NEP 2020 and Bal Vatika : A Comparative Study of Implementation, Teacher Perspectives, Infrastructure, and Qualitative Dimensions

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Abstract

Primary education is considered one of the most crucial stages of the educational continuum, and the National Education Policy 2020 lays down a comprehensive roadmap for the revival and transformation of school education beginning with the Foundational Stage. Recognizing the critical importance of early childhood years, NEP recommends the implementation of multiple strategies in mission mode to strengthen foundational learning across the country. Under NEP 2020, it is mandated that prior to the age of six, every child should attend a "Preparatory Class" or "Bal Vatika" before entering Grade 1. NEP 2020 strongly emphasizes Early Childhood Care and Education (ECCE) as a foundational pillar for lifelong learning and overall development. In this context, the present study entitled "NEP 2020 and Bal Vatika: A Comparative Study of Implementation, Teacher Perspectives, Infrastructure, and Qualitative Dimensions" was undertaken to examine differences in the implementation and effectiveness of Bal Vatikas in Central and State Government schools. A descriptive survey design was employed, and Bal Vatika teachers working at the foundational stage under NEP 2020 from both Central and State Government schools were included in the study. Descriptive statistical tools such as mean scores, frequencies, and percentages were used to analyze the data. The findings revealed that while Bal Vatikas have been moderately successful in implementing play-based learning approaches, several significant challenges persist, including the lack of formal ECCE-specific training for teachers, limited use of play-based activities in certain contexts, inadequate infrastructure, and inconsistencies in curricular implementation.

Keywords: New Education Policy 2020, Bal Vatika, Kendriya Vidyalayas, Teacher Perspective, Qualitative Dimensions

1.   Introduction

The National Education Policy, NEP 2020, introduced by Ministry of Education, Government of India, plays an important role in transforming the education system in India. Early Childhood Care and Education's (ECCE) systematic integration into the larger educational framework is one of its important contributions. Introduction of new 5+3+3+4 curricular framework by replacing earlier 10+2 schooling structure, wherein the first five years- comprising three years of preschool or Anganwadi and two years of Grade 1 and 2, constitutes the Foundational Stage. NEP 2020 recommends to have access to ECCE by 2030, with a special emphasis for socioeconomically disadvantaged populations. It acknowledges the variety of ECCE providers that currently exist, such as community centres, private pre-schools, and Anganwadi, and suggests a coordinated strategy incorporating the Ministries of Women & Child Development and Education. There is also a focus on strengthening the Integrated Child Development Services (ICDS) system, particularly in underserved and rural areas. In order to accomplish these objectives, the NEP promotes the establishment of Bal Vatikas, which are foundational cum prepratory courses for children ages three to six in schools. The National Education Policy (NEP) 2020 stands as a seminal and transformative framework designed to overhaul India's educational landscape. Emphasizing holistic development inclusivity, and an integrated approach to early childhood education, NEP 2020 seeks to pivot the nation's education system from rote learning to experiential, multidisciplinary learning. One of its pivotal elements is the Bal Vatika Programme, which aims to establish a nurturing and dynamic learning environment for children aged three to six years. This programme is grounded in the belief that early childhood education sets the stage for later academic and personal achievements

The NEP 2020 envisages a broad range of reforms including foundational literacy and numeracy, the integration of technology, and a shift towards problem-solving and critical thinking skills, Central to these reforms is the proposed National Mission on Foundational Literacy and Numeracy that strives for universal attainment of these basic skills by 2025 (Government of India, 2022). However, despite its visionary goals, the policy's implementation has encountered significant challenges. These include a pronounced digital divide in rural and low-income areas, limited access to digital devices, and a shortage of adequately trained teachers, all of which impact the seamless integration of technology and innovative teaching methodologies (Economic Times Education, 2022).

The Bal Vatika Programme represents a critical initiative within NEP 2020 dedicated play-based and experiential learning strategies to enhance cognitive, emotional, social, and physical development (Kendriya Vidyalaya Sangathan Regional, Kolkata, 2022.). Teachers have observed the potential benefits of such an approach in preparing young children for formal schooling, Nevertheless, these educators also highlight challenges such as the need for specialized training in early childhood development, child psychology, and the creation of inclusive learning environments that can support all students.A comparative understanding of the infrastructure challenges between central government and state government schools further underscores the complexity of implementing these educational reforms. Central government schools, including institutions under the Kendriya Vidyalaya Sangathan, generally enjoy better infrastructure with dedicated spaces for Bal Vatika classrooms, well-equipped learning environments, and a cadre of trained staff. In contrast, state government schools, particularly in rural areas, face infrastructural challenges ranging from inadequate classroom space to a shortage of basic amenities and teaching-learning materials (Drishti IAS, 2023). These disparities necessitate concerted efforts and targeted investments to ensure that the rich benefits of NEP 2020, and by extension the Bal Vatika Programme, are realized uniformly across all regions and demographics.

