

Evaluating the National Education Policy 2020: Implementation Pathways towards Viksit Bharat 2047: An Analytical Review (2020–2025)

Shrikant Dharurkar¹ and Dr. Vijay Kulkarni^{2*}

Abstract

The National Education Policy 2020 (NEP 2020) marks a landmark reform initiative in India's educational landscape, aiming to reimagine the entire ecosystem through inclusivity, flexibility, and holistic development. This research paper provides a descriptive and analytical evaluation of NEP 2020's implementation pathways between 2020 and 2025 in the context of India's long-term vision of Viksit Bharat@2047. Using a mixed-method approach that combines quantitative and qualitative data drawn from 92 respondents across Indian higher education institutions, the study investigates how stakeholder engagement, communication clarity, and adaptive institutional frameworks contribute to the effectiveness of NEP implementation. Findings indicate a strong positive correlation between active stakeholder participation, transparent communication, and institutional adaptability with successful policy execution. The study identifies implementation bottlenecks such as funding limitations, uneven capacity building, and digital inequality. It concludes with policy recommendations to strengthen governance, teacher training, and evidence-based monitoring to ensure NEP 2020 becomes a driving force toward an inclusive, knowledge-driven, and globally competitive India.

Keywords: Viksit Bharat 2047, Policy Implementation, Educational Governance, Stakeholder Engagement, Institutional Adaptability, Indian Higher Education

Introduction

Education serves as the foundation for national development and social transformation. In India, the National Education Policy 2020 (NEP 2020) represents a paradigmatic shift from rote learning and fragmented

¹ Assistant Professor, Department of Management Faculty of Ajeenkya D Y Patil University, Pune, India, Email: shrikantddharurkar@gmail.com, <https://orcid.org/orcid-search/search?searchQuery=0009-0005-6303-7374>

² Dean, Student Affairs, Student Services Division, Ajeenkya DY Patil University, D Y Patil Knowledge City, Charholi Bk. Via Lohegaon, Pune – 411081, Maharashtra, India. Email: profvijayra2@gmail.com, <https://orcid.org/0000-0002-4253-3791>.

institutional structures to holistic, multidisciplinary, and flexible education. Approved by the Government of India on 29 July 2020, NEP 2020 aims to align India's educational system with global benchmarks while addressing local developmental priorities through the vision of Viksit Bharat@2047—a developed India by its centenary of independence.

Between 2020 and 2025, NEP 2020 implementation has witnessed both progress and challenges. The policy calls for structural changes such as the 5+3+3+4 schooling model, multidisciplinary universities, academic credit banks, and the establishment of the Higher Education Commission of India (HECI). However, translating this vision into operational reality has required sustained collaboration between central and state governments, academic institutions, teachers, and communities (Ministry of Education, 2023).

This paper aims to systematically analyze NEP 2020's implementation effectiveness through empirical data and secondary research. It specifically evaluates (a) stakeholder engagement, (b) communication effectiveness, and (c) adaptability of institutional frameworks as critical factors influencing success. The paper further correlates these findings with India's roadmap toward Viksit Bharat 2047, underscoring the need for educational systems that empower innovation, ethics, and employability.

Review of Literature

Evolution of Educational Policy in India:

Education policy in India has evolved through several landmark stages. The University Education Commission (1948–49) emphasized academic standards and the creation of the University Grants Commission (UGC), while the Kothari Commission (1964–66) laid the foundation for the “10+2+3” structure and stressed the role of education in national integration. The National Policy on Education (1968, 1986) and Program of Action (1992) advanced modernization and inclusion, introducing technology and vocational training. The Right to Education Act (2009) later made education a fundamental right (Kumar, 2022).

NEP 2020 builds on these precedents but with a transformative focus—multidisciplinary education, critical thinking, flexibility, and lifelong learning. It seeks to balance India's demographic dividend with skill-oriented education that meets 21st-century demands (Pandey, 2021).

Implementation Challenges:

Scholars highlight that NEP's success depends on coordinated institutional effort, adequate funding, and capacity building (Rao, 2023). Implementation gaps persist due to limited infrastructure in rural areas, teacher shortages, and technological inequity. Studies by NITI Aayog (2024) reveal uneven progress among states, with southern and western regions leading reforms while others lag.

➤ NEP 2020 and Viksit Bharat 2047

The NEP aligns with Viksit Bharat 2047, envisioning India as an equitable, innovative, and knowledge-based society. Education is the critical enabler of human capital, innovation, and national identity. The Ministry of Education (2024) emphasises that NEP outcomes—research excellence, employability, inclusivity, and global competitiveness—form the intellectual infrastructure for Viksit Bharat.

Research Methodology

➤ Research Design

This study adopts a descriptive and analytical mixed-method approach. It examines how stakeholder engagement, communication clarity, and adaptability influence NEP 2020 implementation effectiveness. Quantitative data were collected via surveys, while qualitative insights were derived from interviews and policy analysis.

