

Transforming Teacher Education in India Through Nep-2020: Integrating Cognition, Creativity and Global Indian Perspectives

Ms. Subhashree Panda¹ & Dr. Samir Kumar Lenka²

¹Lecturer in Education, Derabis College, Derabish, Kendrapara, Odisha, India

²Associate Professor, Department of Education, North Eastern Hill University, Shillong, Meghalaya, India.

DOI: <https://doi.org/10.47772/IJRISS.2026.100700318>

Received: 17 July 2026; Accepted: 22 July 2026; Published: 31 July 2026

ABSTRACT

Teacher Education is critical to the quality and success of any educational system because teachers have a significant impact on students' cognitive, creative and moral growth. The National Education Policy (NEP) 2020 emphasizes higher order cognitive skills, creativity and holistic professional development by comprehensive transformational teacher education in India. The policy positions teachers as reflective practitioners and facilitators of learning rather than only transmitters of knowledge, thereby redefining their professional identity in response to the demands of 21st century education. A distinctive feature of NEP 2020 is its emphasis on integrating Indian Knowledge Tradition (IKT) including holistic learning, experiential pedagogy and value-based education with global educational discourses such as- education 2030 and the Sustainable Development Goals (SDGs). This integration aims to ensure that teacher education in India remains culturally grounded while being aligned with international standards of quality, equity and sustainability. Structural reforms such as the four-year integrated B.Ed. programme, multi-disciplinary higher education institutions and continuous professional development are designed to strengthen Teachers' Disciplinary Knowledge, Pedagogical Skills and Reflective Capacities. The present paper is based on secondary data drawn from policy documents, curriculum frameworks and reports published by national and international educational bodies. It analyses how NEP 2020 promotes learner centered pedagogies, inquiry-based learning, experiential learning, reflective practice and competency-based education to foster higher order cognition and creativity among teachers. This paper further examines the implications of creativity-oriented teaching and assessment practices for enhancing innovation and adaptability in classroom contexts. The study analyses policy provisions, pedagogical approaches and institutional reforms to draw implications for teacher educators, institutions and policy makers. The study concludes that NEP 2020 provides a coherent and forward-looking framework for transforming teacher education in India. By integrating Indian knowledge traditions with global educational perspectives and prioritizing cognition and creativity, the policy has the potential to develop teachers who are reflective, innovative ethically grounded and globally competent. Effective implementation of these reforms can significantly contribute to educational quality, learner engagement and national development.

Keywords: Teacher Education, NEP 2020, Cognition, Creativity, Indian Knowledge Traditions, Global Educational Perspectives.

INTRODUCTION

Indian Education plays a pivotal role in shaping the quality of education and learning outcomes in any country. Recognizing this, the National Education Policy (NEP) 2020 of India provides a comprehensive framework to transform teacher education by fostering higher order cognitive skills, creativity and professional competencies among educators (Government of India, 2020). The policy emphasizes that teachers are not only

transmitters of knowledge but facilitators of learning who can nurture critical thinking, problem solving and creative capacities among students (NCERT, 2022).

One of the distinctive features of NEP 2020 is its integration of Indian Knowledge Traditions (IKT), including holistic learning approaches, value-based education, experiential wisdom and culturally grounded pedagogy with global educational discourses such as the Sustainable Development Goals (SDGs) and education 2030 frameworks (UNESCO, 2015, UNESCO, 2021). This dual focus ensures that teacher education remains ethically rooted, culturally sensitive and globally competent, enabling teachers to adapt contemporary challenges in education while preserving indigenous knowledge and values (NCTE, 2021). The policy also advocates structural reforms such as the four-year integrated B.Ed. programme, multidisciplinary institutional frameworks and continuous professional development for educators (Government of India, 2020). Pedagogical innovations under NEP 2020, including inquiry-based learning, experiential learning, reflective practice and contemporary based education are intended to cultivate higher-order cognitive skills and creativity in teachers, which they can, in turn, foster among their students (OECD, 2019; NCERT, 2022).

The increasing demands of 21st century education, where learners need to develop analytical, innovative and globally aware competencies, teacher education reforms under NEP 2020 are timely and transformative. They aim to create a cadre of teachers who are reflective, adaptive and capable of integrating both Indian Pedagogical Wisdom and global best practices, thus ensuring that education in India is both culturally grounded and forward-looking (UNESCO, 2021; OECD 2020). This seminar paper seeks to analyse the vision of NEP 2020 with respect to teacher education. It further examines how NEP 2020 envisions the transformation of teacher education in India, focusing on fostering cognition and creativity, integrating Indian Knowledge Traditions (IKT) with global educational perspectives and enhancing the professional identity and competencies of teachers.

