



Ishal Paithrkam

Issue-43, September 2025

journal home page: <https://ojs.ishalpaithrkam.info>



A Study of Satisfaction and Perception of Teachers in the Context of NEP 2020 in the Study Area

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The National Education Policy (NEP) 2020 introduces a transformative and forward-looking vision for revamping the Indian education system, aiming to make it more inclusive, equitable, and learner-centric. It places a strong emphasis on holistic development, flexible curriculum structures, and multidisciplinary learning environments that promote critical thinking, creativity, and lifelong learning among students. At the heart of this reform lies the role of teachers, who serve as the key agents in implementing and translating policy into practice at the grassroots level. Recognizing the

centrality of educators in this process, the present study aims to examine the satisfaction levels and perceptions of teachers regarding the NEP 2020 within the designated study area. The research employs a mixed-methods approach, integrating quantitative data from structured surveys with qualitative insights from interviews conducted with primary and secondary school teachers. The study concludes that for NEP 2020 to be effectively realized and sustained, it is imperative to address the concerns of educators, strengthen institutional support systems, and ensure ongoing dialogue between policymakers and practitioners. Robust teacher training, inclusive policy dissemination,

and contextual adaptation remain critical to achieving the goals envisioned in this ambitious educational reform.

Keywords: Teacher Perception, Job Satisfaction, NEP 2020 Implementation, Educational Policy Impact, Teacher Attitudes

Introduction

The National Education Policy (NEP) 2020, approved by the Government of India, signifies a landmark reform in the Indian education system, replacing the long-standing NEP of 1986. Envisioned as a comprehensive framework, the policy aims to transform the existing educational structure to better align with the dynamic demands of the 21st century. NEP 2020 emphasizes the development of a more holistic, inclusive, enjoyable, and student-centered learning environment. Key focus areas include foundational literacy and numeracy at the early stages, the integration of vocational education from an early age, the promotion of multilingualism, and the introduction of greater flexibility in subject choices to encourage multidisciplinary learning. A central pillar of the policy is its shift from rote-based learning to experiential and competency-based education, which seeks to nurture critical thinking, creativity, and problem-solving skills. Additionally, NEP 2020 highlights the importance of technology integration, equitable access to quality education, robust teacher training, and reforms in school governance. Despite significant progress in enrolment rates at the primary level, the Indian education system continues to face serious challenges such as high dropout rates, a severe shortage of trained teachers, inadequate infrastructure in schools, and persistently low learning outcomes. For example, a Times of India report dated February 26, 2020, revealed that 30.1% of Class 2 students in Uttarakhand's Hindi-speaking regions could not read even a single word correctly, reflecting the deep-rooted systemic issues.

Although several programs and policies have been introduced since Independence to address these concerns, the vision of the Constitution's framers remains only partially realized at the grassroots level. Many factors have contributed to this scenario, among which the satisfaction and perception of stakeholders hold a prominent place. In the context of education, stakeholders include individuals or groups

with a vested interest in the success of the school and its students—such as administrators, teachers, staff, students, parents, community members, local businesses, policymakers, and representative organizations like unions and advocacy groups. These stakeholders play a vital role in shaping and supporting the educational environment, and their engagement and perspectives are critical for sustainable reform.

Within this transformative framework, teachers are recognized as the cornerstone of the education system and the primary agents for translating policy into practice. Their roles are expected to evolve to accommodate new pedagogical approaches, revised assessment methods, and flexible curriculum structures. Therefore, understanding teachers' perception and satisfaction with NEP 2020 is essential to gauging the policy's effectiveness and sustainability. This study aims to examine the perspectives of teachers in the selected study area, focusing specifically on their awareness, preparedness, and satisfaction regarding the changes brought about by NEP 2020. The research is conducted in the Haridwar district of Uttarakhand, which was selected for its diverse mix of urban and rural educational settings and representation of both government and private schools. By evaluating these aspects, the research seeks to provide meaningful insights into the real-world implications of policy implementation and to identify key enablers and challenges that impact teacher engagement and adaptability in the evolving educational landscape.

Review of Literature

Kumar (2021) has explored the level of teacher preparedness and awareness regarding NEP 2020, finding that although most teachers supported the policy's vision, a considerable gap existed in understanding its practical aspects, especially in rural and semi-urban areas. In a similar vein, Sharma and Verma (2022) highlighted that secondary school teachers exhibited mixed feelings—enthusiasm for the proposed reforms coupled with anxiety over inadequate training and infrastructural limitations.

