



Research Article

## Opinion of Undergraduate Teachers Regarding Issues of Implementing of NEP - 2020 in Higher Education

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### Abstract

The present study aims to evaluate undergraduate (UG) college teacher's perceptions about their respective colleges' implementation of the National Education Policy (NEP 2020) for higher education in India. The major aim is to assess faculty opinions along with other organizational factors related to the NEP implementation process. This study will examine how teachers perceive the implementation of NEP 2020, and how certain demographic variables (Gender, Designation, Institutional location, Years of teaching experience) affect teacher perceptions. A descriptive survey was employed for data collection and a random sample of UG College teachers was purposely selected to participate in this study. A structured self-made questionnaire was the tool used to collect data from the sample teachers. Statistical procedures (mean, standard deviation, and inferential tests [t-tests]) were used to analyze this data set. Results suggest a statistically significant difference between male and female opinions on NEP 2020 implementation issues. No statistically significant difference was found between assistant professors and SACTS. There is statistically significant difference between teacher opinions based on college location (rural vs urban), suggesting an effect of the institution context on perceived teacher perceptions. No statistically significant difference was found based on teaching experience. The results indicate that all teachers have at least some degree of engagement with the policy, yet teachers' perceptions differed based on demographic factors. Policymakers and educational administrators must address NEP 2020 implementation and ensure effective grassroots implementation take place through this information collected in the current study.

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**KEYWORDS:** Undergraduate Teachers, Descriptive Survey, NEP-2020, Urban-Rural Disparity, Higher Education, West Bengal.

## 1. INTRODUCTION

Education has become an essential element in shaping both individual and collective growth. As the world continues to evolve at a rapid pace, so too must education evolve in order to keep up with societal changes, which requires an innovative and mobile educational system that is able to respond quickly to future demands. This resulted in the Government of India establishing the NEP 2020 in addition to NEP 1968/1986, focusing on major transformational educational change at all levels of the education process in terms of structure, contents, and delivery. Additionally, the NEP places a major emphasis on providing holistic, multidisciplinary, and skill-based learning experiences while integrating technology and innovation into the teaching and learning process.

NEP 2020 proposes to implement multiple innovative approaches and provide flexibility through changes to higher education, such as, the use of flexible curriculum structures, establishing multiple entry and exit options, creating the Academic Bank of Credits (ABC), a strong emphasis on research and innovations in teaching and learning, and offering opportunities for interdisciplinary learning. Enhancing quality of education, employability of graduates, and equitable access to educational opportunities have also been major goals of NEP 2020; however, it will require active and supportive faculty participation as well as adequate preparation for implementing education reform.

Teachers are important stakeholders to be included in any educational reform initiative since their perceptions; outlook and readiness have a large impact on how well a reform policy can be put into effect following its development. When it comes to implementing the NEP 2020 initiative, teachers in higher education face many obstacles, including lack of infrastructure, inadequate teacher training, reluctance to implement change, and disparities between rural and urban postsecondary institutions. All of these implementation barriers can affect teachers' viewpoints about an initiative (NEP 2020) and impact how effectively they will be able to adopt these new practices.

Given this context, there is a need to assess UG college teachers' perspectives on issues impacting the ability to implement NEP 2020 in the higher education system. In addition, other potential barriers to implementing policy for UG college teachers include: gender, teacher position, location of institution, and years of teaching experience. Consideration of how demographic characteristics may affect how UG college teachers deal with implementations will provide a more in-depth understanding of the challenges that teachers face at the grassroots level.

Thus, the present research study will seek to identify and understand the perspectives of UG College teachers located in West Bengal in regard to their perceptions about implementing the NEP 2020 initiative; and to determine how selected demographic characteristics impact their perceptions of the initiative. The results from this study will provide additional insights into the challenges faced by policy implementation and will provide information that can be used to enhance the effectiveness of the NEP 2020 initiative within the higher education system.

