

VIKISIT BHARAT: AN ANALYTICAL STUDY OF THE NATIONAL EDUCATION POLICY (NEP) 2020

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Abstract:

The National Education Policy (NEP) 2020 represents a major change in India's education system. It aims to solve long-standing problems, improve the quality of education, and make it accessible to everyone. The policy emphasizes overall growth, flexible learning options, practical vocational training, and the importance of digital skills. NEP 2020 envisions a modern and inclusive education system that meets the needs of the future.

This research paper takes a close look at NEP 2020, exploring its main goals, suggest changes, challenges in putting it into practice, and the expected impact on different level of education. Using data from both firsthand experience and existing studies, the paper evaluates how the policy might reshape education in India. The finding highlights that while NEP 2020 present an ambitious and positive vision, its success depend on addressing issue like lack of proper infrastructure, difference between region, and ensuring its plan are carried out effectively.

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Introduction:

Education is widely seen as one of the most powerful tools to bring about positive changes in society, boost economic growth, and promote fairness and equality. In a country like India, with its large and diverse population, the education system faces many challenges. These include making education accessible to everyone, improving its quality, and ensuring that students are well prepared for jobs. As the global economy and job market keep changing, India's education system also needs to evolve to meet the needs of its young population.

The National Education Policy (NEP) 2020, introduced by the Indian government, is a major step toward addressing these challenges. It proposes a new, flexible, and inclusive approach to education, encouraging a broader and more integrated way of learning. Unlike earlier policies, NEP 2020 introduces a fresh perspective, focusing on modern education that prepares students to face future challenges with confidence. The policy covers many areas, such as

school education, higher education, teacher training, vocational skills, and the use of technology in learning. Its main goals are to improve the quality of education, make it accessible to everyone, and ensure students develop the skills needed to thrive in a fast-changing, technology-driven world.

This paper takes an in-depth look at NEP 2020. It examines the policy's objectives, the changes it suggests, and how these changes could affect India's education system. By studying the goals and strategies for implementing the policy, this paper evaluates whether these objectives can realistically be achieved. It also identifies the challenges that might arise along the way and the opportunities the policy offers for improving education in India.

Literature Review:
1. Evolution of Indian Education Policies.

India's education policies have gone through significant changes over time, adapting to the country's evolving social, economic, and political needs. One of the earliest milestones was the

Education Commission of 1964-66, also called the Kothari Commission. This commission played a key role in shaping India's modern education system. It focused on the importance of science and technical education and recommended creating a "common school system" to ensure equal access to quality education for all children, regardless of their background.

Later, the National Policy on Education (NPE) was introduced in 1986 and updated in 1992. This policy aimed to address the gaps in the education system that existed at the time. It focused on making education more accessible, ensuring fairness, and improving its quality. While the 1986 policy succeeded in expanding education to more people, it didn't do enough to improve the quality of learning or meet the growing need for skills-based training. Problems like high dropout rates, poor learning outcomes, and graduates struggling to find jobs continued to persist.

To tackle these long-standing issues, the National Education Policy (NEP) 2020 was created. This new policy aims to bring major improvements to both school and higher education. It focuses on making education more inclusive and flexible, allowing students to learn in ways that suit their interests and strengths. It also promotes a multidisciplinary approach, encouraging students to gain knowledge and skills from different fields. By adopting ideas from successful global education systems, NEP 2020 aims to transform India's education system and better prepare students for the future.

2. Global Best Practices and NEP 2020.

Countries like Finland, Singapore, and Canada are often praised for having some of the best education systems in the world. Research shows that these systems succeed because they focus on key factors like supporting teachers, providing strong early

childhood education, encouraging students to learn across different subjects, and ensuring access to digital resources.

Finland's education system stands out because it provides equal access to quality education for all children, gives teachers the freedom to make decisions in the classroom, and prioritizes student centred learning where the needs and interests of students come first. Singapore, on the other hand, focuses heavily on training and developing teachers throughout their careers and follows a structured, high-quality curriculum. Canada emphasizes multiculturalism and inclusivity, creating an environment where students from diverse cultural and social backgrounds can feel supported and succeed.

