



## RESEARCH ARTICLE

### ANALYSIS OF NATIONAL EDUCATION POLICY (NEP) 2020 TOWARDS ACHIEVING ITS GOALS

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#### ABSTRACT

Education is fundamental for developing a skilled human resource, and is crucial for building and maintaining a strong and robust economy, elevating society, and inspiring a nation to reach new heights. The Ministry of Human Resource Development (MHRD), Government of India has launched a comprehensive National Education Policy- 2020. NEP 2020 envisions learning that is holistic, integrated, inclusive, joyful learning without Burden that is both enjoyable and engaging. Emphasis was given on parameters namely; "Access, Equity, Quality, Affordability and Accountability. A key recommendation of NEP-2020 is the promotion of multidisciplinary research based on collaboration by the academic institutes. Lifelong learning and a focus in research prevent humans from becoming out-dated in society in terms of knowledge, skills, and experience needed to live comfortably. In this research paper, status of parameters of National Education Policy (NEP)-2020 has been discussed.

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## INTRODUCTION

National Education Policy 2020 is the first education policy of the 21<sup>st</sup> century and aims to address the many growing developmental imperatives of our country (1). The National Education Policy 2020 was proposed by a committee chaired by Dr. K. Kasturirangan. It was approved by union cabinet on 29<sup>th</sup> July, 2020 (2). This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21<sup>st</sup> century education, including SDG-4, while building upon India's traditions and value systems. NEP 2020 is built on the foundational pillars of "Access, Equity, Quality, Affordability and Accountability" and is aligned with 2030 agenda for all round development. Learning should be Holistic, Integrated, Inclusive, Joyful Learning, Learning without Burden, Enjoyable and Engaging. According to NEP 2020, it is an important part that how game-based learning has proven beneficial as it develops the value of co-operation, moral values, interactive, flexibility, and also engaging nature. Besides the academic curriculum, one of the fundamental principles of the NEP 2020 is to emphasize the ethics and human and constitutional values like empathy, respect for other, courtesy, responsibility etc. Learners should learn with the happiness not under the pressure. They must be

associated with classroom situation by their interest of learning not forcefully. Learning should be joyful. Happiness curriculum (Saharsh curriculum) already started in different state in India including our small state Tripura. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning (ML), and artificial intelligence (AI), many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand (3,4). Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that

children not only learn, but more importantly how to learn (un-learn and re-learn). Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education (5,6). The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment (7,8).

## OBJECTIVES OF THE STUDY

The objectives of this study are as follows

- To make a comparison between NEP 1986 and NEP 2020 in respect of Curriculum and Pedagogy in school education and higher education
- To find out the present status of various aspects of NEP-2020.

## METHODOLOGY

The qualitative study has been adopted to accelerate the comparative analysis between NEP 1986 and NEP 2020 in the light of various aspects of NEP-2020. The primary data is collected from the drafts of NEP-1986 and NEP-2020. The secondary data is collected from articles, books and website (9,14).

**PRINCIPLES OF NEP 2020:** The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

**GAP BETWEEN THE NEP 1986 AND NEP 2020:** The 1986 National Education policy focussed on the modernization of the education sector using information technology. More attention was given to restructuring teacher education, early childhood care, women's empowerment, and adult literacy. In the National Education Policy 1986, it also proposed that the autonomy of universities and colleges will improve the quality of education services. However, NEP 1986 failed to improve the quality of education in terms of creating graduates with employability skills and failed to generate research output in terms of patents and scholarly publications (15,16). The present education Policy envisioned a comprehensive approach to transform the quality and quantity of research in India. For this purpose, NEP 2020 included conclusive shifts in school education to more play and discovery-based learning with special emphasis on the scientific method and critical thinking. To identify students' interests and talents, career counselling in schools is lighted in the policy. Teaching-learning method

mainly focuses on classroom training, fieldwork, and research projects. The emphasis in NEP is given on the research and innovations starting from the school level. The support of research funds through UGC, or any other agencies was mainly for Universities than Colleges. The funding agencies like DST, DBT, and CSIR, etc. are rarely funded to the college teachers although experts are available in the field. To compensate for the shortcomings of previous NEPs, NEP 2020 has proposed a liberal education to support multidisciplinary and cross-disciplinary education and research in under-graduation and post-graduation levels in all higher educational institutes. The support of research funds through the National Research Foundation (NRF) and any other agencies will be equally distributed to all types of HEIs based on a fair evaluation of the research proposal. To promote the research culture in college and universities (17,18), the multidisciplinary nature of higher education institutes with good infrastructural facilities, and the inclusion of research and internships in the undergraduate curriculum, faculty career management systems that give due weightage to research, and encourage an environment of research in the institutes, are recommended in NEP 2020 (19,20). Four years of Bachelor degree holders with proven research performance during the fourth year can directly admit to Ph.D. programme without Master's degree in both types of HEIs. All of these aspects are extremely important for creating a research environment in educational institutes for the future generation.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are: recognizing, identifying, and fostering the unique capabilities of each student by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres; according the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3; flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests; no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge; promoting multilingualism and the power of language in teaching and learning; life skills such as communication, cooperation, teamwork, and resilience; focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture'; extensive use of technology in teaching and learning, removing language barriers, respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject; full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system (SDG-4). synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;

## VARIOUS ASPECTS OF SCHOOL EDUCATION REFORMS

**Curriculum and Pedagogy in Schools:** In NP 2020, it has highlighted that learning should be Holistic, Integrated, Enjoyable, and Engaging Restructuring school curriculum and

pedagogy in a new 5+3+3+4 design replaces the old 10+2 system. This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.