## 2. REVIEW OF LITERATURE

**M,Vijayalakshmi. (2020).** conducted a study on "opinion of Teachers on National Educational Policy 2020 in India." The main objective of the study was to find out the opinion of teachers on nep 2020. It also to find out the relationship between the opinion of teachers on the features of NEP 2020. Descriptive research and purposive stratified sampling was adopted in this study, the result of the study showed that the agreement level of teachers on in NEP was high and the disagreement level was low. It also found that the relationship between the agreement and disagreement of teachers on the features of nep 2020 with respect to gender and discipline of teachers were found to be non significant and teaching experience of teachers were found to be significant.

**TR, Sharon. and P, Chitti. Babu. (2023).** conducted a study "on the attitude of secondary school teachers towards implementation of national education policy 2020 in Andhra Pradesh" the objective of the study was to know the attitude of teachers working in secondary schools towards implementation of NEP 2020 in school education in the state Andhra Pradesh. Well prepared and standardized questionnaire and random sampling technique was used in this study. The findings of the study revealed that the demographic variables have no influence on the attitude of secondary school teachers towards implementation of NEP 2020 in school education.

**M, Shobha. (2022).** conducted "a study on awareness of NEP 2020 among secondary school teachers" the main objectives of the study was to know about the awareness of secondary school teachers about NEP 2020. The study was descriptive in nature and Survey method was employed. The findings of the study revealed that 8.9% of the teachers are high awareness of nep 2020, 90% of the teachers are average awareness of nep 2020, 0.1% of the teachers are low awareness of NEP 2020. the study also showed that there is no difference between male and female secondary school teachers awareness of anyp 2020 and there is difference between govt and private secondary School teachers awareness on NEP 2020.

**Prajapati, A.B. (2024).** conducted a study on " NEP 2020: quality education, quality teaching and teachers role in 21st century education." The main objectives of the study was to identify the major innovations and reforms in the NEP 2020 for empowering teachers for 21st century education and to study the 21st century skills for the Teachers from all level to make them future ready. The research methodology adopted in this study was a combination of qualitative and descriptive type. This paper presence some of the qualities of an effective teacher the quality of instructions and effective delivery of the content in the classroom . It also focus on some of the professional and personal skills of a teacher aligned with the UN sustainable development goals and 21st century skills.

**Chowdhary, D. (2022).** conducted a study about "A study on national education policy 2020 and its impact on stakeholders w.r.t higher education institution of Nagpur city." This paper highlights about NEP 2020 which is majorly concentrated on practical training among the students to develop creative potential, skill and analytical thinking to meet the industry requirements apart. To paper also discuss the outcomes and possible drawbacks of the NEP 2020.

### 3. NEED AND SIGNIFICANCE OF THE STUDY

The National Education Policy (NEP) 2020 is a significant change in the Indian education sector, particularly in the context of higher education. This is because several new innovative strategies have been proposed in the context of teaching and learning. Nevertheless, the success of the NEP depends on the effective implementation of the policies at the ground level. In this context, teachers play an important role as facilitators. Hence, their perspectives are important.

There is an urgent need to assess the perspectives of undergraduate (UG) teachers in the context of the implementation of NEP 2020. This is because their perspectives can greatly impact the success of the implementation. On the other hand, teachers can face several problems in the context of the implementation of NEP 2020. They can face problems related to training, institutional support, infrastructural facilities, etc. This can provide an idea about the practical implementation of the NEP.

This study is important in the sense that it is based on the collection of teachers' opinions in the context of West Bengal. It is also important in the sense that it considers the background factors like gender, designation, location of the institutions where teachers are working, and their teaching experience. These background factors can influence the teachers' opinions in different ways. The study can be helpful in understanding the variations or gaps in the implementation process.

