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Awareness of National Education Policy (2020) Among the Higher Education Students With Reference To Gangavathi Taluka

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Abstract
The growth of each person's creative potential is emphasized heavily in education policy. It is based on the idea that education must foster not only cognitive skills-such as literacy and numeracy and "higher-order" cognitive skills like critical thinking and problem solving-but also social, ethical, and emotional capacities and dispositions, and that all students, regardless of where they live, deserve access to a quality education system. It aims to bridge the gaps in the existing educational scenario. Thus, NEP 2020 is a product of the "learning to learn" philosophy. In this title, 95% of the respondents indicated that they were aware of national education policy among students in higher education. The future of India will depend on giving these young people access to high-quality educational opportunities because it has the youngest population in the world.

Keywords: New Education Policy (2020), Awareness, Higher Education Students, NEP.

Introduction
The national policy on education (NEP) is a policy formulated by the government of India. To promote education amongst India's people. The policy covers elementary education to colleges, in both rural and urban India. The first NEP was promulgated by the government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986. And third by prime minister Narendra Modi in 2020.

The national education policy 2020 (NEP) which was approved by the union cabinet. Of India on 29 July 2020, outlines the vision of India's new education system, the new policy replaces the previous national policy on education 1986. The policy is a comprehensive frame work for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a board guideline and advisory in nature and it is up to the states, institutions and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of GDP as soon as possible.

In January 2015, committee under former cabinet secretary, T.S.R Subramanian started the constitution process for the new education policy. Based on committee report, in June 2017 the draft NEP was submitted in 2019 by a panel led by former India space research organization (ISRO). Chief Krishnaswamy kasturirangan, the draft new education policy (DNEP) 2019, was later released by ministry of human resource development, followed by a number of public consultation. The draft NEP had 484 pages. the ministry undertook a rigorous consultation process in formulating the draft policy: "over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6000 urban local bodies (ULBs) 676 districts were received "the vision of the national education policy is: "national education policy 2020 envisions an Indian- centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-equality education to all".

Quality higher education must aim to develop individuals who are excellent, well rounded, and creative, It must enable a person to study one or more specialized areas of interest at an in depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skill of the 21st century across a range of fields, including science, social science, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with

at least one in or near every districts, revamping student curricula, pedagogy evaluation, and support for enhanced student experience, establishing a national research foundation to support excellent pre-reviewed work and effectively need study at universities and colleges.

The main problems faced by the Indian higher education system includes informed separation of qualification, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools and lack of competitive pre-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education.

Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institution into large multidisciplinary, creating well rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training from 26.3% (2018) to 50% by 2035.

Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities, mental, cultural, social, physical, emotional, and moral, in the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

Review of Literature

Ajay Kurien Sudeep B, Chandramana (2020) the policy introduces a whole gamut of change and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainly. Education for a new generation of learners has to essentially engage with the increasing dematerialization and digitalization of economics, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital perquisite now, with the trend towards digitalization and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 address the need to develop professionals in a variety of fields ranging from agriculture to Artificial intelligence. India needs to be ready for the future and the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skill set.

The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like digital India, skill India and the new industrial policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adopt to rapidly evolving transmutations and disruptions, NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. This in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking.

P.S. Aithal & Shubhrajyotsna (2019) [14] Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. By encouraging merit-based admissions with free-ships & scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030. All higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. HE system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected to visible. Hence, the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric.

Dr, Rahul Pratap Singh Kaurav, Prof. K.G. Suresh, Makhan Lal Chaturvedi M.P. Dr. Sumit Narula, MP Ruturaj Baber (2020) [1] The NEP 2020 offers an elaborative framework so that there can be development in the educational system of a country. Generally, it takes decades to replace the policy. The current policy is third in sequence and replaces the NEP 1986. The NEP 2020 provides a concrete path to education in the country. However, it is also not mandatory to follow. Under NEP 2020, the top universities across the world will be able to start their campuses in the country. Under the NEP 2020, there is an extensive focus on reshaping the curriculum. The board examinations will be reformed and there is much emphasis on the development of critical thinking among the students and offering experiential learning to them. The most important thing is that there will be an emphasis on teaching students all the subjects in their native language. The NEP 2020 addresses the need to create professionals in fields ranging from agriculture to artificial intelligence. India should be prepared for what's to come. The essence of this policy is the introduction of the multi-disciplinary, inter-disciplinary, and trans-disciplinary approaches to humanize the education with an emphasis on humanities related subjects. Now, even a student taking a professional degree can learn some subjects of humanities, this freedom was not available in earlier policies. Besides, this policy has got an emphasis on

vocational skills to meet the growing employment needs as also the focus on employability through skilling. The present policy is considering the training of teachers as an important ingredient. The flexibility is offered in the present policy, in education which would take care of high dropout levels through transferable credit banks. The emphasis is given to the mother tongue/ local language at the primary level, would surely minimize the dropout's level and improvise the learning capacities of students at primary level. The most important part of this new policy is the focus on Indianisation, which will lead to developing better citizens for the country. Furthermore, the NEP 2020 makes ready ahead for some youthful, hopeful understudies to be furnished with the privilege skill set. Its appropriate execution will be the way into its prosperity. It will be carried out till grade V. With NEP 2020, it is expected to revolutionize the education scenario in the coming future and this will certainly push India's claim towards becoming a superpower in the future.

