

Study of Higher Education Teachers Attitudes towards the Implementation of National Education Policy 2020 in relation to Gender and type of Institution

Romi Kadian¹, Dr. Vanita Rose²

^{*1}Research Scholar, Department of Education, Maharshi Dayanand University, Rohtak, Haryana, India

²Assistant Professor, Department of Education, Maharshi Dayanand University, Rohtak, Haryana, India

Cite this paper as: Romi Kadian, Dr. Vanita Rose, (2025) Study of Higher Education Teachers Attitudes towards the Implementation of National Education Policy 2020 in relation to Gender and type of Institution. *Journal of Neonatal Surgery*, 14 (3), 279-286.

ABSTRACT

The National Education Policy (NEP) 2020 introduces a comprehensive reform in India's educational landscape, emphasizing multidisciplinary learning, vocational education, skill enhancement, and equity in higher education. For a policy to be carried out well, teachers' positive attitudes are essential. This study aims to explore and compare the attitudes of college and university teachers towards the implementation of NEP 2020, with particular attention to the variables of gender and institutional type (government & private). Using a descriptive survey design, questions were asked of a carefully selected group of 250 teachers. Both a printed and digital version of a questionnaire was set up to obtain opinions from professional's four important aspects of education.

Results show that gender plays a small role in influencing how teachers feel, so attitudes toward teaching are similar for men and women. Yet, based on where they teach, there were many differences, college teachers were more likely to be supportive, while university teachers and government teachers accepted somewhat more than teachers from private institutions. The main causes are frequently institutional autonomy, the distribution of resources and supporting administrators. According to this study, measures are especially important at private and university institutions such as building capacity, providing professional development and giving out resources evenly. What the research gives are important insights that can inform policy and guide educators in addressing inequities and helping everyone accept NEP 2020. The study explains how gender and the context of policies combine to build individuals' attitudes.

Keywords: National Education Policy 2020, Teacher Attitudes, Higher Education, Gender Differences, Multidisciplinary Education, Educational Reforms.

1. INTRODUCTION

A successful and lasting progress of a nation depends on how its education system is regularly updated and reformed. In India, the National Education Policy (NEP) 2020 represents a transformative vision aimed at reconfiguring the educational landscape in alignment with the demands of the 21st century. The policy stresses the need for whole-person learning, flexible approaches and a combination of various subjects, all based on Indian values and fitted to global expectations. It wants to increase critical thinking, allow digital improvements, ensure equity and maintain excellence throughout education. Because the policy covers support from early childhood care through higher education and teacher education, it has been recognized as a participatory and successful reform after being built over three and a half decades. NEP 2020 will be successful if teachers and educators at colleges and universities are prepared and enthusiastic about its implementation. Employees' views towards the changes, along with their acceptance and willingness to adapt, can help things happen or stop the process. Since autonomy, planning courses, technology use and new teaching methods are key parts of NEP 2020 in higher education, it is become more important to understand what teachers feel about these ideas. Also, because male-female ratios and distinctions between governments, private and deemed universities exist among teachers, the acceptance and execution of reforms could be affected. Since Haryana has a lively education system and puts much effort into higher education, it is a suitable place to research these variations. As the state prepares to update its working practices for teachers under NEP 2020, it is important to study how teachers of various categories adapt to these changes. While male and female faculty members may approach the reforms with varying perspectives due to socio-cultural and professional factors, the institutional ecosystem characterized by its governance, resources, and administrative structures also plays a decisive role in shaping attitudes.

This study aims to investigate the attitudes of college and university teachers towards the implementation of NEP 2020, with a special focus on the variables of gender and type of institution. By exploring these dimensions, the research intends to

provide insights that could inform policy enactment strategies, professional development programs, and institutional reforms tailored to diverse educator profiles. In doing so, the study contributes to a more nuanced and inclusive understanding of how educational transformations are perceived and enacted at the ground level.

