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EDUCATIONAL POLICIES IN INDIA: A SURVEY-BASED ANALYSIS OF AWARENESS AND IMPLEMENTATION

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ABSTRACT

Education policies and initiatives are vital for shaping the educational landscape, promoting skill development, and ensuring inclusivity in learning. This study analyzes various national education policies, focusing on their effectiveness, impact, and challenges. The research awareness associated with these policies through an online survey of 250 stakeholders, including students, teachers, and education professionals. The findings reveal significant awareness of major initiatives like NEP 2020 and Sarva Shiksha Abhiyan, yet limited knowledge of others, such as Unnat Bharat Abhiyan and Ishan Uday. While ongoing infrastructural challenges and funding gaps persist, the effectiveness of digital learning platforms and teacher training programs is moderate. Respondents emphasize the need for improved collaboration between educational institutions and industry and a stronger focus on practical skills. This research contributes to the discourse on educational reforms and the demand for skill-based learning, providing recommendations for policymakers to enhance the implementation of educational initiatives.

KEYWORDS: education, policy, NEP, digital learning

1. INTRODUCTION

Education policies in India reflect a comprehensive approach to addressing the diverse challenges and opportunities in the education sector, with a strong focus on enhancing access, quality, and inclusivity. Recognizing education as a fundamental driver of social and economic development, policymakers prioritize formulating strategies that cater to the needs of India's vast and diverse population (Colclough & De, 2010). These policies are framed through extensive research, consultations with stakeholders, and analysis of global best practices to identify key priorities and areas for intervention.

A central goal of India’s education policy is to ensure universal access to quality education for all children, regardless of socio-economic background or geographic location. Initiatives such as the Sarva Shiksha Abhiyan (SSA) and the Right to Education (RTE) Act, 2009 guarantee free and compulsory education for children aged 6 to 14, addressing disparities in enrollment and retention rates, particularly among marginalized communities (Tilak, 2012). In addition to improving access,

policies emphasize quality enhancement through curriculum reforms, teacher training, and pedagogical innovations. Programs like the National Curriculum Framework (NCF) and Continuous and Comprehensive Evaluation (CCE) system aim to foster critical thinking, creativity, and problem-solving skills while promoting democratic values and social justice (Kalyanpur, 2008).

Inclusivity remains a core pillar of India's education policy as leaders work to eliminate disparities based on gender, caste, religion, and disability. Initiatives such as the Mid-Day Meal Scheme and Kasturba Gandhi Balika Vidyalaya (KGBV) promote girls' education, while programs like the Inclusive Education for Disabled at Secondary Stage (IEDSS) ensure access to education for children with disabilities (Kumar et al., 2021). Furthermore, policymakers acknowledge the transformative role of technology in modern education, integrating digital tools through programs like Digital India and the National Digital Library to enhance learning experiences and bridge educational gaps (Ramachandran, 2020; Meganathan, 2011).

In addition to the traditional education reforms, policies emphasize skill development and vocational training to prepare students for a rapidly changing global economy. The Skill India Mission and National Skills Qualifications Framework (NSQF) focus on equipping students with 21st-century skills such as critical thinking, communication, and entrepreneurship, aligning education with industry needs (Arora & Awasthi, 2021; Sapre & Ranade, 2001). Education policies also highlight the role of cultural preservation, integrating India's diverse linguistic and historical heritage into curricula through initiatives led by the National Council of Educational Research and Training (NCERT) (Panikkar, 2011; Khaparde, 2002).

Recognizing the dynamic nature of education, India's policies emphasize continuous improvement, flexibility, and innovation. The National Education Policy (NEP) 2020 promotes autonomy for institutions, experimentation in teaching methodologies, and modernization of assessment frameworks to align with contemporary needs (Jha & Parvati, 2020; Kumar, 2020). Additionally, governance and accountability reforms are integral to policy implementation. Mechanisms such as the National Achievement Surveys (NAS) and the Unified District Information System for Education (UDISE) are designed to monitor educational outcomes, ensuring transparency and evidence-based decision-making (Smitha, 2020; Kalyani, 2020).

India's education policies adopt a holistic and inclusive approach, addressing key priorities such as access, quality, inclusivity, technology integration, skill development, cultural preservation, and governance reform. By continuously adapting to emerging challenges and leveraging collaborative efforts, policymakers strive to create an education system that empowers individuals, fosters social mobility, and contributes to national progress and prosperity (Gupta & Gupta, 2016; Verger, 2012).

2. METHODOLOGY

This study employs a qualitative and quantitative research approach, combining policy analysis with public perception assessment. The qualitative aspect involves an in-depth review of secondary data sources, including government reports, policy documents, academic literature, and expert analyses. Key policies, such as the National Policy on Education (1986, 1992), Right to Education Act (2009), and National Education Policy (2020), are examined to understand their objectives, implementation, and impact. A thematic analysis categorizes the policies based on core areas like access, quality, inclusivity, technology integration, skill development, and governance reforms, while a comparative analysis with international best practices highlights gaps and opportunities for improvement.

This study incorporates a quantitative online survey targeting students and education professionals to assess public perception. The survey is designed to gather insights into the effectiveness, accessibility, and challenges of existing education policies in India. A stratified random sampling strategy ensures diverse representation across various demographics and professional backgrounds. The sample size comprises approximately 250 respondents, ensuring a balanced mix of stakeholders.

A structured questionnaire was developed, consisting primarily of closed-ended questions to capture measurable responses on key aspects of education policies. The survey was conducted via online platforms such as Google Forms, allowing for broader reach and convenience in data collection. In addition to the survey, stakeholder perceptions were further explored through interviews and group discussions with policymakers, teachers, and education administrators. These qualitative insights provide a deeper context to the statistical data, offering a more comprehensive understanding of public sentiment regarding education policies. The collected data is analyzed using descriptive statistics, helping to identify key trends, common concerns, and areas for policy improvement.

3. RESULTS AND DISCUSSIONS

3.1 Education Policies and Initiatives

1. National Education Policy (NEP), 1968: The National Education Policy (NEP) of 1968 was India's first comprehensive educational policy, emphasizing universal primary education, language development, and science and technology promotion. It introduced the 10+2+3 structure and stressed compulsory education for all children up to 14 years, setting the foundation for future reforms in Indian education.

