



Critical Analysis of New Education Policy-2020

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Abstract

The 34-year-old National Policy on Education (NPE), 1986, has been replaced with NEP 2020, the first education policy of the twenty-first century. NEP 2020 states that attaining one's full potential, creating a just and equitable society, and advancing national development all depend on education. The National Education Policy 2020 envisions a nationalized education system that, by providing high-quality teaching to all, immediately and sustainably transforms our country into a genuine, vibrant, informed, and living one. Some of the issues in NEP-2020 are worth considering for the future; such as lack of quality in teacher education institutes, idea of making colleges autonomous, lack of teaching skills in higher education, ending the affiliated college system, exit system at the graduate level (eg. certificate in first year, diploma in second year.....), no idea was presented on increasing GDP and revenue in higher education. In this study the view of academicians, Educationists from Lucknow University and Babasaheb Bhimrao Ambedkar university and some government school teachers from Lucknow, Uttar Pradesh, India were included. The study found the results that on an average of 84 per cent in favour of opinion of the researchers and also around 16 per cent against of opinion of the researchers.

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Introduction

First of all, the first National Education Policy was implemented in 1968, after which the second National Education Policy Implemented in 1986. In the second National Education Policy in 1992 (Programme of Action, POA 1992) partial reforms were made. And after 34 years of National Education Policy 1986, a new era was created in the field of education. A major and historic decision was taken which was implemented by the Government of India in the form of New National Education Policy 2020. The draft approved by the former head of Indian Space Research Organization (ISRO). It was prepared by a panel headed by Kasturirangan. The National Education Policy 2020 aims to create an efficient education system by 2040 in which all access to high quality education is essential for all regardless of the socio-economic background of learners and there should be equal access. Its aim is to create a new system which is in sync with the goals of 21st century education including SDG-4 while building on the traditions and value systems of India. The National Education Policy lays down a comprehensive framework for education from primary to higher education as well as vocational training in both rural and urban areas. The aim of the National Education Policy is to transform the education system of India and this policy contributes directly to transforming India and also the education system rooted in the Indian ethos. Its aim is to provide an equal platform for everyone to grow and develop without any discrimination of religion, gender, caste, and creed and to maintain and take care of the existing vibrant knowledge society by providing high quality education to all. No rule, principle or policy can completely cover any parameter of the policy etc.

must have some merits and demerits. Merits are those aspects of that policy which prove the significance of the purpose for which it is made. But by identifying flaws and shortcomings, policy can be improved to make it meaningful. Therefore, in this research paper a critical study of the new National Education Policy 2020 will be done in the context of challenges and issues in higher education, so that this education policy can be considered minutely in the educational, economic, social and political scenario and a new understanding can be developed on this policy, so that a new momentum and direction can be given to education and society.

Review of Literature

The study done by Venkateshwarlu (2021) ^[11] attempts to critically study the New National Education Policy 2020, such as early streaming of students in various subjects lack of access to Human Index (HI), the effectiveness of this education policy especially in socio-economically disadvantaged areas role, lack of research and exploration etc. It is seen that all stakeholders of the Indian education system are looking forward to a positive future when education will reach all Indians. Higher education is a crucial aspect in determining the economy, social status, technology adoption and healthy human behavior in every country. The aim is to improve GER to include every citizen of the country in higher education. India's education policy 2020 is moving towards achieving such an objective by making innovative policies, (Aithal & Aithal 2020) ^[1]. This policy envisages a new design of the school curriculum. However, to make the curriculum effective, schools and concerned authorities need to train teachers and understand the pedagogical requirements to make a smooth transition to the new education system. Focus on teacher-centric education, student-centric education to promote collaborative skills, develop critical thinking and problem-solving and decision-making abilities in youth etc. (Saxena 2021). The New Education Policy 2020 has the capability to change the stereotypical formal education as well as the stereotypical attitude towards the education for women in Indian society. But stereotypes and hegemonies are embedded in the society for such a long time that it is never easy to break them only through an education policy (Roy & Lahiri, 2021) ^[2].