Operational Definitions of The Study

Teacher Education

Teacher Education refers to the pre-service and in-service preparation of teachers through integrated programmes, professional development, pedagogical training and competency-based learning as envisioned in NEP 2020. It aims to develop teachers who are reflective, innovative, ethical and professionally competent. (Government of India, 2020)

National Education Policy (NEP) 2020

NEP 2020 considered as India's national policy framework that guides reforms in teacher education through multidisciplinary learning, holistic development, competency-based education, Indian Knowledge System (IKS) and global educational standards.

Higher Order Cognition

Higher Order Cognition refers to advanced cognitive abilities such as- critical thinking, analytical reasoning, problem-solving, reflective practices, decision making and metacognitive skills that NEP 2020 seeks to cultivate among teachers.

Creativity

Creativity refers to the ability of teachers to generate innovative ideas, about flexible pedagogical practices, design learner-centred activities and solve educational problems effectively. It includes innovation, originality, adaptability and reflective teaching practice promoted under NEP 2020.

Global Indian Perspectives

Global Indian perspectives refer to the integration of Indian Knowledge Tradition (IKT), values and holistic educational philosophy with international educational frameworks such as- UNESCO's Education 2030, SDG 4 and OECD competency frameworks to prepare culturally rooted and globally competent teachers.

Panchakosha Framework

The Pachakosha framework derived from the Taittiriya Upanishad, comprising five dimensions of human development- Annamaya, Pranamaya, Manomaya, Vijnanamaya and Anandamaya Kosha. In this study it is used as a conceptual framework for promoting holistic teacher development by integrating physical, emotional, mental, intellectual, creative and ethical competencies within teacher education under NEP 2020. In B.Ed curriculum modules experiential learning activities (e.g., yoga, mindfulness, case analysis and community engagement) and authentic assessment methods such as-reflective journals, portfolios, observation checklists and project reports to prepare competent, value-oriented and globally responsive teachers.

Objectives of The Study

The present paper aims to analyze the transformation of teacher education in India as envisioned under the NEP 2020, with particular emphasis on higher-order cognitive skills, creativity and global educational perspectives. The objectives of the study are:

1. To examine the vision and policy directions of NEP 2020 concerning teacher and teacher education in India.
2. To analyze the role of teacher education in fostering higher-order cognitive skills and reflective practices among teachers.
3. To explore creative-oriented pedagogical and assessment practices promoted under NEP 2020 in teacher education programmes.
4. To explore the integration of the Panchakosha framework with global educational perspectives in fostering cognition, creativity and holistic teacher education under NEP 2020.

RESEARCH METHODOLOGY

The present paper adopts a qualitative and descriptive research design, primarily based on the analysis of secondary sources of data. This approach is appropriate as the study aims to examine policy perspectives, conceptual frameworks and recent trends in teacher education as envisioned in the National Education Policy (NEP) 2020.

Sources of The Data

The present paper is based exclusively on Secondary sources of data, as it focuses on policy analysis and conceptual understanding of teacher education reforms under the National Education Policy (NEP 2020). The data were collected from a wide range of authentic and authoritative sources, including-

Government Policy Documents

Official documents published by the Government of India, particularly National Education Policy (NEP) 2020, served as the primary source for understanding the vision, objectives and reforms related to teacher and teacher education.

National Regulatory and Academic Bodies

Reports, curriculum frameworks, guidelines and policy beliefs issued by national institutions such as The National Council for Teacher Education (NCTE), University Grants Commission (UGC) and National Council of Educational Research and Training (NCERT) were used to analyses structural, curricular and pedagogical reforms in teacher education.

International Organizations

Publications and global frameworks released by UNESCO and OECD were consulted to examine global perspectives on teacher professionalism, higher order cognitive, creative and alignment with SDGs and Education 2030.

Digital and Online Academic Sources

Official websites of national and international educational bodies, online repositories and policy databases were used to access updated reports and secondary information.

Scholarly Literatures

Article of the Journals, books and review studies related to teacher education, cognition, creativity, Indian Knowledge Traditions (IKTs) and global educational trends were analyzed.

