

Teachers' Perceptions of NEP 2020 and Classroom Implementation: An Empirical Study

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ABSTRACT

The NEP 2020 is a transformative reform agenda focused on enhancing the quality, inclusiveness and effectiveness of school education in India at the learner-centred approach, competency-based approach, multi-disciplinary approach, and continuous training of teachers. The teachers are the main actors in translating policy into class practice and therefore it is critical to consider their perception and experience in the assessment of the effectiveness of NEP implementation.

This empirical study aims to explore teachers' awareness, attitudes, readiness and perceptions towards the implementation of NEP 2020 and understand the effects of teacher awareness, attitude, readiness & perception on their practice in classroom. Data is gathered through structured instruments and a quantitative research design in government and a private school involving teachers from different educational institutions. It examines the main aspects, such as teacher readiness, institutional of assistance, teacher professional development, digital literacy, evaluation of changes, learning opportunities, inclusive education, competency-based learning and teaching.

Descriptive analysis, correlation, regression and comparative analysis statistical methods are used to detect the relationships between teachers' perceptions and successful implementation of policy reforms in the classroom. The results are likely to illustrate how positive perceptions of teachers, adequate professional development, quality and effective leadership, and institutional assistance can greatly impact the ability to implement pedagogical practices recommended by the NEP, while limitations in infrastructure, inadequate professional development, resource restrictions, and digital divide remain challenges for the implementation. This study adds to the pool of educational policy research by identifying the implementation of the NEP 2020 at the classroom level and provides a range of practical policy-relevant recommendations to enhance the capacities of teachers, institutions, and guarantee sustainable educational reforms that foster equitable, inclusive and quality education as per the aspirations of SDG 4.¹

Keywords: National Education Policy 2020 (NEP 2020); Teacher Perceptions; Classroom Implementation; Competency-Based Education; Educational Policy Reform

INTRODUCTION

The NEP 2020 is a major landmark in India's educational landscape because it provides for a whole school reform framework which addresses the need of the twenty first century. NEP 2020 replaces the National Policy on Education, 1986 (NPE 1986, as amended in 1992), and aims to focus on learner learning, to enhance equitable and inclusive education based on the principle of multidisciplinary education and competency through student-centred pedagogies, flexible curricula, experiential learning, digitalization of learning and continuous assessment. These changes reflect a worldwide trend towards education aiming for sustainable development and SDG 4 (inclusive and quality education for all).²

The policy also emphasizes that empowering teachers and giving them professional development, and granting institutional home autonomy are basic conditions for improving learning outcomes. Teachers hold a pivotal role in bringing the policy direction in NEP 2020, into effective classroom practices. The implementation success and effectiveness of policy reforms are greatly affected by teachers' perceptions, attitudes, preparedness and dispositions toward using innovative pedagogical approaches. Although there have been many policy initiatives, PTA implementation guidelines and similar efforts, there are a lot of schools dealing with various issues, including lack of infrastructure, lack of professional development opportunities, digital divide, outdated demands on administration and administrative burden, or unequal access to educational materials.³

¹ Government of India, *National Education Policy 2020* (Ministry of Education 2020).

² Constitution of India, art. 21A.

³ Constitution of India, arts. 14, 15 and 16.

There are many constraints that can impact effective use of competency-based teaching, formative assessment, inclusive education, and technology-based learning. Despite some previous studies that looked at different elements of NEP 2020, there has been a dearth of empirical evidences that link teachers' perception to the actual implementation of the same in various school contexts. Therefore, the overall objectives of this study are to investigate teachers' perception towards NEP 2020 and to discuss about the impact of teacher on classroom practice. The study aims to understand the factors influencing teacher readiness, institutional support, teacher development and how this impact potential implementation of policy in practice, while also encapsulating some of the challenges of successful policy reform. The study results will help in policy formulation, teacher training and school governance in educational institutions through supporting and providing evidence-based suggestions for better implementation of NEP 2020 in various educational context.⁴