NEP 2020 is going to be helpful for our nation India, how it will create our performance of youth in front of the world (Jadhav, 2022) ^[13]. The National Education Policy 2020 has therefore been transformed into the framework of this reform, which could help to build a new education system in the country, in addition to strengthening those economic and social indicators. (Verma & Kumar, 2021) ^[12]. The National Education Policy (NEP) 2020, is a great policy because it pursues making the education system holistic, flexible, multidisciplinary, aligned to the desires of the 21st century and the 2030 Sustainable Development Goals (Sharma *et al.* 2023) ^[8]. NEP 2020 focuses on the holistic development of students, addressing their cognitive, social, emotional, and physical growth. It promotes critical thinking, creativity, and problem-solving skills, preparing students to thrive in the 21st century. Advantages of National Education Policy for students are holistic development, flexible learning pathways, reduced curriculum burden, inclusive education, skill development and for teachers' professional development opportunities, enhanced teaching practices, reduced

curriculum burden, empowerment as facilitators (Sahu, 2024) ^[9]. The NEP-2020 aims to provide a holistic and flexible learning experience to students by minimizing the school curriculum content and focusing on 21st century skills such as analytical and critical thinking, experiential learning and creativity (Mondal, 2024) ^[10].

Objectives of Study

The main objective of the study and analysis of National Education Policy 2020 is as follows-

1. To know the future utility and significance of National Education Policy 2020.
2. To clarify the corrective points in this policy,
3. To understand the economic, social and political background of New National Education Policy 2020.
4. To examine the limits of National Education Policy 2020
5. To study the challenges and issues in higher education in regard to NEP-2020
6. To explain the possible pros and cons of NEP-2020.

Methodology

Survey method is used under the Descriptive research. The study has been conducted using quantitative research method. For the data collection the researcher has applied the survey method. A self – made questionnaire was prepared by the researcher. The questionnaire was supplied to Academician, educationist and those related to higher education. To check the reliability and validity of the items, a pilot study was conducted before the survey.

Sampling: The total sample of the study consists of 31 by using simple random sampling technique.

Sampling of the study

Designation of Respondent

Designation	No. of Respondent	Percentage (%)
Assistant Professor	6	19.35%
Associate Professor	15	48.38%
Assistant Librarian	1	3.22%
Research Trainee	2	6.45%
Assistant Teacher	4	12.90%
Associate Teacher	3	9.67%

Finding and analysis

After studying the draft of the new National Education Policy 2020, the researcher Formulated questions in favour and against the policy. After that researcher provided the question to academicians, educationist and teachers to know their opinion in favour or against the policy.

Possible Point in Favor of National Education Policy-2020

As a result of studying the draft of the new National Education Policy-2020 issued by the Government of India, some possible viewpoints have been considered in favor of this policy, which are as follows-

1. NEP para no. 10.7

By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities. Since this

process will take time, all HEIs will firstly plan to become multidisciplinary by 2030, and then gradually increase student strength to the desired levels.

Opinion of the Researcher

Multidisciplinary institutions will increase the percentage of higher education in the whole of India which will fulfill the objectives of higher education. This will enable all dimensions of education to be delivered at a fast pace to all levels for a country like India, because even today in the Indian education system the complete courses are not available in universities and colleges, so it becomes absolutely necessary that multidisciplinary institutions be established in the Indian education system and their operational infrastructure should be strengthened, so that the Indian education system can be strengthened and developed.

2. NEP Para No. – 10.8

More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district. Steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. While a number of new institutions may be developed to attain these goals, a large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs.

Opinion of the Researcher

This provision is highly commendable because higher institutions, universities and colleges are still very far away in terms of distance. To disseminate education in a systematic manner and it is very important to have equal access to education for all. Along with this, the way will be paved to reach all those types of institutions through social awareness and public participation.

3. NEP Para No. – 10.9

Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions. There will be a fair and transparent system for determining increased levels of public funding support for public HEIs. This system will give an equitable opportunity for all public institutions to grow and develop, and will be based on transparent, pre-announced criteria from within the accreditation norms of the Accreditation System. HEIs delivering education of the highest quality as laid down in this Policy will be incentivized in expanding their capacity.

