



---

## Assessing the Sociological Impact of NEP 2020 on Quality Education: An Analysis of Equity and Inclusion in Achieving SDG 4

**Sonam Thakur**

Research Scholar, Department of Sociology, S.R.T. Campus, Hemvati Nandan Bahuguna Garhwal University (A Central University), Uttarakhand, India, ORCID ID- 0009-0005-6075-5231, <https://orcid.org/0009-0005-6075-5231>, Email- 01sonamthakur@gmail.com

**Pramod Singh**

Research Scholar, Department of History, S.R.T. Campus, Hemvati Nandan Bahuguna Garhwal University (A Central University), Uttarakhand, India, ORCID ID- 0009-0001-4725-111X, <https://orcid.org/0009-0001-4725-111X>

---

**DOI : <https://doi.org/10.5281/zenodo.17607567>**

---

### ARTICLE DETAILS

#### Research Paper

**Accepted:** 20-10-2025

**Published:** 10-11-2025

#### Keywords:

*Digital Divide, Equity, Inclusion, NEP 2020, Quality Education, Sustainable Development Goal 4*

---

### ABSTRACT

The adoption of the National Education Policy (NEP) 2020 marked a significant reform in India's educational field. It aims to restructure India's education system by making it more inclusive, flexible, and oriented towards the Sustainable Development Goals (SDGs), particularly SDG 4 Quality Education. This paper assesses the sociological impact of NEP 2020 on quality education while putting specific emphasis on equity and inclusion as core dimensions of sustainable development. Education is not only a tool for academic advancement but also a mechanism of social mobility and cultural integration. This paper analyses how NEP 2020 proposed reforms such as multilingual education, universalization of schooling, integration of technology, and higher-education restructuring align with the targets of SDG 4. It further examines challenges including lack of adequate infrastructure such as digital divide and social hierarchies that hinder equitable access to quality education. Through a sociological lens, this study argues that NEP 2020 has laid a visionary framework but the



---

realization of SDG 4 requires various things such as targeted interventions, inclusive policy mechanisms, and continuous monitoring in order to ensure that “no learner is left behind”.

---

## Introduction

The National Education Policy (NEP) 2020 represents a great shift in India's educational system. It is the first such comprehensive policy of the 21st century which replaces the 34-year-old National Policy on Education (NPE) 1986. This reform was formulated following an extensive consultative process. It has gathered over 2 lakh suggestions from diverse administrative units including Gram Panchayats, Blocks, Urban Local Bodies, and Districts across the nation (Press Information Bureau, 2022). The primary vision of NEP 2020 is to transform India into a vibrant knowledge society and a global knowledge superpower. It largely aligns its educational framework with the 2030 Agenda for Sustainable Development Goals, particularly SDG 4 Quality Education (Press Information Bureau, 2022). The policy aims to foster a holistic, inclusive, and future-ready education system. It remains deeply rooted in Indian culture and values.

This paper aims to provide a critical sociological assessment of NEP 2020's impact on quality education. The specific focus is on its progress, achievements and persistent challenges related to equity and inclusion since its launch five years ago. It will examine the policy's ambitious aspirations against the realities of its implementation on grass root level. The policy's visionary framework attempts to reshape a highly complex, diverse, and stratified society. It requires to realize the importance of sociological realities of power, privilege and resistance to eliminate the social inequalities. It often manifests as a disconnect between policy ideals and ground-level execution. Furthermore, NEP 2020's dual emphasis on Indianisation and achieving global leadership reflects a complex and potentially contradictory ideological project (Sitharam, 2025). Sociologically, this implies that education is being leveraged not solely for human capital development but also as a powerful tool for cultural and national identity formation. This instrumentalization can lead to significant friction and resistance. It highlights the deep political and cultural stakes embedded within educational reforms.

This paper is structured to first delve into the historical context and foundational principles of NEP 2020 which highlights its sociological underpinnings. It also analyses the policy's framework and mechanisms for promoting equity and inclusion. The core of the paper critically reflects on the progress made and the persistent sociological challenges encountered over the past five years. Finally, it proposes strategic



recommendations for enhancing equity and inclusion by emphasizing on continuous monitoring and adaptive policy-making.