Pawan Kalyani (2020) [2] this big policy that has been proposed by Indian government to improve the Indian Education System is a big task. There was the need for a big change after 34 years of education system there was the gap that could be seen between Industry and academia and this gap result into the production of the skilled and educated students that won't find their place in Industry or corporate results into unemployment scenario or if employed they are under paid. In both the situation a person gets frustrated and leads towards depression and similar other things. New Education policy is still a proposal may be there could be some corrections needed that could be done either before implementing or after seeing the outcomes of the policy in practical. Mostly all the proposal that have been proposed in NEP 2020 are having great potential to give success to all the stakeholders in future. Introduction of vocational courses is a new concept, lowering the tension of board exams, introduction of new subjects, diminishing the wall of streams and many more positive things are proposed. Now students can choose their subject combination, in practical sense now they will learn what they want to learn. The education system has shifted the focus from learn what the system want to provide to learn what the students wants to learn according to their choice and preferences. In choosing the potential areas the Dermatoglyphics can reveal student's intrinsic qualities and talents. The Fingerprints of the person remain unchanged during a lifetime of an individual. If an individual plans the selection of subjects according to the skill set and internal talent, there are more chances of getting success. The final words to conclude, it is yet a proposal in coming few months it will take its final shape and ready for implementation. The implementation and execution of the plans in real ground level will yield the actual results, just wait and watch the outcomes of the NEP 2020.

Kishore Kumar Ajai Prakash Krishanveer Singh (2020) [4] The National Education Policy 2020 is a right step to construct Indians for a leap into tomorrow. The current policy required a change from a stream-based educational setup to a multimodal setup for structuring a global value added. The policy changes look at how to make the system attuned to multimodal system but on the other the challenges appear in the form of how to accomplish a system which finally shapeup students in a competing environment. It addresses the need of robust solutions for India's problems incongruence with the other mega programs of GOI like Make in India, Start-up India, Skill India and Self-reliant (Atma-Nirbhar) India. Facets of the national importance touching society and

culture have been considered while developing this policy like regional adaptation and higher education for half of the populace but they have to be constructed delicately to evolve as individuals who can stand up the competition at the global level. Overall, this new NEP 2020 make good on the longstanding reforms in the Indian education system. It also provides the much needed structural institutional changes that are perfectly in harmony with the government nation building mega programs and SDGs targets. But the holistic education for the future nation's stakeholders will depend upon how both union and state government will address substantial implementation challenges.

Mridul Madhav Panditrao, Minnu Mridul Panditrao (2020) [5] NEP 2020 has been unveiled, with lot of thought process, optimism, as well as fanfare by Government of India. The proposed delivery of education is extremely broad based, circumspect and all-encompassing. There are no specific compartments, boundaries and divisions. The predicted timespan is significantly prolonged, with nearly 20 + years of duration envisaged. It starts at the grass root; school level goes through the graduate and even higher level of education. Main thrust as contemplated is on multidisciplinary, holistic and broad-based education. There is also main emphasis on vocational education, which is supposed to start earlier in school phase itself. The policy is mainly divided in to three parts of delivery as per the level of the learner and fourth part as the ways to make it happen. The levels are school, higher education and other areas, specifically professional education. At school level, the old 10+2 system shall be replaced with new 5+3+3+4. More stress on the local/Indian languages, more help to SEDGs and teachers to be assisted in self-improvement and thus upgradation. At university/HEI level, no single stream/discipline university shall remain in existence but transformed into multidisciplinary, holistic delivery systems. A single nomenclature, "University," shall prevail. There shall be MERUs, research shall be on forefront. A single body National Research F shall be the controlling body. There shall be HECI to govern the higher education. Four aspects, namely, regulation-will be under NHERC, accreditation by NAC, funding by HEGC and education by GEC with the help of NHEQF. At professional level, a health-care education shall undergo tremendous transformation, by integrating the various systems of medicine. In view of the ongoing pandemic and possibility of such things happening, a strong stress on online and digital modality of the delivery of the content is not only warranted, but is imperative.