Opinion of the Researcher

Since funding is of utmost importance in education and after providing funding it is necessary to periodically check and review in a transparent manner, so that the educational activities in the institutions can be carried out smoothly.

4. NEP Para no. 10.10

Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning (SDG 4). All ODL programmes and their components leading to any diploma or degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. Top institutions accredited for ODL will be encouraged and supported to develop high-quality online courses. Such quality online courses will be suitably integrated into curricula of HEIs, and blended mode will be preferred.

Opinion of the Researcher

That is, emphasis will be laid on blended learning education which is a commendable step of NEP-2020 in the modern digital age. This provision of the new National Education Policy 2020 is excellent because technology has taken its special place in the rapidly changing society. In the coming times, online activities will also become an important part of society and education and technology will play an important role in the educational society. This commendable step or effort of the National Education Policy will definitely prove to be successful in the future.

5. NEP Para No. 10.11

Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters, in order to enable and encourage high-quality multidisciplinary and cross-disciplinary teaching and research across fields. Single-stream HEIs will, in particular, add departments across different fields that would strengthen the single stream that they currently serve. Through the attainment of suitable accreditations, all HEIs will gradually move towards full autonomy - academic and administrative - in order to enable this vibrant culture. The autonomy of public institutions will be backed by adequate public financial support and stability. Private institutions with a public-spirited commitment to high-quality equitable education will be encouraged.

Opinion of the Researcher

National Education Policy (NEP) is a special provision in the Constitution of India (2020) to provide administrative independence to higher education institutions, so that higher education institutions can independently perform any administrative work for educational interest.

6. NEP Para No. 10.13

The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education.

Opinion of the Researcher

If we understand this closely, we will understand that development, harmony, cohesion and uniformity are effectively implemented when there is totality in integration. Therefore, it is very important to integrate all higher education and higher education systems. India is a diverse country; here many religions, castes, races, languages, food habits, ways of living etc. are present as a culture. Therefore, for unity in diversity. It is very important that the nature of all education should be operated in an integrated manner.

7. NEP Para No. 11.8

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living....

Opinion of the Researcher

Since when change takes place at a slow pace in a society, then the change in the education system of that society also takes place very slowly but when social change takes place rapidly in a society, then the change in the education system there also has to be done at high pace, otherwise a crisis of social stagnation arises. Therefore, flexibility in the curriculum and an opportunity for change has been provided in the new National Education Policy 2020. Along with this education system should be linked with rapid social change by incorporating credit-based education, special education for the environment and value education etc. in the National Education Policy.

8. NEP Para No. 11.9

The structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student....

Opinion of the researcher

This provision of the National Education Policy 2020 will fill a new enthusiasm among the people involved in research and research work because research work in our country is very important. It is a victim of backwardness. The development of a country or society depends on how much effort the state

is putting into research and education in that country. The provision of awarding a degree with research work along with a 4-year course in NEP 2020 is a very good idea.

9. NEP Para No. 11.11

Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education. They will also help set the highest standards for multidisciplinary education across India.

Opinion of the researcher

Since we all know that IIT and IIM are among the best institutions in the Indian education system. Their education system, research and operational system are of the highest order at the world level. Therefore, this idea of the National Education Policy 2020 is highly commendable, that the universities of the country will benefit by connecting with it.

10. NEP Para No. 12.7

The various initiatives mentioned above will also help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.

Opinion of the researcher

This provision will prove to be a far-reaching and successful decision of the National Education Policy, because with this provision the Indian education system will be directly connected to the international education system and the number of foreign students in India will increase, which will help the Indian economy and Indian knowledge and science will be easily accessible all over the world.

11. NEP Para No. 12.8

India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed.....

Opinion of the researcher

The idea of opening an international student office in every higher education institution in the new National Education Policy 2020 is unique. This will make it easier for foreign students to study in India. Students will be able to get all the information related to education in the country quickly. It is clear that the government will encourage foreign students to come to the country and encourage the students of our country to study in the country itself. This program will prove to be helpful in the progress of the country in the coming times; along with this the soft power of the country will also increase.

12. NEP Para No. 16.1

The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education Whereas in countries such as the USA the number

is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India.

