



## BRIDGING GLOBAL VISION WITH LOCAL PRAXIS: AN ANALYTICAL STUDY OF UNESCO'S FOUR PILLARS OF EDUCATION IN NEP – 2020

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### RESEARCH ARTICLE



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#### Abstract

The rapidly changing landscape of global education underscores the importance of integrating international frameworks with locally relevant educational policies. UNESCO's Four Pillars of Education – *Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be*, — present a comprehensive approach to education in the 21<sup>st</sup> century, emphasizing not only academic knowledge but also personal and social development. India's National Education Policy (NEP) 2020 represents a pivotal reform aimed at transforming the country's education system to align with both national aspirations and global trends. This study critically analyzed the alignment of UNESCO's Four Pillars of Education with the provisions and vision of India's National Education Policy (NEP) 2020. Using a qualitative content analysis method, the paper maps key components of the NEP against each pillar, highlighting areas of convergence and contextual adaptation. The findings suggest that NEP 2020 strongly aligns with the spirit of UNESCO's vision – particularly in its focus on holistic development, experiential learning, and global citizenship. This paper contributes to the discourse on 'glocalisation' in education by illustrating how global educational visions can be effectively translated into local praxis.

**Keywords:** *Four Pillars of Education, Global Vision, Holistic Education, Local Praxis, NEP 2020, UNESCO*

#### Introduction

“Learning: The Treasure Within” (1996) was a landmark report on education for the twenty-first century, prepared by the International Commission on Education for the Twenty-first Century, an initiative of the United Nations Educational, Scientific and Cultural Organization (UNESCO), and led by Jacques Delors. The report is a milestone in defining the future shape, challenges and goals of education systems around the world. The report calls for shaping education systems around the world in a way that will be able to meet the challenges of the next century – especially in the context of technological, economic and social change. The three main parts of the report are: 1. Outlooks (this part discusses the transformational challenges and goals of education worldwide), 2. Principals (this part presents two basic concepts as the foundation of education) and 3. Directions (this part mentions four issues regarding the implementation of education policies and future strategies). The report sees education as a tool for human development, social justice and sustainable development. It outlines the modern education system with emphasis on lifelong learning and the four pillars of education.

On the other hand, recognizing the necessity of education for the full development of human life, the National Education Policy of India-2020 has been written with the message of providing excellence and the highest quality education to every person on the basis of equality and meeting the needs of the 21<sup>st</sup> century. In the interest of national development, along with the progress of an impartial society, the National Education Policy has become the key to quality education, economic growth, scientific achievement, and the preservation of national unity and culture. NEP-2020 is illuminated in the light of the rich knowledge and tradition of ancient and traditional India. The pursuit of knowledge, wisdom and truth is the highest human virtue of the Indian thought tradition and philosophy. The main purpose of acquiring knowledge in ancient India was not only considered as a livelihood for worldly life or after school life, but it was considered as the knowledge of understanding the true nature of man or self-liberation. This legacy of India should not only be protected and cherished for future generations, but also further research should be done on this education system, this education should be enriched and new and innovative methods of its application should be learnt. (NEP-2020, p.4). The goal of this 21<sup>st</sup> century Indian education policy is to address the many growing developmental imperatives of our country. 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 SDG4, while building upon India's traditions and value systems. The National Education Policy-2020 lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education

must develop not only cognitive capacities – both the ‘foundational capacities’ of literacy and numeracy and ‘higher-order’ cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. (NEP-2020, p. 3-4).

