



Original Article

National Education Policy (NEP) 2020

Aditya Arvind Pandey

Designation Student, PTVA's Sathaye College (Autonomous)

Abstract

Manuscript ID:
RIGJAAR-2025-020927

ISSN: 2998-4459
Volume 2
Issue 9
Pp. 127-132
September 2025

Submitted: 12 Aug. 2025
Revised: 17 Aug. 2025
Accepted: 15 Sept. 2025
Published: 30 Sept. 2025

Correspondence Address:
Aditya Arvind Pandey
Designation Student, PTVA's
Sathaye College (Autonomous)
Email:
pandeyaditya0298@gmail.com

Quick Response Code:



Web: <https://rlgjaar.com>



DOI:
10.5281/zenodo.17615227

DOI Link:
<https://doi.org/10.5281/zenodo.17615227>



Creative Commons



The National Education Policy (NEP) 2020, the first education policy of the 21st century in India, envisions a comprehensive metamorphosis of the educational system to meet the bourses of a fleetly changing world. The policy emphasizes universal access to quality education as the foundation for achieving mortal eventuality, social justice, and public development. It proposes a restructured class and pedagogy through the 5 3 3 4 model, covering early nonage care to secondary education, with a strong focus on foundational knowledge, numeracy, and holistic development. The NEP advocates for existential, inquiry- driven, and discussion-grounded literacy that nurtures creativity, critical thinking, ethical logic, and problem- working, while reducing pattern literacy. In advanced education, the policy stresses multidisciplinary literacy, flexible classes, motivated faculty, and the establishment of a National Research Foundation to strengthen exploration. It further reimagines vocational education, professional training, and adult literacy to produce lifelong openings for learners. The part of preceptors is placed at the center of reforms, with emphasis on reclamation, nonstop professional development, and restoring respect and quality to the profession. The NEP also highlights the integration of technology, online and digital literacy, and indifferent access for underprivileged groups, icing addition and participation across all situations. A distinctive point of the policy is its rootedness in India's artistic morality, emphasizing the reanimation of Indian knowledge systems, languages, trades, and traditions, alongside global capabilities. It upholds indigenous values, environmental mindfulness, and a spirit of service as guiding principles for education. By promoting equity, inflexibility, and excellence, NEP 2020 aims to transfigure India into a vibrant knowledge society and a global educational leader by 2040, with an inclusive system that's alternate to none. The policy aligns public precedences with global commitments similar as the UN Sustainable Development thing 4 (SDG4), which calls for inclusive and lifelong literacy openings for all preface

Keywords: Early Childhood Care and Education (ECCE), Teacher Training, Digital Divide, Inclusive Education, Indian Knowledge System (IKS), Multilingualism, Vocational Education, Skill Development, Higher Education Commission of India (HECI), National Research Foundation (NRF)

Introduction

Education has always been the backbone of mortal progress and public development. It empowers individualities with knowledge and chops while also shaping their character, values, and worldview. For a country like India, where youth form the largest member of the population, the quality of education will play a decisive part in determining its unborn social, profitable, and artistic line. A strong and inclusive education system is n't only essential for particular growth but also for erecting an indifferent society and icing India's leadership in a fleetly changing global order.

The 21st century has brought with it profound metamorphoses in wisdom, technology, and society. Improvements in fields similar as artificial intelligence, data wisdom, and biotechnology are reconsidering work and knowledge systems. Traditional unskilled jobs are declining, while demand for a pool with multidisciplinary moxie and innovative thinking is on the rise. Alongside these shifts, global challenges similar as climate change, resource failure, and public health heads demand fresh approaches to education that encourage rigidity, problem- working, and ethical decision- timber.

Feting these imperatives, the Government of India introduced the National Education Policy (NEP) 2020, the first comprehensive policy of this century. Unlike earlier fabrics that concentrated substantially on access and equity, NEP 2020 seeks to revise the entire educational structure; from early nonage care to advanced education; so that it becomes further holistic, learner-centered, and encyclopedically applicable.