Research GAP
The above review of literature concluded that, higher education policy is an important aspect deciding. The economy, social status, technology adoption, & healthy human behaviour in every country. NEP of India 2020 is marching towards achieving such objective by making innovative polices to improve the quality. Alternatives, affordability, &increasing the supply by opening up the higher education for the private sector & at the same time with strict controls to maintain quality in every higher education institution. I have been focused on the vision, awareness among the higher education students of Gangavathi.

Statement of Problem
NEP 2020 will open up new learning opportunities to the students. Its biggest impact would be the change in the learning environment & the learning process for the students.

The New Education Policy Will
Increase focus on the skill improvement and competency development of the students. Make the student's future ready by building 21st century skills. Make students focus on both academic and non-academic pursuits. Provide various learning opportunities for pre-primary, open and distance learning students. Give access to counselling and other seines for students.

Objectives of the Study
The primary objective of this research is to study the awareness of new education policy 2020 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system.

Research Mehodology
This research is a descriptive study. The necessary primary & secondary data was collected from various websites including those of government of India, magazines, journal, other publications, etc. this data was then analyzed and reviewed to arrive at the inferences and conclusions.

Scope of the Study
The NEP 2020 is a huge stride in the right direction it focuses on the holistic development of students by ensuring access, relevance, equity and strong foundational learning, the new policy has numerous takeaways for education sector.
The policy also encourages students to be involved in their research works rather than blindly copying the text from their textbooks. It is all about practicing the learned knowledge, applying it, and observing the results. This system is a binary of research and teaching, the focus on research will foster a strong culture for innovation. It'll enhance contemporary India's requirements by letting the youth possess skills to ace the dynamic business and economic environment. This system will benefit the youth in laying out their and work accordingly

Sampling Plan
- **Sampling unit**
These call is defying the impact and awareness of national education policy. In these research the sampling unit was the students who have been aware & impact, means how it impacts on students.

- **Sampling size**
In this survey study the sample size decided was 151.

Sampling Procedure

| Particulars	Description
Sampling area	Gangavathi
Sample size	151
Source of data	Awareness of NEP among the higher education students with reference to Gangavathi
Type of data	Primary data and secondary data
Sampling type	Convenience sampling
Data collection tool	Questionnaires

Plan of Analysis
The data collected has been analyzed using simple percentage of analysis. The present study will be analysis using simple statistical tool like pie chart which help in determining the findings and conclusion.

Limitations
1. The sample size is limited to 151.
2. The study is limited only in selected area (Gangavathi).
3. The study is restricted to only respondents.
4. The study is based on the perception of the respondents.
5. The data was collected through questionnaire & analyzed based on the information given by the respondents.
6. The scope of the study covered only limited area of Gangavathi.
7. Some of respondents were not cooperative.

Table 1: The Table Showing Gender Wise Awareness of NEP

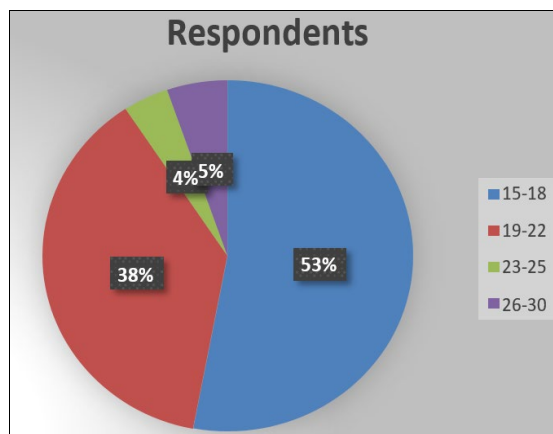| Gender	Respondents
Male	94
Female	47
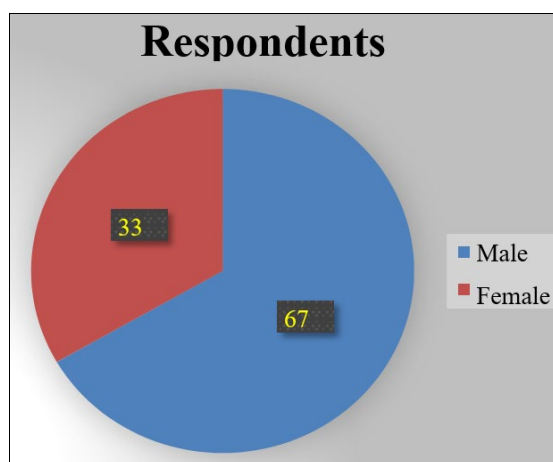
Fig 1: Diagrammatic representation on Gender

The above table & pie chart shows about the gender wise. There were 67% respondents from male aware about NEP and 33% are female respondents.

Table 2: The Table Showing Age Wise Awareness of NEP

| Age Group	Respondents
15-18	80
19-22	57
23-25	6
26-30	8

Fig 2: Diagram on age wise awareness

The above table & pie chart illustrates about age group, there was 4.6% respondents from the age group of 15-18,53.3%

respondents from the age group of 19-22 & 38.3% from the age group of 23-25 and 3.9% are from age group of 26-30.