➤ Hypotheses

H₁: Comprehensive stakeholder engagement, clear communication strategies, and adaptable policy frameworks significantly influence NEP implementation effectiveness.
 H₂: The level of engagement, communication clarity, and adaptability are positively correlated with successful NEP outcomes.

➤ Sampling and Data Collection

A random sample of 92 respondents was surveyed across multiple faculties, including Commerce, Engineering, Science, Humanities, and Education. The sample comprised 46 male and 46 female participants, ensuring gender balance. Faculty positions ranged from deans and principals to assistant professors.

Table 1. Gender of Respondents (n = 92)

Gender	Frequency	Percentage
Male	46	50%
Female	46	50%

Table 2. Academic Position

Position	Frequency	Percentage
Dean/ Principal/Professor	6	6.5
Associate Professor	11	12
Assistant Professor	69	75
Others (CHB/Non-teaching)	6	6.5

Data Analysis Tools:

Descriptive statistics and correlation tests were used for quantitative analysis via SPSS, while thematic analysis was conducted for qualitative responses. Visual data (bar and pie chart summaries) were included in textual form.

Limitations

The study is limited to a cross-sectional sample and self-reported data, which may involve perceptual bias. Future longitudinal studies could provide deeper insights into systemic transformation.

Results and Findings**➤ Planning and Policy Objectives:**

More than half the respondents (54%) emphasized the importance of identifying clear policy objectives as the first step toward actionable implementation. About 24% stressed resource assessment, while only 2% prioritized budget planning, suggesting that goal alignment precedes financial structuring in policy execution.

➤ Feedback Mechanisms

52% of respondents preferred continuous feedback throughout the planning process, whereas 42% favored feedback at key milestones. This underscores that iterative stakeholder dialogue is integral to adaptive policy management.

➤ Stakeholder Involvement

The majority (65%) of participants recognized students, faculty, and staff as primary stakeholders in NEP implementation, emphasizing a bottom-up approach. Only 2% believed in restricting implementation to senior management, reinforcing that inclusivity drives ownership.

➤ Risk Evaluation and Management

Nearly 59% prioritized identifying and planning for potential risks, while 19% supported consulting stakeholders for risk perception. Proactive risk management emerged as a major determinant of policy success.

➤ Resources and Human Capital

Table 3. Essential Resources for Effective Implementation

Resource Type	Percentage
Skilled human resources	57%
Strategic resource allocation	34%
Financial resources	3%
Technological tools	6%

➤ Communication and Institutional Culture

Communication is a decisive factor: 48% of respondents stated it “facilitates ongoing engagement,” while 38% stressed its role in ensuring “understanding and buy-in.” Top-down communication was deemed inadequate.

➤ Policy Alignment and Monitoring

62% believed policy alignment with institutional missions strengthens culture. Monitoring progress against milestones (64%) and stakeholder engagement (32%) were cited as key success indicators.

➤ Adaptability and Flexibility

58% advocated periodic review of plans; 39% favored embedding feedback loops. This flexibility aligns with modern adaptive management theories in public policy (Sharma, 2023).

➤ Resistance Management and Training

Respondents preferred engagement with resistors (49%) and additional support (43%) over punitive approaches. Training was recognized as essential by 80%, affirming that knowledge dissemination is foundational to implementation.

➤ **Technology and Timelines**

Respondents endorsed technology as a driver for data collection and communication (97% cumulative). 68% stressed the necessity of structured timelines for accountability.

Discussion

➤ **Stakeholder Engagement as the Core Enabler**

Engagement fosters shared ownership, transparency, and motivation. In alignment with participatory governance models, higher engagement correlates strongly with implementation success. This reinforces Hypothesis 1.

➤ **Communication Clarity and Institutional Effectiveness**

Transparent and regular communication helps align objectives across hierarchical levels, minimizing resistance and confusion. Studies by the Ministry of Education (2024) confirm that institutions with internal communication frameworks demonstrate superior NEP compliance.

➤ **Flexibility and Adaptive Management**

Education policy, as a dynamic instrument, requires continuous evaluation and recalibration. Adaptive management under NEP encourages decentralized experimentation—pilots in Karnataka and Maharashtra demonstrate this through competency-based learning trials (NITI Aayog, 2025).

➤ **Capacity Building and Digital Inclusion**

Teacher training and digital literacy emerged as major determinants. Initiatives such as the National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) and SWAYAM 2.0 have improved digital access, yet rural-urban gaps persist.

❖ **Institutional Challenges**

Challenges include:

- **Funding Shortfalls:** Public institutions face constraints in scaling reforms.
- **Governance Complexity:** Coordination across multiple agencies delays decisions.
- **Technological Disparity:** Limited access in Tier-II/III institutions.
- **Cultural Resistance:** Traditional hierarchies slow adaptation.