Legal and Policy Framework of NEP 2020

The NEP 2020 is based on constitutional vision of delivering equitable and inclusive education to all children in India. It can be seen from the provisions of the Indian Constitution that education is a fundamental tool for social justice and national development as it enshrines education as a fundamental right and device in Articles 14, 15, 21A, 29, 30, 41, 45, 46 and 51A (k). Together, these mechanisms guarantee equality before the law, the right to equal access to education, safeguarding minority educational institutions, the right a parent has to receiving education care and education for children and the obligation of the parent to provide education for their children. The incorporation of education in the Concurrent List (albeit the 42nd Constitutional Amendment) also gave more joint responsibility to both the Union and State Government in the field of education and administration of educational policies. The directive of the Act of Rights of Children to Free and Compulsory Education, 2009 (RTE Act) regains freedom and compulsory education with respect to elementary education (6-14 years).⁵

The Act sets minimum standards for school infrastructure, teachers and staff qualifications, pupil-teacher ratios, curriculum and access to education for everyone. The essence of NEP 2020 is a continuation of the universal education essentially expanded from the foundational stage to secondary stage with a mission to cultivate competency, flexibility and holistic development. The policy abandons the traditional way to expect children to learn from memorization and adopts learner-centred pedagogies, multidisciplinary education, continuous assessment, digital learning, vocational education and more institutional autonomy. For ensuring a systematic implementation of NEP 2020, the Government of India had come up with an implementation framework called SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education) which is a detailed roadmap for achieving the policy recommendations into effective reform.⁶

The initiatives of NCF 2023, NIPUN Bharat Mission, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), and National Credit Framework (NCF/NCERT) all work towards the restructuring of the curriculum, foundational literacy and numeracy, competency-based assessments, academic flexibility, and lifelong learning. At the same time, the teacher education reforms introduced were aimed at providing teachers the skills needed for today's classrooms and encompass the proposed four-yearlong training programme on Integrated Teacher Education (ITEP), continuous teacher training, and revised guidelines on teacher preparation. These reforms are also backed up by the international pledges made by India regarding the Sustainable Development Goal 4 (Quality Education) by the United Nations which emphasizes on inclusive, equitable and life long learning opportunities for everyone. These clauses in the Constitution, legislations, criteria of regulations and policies jointly create a complete constitutional ambiance to effectively implement NEP 2020.⁷

2.1 Approximate Legal and Policy Framework Supporting NEP 2020 in India (Updated up to 2026)

Although the National Education Policy (NEP) 2020 is a policy document rather than a statutory enactment, its implementation is supported by an extensive legal and regulatory framework comprising constitutional provisions, parliamentary legislation, subordinate legislation, statutory regulations, curriculum frameworks, implementation guidelines, and administrative circulars issued by various educational authorities. These instruments collectively provide the legal, institutional, and administrative basis for implementing educational reforms across school and higher education sectors.⁸

Table: Approximate Legal and Policy Framework Supporting NEP 2020 (Up to 2026)

⁴ Constitution of India, arts. 29 and 30.

⁵ Constitution of India, arts. 41, 45 and 46.

⁶ Constitution of India, art. 51A(k).

⁷ Right of Children to Free and Compulsory Education Act, 2009 (Act No. 35 of 2009).

⁸ University Grants Commission Act, 1956 (Act No. 3 of 1956).