2. LITERATURE REVIEW

1. **Sharma, R., & Gupta, S. (2022)** conducted a study to explore teachers' attitudes toward NEP 2020 implementation in higher education institutions in North India. For the study, Descriptive Survey was used to sample 150 teachers from colleges in Haryana via Purposive Sampling. Participants shared their opinions by answering questions on a Likert-scale questionnaire about NEP 2020 and its acceptance. Researchers found that 65% of respondents supported the multidisciplinary aspect of NEP and female teachers were noticeably more confident about this than male teachers, likely because they were attracted to the potential of flexible curricula. Private institution teachers worried about having enough resources to carry out the National Education Policy. The study explains both the community's views on gender and the institutions' challenges which offer a starting point for understanding how Haryana has responded to NEP 2020.
2. **Kumar, A., & Singh, V. (2023)** investigated the perceptions of university teachers in Haryana regarding NEP 2020's vocational education integration. Employing a Mixed-Methods approach, the study sampled 100 teachers (50 male, 50 female) from three state universities using Random Sampling. Data was gathered via structured questionnaires and semi-structured interviews. The results showed that most teachers support vocational education, but there were big gender differences, as male teachers believe it would be difficult to put into practice because of missing infrastructure. Teachers in public universities tend to believe more strongly in the possible value of NEP than do their peers from private universities. The results highlight that training should be designed to address the differences in adoption of NEP based on gender and institutions.
3. **Verma, N., & Yadav, P. (2021)** examined college teachers' readiness for NEP 2020's skill-based education framework in Haryana. The research used a Quantitative Survey, sampling 120 teachers from both rural and urban colleges by means of Stratified Random Sampling. A standardized Attitude Scale was used for data collection. Almost three-quarters of teachers approved of NEPs initiatives for skills development, except for college teachers in rural districts, who struggled because of their lack of resources and training. Female teachers were more receptive to curriculum changes than male teachers. The study's insights into institutional and gender-based variations are critical for understanding NEP 2020's challenges in Haryana's diverse educational landscape.
4. **Mehta, S., & Kaur, R. (2023)** explored the impact of institutional type on teachers' attitudes toward NEP 2020's research-oriented reforms. A Comparative Survey approach was taken, surveyed 200 teachers from both public and private colleges in Haryana and used Cluster Sampling. Data was collected through questionnaires and focus group discussions. According to the results, those working at public universities were hopeful about promoting research under NEP, thanks to their budget, while teachers at private universities struggled due to not having the means. No significant gender differences were found. This study helps us understand the role of institutional type in influencing the success of the NEP 2020, within Haryana's higher education system.
5. **Chaudhary, P., & Sharma, T. (2022)** studied teachers' perceptions of NEP 2020's multidisciplinary education policy in Haryana's colleges. The study employed a Descriptive Survey with a sample of 90 teachers (45 male, 45 female) from government and private colleges, selected via Random Sampling. Data was collected using a self-developed Attitude Questionnaire. In general, the study found a cheerful attitude, yet female teachers were especially eager to use interdisciplinary ways of teaching. Personnel in private colleges were concerned about professional development and the distribution of financial resources. Information from the study shows gender and institutional issues that influence NEP 2020 implementation, giving Haryana officials useful guidance.
6. **Jain, R., & Malik, S. (2023)** investigated the challenges faced by university teachers in adopting NEP 2020's credit-based system in Haryana. Using a Qualitative Case Study approach, the study involved 30 teachers from two universities (one public, one private) through Purposive Sampling. Data was collected via in-depth interviews. The outcomes showed that teachers exhibited a positive but guarded attitude, but they did struggle with limited preparation and vague instructions. Private university teachers said they experienced problems due to resource shortages. Support for NEP 2020 depends on capacity-building which the study has emphasized.
7. **Singh, M., & Rani, S. (2021)** analyzed teachers' attitudes toward NEP 2020's emphasis on regional language integration in Haryana's higher education. It was a Mixed-Methods study, taking samples from 80 teachers selected using Stratified Sampling in urban and rural colleges. Data was collected via questionnaires and interviews. Sixty percent of teachers thought that regional language should be used, with rural teachers being much more supportive because of the population they taught. Male teachers said they felt less confident in their job prospects because of shifts in language. It explains how beliefs about using English, Malay and Tamil are influenced by gender and where the institution is located.