There are deep philosophical and structural similarities between India’s National Education Policy (NEP) 2020 and UNESCO’s 1996 report ‘Learning: The Treasure Within’, although they were formulated at different times and in different contexts. Both policies see education as a transformative force for holistic human development, emphasizing lifelong learning, equity and sustainable development. The UNESCO report proposed four pillars of education – learning to know, learning to do, learning to living together and learning to be – that are deeply aligned with the core goals of NEP 2020, namely primary literacy, skill development, socio-emotional learning and moral reasoning. While UNESCO’s vision is global, promoting inclusive and quality education as a universal right, NEP 2020 applies these principles to India’s unique socio-cultural context, integrating ancient Indian knowledge systems with modern teaching methods. Both policies emphasize the role of education in building critical thinking, creativity and global citizenship, which is in line with Sustainable Development Goal-4. However, NEP 2020 goes further by addressing India-specific challenges, such as multilingual education, bridging the digital divide and vocational training, which makes the policy not only desirable but also feasible. Together, these frameworks highlight the role of education as a tool for building equitable, compassionate and sustainable societies, not just for economic productivity, reflecting a collective commitment to developing the full potential of every individual in an evolving world.

### **Review of Related Literature**

The National Education Policy (NEP) 2020 has triggered a paradigm shift in India’s educational philosophy, with an emphasis on inclusivity, diversity, values, and skill-based learning. Several scholars have explored different dimensions of NEP 2020, highlighting its transformative potential and the challenges associated with its implementation.

Barman et al. (2023) conducted a pivotal study titled *Diversity in the School Classroom: The Transformative Role of NEP 2020*, focusing on two major objectives: understanding the challenges of cultural diversity in Indian classrooms and evaluating the role of NEP 2020 in mitigating these challenges. Their qualitative, documentary-based study reveals NEP 2020’s commitment to creating an inclusive education system that respects India’s cultural pluralism while promoting global competencies. The study underscores a threefold strategy: (1) promoting multilingual education to preserve linguistic heritage, (2) incorporating indigenous knowledge systems to recognize local epistemologies, and (3) institutionalizing cultural celebrations to foster intercultural dialogue. These measures are deemed essential for nurturing empathy, respect, and understanding in diverse classrooms.

Alam (2024) examined NEP 2020’s vision of value education, exploring its integration into curricula and co-curricular domains. The study identifies a multi-dimensional approach: inclusion of ethics and sustainability themes in the curriculum, emphasis on yoga and arts for emotional intelligence, enhanced teacher training, and reforms in qualitative assessments. Despite the policy’s progressive framework, Alam points to practical challenges like untrained teachers and infrastructural deficits, particularly in rural schools. The study advocates phased teacher training programs and the integration of AI-based tools to monitor and assess value education effectively.

Mir (2024) presented a critical review of NEP 2020’s efforts to institutionalize vocational education from Grade 6 onward. The study highlights the policy’s aim to bridge the gap between education and employability by integrating skill-based learning with academic knowledge. However, the research identifies key barriers including lack of infrastructure, limited industry partnerships, insufficiently trained vocational educators, and social stigma. Mir recommends the use of emerging technologies (e.g., AI, AR/VR), standardized certification, and incentives to mainstream vocational training and promote entrepreneurial mindsets among students.

Besera (2024) explores NEP 2020 through the philosophical lens of “*Vasudhaiva Kutumbakam*” (The World is One Family). The study emphasizes how the policy promotes global citizenship by instilling critical thinking, ethical reasoning, and cultural appreciation. NEP 2020 encourages transdisciplinary learning, integration of Indian knowledge systems, and global collaborations to cultivate awareness of global challenges. Digital learning platforms and international academic partnerships are positioned as tools to create globally competent and culturally rooted learners, aligning with the broader vision of sustainable and inclusive development.

Ali and Bhattacharyya (2025) conducted a broad analysis of NEP 2020, focusing on its core principles and its potential for pragmatic implementation. Their study finds that NEP 2020’s emphasis on holistic development, critical thinking, and innovation – especially in higher education – is facilitated through a multidisciplinary approach. This flexibility aims to make education more inclusive and equitable, particularly for marginalized communities. Nonetheless, the authors acknowledge significant challenges such as infrastructure inadequacies, curriculum redesign needs, and teacher capacity-building. The success of NEP 2020, they argue, depends on systemic alignment, adequate funding, and multi-stakeholder collaboration.