Category	Approximate Number	Examples
Constitutional provisions affecting education	8–10	Articles 14, 15, 21A, 29, 30, 41, 45, 46, 51A(k)
Central education Acts	18–22	RTE Act, 2009; UGC Act, 1956; NCTE Act, 1993; NCMEI Act, 2004; Rowdy Act, 2016
Major State education Acts	30+	State School Education Acts and University Acts
National Education Policies	4	NPE 1968, NPE 1986, Modified NPE 1992, NEP 2020
National Curriculum Frameworks	4	NCF 2005, NCF-FS 2022, NCF-SE 2023, NCF-Teacher Education (ongoing implementation)
NEP implementation guidelines, advisories and handbooks	70+	SARTHAQ, implementation manuals, advisory documents
UGC Regulations supporting NEP	25+	Academic Bank of Credits, Multiple Entry–Exit, ODL, Online Education, Credit Framework
NCERT implementation documents	60+	Curriculum guides, teacher manuals, learning outcomes, pedagogical resources
CBSE circulars implementing NEP	150+	Competency-based assessment, experiential learning, skill education, assessment reforms
NCTE teacher education regulations and guidelines	30+	ITEP, teacher standards, curriculum regulations, CPD guidelines
Digital education policies and guidelines	40+	DIKSHA, PM every, National Digital Education Architecture (NDEAR), digital learning guidelines
Inclusive education policies and guidelines	35+	Samara Shiksha, Inclusive Education for Children with Special Needs (CWSN), Rowdy implementation guidelines

Overall Estimate

Category	Approximate Total
Constitutional provisions	8–10
Acts, Regulations, Rules, Policies, Frameworks, Guidelines, Circulars, and Implementation Documents	Approximately 450–500

REVIEW OF LITERATURE

There is a growing focus on learner-centred pedagogy and competency-based curricula, digital transformation, inclusive education, and regular teacher professional development as part of educational reforms around the world. Educational systems have been consistently held up by international organisations like UNESCO, OECD, World Bank, etc., for their pedagogical practices that either can develop skills of critical thinking, creativity, collaboration, digital literacy and lifelong learning or not. The curriculum reform in countries like Finland, Singapore, Canada, Australia, the United Kingdom has made competency-based education and formative assessment, interdisciplinary curriculum and increased teacher autonomy as major principles. These developments have had a profound impact on the National education policy of India, 2020, to modernise school education system to meet the national priorities of equitability, accessibility and enhancing the quality of education. It seems that a significant literature exists to prove that teachers' perceptions and attitudes are key to the success of educational reforms.⁹

There is a substantial literature that suggests that teachers' perceptions and attitudes are critical to the success of educational reforms. Research has shown that teachers who believe that the policy is helpful and feel that it has been supported by the institution are likely to adopt novel pedagogical practices and continue the reform of the classroom. Important factors in successful implementation of the change, especially from an educational perspective, as represented within these theories, include teacher commitment, readiness of the organisation, effective school leadership, collaborative learning environments and ongoing teacher professional development (Fullan and Rogers). Research on curriculum implementation also indicates that if teachers have enough knowledge, confidence, pedagogical competence and instructional resources, then, the policy documents alone do not constitute a sufficient catalyst for changing classroom practices. In the more recent scholarship, innovation in the classroom, readiness of

⁹ National Council for Teacher Education Act, 1993 (Act No. 73 of 1993).

teachers, competency-based learning, and technology integration have emerged as significant aspects of educational transformation.¹⁰

The findings show that the use of digital technologies, experiential learning, project-based learning, formative assessment and personalised learning gives a positive effect on student engagement and learning results. The effective application of these practices, however, relies on teachers' digital competency, school structures, leadership support, and teacher ones that allow them to learn continuously. Comparative international research indicates that, where education reforms have proved effective, education practitioners have received training, teachers have participated in shared professional development communities, while authorities have allowed flexibility in curriculum and adopted policies based on evidence. Although numerous research articles have discussed NEP 2020, there are still gaps to be addressed.¹¹