Creative Commons (CC BY-NC-SA 4.0)

This is an open access journal, and articles are distributed under the terms of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](#) Public License, which allows others to remix, tweak, and build upon the work noncommercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

How to cite this article:

Pandey, A. A. (2025). National Education Policy (NEP) 2020. Royal International Global Journal of Advance and Applied Research, 2(9), 127–132. <https://doi.org/10.5281/zenodo.17615227>



It emphasizes critical thinking, creativity, and existential literacy rather than rote memorization. At the same time, it draws alleviation from India's rich intellectual traditions, which historically produced world-class institutions like Nalanda and Takshashila and great thinkers similar as Aryabhata, Chanakya, and Gargi.

The vision of NEP 2020 is to produce an education system that's inclusive, multidisciplinary, and embedded in Indian values while preparing learners to thrive in a global knowledge society. By fastening on both cognitive development and ethical, emotional, and social capacities, it aims to nurture responsible citizens who can contribute meaningfully to nation-structure and sustainable development. In this sense, education is not only seen as medication for employment but also as a lifelong process of literacy, character conformation, and tone- consummation.

Research Objectives

1. To dissect the structural changes proposed by NEP 2020 in academy and advanced education.
2. To examine the feasibility of achieving the 6 GDP investment in education as envisaged in NEP 2020.
3. To identify the crucial challenges hindering the effective perpetration of NEP 2020, similar as lack of coffers, shy schoolteacher training, the digital peak, and executive hurdles.
4. To estimate the comprehensions and stations scholars and preceptors towards NEP 2020.
5. To propose practical strategies and policy recommendations for strengthening the successful prosecution of NEP 2020.

Literal Background of National Education policy in India

India's trip in educational policy expression commenced post-independence, aiming to address the different requirements of its crowd. The initial National Policy on Education (NPE) was introduced in 1968 under the leadership of Prime Minister Indira Gandhi, following the recommendations of the Kothari Commission. This policy emphasized the significance of education in fostering public development and aimed to regularize the educational system across the country. Latterly, the NPE was redefined and revised in 1986 during Rajiv Gandhi's term, with significant variations introduced in 1992 by the government of P. Narasimha Rao. Despite these variations, the core frame remained largely unchanged for over three decades. Feting the need for a comprehensive overhaul to address arising challenges and global educational trends, the government initiated the expression of a new policy in 2015. A commission led by former Cabinet Secretary T. S. R. Subramanian commenced the discussion process, climaxing in the submission of a draft National Education Policy (NEP) in 2019. This draft passed expansive public consultations, incorporating feedback from over two lakh suggestions across colorful regions. The final NEP 2020 was approved by the Central Government in July 2020, marking a significant corner in India's educational reform trip.

Objects of the National Education Policy (NEP) 2020

1. Universal Access Across All Stages of Schooling

NEP 2020 emphasizes that education must be widely accessible from early nonage to secondary academy. The policy envisions barring gaps in registration and icing that every learner has indifferent openings to progress through all situations of training.

2. Quality Early Childhood Education

Feting the foundational part of early times, the policy authorizations high-quality Early Childhood Care and Education (ECCE) for all children aged 3 – 6. This provision is designed to enhance cognitive, social, and emotional development, preparing children for lifelong literacy.

3. Restructured Curricular and Pedagogical Framework (5 3 3 4)

To replace the outdated 10 2 model, the policy introduces a 5 3 3 4 structure. This design aligns with cognitive stages of development and aims to make learning further age-applicable, engaging, and effective.

4. Inflexibility Beyond Subject and Stream Divisions

The policy removes rigid separations between academic and vocational literacy, and between curricular and extracurricular subjects. Scholars are encouraged to pursue multidisciplinary pathways that match their interests and career bournes.

5. Ethics and Value-Based Education

To cultivate indigenous values, empathy, and social responsibility, icing that education produces responsible and engaged citizens.

6. Integration of Vocational Education

Vocational training is integrated into both academy and advanced education classes. This action ensures that scholars gain exploitable chops beforehand, bridging the gap between education and assiduity requirements.

7. Adding Advanced Education Registration(GER to 50)

To expand participation in advanced education, NEP 2020 sets a target of raising the Gross Registration rate to 50. This includes both academic and vocational aqueducts, thereby widening openings for different learners.

8. Schoolteacher Development and Professional commission

To fete preceptors as the foundation of the education system by perfecting reclamation, professional training, and nonstop development openings.

9. Promotion of Multilingualism and Indian Knowledge Systems

To support multilingual education, encourage use of the mama lingo in early literacy, and save India's different artistic and knowledge traditions.