In light of the aforementioned issues, this research paper undertakes a comparative study of the Bal Vatika Programme under NEP 2020 by examining its implementation, teacher perspectives, infrastructural conditions, and qualitative aspects in central and state government schools of the aforementioned issues. By synthesizing findings from various authoritative sources, the study aims to provide a comprehensive overview of the progress and hurdles in realizing India's educational reforms.

2.   Review of the related Literature

Pre-primary education is crucial, according to a number of fundamental developmental theories. According to Jean Piaget's theory of cognitive development, children learn best during the pre-operational stage (ages 2–7) when they actively explore and interact with their surroundings. This highlights the importance of structured early childhood education and care (ECCE) programs in supporting cognitive and language development. Several studies have higlighted that pre-primary education is crucial. Some of them is listed as under:

The study conducted by **Surjeet(1989),** revealed that pre-primary education helps children develop their personalities and provides them with the skills they need to succeed in school. Also pre-primary education is deemed fundamental and vital for education by the instructors of government institutions. The study conducted by **Ranjan (2002)** depicted that preschool instruction is not operating well. There is a poor organizational structure and erroneous beliefs held by parents and instructors. The viewpoints of pre-primary school administrators, teachers,

and parents must be altered in order to make pre-primary education effective. Another study conducted by **Osakwe (2009)** identified that, children who have received pre-primary education vary significantly from those who have not in terms of their cognitive abilities, academic performance, social skills, and motor skills. The study conducted by **Nrusingha (2010)** revealed that preschools would serve as a link, provide assistance, and get kids ready for elementary school in order to retain them at the primary level. The government should endeavor to establish standards for pre-school education quality enhancement, infrastructure, and teacher qualifications. The study conducted by **Bhat(2016)** depicted that the necessity of professional training, thorough regulatory reforms, and fair access to ECCE programs. It suggests more community participation, more government financing, and a change from academic emphasis to holistic child development. Another study conducted by **Saikia (2023)** revealed that the necessity of professional training, thorough regulatory reforms, and fair access to ECCE programs. It suggests more community participation, more government financing, and a change from academic emphasis to holistic child development. **NCERT(2021)** released a theme study on school preparedness and early learning in India, stating that children who participated in organized pre-primary programs like Bal Vatikas were substantially more prepared for school when they entered Grade 1. The research suggested activity-based pedagogies and a child-centric curriculum to improve early learning results. An evaluation of the learning environment and facilities for early childhood education was conducted by UNICEF India in 2022. According to the study, exposing kids to emotionally safe and engaging learning environments at a young age greatly improves their preparedness for school. Additionally, it suggested that state governments include ECCE norms more thoroughly into planning for school growth. A nationwide assessment on the implementation of Bal Vatikas and the readiness of Indian government schools was released by NIEPA in 2023. Based on field data from several states, including Jammu & Kashmir, the research concluded that although there is a greater awareness of NEP 2020, its practical implementation is hampered by a lack of funding, gaps in the infrastructure, and the absence of standard operating procedures for Bal Vatikas. The study conducted by **Devi et.al(2025)** revealed that In Kendriya Vidyalayas Bal Vatikas, play-based learning is modestly adopted; over half of the instructors participate in these activities on a regular basis, while others only do so periodically although overall functioning is typically excellent to good, there are still major obstacles, such as insufficient crowded classrooms, inadequate infrastructure, and teacher preparation. The study conducted by **Kalavathi(2023)** demonstrated that the most potent equation will be Foundational Literacy and Numeracy (FLN). By 2030, universal access to FLN must guarantee that all children starting primary school are prepared for learning and capable of meeting the revised curriculum for children ages 3–8, which is centered on play, exploration, and play. Another study conducted by **Pradhan(2022)** depicted that based on the AWW's aforementioned opinions, it may be said that the Anganwadi program was not given the recognition it now deserves. The main emphasis was on diet and health and ECCE aspects is overlooked. But they are conscious of carrying out actions for the growth of several areas in accordance with the daily timetable. Play should be the foundation of the educational strategy. However, it was discovered that they mostly concentrated on action songs that were inspired by the themes present in New Aruniuma. They are ignorant of the necessity of school ready skills, which are currently the focus of NEP 2020, for a seamless transition to Grade 1.