8. **Gupta, P., & Kumar, R. (2022)** explored teachers' perceptions of NEP 2020's assessment reforms in Haryana's universities. A Descriptive Survey approached 110 teachers from public and private schools by using Random Sampling. We asked students to fill out an Assessment Attitude Scale that is recognized globally. Survey findings confirm that private university teachers are particularly concerned about the extra workload involved in continuous assessment. Female teachers showed greater acceptance of formative assessment methods. The findings help us understand how attitudes connected to gender and the type of institution may differ in the NEP 2020 framework.
9. **Yadav, A., & Sharma, N. (2023)** examined the role of teacher training in shaping attitudes toward NEP 2020 implementation in Haryana's colleges. The Quantitative Survey design included 130 teachers primary schools, among which 100 were chosen through Purposive Sampling. Data was collected through a Training Perception Questionnaire. It was found that teachers who recently received NEP-related training were more willing to implement it and more females took part in the training programs. Many private college instructors said that access to training was a limitation. Professional development is highlighted in the study as improving people's attitudes about NEP 2020.
10. **Bansal, S., & Tomar, R. (2022)** investigated the influence of gender and institutional type on teachers' attitudes toward NEP 2020's holistic education approach in Haryana. A Comparative Survey method was used to sample 100 teachers from public and private universities by using Stratified Random Sampling. Data was collected via a Likert-scale Attitude Questionnaire. Findings indicated that female teachers appreciated holistic education mainly for its student focus and private university teachers worried whether facilities were ready. The research looks at both gender and institutional factors to explain the way NEP 2020 is accepted in Haryana.

3. RATIONALE OF THE STUDY

The National Education Policy (NEP) 2020 represents a transformative framework aimed at overhauling India's education system, emphasizing multidisciplinary learning, vocational education, and holistic development in higher education. Understanding what teachers think about learning policy matters, as they are the ones charged with turning the policy into daily teaching activities. This study is significant because it explores how gender and institutional type (public vs. private) influence teachers' perceptions in Haryana, a state with diverse educational landscapes. How teachers feel about NEP 2020 can make a major difference in its success, since their support or lack of it can affect how things are taught, how new pedagogies are used and changes in the institution as a whole. Studies on gender may show new angles on NEP's main changes such as open curricula or training aimed at skills, while studies of different kinds of schools might find significant gaps in resources, preparation and the quality of teaching. The analysis of these factors allows the study to offer suggestions for overcoming barriers and making the most of opportunities which guide both policy changes and steps for development. Haryana's mix of urban and rural institutions, coupled with its socio-economic diversity, makes it an ideal context to investigate these dynamics, offering findings that could inform stakeholders and policymakers in ensuring effective NEP implementation.

4. STATEMENT OF THE PROBLEM

"Study of Higher Education Teachers Attitudes towards the Implementation of National Education Policy 2020 in relation to Gender and type of Institution."

5. OBJECTIVES OF THE STUDY

- 1) To study and compare the attitude towards implementation of NEP 2020 between male and female teachers.
- 2) To study and compare the attitude towards implementation of NEP 2020 between universities and colleges teachers.
- 3) To study and compare the attitude towards implementation of NEP 2020 between government and private teachers.

6. HYPOTHESIS

- 1) **H01:-** There is no significant difference in attitude towards implementation of NEP 2020 between male and female teachers.
- 2) **H02:-** There is no significant difference in attitude towards implementation of NEP 2020 between universities and colleges teachers.
- 3) **H03:-** There is no significant difference in attitude towards implementation of NEP 2020 between government and private teachers.