10. Research and Innovation

To strengthen academic exploration and promote invention across disciplines through mechanisms similar as the National Research Foundation.

11. Foundational knowledge and Numeracy Mission

A National Mission on Foundational knowledge and Numeracy is proposed to address early literacy challenges. By prioritizing introductory reading, jotting, and



computation chops, the policy seeks to insure that all children acquire the foundation for unborn success.

12. Quality Early Childhood Education

Feting the foundational part of early times, the policy authorizations high- quality Early Childhood Care and Education (ECCE) for all children aged 3 – 6. This provision is designed to enhance cognitive, social, and emotional development, preparing children for lifelong literacy.

School Education Reforms under NEP 2020

The National Education Policy 2020 brings major changes to how seminaries in India are structured and how scholars learn. The old 10 2 system is replaced with a 5 3 3 4 model, starting from age three, so that early nonage education becomes part of formal training. A crucial thing is to make sure every child can read, write, and do introductory calculation by Grade 3, because these chops are the foundation for all farther literacy.

Literacy will no longer be grounded substantially on memorization. Rather, the class will concentrate on critical thinking, creativity, problem- working, and holistic growth. Scholars will study a blend of lores, trades, humanities, sports, and vocational chops in a flexible way that allows them to follow their interests.

Examinations are also being reformed. Board examinations will test understanding rather than rote literacy, and scholars can take them twice a time. Regular assessments in Grades 3, 5, and 8 will help track progress, while a new progress card will reflect not just marks, but also co- curricular conditioning, social chops, and individual strengths.

The policy also works towards equity and addition, icing that children from underprivileged groups, pastoral areas, and economically weaker families have equal access to education. To support lower seminaries, the policy introduces academy complexes, where near seminaries partake preceptors, coffers, and installations, perfecting quality and effectiveness across the system.

Advanced Education Reforms under NEP 2020

1. Restructuring of Institutions

NEP 2020 proposes to end the fractured structure of advanced education by creating large multidisciplinary universities and sodalities. These institutions, each with around 3,000 or further scholars, will combine different fields of study under one marquee. Over time, single- sluice sodalities will be phased out, and all institutions will move toward getting multidisciplinary centers that offer different courses and encourage cross-disciplinary literacy.

2. Expansion and Access

The policy sets a target to increase the Gross Registration rate (GER) in advanced education to 50 by 2035. To achieve this, further universities and sodalities will be established across Sections, and learning openings will be expanded through online platforms and Open Distance Learning (ODL), icing that indeed scholars in remote areas can pierce advanced education.

3. Multidisciplinary and Flexible Class

Undergraduate education will come more holistic and flexible. Scholars will have the option of multiple entry and

exit points in degree programs, supported by the Academic Bank of Credit (ABC), which digitally stores credits earned. This allows learners to break and continue their education without losing progress. The class will emphasize broad-grounded knowledge, critical thinking, and exploration while allowing specialization in chosen fields.

4. Research and Innovation

A National Research Foundation(NRF) will be established to promote high- quality exploration across all disciplines, including lores, technology, social lores, and humanities. The NRF will give competitive backing, tutor universities where exploration is still developing, and encourage collaboration between academia, assiduity, and government.

5. Governance and Autonomy

Colleges combined with universities will gradationally be given independent status and come degree- granting institutions. Governance of advanced education institutions (HEIs) will be handled by independent boards, icing academic and executive autonomy. Faculty reclamation, elevations, and leadership places will be grounded on merit, tutoring quality, and exploration benefactions.

6. Regulation of Higher Education

A new body, the Advanced Education Commission of India (HECI), will oversee the system through four verticals National Higher Education Regulatory Council (NHERC) – single controller for advanced education.

National Accreditation Council (NAC) – responsible for delegation

Advanced Education subventions Council (HEGC) – manages backing and literacy. General Education Council (GEC) – sets academic norms and learning issues.

This new model ensures “light but tight regulation,” avoiding inordinate control but maintaining responsibility.

7. Professional and Vocational Education

NEP 2020 integrates professional and vocational education (similar as husbandry, law, drug, engineering) into the mainstream advanced education system. By 2030, utmost stage-alone professional institutions will evolve into multidisciplinary universities. Vocational education will also be expanded, with at least 50 of learners exposed to vocational

8. Equity and Addition

The policy emphasizes indifferent access for underprivileged groups, offering targeted literacy, fiscal support, and inclusive literacy accoutrements for scholars with disabilities. It also calls for universities to expand courses in original and indigenous languages to make advanced education accessible to a wider population.