3. Objectives of the study:
1) To study differences in the implementation of play based activites as a aspect of Early Childhood Care and Education (ECCE) in Bal Vatika programmes of central government schools and state government schools.
2) To study differences in the functioning of Bal Vatika programmes in central government schools and state government schools.
3) To assess the status of ECCE-specific training of Bal Vatika teachers in central government schools and state government schools.
4) To study the challenges related to the needs and requirements for the effective implementation of Bal Vatika programmes in central government schools and state government schools.
5) To study the differences in infrastructural issues of Bal Vatika programmes in central government schools and state government schools, and to identify the challenges faced by teachers and other stakeholders, and propose recommendations for improvement.
6) To study the qualitative related factors in the functioning of Bal Vatika programmes in central and state government schools.
7) To study the differences in the perceptions of Bal Vatika teachers of central government schools and state government schools towards its functioning.

4. Research Questions
1) What differences exist in the implementation of play based activites as a aspect of Early Childhood Care and Education (ECCE) in Bal Vatika programmes between central government schools and state government schools?
2) How does the functioning of Bal Vatika programmes differ between central government schools and state government schools?
3) What is the status of ECCE-specific training among Bal Vatika teachers in central government schools and state government schools?
4) What challenges related to needs and requirements affect the effective implementation of Bal Vatika programmes in central government schools and state government schools?
5) What differences exist in the infrastructural facilities of Bal Vatika programmes in central government schools and state government schools, and what challenges are faced by teachers and other stakeholders?
6) What are the qualitative factors affecting the functioning of Bal Vatika programmes in Central Government schools and State Government schools?
7) How do the perceptions of Bal Vatika teachers of central government schools and state government schools differ in its functioning?

5. Methodology Used
The present study used a mixed method approach to gather unbiased, numerical data that matched the study's goals.

5.1 Research Design
The study adopted a mixed-method research design with a survey-based approach to examine the existing practices and current status, and to identify implementation factors, teacher-related factors, infrastructure challenges, and qualitative dimensions influencing the functioning of Balvatikas in Central and State Government schools.

5.2 Population and Sampling
The target population for this study includes all Bal Vatikas running in Jammu district of Jammu and Kashmir.

➤ **Sample Size**- 10 Central Government Schools and 10 State Government schools were selected for the study where Balvatikas are running and 5 Teachers from each school were randomly choosen for the study. So a total of 100 teachers were taken for the study for the study. So in total 20 Schools were choosen where Balvatikas were running which inlude 20 schools in total which include both Central and State Goverement schools of Jammu district and 5 teachers were randomly taken for the study.

➤ **Sampling Technique**- A random sampling technique was used to select the teachers from 20 Central and state Government Schools where Balvatika are functioning from different areas of Jammu district Jammu district of Jammu and Kashmir.

➤ **Participant Category**- The sample of the study comprised of Bal Vatika Teachers involved in foundational transition as per NEP 2020. (Grade 1).

5.3 Data Collection Method and Tool used
• **Tool used**- A Self prepared questionnaire was standardized and used for the study.

Data was collected through a self-structured questionnaire that was constructed by the researcher. The questionnaire covers various factors such as:
• Pedagogical Factors

- Curriculum Factors
- Teacher Training Factors
- Infrastructural Factors
- Qualitative Factors

5.4 Procedure for Data Collection

The study was conducted after obtaining due permission and informed consent from the Principals of the selected schools. Teachers teaching at the Bal Vatika (foundational stage) under NEP 2020 in Central and State Government schools of Jammu were randomly selected and administered a structured questionnaire to collect data for the study. Prior to the distribution of the questionnaire, all participants were provided with a detailed explanation of the objectives and purpose of the study. The participants, i.e., teachers of the foundational stage, were assured that their responses would be kept confidential and used solely for academic and research purposes.

5.5 Data Analysis

Data collected from the questionnaires was analysed using descriptive statistics i.e., Mean, Percentage and t-test.

5.6 Ethical Consideration

- Consent was obtained from the teachers of selected schools.
- Participants of the study were assured that the confidentiality will strictly be maintained during the whole survey.

6. **Results of the study**

The study emphasis the implementation and functioning of Bal Vatikas in Kendriya Vidyalayas in Jammu district with special reference to Early Childhood Care and Education (ECCE) as envisioned in National Education Policy, NEP 2020. The findings are presented objective wise:

Objective 1: To study differences in the implementation of play based activites as a aspect of Early Childhood Care and Education (ECCE) in Bal Vatika programmes of central government schools and state government schools.
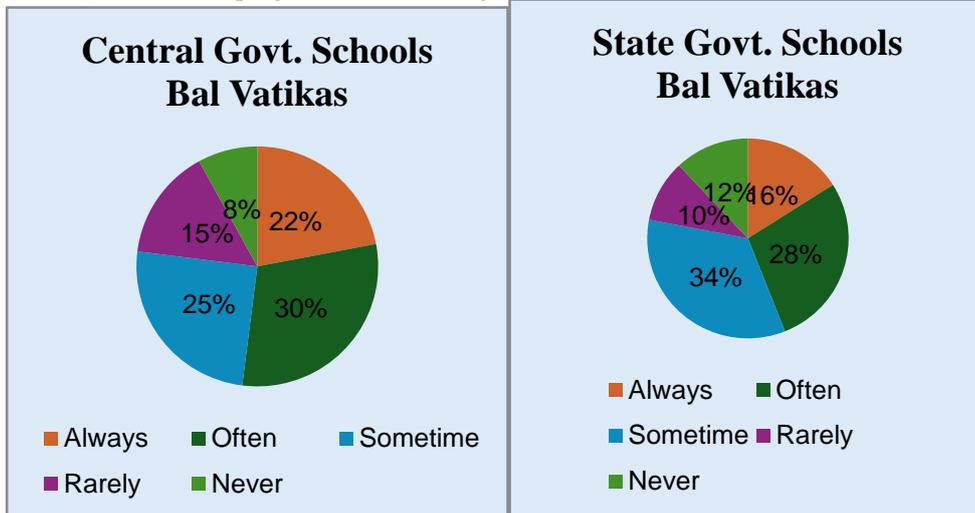

Figure 1 and 2. Responses of teachers towards the use of play based activites in Bal Vatikas in promoting Early Childhood Care and Education of children

Interpretation: The above figures demonstrate the use of play-based activities in Balvatikas of Central Government schools and State Government schools. The data indicate that Balvatikas in Central Government schools received a higher frequency of responses in the categories of "always" and "often" regarding the use of play-based activities in teaching. In contrast, in Balvatikas of State Government schools, teachers reported higher responses in the categories of "sometimes," "rarely," and "never" with respect to the use of play-based activities.This difference is significant, as play-based learning is one of the key objectives of the National Education Policy 2020 and a central component of the Foundational Stage framework. The findings suggest that greater emphasis needs to be placed on the consistent implementation of play-based pedagogies in Balvatikas across both Central and State Government schools.Therefore, there is a pressing need for the government to prioritize the effective integration of play-based activities at the foundational level. Appropriate administrative measures, teacher training, and monitoring mechanisms should be strengthened to ensure their proper and uniform implementation.

Objective 2: To study differences in the functioning of Bal Vatika programmes in central government schools and state government schools.
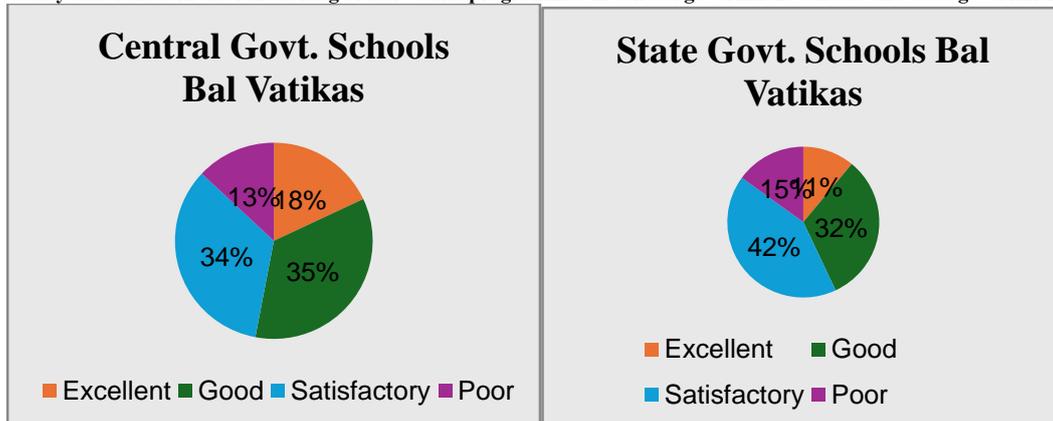

Figure 2 and 3: Showing the Perception of teachers towards the functioning of Bal Vatikas of Central and State Government Schools

Interpretation: The above figures illustrates a clear difference in the functioning of Balvatikas in Central Government schools and State Government schools. It indicates that Balvatikas in Central Government schools have received higher ratings in the categories of "excellent" and "good" with respect to their functioning. In contrast, Balvatikas in State Government schools show comparatively higher ratings in the "satisfactory" and "poor" categories. As 53% of Central Governement Balvatikas teachers responded Excellent and Good rating to its functioning where as 43% of State Governement Balvatikas teachers responded Excellent and Good rating to its functioning, thus showing a difference of 10%.

This disparity suggests that Balvatikas operating under State Government administration may be facing challenges in effective implementation and overall functioning. Therefore, there is a need for systematic examination by the concerned authorities to identify the underlying factors contributing to these differences. Such an analysis would help in formulating appropriate administrative reforms and policy interventions to strengthen the functioning of Balvatikas in State Government schools.