Mishra (2021) reported that teachers appreciated NEP 2020's emphasis on foundational learning and holistic assessment but expressed concern about implementing mother tongue instruction in

multilingual classrooms. Patel and Joshi (2022) further reinforced this finding by indicating that while government school teachers were largely aware of NEP 2020 and supported its reforms, only a small proportion had undergone formal training, leaving many unsure of their specific role in successful implementation.

The importance of professional development was strongly emphasized by Reddy and Anitha (2021), who observed that without sustained capacity-building initiatives, the reforms risk partial or ineffective implementation. This concern was echoed by Choudhury (2023), who noted that while teachers were conceptually supportive of interdisciplinary and multidisciplinary approaches, they lacked the necessary pedagogical tools and content knowledge to integrate subjects effectively.

Kavitha (2022) found that higher secondary teachers were optimistic about assessment reforms and curriculum flexibility but faced practical challenges such as large class sizes and heavy administrative workloads, which limited their active engagement in reform processes. Saxena and Jain (2023) also highlighted the critical role teachers play in achieving NEP 2020 objectives, calling for greater investment in digital training and inclusive teaching practices, particularly in underserved regions.

Recent research by Dey (2023) has shown a nuanced perspective, where teachers expressed general satisfaction with the policy's intent but pointed out significant challenges in training adequacy and participatory decision-making. Rajan (2024) observed that teachers continued to struggle with the adoption of NEP-driven assessment reforms due to a lack of hands-on workshops and practice-based training modules. Similarly, Nair and Thomas (2024) highlighted that teachers in both urban and rural contexts faced difficulties adapting to the policy's competency-based learning approach due to insufficient institutional support.

Research Gap

The reviewed literature collectively reveals that while teachers largely support NEP 2020 and acknowledge its transformative potential, significant gaps remain in training adequacy, pedagogical preparedness,

and institutional support. Most studies have either focused on urban or rural settings in isolation, with limited attention to mixed educational contexts where diverse challenges coexist. Moreover, relatively few studies have explored teacher satisfaction and perception by comparing government and private schools within a single district, particularly in the context of Uttarakhand. There is also a lack of empirical evidence combining teachers' satisfaction levels with their awareness and preparedness in implementing NEP 2020 reforms.

Objectives of the Study

- To examine the satisfaction and perception of teachers in the context of NEP 2020 in study area.
- To assess the awareness of teachers regarding the provisions of NEP 2020.
- To analyze teachers' perceptions toward various reforms proposed in NEP 2020.
- To evaluate the level of satisfaction among teachers regarding the implementation process.

Hypothesis of the Study:

- There is no significant difference in satisfaction and perception of teachers, in the context NEP 2020 in study area.

Research Methodology

Research Design:

The present study adopted a descriptive research design, which is most suitable for systematically investigating and presenting facts related to the satisfaction and perception of teachers regarding the implementation of the National Education Policy (NEP) 2020. Descriptive research facilitates the collection of detailed information that helps to identify patterns, relationships, and insights within the study population. A mixed-methods approach was used, combining both quantitative and qualitative methods to ensure a comprehensive understanding of the issue. The quantitative component consisted of structured surveys designed to gather measurable data, while the qualitative component involved semi-structured interviews aimed at exploring deeper insights, opinions, and personal experiences of the respondents.

Study Area:

The study was conducted in Haridwar district of Uttarakhand State, a region selected for its diverse mix of urban and rural educational settings and a variety of school types. The area represents a microcosm of the broader educational ecosystem in India, making it ideal for examining how NEP 2020 is being perceived and implemented across different types of institutions and geographical contexts.

Study Sample:

The research sample consisted of 60 teachers selected from both government and private educational institutions operating at different educational levels, namely primary and secondary schools.

Tools for Data Collection:

As a mixed-method study, the research employed both quantitative and qualitative tools to collect comprehensive data. For the quantitative component, a structured questionnaire was used, based on a five-point Likert scale ranging from *Strongly Disagree* to *Strongly Agree*. This instrument was designed to measure the level of agreement or satisfaction among teachers regarding various dimensions of the National Education Policy (NEP) 2020. The questionnaire was pre-tested and validated to ensure clarity, reliability, and relevance to the research objectives.

