promote public–private partnerships and strengthen the school and higher education system in India.

The successful implementation of NEP 2020 can lead to a better-educated and skilled population in India, which will contribute to India's global competitiveness and promote overall social and economic development.

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