Opinion of the researcher

At the same time this policy will develop a clear action plan with a fixed time frame to provide vocational education to at least 50% of the students through the school and higher education system by the year 2025. In fact, it is a serious issue for the country that the citizens of the country have almost no formal vocational education. In this era of industrialization, where society is rapidly becoming capitalist, the lack of vocational training is a serious worrying problem, which the National Education Policy has identified and a clear action plan has been prepared for it. At the same time, special attention will be given to vocational teaching training from school level to higher education level.

Table 1

Respondent	Agreed	Disagree	Total No. Questions of (Opinion of the researchers)
I ₁	11	1	12
I ₂	12	0	12
I ₃	10	2	12
I ₄	8	4	12
I ₅	9	3	12
I ₆	8	4	12
I ₇	12	0	12
I ₈	10	2	12
I ₉	11	1	12
I ₁₀	11	1	12
I ₁₁	11	1	12
I ₁₂	8	4	12
I ₁₃	8	4	12
I ₁₄	12	0	12
I ₁₅	12	0	12
I ₁₆	5	7	12
I ₁₇	12	0	12
I ₁₈	9	3	12
I ₁₉	12	0	12
I ₂₀	9	3	12
I ₂₁	7	5	12
I ₂₂	10	2	12
I ₂₃	12	0	12
I ₂₄	10	2	12
I ₂₅	11	1	12
I ₂₆	12	0	12
I ₂₇	12	0	12
I ₂₈	12	0	12
I ₂₉	12	0	12
I ₃₀	12	0	12
I ₃₁	12	0	12
Total	322	50	372

Where I₁, I₂, I₃, I₄..... I₃₁ the order of the respondent

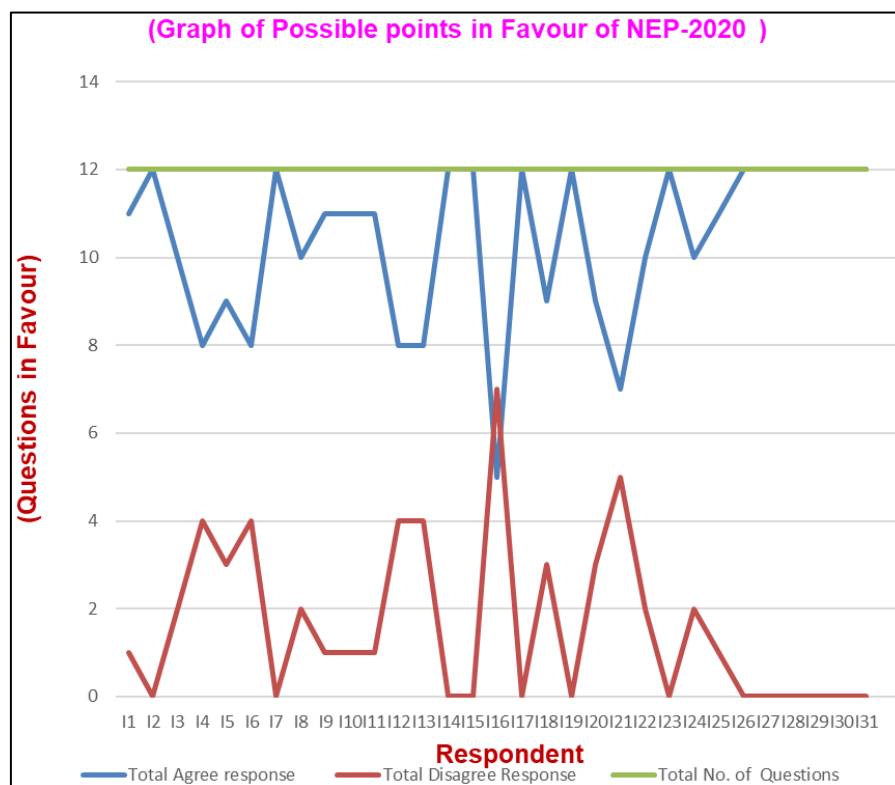


Fig 1

Interpretation of Graph

The above graph shows the possible points in favour of NEP-2020 which are in between the Questions in favour Verses Respondents. The total number of respondents is 31 and the total number of questions (Opinion of the researches) are 12 for each respondent, in which I₁₆ respondent agreed on 5 questions and disagreed on 7 questions. And also, I₇, I₁₄, I₁₅, I₁₇, I₁₉, I₂₃, I₂₆, I₂₇, I₂₈, I₂₉, I₃₀ and I₃₁ it means total 12 or 38.70% respondent are completely agreed with the researchers' opinion and rest 18 respondents are mostly in favour of the researcher's opinion.