### **NEP 2020: Vision, Foundational Principles, and Sociological Underpinnings**

NEP 2020 was formulated as a comprehensive reform to replace the National Policy on Education (NPE) of 1986. It was driven by India's evolving socio-economic landscape, particularly after the economic reforms of 1991 and its integration into a globalized world. The previous educational system was widely criticized for its colonial legacies. Where the emphasis was on rote learning, and its failure to foster creativity and innovation. which was leading a system that produced clerks rather than critical thinkers (Universal Group of Institutions, 2025). The idea for a new policy stemmed from an urgent need to address and eradicate persistent social, economic, religious, and regional disparities within the education sector (Kaur & Sharma, 2025). NEP 2020 is fundamentally built upon five foundational pillars which are Access, Equity, Quality, Affordability, and Accountability (Press Information Bureau, 2022). A central objective is to provide equitable and inclusive education to all learners which ensures that no child is left behind (Athar, 2024). This commitment extends to bridge the educational gap between rural and urban areas. It also addresses the existing gender disparities. The policy explicitly aims to make education more inclusive, equitable, and accessible, with a particular emphasis on marginalized sections of society. Its ultimate goal is to position India as a global knowledge superpower. It tries to enhance the quality of education across all levels, from primary schooling to higher education and vocational training (Singh & Mishra, 2023).

A key aspect of NEP 2020's vision is its direct alignment with the 2030 Agenda for Sustainable Development Goals (SDG 4), which mandates “inclusive and equitable quality education for all”. The policy sets ambitious targets, aiming to achieve a 100% Gross Enrollment Ratio (GER) in preschool to secondary education by 2030.

From a sociological perspective, NEP 2020 views education not only as a means for individual advancement but also as a bridge of social mobility. It facilitates cultural integration, and strengthens the process of nation-building. The policy puts emphasis not only on cognitive abilities (such as literacy, numeracy, critical thinking, and problem-solving) but also essential social, ethical, and emotional capacities. It endeavours to enhance social mobility by providing robust opportunities for individuals from diverse socio-economic backgrounds.



The policy that *Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion, and equality* (Singh & Mishra, 2023). This aligns with optimistic sociological theories like human capital theory and social reconstruction theory. It posits education as a primary driver of upward mobility and societal transformation. However, Giddens critical sociological perspective suggests that modern education systems can also have profound implications for the reproduction of existing inequalities (Mitra, 2025). While NEP 2020 aims to be a game changer in Indian education system, its success is constrained by the deeply ingrained structural inequalities in Indian society. These are related to caste, class, gender, and region. Therefore, a critical sociological analysis is necessary to determine whether the policy's mechanisms are truly transformative in dismantling these structures.

The policy document highlights ‘an unprecedented in depth and scale’ consultative process, involving millions of stakeholders. This suggests a broad consensus and majority of ideas during the policy formulation phase. Yet, five years into its implementation, the research indicates significant *Centre-state friction, regulatory delays, and resistance from institutions and state governments*. This extensive consultation process following a democratic ideal in a federal landscape seems to have disagreements with varied socio-political contexts of states. The persistent resistance points to a potential disconnect between policy formulation at the central level and state level implementation process. This underscores a significant sociological challenge in translating national policy consensus into effective localised one. It is often due to differing priorities, resource constraints, and entrenched institutional cultures.

### **Objectives**

- To analyse the sociological impact of the National Education Policy (NEP) 2020 on the quality education in India.
- To understand the linkage between NEP 2020 and Sustainable Development Goal (SDG) 4 through principles of equity and inclusion.
- To identify the major challenges that hinder equitable access to quality education.
- To recommend policy measures and strategies to address sociological disparities within Indian education system.

### **Material and Methods**

This study adopts a qualitative and analytical research methodology with sociological orientation. It is primarily based on secondary sources such as government reports, policy documents, academic journals, research articles and online databases related to National Education Policy (NEP) 2020 and Sustainable



Development Goal 4. The research is descriptive in nature which aims to interpret and evaluate the sociological implication of NEP 2020 on equity and inclusion in education. The methodology also acknowledges certain limitation like the absence of primary data as the whole research relies on documentary analysis and interpretative evaluation of existing literature and policy frameworks.

