



CONCURRENT OCCUPATIONAL ASPIRATIONS TRANSFORMED BY NEP 2020: A CRITICAL LITERATURE REVIEW

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ABSTRACT:

The National Education Policy (NEP) 2020 marks a central phenomenon in India's educational framework, emphasizing the importance of concurrent occupational aspirations. This phenomenal policy advocates for a multidisciplinary approach, allowing students to pursue multiple career paths simultaneously. By integrating vocational training with traditional education, NEP 2020 fosters skill development and adaptability, aligning educational outcomes with the recent demands of a rapidly changing job market.

The policy's focus on flexibility in curricula and promoting lifelong learning encourages students to explore diverse interests and engage in various fields. This holistic educational model not only enhances individual employability but also cultivates a workforce equipped to innovate and respond to emerging economic challenges. Overall, NEP 2020 transforms the landscape of occupational aspirations, enabling individuals to navigate and thrive in a complex and interconnected professional world.

Concurrent occupational aspirations refer to the simultaneous pursuit of multiple career goals or interests by individuals. This concept acknowledges that people may aspire to engage in various professions or fields at the same time, reflecting a more fluid and dynamic understanding of career development.

KEYWORDS:**OCCUPATIONAL ASPIRATION, NEP 2020.****INTRODUCTION**

The National Education Policy (NEP) 2020 represents a significant shift in India's educational landscape, particularly regarding career development and occupational aspirations. One of its transformative features is the encouragement of concurrent occupational aspirations, allowing students to explore multiple career paths simultaneously.

This approach recognizes the evolving nature of the job market, where interdisciplinary skills and adaptability are increasingly essential. By integrating vocational training with traditional academic subjects, the NEP empowers students to pursue diverse interests, fostering a holistic learning environment. The policy's emphasis on flexibility, skill development, and lifelong learning aligns with the needs of a dynamic economy, ultimately preparing individuals to thrive in various professional domains.

As students are encouraged to engage in multidisciplinary education, they are better equipped to navigate and embrace multiple career opportunities, thus redefining traditional notions of career success. This transformation not only enhances individual prospects but also contributes to a more versatile and skilled workforce, capable of driving innovation and economic growth.

KEY ASPECTS OF CONCURRENT OCCUPATIONAL ASPIRATIONS:

1. Diverse Interests: Individuals often have multiple passions or interests, leading them to explore different

career paths simultaneously.

2. Multidisciplinary Skills: In today's job market, having skills in various fields enhances employability and adaptability.

3. Education and Training: Educational systems, such as the NEP 2020 in India, support concurrent aspirations by promoting interdisciplinary learning and vocational training.

4. Flexibility in Career Choices: The rise of economies and freelance work allows individuals to pursue multiple careers without being tied to a single job.

5. Lifelong Learning: Continuous education and professional development enable individuals to shift and adapt their career aspirations over time.

6. Networking and Collaboration: Engaging in various fields encourages networking and collaboration, opening up more opportunities.

Concurrent occupational aspirations reflect the complexities of modern career paths, where individuals can blend their interests and skills in innovative ways.

The National Education Policy (NEP) 2020 in India aims to transform occupational aspirations by emphasizing a multidisciplinary approach, skill development, and flexibility in education. Here are some key aspects of how it influences concurrent occupational aspirations:

1. Holistic Education: NEP 2020 encourages a

well-rounded education, integrating vocational training with traditional subjects, enabling students to pursue multiple career paths.

2. Skill Development: The policy promotes skill-based learning, ensuring that students acquire practical skills that align with current job market demands.

3. Multidisciplinary Learning: By allowing students to choose subjects across disciplines, NEP 2020 enables them to explore diverse fields, thereby broadening their occupational aspirations.

4. Higher Education Reforms: The introduction of flexible curricula and multiple entry and exit points in higher education encourages lifelong learning and adaptability to various careers.

5. Focus on Entrepreneurship: NEP 2020 supports entrepreneurship education, fostering innovation and self-employment among students.

6. Equity and Inclusion: By promoting education for all, the policy aims to uplift marginalized communities, enhancing their occupational aspirations.

Overall, NEP 2020 seeks to create a more adaptable workforce equipped to meet the evolving demands of the economy.