2. National Education Policy (NEP), 1986: The NEP of 1986, revised in 1992, aimed at increasing access to education, promoting equity, and improving quality. It introduced Operation Blackboard for primary education, strengthened vocational education, and advocated for higher education expansion. Special emphasis was placed on women's education, Scheduled Castes (SCs), Scheduled Tribes (STs), and minorities, ensuring inclusive growth.

3. Operation Blackboard (1987): Initiated in 1987, Operation Blackboard aimed to enhance the quality of elementary education in India by ensuring that schools were equipped with fundamental teaching resources, a minimum of two classrooms, and at least two teachers. The program primarily targeted rural and underserved areas, addressing infrastructural deficiencies to promote equitable access to education. By providing essential instructional materials such as blackboards, maps, and other teaching aids, the initiative strengthened the foundation for universal elementary education and reduced disparities in educational access.

4. District Primary Education Programme (1994): Launched in 1994, the District Primary Education Programme (DPEP) sought to improve primary education outcomes by increasing enrollment, reducing dropout rates, and addressing regional disparities. Supported by national and international agencies, including the World Bank and UNICEF, the initiative focused on infrastructure development, teacher training, and community participation. Emphasizing pedagogical reforms and targeted interventions for marginalized groups, DPEP laid the groundwork for subsequent large-scale educational programs, such as Sarva Shiksha Abhiyan.

5. Mid-Day Meal Scheme (1995): Introduced in 1995, the Mid-Day Meal Scheme is a government initiative to address malnutrition and enhance school attendance among children from disadvantaged backgrounds. The program sought to improve student retention, concentration, and learning outcomes by providing free, nutritious meals in government and government-aided schools. Additionally, the scheme played a crucial role in promoting social equity by mitigating caste and class-based discrimination in educational institutions.

6. National Literacy Mission (1988): The National Literacy Mission (NLM), launched in 1988, aimed to eradicate illiteracy among adults and adolescents, particularly within marginalized communities. The initiative emphasized decentralized planning, community participation, and functional literacy programs tailored to the socio-economic needs of learners. By equipping individuals with essential literacy skills, NLM contributed to economic empowerment, social mobility, and enhanced civic participation, significantly reducing illiteracy rates across India.

7. Sarva Shiksha Abhiyan (2001): Sarva Shiksha Abhiyan (SSA), introduced in 2001, represents India's most comprehensive initiative to achieve universal elementary education. The program aimed to provide free and compulsory education to all children aged 6–14, addressing socio-economic and gender disparities in school enrollment. Key interventions included school infrastructure development, teacher training, and community-based management. SSA was pivotal in increasing enrollment rates, improving retention, and enhancing learning outcomes.

8. National Programme for Education of Girls at Elementary Level (2003): The National Programme for Education of Girls at Elementary Level (NPEGEL), launched in 2003, was designed to reduce gender disparities in education, particularly in marginalized communities. The initiative focused on

improving access to quality education, increasing retention rates, and providing gender-sensitive learning materials. Through community engagement, bridge courses, and life-skills education, NPEGEL sought to empower girls and promote educational inclusivity.

9. Rashtriya Madhyamik Shiksha Abhiyan (2009): Established in 2009, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) aimed to enhance the accessibility and quality of secondary education. The initiative prioritized school infrastructure development, teacher capacity building, and inclusive educational practices. RMSA played a critical role in improving retention rates and fostering equitable access to secondary education, particularly among disadvantaged groups by bridging the gap between primary and secondary education.

10. Rashtriya Uchchatar Shiksha Abhiyan (2013): Launched in 2013, Rashtriya Uchchatar Shiksha Abhiyan (RUSA) sought to reform and strengthen the higher education sector in India. The program emphasized institutional autonomy, performance-based funding, and governance reforms. By prioritizing infrastructure development, faculty training, and research initiatives, RUSA aimed to enhance the quality and accessibility of higher education while addressing disparities in educational opportunities.

11. Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (2014): The Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT), introduced in 2014, aimed to enhance the professional development of educators in higher education. The initiative emphasized faculty training, curriculum innovation, and the integration of digital resources. PMMMNMTT sought to improve teaching standards and learning outcomes in India's higher education institutions by fostering academic excellence and pedagogical advancements.

12. Unnat Bharat Abhiyan (UBA), 2014: Unnat Bharat Abhiyan (UBA), launched by the Government of India in 2014, aims to integrate higher educational institutions (HEIs) with rural development processes. It fosters collaboration between HEIs and rural communities to address healthcare, sanitation, agriculture, and education developmental challenges. UBA promotes experiential learning by engaging students and faculty in fieldwork and participatory research, enhancing their academic and social responsibility. The initiative is critical in bridging the rural-urban divide and contributing to sustainable national development through knowledge-driven interventions.

13. Ishan Uday and Ishan Vikas, 2014-15: The University Grants Commission (UGC) launched Ishan Uday and Ishan Vikas to support higher education among students from India’s Northeast region. Ishan Uday provides financial assistance to economically disadvantaged students pursuing general, technical, and professional courses, reducing socio-economic barriers to education. Ishan Vikas complements this by offering academic mentorship, workshops, and cultural integration

programs. Together, these schemes enhance accessibility, foster regional development, and promote educational inclusivity for Northeastern students.

14. National Skill Development Mission (NSDM), 2015: Established in 2015, NSDM aims to bridge skill gaps in various industries by promoting vocational training and certification programs. It facilitates the establishment of skill development centers, aligning training curricula with industry demands through sector skill councils. NSDM enhances employability, fosters entrepreneurship, and supports inclusive economic growth by targeting underrepresented groups such as women, rural youth, and persons with disabilities. It is a pivotal initiative in leveraging India's demographic dividend for global competitiveness.

15. Atal Innovation Mission (AIM), 2016: Launched in 2016, AIM fosters a culture of innovation and entrepreneurship through initiatives like Atal Tinkering Labs (ATLs), Atal Incubation Centers (AICs), and Atal Community Innovation Centers (ACICs). ATLs nurture creativity and problem-solving among school students, while AICs and ACICs support startups and grassroots innovations. AIM strengthens India’s innovation ecosystem by integrating technological advancements with entrepreneurial growth, positioning the country as a hub for global innovation.

