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## Teachers' Attitudes towards the Four-Year Undergraduate Programme under the National Education Policy 2020

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### Abstract

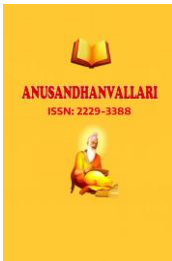
The present study investigated the attitudes of college teachers towards the Four-Year Undergraduate Programme (FYUGP) introduced under the National Education Policy (NEP) 2020. Teachers play a crucial role in the successful implementation of educational reforms; therefore, understanding their perceptions and readiness towards FYUGP is essential for effective policy execution. The study employed a descriptive survey method and was conducted among 200 teachers selected through random sampling from 40 Government Constituent Colleges affiliated with Lalit Narayan Mithila University (LNMU), Darbhanga. A researcher-developed Attitude towards FYUGP Scale was used for data collection. The collected data were analysed using descriptive statistics such as mean, standard deviation, and percentage, along with inferential statistics including t-test and Analysis of Variance (ANOVA). The findings revealed that teachers generally possessed a favourable attitude towards the Four-Year Undergraduate Programme. Positive perceptions were observed across major dimensions, including curriculum understanding, implementation, readiness for adaptation, academic effectiveness, professional development, institutional support, and career relevance. The level-wise distribution indicated that a substantial majority of teachers exhibited favourable to highly favourable attitudes towards the programme. Significant gender differences were found, with female teachers demonstrating more positive attitudes than male teachers. The study also revealed significant differences based on teaching experience, as teachers with less than five years of experience exhibited more favourable attitudes towards FYUGP compared to their senior counterparts. The findings suggest that teachers recognize the transformative potential of FYUGP in promoting multidisciplinary learning, curricular flexibility, research orientation, and enhanced employability. However, concerns related to institutional preparedness, infrastructural facilities, administrative support, and implementation challenges were also identified. The study concludes that while FYUGP is widely accepted by the teaching community, continuous faculty development programmes, policy orientation, and strengthened institutional support systems are essential for its effective implementation and for realizing the objectives of NEP 2020.

**Keywords:** Teachers, Attitude, 4-Year Undergraduate Programme, NEP 2020.

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### Introduction

Teachers' perceptions, attitudes, and readiness are key factors that shape the level of success that policy initiatives have at the institutional level, and, therefore, teachers' key role in the process of successful implementation of educational reforms should not be overlooked. Teacher willingness and commitment to implement a curriculum change, in addition to a policy framework for success, are important. Positive teacher attitudes create innovation, improve effectiveness of instruction and deepen meaningful educational change, while negative attitudes can negatively impact the implementation process and diminish the desired impact of the reform (Fullan, 2016). With the launch of the National Education Policy 2020, India's education system is moving towards



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a new paradigm. NEP 2020 is a vision of higher education that is learner-centred, flexible, multidisciplinary, and holistic; it meets the needs of the twenty first century. The policy highlights on critical thinking, creativity, skill building, research and employability with Equity and Inclusion in education (Government of India, 2020). Among the important reforms introduced under NEP2020 is the Four-Year Undergraduate Programme (FYUGP) which gives flexibility in the design of the curriculum, opportunities for learning across multiple disciplines, multiple entry and exit options, transfer of academic credits and experience with research-based learning (UGC, 2022; Government of India, 2020).

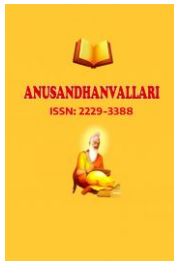
The Four-Year Undergraduate Programme is an attempt to address the drawbacks of the traditional undergraduate education where there is narrow specialization. The Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) offer students opportunities to select a major and minor discipline, as well as for vocational courses, internships and research. The concept of the framework is to build a holistic approach to development, innovation, life-long learning and prepare students for employment and global challenges (UGC, 2022; Padi & Chetia, 2025). The introduction of FYUGP has resulted in significant changes in teaching/learning process, assessment methods, curriculum development, student mentoring and institutional management. Therefore, it is expected from teachers to embrace the new pedagogical approaches, interdisciplinary teaching, outcome-based learning, continuous assessment systems and technology enabled learning environments (Government of India, 2020). These changes need to be based on professionalism, as well as a positive attitude on the part of the individual to change. Teachers' attitudes towards the programme are likely to be positive if they feel that the programme is beneficial, but they may have negative attitudes if they see issues with workloads, infrastructure, institutional support and understanding of policies (Fullan, 2016; Raju, 2025). From the perspective of higher education system in India, the completion of NEP 2020 goals critically hinges on the readiness and receptivity of teachers. Teachers play a key role in the implementation of the policy; therefore, it is important to know what the attitudes of teachers are towards FYUGP. It is their perception that can give good insights on strengths, opportunities, challenges and implementation gaps in relation to the programme. Moreover, a study of teachers' attitudes can facilitate the design of suitable orientation programmes, faculty development programmes, and institutional support systems for effective implementation by the policy makers, University administrators and educational planners (Government of India, 2020; UGC, 2022).

