Indian Journal of Modern Research and Reviews

This Journal is a member of the *'Committee on Publication Ethics'*

Research Paper

Managing Educational Reform: Teachers' Perspectives on the Implementation of National Education Policy 2020

Dr. Om Prakash Sharma [1*], Dr. Surendra Sisodia [2]
[1] Lecturer, Udaipur, Rajasthan, India
[2] Assistant Professor, Suresh Gyan Vihar University, Jaipur, Rajasthan, India

Corresponding Author: * Dr. Om Prakash Sharma

ABSTRACT	Manuscript Info.
This study investigates school teachers' perceptions of the changes introduced under the National Education Policy (NEP) 2020, with particular emphasis on its influence on 'Curriculum and Pedagogical Reforms', 'Assessment and Evaluation Reforms', 'Teacher Training and Development', 'Digitalisation and Educational Technology', and 'Overall Effectiveness'. Employing a descriptive and analytical approach, primary data were gathered through an online survey administered to 100 teachers working in government and private secondary and senior secondary schools in the Udaipur, Banswara and Bhilwara region of Rajasthan. Teachers' responses were captured using a structured instrument designed to reflect multiple reform dimensions associated with NEP 2020. Reliability testing confirmed the consistency of the measurement scale, and statistical analysis was conducted using descriptive indicators and one-sample t-tests to examine the extent of favourable perceptions beyond a predefined benchmark. The findings demonstrate a clear inclination among teachers towards agreement with the objectives and initiatives embedded in the policy framework, indicating widespread acceptance of the reforms. Enhanced classroom strategies, learner-centric assessment practices, strengthened professional development opportunities, and increased reliance on digital tools were perceived as notable outcomes of the policy. The results further suggest that NEP 2020 is viewed as a constructive step towards improving the quality and relevance of school education. The study contributes empirical evidence to the emerging discourse on policy implementation by highlighting teachers' experiential insights, thereby offering valuable inputs for policymakers, administrators, and educational planners seeking to strengthen the effective execution of educational reforms.	 **How To Cite this Article**

1. INTRODUCTION

Education plays a pivotal role in shaping the social, economic, and cultural development of a nation. In India, the education system has historically undergone several reforms to respond to changing societal needs, global developments, and national priorities. Among these, the National Education Policy (NEP) 2020 represents a landmark shift, introduced after a gap of more than three decades following the National Policy on Education, 1986. NEP 2020 envisions a comprehensive transformation of the Indian education system by emphasising equity, quality, flexibility, multidisciplinary learning, and holistic development. Given the scale and ambition of these reforms, it becomes imperative to assess how effectively the policy has translated from vision to practice, particularly at the school level, where foundational learning is shaped. NEP 2020 proposes far-reaching structural transformations in school education, including the replacement of the traditional 10+2 system with a 5+3+3+4 curricular structure, a renewed focus on foundational literacy and numeracy, competency-based learning, experiential pedagogy, and a shift from rote memorisation to conceptual understanding. The policy also advocates for holistic assessment practices, multilingual education, integration of technology, and continuous professional development of teachers. These reforms aim to create an inclusive, learner-centric education system capable of addressing the diverse needs of students in a rapidly evolving global environment. However, the success of such systemic reforms largely depends on their implementation at the grassroots level, where teachers play a central role.

