

DISSERTATION

**IMPLEMENTATION CHALLENGES AND SUCCESS OF NEP 2020: A STUDY IN
MEDCHAL AND HYDERABAD DISTRICTS**

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INTRODUCTION

National Education Policy 2020

❖ Key Highlights:

Approved: July 29, 2020

Replaces: National Policy on Education 1986

Vision: Transform India into vibrant knowledge society

Structure: New 5+3+3+4 model (replacing 10+2)

❖ Core Focus Areas:

- ✓ Foundational Literacy & Numeracy
- ✓ Multilingual & Multidisciplinary Education
- ✓ Competency-Based Learning
- ✓ Digital Education Integration
- ✓ Vocational Education from Grade 6

STUDY CONTEXT

Why Medchal and Hyderabad?

Comparative Analysis:

Hyderabad District	Medchal District
✓ Urban, tech-savvy	✓ Semi-urban/rural
✓ Better infrastructure	✓ Limited digital access
✓ Private school dominance	✓ Government school dependent
✓ Higher digital literacy	✓ Multilingual challenges
✓ Resource availability	✓ Teacher shortages

RESEARCH PROBLEM

Problem Statement

- ❖ Key Research Questions:
 - What is the awareness level of NEP 2020 among educators?
 - What are the major implementation challenges?
 - What early successes have been observed?
 - What measures can improve implementation?
- ❖ Research Gap:
 - Limited empirical studies on ground-level NEP implementation
 - Lack of urban-rural comparative analysis
 - Need for evidence-based policy feedback

OBJECTIVES

❖ Research Objectives

Primary Objectives:

- **Assess awareness levels** about NEP 2020 among school administrators and teachers
- **Analyze implementation challenges** faced by educational institutions
- **Evaluate initial successes** and positive outcomes observed
- **Suggest practical measures** for effective NEP implementation

HYPOTHESES

- ❖ Research Hypotheses
- **H1: Urban-Rural Implementation Gap**
Hyderabad shows better implementation success than Medchal
- **H2: Teacher Preparedness Impact**
Better teacher training leads to higher NEP compliance
- **H3: Digital Divide Effect**
Schools with better digital resources implement reforms more effectively
- **H4: Multilingual Education Acceptance**
Rural areas show higher acceptance of regional language instruction

METHODOLOGY

- ❖ Research Methodology

- **Research Design:**

Type: Descriptive Survey Method

Approach: Mixed-Methods (Quantitative + Qualitative)