Table 3: The Table Showing the NEP 2020 Replaces

| Particulars	Respondents
NEP 1986	70.68
NEP 1969	14.96
Both(1986&1969)	46.04
None of The Above	19.32
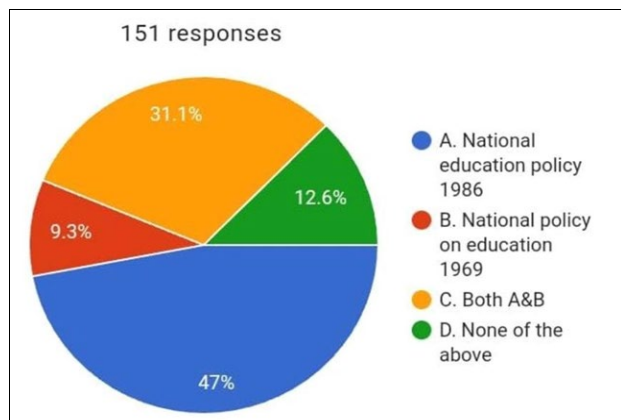
Fig 3: NEP Replacement

The NEP 2020 replace the above pie diagram saying on the students got know about NEP 2020 replace were 47.4% responded for a national educational policy 1968, 9.2% for national policy on education 1969, 30.9% for both a& b and 12.5% for none of the above.

Table 4: The Table Showing the Current 10+2 School Curriculum Be Replaced by a new.

Particulars	No of Respondents
5+3+3+4 curricular structure	56
2+3+3+4 curricular structure	58
5+4+3+3 curricular structure	26
5+2+2+4 curricular structure	11
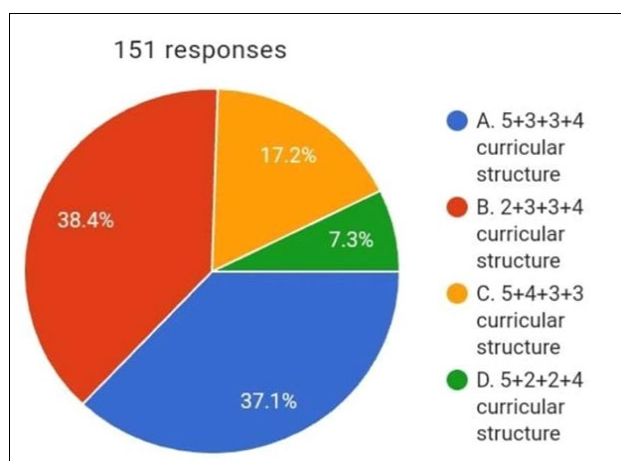
Fig 4: NEP Structure Curriculum

The above table showing current 10+2 school curriculum to be replaced by a new for this 37.1% responded (56 responded) for An option 38.4% for B option 17.2% for C option and 7.3% for D option.

Table 5: Table showing for two years' completion of bachelor degree diploma will be awarded

| Particulars	No of respondents
Only certificate	38
Degree it self	46
Only diploma	42
May be but not sure	25
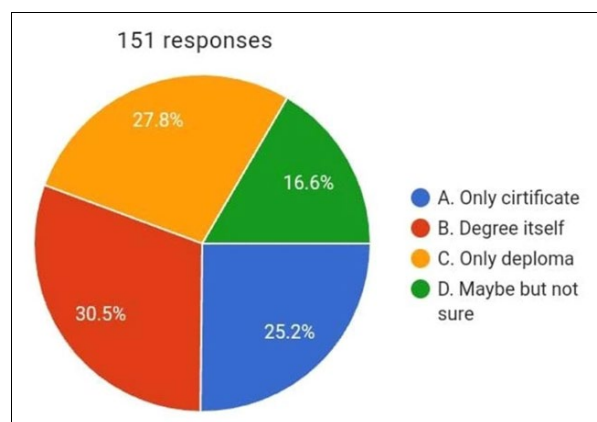
Fig 5: Multiple Exit option in NEP

The above figure shows that for 2 years' completion of bachelor degree diploma will be awarded in this 25.2% responded for only certificate, 30.5% for degree it self-27.8% for only diploma and May but not sure for 16.6%.