For the qualitative component, semi-structured interviews were conducted with a selected subset of participants. These interviews aimed to delve deeper into the teachers' perceptions, experiences, and insights that could not be fully captured through quantitative measures. The interview guide included open-ended questions aligned with the key themes of NEP 2020, allowing flexibility for participants to express their viewpoints in detail. Together, these tools facilitated a holistic understanding of teachers' satisfaction and perceptions, combining statistical trends with personal narratives.

Data Analysis:

The quantitative data collected from the surveys were analyzed using descriptive statistical techniques, primarily percentages and frequency distributions, to summarize trends and highlight key findings. This helped in understanding the general satisfaction level and perceptions among the teachers.

Findings and Discussion of Teachers' Perception

To assess teachers' perceptions regarding their satisfaction with the implementation of the National Education Policy (NEP) 2020, a structured perception inventory was developed. This inventory focused on the following core areas: Familiarity with NEP, Deep Understanding of NEP Implications, Curriculum Flexibility, Foundational Learning Emphasis, Assessment Reforms, Vocational Education, Satisfaction with NEP Training, and Barriers to Implementation.

In addition, the study explored aspects related to the Right to Education (RTE) Act, 2009, to examine how RTE-linked issues align or conflict with NEP 2020 goals. The inclusion of RTE-based parameters—such as enrolment-related issues, teacher punctuality and teaching atmosphere, infrastructure gaps, health and hygiene standards, and overall school functioning—allowed for a more holistic understanding of challenges faced by teachers on the ground. This dual framework of NEP 2020 and RTE compliance ensures that the analysis remains grounded in both current reforms and existing legal obligations.

A total of 43 specific indicators were examined, covering diverse aspects such as enrollment drives, regularizing attendance, dropout prevention, support for marginalized communities (including girls, backward communities, and children of migrant laborers), timely receipt of grants, and proper audit of expenditures.

Quantitative data collected through the perception inventory were tabulated, and descriptive statistics—such as frequencies and percentages—were computed. To provide clarity, the results were visualized using graphs. Activities related to teachers' perceptions of school operations and RTE concerns were further categorized into five major domains:

1. Enrollment and Access
2. Teacher Punctuality and Teaching Atmosphere
3. Infrastructure Facilities
4. Health and Hygiene Provisions
5. Functioning and Administrative Aspects

The findings revealed a moderate to high level of familiarity with NEP 2020 among teachers, though deeper conceptual understanding and training adequacy remained limited. Teachers reported positive views on curriculum flexibility and vocational integration, aligning with earlier studies (Kumar & Sharma, 2021; Srivastava, 2022), which found similar optimism in teacher communities about the NEP's vision. However, concerns about the practical feasibility of implementation—especially in rural and resource-constrained schools—mirrored findings from studies by Joshi (2021) and Mehta & Rani (2023).

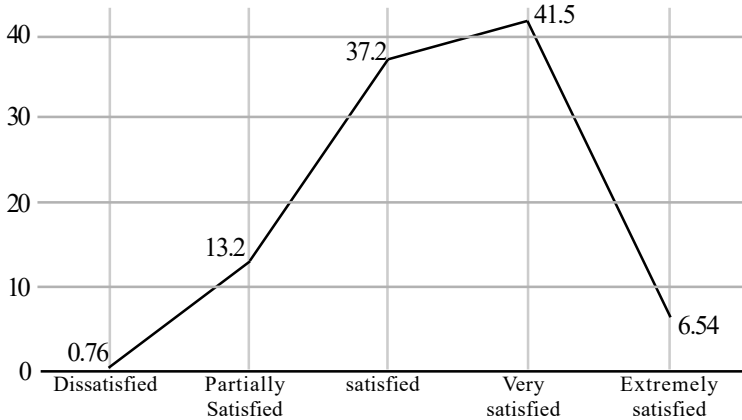
On RTE-related issues, teachers highlighted persistent gaps in basic infrastructure, hygiene maintenance, and grant disbursal, which often hinder the seamless implementation of new policies like NEP 2020. These concerns are echoed in earlier research (Aggarwal, 2019; Bhattacharya & Sinha, 2020), suggesting that without addressing foundational RTE obligations, NEP goals may not be fully realized, particularly in underprivileged settings.