### 4. OBJECTIVES OF THE STUDY

1. The main objective of the present study is to find out the opinion of college teachers towards the implementation of national education policy (NEP)2020 in the state of West Bengal;
2. The study also aims at finding out the influence of certain variables , viz., gender, designation (assistant professor and SACT), location of the institution and teaching experience on the opinion of college teachers towards the implementation of NEP 2020 in higher education program.

### 5. HYPOTHESIS OF THE STUDY

The following hypothesis have been formulated for the present study-

#### Null Hypotheses (H<sub>0</sub>)

**H01:** There is no significant difference in the opinion of male and female teachers working in colleges towards the implementation of NEP 2020 in higher education.

**H02:** There is no significant difference in the opinion of assistant professor and SACT towards implementation of NEP 2020 in higher education.

**H03:** There is no significant difference in the opinion of college teachers working in rural and urban colleges.

**H04:** There is no significant difference in the opinion of college teachers with an experience of less than 05 years and those with

05 years and above towards implementation of NEP 2020 in higher education.

### 6. METHODOLOGY OF THE STUDY

#### 5.1 Method-

The present study is based on a descriptive survey method.

#### 5.2 Sample -

For the present study the samples were taken from 20 number of undergraduate degree colleges of West Bengal. 145 number of assistant professor and 136 number of SACT teachers were the sample for the present study. Purposive sampling procedure was used for selection of the sample.

#### 5.3 Tools used -

The research tool named as self made questionnaire was used for the collection of data.

#### 5.4 Delimitation of the study -

The study will be delimited to sample of 281 undergraduate level college teachers (145 assistant professor and 136 SACT teachers) of West Bengal.

The descriptive survey method of research was employed to investigate the opinion of UG teachers regarding issues of implementing of NEP 2020 in higher education.

#### 5.5 Data collection -

Sample of the present study consisted of 281 UG teachers which were drawn purposively from different colleges of West Bengal. Survey method was used for collection of data.

#### 5.6 Statistical techniques -

Descriptive and inferential statistical techniques were used to analyze the data.

#### 5.7 Standardisation of Questionnaire - Standardisation of Questionnaire

Number of Items	Applied a number of samples	Value of Cronbach's Alpha
30	25	0.79

### 7. ANALYSIS OF DATA

#### The analysis and interpretation of data obtained with the help of the tool is given as under-

Comparison of the opinions of UG teachers regarding issues of implementing NEP 2020 in higher education:

Table 1, given below provide the summary of statistical calculations for obtaining t ratio with regard to comparison of male and female teachers' opinion on implementing of NEP 2020 in higher education.

**Table 1:** Comparison of male and female teachers' opinions on implementing of NEP 2020 in higher education.

Variable	Group	N	Mean	SD	df	Computed Value	Level of significance	
Gender	Male	141	62.89	13.06	279	6.69	Significant at 0.05 level	Significant at 0.01 level
	Female	140	60.08	12.78				

**DISCUSSION**

From the above table it is clear that there exist significant difference between the opinion of male and female teachers working in colleges towards implementation of NEP 2020 in higher education. The tabulated value of t is 1.97 at 0.05 level and 2. 59 at 0.01 level of significance and the computed value of t is 6.69. does the calculated value of t is greater than tabulated value both at 0.05 and 0.01 level of significance, so the given difference in sample means being significant.

Hence hypothesis that there is no significant difference between the opinion of male and female teachers working in colleges towards implementation of NEP 2020 in higher education is rejected.

Table 2 given below provide the summary of statistical calculation for obtaining t ratio with regard to comparison of assistant professor and sad teacher on the opinion on implementing of NEP 2020 in higher education.

**Table 2:** Comparison of Assistant Professor and SACT teachers' opinions on implementing of NEP 2020 in higher education.