School teachers are the primary agents of policy implementation, translating curricular frameworks and pedagogical principles into classroom practices. Their understanding, preparedness, and perception of NEP 2020 significantly influence the effectiveness of its execution. While the policy outlines progressive and learner-friendly reforms, the practical challenges associated with infrastructure, training, administrative workload, and digital access raise important questions about the feasibility and uniformity of implementation across different types of schools. Therefore, examining teachers' perspectives provides valuable insights into the ground-level realities of NEP 2020 and helps identify both achievements and gaps in the reform process. Five years after the introduction of NEP 2020, India stands at a critical stage where an interim evaluation of its impact is both timely and necessary. Although several conceptual and regulatory changes have been initiated, the pace and extent of implementation vary widely across states, school systems, and institutional capacities. Existing literature on NEP 2020 has largely focused on theoretical analyses, policy critiques, and conceptual discussions, with relatively fewer studies offering empirical evidence based on primary data, particularly from school teachers. This creates a significant research gap in understanding how structural reforms under NEP 2020 are perceived by those directly responsible for executing them in classrooms. The post-pandemic educational landscape has accelerated the adoption of digital learning tools and blended pedagogical models, aligning partially with NEP 2020's emphasis on educational technology. However, this transition has also exposed disparities in digital infrastructure and teacher preparedness, especially in government and rural schools. Teachers' experiences during this period provide crucial context for evaluating the effectiveness of NEP-driven digital and pedagogical reforms. Their perceptions can shed light on whether NEP 2020 has genuinely enhanced teaching–learning processes or inadvertently increased professional and administrative burdens. Against this background, the present study seeks to offer an empirical assessment of the structural transformations introduced under NEP 2020 from the perspective of school teachers. By employing a questionnaire-based survey, the study captures teachers' views on some of the key reform dimensions.

Significance of the Study

The significance of the present study lies in its empirical evaluation of the National Education Policy 2020 at the school level through the perspectives of teachers, who are the primary agents of policy implementation. By capturing teachers' perceptions five years into the policy's adoption, the study provides evidence-based insights into the effectiveness, practicality, and challenges of structural reforms introduced under NEP 2020. The findings are expected to assist policymakers and educational administrators in identifying gaps between policy intent and classroom realities, enabling targeted interventions in teacher training, infrastructure development, and implementation strategies. Additionally, the study contributes to the existing literature by addressing the limited availability of primary-data-based research on NEP 2020, thereby offering a valuable reference for future academic research and policy review in the field of school education.

2. OBJECTIVES OF THE STUDY

The primary objective of the study is to examine school teachers' perceptions of the structural transformations introduced under the National Education Policy 2020. Specifically, the study aims to assess teachers' understanding of NEP 2020, evaluate their perceptions of reforms related to curriculum and pedagogy, assessment and evaluation, teacher training and professional development, and digitalisation in school education. Further, the study discusses about various aspects of implementing NEP 2020 reforms and assesses the overall effectiveness of the policy in improving the quality of school education five years after its introduction.

3. REVIEW OF LITERATURE

The available literature on the National Education Policy 2020 reflects a broad understanding of its vision, impact, and implementation challenges across different levels of education. Most of the literature suggests that NEP 2020 is widely regarded as a progressive and comprehensive reform, yet its real impact depends largely on effective execution at the grassroots level. Level. Kurien and Chandramana (2020) view NEP 2020 as a

transformative and timely reform, particularly emphasising its significant implications for higher education through curricular restructuring and systemic changes. Singh (2021) and Ruchi Rani (2022) further see the policy as a landmark national reform, highlighting its holistic approach, flexibility, multilingualism, assessment reforms, and technology integration, while simultaneously drawing attention to practical challenges such as resource constraints, digital divide, teacher preparedness, and inclusivity. Manurkar (2023) consolidates insights from multiple studies, identifying research gaps and emphasising the need for deeper empirical investigations into the opportunities and challenges posed by NEP 2020. Empirical studies by Jain et al. (2023) and Kulal et al. (2024) adopt mixed and comparative methodologies to assess stakeholder perceptions, revealing an overall positive outlook on NEP 2020's long-term potential. The researchers underscore the need for capacity building, institutional readiness, and effective governance for successful implementation. Lukose and Sharma (2023) focus on NEP 2020's role in promoting skill-based and vocational education, stressing the collaborative role of stakeholders in aligning education with 21st-century demands. Mallik (2023) offers a critical perspective, putting a question mark that while the policy is ambitious and student-centric in intent, its effectiveness pivots on addressing infrastructural gaps, funding limitations, and teacher training deficits.