Hence, the present study aims to explore the attitude of college teachers towards NEP 2020 Four-Year Undergraduate Programme. It is hoped that it will help to understand the teachers' views on the current changes in higher education and will give empirical evidence to enhance the implementation of FYUGP in higher education institutions. Teachers, as key stakeholders, are crucial for the success of the educational reforms and the attainment of the goals of NEP 2020, which makes it imperative to understand their attitudes.

## Review of Literature

**Kadian and Rose (2025)** explored the attitudes of Higher Education teachers towards the implementation of NEP 2020 with respect to gender and type of Higher Education Institution. The study revealed a mostly positive attitude of teachers to the NEP reforms. Results revealed significant differences based on each of the demographic variables, indicating that teacher characteristics and context of the institution have an impact on perceptions of policy implementation.

**Kulal, Abhishek, Dinesh, Bhat and Girish (2024)** conducted a study to explore the scenario of educational reforms under the NEP 2020 from perspective of students, teachers and experts. Though teachers recognized



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advantages of implementing a multidisciplinary approach to education and flexible curricula, they noted that capacity building, faculty training, and institutional support are needed for effective implementation.

**Ansari and Haider (2023)** conducted a study on teacher educators' perception about the implementation of NEP 2020 in teacher training institutions. The findings indicated that teacher educators valued the quality, flexibility and professionalism focus. But, a lack of infrastructure, orientation programmes and administrative issues were mentioned.

**Sowmya, Raju, Akhila and Vinayagam (2022)** conducted a study on teachers' perception of NEP 2020. The study showed that teachers were overall positive to the vision of the policy which is that of multidisciplinary education, flexibility in curriculum and development of a child as a whole. However, there were concerns about preparedness of infrastructure, teacher training and good mechanisms of implementation. The importance of ongoing professional development for successful policy implementation was highlighted.

**Abraham, Pai and Preetha (2022)** studied the teachers' perception on NEP 2020 in higher education institutions in Kerala. The results found that the majority of teachers had positive attitudes towards the policy focusing on skill-based learning, academic flexibility and innovation. However, some of the challenges raised by the respondents are workload, readiness of the institutions and the availability of resources.

**Trique and Kumar (2021)** studied on attitude and perception of the teacher educators with respect to the proposed 4 years integrated teacher education program under NEP 2020 . The results showed that overall, there was a positive attitude towards the programme, especially towards curricular innovation and professional development. There were significant differences by gender, stream of teacher and teaching experience.

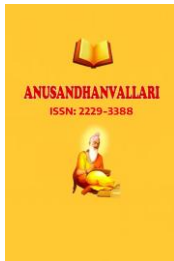
**Hargreaves and Shirley (2020)** studied educational transformation in educational systems and found that teacher commitment and professional engagement are crucial elements of the successful implementation of curriculum changes. The study emphasized the need for institutional support and professional cultures that are collaborative.

**UNESCO (2021)** has explored the role of teachers in educational transformation and identified that a teacher who has adequate professional support and policy orientation is more inclined to have positive attitudes towards large scale education reforms. The report highlighted the need for teachers' involvement during policy making and policy implementation processes.

**Fullan (2016)** discussed teacher reactions towards educational reforms, which revealed that teachers' attitudes, beliefs and the willingness to accept change are the key factors in achieving successful implementation. The study pointed out that the positivity of teachers' attitude plays an important role in the sustainability of educational innovations.