Analysis and Interpretation

The National Education Policy (NEP) 2020 proposes a systematic transformation of teacher education in India by strengthening professional competence, higher-order cognition, creativity and cultural-global integration.

Policy Vision and Structural Reforms in Teacher Education

NEP 2020 introduces major structural reforms to enhance the quality and status of teacher education, including integrated programmes, multidisciplinary institutions and continuous professional development.

Table No.01-Structural Reforms in Teacher Education under NEP 2020

REFORM AREAS	NEP 2020 PROVISIONS	IMPACTS
Programme Design	Four-year integrated B.Ed	Strong Disciplinary & Pedagogical Foundation
Institutional Structure	Multidisciplinary HEIs	Interdisciplinary thinking
Professional Growth	Continuous Professional Development (CPD)	Lifelong Learning
Quality Assurance	Accreditation & Standards	Professional Accountability

Analysis

These reforms aim to professionalize teacher education and align with global quality benchmarks. The integrated and multidisciplinary approach enhances teachers' cognitive depth and reflective capacity, enabling them to function as autonomous professionals (Government of India, 2020: NCTE, 2021).

Pedagogical Approaches for Higher-Order Cognitive Skills

NEP 2020 emphasizes learner-centered and inquiry-based pedagogies to promote critical and reflective thinking among teachers.

Table No.02- Pedagogical Approaches Promoting Higher -Order Cognition

PEDAGOGICAL APPROACH	KEY FEATURES
Inquiry-based Learning	Questioning & Exploration
Experiential Learning	Fieldwork & Practicum
Reflective Practice	Journal & Action Research
Competency-based Education	Outcome Orientation

Analysis

These approaches move teacher education beyond rote learning and content transmission. By fostering critical thinking and reflection, NEP 2020 aligns teacher preparation with contemporary learning theories and global educational practices (NCERT,2022; OECD, 2019).

Creativity-Oriented Teaching and Assessment Practices

Creativity is recognized as an essential competency for teachers to address diverse and dynamic classroom context.

Table No.03- Creativity-Oriented Practice in Teacher Education

DIMENSIONS	NEP 2020 FOCUS	CREATIVE OUTCOME
Curriculum	Project based &Flexible Learning	Innovative Lesson Design
Assessment	Formative & Authentic Assessment	Creative Evaluation
Teaching Practice	Classroom Experimentation	Adaptive Pedagogy
Professional Learning	MOOC & FDPs	Pedagogical Innovation

Analysis

By encouraging innovation in curriculum and assessment, NEP 2020 prepares teachers to become creative problem-solvers and adaptive practitioners, capable of responding to learners' varied needs (OECD, 2020)

Integration of Indian and Global Perspectives in Teacher Education

A distinctive feature of NEP 2020 is the balanced integration of Indian knowledge Traditions with global educational frameworks.

Table No.04- Integration of Indian and Global Perspectives in Teacher Education

DIMENSIONS	INDIAN KNOWLEDGE TRADITIONS (IKTs)	GLOBAL DISCOURSES	INTEGRATED OUTCOMES
Knowledge Orientation	Holistic & Value-based	Competency-based	Balanced Cognition
Pedagogy	Experiential & Dialogic	Inquiry-based	Creative pedagogy

Vision	Ethical Grounding	SDGs & Education 2030	Global Citizenship
--------	-------------------	--------------------------	--------------------

Analysis

This integration ensures that teacher education remains culturally rooted while meeting global standards of quality, equity and sustainability (UNESCO, 2015; UNESCO, 2021).

Panchakosha Framework and Holistic Teacher Development under NEP 2020

The Panchakosha Framework provides a holistic model of human development through five interconnected dimensions: Physical, Emotional, Mental, Intellectual and Spiritual Well-Being. In the context of teacher education, this indigenous framework complements the vision of NEP 2020, which advocates holistic, multidisciplinary, value-based and competency-oriented education. Integrating the Panchakosha framework with teacher education can strengthen higher order cognition, creativity, emotional resilience, ethical values and professional competence while preparing teachers to address the demands of both national and global educational contexts.