### **Sociological Impact on Quality Education: Equity and Inclusion**

NEP 2020 is firmly rooted in India's constitutional framework which speaks up for education without any discrimination. It guarantees equal access for marginalized communities which reflects principles of pluralism, secularism, and egalitarianism (Joshee, 2024). The policy aims to transform the education system by addressing existing disparities and promote inclusivity. It emphasizes on Socio-Economically Disadvantaged Groups (SEDGs) (Kaur & Sharma, 2025). SEDGs are broadly categorized to include individuals based on gender identities (female and transgender), socio-cultural identities (Scheduled Castes, Scheduled Tribes, Other Backward Classes, and minorities), geographical identities (students from villages, small towns, districts), and disabilities. It strives to ensure that all students must receive quality education regardless of their place of residence or background.

The policy's framework for equity and inclusion is based on following key proposed reforms -

- **Multilingual Education:** The policy advocates for multilingualism and cultural diversity. It strongly emphasises on the use of mother tongue as the medium of instruction up to Grade 5 with a strong recommendation for its continuance until Grade 8 and beyond. It also proposes a '*three-language formula*' that includes at least two native Indian languages. Further it stresses on the importance of Sanskrit and foreign languages. This approach aims to foster cultural understanding, inclusivity, and cognitive development.
- **Universalization of Schooling:** NEP 2020 sets target of achieving 100% Gross Enrollment Ratio in school education by 2030. This is to be achieved through different means such as establishment of alternative and innovative education. It takes various steps to bring dropouts back into mainstream education, and follows continuous tracking of students to ensure universal participation.
- **Technology Integration:** Technology is not only a peripheral tool but also a systematic enabler for universal and inclusive learning. It significantly enhances accessibility, quality, and equity across the education system (Parti, 2025). Key digital initiatives include platforms like DIKSHA (National Digital Infrastructure for Knowledge Sharing), e-Pathshala, and Swayam Prabha, which are designed to expand educational outreach and provide accessible digital content.



- **Higher-Education Restructuring:** Reforms in higher education include a significant push towards multidisciplinary studies and flexible course structures. The introduction of 4-year undergraduate degrees with multiple entry and exit options found to be the most thoughtful one. The Academic Bank of Credits (ABC) system is a landmark initiative designed to provide students with the freedom to choose subjects based on their interests and aptitudes. Thus, the whole system promotes greater academic flexibility and interdisciplinary learning (Sitharam, 2025).
- **5+3+3+4 Model:** This new pedagogical structure replaces the traditional 10+2 system. It integrates three years of preschool or anganwadi (Early Childhood Care and Education - ECCE) with Grades 1 and 2, ensuring a strong foundational base from 3 years of age. The initial foundational stage emphasizes play-based, activity-based, and inquiry-driven learning to foster curiosity, imagination, and social skills (Agarwal, 2025).
- **Foundational Literacy and Numeracy:** The policy argues for the highest priority to achieving universal foundational literacy and numeracy in the primary school by 2025. It proposes the establishment of a National Mission on Foundational Literacy and Numeracy, where state and union territory governments prepare implementation plans and tracking progress.
- **Holistic Development:** NEP 2020 emphasizes the holistic development of learners at all stages. It aims to nurture well-rounded individuals. The policy advocates for a balanced curriculum that integrates academic subjects with sports, arts, and vocational training. Therefore, it helps to develop critical thinking, and problem-solving skills among students. A key objective is to reduce the burden of exams and rote learning where it shifts towards a more comprehensive assessment approach that encourages curiosity and lifelong learning (Agarwal, 2025).

These various reforms are not isolated initiatives but are deeply interconnected components of a comprehensive vision. For example, multilingual education directly addresses issues of cultural integration and inclusion for India's diverse linguistic groups. Universalization of schooling aims to expand broad access which is only possible when there is significant progress in foundational literacy and holistic development. Technology integration is crucial for reaching remote areas and Children with Special Needs (CWSN) but it is important to notice that its effectiveness is entirely depended on addressing the issues of digital divide. The 5+3+3+4 structure aims to include early childhood care, which is sociologically vital for long-term equity through socialization. Thus, policy's strength lies in its



comprehensive nature which means that successful implementation requires coordinated progress across multiple, inter-dependent fronts.