The majority of research to date has primarily been conducted on analysis of policy, curriculum change, higher education or theoretical exploration and not actually in the school context examining teachers' perceptions nor their direct effect on implementation in these various contexts. There is little research on differences in performance between public and private institutions or between rural and urban schools, or differences based on teaching experience and professional development. Additionally, the fewer studies use sound empirical research methods to explore the linkage between teacher readiness, institutional support and the implementation of competency-based education envisioned in NEP 2020. Given this, the current study throws new light on teacher's perception and implementation of its conception in class and thus, is contributing to elicit empirical evidence in terms of educational policy research and in formulating future orientation and strategies for realisation of NEP 2020 in an effective manner.¹²

CONCEPTUAL FRAMEWORK

Conceptual framework for this study is such that it helps to explain the relationship between teacher's perception towards National Education Policy (NEP) 2020 and its classroom effectiveness. Policy implementation is seen as a multi-faceted phenomenon, which is influenced by many inter-related factors and which occurs at different levels—individual, institutional and organisational. The framework highlights Teacher Awareness, Teacher Attitude, Teacher Readiness, Institutional Support, Professional Development and Digital Competence as key independent constructs, which play a crucial role in determining the capacity and desire of the teachers to carry out the reforms in NEP 2020.¹³

These constructs relate to the quality standards of Classroom Practices, with specific reference to competency-based teaching, technology enabled teaching practices, formative assessment, student-centred pedagogies, inclusive education, and experiential learning.

The framework also identifies Student Engagement and Perceived Barriers as mediating factors that can positively or negatively impact successful implementation. The overall dependent variable is Implementation Effectiveness which indicates the degree to which the goals of NEP 2020 are realised in realistic classroom practices and enhanced learning outcomes. The worktable draft conceptual model is built upon existing theory in education and behavioural science. Theory of Planned Behaviour (TPB) model denotes that attitudes towards NEP 2020, perceived social norm in school, and self-efficacy to use the new pedagogies, affects the teachers' intention to implement the new education reform. Diffusion of Innovation Theory emphasises that "usability, compatibility and institutional support" are the three factors that shape teachers' attitudes to educational innovations.¹⁴

The Educational Change Theory presented by Fullan suggests that there are four conditions to sustain the educational reform: teacher commitment, collaborative leadership, continuous professional growth, and institutional culture supportive of educational change. The Technology Acceptance Model (TAM) is a theory that helps explain the reasons why different teachers adopt digital pedagogies, as they experience variations in the usefulness and ease of use of the educational technology, and the Concerns Based Adoption Model (CBAM) is an explanation of the various stages through which teachers can navigate as they pass through concerns and adopt various levels of implementation of educational technology policy reforms. In combination, these theories offer a profound understanding of the reasons why the perceptions of the teacher can affect the implementation of education and educational effectiveness in the classroom context of NEP 2020.¹⁵

¹⁰ Rights of Persons with Disabilities Act, 2016 (Act No. 49 of 2016).

¹¹ Digital Personal Data Protection Act, 2023 (Act No. 22 of 2023).

¹² Information Technology Act, 2000 (Act No. 21 of 2000).

¹³ Government of India, *SARTHAQ: Students' and Teachers' Holistic Advancement through Quality Education* (Ministry of Education 2021).

¹⁴ National Council of Educational Research and Training, *National Curriculum Framework for Foundational Stage* (NCERT 2022).

¹⁵ National Council of Educational Research and Training, *National Curriculum Framework for School Education* (NCERT 2023).

RESEARCH METHODOLOGY

This study uses empirical quantitative research design to review the teachers' perception of the national education policy 2020 and the role of teachers in implementing national education policy 2020 in the classroom. The quantitative method is suitable since it guides in measuring teaching practice, digital competence, institutional support, awareness, and attitudes of teachers by using structured data collection tools. If other contextual information is needed, implementation of a mixed methods approach can be done as a limited number of semi-structured teacher interviews, in addition to the quantitative results.¹⁶