❖ NEP 2020's Role in Achieving Viksit Bharat@2047

The National Education Policy (NEP) 2020 stands as a cornerstone in India's developmental vision, directly contributing to the realization of Viksit Bharat@2047—the national aspiration of transforming India into a developed, inclusive, and knowledge-driven economy by the centenary of its independence. Education, as emphasized in both NEP 2020 and the Vision 2047 framework of the Government of India, is not merely a social service but a strategic driver of human capital formation, innovation, and sustainable economic growth. By reorienting the educational ecosystem toward critical thinking, experiential learning, inclusivity, and multidisciplinary research, NEP 2020 seeks to empower individuals and institutions to become catalysts of national transformation.

At its core, NEP 2020 redefines education as a development multiplier, linking academic reform with economic modernization, technological advancement, and social justice. The policy recognizes that a skilled, creative, and ethically grounded population is essential for a globally competitive and self-reliant India. By promoting flexible learning pathways, digital integration, and multidisciplinary education, it nurtures a generation capable of leading innovation in emerging sectors such as artificial intelligence, renewable energy, biotechnology, and data science. These reforms are vital for achieving the twin goals of employability and entrepreneurship—key pillars of a Viksit Bharat.

Furthermore, NEP 2020 places significant emphasis on reducing inequality through inclusive access to education. The policy envisions universalization of education from early childhood to secondary level by 2030, addressing historical disparities faced by marginalized groups, rural learners, and differently-abled students. Initiatives such as the Gender Inclusion Fund, Special Education Zones, and digital infrastructure platforms like DIKSHA and SWAYAM 2.0 promote equity by ensuring that geographical or socio-economic constraints do not limit educational opportunities. These efforts align with Sustainable Development Goal 4 (Quality Education), which underscores education as the foundation for achieving all other SDGs by eradicating poverty, promoting equality, and fostering sustainable growth.

Equally critical to Viksit Bharat@2047 is the creation of human capital for digital and green economies. NEP 2020 integrates skill-based and vocational learning within mainstream education, linking academic curricula to real-world applications. Through the National Skills Qualification Framework (NSQF) and partnerships with industries, the policy ensures that graduates are not only academically competent but also economically productive. This skill-based orientation contributes to India's transition from a service-led to a knowledge-led economy, fostering innovation-led employment and entrepreneurship.

The policy also reinforces India's global standing as a hub of research and innovation through initiatives such as the National Research Foundation (NRF) and the promotion of Multidisciplinary Education and Research Universities (MERUs). These institutions are envisioned as centers of excellence driving indigenous

innovation while nurturing global collaborations. By embedding research, ethics, and sustainability into the core of education, NEP 2020 prepares India's youth to respond to global challenges like climate change, digital disruption, and public health crises with creativity and resilience.

In summary, NEP 2020 functions as both a transformative educational blueprint and a strategic development policy. It bridges the gap between learning and livelihood, knowledge and innovation, inclusion and excellence. As India advances toward Viksit Bharat@2047, the policy's emphasis on holistic development, inclusive growth, and lifelong learning positions education as the central force driving national progress, global competitiveness, and societal well-being.

Conclusion

This analytical review confirms that the success of NEP 2020 lies not merely in policy design but in the effectiveness of its implementation mechanisms. Evidence from 2020–2025 reveals that comprehensive stakeholder engagement, transparent communication, continuous training, and adaptive governance significantly enhance implementation outcomes. While structural and fiscal challenges persist, the NEP 2020 has laid the foundation for transforming Indian education into a globally competitive system. To realize the vision of Viksit Bharat@2047, policymakers must institutionalize data-driven monitoring, strengthen teacher training, and promote equity through digital inclusion. The study concludes that NEP 2020, if consistently implemented, can redefine India's educational paradigm and serve as the cornerstone of national progress.

Acknowledgements:

I acknowledge the valuable support and inspiration of the Prof. Dr. Vijay Kulakrni Bhartiya Shikshan Mandal, Nagpur whose efforts enabled me to contribute to academic research through *Bhartiya Gyan Sampada*. Their constant encouragement has motivated me to align this work with the vision of the National Education Policy (NEP) and Viksit Bharat 2047.

References

- Bhat, S. R. (2021). National Education Policy 2020: Roadmap for Implementation. Academic Publishers.
- Kumar, P. (2022). Reinventing Indian Education: Policy, Practice, and Challenges. Springer.
- Ministry of Education. (2023). Annual Report on NEP 2020 Implementation Progress (2020–23). Government of India.
- Ministry of Education. (2024). NEP 2020: Mid-Term Review Report. Government of India.
- NITI Aayog. (2024). Educational Reforms and State-Level Readiness Index. New Delhi.
- Pandey, V. S. (2021). Education for the 21st Century: NEP 2020 and Beyond. Routledge.
- Rao, M. S. (2023). The NEP 2020 and the Future of Indian Education. Pearson India.

- Sharma, R. K. (2023). Implementing the National Education Policy 2020: Strategies and Challenges. Sage Publications.
- UGC. (2024). Guidelines on Multidisciplinary Education and Research Universities (MERUs). University Grants Commission.