### **Objective of the Study**

While existing studies explore NEP 2020’s individual dimensions, none systematically evaluate its alignment with UNESCO’s Four Pillars. This study fills that gap by critically assessing how NEP 2020 integrates these global educational principles. So, the research objective is:

**O1.** To critically analyze the alignment of UNESCO's Four Pillars of Education with the provisions and vision of India's National Education Policy (NEP) 2020.

### **Methodology**

This study employs a qualitative research methodology to explore how the principles of UNESCO's Four Pillars of Education – *Learning to Know*, *Learning to Do*, and *Learning to Live Together*, *Learning to Be*, – are reflected in the National Education Policy (NEP) 2020.

### **Data Analysis Procedure**

Content analysis has served as a core method in this study, allowing for a systematic and detailed examination of official policy texts to identify and interpret the underlying educational values and themes. Specifically, a comprehensive content analysis of the National Education Policy (NEP) 2020 has been conducted to explore how the principles of UNESCO's Four Pillars of Education have been embedded in the policy framework.

#### **Steps of Analysis:**

- **Selection of Document:**  
The primary document for analysis has been the final version of NEP 2020, published by the Ministry of Education, Government of India. This has served as the central source for examining how the policy aligns with UNESCO's Four Pillars of Education.
- **Thematic Framework:**  
A **thematic framework** has been developed based on the Four Pillars of Education proposed by UNESCO:
  - **Learning to Know:** This pillar emphasizes foundational knowledge, critical thinking, and conceptual understanding to promote intellectual development.
  - **Learning to Do:** It focuses on vocational skills, practical application, and experiential learning, encouraging active engagement with the world.
  - **Learning to Live Together:** This pillar promotes diversity, empathy, cooperation, and global citizenship, which are essential for social and interpersonal skills in a globalized society.
  - **Learning to Be:** It encompasses personal development, values, creativity, emotional well-being, and holistic growth to cultivate balanced individuals capable of contributing meaningfully to society.

Once data from the policy text has been collected, thematic analysis has been employed to interpret and organize the data. This process has involved the following steps:

- **Coding:**  
the **NEP 2020 document** has been carefully coded. Initial codes have been drawn based on the Four Pillars of Education.
- **Theme Development:**  
After coding, themes (*Learning to Know*, *Learning to Do*, *Learning to live together* and *Learning to be*) based on the Four Pillars have been developed, and thematic patterns have been identified to highlight how effectively NEP 2020 integrated the principles of holistic education.
- **Interpretation:**  
The thematic analysis has focused on understanding how NEP 2020 aligns with the Four Pillars of education. It has explored how these principles are reflected in the policy. This analysis has provided insights into the extent to which UNESCO's educational ideals have been integrated into NEP 2020.

### **Analysis and Interpretation**

This section critically examines the alignment between UNESCO's Four Pillars of Education and NEP 2020, analyzing textual evidence from policy documents to identify convergences, adaptations. The interpretation contextualizes findings within India's educational landscape, assessing how global ideals translate into actionable reforms.

#### **Learning to Know in NEP 2020: Fostering Cognitive and Conceptual Understanding**

UNESCO's pillar "Learning to Know" emphasized developing cognitive skills, critical thinking, and a lifelong love for learning rather than mere memorization. The National Education Policy (NEP) 2020 aligned with this by restructuring India's education system to prioritize deep learning, analytical abilities, and foundational knowledge.

The concept of lifelong learning has emerged as a central principle of the 21<sup>st</sup> century. This concept includes the issue of meeting the challenges of a rapidly changing world. Individuals will need education to cope with new situations in their personal lives and workplaces. And the satisfactory solution to this problem is that every person must learn 'how to learn' (UNESCO, 1996, P.20). The same statement is echoed in NEP 2020, 'Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be

creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable' (NEP 2020, P.3). The aim of education is to promote the enjoyment of understanding, knowing and discovering. The Commission believes that the expansion of knowledge helps people to understand different aspects of their environment, further awakens intellectual curiosity, stimulates analytical skills and makes them aware of reality along with the freedom of judgment. From this perspective, all children in all regions should be helped to acquire knowledge in a scientific manner in an appropriate manner so that they become 'science-friendly' for life. 'Learning to know presupposes learning to learn, calling upon the power of concentration, memory and thought.' (UNESCO, 1996, P.87) On the other hand, NEP-2020 stated, 'Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.' (P. 12).