### **Rationale and Significance of the Study**

The Four-Year Undergraduate Programme (FYUGP) under the National Education Policy (NEP-2020) is one of the most holistic structural changes taking place in the Indian higher education system in the last few decades. Despite extensive research on the policy document and the curriculum structure and outcomes, little empirical research exists on teacher perceptions and reactions to the changes. It is crucial to understand the attitudes of teachers, as they are the first line of contact between the policy and practice of FYUGP and their counterparts in the classroom, and be able to assess feasibility and the effectiveness of its enactment (Fullan,



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2016). The rationale of the present study is the need for the evaluation of human dimension of educational reform. In many educational situations, policies focus on institutional structure and/or curriculum change, but it is important that policies are accepted, committed to and actively promoted by the teachers if they are to be considered a success. Previous studies have shown that teachers are favorable towards the aims of NEP 2020 and have raised issues related to workload, interdisciplinary teaching, assessment, infrastructure and readiness of institutions (Ansari & Haider, 2023; Trique & Kumar, 2021). Such concerns can have an impact on teachers' willingness and readiness to ensure the programme can be effectively implemented. Furthermore, the restructuring of the traditional undergraduate courses and the introduction of the FYUGP has brought about many new academic responsibilities for the teacher which includes restructuring of the curriculum, outcome based education, continuous assessment, academic mentoring, provision of research supervision and interdisciplinary collaboration. This implies teachers have to adapt their professional practices, and the expectations on education. Thus it is required to explore their attitude towards these reforms to identify the supportive factors and challenges that may occur during the implementation of these reforms (Sharma et al., 2023).

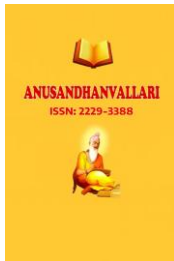
The present study is important as it helps in understanding the teacher's perspective in relation to FYUGP under NEP 2020, from an empirical perspective. Findings may help policy makers to assess how ready and receptive teachers are to the reform process. The study also can help university administrators and educational planners to pinpoint what faculty development programmes, orientation workshops and institutional supports are necessary to achieve successful implementation. Further, the study might help in creating evidence-based approaches to tackle the concerns and professional preparedness of teachers. The study contributes to the higher education reform and educational change literature. It gives important data on teachers' attitudes in the context of a significant policy change and it can be used as a reference for future researchers who would like to explore teacher readiness, institutional change and policy implementation in higher education. Furthermore, the findings can be beneficial to universities and colleges that have adopted FYUGP in various regions of India, and can help in fulfilling the larger goal of NEP 2020 (Padi & Chetia, 2025).

### Objectives of the Study

- i. To study the attitudes of college teachers towards the Four-Year Undergraduate Programme under NEP 2020.
- ii. To determine the level of attitudes of college teachers towards the Four-Year Undergraduate Programme under NEP 2020.
- iii. To find out the significant difference in teachers' attitudes towards the Four-Year Undergraduate Programme under NEP 2020 with respect to gender.
- iv. To find out the significant difference in teachers' attitudes towards the Four-Year Undergraduate Programme under NEP 2020 with respect to teaching experience.

### Method

The current study is an endeavour to comprehend the attitude of college teachers towards the Four-Year Undergraduate Programme (FYUGP) launched under the National Education Policy (NEP) 2020. Because the study aimed to describe and analyse the attitudes of the teachers in the context as they are without manipulation of any variables, a descriptive survey research design was deemed to be suitable for the study.



## Participants

In the present study, 40 Government Constituent Colleges of Lalit Narayan Mithila University (LNMU), Darbhanga were visited. Random sampling technique was used to select the respondents to represent the target group. The total sample size of teachers was 200, 5 from each college. The sample was designed to cover various demographical and academic categories such as gender, teaching experience, academic stream etc. As a result, the sample of teacher respondents was 200 which formed a solid foundation for analysing the attitudes of teachers towards the Four-Year Undergraduate Programme (FYUGP) under the National Education Policy (NEP) 2020.

## Measures

The researcher developed an attitude scale and data were gathered from selected faculty members of the colleges through the use of the same attitude scale.