16. Samagra Shiksha, 2018: Samagra Shiksha, launched in 2018, integrates three pre-existing education schemes—Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE)—to ensure inclusive and equitable quality education. It focuses on learning outcomes, teacher training, digital education, and infrastructure development. Samagra Shiksha aims to build a cohesive, well-resourced, and learner-centric school education system by addressing educational disparities.

17. National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA),2019: NISHTHA, launched in 2019, is a large-scale teacher training program to enhance pedagogical competencies, leadership skills, and inclusive education strategies. Covering subjects such as child psychology, ICT integration, and innovative teaching methods, NISHTHA fosters professional growth among educators. Improving teaching efficacy and student learning outcomes strengthens India's foundational education system.

18. PM eVidya, 2020: PM eVidya, introduced in 2020 as part of the Atmanirbhar Bharat Abhiyan, promotes digital education through platforms like DIKSHA, SWAYAM, and e-Pathshala. It ensures uninterrupted learning via online, television, and radio-based educational content, addressing digital divide concerns, particularly in rural areas. By integrating technology with traditional pedagogy, PM eVidya enhances accessibility and quality in India’s education system, preparing learners for a knowledge-driven economy.

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19. National Education Policy (NEP), 2020: The NEP 2020 marks a transformative shift in Indian education, advocating a 5+3+3+4 curricular structure for school education and a multidisciplinary approach in higher education. It promotes early childhood education, competency-based learning, flexible subject choices, and skill development. NEP 2020 also envisions digital learning expansion, universalization of education, and increased public investment to achieve a knowledge-driven economy.

3.2 Achievements of the Education Policies/Initiatives

India's education system has significantly transformed through various national policies and initiatives to enhance access, quality, and inclusivity. Over the years, these reforms have contributed to increased literacy rates, improved infrastructure, and technology integration into learning. From foundational policies like the National Education Policies (NEP) of 1968, 1986, and 2020, which structured the education system, to targeted schemes such as Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) that focused on universal education, each initiative has played a vital role in shaping India's academic landscape. Additionally, programs like the National Skill Development Mission (NSDM) and Atal Innovation Mission (AIM) have strengthened vocational training and entrepreneurship. Table 1 below highlights the key achievements of these policies and initiatives, showcasing their impact on different aspects of the education sector.

Table 1: Key Achievements of Education Policy/Initiatives in India

Policy/Initiative	Achievements
National Education Policy (NEP) 1968	• Introduced the 10+2+3 system, which became the foundation of India's education system. • Increased focus on regional languages in schools. Strengthened science and mathematics education.
National Education Policy (NEP) 1986 (Revised 1992)	• Initiated Operation Blackboard to improve primary school infrastructure. • Established Navodaya Vidyalayas for talented rural students. • Emphasized vocational education and women's education.
National Education Policy (NEP) 2020	• Introduced the 5+3+3+4 structure, moving away from rote learning. • Enabled multidisciplinary learning and flexible curriculum. • Promoted digital education and skill-based learning.
Sarva Shiksha Abhiyan (SSA)	• Helped India achieve near-universal primary school enrollment. • Increased the number of government schools and teachers. • Provided free textbooks, uniforms, and mid-day meals to millions.
Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	• Expanded secondary school infrastructure across India. • Helped reduce dropout rates at the secondary level. • Focused on girls' education and inclusion of disadvantaged groups.
Samagra Shiksha Abhiyan	• Integrated pre-primary to higher secondary education. • Strengthened teacher training and digital classrooms. • Improved school facilities and sanitation.
Unnat Bharat Abhiyan (UBA)	• Linked higher education institutions with rural development. • Encouraged students to work on local community problems. • Promoted technology-driven solutions for villages.
Ishan Uday & Ishan Vikas Schemes	• Provided financial aid and scholarships to Northeast students. • Encouraged Northeast students to pursue STEM education. • Helped increase the enrollment of students from remote regions.

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National Skill Development Mission (NSDM)	• Trained over 10 million youth in various employable skills. • Established skill development centers across India. • Linked training programs with industry needs and startups.
Atal Innovation Mission (AIM)	• Established Atal Tinkering Labs (ATLs) in 10,000+ schools. • Supported startups and research through Atal Incubation Centers (AICs). • Encouraged entrepreneurship and STEM education.
NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement)	• Trained over 4 million teachers across India. • Focused on experiential learning and new pedagogical methods. • Promoted digital literacy among teachers.
PM eVidya	• Provided multi-platform learning through TV, radio, and digital modes. • Helped students continue education during COVID-19. • Launched the Diksha portal for e-learning.
Mid-Day Meal Scheme (MDMS)	• Improved nutritional levels of 120+ million children. • Increased school attendance, especially among poor families. • Helped in reducing dropout rates.
Right to Education (RTE) Act	• Made education a fundamental right for children aged 6-14. • Increased gross enrollment ratio in primary schools. • Established 25% reservation for disadvantaged children in private schools.
Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)	• Improved teacher training at higher education institutions. • Strengthened educational research and faculty development.
Digital India Initiative (Education Sector)	• Expanded e-learning platforms and online courses. • Promoted smart classrooms and digital literacy. • Helped students access free online resources (Diksha, SWAYAM, NPTEL).
National Programme on Technology Enhanced Learning (NPTEL)	• Provided free online certification courses in engineering and science. • Partnered with IITs and premier institutions for quality content. • Increased accessibility of technical education.

India's educational landscape has been significantly transformed through progressive policies and initiatives to foster innovation, skill development, and inclusivity. Programs like Samagra Shiksha and NISHTHA have played a crucial role in teacher training, capacity-building, and holistic school education reform. Atal Tinkering Labs (ATLs) and Atal Incubation Centers (AICs) under AIM have nurtured a culture of entrepreneurship and hands-on learning among students. Moreover, schemes such as Ishan Uday and Ishan Vikas have provided financial and academic support to students from the Northeast, ensuring equitable access to quality education. Integrating digital tools in learning through platforms like SWAYAM and DIKSHA has expanded educational outreach, particularly in underserved areas. These initiatives collectively reflect the government's commitment to strengthening the education system, promoting lifelong learning, and equipping students with the skills necessary for the evolving global economy.

3.3 Results of Primary Survey

The online survey included questions on general awareness of educational initiatives, the effectiveness of policies, their impact on students and teachers, skill development and entrepreneurship, and challenges and suggestions. The respondents comprised students, teachers, and other stakeholders in the education sector.