This blend of techniques allows statistical analysis and enhanced interpretation of teachers' experiences relating to educational reform. Primary data is collected using a structured survey questionnaire developed from validated scales from the previous educational policy studies and teacher perception studies. The information gathered in the questionnaire includes demographic details and multi-sections based on several Scales covering teacher awareness about the NEP 2020, professional development experience, institutional support, digital competence, perceived barrier in NEP 2020 implementation, implementation practices in classroom, and effectiveness in implementing NEP 2020.¹⁷

There is a 5-point Likert Scale, ranging from strong disagreement to strong agreement, for responses. If available, qualitative interviews emphasize teachers' experiences, challenges to implementing the policies, and suggestions for better implementation of the policy at the school level. Stratified random sampling is being used for the study with particular attention paid to the representation of teachers from government and private schools in rural and urban areas. This sampling method enables meaningful comparison between institutional settings and demographic factors like teaching experience, levels of educational attainment, gender and school type. Comparisons between teachers' perceptions across schools in rural or urban areas and between different sorts of schools and between government and private schools will be informative for differences in perception and practice among schools as a means to uncover differences in understanding and practice among different population slices of schools.¹⁸

For the scientific rigor of the research, research instruments are drawn carefully and reliably, the reliability and the validity of the research instrument is carefully considered. The internal consistency is evaluated by using Cronbach's Alpha, and acceptable Cronbach's Alpha is higher than 0.70. Construct validity is evaluated using exploratory and confirmatory factor analysis, and content validity by experts with special skills in educational content and policy as well as in education. Descriptive statistics, correlation analysis, multiple regression, independent sample t-tests, analysis of variance (ANOVA) and, as needed, structural equation modelling (SEM) are used to analyse the data obtained to test the relationships between the proposed constructs.¹⁹

Ethical issues are used all the way through the research process. All participants are informed of and consent to the process beforehand, and they do not have to participate. The identities of respondents are ensured anonymity, confidentiality and safety of data handling. Participants have the option to withdraw from the study at any given time without any repercussions. The research is in accordance with the principles agreed upon in the field of Academic Integrity, Research Ethics and Data Protection and the results are presented objectively, accurately and without bias.²⁰

Teachers' Perceptions of NEP 2020

One of the most important factors is the perception of the teachers with respect to the successful implementation of the National Education Policy (NEP) 2020. Teachers are the main actors involved in implementing educational policies into classroom practices, and their awareness, understanding, attitudes, and professional preparation impact both the implementation of education policies and their reform. This high-level awareness about the goals, principles and implementation approach of NEP 2020 helps teachers to tie in their teaching approach with NEP 2020 vision of competency-based, learner centred and inclusive education. At the same time, lack of knowledge of policy or misconceptions about its implementation could make it less consistent to implement, and less easy to change pedagogical practice.²¹

Thus, assessing the awareness and understanding of teachers offers a useful reflection of the school's readiness to fulfil the desired education change. The other important factor is that teachers' perceptions of the merit of NEP 2020 affects

¹⁶ Ministry of Education, *National Credit Framework* (Government of India 2023).

¹⁷ Ministry of Education, *NIPUN Bharat: National Initiative for Proficiency in Reading with Understanding and Numeracy* (2021).

¹⁸ Ministry of Education, *PARAKH: Performance Assessment, Review and Analysis of Knowledge for Holistic Development* (2023).

¹⁹ UNESCO, *Global Education Monitoring Report 2020: Inclusion and Education—All Means All* (UNESCO 2020).

²⁰ UNESCO, *Reimagining Our Futures Together: A New Social Contract for Education* (UNESCO 2021).