Table No.05- Panchakosha Framework for Holistic Teacher Development under NEP 2020

PANCHAKOSHA	DIMENSION OF DEVELOPMENT	TEACHER COMPETENCIES DEVELOPED	ALIGNMENT WITH NEP 2020
Annamaya Kosha	Physical Well-being	Professional discipline, health and classroom presence	Holistic development and Teacher well-being
Pranamaya Kosha	Vital and Emotional Well-being	Emotional resilience, stress management and self-regulation	Social-emotional learning and Inclusive education
Manomaya Kosha	Mental and Psychological Development	Reflection, empathy, communication and collaboration	Learner-centred and Experiential pedagogy
Vijnanamaya Kosha	Intellectual and Cognitive Development	Critical thinking, problem-solving and pedagogical reasoning	Higher-order cognition and Competency-based learning
Anandamaya Kosha	Spiritual, Ethical and Creative Development	Creativity, innovation, ethical leadership and intrinsic motivation	Value-based education and Creative teacher development

Analysis

Table No. 05 demonstrates that the Panchakosha framework provides a comprehensive indigenous model for transforming teacher education under NEP 2020 by promoting holistic teacher development across physical, emotional, mental, intellectual and creative dimensions. The Panchakosha framework complements global competency-based educational model by providing a culturally rooted and holistic approach to teacher education (Government of India, 2020; UNESCO, 2021)

Evidence From Nep 2020 Implementation

Case 01: Integrated Teacher Education Programme (ITEP)

The National Education Policy (NEP) 2020 introduced the Integrated Teacher Education Programme (ITEP), a four-year dual major undergraduate programme implemented in selected multidisciplinary institutions across India under the guidance of NCTE. The programme integrates disciplinary knowledge with pedagogical

training, school internships and competency-based learning, reflecting the policy's vision of preparing professionally competent and reflective teachers (NCTE, 2023). In 2023, NCTE initiated the first phase of ITEP implementation across selected higher education institutions, accompanied by orientation programmes for teacher educators, including a regional implementation workshop at RIE, Bhubaneswar. These initiatives demonstrate the practical transition from traditional teacher education towards holistic, multidisciplinary and competency-based teacher preparation envisioned in NEP 2020.

Case-02: Capacity Building and Curriculum Reform for Teacher Educators

Another important implementation initiative is the strengthening of teacher educators through curriculum reform and professional capacity building. NCERT has undertaken projects on experiential learning, indigenous pedagogical approaches, contextualization of curriculum and capacity building programmes for teachers and teacher educators in line with NEP 2020.

These initiatives encourage inquiry-based learning, reflective practice, integration of Indian Knowledge Systems and Competency-based teaching. Such reform contributes to the development of higher-order cognition, creativity and value-based teacher education, thereby, supporting the holistic objectives of NEP 2020.

Challenges in Implementing Nep 2020 in Teacher Education

Despite its transformative vision, the effective implementation of NEP 2020 in teacher education faces several challenges. Such as-

Faculty Readiness

The shift towards multidisciplinary, competency-based and technology enabled teacher education requires teacher educators to adopt innovative pedagogical approaches. However, many faculty members are accustomed to traditional lecture-based teaching and have limited exposure to inquiry-based learning, action research, digital pedagogy and competency-based assessment. For example-many teacher education institutions still rely primarily on PowerPoint lectures and written examinations rather than reflective practice, projective-based learning or experiential teaching. Continuous Faculty Development Programmes (FDPs), orientation courses and digital training are therefore essential (NCTE, 2021).

Infrastructure Limitations

Effective implementation of NEP 2020 requires well-equipped classrooms, ICT laboratories, digital libraries, internet connectivity and smart teaching-learning resources. However, many teacher education institutions, particularly in rural and semi-urban areas, lack adequate digital infrastructure and technological facilities. For instance- limited access to smart classroom and unstable internet connectivity restricts the use of blended learning, online teaching and virtual classroom simulations, thereby affecting the quality of teacher preparation.

Monitoring and Quality Assurance Mechanisms

Although NEP 2020 emphasizes quality assurance and institutional accountability, implementation varies considerably across institutions. The absence of regular academic audits, outcome-based evaluation and systematic monitoring often results in inconsistent adoption of policy reforms. For example- while some institutions have successfully implemented multidisciplinary curricula and reflective assessment practices, other continue to follow conventional teacher education models. Strengthening institutional accreditation, periodic reviews and continuous monitoring by regulatory bodies such as NCTE and UGC is essential.

Curriculum Transition

The transition from the conventional B.Ed. programme to the Integrated Teacher Education Programme (ITEP) requires curriculum redesign, faculty retraining, interdisciplinary collaboration and institutional restructuring. Many institutions experience difficulties in revising syllabi, coordinating across departments and adapting to competency-based curricula within a limited time frame. A phased implementation strategy, accompanied by academic support and capacity building can facilitate a smoother transition.