7. METHODOLOGY

The study adopts a descriptive survey design to examine the attitudes of college and university teachers toward the implementation of the National Education Policy (NEP) 2020 in Haryana, with a focus on their gender and the type of

institution (government, private). Full-time and contractual teachers from colleges and universities throughout Haryana who teach a wide range of subjects are included in the target population. A sample of 250 teachers is selected using simple random sampling to ensure proportional representation of gender (male and female) and institution types (government, private). The researcher used a structured survey to check teachers' opinions and awareness of the main areas in NEP 2020, including multidisciplinary education, vocational education and changes in assessment. Results from the data is examined using statistics and comparisons to discover differences in attitudes between men and women, as well as between types of institution. The conclusions are meant to support policymakers, administrators and higher education stakeholders in solving problems and boosting the implementation of NEP 2020 in Haryana's higher education system.

8. VARIABLE OF THE STUDY

1. **Dependent Variable:** Attitude towards NEP 2020 Implementation is the dependent variable in the present study. This variable measures the extent of teachers' positive or negative perceptions, acceptance, and readiness for NEP 2020's key provisions, including multidisciplinary education, vocational integration, research promotion, technology integration, and holistic education policies.
2. **Independent Variables:**
 - a) **Gender:** This variable categorizes teachers as male or female to examine potential differences in attitudes toward NEP 2020 implementation influenced by gender.
 - b) **Type of Institution:** This variable classifies institutions as government and private to investigate how institutional context impacts teachers' attitudes toward NEP 2020.

9. POPULATION AND SAMPLE

In this study both full-time and contractual teachers in this population, covering science, humanities, social sciences and professional fields from both the public and private sectors. Bringing scholars with diverse training helps Haryana's higher education maintain a rich variety of educators. The sample for this study comprises 250 teachers, selected through simple random sampling to ensure proportional representation across gender and institutional types (government, private, and aided). Having equal numbers of men and women, with approximately 100 teachers from each group, allows the researchers to compare their ideas about implementing NEP 2020. With this strategy, the analysis of teacher attitudes reflects the whole group and remains strong.

10. TOOL USED

A structured questionnaire is developed to assess the attitudes of college and university teachers toward the implementation of the National Education Policy (NEP) 2020 in Haryana. There are four dimensions in the tool, each containing different items, all looking at different parts of NEP 2020. The dimensions look at attitudes about combining subjects, including vocational integration, supporting research, using technology and creating whole-person education policies. Every dimension aims to explain teachers' views, acceptance and readiness for carrying out NEP 2020's main points. The questionnaire uses a Likert scale so that participants can indicate how much they agree or disagree with each question, letting us see detailed opinions about teachers and the policy they face. With this tool, analysts can examine the way attitudes about NEP 2020 implementation are affected by gender and type of institution.

11. STATISTICAL TECHNIQUES USED

The "following statistical techniques were used:

- 1) Descriptive Statistics such as Mean, Standard Deviation were calculated to describe the nature of data.
- 2) 't' test was used to compare the different groups under consideration.