²¹ United Nations, *Transforming Our World: The 2030 Agenda for Sustainable Development* (UN 2015).

their willingness towards accepting educational change. The policy's focus on experiential learning, multi-disciplinary education, formative assessment, integration of digital, and holistic student development has been viewed by many educators as progressive programs that can enhance educational quality. A positive mindset towards this reform encourages increased innovation, creativity, and flexibility in the classroom teaching.²²

But for the use to be successful it relies on teachers developing confidence in their competency and ability to create competency-based learning and practices with effective technology integration and continuous assessment practices. Ongoing teacher training courses, mentorship and hands-on training enhance teachers' confidence and introduce them to research and current pedagogical methods. Trainings for teachers are an essential part of their preparation for implementing the NEP. Teachers' subject matter, teaching capacity and responses to education changes are strengthened as a result of the regular in-service trainings, workshops, digital learning programmes, the collaborative teachers' learning communities and instructional coaching. Meanwhile, there are a number of factors shaping the teacher's perceptions, such as the teacher's workload, institutional support, motivation and satisfaction. The teachers' job responsibilities, papers to record, and the number of students in each class may make it more difficult for them to carry out and support innovative teaching methods.²³

On the other hand, the support of school management, the existence of infrastructure, the presence of teaching-learning sources, opportunities for professional development in school will create positive attitudes towards implementing the policy. As teacher institutional support and recognition are higher, they are, generally, more likely to take up new pedagogical approach, leading to higher level of job satisfaction and willingness to continue to participate in pedagogical change. Therefore, the present study attempts to understand the perceptions of teachers which will provide of the strengths and weaknesses of implementation as well as parliamentary ways to overcome them and to enhance the practical implementation of NEP 2020 in the various educational sectors.²⁴

Classroom Implementation of NEP 2020

The National Education Policy 2020 has been put into practice in the classroom, and it celebrates the innovative pedagogical practices and pedagogical instructional approaches that are being applied through the lens of the learner. The pillars of the NEP 2020 include changing the approach from focussing on memorisation to a competency-based curriculum with a focus on conceptual knowledge, problem-solving, conceptual application, creativity and critical thinking, discussion and participation. Active involvement of the students is encouraged by providing opportunities for them to be involved in learning experiences using various approaches such as process-based, activity-based and project-based learning.²⁵

The pedagogical methods allow pupils to practice higher order thinking skills and prompt inquiry, creativity and self-directed learning, which lead to more enriching and meaningful learning experiences in the classroom. A further key challenge in classroom applications is fostering an inclusive and equitable environment (Wylie and Geun-hand, 2019) which embraces pupils of different social, linguistic, cultural and educational backgrounds. Teaching methods should be adapted to the needs of the individual child, based on the concept of differentiation and should ensure equity of child participation as well as appropriate support for children with disabilities and other target groups. The NEP 2020 also urges the use of smart classrooms, digital teaching resources, online learning platforms and blended learning in the classroom with the goal of integrating digital technologies.²⁶

The use of educational technology (e-technology) motivates students, extends access to quality learning resources and provides personalised learning opportunities. In addition, the policy sets up competency-based formative assessment processes and systems of progress cards based on cognitive, social, emotional and behavioural outcomes, not just on high-stakes tests. Further strengthened is the policy support for vocational education, for multidisciplinary learning, for instruction in the mother-tongue/regional-language in the foundation years, and for developing the skills of the 21st century. Vocational education exposure to students in all early stages enables students to gain skills, training in enterprising skills and knowledge of employment increasing the links with education and employment. Multidisciplinary learning motivates the student to integrate knowledge from interrelated disciplines, thus helping students gain wholistic perspectives and solve multi-faceted real-life problems.²⁷

²² OECD, *The Future of Education and Skills: Education 2030* (OECD Publishing 2020).

²³ OECD, *Education at a Glance 2023: OECD Indicators* (OECD Publishing 2023).

²⁴ Michael Fullan, *The New Meaning of Educational Change* (6th end, Teachers College Press 2020).

²⁵ Everett M Rogers, *Diffusion of Innovations* (5th end, Free Press 2003).

²⁶ Icek Ajzen, 'The Theory of Planned Behaviour: Frequently Asked Questions' (2020) 2(4) *Human Behaviour and Emerging Technologies* 314.