## Statistical Analysis

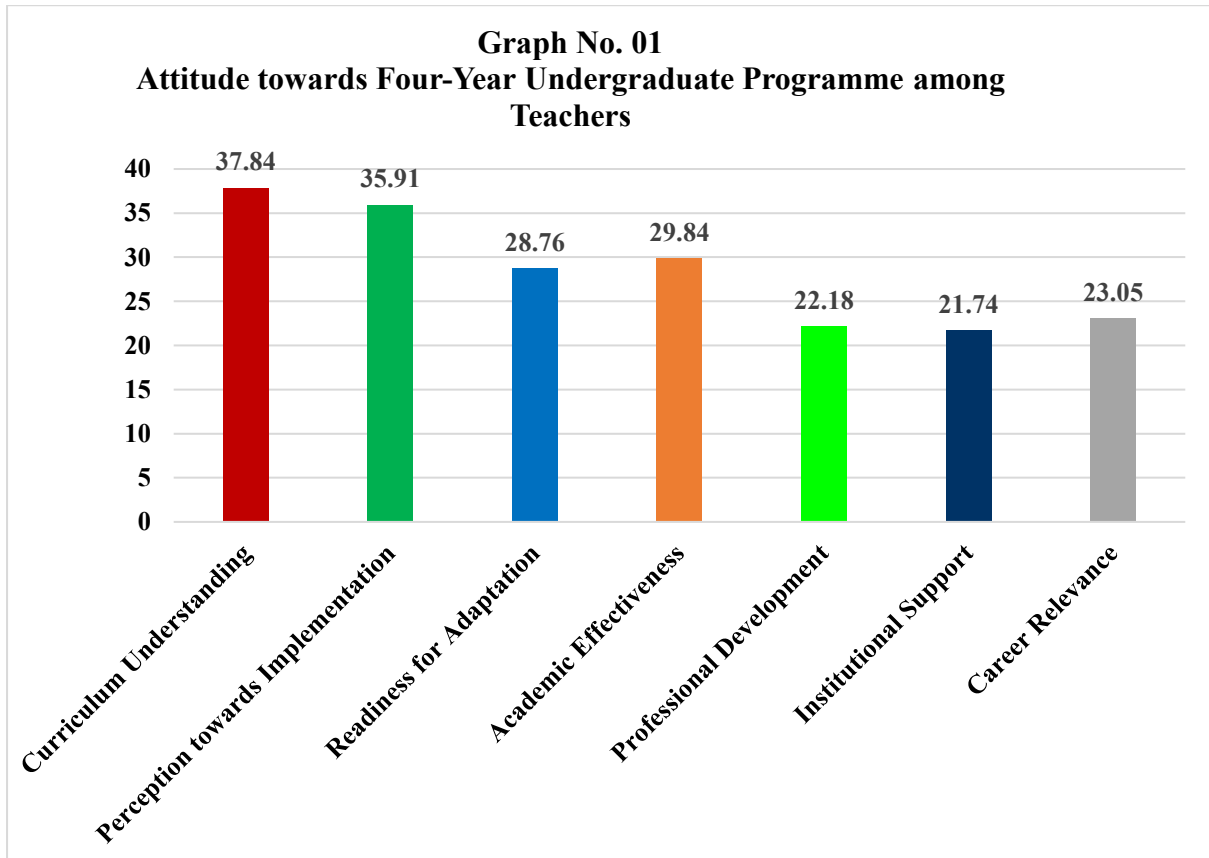
The data were summarized and interpreted by using descriptive statistics including mean, standard deviation and percentage, and group differences were explored using inferential statistics such as t-test and Analysis of Variance (ANOVA). These statistical procedures enabled to determine the nature and magnitude of teacher's attitudes towards Four-Year Undergraduate Programme (FYUGP) under NEP 2020 as well as ascertain if there were any significant differences between various demographic and academic groups.

## Analysis and Interpretation of the Data

**Table No. 01**

**Descriptive Analysis of Attitude towards Four-Year Undergraduate Programme among Teachers**

Variable	Dimension	N	Min.	Max.	Mean	SD	Skewness	Kurtosis
Attitude towards FYUGP (Teachers)	Curriculum Understanding	200	16	50	37.84	5.92	-0.29	0.18
	Perception towards Implementation	200	14	50	35.91	6.18	-0.24	-0.12
	Readiness for Adaptation	200	12	40	28.76	5.06	-0.35	0.24
	Academic Effectiveness	200	13	40	29.84	5.28	-0.31	0.15
	Professional Development	200	10	30	22.18	4.14	-0.26	-0.08
	Institutional Support	200	11	30	21.74	4.32	-0.18	-0.26
	Career Relevance	200	12	30	23.05	4.08	-0.37	0.29
<b>Total Attitude</b>		<b>200</b>	<b>110</b>	<b>255</b>	<b>199.32</b>	<b>24.86</b>	<b>-0.34</b>	<b>0.20</b>