Overall, while teachers expressed support for NEP 2020's educational vision, the findings suggest a disconnect between policy design and field-level execution, often due to legacy challenges that remain unaddressed. This highlights the importance of capacity building, infrastructural support, and RTE enforcement as integral to realizing the transformative goals of NEP 2020.

Table: 1 -Perception of Teachers (N=60): Satisfaction level of success rate of enrollment related issues

Enrolment	Dissatisfied.	percentage	Partially Satisfied	percentage	satisfied	percentage	Very satisfied	percentage	Extremely satisfied	percentage
Objectives	1		2		3		4		5	
Enrolment of 6-11 year old children	0	0	4	6.667	39	65	17	28.33	0	0
Enrolment of 11-14 year old children	0	0	33	55	21	35	6	10	0	0
Regularizing attendance of 6-11 year old students	0	0	0	0	8	13.33	42	70	10	16.7
Regularizing attendance of 11-14 year old students	0	0	19	31.67	32	53.33	9	15	0	0
Preventing school dropout among 6-11 year old children	0	0	0	0	6	10	43	71.67	11	18.3
Preventing school dropout among 11-14 year old children	10	6.67	23	38.33	21	35	6	10	0	0
Promoting the education for SC children	0	0	0	0	0	0	53	88.33	7	11.7
Promoting the education for ST children	0	0	0	0	2	3.333	49	81.67	9	15
Promoting the girls education	0	0	0	0	48	80	12	20	0	0
Study of migrant laborers' children	0	0	0	0	46	76.67	12	20	2	3.33
Sum total	10	6.67	79	131.7	223	371.6	249	415	39	65
Mean Average	1	0.67	7.9	13.1	22	37.1	25	41.5	3.9	6.5
Percentage	0.8		13.2		37		42		6.53	

Graph:1 Graphical Representation of Satisfaction level of Teachers on Enrolment related issue



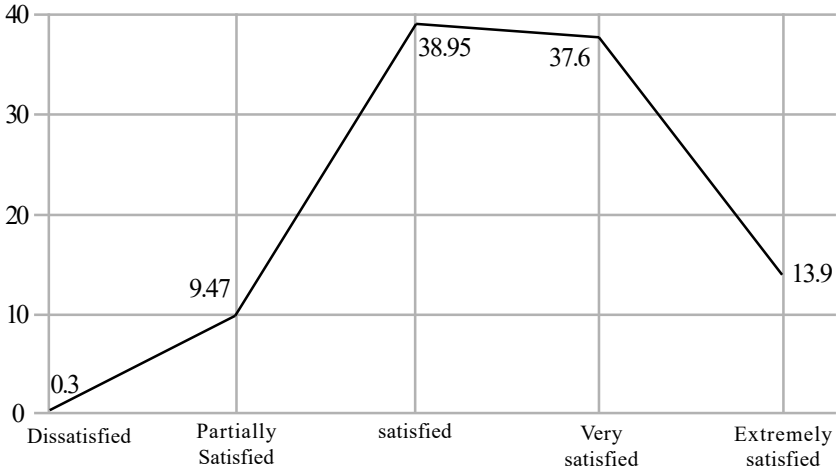
Graph:1 depicts perception of Teachers on enrolment related issues and Graph 1 depicts graphical representation of satisfaction level of teachers on enrolment related issues. From the analysis of data it shows 0.76% Teachers were dissatisfied, 13.2% were partially satisfied, 37.2% were satisfied, 41.5% were very satisfied, and 6.54% were extremely satisfied on enrolment matters. From the above analysis, it can be concluded that nearly 99.5% teachers were satisfied with the success of RTE specially related to enrolment of students.