Nature: Non-experimental, Cross-sectional

- **Sample:**

Size: 100 respondents

Distribution: 50 from each district

Method: Stratified Random Sampling

Participants: Teachers and School Administrators

- **Data Collection:**

Tools: Structured Questionnaire, Interviews

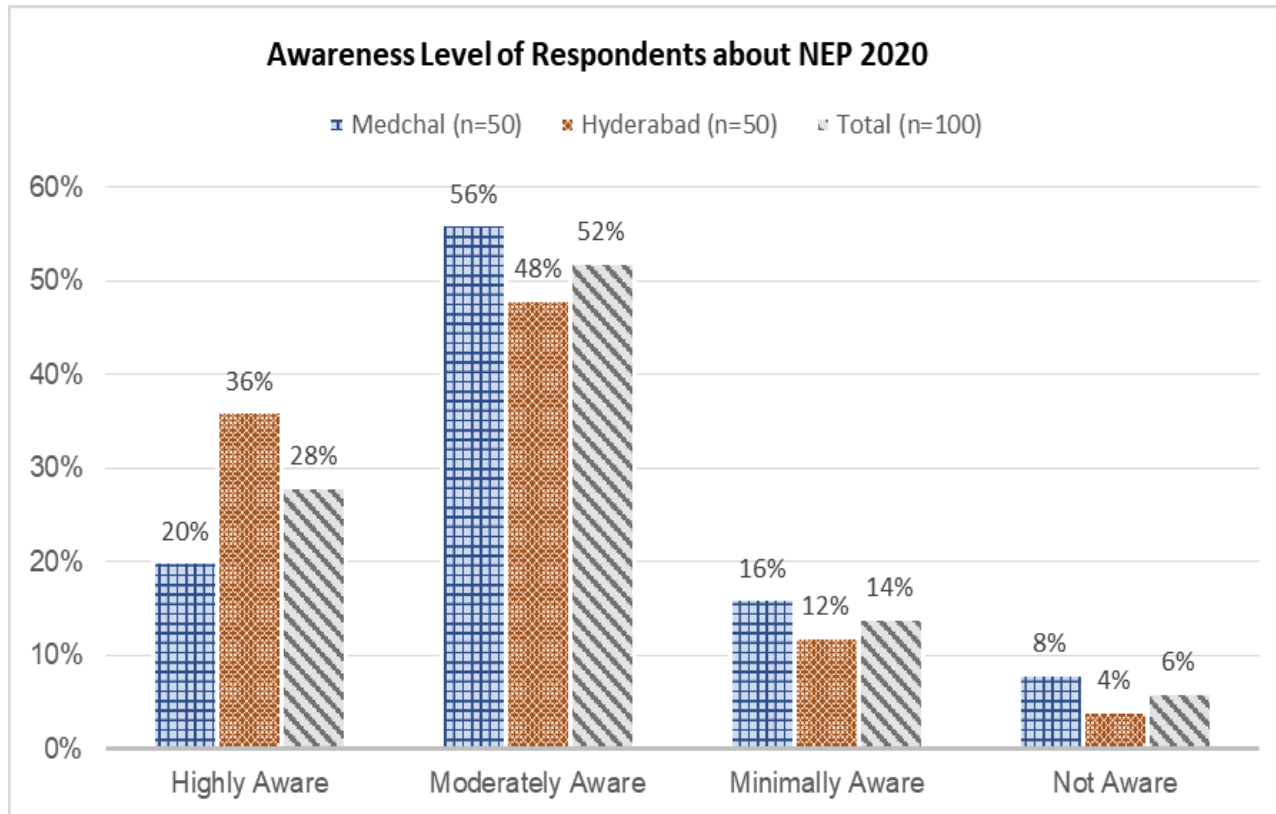
Mode: Personal visits + Google Forms

Duration: 4 weeks

LITERATURE REVIEW HIGHLIGHTS

- ❖ Key Literature Insights
- **Policy Framework Studies:**
 - Rao (2020): NEP's holistic approach requires strong administrative support
 - Kumar (2021): Infrastructure gaps and teacher unpreparedness major barriers
- **Implementation Studies:**
 - Bhardwaj (2021): 68% teachers aware, only 31% formally trained
 - Gupta (2022): Digital divide between metropolitan and rural areas
- **Success Factor Studies:**
 - Sharma (2022): Enhanced engagement with experiential learning
 - Das & Thomas (2023): Private schools adapt faster than government schools
- **Research Gap Identified:**
 - Limited empirical evidence on actual school-level implementation