Language Policy under NEP 2020

1. Mother Tongue and Regional Language as Medium of Instruction

The policy recommends that, wherever possible, children should be tutored in their home language, mama lingo, or indigenous language at least until Grade 5, and rather over to Grade 8 and further. This is grounded on exploration showing that children learn stylish in a language they formerly understand.



2. Promotion of Multilingualism

NEP 2020 encourages scholars to learn at least three languages during their academy times. At least two of these should be native to India, allowing learners to stay connected to artistic and verbal diversity while also developing broader communication chops.

3. The Three-Language Formula

The being three-language formula will continue, but with lesser inflexibility. States, regions, and seminaries can decide the specific languages, as long as scholars learn two Indian languages alongside English or another global language.

4. Sanskrit and Classical Languages

The policy gives special significance to Sanskrit, offering it at all situations of education as an voluntary language. Other classical Indian languages similar as Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit will also be encouraged.

5. Foreign Languages

Scholars will have the option to learn foreign languages at the secondary position, reflecting the need for global exposure while maintaining Indian artistic roots.

6. National Institute for Pali, Persian, and Prakrit

To save and promote ancient languages, NEP 2020 proposes the establishment of devoted institutes that concentrate on exploration, preservation, and tutoring of India's classical verbal heritage.

7. Indian subscribe Language(ISL)

The policy also recognizes Indian subscribe Language as an important means of communication. A standardized ISL class will be developed to support learners with hail impairments.

8. Language in Higher Education

Advanced education institutions are encouraged to expand the use of Indian languages in tutoring and exploration. Further programs, including specialized and professional courses, will gradationally be offered in indigenous languages to widen availability.

Schoolteacher Education and Training

The National Education Policy 2020 places preceptors at the heart of education reform, feting them as the crucial motorists of learning quality. To insure well-set preceptors, the policy authorizations that by 2030 the minimum demand for academy tutoring will be a four-time integrated B.Ed. degree. Reclamation will be grounded on merit and translucency, and new preceptors will suffer strong training in subject knowledge, pedagogy, and classroom practice.

In addition, NEP 2020 emphasizes nonstop professional development, taking preceptors to complete 50 hours of training each time to modernize their chops and borrow ultramodern tutoring styles. A National Professional norms for preceptors (NPST) will guide career progression, while mentoring systems will support new preceptors. The policy also empowers preceptors with lesser autonomy in classrooms and promotes the use of digital tools for training, icing that professional growth openings are accessible across civic and pastoral seminaries likewise.

Comprehensions of the National Education Policy 2020 A Survey Grounded Analysis.

The check captured scholars and preceptors perspectives on the National Education Policy (NEP) 2020. Responses were collected across multiple academic aqueducts, with trades scholars forming the maturity.

Mindfulness of NEP 2020 utmost scholars and preceptors (around 70) reported being apprehensive of NEP 2020, while roughly 30 indicated only partial familiarity. This reflects that the policy has achieved considerable visibility, though detailed understanding remains limited.

Perceived Impact on Education Quality

A significant proportion (65) agreed that NEP 2020 would enhance the quality of education in India. About 25 remained neutral, and the remainder (10) were doubtful. This indicates sanguinity, yet tempered with query about policy prosecution.

Multidisciplinary and Holistic Education

Nearly 40 of repliers believed that a multidisciplinary approach would be largely effective for pupil development, while another 35 rated it as relatively effective. The remaining 25 were neutral, suggesting mixed situations of confidence in practical perpetration.

Mama lingo as Medium of Instruction

The use of indigenous languages till Grade 5 was considered salutary by a maturity (55 largely salutary, 25 relatively salutary), whereas 20 were neutral. These findings suggest generally positive acceptance, but indigenous difference may impact comprehensions.

Inflexibility in Subject Choices

Around 70 of scholars felt that integrating trades, Commerce, and Science would ameliorate career prospects. Roughly 15 were uncertain, and 15 expressed dubieties. This highlights broad support for class inflexibility.

Digital Preparedness of Education System

When asked about readiness for digital metamorphosis, 50 described the system as "relatively set," while 35 were neutral. Only 15 expressed strong confidence. This emphasizes infrastructural and access-related challenges.