Foundational (5): Anganwadi/ preschool/Balvatika (Ages 3-6) & Class 1 & 2 (Ages 6-8)

Preparatory stage (3): Class 3 to 5 (Ages 8-11)

Middle stage (3): Class 6 to 8 (Ages 11-14)

Secondary stage (4): Class 9 to 12 (Ages 14-18)

Experiential learning, actively engaging with real-world situations which Empower students through flexibility in course choices, Support for Gifted Students/Students with Special Talents, National Curriculum Framework for School Education (NCFSE), National Textbooks with Local Content and Flavors. Mother tongue/ regional language as medium of instruction upto grade 8.

No language is being imposed, No rigid separations between academics, vocational and extracurricular streams. Board Exams Reforms: Redesigning Board Examination. Examination to test core concepts and application; not rote memorization. Introduction of vocational education starting from grade 6 with internships. The policy also targets increased Gross Enrollment Ratio (GER) in both school and higher education and aims to bring back out-of-school children.

**NIPUN Bharat:** A National Mission on Foundational Literacy and Numeracy (FLN Mission) launched by the Government.

**Vidya Pravesh:** Guidelines for Three-month Play-based School Preparation Module for Grade 1 Children have been developed.

**Structured Assessment for Analysing Learning levels (SAFAL):** SAFAL to be introduced in CBSE Schools for Grades 3, 5, and 8 from 2021-22. It focuses on testing for core concepts, application-based questions, and higher-order thinking skills. Emphasis has been given on 21<sup>st</sup> Century Skills, experiential and Inquiry-Based Learning, improving Access and Equity, Universalization of Education and Inclusive and Equitable Education.

**Assessment Reforms:** Shifting from Summative to Formative Assessment, 360-Degree Holistic Progress Card. National Assessment Centre (PARAKH). It is proposed to set up a National Assessment Centre, NTA. PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MHRD that fulfills the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country.

## VARIOUS ASPECTS OF HIGHER EDUCATION REFORMS

**Multiple entry and exit options:** Flexibility has been given to enter and exit degree programs at different stages (Certificates, Diploma, and Degree).

**Holistic multidisciplinary education:** The policy envisages broad-based, multi-disciplinary, holistic undergraduate education with flexible curricula, creative combinations of subjects, integration of vocational education.

• **Academic Bank of Credit:** (ABC) An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs. The UGC has issued regulations for the establishment and operation of the Academic Bank of Credits in higher education. The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

## Regulation

• Higher Education Commission of India (HECI) will be an overarching umbrella body for higher education, excluding medical and legal education.

## Technology in education

• An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, and administration.

## Promotion of Indian languages

• NEP recommends setting up an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian, and Prakrit, strengthening of Sanskrit and all language departments in HEIs.

## Internationalization of Higher Education:

• High-performing Indian universities will be encouraged to set up campuses in other countries.  
• Similarly, selected top global universities will be permitted to operate in India.

## Financing education

• The NEP reaffirmed the commitment of spending 6% of GDP as public investment in education. Online degree programmes  
• The University Grants Commission (UGC) in 2021 allowed universities to offer online degree courses and expand further in the education sector.

## Availability of multidisciplinary streams in institutes

• Institutes and colleges, including IIT Delhi, IIT Roorkee, and IIT Kharagpur, are gradually expanding to include non-engineering courses to offer students an extended opportunity to learn new disciplines.

**TEACHER EDUCATION:** Integrated Teacher Education Programme (ITEP) Course introduced in different reputed institutes across the country like IIT, NITs. Teachers and faculty as the heart of the learning process— their recruitment, continuous professional development, positive working environments and service conditions.

## CONTINUOUS PROFESSIONAL DEVELOPMENT

**(CPD):** Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

## CAREER MANAGEMENT AND PROGRESSION (CMP)

Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage that incentivizes and recognizes outstanding teachers.

## PROFESSIONAL STANDARDS FOR TEACHERS:

A common guiding set of National Professional Standards for Teachers (NPST) was developed in 2022, by the National Council for Teacher Education (NCTE) in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions.

## Standard-setting and Accreditation for School Education:

The goal of the school education regulatory system must be to continually improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All in all, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best.

## ADULT EDUCATION

- The Policy aims to achieve 100% youth and adult literacy. A national curriculum framework for adult education will be developed to cover five broad areas:
- Foundational literacy and numeracy
- Critical life skills (such as financial and digital literacy)
- Vocational skills development
- Basic education (equivalent of middle and secondary education)
- Continuing education (through engaging courses in arts, technology, sports, and culture)

## CONCLUSION

On 29 July, 2025 marks its fifth year. Shri Dharmendra Pradhan, Hon'ble Education Minister of India to inaugurate Akhil Bharatiya Shiksha Samagam 2025 at Bharat Mandapam

to commemorate 5 years of NEP-2020. Review of the status of NEP-2020 covering achievements, ongoing challenges and also further way forward. The Central Governments has held periodic reviews and meetings to assess NEP-2020 with various stakeholders NCERT, NCTE, SCERTs. HEIs of most the states in India have already implementing different recommendations of NEP. By 2030, there may be drastic changes. All stand alone institutes converted to multidisciplinary institute for examples GDC offers ITEP and B.Ed. colleges offering MAJOR and minor courses, more institutions are adopting flexible, multidisciplinary curricula. Indian knowledge system (IKS) has been introduced in the curriculum and Introduce in platforms like SWAYAM, NPTEL, DIKSHA are being utilized increasingly. The NIPUN Bharat Mission has been launched to ensure Foundational Literacy and Numeracy (FLN Mission). Early Childhood Care and Education (ECCE) and foundational stage have received attention. The NEP 2020 is the first education policy of the 21<sup>st</sup> century which aims at making "India as a Global Knowledge Superpower" because it is stand on the pillars of "Access, Equity, Affordability, and Accountability". This policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India.

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