4. RESEARCH METHODOLOGY

The present study adopts a descriptive and analytical research design to examine school teachers' perspectives on the structural transformations introduced under the National Education Policy (NEP) 2020. The study is based on both primary and secondary data, with primary data collected through a structured online questionnaire survey, circulated to 100 school teachers working in government/private secondary and senior secondary schools of Udaipur, Banswara and Bhilwara Region of Rajasthan. A cross-sectional approach was employed, and respondents were selected using the convenience sampling technique. The questionnaire comprised demographic details and 5 statements measuring teachers' perceptions of each of the five key NEP 2020 (total 25 statements) reform dimensions, such as 'Curriculum and Pedagogical Reforms', 'Assessment and Evaluation Reforms', 'Teacher Training and Development', 'Digitalisation and Educational Technology', and 'Overall Effectiveness', using a five-point Likert scale. The reliability of the instrument was tested using Cronbach's Alpha (0.788), confirming its internal consistency. The collected data were coded and analysed using SPSS, employing descriptive statistics such as mean and standard deviation, along with inferential analysis through the formulation of hypotheses and application of the one-sample t-test using a test value of 3.5 to examine whether teachers' mean perception scores reflected a significant positive impact of NEP 2020 reforms. Ethical considerations were duly observed by ensuring voluntary participation, confidentiality, and privacy of respondents, and the results were interpreted within the limitations of sample size, convenience sampling, and reliance on self-reported data.

Data Analysis

The data analysis was undertaken to test the following hypotheses, covering the 5 key reform dimensions of NEP 2020-

H₀1: Teachers' perceptions indicate no significant positive impact of NEP 2020 on curriculum and pedagogical reforms.

H₀2: Teachers' perceptions indicate no significant positive impact of NEP 2020 on assessment and evaluation reforms.

H₀3: Teachers' perceptions indicate no significant positive impact of NEP 2020 on teacher training and development.

H₀4: Teachers' perceptions indicate no significant positive impact of NEP 2020 on digitalisation and educational technology integration.

H₀5: Teachers' perceptions indicate no significant overall positive impact of NEP 2020 on school education.

To examine these hypotheses, One-Sample t-Tests were applied to the mean perception scores of each component. In this study, a test value of 3.5 was used in the one-sample t-test to represent a benchmark of positive perception on the five-point Likert scale. While 3 denotes a neutral response, the value of 3.5 indicates a clear inclination towards agreement, thereby ensuring a more rigorous assessment of whether NEP 2020 reforms are perceived as meaningfully impactful rather than merely neutral. The results of descriptive analysis and one-sample t-test are given in the following tables 1 & 2.

Table 1: One-Sample Statistics

One-Sample Statistics			
	Mean	Std. Deviation	Std. Error Mean
Curriculum and Pedagogical Reforms	3.9260	.56544	.05654
Assessment and Evaluation Reforms	3.9280	.39443	.03944
Teacher Training and Development	4.1340	.43860	.04386
Digitalisation and Educational Technology	3.9340	.65385	.06538
Overall Effectiveness	4.0460	.46437	.04644

Table 2: One-Sample Test Result

One-Sample Test Results				
	Test Value = 3.5			
	t	Sig. (2-tailed)	Mean Difference	Significance
Curriculum and Pedagogical Reforms	16.38	.000	.926	Yes
Assessment and Evaluation Reforms	23.53	.000	.928	Yes
Teacher Training and Development	25.86	.000	1.134	Yes
Digitalisation and Educational Technology	14.28	.000	.934	Yes
Overall Effectiveness	22.53	.000	1.046	Yes