Table: 2 -Perception of Teachers (N=60): Satisfaction level of success rate of infrastructure related issues

Infrastructure	Dissatisfied.	percentage	Partially Satisfied	percentage	satisfied	percentage	Very satisfied	percentage	Extremely satisfied	percentage
	1		2		3		4		5	
Provision of land for school	0	0	4	6.67	39	65	17	11.33	0	0
Construction of school building	0	0	0	0	44	73.33	16	10.67	0	0
Making additional room	0	0	0	0	39	65	19	12.67	2	1.33
Separate girls toilet	0	0	0	0	0	0	32	21.33	28	18.7
Drinking water	0	0	0	0	0	0	7	4.667	53	35.3
Electricity	0	0	0	0	6	10	39	26	15	10
Arrangement of playground	0	0	0	0	36	60	17	11.33	0	0
Boundary wall	0	0	0	0	23	38.33	22	14.67	15	10
Computer	0	0	0	0	0	0	49	32.67	11	7.33
Developing school laboratory	0	0	10	16.7	24	40	21	14	5	3.33
School library	0	0	23	38.3	29	48.33	8	5.333	0	0
Improve the quality of construction	0	0	0	0	36	60	24	16	0	0

Ensuring regular use of library	3	5	7	11.7	39	65	21	14	0	0
Ensuring use of computer	0	0	0	0	33	55	22	14.67	5	3.33
Providing chart, Map to teachers	0	0	42	70	0	0	18	12	0	0
Providing sport equipment in school	0	0	5	8.33	26	43.33	29	19.33	0	0
Sum Total	3		91	152	374	623.3	361	240.7	134	89.3
Mean Average	0.18	0.3	5.68	9.47	23.4	38.95	22.56	37.6	8.37	14
Percentage	0.3		9.47		39		37.6		13.9	

Graph: 2 Graphical Representation of Satisfaction level of Teachers on Infrastructure related issue

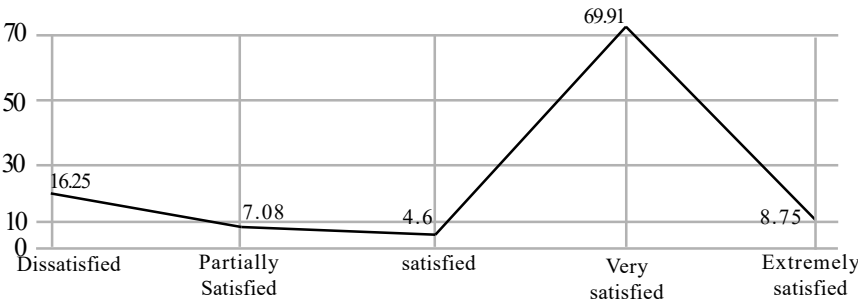


Graph:2 depicts perception of teachers on Infrastructure development in the schools specially after the implementation RTE act. From the analysis of data it shows 0.3% teachers were dissatisfied, 9.47% were partially satisfied, 38.9% were satisfied, 37.6% were very satisfied and 13.9% were extremely satisfied on issues related with infrastructure of the schools. From the above data it can be concluded that according to teachers group a lot of progress were made on infrastructure parameters related to the schools

Table: 3 -Perception of Teachers (N=60): Satisfaction level of success rate of Health and Hygienic related issues

Health	Dissatisfied.		Partially Satisfied		satisfied		Very satisfied		Extremely satisfied	
	1		2		3		4		5	
Cleanliness in school (toilets after use)	39	65	17	28.33	4	6.667	0	0	0	0
Regular health check-up	0	0	0	0	7	11.67	43	71.67	9	15
Organization of sports and culture program	0	0	0	0	0	0	51	85	9	15
Providing regular Mid-day meal	0	0	0	0	0	0	57	95	3	5
Sum Total	39	65	17	28.33	11	18.33	151	251.7	21	35
Mean /Average	9.75	16.25	4.25	7.083	2.75	4.583	37.75	62.92	5.25	8.75

Graph: 3 Graphical Representation of Satisfaction level of Teachers on Health and Hygienic related issue