Objective 3: To assess the status of ECCE-specific training of Bal Vatika teachers in central government schools and state government schools.
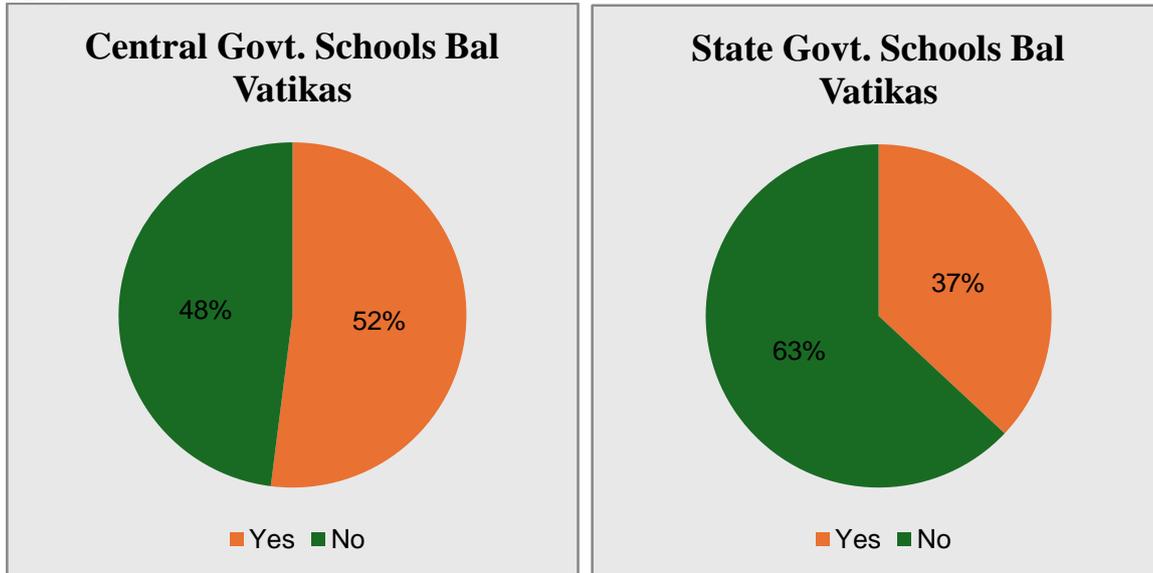

Figure 5 and 6: Showing the status of professional training in Early Childhood Care and Education (ECCE) among Balvatika teachers of Central Government and State Government schools

Interpretation: The above figures illustrates the status of professional training in Early Childhood Care and Education (ECCE) among Balvatika teachers of Central Government and State Government schools, as this figure clearly demonstrate a difference of 17% in training as Balvatika teachers of Government school lacks in terms of specific professional training in Early childhood care and Education whereas the Balvatikas teacher of Central Governement schools leads in term of this training. As the above differenes shows that proper orientation of the teachers is one of the basic aspect of teaching and NEP 2020 also promotes for capacity building of the training through various orientatation programmes but this difference shows that State Goverenment through its various agencies like SCERT and DIET needs to organise more such kind of training programmes which needs to be one of the important prospective aspects of NEP 2020.

Objective 4: To study the challenges related to the needs and requirements for the effective implementation of Bal Vatika programmes in central government schools and state government schools.
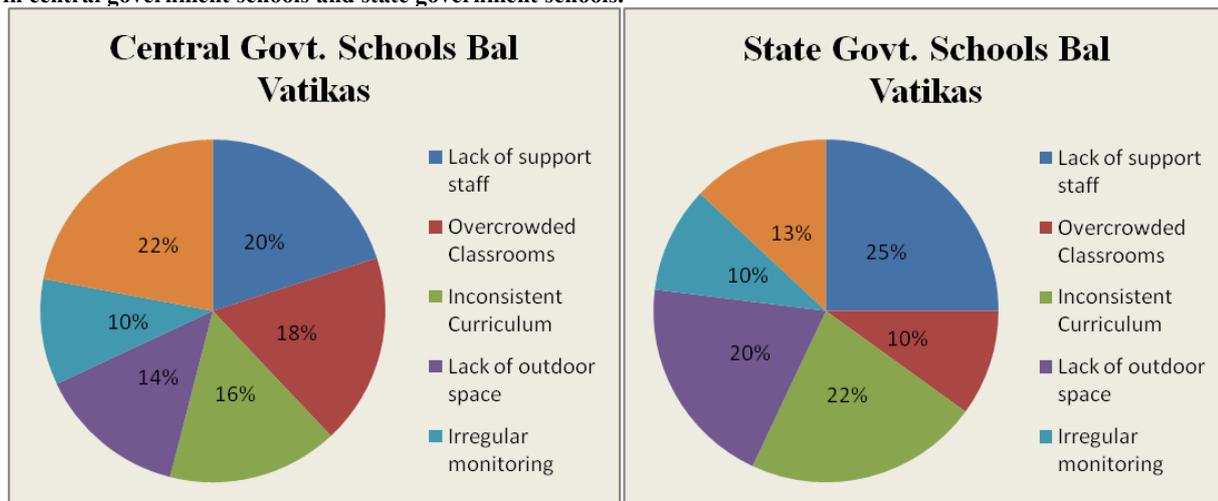