The data analysis was conducted to test the formulated hypotheses, examining teachers' perceptions regarding the impact of the National Education Policy (NEP) 2020 across 5 key reform dimensions using the one-sample t-test. As we can see in the Table 1&2, mean scores were computed for curriculum and pedagogical reforms (Mean = 3.926, SD = 0.565), assessment and evaluation reforms (Mean = 3.928, SD = 0.394), teacher training and development (Mean = 4.134, SD = 0.439), digitalisation and educational technology (Mean = 3.934, SD = 0.654), and overall effectiveness of NEP 2020 (Mean = 4.046, SD = 0.464), all of which were notably higher than the test value of 3.5. The results revealed that all calculated t-values were positive and statistically significant at the 5 per cent level (p = 0.000), indicating strong evidence against the null hypotheses. Specifically, curriculum and pedagogical reforms (t = 16.38), assessment and evaluation reforms (t = 23.53), teacher training and development (t = 25.86), digitalisation and educational technology (t = 14.28), and overall effectiveness (t = 22.53) demonstrated significant mean differences ranging from 0.926 to 1.134. Consequently, all null hypotheses (H_01 to H_05) were rejected, confirming that teachers perceive NEP 2020 as having a significant positive impact across individual reform dimensions as well as on school education overall. These findings provide strong empirical support for the effectiveness of NEP 2020 from the perspective of school teachers.

5. FINDINGS AND CONCLUSION
The findings of the present study reveal that the National Education Policy (NEP) 2020, even after 5 years of declaration, has been perceived as significantly impactful by school teachers across all major reform dimensions examined, in line with the stated objectives of assessing structural transformations in school education. The analysis of teachers' responses indicates a strong positive perception towards curriculum and pedagogical reforms, suggesting that initiatives such as the 5+3+3+4 curricular structure, competency-based learning, multidisciplinary approaches, and experiential learning methods have enhanced continuity, flexibility, and holistic student development. Similarly, assessment and evaluation reforms under NEP 2020 were found to be favourably perceived, with teachers acknowledging improvements in continuous and formative assessment practices, holistic progress reporting, and a reduction in examination-related stress among students.

The study also finds that teacher training and professional development initiatives under NEP 2020 have been particularly impactful, as reflected by the highest mean scores among all components, indicating that teachers feel more confident and better equipped to implement policy reforms in their classrooms. Furthermore, the integration of digitalisation and educational technology has been positively received, highlighting the role of NEP 2020 in accelerating the adoption of digital tools and enhancing teaching–learning effectiveness, despite existing infrastructural challenges. Importantly, the findings related to overall effectiveness demonstrate a high level of satisfaction among teachers, reinforcing the perception that NEP 2020 supports the long-term improvement of educational quality and holistic development of students.

At large, the rejection of all null hypotheses confirms that NEP 2020 has brought meaningful and positive changes in school education from the perspective of teachers. These findings align with the objectives of the study and substantiate the arguments presented in the introduction regarding NEP 2020 as a transformative policy framework aimed at improving educational outcomes, strengthening teacher capacity, and modernising pedagogical and assessment practices within the Indian school education system.

REFERENCES
1. Jain S, et al. The impact of NEP 2020 on higher education in India: A comparative study of select educational institutions before and after the implementation of the policy. *Int J Creat Res Thoughts*. 2023;11(5).
2. Kulal A, et al. Evaluating the promise and pitfalls of India's National Education Policy 2020: Insights from the perspectives of students, teachers, and experts. *SAGE Open*. 2024;1–18. doi:10.1177/21582440241279367.
3. Kurien A, Chandramana S. Impact of New Education Policy 2020 on higher education. In: *Atma Nirbhar Bharat: A roadmap to self-reliant India*. Conference paper; 2020. Available from: doi:10.6084/m9.figshare.13332413.v1
4. Lukose M, Sharma P. A study on the role of NEP 2020 in skill development of students. *Amity Int J Teacher Educ*. 2023;9(1):115–120.
5. Mallik C. Critical analysis of NEP 2020 and its implementation. *Int J Novel Res Dev*. 2023;8(6).

6. Manurkar PR. A review on National Education Policy 2020. *IOSR J Res Method Educ*. 2023;13(2):56–61.
7. Rani R. National Education Policy–2020: Issues and challenges. *J Res Humanit Soc Sci*. 2022;10(2):6–9.
8. Singh S. New Education Policy (NEP) 2020: Issues, implications and challenges in India. *Int J Sci Res Sci Technol*. 2021;8(5):612–619.