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Demographic details of the Respondents

The respondents' demographic details can be visualized in Figures 1, 2, and 3. In terms of gender distribution (Figure 1), 51.2% were male (128 respondents), while 48.8% were female (122 respondents), ensuring a nearly equal representation of opinions from both genders. The age distribution (Figure 2) varied across different categories, with the majority falling in the 26-35 age group (38.4%, 96 respondents). This was followed by those aged 18-25 (34.8%, 87 respondents), comprising students and early-career professionals. Respondents aged 36-45 comprised 16.4% (41 respondents), while those above 46 accounted for 10.4% (26 respondents), representing experienced educators and policymakers. The educational background (Figure 3) of respondents was diverse. Undergraduate students formed the largest group at 39.2% (98 respondents), followed by postgraduate students at 26.8% (67 respondents). Teachers comprised 21.6% (54 respondents), contributing valuable insights from the academic sector, while education professionals and policymakers accounted for 12.4% (31 respondents).

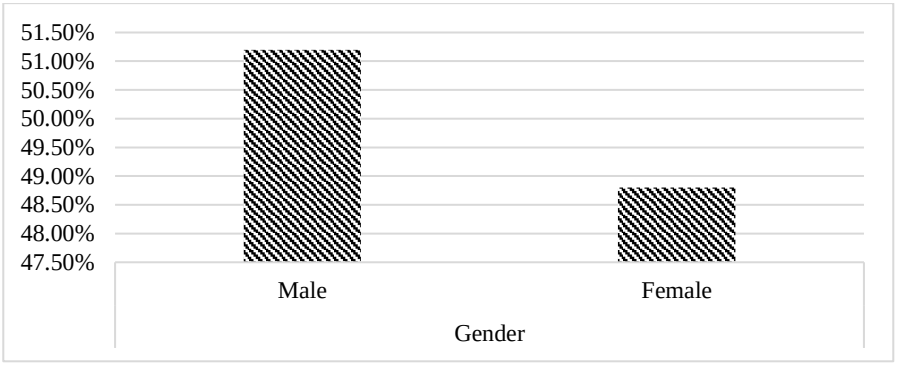

Figure 1: Gender

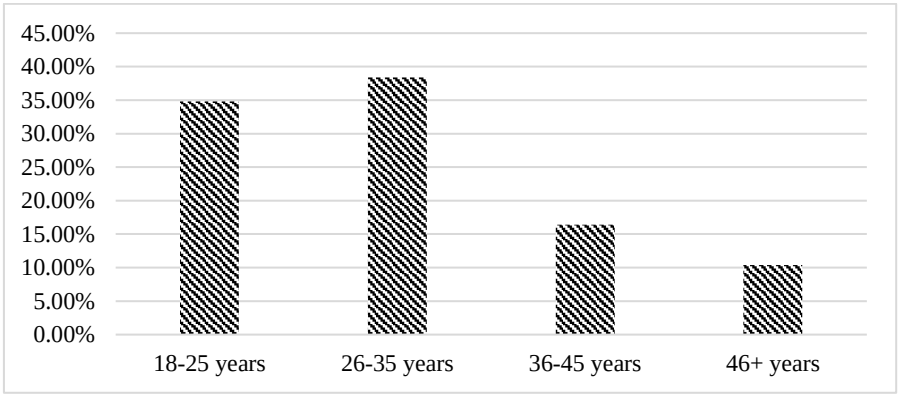

Figure 2: Age Group

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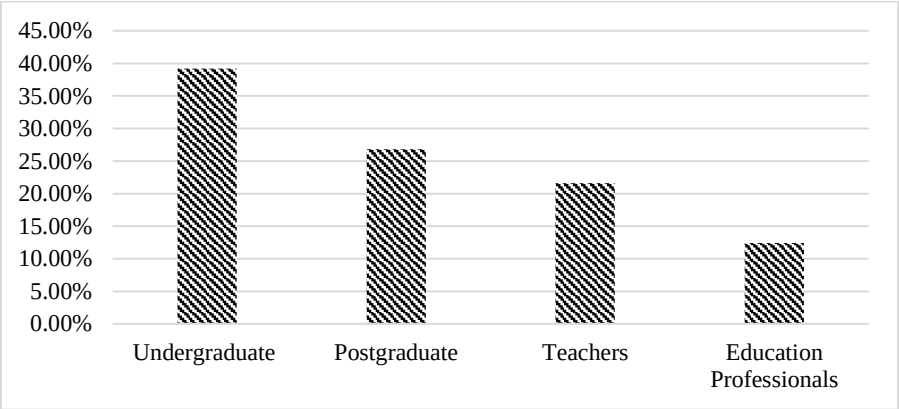

Figure 3: Educational Background

Awareness of the Education Policies

The survey results indicate that awareness of education policies and initiatives is relatively high, with 67.8% of respondents expressing familiarity, while 19.8% have some awareness, and 12.4% are unaware of such policies (figure 4).

Among specific education initiatives (figure), Sarva Shiksha Abhiyan appears to be the most well-known, with 81.2% of participants recognizing it, followed by the NEP 2020, which has 76.4% awareness. The Mid-Day Meal scheme also has significant recognition, with 63.2% of respondents familiarising it. Other initiatives like PM eVidya (40.5%), Atal Innovation Mission (44.8%), and the National Skill Development Mission (49.6%) show moderate awareness levels. In contrast, Unnat Bharat Abhiyan has comparatively lower recognition, with 35.8% of respondents aware of it.