### **Five Years On: Progress and Persistent Sociological Challenges**

The National Education Policy 2020 presents a mixed picture of progress and persistent challenges even after the five years of its launch. It follows number of reforms in academic structure but the aim of policy is still unrealized due to various factors. These factors include Centre-state disagreements, policy delays and institutional pushbacks. There are structured *expansion of educational institutions and digital platforms* in these previous five years of existence of NEP 2020. India has seen the establishment of 7 new IITs, 8 IIMs, 13 AIIMS, and 354 Eklavya Schools, alongside a significant increase in MBBS seats. Digital platforms such as Diksha, e-Pathshala, and Swayam Prabha have been instrumental in expanding educational outreach. Furthermore, the number of Atal Tinkering Labs (ATLs) has doubled from 5,000 to 10,000 since 2020. It encourages learning and innovation. Majority of ATLs are now located in government schools (Parti, 2025). It has been also followed by *Curriculum reforms and academic flexibility* with Four-year undergraduate degrees with multiple entry and exit options. The *Academic Bank of Credits (ABC) system* has been introduced for student's benefits (Universal Group of Institutions, 2025).

No doubt there are numerous commendable aspirations and initial progress but at the same time NEP 2020's implementation has encountered significant sociological challenges. It leads to a deepening of existing divides and persistent hurdles which are as follows -

- **Digital Divide:** Digital divide is the gap between digitally literate and illiterate people. It represents that who has better access to use internet and digital technology. It remains a significant hurdle to provide equitable education. The data of research indicates that only 57.2% of schools have functional computers, 53.9% have internet access, and a mere 35% host smart classrooms. Additionally, 80% of 396,000 government schools lacked ICT labs until now. Government schools continue to lag behind (ETV Bharat, 2025). It shows only 44% having access to digital infrastructure and 30% with internet connectivity in 2023–24 (Parti, 2025). Stark regional disparities persist with states like Kerala and Delhi boasting nearly universal access, while Bihar, Uttar Pradesh, and Mizoram lag behind. Social barriers and gender inequity also became apparent. The available devices often prioritized for male children over female children for online learning. Overall, only 59.8% of the Indian population is able to use the Internet. Less than half can send or receive emails with pronounced disparities between rural and urban areas (Singh & Sadana, 2025). This digital divide is



far more than a mere technological gap. It represents a complex, multi-layered sociological barrier. The concept of the “India-Bharat divide” (ETV Bharat, 2025) explicitly links this digital disparity to the broader socio-economic front between urban opportunities and rural stagnation. Furthermore, the issue extends beyond mere *access* to hardware or internet connectivity. It encompasses *digital literacy* and the capacity for *meaningful use* of technology. If parents lack digital skills, then they cannot serve as role models for their children (Green, 2000). This implies that the digital divide acts as a significant multiplier of existing socio-economic disparities which hinders NEP 2020's equity goals by creating a new dimension of exclusion.

- **Economic Constraints:** There was NEP mandate to allocate 6% GDP allocation to education which was mirroring the Kothari Commission’s call. But the funding has consistently fallen short. It has slipped from 3.53% of GDP before the commencement of NEP 2020 to just 2.5% in 2024-25 (ETV Bharat, 2025). This underfunding is identified as a key impediment alongside inadequate infrastructure and the digital divide. This hinders NEP's technology-driven and broader goals. The consistent and significant shortfall in education funding is not merely an administrative challenge but a critical sociological bottleneck that fundamentally undermines the policy's transformative potential. Without the committed financial investment, these visionary initiatives largely remain ‘on paper’ (Chaturvedi, 2025). From a sociological perspective, insufficient funding directly translates into a perpetuation of structural inequalities. This makes quality education unaffordable or inaccessible for marginalized groups. Thus, the lack of financial commitment represents a profound failure to translate policy vision into meaningful social change. It ensures that existing disparities continue to define educational opportunities.
- **Infrastructure Gaps:** There is a concern that only a significant percent of schools currently meet national standards for infrastructure. The effective implementation of NEP 2020 needs sufficient facilities and adequate infrastructure, particularly for supporting new multidisciplinary approaches and flexible learning environments. Again, it represents severe digital divide where many government schools continue to lack essential ICT labs. A good educational institution is explicitly defined as one with good physical infrastructure and resources which is conducive to learning. It also fosters rural-urban divide by directly impacting the quality of education to students in backward and rural areas. Therefore, the absence of basic infrastructure to provide quality education presents a sociological consequence even if the policy is oriented towards equitable education for all.