Calculation of the above data

Total number of agreed questions = 322
Total number of disagreed questions = 50
Total number of questions = 372
Percentage of total agreed questions = $322/372 \times 100 = 86.56\%$

Hence, after analyzing these data, it is showing that a **86.56** per cent academicians, educationists and others are agreed with the opinion of the researchers regarding Possible Points in Favor of National Education Policy-2020 and around 13.44 per cent are disagreed with the opinion of the researchers'.

Possible points against National Education Policy-2020

As a result of studying the draft of the new National Education Policy-2020 released by the Government of India, some possible views have been considered against this policy, which are as follows-

1. NEP Para No. 10.4

A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be

encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire.

Opinion of the researchers

This will put an end to the arbitrary fee hikes and arbitrariness of colleges. Along with administration and operation as per self-interest, there will be privatization and the level of education will also fall. This provision will further promote privatization in higher education because most of the private educational institutions in the country are engaged only in making money. It may lack the quality of education and also they may sell the degrees.

2. NEP Para No. 10.12

The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode.....

Opinion of the researchers

Due to the end of affiliation, the colleges will get complete independence due to which the level of higher education will be affected and the colleges will work arbitrarily. At the same time the influence of universities on colleges will decrease, due to which colleges can become unbridled. Affiliation will

lead to chaos related to administration in all colleges and uniformity will not be achieved and Indian higher education will also become like school education.

3. NEP Para No. 11.9

The structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student....

Opinion of the Researchers

As a result, students will leave studies in the middle of the session which will prove to be an obstacle in achieving the objectives of education in higher education. This provision in the National Education Policy 2020 can prove to be very worrying and serious because on the one hand there is less awareness for studying from schools to universities and colleges. Due to this circumstance people will be not able to complete their studies. Now, with this method the number drop outs in higher education will increase, so this provision will have to be seriously considered again in NEP 2020.

4. NEP Para 12.10

Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

Opinion of the researchers

Since most private institutions do not offer any scholarships. Such institutions take admissions only to generate more and more money from the students; hence there is a need to reconsider this provision in the National Education Policy.

5. NEP Para 13. 1

The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been increased substantially. Various initiatives have also been taken towards providing faculty with professional development opportunities. However, despite these various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and

motivated towards advancing her/his students, institution, and profession. To this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

Opinion of the researchers

The quality and engagement of faculty members in educational institutions has been talked about and NEP-2020 also recognizes that despite the presence of a good number of faculty members, the performance of faculty members in higher education institutions in terms of teaching and research is much below average for the higher education system.

These issues are not properly addressed in this policy.

6. NEP Para 14.4.2 (a)

Mitigate opportunity costs and fees for pursuing higher education

Opinion of the Researchers

There is talk of reducing the cost associated with pursuing higher education and the loss of economic opportunities during this period. But no concrete guidance or instructions have been given for this, whereas earlier policies and commissions (RUSA, Knowledge Commission etc.) have given clear guidelines for this matter.

7. NEP Para 15.2

Justice J.S. Verma Commission (2012)^[12] constituted by the Supreme Court According to the NEP, there are more than 10,000 stand-alone teacher education institutes which are not making the slightest effort towards teacher education, but instead are selling degrees at high prices. (Paragraph No. 15.2)

Opinion of the Reserchers

Para no 10.4 where it talks about autonomy of the colleges and promoting privitization so, it contradicts the above para.

8. NEP Para 5.15.

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions....