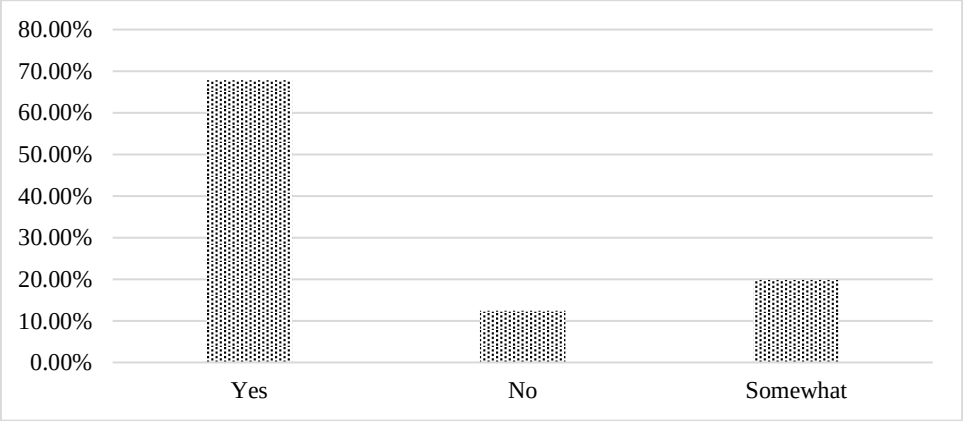

Fig 4: Awareness of Education Policies & Initiatives

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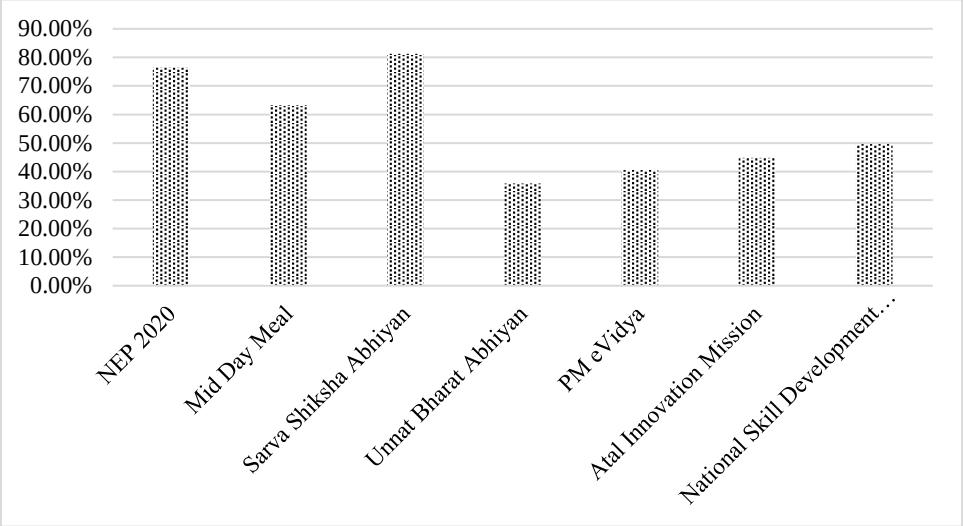

Fig 5: Familiarity with Education Initiatives

Effectiveness of Policies

The survey results indicate a largely positive perception of NEP 2020, with 30.2% of respondents strongly agreeing that it has had a significant impact, while 44.7% agree. A smaller segment, 14.9%, remains neutral, whereas 6.9% disagree and 3.3% strongly disagree, suggesting some scepticism or concerns about its implementation (figure 6).

Regarding digital learning platforms, opinions are also mostly favourable. 39.8% of respondents consider them very effective, and 35.2% find them moderately effective. Meanwhile, 15.6% are neutral on their impact. A smaller proportion, 6.8%, perceive them as less effective, while only 2.6% believe they are ineffective (figure 7).

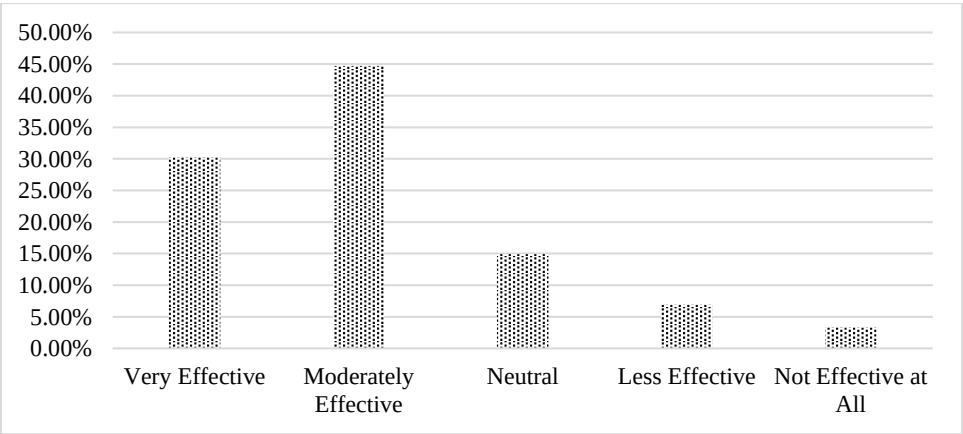

Fig 6: Perceived Impact of NEP 2020

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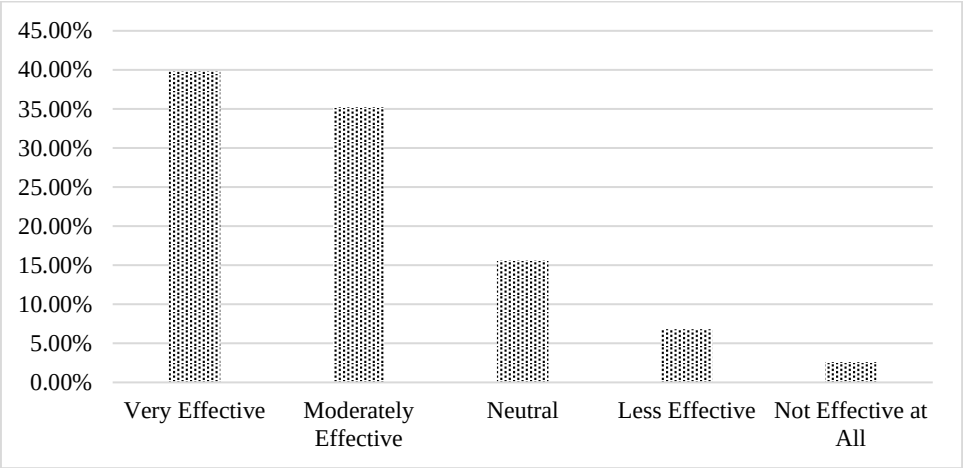

Fig 7: Effectiveness of Digital Learning Platforms

Impact on Teachers and Students

The survey results highlight the positive impact of Samagra Shiksha on marginalized students, with 54.7% of respondents considering it very effective and 30.4% viewing it as moderately effective. However, 10.1% believe its impact is limited, and 4.8% are unaware of the initiative, indicating a need for greater awareness and outreach (Figure 8). Regarding teacher training initiatives (Figure 9), 49.8% of respondents find them very effective, while 34.9% rate them as moderately effective. A smaller portion, 10.2%, considers them less effective, and 5.1% are unaware of these programs. Perceptions are more varied for initiatives aimed at Northeastern students (Figure 10), such as Ishan Uday and Ishan Vikas. While 41.6% of respondents acknowledge a strong positive impact, 30.2% see moderate benefits, 15.3% believe the impact is limited, and 12.9% are unaware of these programs.