### **Learning to Do in NEP 2020: Skill Development and Applied Learning**

UNESCO's pillar "Learning to Do" focuses on acquiring practical skills, vocational competencies, and the ability to apply knowledge in real-world situations. The National Education Policy (NEP) 2020 strongly integrated this principle by shifting India's education system from theory-heavy learning to skill-based, experiential education.

The concept of learning in modern education has changed radically in the last few decades. Earlier, learning to do meant only acquiring specific professional or technical skills. But now it is closely related to learning to know and lifelong learning. According to UNESCO (1996), in today's world, along with technical skills, leadership qualities, creative thinking, teamwork, communication skills and moral awareness have become essential. These integrated skills are the key to the success of students in their future careers. (P. 87-88). Similarly, India's National Education Policy 2020 presented a holistic approach to Early Childhood Education (ECCE), where equal importance is given not only to pre-primary education but also to the physical, mental, social, creative and moral development of the child. The policy emphasizes on learning through numeracy, language, reasoning, art, music and sports, as well as instilling values such as cooperation, empathy and civic awareness. This multidimensional approach to education plays a crucial role not only in professional success, but also in the overall development of the individual and the improvement of society. In this era of globalization, where technology and social dynamics are changing rapidly, it is necessary to help students not only memorize information, but also develop critical thinking, problem-solving and adaptability skills (NEP 2020, Para. 2.1, P. 6). Both UNESCO and NEP 2020 support this vision, which sees education not only as a means of preparation for a profession, but rather as a lifelong process. In this changing world, education should aim to produce capable citizens who are not only economically successful, but also morally strong, socially responsible and able to think creatively. This new philosophy of education will help us build a just, tolerant and progressive society.

### **Learning to Live Together in NEP 2020: Fostering Social Harmony and Global Citizenship**

UNESCO's pillar "Learning to Live Together" emphasized developing empathy, intercultural understanding, and collaborative living in a diverse society. The National Education Policy (NEP) 2020 integrated this vision through inclusive education, value-based learning, and community engagement, preparing students to thrive in a multicultural world.

UNESCO's landmark 1996 report identified 'Learning to Live Together' as a fundamental pillar of modern education. At the heart of this philosophy lies a profound insight – the subtle art of creating unity in diversity. This dimension of learning begins with self-discovery, when a child first learns to understand his or her own cultural roots, family values and personal identity. This self-knowledge teaches him or her to deeply appreciate and respect the identities of others. The school here becomes a living laboratory, where daily curriculum and co-curricular activities develop children's skills for coexistence. Human geography lessons present the world as a diverse mosaic, foreign language learning builds cultural bridges, and religious and moral education sows the seeds of tolerance. Team sports on the playground, collective participation in cultural events and community service projects plant the seeds of cooperation, empathy and social responsibility among children. The true success of this education is seen when a student rises above his own advantages and disadvantages and understands the needs of others, when differences become a stepping stone to prosperity rather than a wall of division. This philosophy of UNESCO is not limited to the classroom – it is a philosophy of life, a philosophy that teaches us how to maintain unity in diversity, harmony in differences and balance in complexity. In this turbulent world of the 21<sup>st</sup> century, where the politics of division are constantly strengthening, this education can be our best refuge. The ultimate goal of this philosophy of education is to create a generation who will consider differences as a source of prosperity rather than division. Achieving this requires a concerted effort - where teachers are supportive, the curriculum is inclusive, and the assessment system is holistic. This philosophy of UNESCO teaches us that true education is never limited to individual success, but rather sows the seeds of peace and harmony at all levels of society. (UNESCO, 1996, p.91-94) The National Education Policy 2020 places special emphasis on the acquisition of social values and skills necessary for living together harmoniously. The policy clearly mentions the development of communication, cooperation, teamwork and flexibility among children. Through the development of these skills, students will develop as compassionate and humane citizens in a multicultural society. In addition, the issue of learning and teaching multiple languages has received special importance in the National Education Policy. Three language education plans have been adopted at the school level, through which the aim of respecting linguistic diversity and strengthening social bonds through language is being pursued. Through this policy, education is established not only as a means of acquiring knowledge, but also as a powerful tool for teaching coexistence,

