

Impact of National Education Policy 2020 on India's Educational Landscape: A Comprehensive Review

Zakia Rizvi^{1*}

¹Assistant Professor.

Abstract

Comprehensive, interdisciplinary, and skill-based education are the cornerstones of India's new "National Education Policy 2020 (NEP 2020)", an ambitious plan to overhaul the country's educational system. This review study delves deep into NEP 2020, looking at many studies that have looked at how it would affect India's education system. The policy emphasizes critical thinking, conceptual understanding, and practical application, moving away from rote memorization. It integrates technology, vocational training, and flexible learning pathways to foster an inclusive and globally competitive education system. According to the study's findings, "NEP 2020" is a big step in improving educational quality by giving students the tools they need to use what they've learnt in practical situations. By addressing existing challenges and promoting innovation, the policy holds the potential to modernize India's education system and align it with international standards, thereby preparing students for future global opportunities.

Keywords: National Education Policy 2020 (NEP 2020), Indian education system, School and college education, skills, Digital learning, Multidisciplinary etc.

1 Introduction

Throughout the course of its lengthy history, the Indian educational system has undergone several cultural and sociopolitical changes. In the past, the Gurukul system was one of the first organised

* ISBN No. - 978-93-49028-49-4

educational systems in India, and education there was primarily religious and comprehensive [1]. In addition to emphasising the general growth of the person, this approach concentrated on the oral transfer of information. But the introduction of British colonial control brought about a dramatic change in the Indian educational system. With the advent of Western education, sponsored by individuals such as Lord Macaulay, the emphasis changed to a curriculum that focused on European knowledge and used English as the primary language of teaching [2]. The contemporary Indian educational system was established as a result of this change, which brought with it both new possibilities and difficulties, such as the marginalisation of traditional knowledge systems [3].

To better serve its citizens, the Indian government realised after independence that the education system needed to be reformed and nationalised. As a result, many education policies were created, beginning with the National Policy on Education (NPE) in 1968, which placed a strong emphasis on fostering regional languages and a unified system of education. The NPE that followed in 1986 sought to address the persistent issue of unequal access to education and strengthen the goal of universal education [4]. The Indian educational system has nevertheless had a lot of problems in spite of these governmental initiatives. These include significant gaps in educational achievements across various socioeconomic groups, a lack of teachers, and insufficient infrastructure [5]. Further highlighting the need for an extensive overhaul of the educational system in order to make it more relevant, accessible, and capable of meeting the needs of the 21st century is the global shift to knowledge-based economies and the speed at which technology is developing [6].

A. Implementation challenges

The main obstacles to "the National Education Policy (NEP) 2020's" implementation are listed in Table 1, along with possible ways to overcome them. It identifies key challenges such as a lack of resources, red tape, and opposition to change [7]. In order to overcome these obstacles, the table lists methods for each difficulty, such as improved resource allocation, simplified administrative procedures, and stakeholder participation [8]. The practical challenges encountered during the implementation of NEP 2020 may be comprehended and addressed in an organised manner with the help of this table. There are several obstacles that might affect the efficacy of "the National Education Policy (NEP) 2020's" implementation [9]. Among them are:

1. Resource constraints

Appropriate financial and human resources are one of the main challenges. NEP 2020 aims to implement significant changes, including as curriculum development, teacher training, and infrastructure improvements. Existing educational disparities, however, can be made worse by the difference in availability of resources between rural and urban areas. Inadequate financial resources and inadequate infrastructure are important issues that must be addressed to guarantee fair execution [10]. An Andhra Pradesh pilot project, for example, showed how focused resource distribution enhanced rural schools' facilities and academic performance.

2. Administrative hurdles

The strategy calls for efficient collaboration between educational institutions and different governmental levels. Reform implementation may be hampered by antiquated procedures, disjointed administrative structures, and bureaucratic inefficiencies. For instance, a lack of technological infrastructure and poor administrative replies may cause delays in the integration of new instructional technology and approaches. Administrative roadblocks may seriously impede development [11]. Overcoming such challenges is shown by the effective implementation of a similar approach in Karnataka, where accelerated administrative processes allowed for a faster deployment of educational technology.

3. Resistance to change

Parents, educators, and administrators are examples of stakeholders who could oppose the changes because they doubt their efficacy and are reluctant to alter long-standing customs. It will take a lot of work in training, communication, and proving the policy's advantages to overcome this reluctance. Teachers used to more conventional approaches may also oppose the shift to a competency-based curriculum [12]. With the help of intensive training programs and proactive stakeholder engagement, Gujarat's "Schools of Excellence" project effectively reduced opposition.