Opinion of the Researchers

In higher education, teachers are not given any prior training course or curriculum related to teaching skills whereas in all the lower classes teaching skills are taught. For example; after completing M.Sc. Mathematics and passing the NET (National Eligibility Test), they become assistant professor in Mathematics without having prior teaching skills. No attention has been given to this problem in NEP-2020.

9. NEP ParA No. 17.3.

Despite this critical importance of research, the research and innovation investment in India is, at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel and 4.2% in South Korea.

Opinion of the Researchers

No idea has been presented on increasing revenue from GDP on higher education.

10. NEP Para 7.11

Every State/District will be encouraged to establish a "Bal Bhavan" where children of all ages can go once or more a week (for example on weekends) and participate in arts, sports and career activities. Such Bal Bhavans can, where possible than part of a school complex cluster. (Article 7.11)

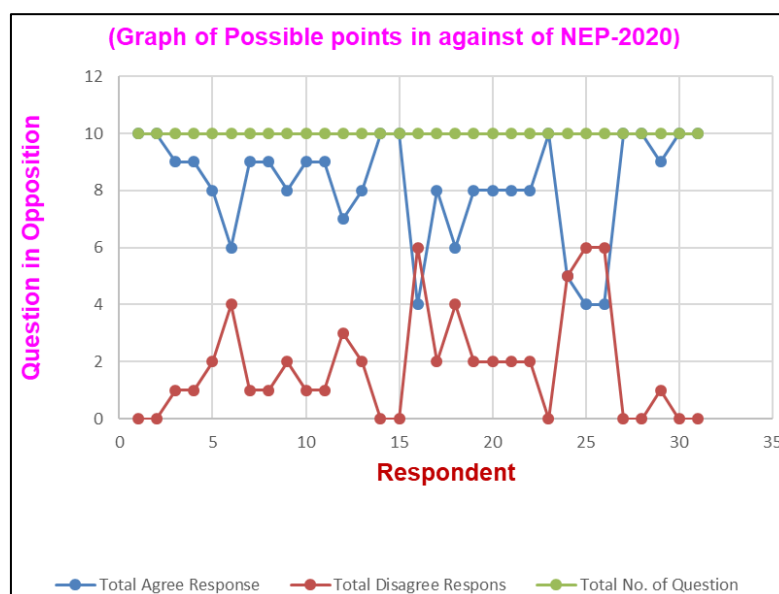
Opinion of the researcher

Although this arrangement is very good, such Bal Bhavans should be under the supervision and protection of the government. Otherwise private institutions/schools will develop this system also for their own selfish ends.

Table 2

Respondent	Total Agree Response	Total Disagree Response	Total No. of Questions
I ₁	10	0	10
I ₂	10	0	10
I ₃	9	1	10
I ₄	9	1	10
I ₅	8	2	10
I ₆	6	4	10
I ₇	9	1	10
I ₈	9	1	10
I ₉	8	2	10
I ₁₀	9	1	10
I ₁₁	9	1	10
I ₁₂	7	3	10
I ₁₃	8	2	10
I ₁₄	10	0	10
I ₁₅	10	0	10
I ₁₆	4	6	10
I ₁₇	8	2	10
I ₁₈	6	4	10
I ₁₉	8	2	10
I ₂₀	8	2	10
I ₂₁	8	2	10
I ₂₂	8	2	10
I ₂₃	10	0	10
I ₂₄	5	5	10
I ₂₅	4	6	10
I ₂₆	4	6	10
I ₂₇	10	0	10
I ₂₈	10	0	10
I ₂₉	9	1	10
I ₃₀	10	0	10
I ₃₁	10	0	10
Total	253	57	310

Where I₁, I₂, I₃, I₄,..... I₃₁ the order of the respondent,

**Fig 2**

Interpretation of Graph

The above graph shows the possible points in against of NEP-2020 which are in between the Questions in against Verses Respondents. The total number of respondents is 31 and the total number of questions (opinion of the researchers) are 10 for each respondent, in which I₁₆ respondent agreed on 4 questions and disagreed on 6 questions. And also, I₁, I₂, I₁₄, I₁₅, I₂₃, I₂₇, I₂₈, I₃₀ and I₃₁ it means total 9 or 29% respondent are completely agreed with the researchers' opinion and rest 21 respondents are mostly in favour of the researcher's opinion.