equality and values in a larger social structure. Article 6.1 mentioned the context of impartial and inclusive education, 'Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education – while indeed an essential goal in its own right – is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programs. This Chapter may be read in conjunction with Chapter-14 which discusses analogous issues of Equity and Inclusion in Higher Education.' (NEP 2020, P.22). Addressing gender and social inequality in school education is also mentioned in the National Education Policy.

### **Learning to Be in NEP 2020: Nurturing Holistic Self-Development**

UNESCO's pillar 'Learning to Be' emphasized the development of the complete individual – intellectually, emotionally, creatively, and ethically. The National Education Policy (NEP) 2020 deeply integrated this philosophy by promoting self-discovery, creativity, mental well-being, and value-based growth beyond academic achievement.

The concept of "Learning to be" reflected a deep and integrated philosophy of education, where the full development of the personality is given central importance. It is not limited to the acquisition of knowledge or skills, but emphasizes the integrated development of all aspects of the person, physical, mental, intellectual, emotional, aesthetic, moral and spiritual. The goal of education should be to help individuals think, analyze and form a sense of judgment independently. This will enable them to make independent decisions in different situations of life and act according to their beliefs and values. Personal and social responsibility is an essential part of education. It is not only about professional success, but also develops a sense of respect and cooperation towards society, nature and humanity. Education will help individuals to realize their own spiritual power and the deeper meaning of life. It plays a role in self-confidence, self-awareness and setting goals in life. "Learning to be" is a holistic philosophy of education, which aims to develop people not only as degree holders, but also as conscious, responsible, sensitive and self-reliant individuals. It lays the foundation for sustainable development and peace in society. Education will enable people to solve their own problems, make their own decisions and fulfill their own responsibilities. In a constantly changing society, where economic innovation is one of the driving forces, there should be a special place for the qualities of creativity and imagination. The Commission believes that such qualities and diversity of personality are needed in the twenty-first century. 'It is therefore important to provide children and young people with every possible opportunity for discovery and experiment – aesthetic, artistic, sporting, scientific, cultural and social – as well as appealing introductions to the creation of their contemporaries or earlier generations. Art and poetry, too often taught in a way that has become more utilitarian than cultural, should again be given more importance in schools than is commonly the case in many countries. The desire to develop the imagination and creativity should also result in higher regard being paid to oral culture and knowledge derived from the child's or adult's experience.' (UNESCO, 1996, P. 95).

This philosophy of UNESCO is reflected in the National Education Policy 2020 of India, – '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.' (NEP,2020, p.3). Not only that, UNESCO's similar sentiments are heard in the National Education Policy. The 'Principles of this Policy' section states at the beginning, 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. (NEP, 2020, 4-5). That is, to establish true solidarity and unity in a complex and interdependent world, a multidisciplinary, sovereign and value-based education system is needed, where science, sociology, arts, humanities and sports will be integrated. Only such education can develop compassionate, just and responsible citizens – whose character will reflect cleanliness, etiquette, democratic attitude, service mentality, compassion for national resources, scientific outlook, honesty, pluralism, equality and ideals of world friendship. The motto of India's National Education Policy (NEP) 2020 is to awaken "pride of Indianness" among students, which will be expressed not only in thought, but also in emotion, talent and action. This policy seeks to develop a generation of knowledge, skills, and values that are committed to human rights, sustainable living, and global well-being. It aims to develop each student as a local asset and a global citizen – one who is capable of establishing unity in diversity (NEP, 2020, 3-4).

### **Discussion**

The analysis of UNESCO's Four Pillars of Education – *Learning to Know*, *Learning to Do*, *Learning to Live Together*, and *Learning to Be* – within India's National Education Policy (NEP) 2020 reveals a robust alignment as evidenced by policy provisions. This discussion synthesizes the findings of the study with the reviewed literature, highlighting convergences, contextual adaptations, and implementation challenges.