- **Entrenched Social Hierarchies:** In every society there are structural inequalities and social hierarchies. It acts as a key challenge in providing equitable access to quality education. There are numerous researches that indicates the discriminatory notions produced through socialization from various social institutions. This perpetuates existing disparities rather than dismantling them. Due to this ingrained discrimination, the country loses out on human potential and talent that could have been utilized otherwise. The concept of *double jeopardy* is highlighted. For an example, a lower caste girl or woman who suffer from two layers of inequality which is caste and gender inequalities often confining them to low-skilled jobs.
- **Implementation Challenges:** There are various hurdles in the implementation of policies including Centre-state friction, regulatory delays and resistance from institutions and state governments. Specific examples can be drawn from the states of Kerala, Tamil Nadu, and West Bengal refusing to sign Memoranda of Understanding (MoUs) for PM-SHRI school under NEP clauses. There is also a strong resistance against the central mandates where some states are developing their own education policies. Many government school teachers report receiving new curriculum without adequate training or teaching materials. Teacher training is described as being in disarray and a bottleneck (ETV Bharat, 2025). There is a scarcity of qualified and trained teachers which disrupts inclusive classroom practices (Rakshit & Yadav, 2025). NEP's promise of *bagless days* and *vocational exploration* in middle school has barely taken off. Most of the schools are still not offering these courses or integrating them effectively (Chaturvedi, 2025). The adoption of the Academic Bank of Credits (ABC) is low which reflects logistical gaps in its implementation. Further it can be noticed that Centre-state friction highlights issues of cooperative federalism, political autonomy, and varying state priorities. It indicates a lack of unified political will. Teachers are the medium of passing quality education to students but inadequate training infrastructure have been seen as a roadblock in their capacity building.

### **Recommendation and Suggestion to Address Sociological Disparities**

Apart from strengthening implementation frameworks of NEP 2020 through various means, direct engagement with the sociological roots of inequality is important for achieving true equity. Some of the points are as follows-

- **Strategies to bridge the digital divide through community engagement and equitable resource distribution:** There should be efforts which must focus on government schools and backward areas



with low digital penetration to ensure inclusivity. Community capacity building can be promoted to actively involve community members directly in EdTech interventions which ensures relevance and local ownership (Mahtab & Lama, 2022). The areas with limited connectivity should be provided with open-access learning platforms. It consumes less data and memory by developing low-tech content. Furthermore, promoting digital access for women is vital to increase their mobility of ideas and open up greater opportunities which will also address gender-based digital.

- **Approaches to overcome attitudinal barriers and promote a culture of inclusivity:** *There should be systematic efforts to break down attitudinal barriers towards marginalized groups. It cultivates positive attitudes, beliefs, and mindsets which are crucial for fostering a truly inclusive environment. All stakeholders, including educators, parents, and community members must be familiar to the diverse requirements and unique potentials of all students. Furthermore, promoting community engagement and collaborative governance is essential to effectively address diverse learner and foster partnerships for holistic development.*
- **Promoting research and innovation to inform evidence-based policy adjustments:** The State should prioritize investment in research and development at the intersection of technology and pedagogy. It is vital to ensure that innovations are evidence-based and contextually relevant (Parti, 2025). It can conduct ongoing research on the effectiveness of various policy provisions such as providing bicycles for girl students or peer tutoring et cetera. It will help to refine strategies and ensure that resources are optimally utilized. Promoting evidence-based policies and practices globally can inform and strengthen domestic initiatives.

## Conclusion

The National Education Policy (NEP) 2020 was introduced to restructure India's education system which aligns itself with the Sustainable Development Goal (SDG) 4, Quality Education. It seeks to transform the nation into a vibrant knowledge society and global knowledge superpower. This policy is founded on principles of access, equity, quality, affordability, and accountability. It recognizes education as a profound sociological tool for fostering social mobility, cultural integration, and nation-building. It strongly aims of leaving no learner behind. There have been several progress and persistent challenges throughout the inclusion of this policy since past five years. It shows notable achievements which include the expansion of educational institutions and digital platforms like Diksha and Atal Tinkering Labs etc. These efforts lead to modernize and expand the reach of education regardless of class, society and any social inequality. However, a critical sociological analysis highlights the deepening divides like digital divide persists across urban-rural, socio-economic, and gender lines. The technological access is