Table 1 Implementation Challenges

Challenge	Description
Resource Constraints	Differences in the distribution of resources
Administrative Hurdles	Outdated bureaucratic procedures and inefficiency
Resistance to Change	Stakeholders' hesitation and scepticism

2 Literature Review

(Ashokkumar et al., 2025) [7] "The National Education Policy 2020 (NEP 2020)", which aims to transform the country's educational landscape, marks a significant turning point in India's educational system. This study offers a thorough examination of NEP 2020, examining how it aligns with international trends in education, how it emphasises competency-based progression, and how it can affect teacher preparation, educational infrastructure and student learning results. The ability of the policy to improve quality, innovation, and fairness in Indian education—thereby addressing long-standing problems and preparing students for the difficulties of the 21st century—makes it scientifically relevant.

Table 2 Impact of NEP 2020. [7].

Impact type	Long-term Impact	Short-term Impact
Digital learning	Improved integration and digital literacy	A greater focus on digital resources
Teacher Training	Better techniques and quality of instruction	Initial training program enhancements
Vocational Education	Improved job market and educational alignment	Including in school programs

National Education Policy 2020: The Key To Development In India (Volume-2)

(Kurien & Chandramana, 2021) [13] The release of the fresh "Education Policy (NEP 2020)" by the Government of India was a welcome shift and fresh knowledge amid the Covid-19 pandemic's negative effects on the world. Many people were completely unprepared by the unveiling of NEP 2020. The changes that NEP 2020 recommended startled a lot of education experts. Even both college and high school education have been equally impacted by the education policy, the main emphasis of this essay is NEP 2020 and its implications on higher education. The key components of NEP are also described in this work, together with an analysis of their implications for the current educational system.

(C. & R, 2024) [14] In order to reform higher education in India by implementing a more flexible, inclusive, and interdisciplinary learning environment, "the National Education Policy (NEP) 2020" is a crucial revolutionary project. In order to address the enduring problems of accessibility, quality, and equality, this research study examines the present and potential effects of implementing "NEP 2020 on Indian higher education". Inadequate infrastructure, financial limitations, and opposition to change are some of the obstacles that prevent its successful implementation. In addition, the current evaluation looks at the anticipated long-term advantages for students and the workforce, with a focus on employability and skill development.

(Choudhari, 2022) [15] Aiming to deliver high-quality education that will contribute to the growing economy and encourage new school and college projects, "the National Education Policy-2020" is driven by the belief that education supports social and economic prosperity. One of the most significant developments in India in 2020 was the creation of "the New Education Policy (NEP) 2020". The National Education Policy-2020, which is primarily focused on providing students with hands-on training to develop their creative potential, skills, and analytical thinking in order to satisfy industrial demands, is highlighted in this document. The primary focus of this study is the impact of the National Education Policy 2020 on various stakeholders, with a special emphasis on students in college who are well-informed about the policy and have opinions about it. Results and possible flaws of the NEP-2020 are also covered in the paper.

(Verma & Kumar, 2021)[9] Education is of the utmost importance in this uncertain time. As a result, "the National Education Policy 2020" has been redesigned as the foundation for this reform, which might boost those social and economic indicators while also assisting in the development of a new educational system in the nation. That still needs improvement. NEP 2020 offers independent colleges and interdisciplinary universities high-quality higher education. In this study, we have analysed the policy critically and suggested modifications to guarantee a smooth transition with both its predecessor and its successor, increasing the policy's significance. The needs for NEP 2020 rules and management performs at the university stage are analysed in the present article. The design and implementation of NEPs at the national and HEI (Higher Education) levels are advised.

(Archunan, 2024)[16] A country's educational system is a key component of its development. Within the fundamentals of industrialised countries, the standard of education, especially at the level of higher education, is lacking. The nation's progress may be accessed via the higher education system. All facets of a country's economic growth are less developed when its educational system is inadequate. In addition,

only excellent, skilled, and creative instructors will be able to provide high-quality instruction. To fulfil the objectives of the New Education Policy, the instructors must be professionals with the necessary training, credentials, and competence. Prime Minister Sri Narendra Modi of India launched the New Education Policy 2020 (NEP), which was accepted by the Union Council of Ministers. By 2021, the New Education Policy will be implemented nationwide in India. Providing young Indian minds with high-quality, innovative, and realistically feasible educational services is the main goal of the New Education Policy.