Figure 7 and 8: Showing the challenging factors being faced in Balvatikas of Central Govt and State Goverenement

Interpretation: The above figure Shows that the lack of support staff is the most frequent challenge across the board, but it is notably more acute in State Government schools (25%) compared to Central schools (20%).Whereas Central Government schools (18%) struggle more with classroom space than State schools (10%). Conversely, State schools (20%) face a much higher deficit in outdoor play areas compared to KVs (14%). On the other hand State schools face a significantly higher rate of inconsistent curriculum use (22%) compared to KVs (16%). Interestingly, irregular monitoring is the only factor where both sectors report an identical challenge of 10%.

The analysis indicates that while Central Government schools need to focus on expanding physical classroom capacity, State Government schools urgently require additional staffing and better curriculum alignment.

Objective 5: To study the differences in infrastructural issues of Bal Vatika programmes in central government schools and state government schools, and to identify the challenges faced by teachers and other stakeholders, and propose recommendations for improvement.
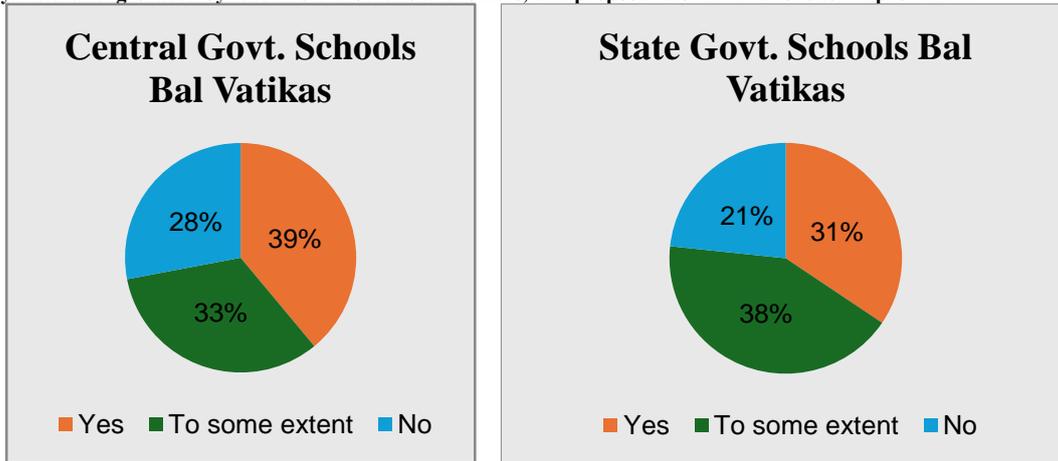

Figure 9 and 10: Showing the infrastructural issues of Bal Vatikas in Kendriya Vidyalaya's Schools

Interpretation: The above figures Shows that Balvatikas of Central Government School (39%) are perceived to have better infrastructure than State Government schools (31%). A larger portion of stakeholders in State Schools (38%) view infrastructure as partially adequate compared to Kendriya Vidyalayas (33%). Surprisingly Balvatikas of Central Government Schools show a higher rate of complete inadequacy (28%) compared to State schools (21%).

Objective 6: To study the qualitative related factors in the functioning of Bal Vatika programmes in central and state government schools.
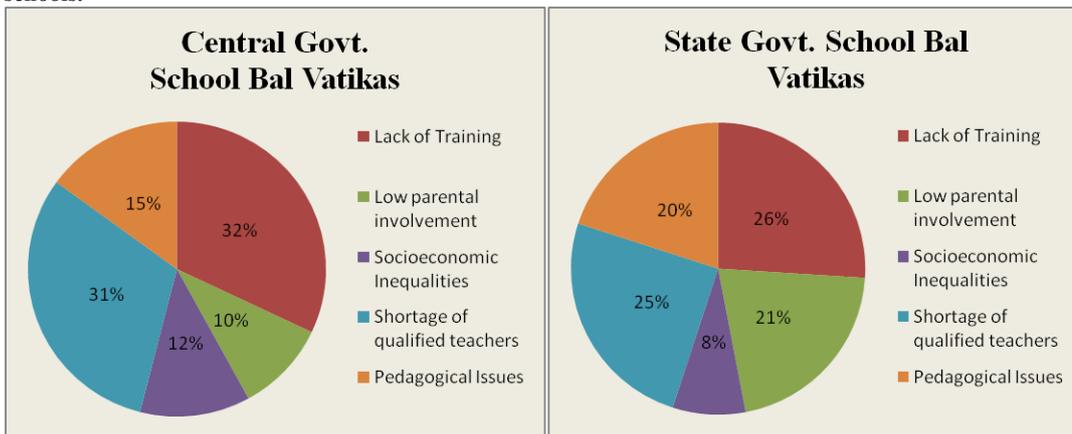