Table 6: Table showing Syllabus is changed in NEP

| Particulars	Number of respondents
Not completely	35
Just a bit	38
Updated as per application	56
Not sure	22
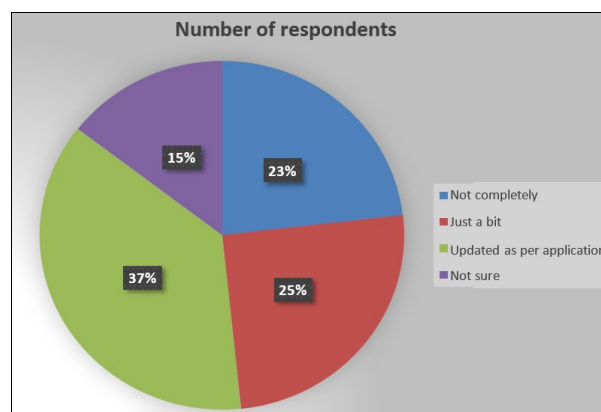
Fig 6: Diagram on Syllabus modification

The above table and pie chart showing about syllabus is changed in NEP for this statement 23% responded for not completely, 25% for just a bit 37% for updated as per application and 15% for not sure.

Table 7: Table showing providing jobs to the educated youth is one of the objectives of The NEP through internships

Particulars	Number of respondents
Yes	75
Not sure	36
No	14
May be	26

10
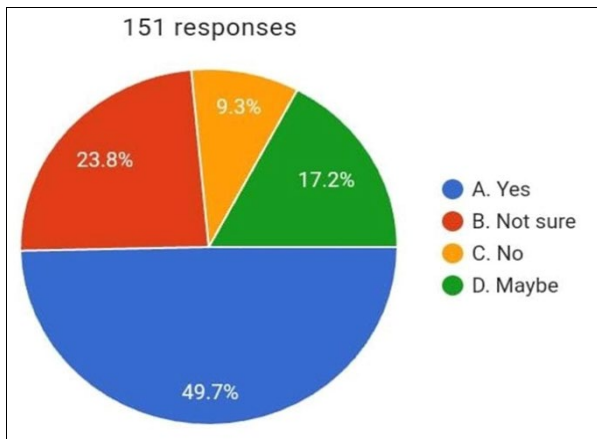
Fig 7: Diagram on objectives of NEP

The above table and pie diagram explains that providing jobs to the educated youth is one of the objectives of NEP through internships responded YES for 49.7%(70 responded) and not sure for 23.3%(36 responded) NO for 9.2%(14 responded) & rest of may be for 17.1%(26 responded).

Table 8: Table showing is UG courses for 4 years in NEP

Particulars	Number of respondents
Only 3	24
Only 4	75
Both 3& 4	39
Neither 3 or 4	13
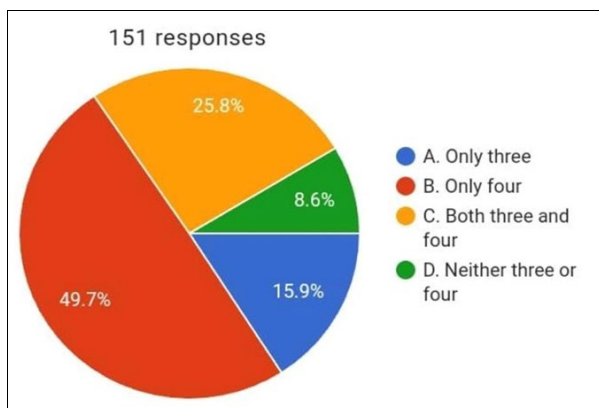
Fig 8: UG Courses available in NEP

The above table & pie chart shows in UG courses for 4 years in NEP responded were only 3 year for 15.8% (24 responded). Only 4 years for 50% (76 responded) & both 3&4 for 25.7% (39 responded) & neither 3 nor 4 for 8.6% (13 responded).

**Table 9:** Table showing when the union cabinet did approved the NEP 2020

Particulars	Number of respondents
29 June 2020	36
29 July 2020	58
29 Jan 2020	36
29 August 2020	21

The below diagram shows that the union cabinet approved the NEP 2020 responded by option 29 July 2020 for 36 respondents (23.7), 29 July 2020 for 59 respondents (38.8%)

29 Jan 2020,23.7% (36 responded) and rest of 29 Aug 2020 has 21 respondents (13.8%)
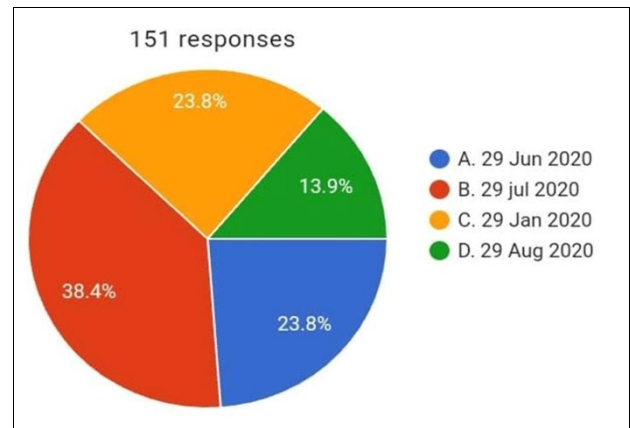
Fig 9: Diagram on the NEP approved in Cabinet