The study underscores NEP 2020's emphasis on critical thinking, conceptual understanding, and reduced rote learning, mirroring UNESCO's *Learning to Know* pillar. This aligns with Alam's (2024) observation that NEP 2020 prioritizes "foundational

literacy and numeracy” while fostering higher-order cognitive skills. However, Alam also notes infrastructural gaps, particularly in rural schools, which could hinder the policy’s goal of equitable access to quality education. The literature further supports the study’s finding that NEP 2020’s shift toward experiential and inquiry-based learning resonates with UNESCO’s vision of lifelong learning (UNESCO, 1996). Yet, Ali and Bhattacharyya (2025) caution that systemic challenges, such as teacher training and curriculum redesign, must be addressed to fully realize this pillar. The study highlights NEP 2020’s focus on vocational education from Grade 6, aligning with UNESCO’s *Learning to Do* pillar. Mir’s (2024) research corroborates this but identifies barriers like inadequate infrastructure and social stigma around vocational training. The study’s findings on NEP 2020’s integration of arts, sports, and applied skills echo Mir’s recommendation for leveraging technology (e.g., AI, AR/VR) to enhance skill-based learning. Both the study and literature agree that NEP 2020’s multidisciplinary approach bridges the gap between education and employability, though implementation requires stronger industry partnerships and teacher capacity-building. The study demonstrates NEP 2020’s commitment to social harmony through multilingual education and value-based curricula, reflecting UNESCO’s *Learning to Live Together* pillar. Barman et al. (2023) validate this, emphasizing NEP 2020’s role in promoting cultural diversity and intercultural dialogue. However, their research also points to challenges in teacher readiness and resource allocation for inclusive education. Besera’s (2024) philosophical lens of *Vasudhaiva Kutumbakam* (“The World is One Family”) further reinforces the study’s findings, showing how NEP 2020 blends local cultural pride with global citizenship. The literature and study concur that fostering empathy and cooperation is central to NEP 2020, but systemic inequities remain a hurdle. The study identifies NEP 2020’s focus on holistic growth—encompassing emotional, creative, and ethical dimensions – as a direct reflection of UNESCO’s *Learning to Be* pillar. Alam’s (2024) work on value education supports this, highlighting NEP 2020’s inclusion of yoga, arts, and ethics in curricula. The study’s emphasis on NEP 2020’s alignment with UNESCO’s call for artistic and oral culture (UNESCO, 1996) is echoed in Besera’s (2024) argument for culturally rooted yet globally aware education. Both the study and literature stress the *pivotal role of Learning to Be in nurturing self-reliant, compassionate individuals, but they also highlight the essential need for teacher preparedness and assessment reforms.*

### Conclusion

The critical analysis of UNESCO’s Four Pillars of Education within India’s National Education Policy (NEP) 2020 reveals a profound alignment between global educational ideals and localized policy frameworks. NEP 2020 adeptly incorporates the pillars – *Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be* – by emphasizing holistic development, skill-based learning, inclusivity, and ethical growth. This synergy underscores India’s commitment to fostering not only academic excellence but also socially responsible, creative, and globally competent citizens. However, the study highlights persistent challenges in implementation, including infrastructural deficits, inadequate teacher training, and systemic inequities, particularly in rural and marginalized communities. The literature corroborates these findings, emphasizing the need for phased reforms, robust funding, and multi-stakeholder collaboration to bridge gaps between policy vision and ground reality. NEP 2020 stands as a transformative blueprint for 21<sup>st</sup> century education, blending India’s rich cultural heritage with contemporary pedagogical needs. Its success hinges on addressing practical barriers while leveraging technological advancements and community engagement. By doing so, India can realize UNESCO’s vision of education as a tool for sustainable development, social harmony, and individual fulfillment. Future efforts must prioritize scalable solutions to ensure equitable access and quality, ultimately empowering learners to thrive in an interconnected world.

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