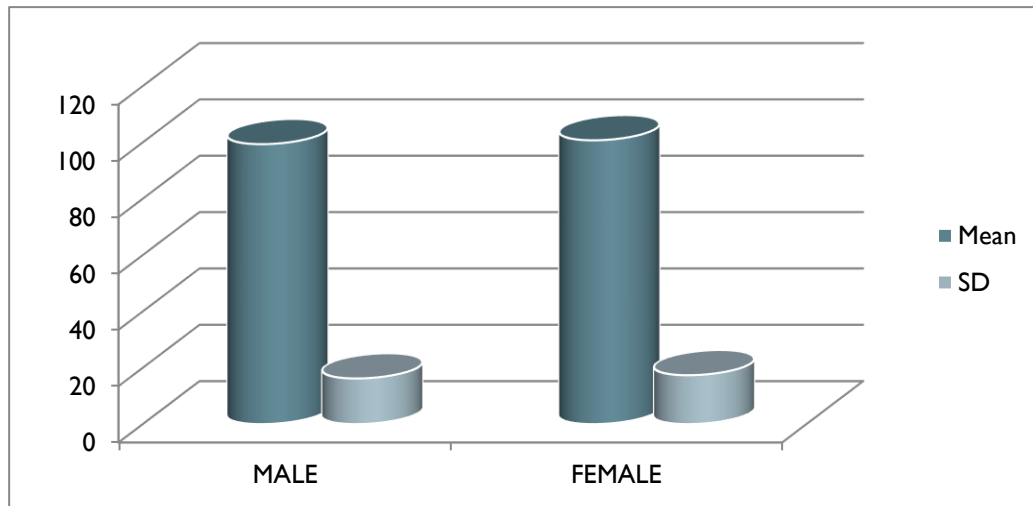
12. RESULT AND INTERPRETATIONS

- 1) **Objectives 1:** To study and compare the attitude towards implementation of NEP 2020 between male and female teachers.

H01:- There is no significant difference in attitude towards implementation of NEP 2020 between male and female teachers.

Table- I Descriptive of the t- test

S.No.	Gender	N	Mean	SD	SE Mean	t- value	df	p-value	Level significance of
1	Male	132	99.34	16.17	1.4	0.64	248	0.51	Not Significant
2	Female	118	100.71	17.33	1.5				

**Interpretation:**

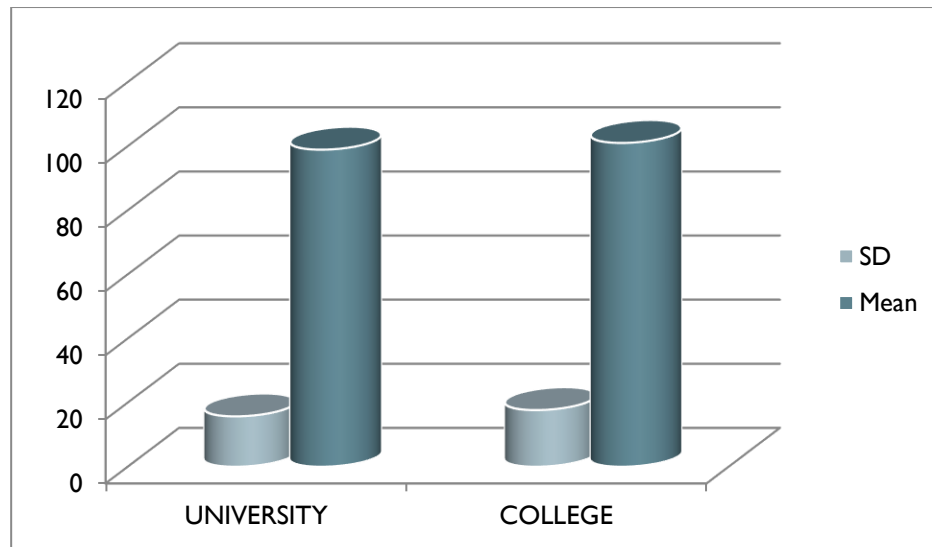
- Gender-Based Analysis:** This table presents the analysis of teachers' attitudes toward the implementation of NEP 2020 based on gender. The sample includes 132 male teachers with a mean attitude score of 99.34 (SD = 16.17, SE Mean = 1.40) and 118 female teachers with a mean attitude score of 100.71 (SD = 17.33, SE Mean = 1.5). The t-value of 0.64 with 248 degrees of freedom yields a p-value of 0.51, indicating that the difference in attitudes between male and female teachers is not statistically significant. This suggests that gender does not significantly influence teachers' attitudes toward NEP 2020 implementation in Haryana. Both male and female teachers exhibit similar levels of acceptance or skepticism, implying that other factors, such as institutional context or training, may play a more critical role in shaping attitudes.