**Analysis and Interpretation:** Table No. 01 shows that the descriptive analysis of teachers' attitudes towards the Four-Year Undergraduate Programme (FYUGP) under NEP 2020. The results show that teachers tend to have a positive attitude towards the programme in all dimensions. Teachers have a good understanding of the structure, aims and offers of FYUGP as reflected by the highest mean score in Curriculum Understanding. There were also positive perceptions in the aspects of Implementation, Readiness for Adaptation and Academic Effectiveness, which indicated that teachers have a positive attitude towards the programme as beneficial to enhance the teaching learning process and quality of education. Moderately favorable attitudes were identified in the dimensions of Professional Development, Institutional Support, and Career Relevance. Although the programme was found to have a positive impact on professional development and employability of the teachers, there is some concern about infrastructure facilities, administrative readiness and implementation procedures as reflected in the relatively low scores on the Institutional Support section. Overall attitude score indicates that teachers have positive and favourable attitude towards FYUGP under NEP 2020. A negative value of skewness across the dimensions means that the majority of teachers' scores were above the average level so the programme was widely accepted. The kurtosis values indicate that the data are fairly normally distributed.

Overall, teachers demonstrate a high level of support in the Four-Year Undergraduate Programme, including on curriculum understanding, implementation, academic effectiveness and adaptability. But further strengthening of institutional support systems and implementation infrastructure can further improve the programme's successful implementation.

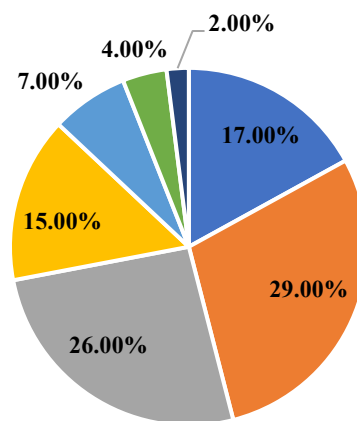
**Table No. 02**

**Teachers' Attitude towards the Four-Year Undergraduate Programme in accordance with NEP 2020**

Sl. No.	Level of Attitude	Number of Teachers	Percentage
1.	Extremely Favourable	34	17.00%
2.	Mostly Favourable	58	29.00%
3.	Favourable	52	26.00%
4.	Neutral	30	15.00%
5.	Unfavourable	14	7.00%
6.	Mostly Unfavourable	8	4.00%
7.	Extremely Unfavourable	4	2.00%

**Graph No. 02**

**Teachers' Attitude towards the Four-Year Undergraduate Programme**



- Extremely Favourable
- Mostly Favourable
- Favourable
- Neutral
- Unfavourable
- Mostly Unfavourable
- Extremely Unfavourable

**Analysis and Interpretation:** Table No. 02 shows the distribution of teachers' attitudes towards NEP 2020, Four-Year Undergraduate Programme (FYUGP) at different levels. The results showed that the majority of the teachers have positive attitudes towards the programme. Teachers who are rated as Extremely Favourable, Mostly Favourable, and Favourable make up approximately 72% of the total sample of teachers and indicate strong acceptance and support for the education changes brought about by FYUGP. The majority of teachers fall into the Mostly Favourable category, indicating that teachers are generally supportive of the programme and they see the potential for it but are not fully enthusiastic about it. The teachers in the favourable categories see the programme as helpful for curricular flexibility, interdisciplinary education, career prospects, and research skills. A moderate percentage of teachers reflects the "Neutral" category, meaning that there are some teachers who are uncertain or have mixed feelings about, for example, the procedure of implementation, how ready the institution is, infrastructure, workload, or adaptation to the new system. There is limited resistance to the programme as only a