Figure 11 and 12: Showing the qualitiative factors in Bal Vatikas of Central and State Government Schools

Interpretation: The above figures illustrate that Balvatikas of Central Government schools (32%) report a higher deficiency in training than State schools (26%). A similar trend follows for teacher qualifications, with Central Government schools (31%) facing a more significant shortage than State Government schools (25%). On the other hand State Government Schools (21%) report more than double the challenge of low parental engagement compared to Central Schools (10%). Whereas State schools (20%) show a higher prevalence of pedagogical issues than Centre Government School (15%). Interestingly, socio-economic inequalities are cited more frequently as a challenge in Central schools (12%) than in State schools (8%).

For Bal Vatikas to truly flourish, Central schools need a massive influx of specialized training, while State schools need to focus on community outreach and refining how teachers actually teach the new curriculum.

Objective 7: To study the differences in the perceptions of Bal Vatika teachers of central government schools and state government schools towards its functioning.
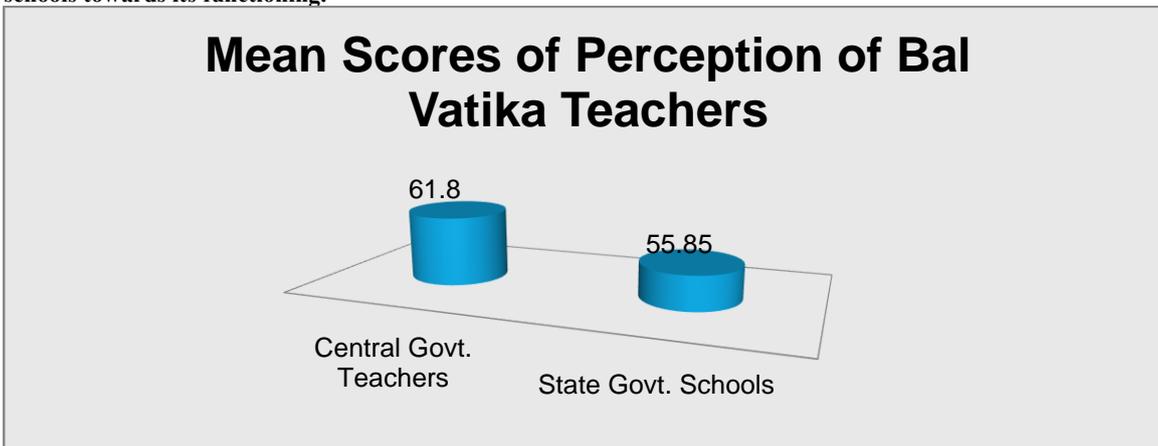

Figure 13: Showing Mean scores of Perception of Bal Vatika Teachers

Table 1: Showing difference in the perception of Balvatika teacher of Central and State Government School toward its functioning

S.No.	Bal Vatika Teachers	N	Mean	Mean Difference	df	T value
1.	Central Govt. School	50	61.8	5.95	98	0.109
2.	State Govt. School	50	55.85			

Interpretation: Table 1 presents the t-value for the perception of Bal Vatika teachers from Central and State Government schools regarding the functioning of Bal Vatikas. The obtained t-value (.109) is lower than the table value at the 0.05 level of significance. This indicates that there is no statistically significant difference between Central and State Government Bal Vatika teachers in their perception of the functioning of Bal Vatikas.However, the mean score of Central Government Bal Vatika teachers (61.8) is higher than that of State Government Bal Vatika teachers (55.85), showing a mean difference of 5.95. Although this difference is not statistically significant, it suggests that Central Government Bal Vatikas have a relatively better perception regarding their functioning compared to State Government schools.