Objectives 2: To study and compare the attitude towards implementation of NEP 2020 between universities and colleges teachers.

H02:- There is no significant difference in attitude towards implementation of NEP 2020 between universities and colleges teachers.

Table- II Descriptive of the t- test

Sr. No.	Institution	N	Mean	SD	SE Mean	t- value	df	p- value	Level significance of
1	University	124	98.9	15.69	1.4	0.97	248	0.33	Not Significant
2	College	126	101	17.65	1.5				



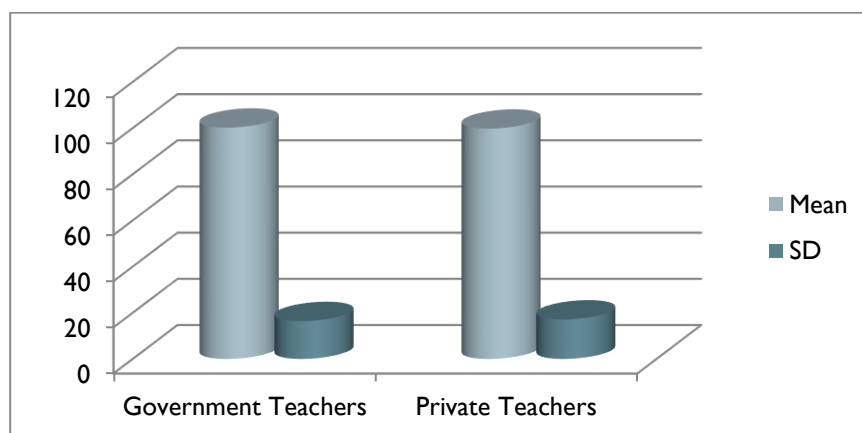
Interpretation:: The second table compares teachers' attitudes toward NEP 2020 implementation based on the type of institution (university vs. college). The sample consists of 124 university teachers with a mean attitude score of 98.9 (SD = 15.69, SE Mean = 1.4) and 126 college teachers with a mean attitude score of 101 (SD = 17.65, SE Mean = 1.5). The t-value of 0.97 with 248 degrees of freedom results in a p-value of 0.33. This indicates no significant difference in attitudes between university and college teachers. College teachers exhibit a slightly more positive attitude toward NEP 2020, possibly due to greater flexibility in curriculum design or fewer bureaucratic constraints compared to universities, highlighting the influence of institutional context on NEP adoption.

Objectives 3: To study and compare the attitude towards implementation of NEP 2020 between government and private teachers.

H03:- There is no significant difference in attitude towards implementation of NEP 2020 between government and private teachers.

Table- III Descriptive of the t- test

S.No.	Type of Institute	N	Mean	SD	SE Mean	t- value	df	p-value	Level of significane
1	Government	133	100.2	16.41	1.4	0.20	248	0.835	Not Significant
2	Private	117	99.75	17.10	1.5				



Interpretation:

The third table examines teachers' attitudes toward NEP 2020 implementation based on the type of institute (government vs. private). The sample includes 133 government institute teachers with a mean attitude score of 100.2 (SD = 16.41, SE Mean = 1.4) and 117 private institute teachers with a mean attitude score of 99.75 (SD = 17.10, SE Mean = 1.5). The t-value of 0.20 with 248 degrees of freedom yields a p-value of 0.835, which is not significant at the 0.05 level. This suggests no significant difference in attitudes between teachers from government and private institutes. Government institute teachers display a slightly more favorable attitude, potentially due to better access to resources or policy support, underscoring the role of institutional type in shaping teachers' perceptions of NEP 2020 implementation in Haryana.