3 Conclusion

A comprehensive, adaptable, and skill-based approach to education is the focus of "the National Education Policy 2020 (NEP 2020)", which marks a revolutionary change in India's educational system. The policy recognizes the need for adaptable curricula, innovative teaching methodologies, and enhanced employability to prepare students for an evolving global job market. By fostering strong industry-academia collaborations, NEP 2020 aims to equip students with relevant, practical skills, ensuring their readiness for real-world challenges and opportunities. Furthermore, the policy incorporates multidisciplinary education, vocational training, and digital integration, making learning more accessible and inclusive. It shifts the emphasis from conventional rote learning to creativity, critical thinking, and problem-solving skills, allowing students to employ their knowledge in practical contexts. NEP 2020 has the potential to address key challenges in the Indian education system, including disparities in access, outdated teaching methods, and a lack of skill development. Through modernisation and alignment with international standards, the strategy establishes the groundwork for a learning environment that is more progressive, advanced in technology, and innovation-driven. In essence, NEP 2020 is a crucial step toward transforming India into a knowledge-driven economy, fostering academic excellence, and ensuring the holistic development of students for future global competitiveness.

References

- [1] KPMG, "Impact of National Education Policy 2020 and opportunities for stakeholders," no. August, p. 1 to 31, 2020, [Online]. Available: home.kpmg/in
- [2] A. K. S and C. Praseeda, "The National Educational Policy 2020 - A Comparative Review," *Ymer*, vol. 22, no. 01, pp. 722–731, 2023.
- [3] M. Singh and B. Singh, "New Education Policy: Changes is the End result of all tru learning," 2024.
- [4] R. Development, "National education policy 2020," *Econ. Polit. Wkly.*, vol. 55, no. 31, p. 4L, 2020, doi: 10.1201/9781003254942-12.
- [5] R. Rangarajan, U. Sharma, and C. Grové, "Inclusion and equity in India's new National Education Policy (NEP): an analysis using the Context Led Model of Education Quality," *Int. J. Incl. Educ.*, pp. 1–21, 2023, doi: 10.1080/13603116.2023.2295907.

National Education Policy 2020: The Key To Development In India (Volume-2)

- [6] Soni and V. T. Dahiya, “Exploring the Influence of India’s National Education Policy 2020 on Student Social Skill Development,” vol. 12, no. 2, 2024, doi: 10.25215/1202.380.
- [7] T. Ashokkumar, T. Russel Raj, A. Rajadurai, A. H. Abishini, and A. H. Anchani, “Analyzing the impact of the new educational policy 2020: A comprehensive review of India’s educational reforms,” *Eval. Program Plann.*, vol. 108, no. August 2024, p. 102515, 2025, doi: 10.1016/j.evalprogplan.2024.102515.
- [8] K. Sachithanandan, “National Education policy 2020_and_Kerala,” 2020.
- [9] D. H. Verma and A. Kumar, “New Education Policy 2020 of India: A Theoretical Analysis,” *Int. J. Bus. Manag. Res.*, vol. 9, no. 3, pp. 302–306, 2021, doi: 10.37391/ijbmr.090308.
- [10] Puvar Savailal Rajubhai, “New Education Policy 2020 on Higher Education,” *J. Adv. Sch. Res. Allied Educ.*, vol. 21, no. 2, pp. 1–4, 2022, doi: 10.29070/w22mtp65.
- [11] P. S. Aithal and S. Aithal, “Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives,” *Int. J. Manag. Technol. Soc. Sci.*, no. 102549, pp. 19–41, 2020, doi: 10.47992/ijmts.2581.6012.0102.
- [12] A. Kulal, A. N, S. Dinesh, D. C. Bhat, and A. Girish, “Evaluating the Promise and Pitfalls of India’s National Education Policy 2020: Insights from the Perspectives of Students, Teachers, and Experts,” *SAGE Open*, vol. 14, no. 4, pp. 1–18, 2024, doi: 10.1177/21582440241279367.
- [13] A. Kurien and S. B. Chandramana, “New Education Policy 2020: Impact on Higher Education,” *Int. J. Adv. Res. Comput. Sci. Manag. Stud.*, vol. 9, no. 8, pp. 43–48, 2021, doi: 10.61161/ijarcsms.v9i8.15.
- [14] A. S. C. and K. P. R, “THE PRESENT AND FUTURE IMPACT OF IMPLEMENTATION OF NEP 2020 ON HIGHER EDUCATION IN INDIA,” vol. 9, no. 12, pp. 773–777, 2024.
- [15] D. Choudhari, “A Study on National Education Policy-2020 and its Impact on Stakeholders w.r.t Higher Education Institutions of Nagpur City,” *Int. J. Res. Publ. Rev.*, vol. 3, no. 2, pp. 390–394, 2022, [Online]. Available: www.ijrpr.com
- [16] K. Archunan, “New Education Policy and its Impact on Higher Education in India,” *Shanlax Int. J. Manag.*, vol. 11, no. iS1-Jan, pp. 84–89, 2024, doi: 10.34293/management.v11iis1-jan.7144.