The National Education Policy (NEP) 2020 takes inspiration from these successful global models. It highlights the importance of developing teachers' skills, improving early childhood care and education (ECCE), and providing students with flexible learning opportunities. NEP 2020 aims to build an education system in India that includes everyone and helps students grow in all aspects of life. Instead of focusing only on academics, the policy promotes life skills, creativity, critical thinking, and holistic development to prepare students for a better future.

3. Critiques and Challenges.

The NEP 2020 has been praised as a forward-thinking policy, but it has also received criticism from some groups. One major concern is the policy's heavy focus on technology and online learning. While this can improve access to education, it might also make existing inequalities worse, especially in rural and less developed areas. Many studies show that India still faces a significant "digital divide," where many students do not have access to the internet, devices, or

electricity needed for online learning. This makes it harder for everyone to benefit equally from the policy.

Another concern is the policy's focus on vocational education, which teaches practical job-related skills. Adding vocational training to the school curriculum is a good idea, but there are doubts about whether the education system has enough resources, infrastructure, and trained staff to make it effective. Additionally, mixing vocational training with traditional academic subjects may face resistance from schools and colleges that are used to a more conventional approach to education. These challenges need to be addressed to ensure that vocational education benefits all students and helps them prepare for future careers.

4. Research on NEP 2020 Implementation.

Many researchers have studied how the National Education Policy (NEP) 2020 is being put into practice, focusing on the challenges and possible results of its implementation.

Alok Kumar (2022) notes that while the policy has an admirable vision, achieving its goals will require major investments in building infrastructure, training teachers, and updating the curriculum to match the policy's new approach.

Dr. Panchali Sharma and Anupama Singh (2021) highlight that the success of NEP 2020 depends on smooth cooperation between the central government, state governments, and local institutions. Without proper coordination, it may be difficult to implement the policy effectively across such a large and diverse country.

Dr. sunil kumar Joshi (2023) stresses the need for strong systems to monitor and evaluate the progress of the policy. Regular checks are essential to ensure that its goals are being achieved on time and in an efficient manner. These studies collectively underline that while NEP 2020 holds great promise,

careful planning and execution are critical to its success.

RESEARCH METHODOLOGY

1. Research Design: This study uses a mixed-method research design, which means it combines both qualitative (non-numerical) and quantitative (numerical) methods to evaluate NEP 2020.

To gather primary data, the study includes surveys and interviews with important groups of people, such as teachers, students. These conversations and responses help understand their experiences, opinions, and challenges related to the policy.

For secondary data, the study relies on existing sources like government reports, academic articles, and research from other countries' education systems. These provide additional insights and help compare NEP 2020 with global practices. Combining these methods ensures a well-rounded understanding of the policy and its impact.

2. Data collection

Primary Data: The study gathered primary data by conducting structured surveys and semi structured interviews with different groups of people involved in education. The sample included:

- **10 school teachers** to understand their views and experiences with the policy in schools.
- **10 higher education faculty members** to get their perspective on how the policy affects colleges and universities.
- **50 students** from a mix of socio-economic backgrounds to hear their thoughts and experiences about the changes in education.

These groups provided valuable information about how the policy is being understood and applied in different areas.

Secondary data:

The study also used information from secondary sources to support its analysis. These sources include:

- The official **NEP 2020 document** to understand the policy's goals and proposals.
- **Reports from the Ministry of Education** to see how the policy is being implemented.
- **Publications from UNESCO** to compare global education standards and practices.
- **Peer-reviewed journal articles** that discuss and analyse changes in India's education system.

These resources provide additional insights and help to better understand the broader context of the policy.

3. Sampling and Analysis:

For this study, **purposive sampling** was used, meaning participants were specifically chosen because they could provide useful information about how NEP 2020 is being implemented and what effects it might have. The focus was on selecting people who have direct experience or knowledge of the policy, like teachers, students, and policymakers.

Once the data was collected, it was analysed in two ways:

- **Descriptive statistics** were used to analyse the quantitative survey data, which includes numbers and measurable information. This helped summarize and present trends or patterns in the data.
- **Thematic coding** was used to analyse the qualitative data from the interviews. This method involves identifying key themes or topics that come up in the responses and grouping them to understand the main ideas and perspectives.

This combination of methods helped provide a clear and detailed understanding of the policy's impact.