NEED & IMPORTANCE

The National Education Policy (NEP) 2020 in India has introduced significant reforms with the goal of reshaping the educational landscape to better meet the demands of the 21st century. One area of focus is the transformation of occupational aspirations, which is a key aspect of career development and workforce preparedness. The study of occupational aspirations in the context of NEP 2020 is crucial for several reasons:

1. EXPANDING CAREER CHOICES

NEP 2020 aims to break away from traditional career paths and open up a wide array of opportunities for students, beyond conventional roles in engineering, medicine, and law. It encourages the integration of vocational education alongside academic subjects, thereby fostering an environment where students can explore diverse career options early on. The study of occupational aspirations helps understand how students' perceptions and expectations evolve in this changing educational framework.

2. ADDRESSING SOCIOECONOMIC BARRIERS

The NEP emphasizes equity and inclusion, ensuring that students from all socioeconomic backgrounds, including marginalized communities, have access to quality education. By examining occupational aspirations, researchers can identify how different groups perceive career opportunities and whether these perceptions align with societal barriers. Understanding these disparities is vital to create policies that promote equal access to aspirational careers for all.

3. ALIGNING EDUCATION WITH CURRENT INDUSTRIAL

NEEDS

As the NEP seeks to bridge the gap between education and industry, understanding the changing occupational aspirations of students is critical. By studying these aspirations, educators and policymakers can align curricula and skill development programs with the evolving demands of the job market. This is especially important as emerging fields like artificial intelligence, renewable energy, and digital technologies demand new skill sets.

4. ENHANCING CAREER COUNSELLING AND GUIDANCE

The NEP promotes the establishment of career counselling and guidance systems in schools. Studying occupational aspirations provides insights into the specific needs and concerns of students regarding their future careers. This can help in tailoring counselling sessions, improving decision-making, and preparing students for a wide variety of roles that match their interests and aptitudes.

5. ENCOURAGING HOLISTIC DEVELOPMENT

NEP 2020 advocates for the holistic development of students, encompassing intellectual, emotional, social, and vocational growth. Occupational aspirations are linked to an individual's self-concept and long-term life goals. Understanding how students view their future occupations within the framework of holistic education can help develop programs that support both academic excellence and career preparedness.

6. PROMOTING INNOVATION AND SKILLS

NEP 2020 is to encourage innovation and entrepreneurship among students. The study of occupational aspirations in this context is crucial for fostering an entrepreneurial mindset. By understanding students' changing views on traditional and non-traditional careers, educators can design curricula that cultivate creativity, problem-solving, and entrepreneurial skills.

7. GENDER SENSITIVITY AND DIVERSITY

NEP 2020 emphasizes gender equality and the need to address the gender gap in education and workforce participation. Studying occupational aspirations can reveal gendered patterns in career preferences, helping to design interventions that encourage girls and women to pursue careers in fields traditionally dominated by men, such as STEM (Science, Technology, Engineering, and Mathematics).

REVIEW OF RELATED LITERATURE

- Kumari & Gupta (2018) carried on a study on the topic Occupational Aspirations of S.S Students in Relation to Their Achievement Motivation and Parental Occupation. This study explained the occupational aspirations of S.S. students in relation to their parental occupation and achievement motivation. Researcher found positive correlation between achievement motivation and Occupational Aspiration but

negative correlation found between Occupational Aspiration and parental occupation. Female students had higher achievement motivation but had lower occupational aspiration than male students.