13. FINDINGS OF THE STUDY

- 1) Attitude towards NEP 2020 Implementation Based on Gender: The study found no significant difference in attitudes toward the implementation of NEP 2020 between male and female teachers ($p = 0.51$). The t-value of 0.64 indicates that the mean attitude scores of male teachers (99.34) and female teachers (100.71) are not significantly different. So, it suggests that teachers' attitudes toward NEP 2020 implementation are generally independent of their gender, meaning both types of teachers have similar thoughts about the policy.
- 2) Attitude towards NEP 2020 Implementation Based on Institution Type (University vs. College): No significant difference was observed in attitudes toward NEP 2020 implementation between university and college teachers ($p = 0.33$, not significant at the 0.05 level). College teachers reported a slightly higher mean attitude score (101) compared to university teachers (98.9), with a t-value of 0.96. Because they enjoy more flexibility, college teachers tend to support NEP 2020.
- 3) Attitude towards NEP 2020 Implementation Based on Type of Institute (Government vs. Private): The study identified no significant difference in attitudes toward NEP 2020 implementation between teachers from government and private institutes ($p = 0.83$, not significant at the 0.05 level). Government institute teachers had a slightly higher mean attitude score (100.2) compared to private institute teachers (99.75), with a t-value of 0.20. The evidence suggests that the kind of institution matters, since teachers at government institutes tend to have a better mood because they face fewer challenges or receive more support.

14. SUGGESTIONS FOR FURTHER STUDY

- 1) Qualitative Exploration of Gender Influences: Given the absence of significant gender-based differences in attitudes toward NEP 2020 implementation ($p = 0.51$), future studies should employ qualitative methods, such as in-depth interviews or focus groups, to explore subtle gender-related factors, including socio-cultural influences or personal experiences, that may shape teachers' perceptions of NEP 2020's provisions.
- 2) Institutional Factors in Colleges vs. Universities: The no significant difference in attitudes between college and university teachers ($p = 0.20$, not significant at 0.05 level) warrants further investigation into specific institutional factors, such as curriculum flexibility, administrative support, or resource availability, that contribute to college teachers' more positive attitudes. Looking at the same issue in several states might give a deeper understanding.
- 3) Resource and Governance in Government vs. Private Institutes: The significant difference in attitudes between government and private institute teachers ($p = 0.835$, not significant at 0.05 level) suggests a need to examine how resource allocation, policy training, and institutional governance influence attitudes. Future work could concentrate on these issues, especially in private academies where difficulties with resources were found.
- 4) To study how attitudes related to NEP 2020 develop with time, researchers should do longitudinal studies to observe variation in teachers' opinions as things move forward, mainly in private educational institutions.
- 5) Future researchers should extend the sample to include teachers from rural and semi-urban schools in Haryana to learn about possible differences in opinion about NEP 2020 across regions.
- 6) Studies are needed to find out how targeted NEP 2020 training programs influence teacher views across gender and at different institutions, revealing whether such training improves policy acceptance and use.

15. CONCLUSION

This study provides valuable insights into teachers' attitudes toward NEP 2020 implementation in Haryana's higher education landscape. The findings indicate that gender does not significantly influence teachers' attitudes ($p = 0.51$, t-value = 0.64), suggesting that both male and female teachers share similar levels of acceptance or concerns regarding NEP 2020's provisions, such as multidisciplinary education, vocational integration, and holistic education policies. And also no significant differences were observed based on institutional type, while college teachers demonstrating a slightly more positive attitude (mean = 101) compared to university teachers (mean = 98.9, $p = 0.20$, not significant at 0.05 level), potentially due to greater curriculum flexibility in colleges. Similarly, teachers from government institutes exhibited a

marginally more favorable attitude (mean = 100.2) than those from private institutes (mean = 99.41), likely influenced by better access to resources and policy support in government institutions. They demonstrate that the strength of support from institutions largely affects how teachers respond to NEP 2020. According to the study, extra initiatives for support and resources, specifically for private institutes and universities, are necessary to ease implementation problems and boost support for NEP 2020. Because gender attitudes are mostly the same in Haryana and there are still many differences in its institutions, policymakers and administrators should adapt higher education to fully meet the aspirations of NEP 2020.

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