

NEW EDUCATION POLICY 2020: PROSPECT AND PROSPERITY IN THE HIGHER EDUCATION SCENARIO OF THE COUNTRY

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Abstract

In all the terrible news the Coronavirus pandemic has caused, the public authority of India's declaration of the New Education Policy (NEP 2020) was a welcome shift and piece of uplifting news. For some, the declaration of NEP 2020 came as a total shock. A few education specialists were shocked by the proposals made by NEP 2020. This article basically centers around NEP 2020 and its consequences for Higher Education, regardless of whether the education policy similarly affects education in schools and universities. The critical parts of NEP are likewise portrayed in this paper, alongside an examination of what they mean for the ongoing educational structure. Education is fundamental for the social and financial headway of the country. The weapon could be risky assuming it is utilized mistakenly. Proficient comprehension and execution of arrangements could help people in the future. The outcome will be huge social and financial advancement. The National Policy in Education from 1986 has been supplanted with the New National Education Policy (NEP 2020). India's educational framework is by and large totally improved at all levels and stages by the National Education Policy. Changes relating to rudimentary, optional, and postsecondary education were carried out inside a solitary policy bundle. It's the result of how India's educational framework has changed.

Keywords: *New National Education Policy 2020, Prospect, Prosperity, Higher Education, Scenario, Country, Indian Space Research Organization, Draft New Education Policy, Urban Local Bodies, Teacher Eligibility Tests.*

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1. INTRODUCTION

The Public authority of India fostered the National Policy on Education (NPE) determined to empower education among Indian residents. India's policy traverses both country and urban regions for essential education through school. Heads of the state Indira Gandhi, Rajiv Gandhi, and Narendra Modi gave the first, second, and third NPEs for the benefit of the Indian government, separately, in 1968, 1986, and 2020.

The hold back nothing education framework is illustrated in the National Education Policy 2020 (NEP 2020), which was embraced by the Association Bureau of India on July 29, 2020. The National Policy on Education, 1986, has been supplanted by the ongoing policy. The procedure gives an exhaustive system to professional preparation and education from primary school to higher education in both rustic and urban areas of India. By 2021, the drive desires to change India's educational framework. It depends on the states, organizations, and schools to decide how to apply the language policy in NEP, which is planned to be a wide arrangement of proposals. India's education policy is changing fundamentally because of the NEP 2020. Its will probably raise public spending on education as fast as achievable, from around 4% to 6% of Gross domestic product.

A gathering drove by previous Bureau Secretary T. S. R. Subramanian started the New Education Policy meeting process in January 2015. In view of the council report, a board headed by the previous head of the Indian Space Research Organization (ISRO), Krishnaswamy Kasturirangan, presented the draft NEP in 2019. The Service of Human Asset Advancement later declared the Draft New Education Policy (DNEP) 2019, which was trailed by additional public conversations. 484 pages made up the Draft NEP. The Service made the draft policy after a careful conference process: "More than two lakh ideas from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 regions were gotten." The National Education Policy imagines:

"National Education Policy 2020 imagines an India-driven education framework that, by offering first class guidance to all, straightforwardly adds to our country's economical change into an evenhanded and dynamic information society."

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2. LITERATURE REVIEW

Kumar (2020) highlights the revolutionary potential of the NEP and examines how it could serve as a catalyst for a paradigm shift in the Indian higher education sector. The author examines how the policy affects teaching methods and emphasises the importance of having a thorough grasp of the modifications made.

Sharma and Kumar (2020) add to the conversation. Their analysis explores the particular tactics mentioned in the policy paper, emphasising important areas that require change. The NEP, according to the authors, provides a comprehensive plan to solve current issues and open the door for a more dynamic educational environment.

Shah (2020) The author examines the possible effects of the policy on a range of stakeholders, including students, teachers, and institutions, through a thorough examination. Shah's research illuminates the wider ramifications of the NEP and provides insightful information on its complex effects.

Singh (2020) offers a roadmap for reviving higher education in India. The author looks over the policy's contents and lists important implementation tactics. Singh stresses that in order to promote beneficial changes in the higher education scene, institutional actions must be in line with the NEP objectives.

Verma and Chaudhary (2020) as a catalyst for improving access and quality in higher education. Their research looks into how the policy might close educational opportunity disparities and raise general academic standards. The writers address the complex interrelationship between quality and access, highlighting the necessity of a well-rounded strategy to meet the objectives of the policy.

3. SKILLED TEACHER

In India, the typical teacher acquires around Rs 200,000 every year, making it one of the most reduced procuring callings. It will be hard to substitute the current popular printed content-situated showing techniques with experience learning and idea arranged education given these requirements. To make a gifted and painstakingly picked pool of teachers who can offer

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understudies first class guidance, the NEP has likewise declared a thorough National Educational plan System for Teacher Education notwithstanding Teacher Eligibility Tests (TETs). Then again, the current pool of instructors should be situated towards these academic methodologies.

However long the primary boundary to teacher pay in the educational biological system isn't tended to, the NEP's execution will keep on introducing difficulties in both structure and soul. Such an educational program's execution could have unexpected scholarly outcomes.

4. ASSESSMENT OF INFRASTRUCTURE

Under the NEP, tests are asked to move to an appraisal culture with continuous observing of learning results, an accentuation on essential and higher request abilities, and progress following utilizing artificial intelligence based devices to help understudies in pursuing the best profession decisions. To apply ceaseless appraisal, instructors should devise imaginative ways of assessing understudies and make troublesome schoolwork errands. Contrasted with hypothesis based tests, which have one-sided questions and answers and are simpler to regulate and check, all encompassing appraisals would require educational committees and foundations to put altogether in making these tests and practice tasks. Of the more than 1.5 million schools in India, 75% are government-run and have very little or no yearly educational cost. Out of the 400,000 non-public schools that stay, just 15,000 (under 1% of all schools) can uphold the foundation expected to conceptualize and direct such evaluations. Around 80% of these schools are delegated "Spending plan Non-public schools," implying that their month to month charges range from Rs 500 to Rs 1,000. The NEP 2020 drafting council has embraced a thorough cycle that thinks about input from partners, proficient decisions, state/UT organizations, international prescribed procedures, and certifiable experience. A sizeable measure of the education spending plan from the authority education foundations in the richer levels is now being supplanted by secretly controlled Edtech.

5. CONCLUSION

At last, after much pausing, the NEP appeared. The NEP, 2020 addresses the educational hole in India. This plan expects to achieve SGDs by 2030 by giving evenhanded, comprehensive, and excellent education to all. The progress of the NEP relies upon the middle and the states cooperating. To accomplish the general objectives of the NEP, subsidizing should be expanded

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promptly to rebuild the educational framework and carry it into consistence with international standards. The execution of the expected alterations in the educational framework and the production of chances for fundamental change have been made possible by this NEP. There are a few difficulties while endeavoring to modify the framework overall. We want to set over these impediments up to make possibilities.

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