**Table 10:** Table showing how many of the fundamental principles mentioned in NEP2020

Particulars	Number of respondents
05	50
11	56
22	35
20	10
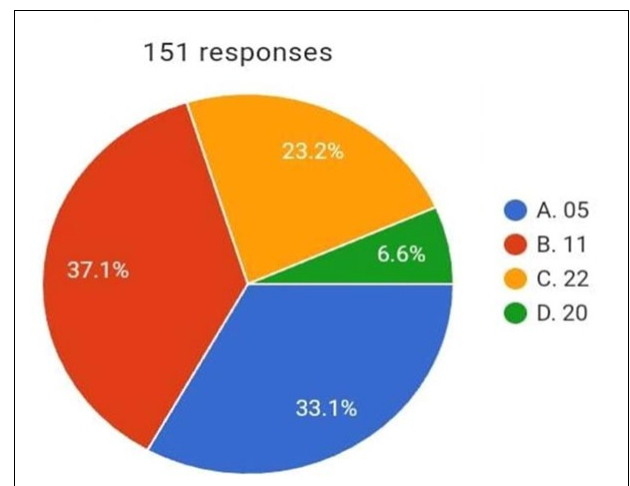
Fig 10: Fundamental Principles of NEP

The above table & pie diagram shows that the fundamental principles mentioned in NEP 2020 05 for 33.1% (51 responded), 11 for 36.8% (56 responded), 22 for 23.2% (35 responded) and 20 for 6.6% (10 responded)

Table 11: Table showing first education policy is passed by Indian parliament in which year?

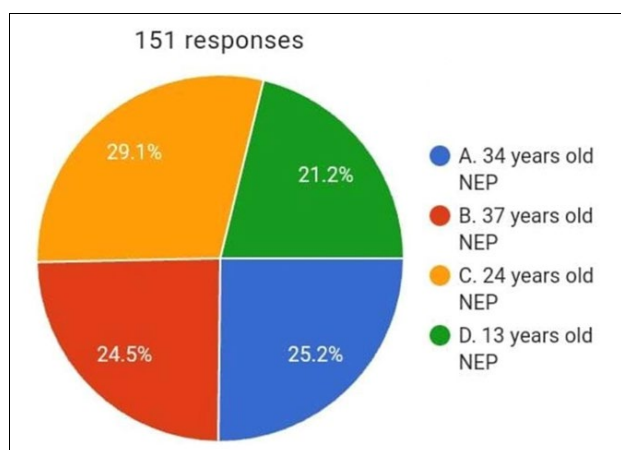| Particulars	Number of respondents
1965	34
1978	38
1968	57
None of the above	22
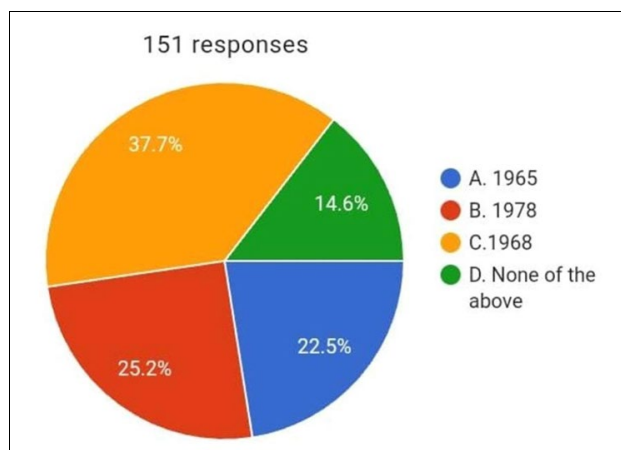
Fig 11: Diagrammatic representations on 1st Education Policy

The above table and pie diagram shows that the first education policy is passed by Indian parliament in 1965 for 34 responded (22.4%) ,1978 for 39 responded (25.71%) 1968 for 57 responded (37.7%) & rest of all of the above 22 responded (14.6%)

Table 12: Table showing the union cabinet cleared a new national education policy by replacing?

| Particulars	Number of respondents
34 years old NEP	38
37 years old NEP	37
24 years old NEP	44
13 years old NEP	32

The below diagram shows union cabinet cleared a new NEP by replacing, 34 years old NEP for 25.2% (38 responded), 37-year-old NEP for 24.5% (37 responded) & 24 years old NEP 29.1% (45 responded). & rest of 13 years old NEP for 21.2% (32 responded).