Role Learning vs. Critical Allowing

Close to 45 of scholars believed NEP 2020 could significantly reduce pattern literacy, while another 40 remained neutral. About 15 were skeptical, indicating that successful perpetration will depend on effective tutoring reforms.

Vocational Education and Employability

The preface of vocational education was appreciatively entered, with 60 agreeing it would enhance employability, 25 responding "perhaps," and 15 uncertain. Scholars appear auspicious but conservative about real-world operation.

Education Investment Target (6 of GDP) utmost repliers (55) expressed mistrustfulness by opting "perhaps," while 25 believed it unrealistic, and only 20 were confident. This highlights dubitation regarding the government's fiscal commitment to education.



Perpetration Challenges

When relating the biggest walls to NEP 2020, repliers stressed four crucial issues Digital peak (30)

Schoolteacher training and capacity structure (25) Lack of coffers backing (25) executive hurdles (20)

These enterprises emphasize systemic obstacles that could hamper policy effectiveness.

Interpretation

The findings suggest that scholars and preceptors generally support the vision of NEP 2020, especially regarding inflexibility, skill- grounded education, and holistic literacy. Still, they remain conservative about digital readiness, fiscal allocation, and executive challenges, pointing to a gap between policy design and practical perpetration.

Challenges and review of National Education Policy (NEP) 2020

The check results revealed several obstacles to the effective perpetration of the National Education Policy (NEP) 2020. The most significant challenge, reported by nearly 30 of actors, was the digital peak between civic and pastoral areas. This difference in internet connectivity, device vacuity, and structure may help indifferent adoption of technology-based learning.

Schoolteacher preparedness was also linked as a crucial concern, with about 25 of repliers noting that preceptors may warrant acceptable training to acclimatize to multidisciplinary and technology- integrated pedagogy. Likewise, nearly one- fourth of actors raised dubieties regarding the adequacy of fiscal coffers. Although NEP 2020 proposes allocating 6 of GDP to education, dubitation remains about the feasibility of this target.

Executive hurdles were reported by 20 of scholars, indicating that systemic inefficiencies and regulatory detainments may adulterate reform issues. Enterprises about the preface of indigenous languages as the medium of instruction were also noted. While a maturity set up this salutary, some repliers stressed it could disadvantage scholars in competitive and globalized surrounds where English proficiency is vital.

The perpetration of the National Education Policy (NEP) 2020 faces several significant challenges. One major chain is indigenous and verbal resistance, particularly from southern countries that view the three- language policy as a form of Hindi duty, leading to political and artistic opposition. Also, India's civil structure complicates invariant perpetration, as education falls under the concurrent list, giving both Union and State governments authority; frequently performing in dissensions over standardisation. Fiscal constraints also pose a serious issue; expanding mandatory education and introducing enterprise like free breakfast, digital structure, and schoolteacher training demand substantial backing, which is delicate to secure in apost-COVID profitable climate. structure gaps further hamper progress, especially in pastoral areas lacking introductory installations similar as Anganwadi centres, proper classrooms, laboratories, and internet connectivity; making the digital and skill- grounded focus of NEP hard to achieve. Also, the deficit of good preceptors and the need for expansive retraining to support multidisciplinary and skill-

grounded tutoring remain burning enterprises. The dominance of private institutions in advanced education, with nearly 65 of scholars enrolled in them, raises fears that NEP may accelerate privatisation, adding costs and reducing availability for depressed groups. The digital peak is another critical challenge, as online literacy and e-courses are central to NEP, yet numerous scholars in pastoral areas warrant internet access and digital bias, making indifferent perpetration delicate. Incipiently, artistic and institutional indolence presents a hedge, as transitioning from rigid, traditional structures to flexible, multidisciplinary models requires a significant shift in mindset; commodity that universities and preceptors oriented to conventional systems may repel.

Although the National Education Policy (NEP) 2020 presents a transformative vision for advanced education in India, several challenges and exams crop regarding its practical perpetration. Perpetration walls – The policy's ambitious reforms bear vast coffers, collaboration among central and state agencies, and political will. Without effective restatement of policy into practice, there's a threat of inconsistency, dilution of reforms, and failure to meet intended issues.