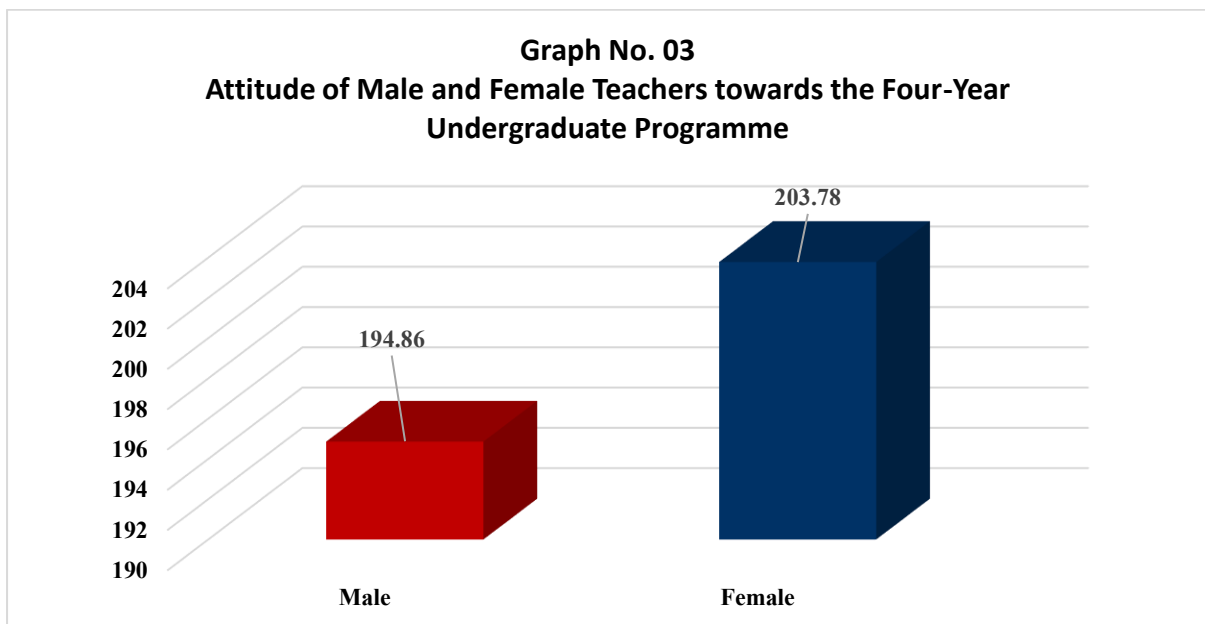
small number of teachers are classified as being in the categories of Unfavourable, Mostly Unfavourable and Extremely Unfavourable.

The general picture of the distribution pattern indicates that there is a moderate to highly favourable attitude of teachers towards the Four-Year Undergraduate Programme. Results indicate that the perception of the teaching community about FYUGP is largely progressive and transformative, and is in line with the vision of NEP 2020, but there is a need for further support at the institutional level to ensure the effective implementation of FYUGP.

**Table No. 03**

**Attitude of Male and Female Teachers towards the Four-Year Undergraduate Programme in accordance with NEP 2020**

Variable	Gender	N	Mean	SD	t-value	p-value	Level of Significance
Attitude towards FYUGP	Male	100	194.86	25.14	3.28	0.001	Significant at 0.01
	Female	100	203.78	23.92			