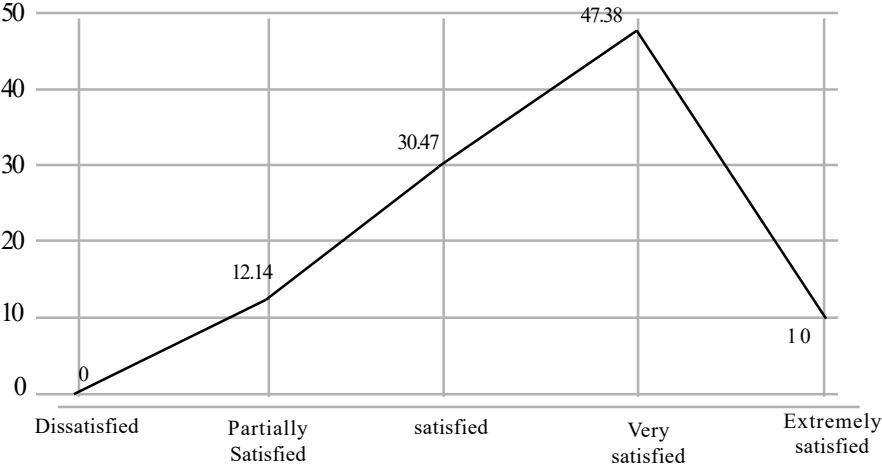
Graph 3 depicts perception of teachers on health and hygienic related issues. From the analysis of data it shows 16.25% Teachers were dissatisfied, 7.08% were partially satisfied, 4.6% were satisfied, 62.91% were very satisfied and 8.75% were extremely satisfied with the health and hygienic related issues of the schools and students. Out of the dissatisfied groups of teachers 65% teachers have shown their dissatisfaction on cleanliness in schools toilets. From the above analysis it can be concluded that though a majority of teachers (84%) were satisfied with the issues related with health matter, a lot to be done regarding cleanliness of toilets in the schools. The above facts also realized by the researcher when the researcher visited the schools for collection of data and interaction with the teachers and principals in the sampled school.

Table: 4 -Perception of Teachers (N=60): Satisfaction level of success rate of Teacher Punctuality and Teaching Atmosphere issues

Punctuality	Dissatisfied.		Partially Satisfied		satisfied		Very satisfied		Extremely satisfied	
	percentage		percentage		percentage		percentage		percentage	
	1		2		3		4		5	
To overcome the shortage of teacher	0	0	39	65	19	31.67	2	3.333	0	0
Teacher come to school on time	0	0	0	0	2	3.333	53	88.33	5	8.33
Teacher leave the school in mid time	0	0	0	0	2	3.333	49	81.67	9	15
Providing remedies classes for weak students	0	0	12	20	23	38.33	16	26.67	9	15
Providing help to children whose parents are not educated	0	0	0	0	34	56.67	21	35	5	8.33

Regular parents- teacher meeting	0	0	0	0	46	76.67	9	15	5	8.33
Regular SMC meeting	0	0	0	0	2	3.333	49	81.67	9	15
Sum Total	0	0	51	85	128	213.3	199	331.7	42	70
Mean/Average	0	0	7.29	12.14	18.3	30.48	28.43	47.38	6	10

Graph:4 Graphical Representation of Satisfaction level of Teachers on Teacher Punctuality and Teaching Atmosphere issues

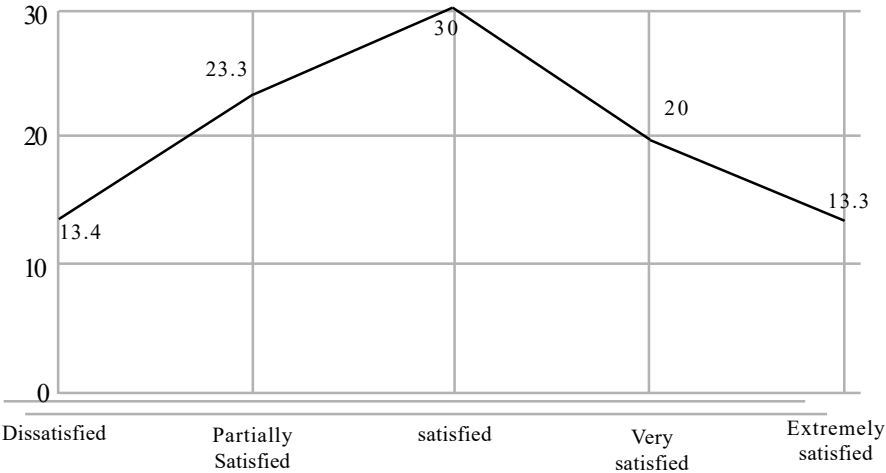


Graph 4 and Graph 4 depict analysis of data and graphical representation of perception of teachers on teacher punctuality and teaching atmosphere related issues. As expected there was nil percentage of dissatisfaction of teachers in the matter of teacher punctuality and teaching atmosphere issues. From the analysis of data it shows 12.14% teachers were partially satisfied, 30.47% were satisfied, 47.38% were very satisfied and 10% were extremely satisfied on teacher punctuality and teaching atmosphere related issues.