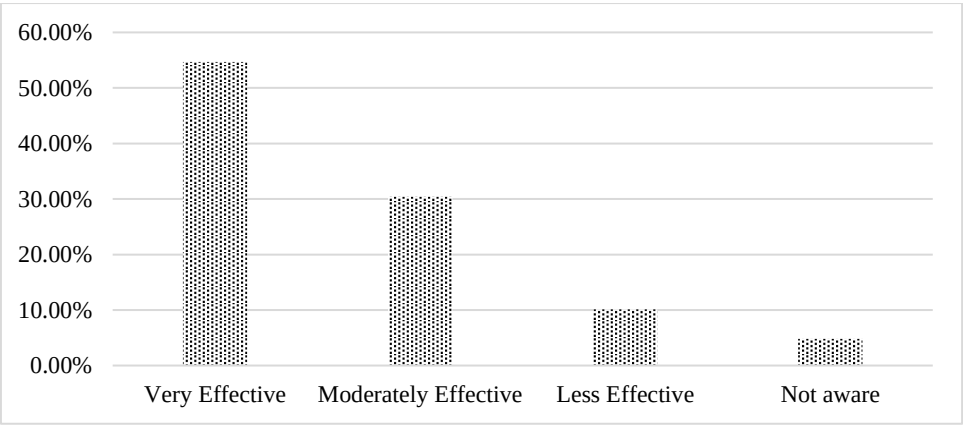

Fig 8: Impact of Samagra Shiksha on Marginalized Students

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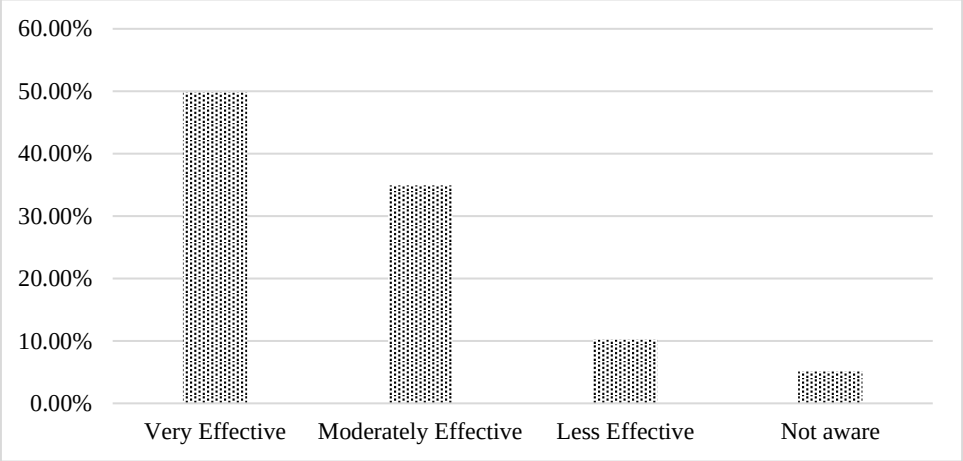

Fig 9: Effectiveness of Teacher Training Initiatives

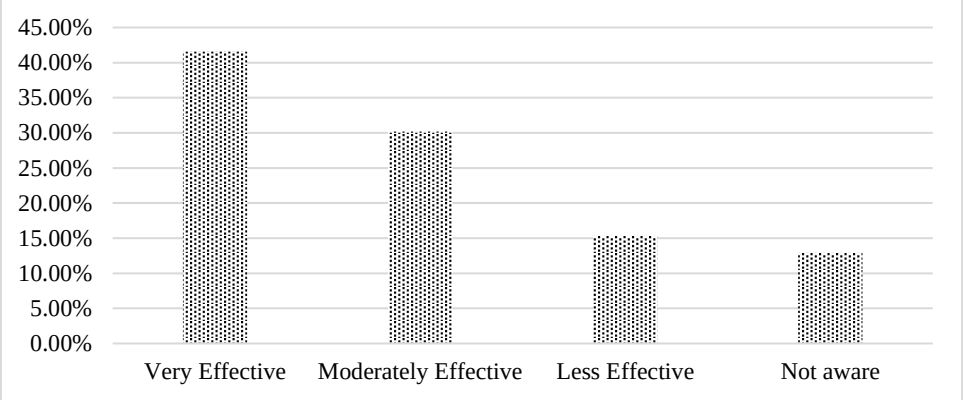

Fig 10: Impact of Ishan Uday & Ishan Vikas on Northeastern Students

Innovation and Skill Development

The survey results indicate a generally positive perception of the Atal Innovation Mission (AIM) and Atal Tinkering Labs (ATLs) in fostering innovation and creativity among students (figure 11). 34.9% of respondents strongly agree with their effectiveness, while 39.6% agree. However, 15.2% remain neutral, and a smaller segment—7.2% disagree, and 3.1% strongly disagree—suggests that while the initiative is widely appreciated, some respondents feel its impact could be improved. Regarding the National Skill Development Mission (NSDM) and its role in employability, 44.9% of respondents consider it very effective, while 35.5% find it moderately effective. However, 14.6% feel it has had a limited impact, and 5% are unaware of the initiative (figure 12). This highlights that while the mission is beneficial in enhancing skill development, greater outreach and improvements may be needed to maximize its effectiveness.