Assessment Reforms

NEP 2020 advocates competency-based, formative and authentic assessment to evaluate teachers' professional competencies rather than relying solely on traditional written examinations. However, many institutions continue to emphasize memory-based tests due to familiarity and administrative convenience. For Example- reflective journals, teaching portfolios, action research projects, classroom observations and peer assessments are still underutilized in many B.Ed. programmes. Developing standardized assessment rubrics and training faculty in authentic assessment practices are essential for achieving the intended learning outcomes.

Overall, addressing these challenges through sustained policy support, continuous professional development, adequate financial investment, robust monitoring systems, curriculum innovation and assessment reforms will be crucial for realizing the holistic and transformative vision of teacher education envisaged under NEP 2020 (Government of India, 2020; NCTE, 2021; UNESCO, 2021)

DISCUSSION

The findings of the Study, as derived from the analysis of Secondary data demonstrate that the National Education Policy (NEP) 2020 adopts a multidimensional approach to transforming teacher education in India.

Table No-01 highlights the structural and policy reforms proposed under the National Education Policy (NEP) 2020, particularly the introduction of the four-year integrated B.Ed. programme, multidisciplinary higher education institutions and continuous professional development mechanisms. These reforms represent a significant departure from fragmented and content driven teacher preparation models. By ensuring strong disciplinary grounding and pedagogical integration, NEP 2020 enhances teachers' cognitive depth, professional autonomy and reflective competence. Such structural alignment corresponds with Global evidence that high quality teacher preparation systems emphasize long-term professional learning and interdisciplinary exposure (OECD, 2019).

Table No-02 focuses on pedagogical approaches aimed at fostering higher-order cognitive skills among teachers. Inquiry-based learning, experiential learning, reflective practice and competency-based education collectively encourage critical thinking, metacognition and problem-solving abilities. These pedagogical shifts position teachers as facilitators of learning rather than only transmitters of knowledge. The emphasis on reflective practice is particularly significant, as it promotes continuous self-evaluation and professional growth, which are essential for effective teaching in complex classroom environments (NCERT, 2022; UNESCO, 2021).

Table No-03 explains creative-oriented teaching and assessment practices promoted by NEP 2020. The adoption of project-based learning, formative assessment and classroom experimentation nurtures innovation, flexibility and adaptability among teachers. Creativity in teaching is increasingly recognized as a crucial competency for addressing learner diversity, technological integration and real world problem-solving. NEP 2020's focus on creative assessment practices aligns teacher education with global trends that prioritize innovation and learner engagement (OECD, 2020).

Table No-04 examines the integration of Indian Knowledge Traditions (IKTs) with global educational perspectives. This synthesis provides a unique philosophical foundation for teacher education in India. Indian pedagogical principles such as holistic learning, experiential education and value-based instruction are meaningfully aligned with global frameworks like Education 2030 and the Sustainable Development Goals. This integration enables teachers to remain culturally grounded while developing global competencies, ethical responsibility and social consciousness (UNESCO, 2015; UNESCO, 2021).

Table No-05 states that the Panchakosha framework provides a holistic foundation for teacher development with the vision of NEP 2020. The five koshas collectively strengthen teachers' physical well-being, emotional resilience, reflective thinking, higher-order cognitive abilities, creativity and ethical values. This integrated approach supports the development of professionally competent, culturally rooted and globally responsive teachers capable of addressing the diverse demands of 21st

Overall, the discussion reveals that NEP 2020 successfully bridges policy reform, pedagogy, creativity and cultural-global integration, thereby redefining the professional identity of teachers in India.

Contribution of The Study

Unlike many studies that primarily review the policy provisions of NEP 2020, the present paper develops an integrated conceptual framework by linking higher order cognition, creativity, Indian Knowledge Traditions, particularly the Panchakosha framework and global educational perspectives within teacher education. The paper further proposes practical curriculum modules and assessment strategies for integrating the Panchakosha framework into B.Ed. programmes, thereby providing a bridge between policy recommendations and classroom practice. This contributes to the ongoing discourse on holistic teacher education and offers actionable insights for teacher educators, institutions and policymakers.