Table : 5- Teacher Perception and Satisfaction Levels Regarding NEP 2020 Implementation (N = 60)

Parameters	Dissatisfied (%)	Partially Satisfied (%)	Satisfied (%)	Very Satisfied (%)	Extremely Satisfied (%)
Familiarity with NEP	5 (8.3%)	10 (16.7%)	20 (33.3%)	15 (25.0%)	10 (16.7%)
Deep Understanding of NEP Implications	8 (13.3%)	16 (26.7%)	18 (30.0%)	12 (20.0%)	6 (10.0%)
Curriculum Flexibility	4 (6.7%)	10 (16.7%)	22 (36.7%)	16 (26.7%)	8 (13.3%)
Foundational Learning Emphasis	2 (3.3%)	6 (10.0%)	18 (30.0%)	20 (33.3%)	14 (23.3%)
Assessment Reforms	10 (16.7%)	16 (26.7%)	18 (30.0%)	10 (16.7%)	6 (10.0%)
Vocational Education	6 (10.0%)	14 (23.3%)	20 (33.3%)	12 (20.0%)	8 (13.3%)
Satisfaction with NEP Training	18 (30.0%)	16 (26.7%)	14 (23.3%)	8 (13.3%)	4 (6.7%)
Barriers to Implementation (reverse perception)	24 (40.0%)	18 (30.0%)	10 (16.7%)	6 (10.0%)	2 (3.3%)
Participation in Policy Design	20 (33.3%)	16 (26.7%)	12 (20.0%)	8 (13.3%)	4 (6.7%)

Graph:5 -Graphical Representation of Satisfaction level of Teachers on Regarding NEP 2020 Implementation (N = 60)



Graph 5 depicts a mixed level of satisfaction among teachers regarding various parameters of the National Education Policy (NEP) 2020. A majority of teachers reported being either satisfied or very satisfied with aspects like Curriculum Flexibility (63.4%), Foundational Learning Emphasis (56.6%), and Familiarity with NEP (58.3%). However, Deep Understanding of NEP Implications saw a relatively lower satisfaction rate, with only 30% satisfied and 20% very satisfied, while 40% were dissatisfied or only partially satisfied. Assessment Reforms and Vocational Education had balanced opinions, with about 50% expressing satisfaction but a notable portion remaining partially satisfied or dissatisfied. A significant concern emerged around NEP training, with 56.7% of teachers either dissatisfied or partially satisfied, indicating a lack of adequate professional development. The most negative perceptions were observed in Barriers to Implementation and Participation in Policy Design, where 70% and 60% of teachers respectively expressed dissatisfaction or only partial satisfaction..

These findings suggest that while the intent of NEP 2020 is well-received in certain areas, challenges remain in terms of effective implementation, teacher training, and participatory policy processes. Insights from semi-structured interviews further revealed that many teachers feel inadequately prepared due to limited orientation programs

and insufficient institutional support. The qualitative responses also highlighted a desire for more inclusive dialogue between policymakers and educators to ensure ground realities are reflected in the implementation framework

Conclusion

The findings of this study reveal a nuanced perspective on teachers' satisfaction and perception regarding the implementation of the National Education Policy (NEP) 2020 in the Haridwar district of Uttarakhand. While many educators showed satisfaction with key aspects such as curriculum flexibility, foundational learning, and familiarity with NEP, significant concerns were raised in areas like teacher training, understanding of policy implications, and participatory roles in policy design. The study underscores the importance of teachers as critical agents in translating policy into practice and highlights that their engagement, understanding, and capacity-building are essential for successful reform. Alarming, over 56% of teachers expressed dissatisfaction with training, and over 60% with barriers to implementation and policy involvement. These gaps point toward a pressing need for structured, inclusive, and continuous professional development programs. Additionally, mechanisms for incorporating teacher feedback into policy adaptation must be strengthened. While the vision of NEP 2020 is widely appreciated for its progressive and student-centric approach, its sustainability and impact hinge on grassroots execution and stakeholder inclusion. Future policy success will require a collaborative framework that bridges top-down policies with bottom-up feedback to ensure an equitable and effective education system.

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