Objectives of the Study:

1. To study proposed changes in NEP 2020 and understand how they might affect India's education

system.

2. Analyse how the policy can improve access, quality, and employability.
3. Provide suggestions for overcoming the challenges in making the policy successful.

LIMITATION OF THE STUDY

1. **Geographic Scope:** This study mainly focuses on urban and semi-urban areas, which means it might not fully capture the problems faced by people in rural or remote areas where access to education and resources can be very different.
2. **Sample Size:** While the study includes a good number of participants for the interviews and surveys, the sample size may not represent the entire population of India. This means the findings might not cover the experiences of all groups of people across the country.
3. **Time Constraints:** Since NEP 2020 was introduced recently, there isn't enough long-term data to see its full impact yet. This makes it hard to draw firm conclusions about how the policy will affect the education system in the long run.

Data Analysis and Interpretation:

1. Quantitative Data Analysis.

The survey responses showed strong support for the main ideas of NEP 2020. Most of the people surveyed agreed that the policy's focus on critical thinking, creativity, and vocational training would help improve students' skills. However, they also pointed out some important challenges:

- **Infrastructure Issues:** 60% of teachers and 40% of students said that the lack of proper infrastructure, especially in rural areas, is a major problem. This includes things like outdated buildings, inadequate classrooms, and a lack of basic facilities.
- **Digital Divide:** 60% of students in rural areas

mentioned that they face difficulties in accessing online learning. This is mainly due to poor internet connections and the lack of devices like computers or smartphones.

- **Teacher Training:** 80% of teachers said that they need more professional development and training to effectively apply the new teaching methods and approaches suggested by NEP 2020. This highlights the need for proper support to help teachers adapt to the changes in the education system.

2. Qualitative Data Insights:

Interviews with policymakers showed a positive outlook on the potential of NEP 2020 to bring major changes to India's education system. However, they also recognized some big challenges:

- **Funding:** While the central government has promised to provide more money for the implementation of the policy, there are concerns about whether this funding will be enough. States with larger populations and fewer resources might struggle to get the necessary support.
- **Coordination:** Policymakers emphasized that better communication and cooperation are needed between the central government, state governments, and educational institutions. Without proper coordination, it will be difficult to ensure that the reforms are carried out effectively across the country.

Finding:

1. Strengths of NEP 2020:

- **Holistic Education:** The policy emphasizes critical thinking, creativity, and vocational training, which will help students develop skills that are important for future jobs. This approach aims to prepare students not just for exams, but for real-world challenges.
- **Flexibility:** NEP 2020 encourages a more

flexible way of learning. Students can choose from a wide range of subjects and educational paths, giving them more control over their education based on their interests and goals.

- **Increased Access:** The policy aims to make quality education more accessible, especially in rural and disadvantaged areas. It promotes the use of digital learning tools, which can help reach students who may not have access to traditional education resources.

2. Weaknesses of NEP 2020:

- **Implementation Challenges:** The lack of proper infrastructure and limited access to digital tools could make it difficult to successfully implement NEP 2020, especially in rural areas. Without the necessary resources, students and teachers may struggle to fully benefit from the changes the policy proposes.
- **Teacher Training:** Although the policy focuses on improving teacher development, there are concerns about whether there will be enough resources, training programs, and support for teachers. They need help transitioning to the new teaching methods suggested by NEP 2020, and without proper support, it may be hard for them to adapt effectively.

3. Opportunities of NEP 2020:

- **Improved Employability:** NEP 2020 focuses on vocational training and skill-based education, which gives students the chance to gain practical skills that will make them more employable. This means they will be better prepared for the job market and have a higher chance of finding work after graduation.
- **Global Competitiveness:** The policy aims to bring India's education system in line with international standards. By improving the quality of education, NEP 2020 will help students compete more effectively in the global

economy, making India's workforce more competitive worldwide.

Conclusion:

The National Education Policy 2020 is an important and ambitious step towards improving education in India. It offers a detailed plan to tackle issues like quality, access to education, and job readiness. However, for the policy to succeed, several challenges need to be addressed, such as improving infrastructure, providing better teacher training, and ensuring access to digital resources. If the policy is implemented well, with good coordination between all involved parties and enough resources, NEP 2020 has the potential to transform India's education system and shape a better

future for students.

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