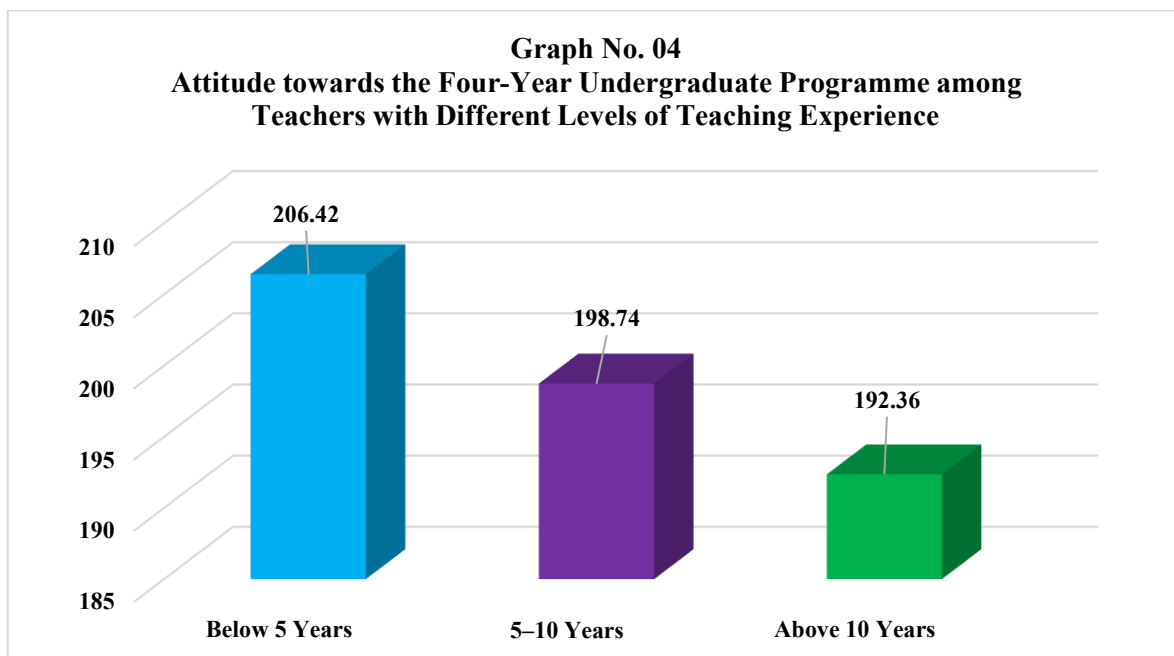
**Analysis and Interpretation:** The comparison of male and female teachers' attitude towards the Four-Year Undergraduate Programme (FYUGP) under NEP 2020 is given in Table No. 4.9 as shown by independent samples t-test. Results showed that the female teachers had a higher mean attitude score than male teachers, which means that females had more positive attitude towards the programme. FYUGP's innovations of educational reforms, curricular flexibility, interdisciplinary learning opportunities, and learner-centred approaches were embraced more by the female teachers, as indicated by their higher attitude level. The fact that the standard deviations of both groups are similar suggests that the range of responses was relatively similar across genders of teachers. The t value and the corresponding p value obtained indicates that there is a significant difference between the attitudes

of male and female teachers at 0.01 level of significance. Hence, the null hypothesis that there is no significant difference between the attitudes of males and females' teachers towards FYUGP is rejected.

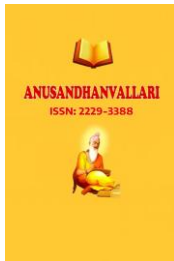
The results show that in general, gender has a significant influence on teacher attitudes towards the Four-Year Undergraduate Program. In general, females' teachers seem to be more open to innovations in the field of education and academic changes and hence they have positive attitude towards successful implementation of FYUGP under NEP 2020.

**Table No. 04**  
**Difference between the Attitude of Teachers towards the Four-Year Undergraduate Programme with reference to Teaching Experience**

Source of Variance	Sum of Squares (SS)	df	Mean Square (MS)	F-value	p-value	Level of Significance
Between Groups	6928.84	2	3464.42	<b>5.86</b>	<b>0.003</b>	<b>Significant at 0.01</b>
Within Groups	115986.16	197	588.76			
Total	122915.00	199				



**Analysis and Interpretation:** The result of the One-Way Analysis of Variance (ANOVA) to test the difference in teachers' attitudes towards the Four-Year Undergraduate Programme (FYUGP) under NEP 2020 based on teaching experience is presented in Table No.4.11. The findings showed that the F-value obtained is significant at 0.01 level that means there is a significant difference between the attitudes of teachers with various years of teaching experience towards the programme. The results indicate that the less experienced teachers (less than 5 years) have the most favourable attitude towards FYUGP, followed by the teachers (5-10 years) and the least attitude is that



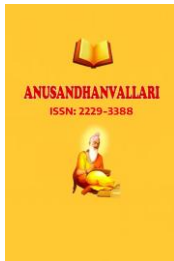
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of the teachers (more than 10 years). This shows that the younger and less experienced teachers are more willing to accept educational changes, innovation in curricula, multidisciplinary approaches and learner-centred approaches that have been integrated into the education system under NEP 2020. The relatively lower attitude scores of the highly experienced teachers may be because of being more familiar with traditional education systems, worries about the implementation difficulties, the adoption of the approach with increased workload and having to change their curricula and other structural changes drastically. Other less experienced teachers may be more flexible, technologically oriented and open to new educational practices.

It can be concluded that there is a significant difference in attitudes of teachers with regard to the Four-Year Undergraduate Programme in terms of teaching experience. Hence, the null hypothesis is rejected and it can be inferred that there is significant difference between the acceptance and perception of FYUGP by different levels of teachers under NEP 2020.