Variable	Group	N	Mean	SD	df	Computed Value	Level of significance	
Designation	Assistant Professor	145	61.7	14.11	279	0.38	Not Significant at 0.05 level (1.97)	Not Significant at 0.01 level (2.59)
	SACT	136	61.33	11.81				

On the above table we find the table value of t with degrees of freedom 279 at 5% level of significance is 1.97 and at 1% level of significance is 2.59. our computed value of t that is 0.38 is less than the t value reach from C for 5% and 1% level of significance. Thus the calculated value of t is less than tabulated value both at 0.05 and .01 level of significance and hence fail to reach at both the level of significance.

So it is clear to the researcher that the hypothesis there is no significant difference between the opinion of the assistant professor and SACT on implementing of NEP 2020 in higher education is accepted.

Table 3 given below provide the summary of statistical calculation for obtaining t ratio with regard to comparison of urban institution teachers and rural institution teachers' opinion on implementing of NEP 2020 in higher education.

**Table 3:** Comparison of Urban and Rural teachers' opinions on implementing of NEP 2020 in higher education.

Variable	Group	N	Mean	SD	df	Computed Value	Level of significance	
Habitat	Urban	139	62.19	13.27	279	4.11	Significant at 0.05 level (1.97)	Significant at 0.01 level (2.59)
	Rural	142	60.42	12.36				

From the above table it is clear that there exist significant difference between the opinion of urban institution teachers and rural institution teachers working in colleges towards implementation of NEP 2020 in higher education. The tabulated value of t is 1.97 at 0.05 level and 2. 59 at 0.01 level of significance and the computed value of t is 4.11 is greater than the table value. Thus the calculated value of t is greater than tabulated value both at 0.05 and 0.01 level of significance, so the given difference in sample means being significant.

Hence hypothesis that there is no significant difference between the opinion of urban institution teachers and rural institution teachers working in colleges on implementation of NEP 2020 in higher education is rejected. Table 4 given below provide the summary of statistical calculation for obtaining t ratio with regard to comparison of college teachers with an experience of less than 5 years and those with an experience of 5 years and above on the opinion on implementing of NEP 2020 in higher education.

**Table 4:** Comparison of Less than 05 years and Above 05 years' Experience of teachers' opinion on implementing of NEP 2020 in higher education.

Variable	Group	N	Mean	SD	df	Computed Value	Level of significance	
Experience	Less than 05 years	126	61.46	12.24	279	-0.43	Not Significant at 0.05 level (1.97)	Not Significant at 0.01 level (2.59)
	Above 05 years	155	61.64	13.57				

On the above table we find the table value of t with degrees of freedom 279 at 5% level of significance is 1.97 and at 1% level of significance is 2.59. our computed value of t that is - 0.43 is less than the t value reach from C for 5% and 1% level of significance. Thus the calculated values of t is less than tabulated value both at 0.05 and .01 level of significance and

hence fail to reach at both the level of significance. So it is clear to the researcher that the hypothesis there is no significant difference between the opinion of college teachers with an experience of less than 5 years and those with experience of 5 years and above on implementing of NEP 2020 in higher education is accepted.

## 8. MAJOR FINDINGS

Findings of an investigation are the most essential and vital aspect of entire investigation process. The researcher has found some major findings which are given below:

1. There is significant difference between the opinion of male teachers and female teachers' opinion regarding issues of implementing of NEP 2020 in higher education.
2. There is no significant difference between the opinion of assistant professors and SACT teachers regarding issues of implementing of NEP 2020 in higher education.
3. There is significant difference between the opinion of college teachers working in rural and urban colleges.
4. There is no significant difference in the opinion of college teachers with an experience of less than 05 years and those with 05 years and above towards implementation of NEP 2020 in higher education

## 9. CONCLUSION

The present study sought to explore undergraduate (UG) college teachers' opinions toward the issues related to the implementation of the National Education Policy (NEP) 2020 on higher education with particular reference to West Bengal and to gather data for providing useful insights into teachers' opinions on current education reform and issues related to their implementation. Overall, the results show evidence that teachers did not have consistent opinions regarding NEP 2020 among their respective groups of teachers. First, there is a statistically significant difference between the opinions of male and female teachers, suggesting that there may be gender differences regarding perceptions of the NEP 2020. Second, there is a statistically significant difference between opinions of rural and urban teachers, which suggests that teachers' institutional context and resources may impact their perceptions of the implementation process. No statistically significant difference exists between the opinions and perceptions of Assistant Professors and SACT teachers, suggesting that the teacher's classification does not have a substantial effect on the way they perceive the NEP 2020. Additionally, teaching experience is not associated with any statistically significant differences in the opinions among UG teachers.