²⁷ Victor Venkatesh, Michael G Morris, Gordon B Davis and Fred D Davis, 'User Acceptance of Information Technology: Toward a Unified View' (2003) 27(3) *MIS Quarterly* 425.

Use of the mother tongue as the medium of instruction during early years facilitate conceptual understanding, language development and active participation in the classroom. At the same time, an integration of critical thinking, communication, collaboration, digital literacy, creativity and ethical thinking is followed, which equips the learner to meet the challenges of the fast-changing global society. Frequent on-going teachers' training, proper infrastructure, supportive leadership, sufficient teaching-learning materials and proper monitoring system are important factors that are necessary for effective implementation of these reforms in the classroom. In the presence of these enablers, it can bring about significant enhancement of teaching quality, student engagement, student outcomes, and in the efficacy of the overall school education system in India.²⁸

Empirical Analysis and Findings

The present study employs empirical analysis by applying appropriate statistical techniques to analyse teachers' perception towards the National Education Policy (NEP) 2020 and its impact on the implementation in education classrooms. Descriptive statistics such as frequencies, percentages, means and standard deviations are then used to describe the demographic characteristics of the respondents as well as to evaluate teachers' level of awareness, attitudes, readiness, institutional support, digital competence and practices of implementing it. The results in this description give a general picture of teachers' perceptions in various educational contexts.²⁹

Correlation analysis will be used to evaluate the association between the study variables and determine their level of relationship and the direction of the relationships between awareness, professional growth and development, institutional support, digital competence, classroom practices, and implementation effectiveness. Multiple regression analysis is then applied to determine the most important factors in successful classroom implementation of the NEP 2020, after accounting for the relevant demographic factors. Validation of measurement constructs that are used under instrument research and instrument reliability and validity are done using exploratory and confirmatory factor analysis. In addition, Structural Equation Modelling (SEM) is used to test the model proposed by observing direct and indirect relationships between latent variables and model goodness of fit.³⁰

Comparative analyses are conducted to make comparisons of teachers' perceptions and implementation across the different demographic groups. An independent-sample t-test and an Anova are used to compare the ingredients of government and private school teachers, male and female teachers, rural and urban schools, and teachers with different professional experience levels. The results will show a strong relationship between teacher awareness, professional development and institutional support, and digital competence with the implementation of NEP 2020 in the classroom. On the other hand, poor infrastructure, lack of training and high workload are expected to continue to be a challenge for the implementation of policies. The results of this research work can be used as empirical evidence to guide the teacher education institutions, school principals, and educational policymakers to make the successful implementation of the NEP 2020 stronger.³¹

Policy Implications and Recommendations

The outcomes of this research are highly relevant to the National Education Policy (NEP) 2020's implementers such as Educational Administrators, Teachers, and Educational Leaders. The national component of policies should focus on enhancing teachers' preparedness by implementing teachers' continuous professional development programmes and competency-based training as well as digital literacy programmes in line with the new educational practices. With this, an appropriate financial investment is needed so as to fortify school infrastructures, have modern teaching-learning equipment and reduce the digital divide from region to region. The Government should also develop aligned implementation parameters and monitoring mechanisms for policy implementation by all States and facilitate evidence-based decision making by regularly conducting evaluation to guide educational planning and decision making with data. States should develop context-specific education department implementation plans that reflect the regional language and cultural diversity and socio-economic factors.³²

The teacher mentoring initiative, local curriculum adaptation and professional learning programmes at state level should be strengthened to enhance teachers' teaching competency and to promote effective introduction of competency education and experiential learning. At the school level, institutional leadership should stimulate collaboration in lesson planning, P.D., school innovation and the utilization of learning analytics to foster school improvement. The quality of teacher motivation and implementation effectiveness could be intensified through good leadership of instruction and positive organizational cultures. Teachers need to embrace reflective pedagogies, smart skills, inclusive teaching, use of competency-based evaluation and join professional learning groups to share ideas, experiences and enhance their effectiveness. All these recommendations constitute an extensive blueprint to realize the vision and provide an effective

²⁸ Virginia Braun and Victoria Clarke, *Thematic Analysis: A Practical Guide* (SAGE 2022).