1. Funding Limitations – Despite proposing new institutions, enhanced exploration installations, and faculty training, India's current expenditure on education (around 3.5 of GDP) falls far short of the recommended 6. Underfunding pitfalls compromising structure development, exploration openings, and pupil support services.
2. Quality enterprises – deficit of good faculty, outdated classes, and inadequate exploration openings hang the quality of advanced education. Also, rigid classes and lack of structure may help holistic and innovative literacy.
3. Equity and Access Issues – scholars from marginalized groups, pastoral areas, and disadvantaged socio-profitable backgrounds still face walls to advanced education. Unstable distribution of coffers and socio-artistic challenges continue to limit inclusivity.
4. Language Policy Challenges – While NEP encourages multilingualism, balancing indigenous languages with English proficiency remains delicate. Resistance from parents, scholars, and institutions that favor English-medium instruction may decelerate perpetration.
5. Autonomy vs. Regulation – Granting further autonomy to universities can enhance invention but also risks commercialization, figure affectation, and declining academic norms without acceptable nonsupervisory oversight.
6. Skill Development & Employability – Although NEP emphasizes vocational and skill- grounded education, integrating these into classes and aligning them with assiduity needs requires strong assiduity- academia collaboration, which remains underdeveloped.
7. Digital Divide – unstable access to bias, internet connectivity, and digital knowledge hinders the transition to technology- driven education, disproportionately affecting pastoral and depressed scholars.



Overall, while the NEP 2020 is visionary, its success depends on prostrating fiscal, infrastructural, and social walls to insure indifferent and quality- driven advanced education.

Policy Recommendations

1. Strengthen schoolteacher Training and Development
Make schoolteacher capacity- structure and professional development obligatory to prepare preceptors for multidisciplinary, technology- grounded, and value- acquainted literacy.
2. Bridge the Digital Divide Expand digital structure, affordable bias, and digital knowledge programs to insure indifferent access, especially for pastoral and underprivileged learners.
3. Promote Multilingual and Inclusive Education
Operationalize the three- language policy with acceptable schoolteacher support and region-specific accoutrements, while securing artistic diversity.
4. Link Education with Employability Strengthen assiduity – academia collaboration to align vocational education with request requirements and enhance pupil career readiness.

Conclusion

After doing this exploration, according to me, concentrate should be paid to schoolteacher training and capacity structure and the digital peak should be reduced. Attention should also be paid to executive hurdles. The inflexibility in subject choices can profit the scholars but there's contestation about the 3 Language policy at some places. Overall NEP 2020 gives benefits but it also has some challenges which should be reduced for smooth perpetration. Like Indian Knowledge system (IKS) has been brought but there are no duly trained preceptors for it, so it's important to pay attention to that as well.

Acknowledgment

I would like to express my sincere gratitude to my professors and mentors at PTVA's Sathaye College (Autonomous) for their constant guidance, encouragement, and support throughout this research work.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

References

1. Government of India. (2020). National Education Policy 2020. Ministry of Human Resource Development. <https://www.education.gov.in/nep>
2. Ministry of Education. (2022, August 1). Salient features of NEP, 2020. Press Information Bureau, Government of India. <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1847066>
3. WA0010. (2021 – 2022). A study on issues and challenges of NEP 2020 in advanced education (Mini design report). Al- Ameen Institute of Management Studies, Bangalore Central University.
4. Ishaq, M. (2024). The issues and challenges of NEP (National Educational Policy) 2020 in advanced education. International Journal of Creative Research studies (IJCRT), 12 (6), 930 – 941. <https://www.ijcrt.org>
5. Sahu, N., & Behera, H. (2022). National Education Policy 2020 A literal perspective. International Journal for Research in Applied Science and Engineering Technology (IJRASET). recaptured from <https://www.ijraset.com/research-paper/national-education-policy-2020-a-historical-perspective>
6. United Nations Educational, Scientific and Cultural Organization (UNESCO). (2020). Education and the Sustainable Development Goals (SDG 4). Paris: UNESCO.
7. Agarwal, P., & Kumar, R. (2023). Implementation challenges of NEP 2020: A critical review. Journal of Education and Policy Studies, 15(3), 45–58.
8. Singh, M. (2021). Reforming higher education through NEP 2020: Opportunities and concerns. Indian Journal of Education and Social Research, 9(2), 112–124.