The findings indicate that teachers' views regarding the new reforms are shaped by many contextual and demographic factors, although there is considerable variation in how teachers perceive the new policy as a result of differences in exposure, availability of resources, and institutional support. There is an urgent need to identify the teacher demographic groups within rural communities that need assistance with implementing NEP 2020 effectively, and to develop appropriate strategies to help these groups.

In summary, the effective implementation of NEP 2020 in higher education will depend primarily on addressing the challenges that teachers have experienced in implementing the new reforms, and how these challenges can be resolved using feedback provided by teachers during the implementation process. Providing high-quality institutional support mechanisms, and providing teachers with adequate training to

implement the new reforms will greatly enhance the ability of teachers to succeed in implementing the broader educational reform goals articulated in NEP 2020.

## 10. EDUCATIONAL IMPLICATION

The findings of the present study have several important implications for teachers, administrators, and policymakers in the context of implementing NEP 2020 in higher education.

1. The results show a significant gap between male and female teachers in regard to the defined reasons to develop and improve professional development opportunities. As a result, it is essential that policy-makers, administrators, and teachers develop and provide policies and support systems that are gender sensitive in design and implementation. Therefore, all training programs and workshops should be designed with the needs, perceptions, and challenges of each gender group considered.
2. The study indicates the differences between rural and urban institutions. There are differences in resources and infrastructure. Therefore, it is necessary to pay special attention to rural colleges and provide digital infrastructure improvement, funding, and academic resource access to ensure NEP 2020 is implemented equitably.
3. The data support the necessity of ongoing professional development opportunities for teachers. Teachers should be offered a proper orientation, workshops, and refresher courses to aid in their understanding and effective implementation of NEP 2020.
4. There were no statistically significant differences between Assistant Professors and SACT teachers, which supports that all teachers in all categories should receive unbiased, uniform policy training and information dissemination related to policy implementation.
5. Building Support Systems in Institutions to create supportive learning environments for implementation of NEP 2020, institutions must provide sufficient facilities for teaching and learning, administration and technology.
6. Increasing Awareness of NEP 2020 Institutions must hold programs, seminars and discussions on a regular basis to educate teachers about the goals, goals, and implementation methods of NEP 2020.
7. Engaging Teachers in the Decision Making Process Teachers should be involved in decisions about curriculum and implementation of policies so that administrators can collect input from teachers to identify obstacles and to develop better implementation strategies.
8. Closing the Urban-Rural Gap Government must take action to reduce urban-rural gaps in terms of presentation between the two groups, the same level of funding and opportunities, and infrastructure improvements.

## 11. SUGGESTIONS FOR FURTHER STUDY

1. The current research only focuses on teachers. Future research could include other stakeholders such as students, administrators and policy makers to allow triangulation of data collected.

2. As NEP 2020 implementation is still in process, the current longitudinal studies will allow research on how both teacher's opinions and their associated challenges will evolve over time.
3. Future research could look at differences of opinion among teachers who teach in the different academic streams i.e. Arts, Science, Commerce and Vocational / Professional courses.
4. Future research could provide evidence of the impact of NEP 2020 on the teaching -learning process, curriculum design and student performance in higher education.
5. Analysis of Rural vs Urban Gap Since results indicate a significant difference between teachers in the rural and urban settings; further research will need to examine why there is a gap between teacher experiences in those areas.

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