CONCLUSION

The National Education Policy (NEP) 2020 presents a comprehensive and transformative vision for teacher education in India, positioning teachers as central agents of educational quality, innovation and national development. As demonstrated through the analysis and discussion of policy reforms, pedagogical strategies, creative-oriented practices and cultural-global integration, NEP 2020 moves beyond traditional teacher preparation models to promote higher-order cognition, creativity and ethical professionalism.

Structural Reforms such as the four-year integrated B.Ed. programme and continuous professional development systems strengthen teachers' disciplinary knowledge, reflective capacity and professional accountability. These measures ensure that teacher education is aligned with both national priorities and global quality benchmarks (Government of India, 2020; OECD, 2019). Pedagogical reforms emphasizing inquiry-based, experiential and competency-based learning further enhance teachers' critical thinking, metacognitive abilities and problem-solving skills, which are essential for effective classroom facilitation (NCERT, 2022).

The Policy's strong emphasis on creativity-oriented teaching and assessment practices prepares teachers to innovate and adapt within diverse and dynamic educational contexts. Creativity, as highlighted in this study, is not treated as an optional skill but as a core professional competency essential for 21st Century education (OECD, 2020). Furthermore, the integration of Indian Knowledge Traditions (IKTs), particularly the Panchakosha framework, enriches teacher education by fostering the holistic development of teachers across physical, emotional, mental, intellectual and ethical dimensions. This indigenous framework complements NEP 2020 by strengthening higher-order cognition, creativity, reflective practice and value-based professionalism with global educational discourses ensures that teacher education remains culturally rooted while responding to global challenges such as sustainability, equity and inclusion (UNESCO, 2015; UNESCO, 2021).

In conclusion, NEP 2020 offers a coherent and forward-looking framework capable of significantly enhancing the quality, relevance and effectiveness of teacher education in India. The successful realization of this vision, however, depends on effective implementation, institutional capacity-building and sustained professional support for teachers. If implemented in its true spirit, NEP 2020 can foster a generation of cognitively competent, creative and ethically grounded teachers who are well-equipped to meet the educational demands of the present and future, thereby, contributing meaningfully to national development and global educational goals.

REFERENCES

1. Bruner, J.S. (1996). The culture of education. (pp. 19-33). Harvard University Press. Retrieved from <https://www.hup.harvard.edu/books/9780674251083>
2. Delors, J. (1996). Learning: The Treasure Within. (pp.37-48, 85-97). (UNESCO). Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000102734#:~:text=The%20four%20pillars%20of%20education,125%20PART%20THREE:%20DIRECTIONS%206.>
3. Government of India. (2000). National Education Policy 2020. (PP.18-27, 56-63). Ministry of Education. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English
4. National Council of Educational Research and Training. (2022). National curriculum framework for teacher education. (pp. 31-48). (NCERT). Retrieved from https://ncert.nic.in/pdf/focus-group/NCF-FS_2022EN.pdf
5. National Council for Teacher Education. (2021). teacher education reforms in India: policy perspectives (pp. 12-25). NCTE. Retrieved from <https://web.ncte.gov.in/>
6. Organisation for Economic Co-operation and Development. (2019). Future of Education and Skills 2030. (pp. 10-21, 43-55). OECD publishing. Retrieved from <https://www.oecd.org/en/about/projects/future-of-education-and-skills-2030.html>.
7. Organisation for Economic Co-operation and Development. (2020). Innovative education and educating for innovation (pp. 15-28). OECD publishing. Retrieved from https://www.oecd.org/en/publications/innovating-education-and-educating-for-innovation_9789264265097-en.html.
8. Organisation for Economic Co-operation and Development. (2021). Teachers and leaders in times of change. (pp. 15-28). OECD publishing.
9. University Grants Commission. (2020). Guidelines for multidisciplinary education and teacher preparation (pp. 7-15). (UGC). Retrieved from https://www.ugc.gov.in/pdfnews/5599305_Guidelines-for-Transforming-Higher-Education-Institutions-into-Multidisciplinary-Institutions
10. UNESCO. (2015). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunity for all. (pp. 8-20). (UNESCO). Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000245656>
11. UNESCO. (2017). Education for sustainable development goals: framework for action (pp.8-20). (UNESCO). Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000245580>
12. UNESCO. (2021). Reimagining our futures together: A new social contract for education. (pp.47-65). (UNESCO).
13. UNESCO. (2022). Transforming Education: From commitments to action. (pp. 11-26). (UNESCO). Retrieved from <https://www.unesco.org/en/2022-transforming-education>