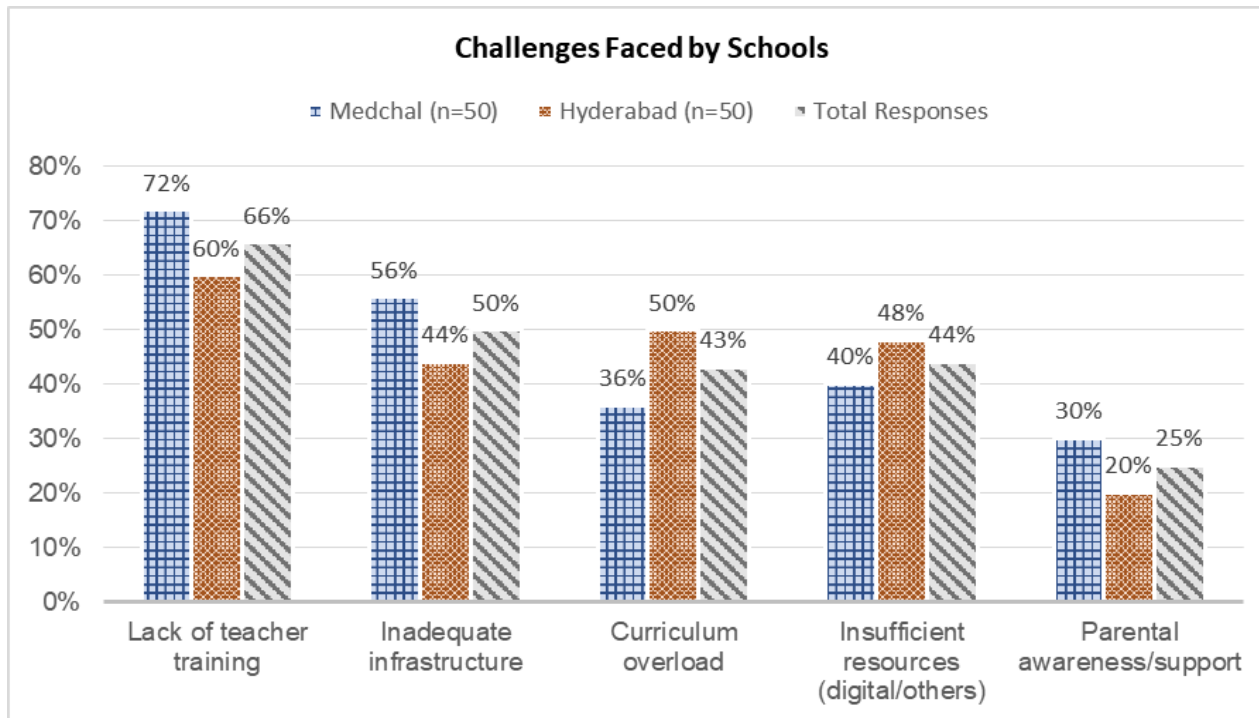
DATA ANALYSIS - AWARENESS LEVELS



KEY INSIGHT:

Hyderabad shows higher awareness level than Medchal

DATA ANALYSIS - IMPLEMENTATION CHALLENGES

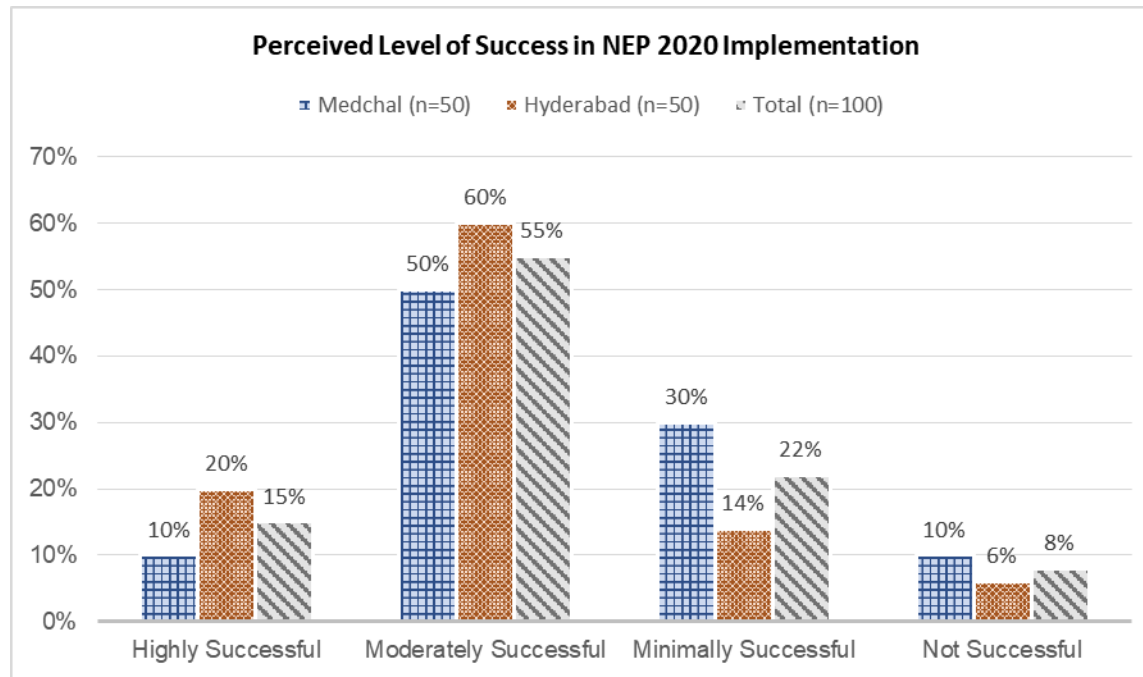


❖ District-Specific Patterns:

Medchal: Higher infrastructure challenges (56% vs 44%)

Hyderabad: More curriculum overload concerns (50% vs 36%)

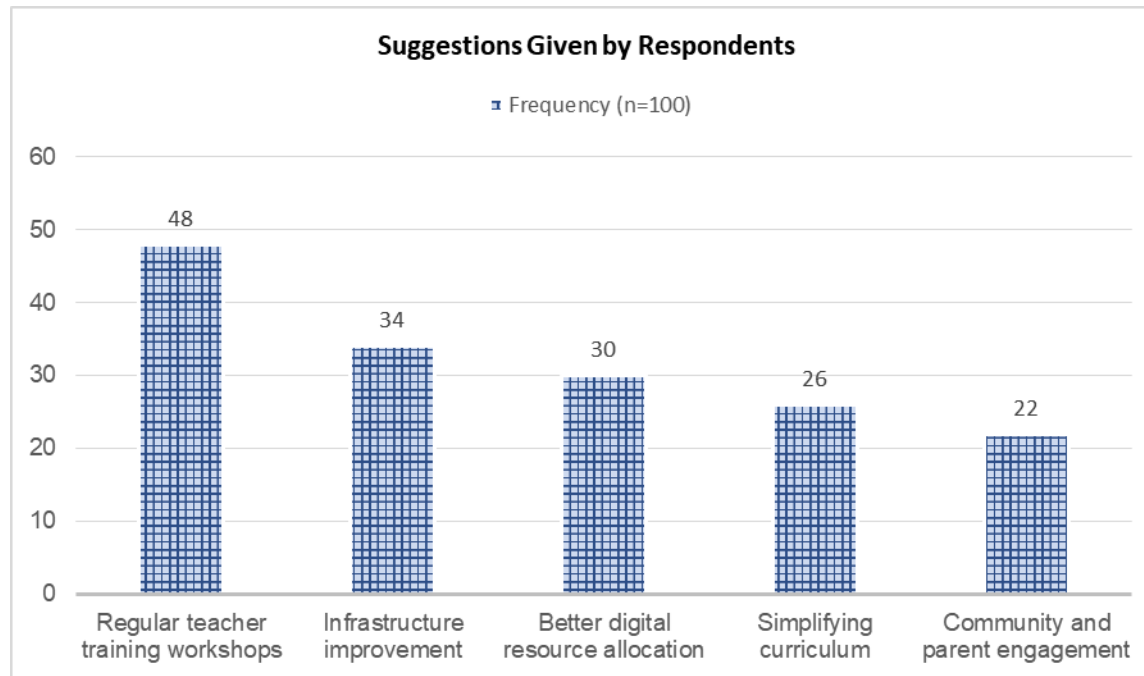
DATA ANALYSIS - PERCEIVED SUCCESS



❖ Key Finding:

Majority perceive moderate success, but full implementation still evolving

DATA ANALYSIS - IMPROVEMENT SUGGESTIONS



❖ Implication:

Multi-dimensional approach needed: Training + Infrastructure + Community Support

KEY FINDINGS SUMMARY

❖ Major Research Findings

1. Awareness Gap Exists

52% moderately aware, only 28% highly aware

Urban-rural awareness disparity evident

2. Teacher Training is Critical Priority

66% identify lack of training as main challenge

Consistent professional development most demanded (48%)

3. Partial Implementation Progress

55% see moderate success, only 15% high success

Urban areas performing better than rural

4. Systemic Support Required

Infrastructure, digital resources, curriculum issues persist

Holistic approach needed beyond policy documentation

CONCLUSIONS

- ❖ Research Conclusions
- **Implementation Reality:**
 - ✓ **Policy acceptance** widespread but **execution incomplete**
 - ✓ **Urban-rural gap** in implementation readiness
 - ✓ **Teacher capacity building** identified as primary need
 - ✓ **Context-specific strategies** required over uniform approach
- **Critical Success Factors:**
 - Continuous monitoring and feedback mechanisms
 - Community engagement and stakeholder involvement
 - Adequate resource allocation and infrastructure support
 - Regular professional development programs
- **Overall Assessment:**
 - NEP 2020 shows promise but requires strengthened implementation framework

EDUCATIONAL IMPLICATIONS

- ❖ Educational Implications
- **For Policymakers:**
 - Develop **localized implementation strategies**
 - Strengthen **monitoring and evaluation** systems
 - Ensure **equitable resource distribution**
- **For Educational Institutions:**
 - Prioritize **teacher capacity building**
 - Improve **basic infrastructure** especially in government schools
 - Foster **community engagement** for policy support
- **For Teacher Education:**
 - Redesign **pre-service training** programs
 - Implement **continuous professional development**
 - Focus on **competency-based pedagogy**

RECOMMENDATIONS

- ❖ Policy Recommendations
- Immediate Actions:
 - Launch intensive teacher training programs
 - Address infrastructure gaps in rural areas
 - Simplify curriculum implementation guidelines
 - Enhance digital resource availability
- Medium-term Strategies:
 - Establish district-level monitoring systems
 - Strengthen community engagement initiatives
 - Develop contextual implementation frameworks
 - Create feedback loops for continuous improvement
- Long-term Vision:
 - Sustainable, inclusive, and effective NEP 2020 implementation across diverse educational contexts

STUDY CONTRIBUTIONS

- ❖ Research Contributions
- Academic Contributions:
 - First empirical study on NEP implementation in Telangana
 - Mixed-methods approach for comprehensive analysis
 - Baseline data for future longitudinal studies
- Practical Contributions:
 - Evidence-based feedback for policymakers
 - Implementation roadmap for educational institutions
 - Best practices identification for replication
- Policy Contributions:
 - Gap analysis between policy vision and ground reality
 - Context-specific recommendations for improvement
 - Stakeholder perspective documentation

STUDY LIMITATIONS & FUTURE RESEARCH

➤ **Study Limitations:**

Geographic scope: Limited to two districts

Sample size: 100 respondents (adequate but limited)

Timeline: Cross-sectional snapshot

Data type: Self-reported perceptions

➤ **Future Research Directions:**

Longitudinal study tracking NEP outcomes over time

Comparative analysis with other Indian states

Student learning outcome impact assessment

Community participation effectiveness study

Private vs government school implementation comparison

ACKNOWLEDGMENTS

❖ Gratitude to:

- My mentor Mr. PITLA RAJU sir for guidance and support
- MNR College of Education for institutional backing
- Osmania University for academic opportunity
- Participating Schools in Medchal and Hyderabad
- Teachers and Administrators who shared valuable insights
- Family and Friends for encouragement throughout the research

❖ Special Thanks:

All stakeholders who contributed to making this research possible

THANK YOU