Fig 12: The union cabinet cleared a new national education policy

Table 13: Table showing the vision of NEP 2020 is….

| Particulars	Number of Respondents
India centered education	59
Child centered education	30
Home centered education	17
All of them	43
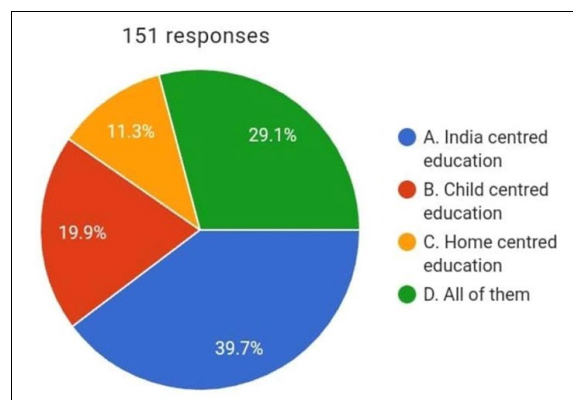
Fig 13: Vision of NEP

The above table & pie diagram shows vision of NEP 2020, the option India centered education for 61 responded (39.7), child centered education 30 responded (19.9) & home centered education 17 responded (11.3%) rest of all of them 44 responded (29.1).

Table 14: Table showing which board exams were removed in the NEP 2020?

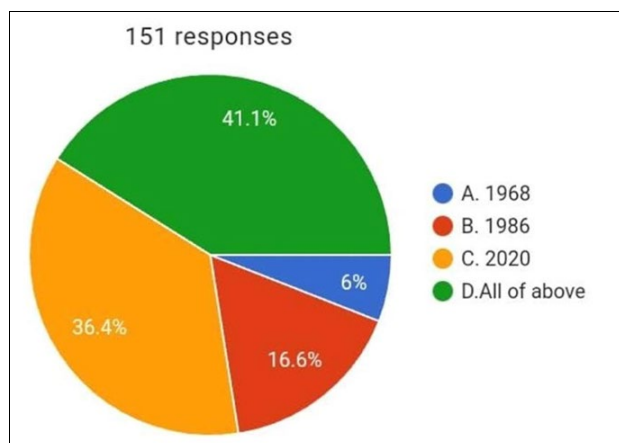| Particulars	Number of respondents
10th	46
11th	22
12th	32
All of above	49
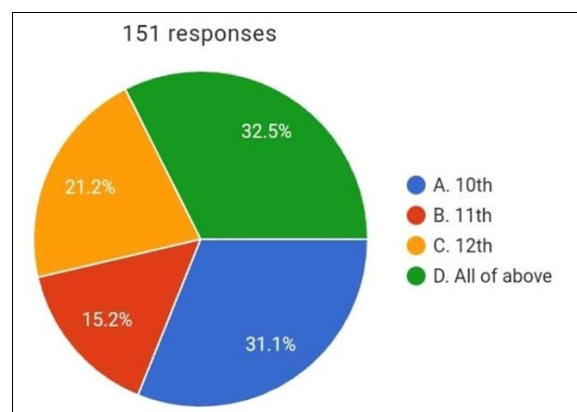
Fig 14: The board exams were removed in the NEP 2020

The above picture shows that which board exams were removed in the NEP 2020, 10th for 31.9% (47 responded), 11th for 15.2% (23 responded), 12th for 21.2% (32 responded) & all of above 32.5% (50 responded).

Table 15: Table showing how many times had education policy come in India so far?

Particulars	Number of respondents
1968	09
1968	25
2000	54
All of above	63

The below pictures shows that how many times had education policy come in India so for, option 1968 for 6% (9 responded), 1968 for 16.6% (25 responded) 2020 for 36.4% (56 responded), and all of above for 41.12% (62 responded).
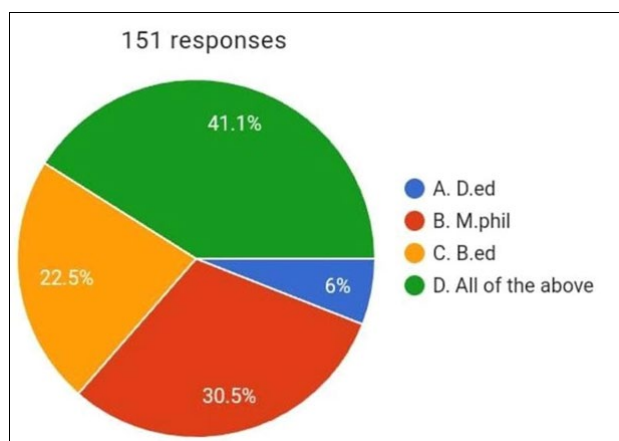
Fig 15: Education policy come in India so far

Table 16: Table showing which course has been abolished in the NEP

| Particulars	No. of respondents
D.ed	9
M.phil	46
B.ed	34
All of the above	63

Fig 16: Which course has been abolished in the NEP?