differential based on the background of an individual. The lack of sufficient fund allocation continues to be a foundational bottleneck, directly affecting infrastructure development. Most critically, entrenched social hierarchies based on caste, class, gender, and region continue to slow down the progress of equitable access and learning outcomes. The realization of SDG 4 and the vision of a truly equitable society require more than a visionary framework. It demands sustained, targeted interventions, and inclusive policy mechanisms. This needs great financial commitment to promote digital infrastructure with other necessary things like teacher training programmes etc. There must be a cooperation among centre and states for effective implementation of policies. Moreover, the social inequalities and attitudinal barriers should be addressed through awareness campaigns and other means. The mixed results are not necessarily a failure after five years but a reflection of the immense sociological challenges involved in transforming a deeply stratified society. Thus, the policy acts as a catalyst but its success depends on sustained political will, cooperation, and adaptive implementation that can navigate and challenge existing power structures and inequalities. The sociological implication is that policy is a tool but its effectiveness is determined by the social, economic, and political ecosystem in which it operates.

- **References**

- Agarwal, A. (2025, July 11). A Closer Look at India's National Education Policy (NEP 2020). iDream Education. A Quick Guide to NEP 2020: Everything You Need to Know
- Athal, K. (2024, January 24). Understanding the Aims and Objectives of NEP 2020: Revolutionizing Education in India. Dr Krishna Athal Life & Executive Coach. Blog - Dr Krishna Athal
- Chaturvedi, M. (2025, July 29). Five years on, has NEP delivered what it promised?. India Today. NEP 2020 progress in India five years later literacy spending vocational education challenges - India Today
- ETV Bharat, (2025, August 6). Five Years Of NEP 2020: The India-Bharat Divide Deepens, Not Diminishes. Five Years Of NEP 2020: The India-Bharat Divide Deepens, Not Diminishes
- Green, L.C. (2000). Bridging the Digital Divide in Our Schools – Achieving Technology Equity for All Students. Intercultural Development Research Association. Bridging the Digital Divide in Our Schools – Achieving Technology Equity for All Students - IDRA
- Joshee, R. (2024). Educational Equity in Schools in India: Perils & Possibilities. Daedalus. [https://doi.org/10.1162/daed\\_a\\_02114](https://doi.org/10.1162/daed_a_02114)



- Kaur, S. & Sharma, K. (2025). Socio-Economic concerns in Education: An Analysis of NEP 2020. Counter Currents. Socio-Economic concerns in Education: An Analysis of NEP 2020 | Countercurrents
- Mahtab, K. & Lama, P. (2022). Bridging the Digital Divide Through EdTech Capacity-Building in Communities in India. UKFIET The Education and Development Forum. Bridging the digital divide through EdTech capacity-building in communities in India - The Education and Development Forum (UKFIET)
- Mitra, U. (2025). (In)Equality In Education: A Sociological Analysis Of New Education Policy 2020. International Journal of Creative Research Thoughts (IJCRT). IJCRT2502429.pdf
- Parti, N. (2025). Five Years of NEP 2020 and the Promise of EdTech. Expert Speak: Raisina Debates. Observer Research Foundation. Five Years of NEP 2020 and the Promise of EdTech
- Press Information Bureau. (2022). Salient features of New Education Policy 2020. Ministry of Education. Government of India. Press Release: Press Information Bureau
- Rakshit, S.S. & Yadav, S. (2025). Inclusive Education Practices in the Light of NEP 2020: A Mandate for Today's Teachers: Challenges and Solutions. International Journal of Research in Social Sciences and Humanities. doi:10.37648/ijrssh.v15i01.005
- Singh, A. & Sadana, A. (2025). National Education Policy 2020: Transforming Education through Digital Initiative: Education for all or promotion of elitist education?. Modern Institute for Education. National Education Policy 2020: Transforming Education through Digital Initiative: Education for all or promotion of elitist education
- Singh, D. & Mishra, R.S. (2023). Equity and Inclusion in Indian Education: Constitutional Principles and NEP 2020 Approaches. BSSS Journal of Education. <https://doi.org/10.51767/je1208>
- Sitharam, T.G. (2025, July 29). Five years of NEP 2020: A multidimensional shift in Indian education. Education. The Economic Times. Five years of NEP 2020: A multidimensional shift in Indian education, ETEducation
- Universal Group of Institutions. (2025). Five Years of NEP: Progress and Remaining Gaps. NEP Five Years Review: Transition and Successes