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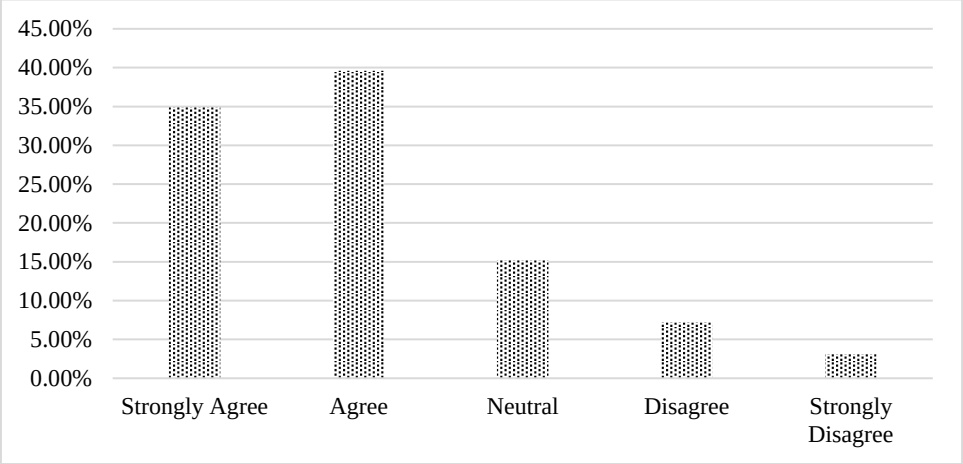

Fig 11: Effectiveness of Atal Innovation Mission (AIM) & Atal Tinkering Labs (ATLs)

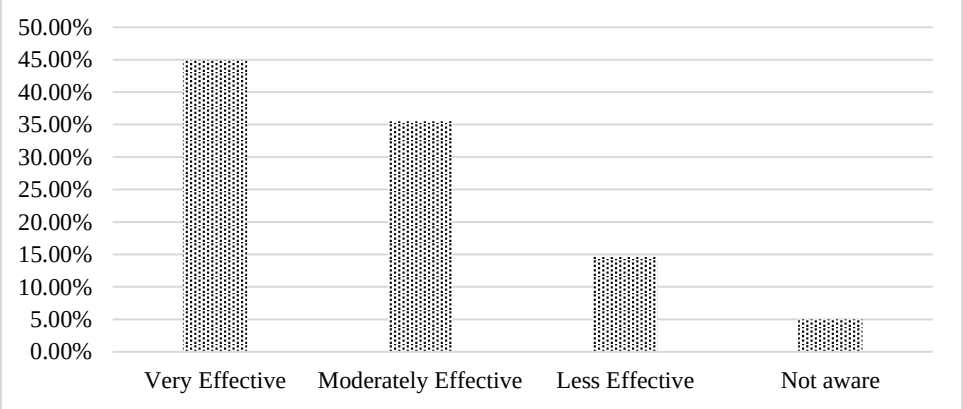

Fig 12: Impact of NSDM on Employability

Challenges and Suggestions

The survey findings highlight key challenges in implementing education policies (figure 13), with 30.1% of respondents identifying insufficient infrastructure as the biggest hurdle. 24.7% believe that inadequate funding is a significant issue, while 22.3% cite gaps in execution at the ground level. Meanwhile, 19.8% feel that lack of awareness hinders policy effectiveness, and a small 3.1% mention other challenges. There is strong support for expanding digital learning initiatives in rural areas (figure 14), with 74.5% in favour, 10.2% opposing the idea, and 15.3% remaining uncertain. Similarly, the importance of practical skills over theoretical knowledge is widely recognized (figure 15), with 40.3% strongly agreeing and 34.7% agreeing. A smaller group, 15.2%, remains neutral, while 7.5% disagree and 2.3% strongly disagree. A strong demand for collaboration between educational institutions and industries is evident, as 79.4% of respondents support the idea, 10.5% oppose it, and 10.1% are unsure (figure 16). Likewise, 78.2% believe that students and teachers should have more influence in shaping education policies, 12.1% disagree, and 9.7% are uncertain (figure 17).

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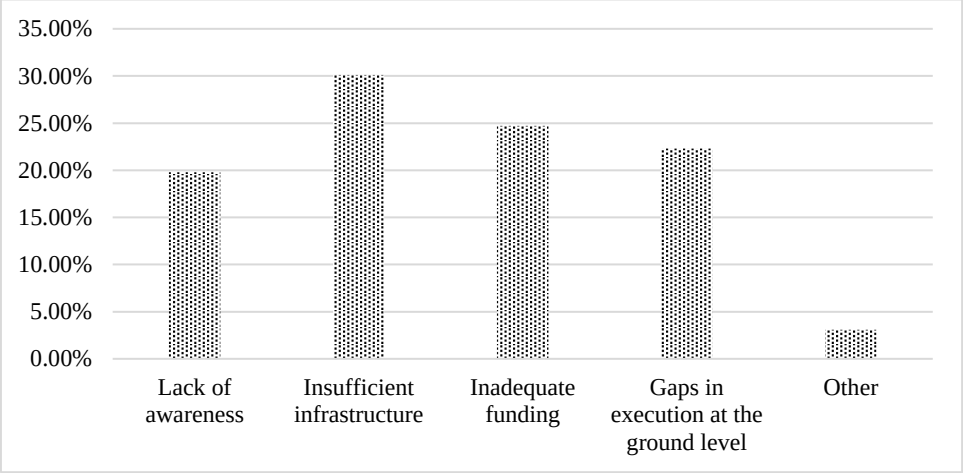