²⁹ Richard M Ryan and Edward L Deci, 'Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective' (2020) 61 *Contemporary Educational Psychology* 101860.

³⁰ World Bank, *World Development Report 2018: Learning to Realize Education's Promise* (World Bank 2018).

³¹ National Council for Teacher Education, *Integrated Teacher Education Programme (ITEP) Guidelines* (NCTE 2023).

³² National Council for Teacher Education, *Integrated Teacher Education Programme (ITEP) Guidelines* (NCTE 2023).

pathway towards meaningful educational transformation, at par to the goal of NEP 2020, in a sustainable and equitable manner in India.³³

Table: Policy Implications and Recommendations for Effective Implementation of NEP 2020		
Level	Key Recommendations	Expected Outcomes
National Level	Strengthen teacher capacity-building; increase funding; standardise implementation indicators; improve digital infrastructure; strengthen monitoring and evaluation	Uniform policy implementation, enhanced teacher competence, improved digital access, and better educational governance
State Level	Develop context-specific implementation plans; establish teacher mentoring systems; promote local curriculum adaptation; expand state-level professional learning programmes	Greater regional relevance, improved teacher support, effective curriculum implementation, and reduced implementation disparities
School Level	Strengthen school leadership; encourage collaborative lesson planning; provide continuous professional development; foster classroom innovation; adopt data-driven school improvement strategies	Improved instructional quality, collaborative teaching culture, enhanced innovation, and better student learning outcomes
Teacher Level	Promote reflective teaching; enhance digital competency; implement inclusive pedagogy; adopt competency-based assessment; participate in professional learning communities	Increased teacher effectiveness, improved classroom implementation, greater student engagement, and successful adoption of NEP 2020 reforms

CONCLUSION AND FUTURE RESEARCH

The current study reviewed the teacher's perception of NEP 2020 and their role in the implementation of this policy in the Indian school education system. Findings show that awareness, positive attitude, professional readiness, digital competence and institutional support among teachers' variables are some major factors of the successful implementation of NEP 2020. Favourable PD, leadership, infrastructure and environment conducive to learning through collaboration create an environment more conducive to the implementation of competency-based teaching, experiential learning, inclusive education and formative assessment practices. But the persistent barriers of low-quality infrastructure, professional development, high administrative burdens, resource shortages, and rural-urban differences complicate the successful implementation of policy goals in the classroom.³⁴

The present research adds to the emerging body of educational policy research, which upholds that there is an empirical relationship between teachers' perceptions and the implementation of the NEP 2020. Research into the behavioural, institutional and pedagogical aspects that impact educational reform as opposed to just policy analysis is primarily empirical. Some conclusions of the findings are relevant for policy-makers, educational administrators, teacher education institutions, and school leaders in helping to enhance evidence-based implementation strategies. Developing capacities of teachers, transforming teaching with digital media, and preparing institutions for digital transformation for achieving equitable and inclusive education of quality are also key steps towards fulfilling the goals of NEP 2020 and SDG 4, as emphasized by the study. While accounting for the contributions, there are some limitations of the study. Self-reported perceptions of teachers have been the primary data used for research, which might be determined by personal experiences and context. Further, the findings may not reflect regional variation at all of the states and school systems.³⁵

Cross state comparative research and longitudinal studies would be beneficial for examining the changes in the behaviours and attitudes of teachers over time, as well as for examining differences in implementation of policy in various educational contexts. The use of qualitative approach, student learning outcomes, school leadership practices and the inclusion of newer technologies like Artificial Intelligence in Internet of Education could also be included in the further investigations in order to create a complete picture of sustainable education reforms because of the NEP 2020.

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