The diagram explains that which course has been abolished in the NEP for D.Ed. 6% (9 responded), for M.Phil. 30.5% (46 responded), B.Ed. 22.5% (34 responded), and remaining option all of the above 41.1% (63 responded).

Table 17: Table showing for whom national assessment center will be made?

| Particulars	Number of respondents
For teachers	41
For children's	49
For parents	16
All of the above	46
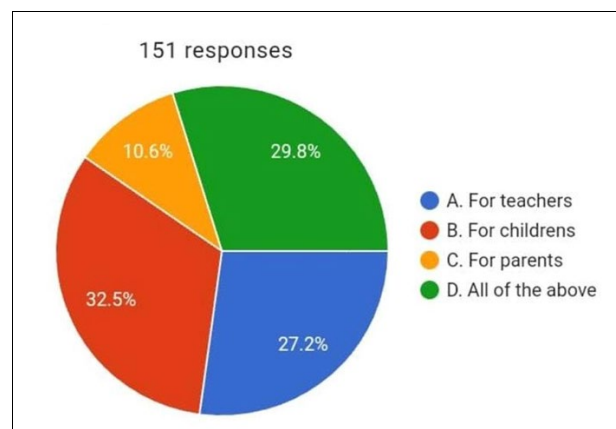
Fig 17: For whom national assessment center will be made?

The above diagram explores that for whom national assessment center will be made, for teachers 27.2% (41 responded), for children's 32.5% (49 responded), for parents 10.6% (16 responded), and rest of for all of the above 29.8% (46 responded).

Table 18: Table showing NEP 2020 changes will helpful for students

Particulars	Number of respondents
Yes	94
No	22
May be	25
Only for few students	11

The below diagram illustrate that the opinion about NEP 2020 changes will helpful for students, for yes 61.6% (94 responded), for NO 14.6% (22 responded), may be 16.4% (25 responded), and for only for few students 7.3% (11 responded).
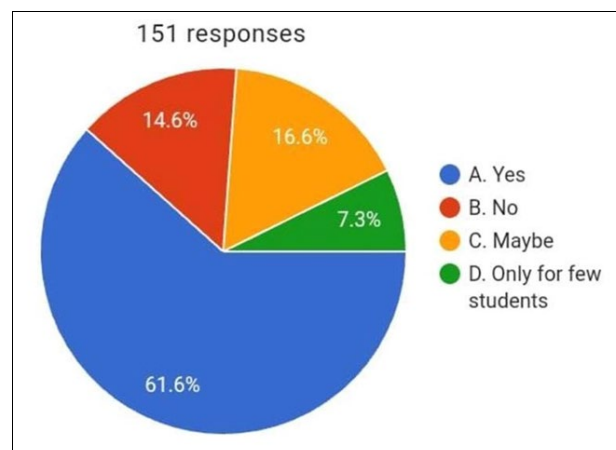
Fig 18: The NEP 2020 changes will helpful for students

Findinds

The study undertaken is an effort to understand the Awareness of National Education Policy (2020) Among Thehigher Education Students With Reference To Gangavathi Taluka. It has been noticed there are from summary of findings drown. After analysis and interpretation of pie charts.

- In this title to 95% of the students responded to awareness of National Education policy among the higher education students.
- In this study we observed that only few Students Can know about the national Education policy.
- 66. 9% majority of male students were responded.
- And Compare to 19-22 age group 53.3. Responded.
- 38.% Respondents choose right answer which we asked about approval from union Cabinet about NEP 200.
- 61.8. Students by choosing 'A' option 'yes' and they expressed their opinion about NEP 2020
- Changes will helpful for students.
- 40.8% students Responded right answer for the question of how many times had Education policy came in India so far.

Suggestions

The study has to suggest following suggestions -

- The NEP has to increase focus on the skill improvement and competency development of the Students.
- Increase budgetary allocation on Education.
- The Students must have the knowledge about National Education policy.
- The NEP has to clean confusions regarding this new education policy like…
- They can handle (cope-up) with the new education trends.
- Students should know which course to choose, which subject to choose & more
- Teachers should develop counseling and career guiding skills of the students\Make the student's future ready by building 21st century skills.

Conclusion

The NEP will help students to develop scientific temper from a young age, and many students responded yes for NEP 2020 Changes will helpful student's questionnaire, and the main objective of this policy is reformation of the Indian Education System is ''No Child will be left behind''. It is intended to fill the gaps in the current education Scenario. So we can say NEP 2020 is brought for the 'learning to learn' approach.

So the point that I want to leave you with today is that, Education is an essential and indispensable Element for the all-round development of any society & country and a comprehensive NEP is formulated by a nation to fulfill this requirement. The new NEP 2020 approved by the government initiative in this direction. The success of this new education policy will depend on how it is implemented. Therefore, it can be said that India is the Country with the youngest population and India's future will depend and providing high quality Educational opportunities to these youths.

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