Fig 13: Challenges in Implementing Policies

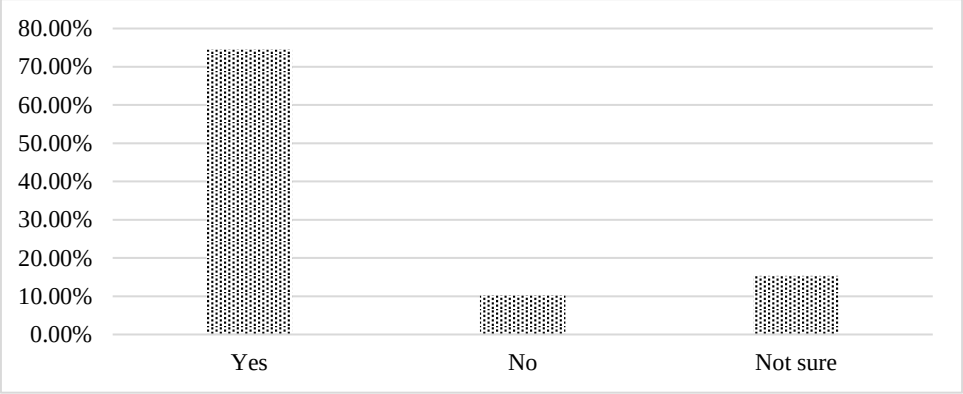

Fig 14: Need of More Digital Learning Initiatives in Rural Areas

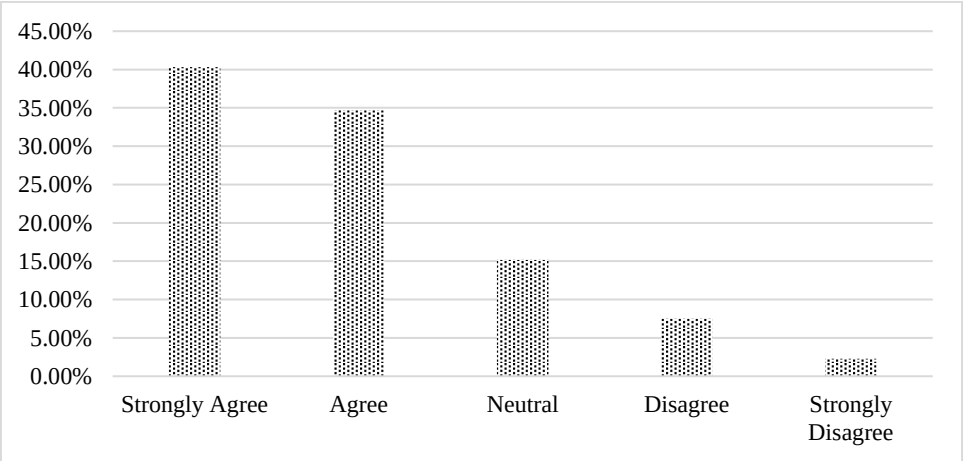

Fig 15: Preference for Practical Skills Over Theoretical Knowledge

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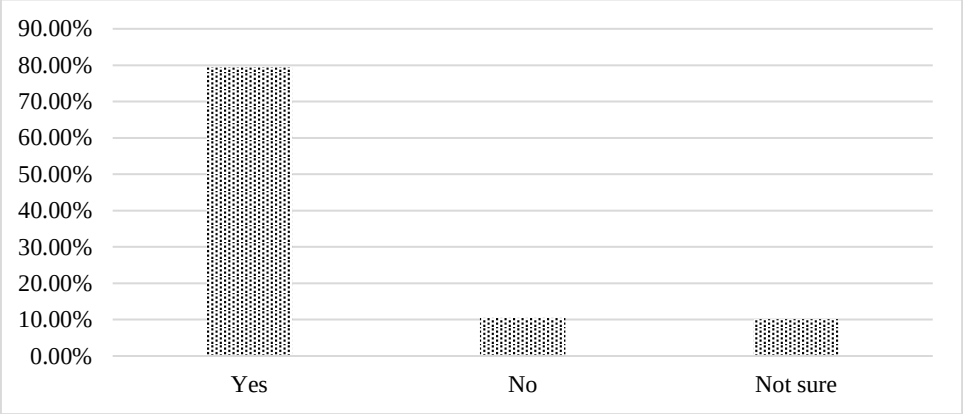

Fig 16: Need for More Collaboration Between Educational Institutions and Industries

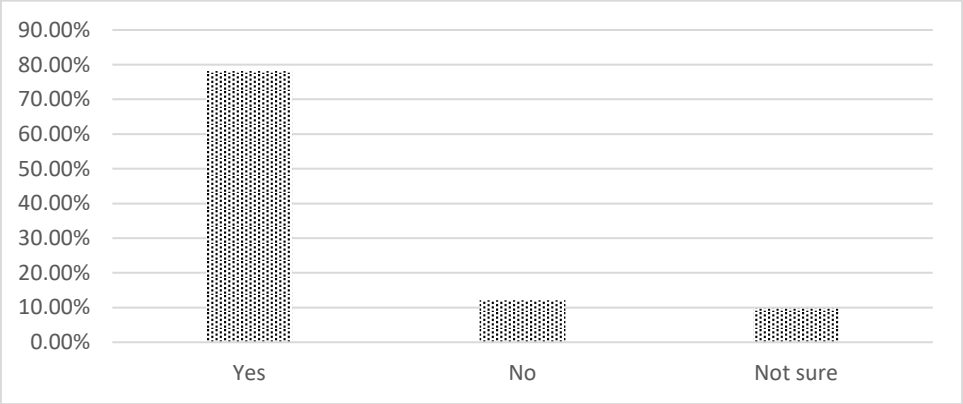

Fig 17: Should Students & Teachers Have More Say in Shaping Education Policies?

The survey results provide valuable insights into the awareness, effectiveness, and challenges of various education policies and initiatives. While many respondents recognize the positive impact of programs like NEP 2020, Samagra Shiksha, and digital learning platforms, concerns remain regarding infrastructure gaps, funding limitations, and policy execution. There is a strong demand for skill-based learning, greater collaboration between educational institutions and industries, and increased participation of students and teachers in policymaking. The findings suggest that while significant progress has been made, targeted improvements are necessary to bridge existing gaps and ensure that education policies effectively address the evolving needs of students, teachers, and professionals. The education system can move toward a more inclusive, practical, and future-ready framework by addressing these concerns.

4. CONCLUSION

This research analyzes key education policies and initiatives to transform the Indian education landscape. Significant policies have improved the sector's access, quality, and innovation, including

NEP 2020, Samagra Shiksha, the National Skill Development Mission, and the Atal Innovation Mission.

Survey results highlight the effectiveness of these initiatives and the challenges they face. While awareness of flagship policies such as NEP 2020 and Sarva Shiksha Abhiyan is strong, familiarity with programs like Unnat Bharat Abhiyan and PM eVidya is less widespread. Respondents value digital learning platforms and teacher training initiatives but express infrastructure, funding, and implementation concerns.

Improving internet access in rural areas is crucial to enhancing these policies, strengthening teacher training and developing a more skill-oriented curriculum. Collaboration between educational institutions and industries can better prepare students for the workforce, while increased community involvement in policymaking will foster more inclusive educational frameworks.

This study acknowledges limitations, including a small sample size that may not represent the complexities of the Indian education system. Focusing on policy awareness rather than direct outcome assessments calls for long-term evaluation.

Adopting a data-driven approach to policy implementation and strengthening public-private partnerships are essential for addressing disparities. Developing adaptive policies responsive to technological advancements and societal needs is vital for creating an equitable and globally competitive education system.

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Author Profile

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