## Results and Discussion

The objective of the present study was to explore the teacher's attitude with respect to the Four-Year Undergraduate Programme (FYUGP) under the National Education Policy (NEP) 2020. The results showed that overall, teachers had a positive attitude towards the programme, which suggests that the changes that were put forward in NEP 2020 are being accepted by teachers. The descriptive analysis showed positive attitudes on each of the major dimensions of the attitude scale: Curriculum Understanding, Perception towards Implementation, Readiness for Adaptation, Academic Effectiveness, Professional Development, Institutional Support, and Career Relevance. Teachers' attitudes to the different dimensions were generally good, with curriculum understanding and programme implementation being very good. This indicates that teachers have good knowledge of the aims, design and academic philosophy of the FYUGP and appreciate its potential to revolutionize higher education through multidisciplinary education, flexibility in curriculum design, integration of skills and research focus. Further positive perceptions in relation to the academic effectiveness suggest that teachers feel that the programme has potential to enhance the quality of teaching-learning processes and outcomes. A majority of teachers, albeit a large one, were distributed in the favourable attitudes according to the level-wise distribution of attitudes. Most teachers considered FYUGP as a progressive educational reform which can meet the educational needs of the present and improve employability, students' growth and their all-round development. The relatively low percentage of teachers with negative attitudes indicates a small resistance to the programme. Nevertheless, a neutral position shows that some teachers are still concerned about the implementation procedures, readiness of the infrastructure, administrative support and practical problems of curricular restructuring. The study has also revealed that teachers' attitudes to FYUGP is significantly different along gender. A positive attitude was found among the female teachers compared to the male teachers. This discovery points to a possibility of disparate receptivity of females to innovations in education, learning approaches and curriculum changes. This is perhaps a testament to their adaptability and acceptance of new ways of learning. The outcome serves as a reminder of the need to take gender-related issues into account when designing professional development programmes and implementation strategies. Moreover, teaching experience was found to be an important factor in affecting teachers' attitude. The least experienced teachers had the most positive attitudes, while the more experienced teachers had somewhat less positive attitudes. This trend shows younger and less experienced teachers are more willing to try new things, incorporate technology and rearrange the pedagogy. Conversely, veteran educators, who are already more comfortable with a traditional educational approach, may be more apprehensive about the changes because of potential implementation issues. The results highlight the importance of specific orientation



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programmes, ongoing training programmes, and institutional mechanisms to improve the acceptance of experienced faculty members.

Overall, it is found that the Four-Year Undergraduate Programme is seen as a positive and transformative reform by the teaching community, which is in line with the vision of NEP 2020. Teachers recognize its potential to foster academic flexibility, multidisciplinary learning, a research culture, and career readiness among students. The results also indicate the need to enhance institutional infrastructure, administrative support, faculty capacity and implementation structures to enable the successful delivery of the programme set out in the goals.

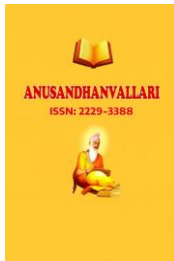
### Conclusion

The present study concludes that teachers generally possess a favourable attitude towards the Four-Year Undergraduate Programme (FYUGP) introduced under the National Education Policy (NEP) 2020. The findings indicate that teachers recognize the academic significance and transformative potential of the programme in promoting multidisciplinary learning, curricular flexibility, skill development, research orientation, and enhanced employability among students. The overall positive attitude reflects teachers' acceptance of the reform and their willingness to contribute to its successful implementation. The study further reveals that attitudes towards FYUGP vary significantly across gender and teaching experience. Female teachers demonstrated more favourable attitudes than male teachers, while teachers with fewer years of experience showed greater acceptance of the programme compared to their more experienced counterparts. These differences highlight the influence of demographic and professional factors on the perception of educational reforms. Although the majority of teachers expressed positive views regarding the programme, concerns related to institutional preparedness, infrastructural facilities, administrative support, and implementation challenges were also evident. Therefore, effective implementation of FYUGP requires continuous faculty development programmes, adequate institutional support, and systematic orientation regarding the objectives and operational aspects of the programme.

Overall, the study affirms that the Four-Year Undergraduate Programme is widely viewed by teachers as a progressive and meaningful reform aligned with the vision of NEP 2020. Strengthening support systems and addressing implementation-related challenges will further enhance teachers' confidence and facilitate the successful realization of the goals of higher education reform in India.

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