

## **A STUDY ON ‘EFFECTIVE PRESENTATION SKILLS’ - A SUBJECT UNDER NATIONAL EDUCATION POLICY, 2020**

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### **Abstract:**

*NEP (National Education Policy) 2020 is a huge step undertaken by the Indian Government to revolutionize the education system. It focuses on skill- based education so that the students can make better choices for their career and respective futures. The present study aims to understand the role of NEP 2020 in students’ overall skill development. The current research paper attempts to find the impact of one such subject under NEP- Effective presentation skills, which is being taught to students at undergraduate level. It tries to understand students’ perception towards implementation of the ‘Effective Presentation Skills’ subject and its relevant impact on them. The paper tries to collect evidence through primary and secondary research on soft skills development and NEP 2020’s contribution in the same. Research papers were studied along with the Ministry of HRD published handbook on NEP 2020. Primary research was done with 145 respondents who had Effective presentation skills as a subject at undergraduate level. The results were discussed on different parameters like course curriculum, teaching pedagogy, assessment patterns and overall impact of the subject.*

**Key words:** *NEP 2020, Effective Presentation Skills, Soft Skills development*

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### **Introduction:**

Education plays a fundamental role in achieving full human potential, promotion of nation’s development and developing an equitable and fair society. Providing universal access to quality education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universally high-quality education is the most effective way forward for many developing and maximizing our country’s rich aptitudes and resources for the good of the individual, the society, the country, and the world. It is a well-known fact that India will be having the highest population of young people in the world in the coming decade, and the country’s ability to provide high-quality educational opportunities to them will result in the future of our country.

Educational Policy builds specific emphasis on the development of the overall potential of each individual student. Education must develop both cognitive and foundational capacities of literacy and numeracy and inculcate higher-order thinking, for instance critical thinking and problem solving, and also emotional, social and ethical capacities and dispositions.

This National Education Policy envisages that the curriculum and pedagogy of the higher education institutions must develop among the students a deep-rooted sense of respect towards the Fundamental Duties and



Constitutional values, becoming patriotic, and a conscious awareness of one's roles and responsibilities in this ever-changing world. The mission and vision of the NEP 2020 is to instill among the learners' pride in being Indian, in thought, spirit, intellect, and deeds, and to develop knowledge, skills, and dispositions that support responsible commitment to human rights, sustainable development and living, and global contribution, therefore reflecting a truly global citizen.

For the purpose of holistic development of students, it is important that an identified set of skills and values are incorporated at each stage of learning, from pre-school to higher education, which is taken care of under the NEP 2020. The idea of implementing an integrated study of various areas including mathematics, science, professional subjects, soft skills and vocational subjects should be considered 'arts', has Indian origins. This idea of a 'knowledge of many arts' or what is often called as the 'liberal arts' (i.e., a liberal notion of the arts) in modern times must be re-implemented to Indian education, as it is very much the education that will be required in the 21st century.

Appropriate curriculum, activity-based learning, continuous formative and summative assessments and adequate student support ensures effective learning. The development of the capabilities must not only be limited to technical understanding, but must also promote student wellness in all spheres like fitness, good health, psycho-wellbeing and strong ethical grounding.

Based on this freedom, many colleges have opted for Effective Presentation Skills as a subject at undergraduate level. Effective Presentation Skills as a subject will ensure the implementation of soft skills in the learning process which will help students gain confidence in putting their ideas across and also assist them in preparing presentations for other subjects which they would be learning in the course.

The modules of Effective Presentation Skills are made in such a way that it covers the basics of planning a presentation to handling Q&A while understanding the importance of audience evaluation and using various strategies to ensure audience engagement during the presentations. It would be a practical subject with hands-on training given to students to prepare presentations on an individual level and also learn teamwork while presenting in groups. This research paper evaluates the students' perspectives regarding the implementation of the subject and its overall effectiveness.

#### **Review of Literature:**

According to (P. S. Aitha et al. , 2020), NEP 2020 would bring in new innovations, some of which include Pedagogy in HEIs will focus on communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking, Student Centered teaching & learning process instead of Teacher centered teaching model. All HEIs will have professional academic and career counseling centers with counselors available to all students to ensure physical, psychological and emotional well-being.

Higher education Institutes play a crucial role in promoting human and societal wellbeing and in developing India as envisioned in its Constitution. It would help shape an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including



sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects (NEP GUIDE, MHRD).

NEP 2020 will have a lot of merits, some of which would include student centric model, focus on research and innovation, improved STEM model in HE curriculum, continuous evaluation system, autonomy at all levels, compulsory employability and entrepreneurship related subjects to accommodate soft skills learning etc. (P. S. Aitha et al. , 2020)

(Kumar, Prakash and Singh, 2021) state that NEP 2020 introduced a 360-degree holistic performance card for students to improve the quality of teaching and learning outcome. The policy changes look at how to make the system attuned to a multimodal system but on the other the challenges appear in the form of how to accomplish a system which finally shapes up students in a competing environment.

#### **Research Methodology:**

This research paper looks at both primary data and secondary data to understand the perception towards the Effective Presentation Skills subject which is being taught under

NEP 2020. A survey was done with 90 students (judgment sampling) who had undertaken this subject in the undergraduate level. Research papers, government websites and MHRD NEP 2020 guide was referred to as secondary literature.

The Objectives of this research was to find the following:

- To understand about NEP 2020 and its implementation
- To understand students' perception towards Effective Presentation Skills, a skill-based subject under NEP 2020.

#### **Findings and Discussions:**

According to primary research, 90 respondents filled the online survey form, of which 44 were female (48.9%) and 56 were male (51.1%). Only 82 students had EPS as a subject and hence would be considered relevant in the further findings.

34.1% students said that about 16-18 hours were given for this subject in the semester, whereas 15% students said that more than 21 hours were allotted for this subject. 65.9% students said that more importance was given to practical training rather than just theoretical knowledge while learning the subject and 29.3% said that both practical and theory were given equal importance.

78% students said that the EPS subject has helped them gain confidence, do better audience evaluation and enhance their communication skills. 61% of students said that they could see improvement in their creativity while presenting now. Around 87.8% students agreed that the course had practical relevance and it could be reflected in their other subjects too, thus implementing integration between subjects as prescribed under NEP 2020.

#### **Conclusion:**

It can be concluded that the Effective Presentation Skills subject follows the guidelines of NEP 2020, where theoretical knowledge meets soft skills learning. The subject was well liked by the performance as could be seen

in the survey where 87.6% were happy with the course curriculum and 73% were happy with the assessment patterns. Feedback from the respondents showed that there is scope of improvement in terms of better assessments, and more practical opportunities to implement the learning of the subject.

NEP 2020 would indeed bring a transitional change in the education provided by HEI. The flexibility given to institutes and faculty would ensure better changes at grassroot level and would hold up the morale of the faculty members to bring their best too. Subjects like Effective Presentation Skills would result in soft skills development of the learners which would help them gain 21<sup>st</sup> century skills like communication, confidence, creativity etc.

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