Calculation of the above data

Total number of agreed questions = 253
Total number of disagreed questions = 57
Total number of questions = 310
Percentage of total agreed questions = $253/310 \times 100 = 81.61\%$

Hence, after analyzing these data, it is showing that a 81.61 per cent academicians, educationists and others are agreed with the opinion of the researchers regarding Possible Points in against of National Education Policy-2020 and around 18.39 per cent are disagreed with the opinion of the researchers'.

Interpretation of data

When teachers, educationists and interviewed questioning on some selected points of the new National Education Policy 2020 in favor and against this policy, then on the basis of the data obtained, it was concluded that-

1. Out of the possible points in favors of this policy by the researcher, the total number of agreed questions was 322, the total number of disagreed questions was 50 and the total number of questions was 372, in which 86.56% agree and 13.44% disagree was obtained between the opinion of the researcher and these experts.
2. The researcher found that when the experts were asked for their opinion on the possible opposition to this education policy, the total number of agreed questions was 253, the total number of disagreed questions was 57 and the total number of questions was 310 in which 81.61% agreement was obtained between the opinion of the researcher and the opinion of these experts and 13% disagreement was obtained.
3. Average of agreed between points against this policy = $86.56 + 81.61 / 2 = 168.17 / 2 = 84.08\% \approx 84\%$
4. Average of disagreed between points against this policy = $13.44 + 18.38 / 2 = 31.82 / 2 = 15.91\% \approx 16\%$ (approx.)

Discussion

The policy document is copious in visionary statements reimagining a new education system for the future generation. This enthusiasm to build a new educational future is well justified. But it has to be tempered by the reality of the present. Two concluding observations would be pertinent. First, a national policy document essentially articulates the policy of the state laying before the public what the government of the day wants to do. A primary focus of the exercise has to be on setting out the agenda for reforming the public system of education in which the government has a direct stake. This is also of central importance in India with its iniquitous social structure and increasing economic inequality where the people living in poverty and the

marginalised continue to depend solely on public provisioning. It is therefore just and reasonable to expect that the NEP prioritised proposals and actions related to these sections of the population, even while keeping the overall development of the country in view (Govind, 2020)

With the evolving future of work, institutions and policy-makers need to re-think the desired educational outcomes and re-assess the learning system that are truly relevant for the young generations. The learning imparted should foster skills (including analytical and digital skills) necessary for innovation. Universities need to churn out students that have resilience, inclination towards flexibility and adapt-ability, inter-personal emotional intelligence, positive mind-set, creative and critical thinking to face various threats associated with the ongoing and future crisis. New models of engagement such as learning consortiums and coalitions comprising of diverse stakeholders such as governments, institutions, publishers, alumnus, technology providers, corporate professionals, telecom operators need to be established for scalable, sustainable, and inclusive blended education. This is the high time to train students and faculties in evolving digital competencies so that they can become digitally fluent and employ technology responsibly. To utilize the best of both worlds (blended learning), institutions need to rigorously work on producing or procuring the quality content, employing resources effectively and planning concrete tasks systematically so that it is well-aligned with the institutional vision and policies. (Sarna, Puri & Kochar, 2021) [7].

multidisciplinary approach teaches a student to think critically and correlate something with other discipline. These two approaches of NEP 2020 will produce skillful human resources who are always all set to serve. The reader will understand the nature of holistic education as well as the utility of the multidisciplinary approach to education. This study will help the reader to know the history of education and its heritage. And at the same time the reader will understand the relevance of NEP 2020 in the context of global education (Roy, 2022) [6].

The research paper aims to critically analyze the National Education Policy 2020, evaluating its implications and challenges in the context of the Indian education system. By examining the key provisions of the policy and assessing its potential impact on curriculum, pedagogy, assessment, governance, inclusion, and equity, the paper provides valuable insights into the opportunities and roadblocks associated with its implementation. The findings contribute to the ongoing dialogue on educational reforms and provide recommendations for policymakers and stakeholders to effectively implement the NEP 2020 and shape the future of education in India (Mandal, 2023) [5].