7. Findings of the study

Bal Vatikas are one of the key initiatives introduced under the National Education Policy 2020 to rejuvenate Early Childhood Care and Education (ECCE) by introducing significant pedagogical reforms aimed at strengthening the foundational years of schooling. These initiatives are designed to ensure holistic development during the early years of education. The findings of the study indicate that Bal Vatikas play an important and effective role in providing ECCE at the foundational stage as envisioned in NEP 2020. However, considerable variations were observed in the functioning of Bal Vatikas in Central and State Government schools, particularly with regard to pedagogical practices such as the use of play-based activities and other child-centred approaches.The study also highlights several key challenges that hinder the effective implementation of NEP 2020 at the foundational stage. These challenges include limited ECCE specific training for teachers, low levels of parental involvement, and inadequate availability of appropriate teaching learning materials. Furthermore, operational constraints such as insufficient infrastructure, lack of adequate classroom space, limited outdoor play areas, absence of child-friendly facilities, and shortage of support staff adversely affect the smooth functioning of Bal Vatikas.A comparative analysis reveals that Bal Vatikas in Central Government schools demonstrate relatively stronger implementation of play-based pedagogical practices, whereas State Government schools lag behind in this aspect. Teachers in Central Government schools are also comparatively better equipped with ECCE specific training. However, the study identifies certain infrastructural concerns across both systems. While State Government schools face more pronounced infrastructural deficiencies overall particularly in terms of outdoor play areas—Central Government schools experience comparatively greater challenges related to classroom space constraints.The study further examines teachers' perceptions regarding the functioning of Bal Vatikas in both systems. Teachers in Central Government schools rated the functioning of their Bal Vatikas as excellent or very good, whereas teachers in State Government schools assigned comparatively lower ratings. In terms of infrastructural adequacy, Central Government schools generally received higher ratings than State Government schools. Nevertheless, several qualitative challenges such as inadequate specialized training, low parental involvement, shortage of qualified teachers, socio-economic inequalities, and pedagogical gaps emerged as common concerns affecting both Central and State Government Bal Vatikas.

8. Implications of the Study

As the study explores the multifaceted challenges faced by Bal Vatikas in both Central and State Government schools, it presents wide-ranging implications for policymakers and administrators. These implications need to be addressed comprehensively, as outlined below:

a) **Policy Implications:**The findings highlight the need for a well-structured and comprehensive framework to ensure the effective functioning of Bal Vatikas in both Central and State Government schools. Policymakers must provide essential academic, administrative, and financial support to enable these centres to operate efficiently, achieve the goals of universalisation of elementary education, and ensure equitable access to quality education at the foundational stage, in alignment with the National Education Policy 2020.

b) **Administrative Implications:** The study identifies multifaceted infrastructural and qualitative challenges that require prompt administrative intervention. Authorities must address gaps in physical infrastructure, including adequate classrooms, playgrounds, learning materials, and other essential facilities. Strong leadership and effective administrative control are crucial for the optimal utilization of resources. Administrators should prioritize infrastructural development, regular teacher training, and systematic academic supervision to ensure the smooth functioning of Bal Vatikas. Additionally, strong monitoring mechanisms should be established to enhance accountability and maintain quality standards at the institutional level.

c) **Pedagogical Implications:** The study also highlights key pedagogical concerns, particularly regarding the effective use of play-based activities and teaching-learning materials. There is a need to strengthen these practices by organizing structured capacity-building programmes that provide hands-on training in play-based and child-centred pedagogies. Such training is essential for enhancing teachers' instructional competence, creativity, and responsiveness to the developmental needs of young learners.

d) **Curricular Implications:** The study emphasizes the importance of curriculum restructuring and contextual adaptation, which are central to the foundational stage envisioned under the National Education Policy 2020. ECCE practices in Bal Vatikas must be developmentally appropriate, locally relevant, and aligned with the guiding principles of NEP 2020 and the National Curriculum Framework for Foundational Stage 2022 to ensure holistic development of children.

e) **Training Implications:** The results further indicate that the lack of specialized training in Early Childhood Care and Education (ECCE) is a significant concern. National and State-level teacher training institutions should actively support the professional development of Bal Vatika teachers through Continuous Professional Development (CPD) programmes. Greater emphasis should be placed on ECCE best practices, child assessment strategies, inclusive approaches, and reflective teaching methodologies.

f) **Financial Implications:** Most of the challenges affecting the effective functioning of this initiative are directly linked to financial constraints. These issues require timely resolution through enhanced governmental support and adequate allocation of economic resources. Increasing public investment in education particularly by allocating a higher percentage of GDP to the education sector is essential to strengthen infrastructure, training, monitoring systems, and overall institutional sustainability.

9. Conclusions

Although the Bal Vatikas envisioned under the National Education Policy 2020 were established with the right intention of strengthening the foundational stage of education, the study identifies several practical barriers that hinder their effective implementation. Both State and Central Government schools are making sincere efforts to ensure the smooth functioning of Bal Vatikas; however, numerous administrative challenges continue to obstruct their optimal performance. The objectives of the NEP 2020 and the broader national vision of Viksit Bharat 2047 can be realized only through the development of a comprehensive monitoring system that addresses the multifaceted challenges faced by these institutions, which form the backbone of early childhood education and care. Therefore, it is essential to systematically and effectively resolve these issues so that NEP 2020 can play a transformative role in revitalizing the country's educational structure and contribute meaningfully to the achievement of Viksit Bharat 2047.

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