- Somashekher (2018) conducted a study on Occupational Aspirations Among University Students. The researcher explored the occupational aspiration and its implication of P.G students. The results of this study point out that students are ambitious about becoming teachers and wish to teach at graduate and P.G level. Many students had self-confident to achieve their goals with their self-orientation and parents' suggestions in occupational choice.
- Sarma, Dimple (2018) studied on a topic entitled as "Career aspiration of government and private school students in relation to self-efficacy, peer pressure and perceived parenting style". The study found that there was no significant interaction between peer pressure and perceived parenting styles with respect to career aspiration. The study also revealed that there was no significant interaction between self-efficacy and perceived parenting styles. The study also found that undecided group represents low level of self-determination, exhibited high level of career choice anxiety and high level of indecision in career decision making.
- Jakhar (2019) conducted a study on Role of Stream on the Occupational Aspirations and Career Maturity of the Students of Senior Secondary. The study focused on finding out the relation between occupational aspirations and career maturity of the senior secondary school students according to their streams of study. The results of the study indicated no significant correlation between the occupational aspirations and career maturity of the arts stream senior secondary school students and it also shows no significant correlation between the occupational aspirations and career maturity of the Science stream students of senior secondary classes.
- Lalrintluangi&Lalthanpuui (2019) conducted a study on A study of occupational aspiration level of H.S. school students of Aizawl district in relation to parental education and gender. The investigator tries to study the impact of parental education on the H.S. school student's occupational aspiration, and the influence of the locale and gender on the occupational aspiration. There is evidence that parental education has positive influence on the occupational aspiration of the students. The study also found that students from urban area had little higher occupational aspiration as compare to students who were from rural area and gender had no effect on students' occupational aspiration level.
- Momin & Chetry (2019) conducted a study on Occupational Aspiration of UGs in Meghalaya. This study investigated the Occupational Aspiration of the UGs in Arts Stream. The finding revealed a significant difference in the Mean scores of Occupational Aspiration of Male and Female UGs, with Males having significantly higher Occupational Aspiration than the Females.
- Ranjan (2020) conducted a study on "A comparative study of occupational aspiration of backward caste and most backward caste+2 students" The aim of the presents study was to compare Occupational Aspiration of backward and most backward caste +2 high school students. Major findings are backwards, +2 students are more aware about their occupation and carrier than most backwards+2 school students.
- Sharma & Chopra (2020) administered a study on A Study "Occupational Aspiration of S.S. Students in Reference to Their Academic Achievement" The purpose of this study was to find out the relationship between occupational aspiration and academic achievement of S.S. school students. The results of the current study showed that there was no significant difference of occupational aspiration between boys and girls' senior secondary students.
- Prabhu & Velusamy (2021) conducted a study on A Study on Educational Aspirations and Achievement Motivation of Rural Youth in Dharmapuri District. Aim of the current research was to understand the role of Educational Aspirations on Achievement motivation of the rural youth in Dharmapuri district. The results revealed a significant association between educational aspirations and achievement motivation of rural youth. The dimensions of achievement motivation have a positive and significant relationship with educational aspirations of rural youth.
- Saharia& Baishya (2022) conducted a study on Occupational Aspiration of Higher Secondary Students in relation to Gender and Locality of School: A Study. The goal of the current study is to determine higher secondary students' occupational aspirations in relation to their gender and locality of schools. The result of the study found high occupational aspiration of H.S students and no differences are found between boy and girl students as well as urban and rural students in respect to occupational aspiration.

OBJECTIVES

The National Education Policy (NEP) 2020 aims to transform concurrent occupational aspirations in several ways:

1. Skill Development: Emphasizing vocational education and skill training to align students' aspirations with market needs.

2. Holistic Learning: Promoting interdisciplinary approaches to education, encouraging students to explore diverse career paths.

3. Flexible Curriculum: Allowing for curriculum flexibility to accommodate emerging industries and changing job markets.

4. Career Guidance: Enhancing career counselling services in schools and colleges to help students make known choices.

5. Entrepreneurship Promotion: Fostering entrepreneurial skills to prepare students for self-employment and innovation.

6. Global Competitiveness: Preparing students to compete in a global job market through enhanced quality of education.

7. Equity and Access: Ensuring equal opportunities for all students, regardless of background, to pursue their chosen careers.

These objectives collectively aim to better prepare students for the evolving landscape of employment and career opportunities.

METHODOLOGY

Methodology for this study conducted through the related recent and available literature review. This study only conducted for the current status of the key terms as a problem. Researcher also finds few effects of NEP2020 as transformed occupational aspirations.

HOW CONCURRENT OCCUPATIONAL ASPIRATIONS TRANSFORMED

Concurrent occupational aspirations completely transformed by the current demand of occupational choices students have diverse choices to choose their required options. from the past decades they have seen few speedy transformations according to requirement in

the field of different occupations. They choose more money catching options as well as societal reputation and positions instead of simple survivals.

BENEFITS OF THE STUDY

This study helps to know various factors of occupational aspirations their different combinations with different choices. The study will be beneficial for the students who majorly getting confused because of lack of knowledge regarding the recent trends of different occupational choices.

CONCLUSION

The study of occupational aspirations, transformed by the NEP 2020, is essential for understanding the shifting educational and career expectations of students. It is vital for developing a responsive educational system that prepares students for an ever-evolving workforce, promotes inclusivity, and aligns with national and global economic trends. By researching and acting upon these aspirations, India can better equip its youth to contribute to the nation's growth and global competitiveness.

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