While this review provides a comprehensive analysis of NEP 2020, Several limitations should be acknowledged. The rapidly evolving Nature of educational reforms means that the findings presented may Need to be continuously updated to reflect new developments and out Comes. Additionally, the reliance on secondary data sources may Introduce bias or overlook localized contexts and experiences. Further Empirical research is needed to validate the proposed outcomes of NEP 2020, particularly through longitudinal studies that assess the policy's Impact on student learning outcomes and educational equity over time. Future studies should also consider the perspectives of marginalized

Communities to ensure a holistic understanding of the policy's Implications (Anchani *et al.*).

NEP 2020 not only achieving its goals but also contributes to creating a more equitable, innovative, and globally competitive higher education system in India. Future research should continue to evaluate the policy's impact and explore additional strategies to overcome implementation barriers, thereby supporting sustained improvements in the quality and relevance of higher education in the country (Roy & Swargiary, 2024) ^[4].

Conclusion and Recommendations

Conclusion

In this research paper, a critical study of the new National Education Policy 2020 has been done so that this education policy can be considered from the social, economic, political and educational perspective, and the nuances of this policy can be understood so that a harmony can be established between education and society. Some of the commendable aspects of this education policy are- increasing enrollment in higher education to 50%, establishment of multidisciplinary institutions, target of increasing the funding level, emphasis on blended learning approach, moving higher education institutions towards full academic and administrative autonomy, idea of implementing flexible and innovative curriculum, integrating higher education, establishing public universities on the lines of IIT and IIM, providing degree including research project in 4-year program, structural reform and internationalization of education, accelerating the spread of formal vocational education, etc. But there are some problems in NEP-2020 which need to be considered for the future, such as ending the affiliated college system the idea of making universities autonomous, lack of teaching skills in higher education, exit system at the graduate level (such as certificate in first year, diploma in second year), lack of quality in teacher education institutes, no idea has been presented on increasing GDP and revenue in higher education. Thus, as a result of this study we have found that no policy or any act is completely appropriate, but at the same time any policy or act paves a way for us to move forward, so it is very important to review these policies from time to time. The researcher prepared a tool (questionnaire) to prove the credibility of his views and got the questionnaire completed by teachers and educationists through discussions and interviews. As a result of data analysis and calculation, it has been found that along with the views of the researcher, experts also agreed on an average of 84% in favor and against this policy. This leads to the conclusion that there is some problem in this education policy, which needs improvement. The sole purpose of this research paper is to make some improvements in NEP-2020 or add another manual parallel to it like the Programme of Action 1992 (POA-1992) was added parallel to the Second National Education Policy-1986, in the same way by correcting some shortcomings of NEP-2020 and bringing clarity:

A new Action Plan/Programme of Action 2020 (POA-2020) should be added to make this policy better.

Suggestion

Following are some possible suggestions after a critical study of the National Education Policy-2020

- Giving too much autonomy to colleges can affect their

functioning, quality etc. and will promote privatization. Therefore, there is an urgent need to think before granting autonomy.

- Looking at Article 10.12 of NEP-2020, if the affiliated college system ends, then there will be chaos in the governance and administration of private colleges and there will be no educational uniformity in all educational institutions.
- Concrete steps need to be taken to provide scholarships and fellowships to students and these need to be made available on time.
- There has been a decrease in the research and teaching of the faculty in higher education institutions, hence such institutions require special attention.
- The burden of expenditure on the government by educational institutions is constantly increasing, so the education institutions should make special efforts to reduce financial losses.
- In stand-alone educational institutions, there is a need to focus on the quality of teachers and the quality of the institution.
- Pre-training courses for teaching skills are not available in higher education institutes (such as science, arts, commerce). Hence, special attention is required for this.
- At present, there is an increase in GDP for spending on education, research and innovation. It is very important to do this.
- Education should not be moved too much towards privatization, because privatization due to this the validity and quality of the objectives of education are violated.
- There is a need to identify some shortcomings of the new National Education Policy-2020 and improve it. There is a need and along with it there is also a need to bring out an action plan/Programme of Action POA- 2020.

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