

# Holistic Curriculum Implementation under NEP 2020 in Schools: Faculty Perspectives

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## Abstract:

This study aims to “Holistic Curriculum Implementation under NEP 2020 in Schools: Faculty Perspectives” The National Education Policy 2020 (NEP 2020) brings an important change to India’s education system, emphasizing holistic, learner-centered, and competency-based education. Holistic development, encompassing cognitive, emotional, social, ethical, and physical dimensions, is a central objective of the policy, achieved through interdisciplinary curriculum design, experiential learning, and integration of co-curricular activities. The research adopts a qualitative approach, gathering perspectives from teachers on curriculum restructuring, pedagogical practices, and assessment reforms.

By surveying sixty faculty members (Male-30 and Female- 30) of difference schools’ faculty through the the interview method. Use a 5-point Likert Scale 1. Strongly Agree 2. Agree 3. Neutral 4. Disagree 5. Strongly Disagree. Here used are 30 well-structured statements for study.5 categorized items/statements for a deeper critical study of curriculum implementation under National Education Policy 2020, current school curriculum aligns with NEP 2020 to promote students’ holistic development. Each statement can be rated on a 5-point Likert scale:

Findings indicate that 1.The present school curriculum is largely in line with NEP 2020 guidelines, reflecting a shift toward the holistic development of students across academic, social, emotional, and skill-based domains. 2. The effective execution of NEP reforms in classrooms is highly dependent on competent and well-trained teachers. 3.The adoption and implementation of NEP 2020 vary across different institutions.

The study concludes that The curriculum should be updated according to National Education Policy 2020. It should integrate experiments, skill-based learning, and interdisciplinary methods. Schools need to maintain a balance between academic and co-curricular activities and Teachers should be provided with regular professional development workshops focusing on innovative teaching practices, student-centered learning, and the effective integration of technology in classrooms.

**Keywords:** NEP 2020, Holistic development, Curriculum implementation, Faculty perspectives, School education.

## Introduction:

Education serves as the foundation for both individual and social development. In contemporary times, its focus has shifted from rote memorization and examination-centered methods to nurturing well-rounded individuals endowed with critical thinking, creativity, and social responsibility. To support this transformation, the Government of India introduced the National Education Policy (NEP) 2020, a landmark framework that restructures the Indian education system under the 5+3+3+4 model to address

the demands of the 21st century. NEP 2020 emphasizes holistic, multidisciplinary, and experiential learning, ensuring balanced development across cognitive, emotional, social, and ethical domains. Successful execution of school curricula is crucial for achieving the goals set by NEP 2020. While curriculum design provides the plan for learning, its implementation enables students to achieve holistic development, encompassing academic excellence, physical well-being, socio-emotional growth, and ethical awareness. Teachers, being the main facilitators of curriculum implementation, play a vital role in guiding students' learning, modifying teaching methods, and creating an environment that nurtures curiosity, creativity, and critical thinking. Even with the broad vision of NEP 2020, difficulties remain in translating policy goals into effective practice at the school level." The impact of curriculum implementation on classroom resources, teacher preparedness, assessment practices, and the local environment. To understand these circumstances, it is necessary to examine the views of the school staff in depth, as they possess direct insight into the successes and limitations of current policies. This study aims to critically examine the implementation of school curricula, with particular emphasis on promoting holistic development under NEP 2020. By analyzing the experiences, perceptions, and approaches of faculty members, the research seeks to highlight effective practices, uncover challenges, and offer recommendations for aligning curriculum delivery with the overarching goals of holistic education. The insights gained are intended to guide policymakers, teachers, and school administrators in creating learning environments that develop well-rounded, capable, and socially responsible individuals.

#### Review of related literature:

1. Raj & Kumar (2022) emphasize the inclusion of **experiential and project-based learning** to develop critical thinking and creativity.
2. Insufficient continuous teacher training programs (Rao & Sharma, 2022)
3. Bhatia & Arora (2022) highlight that **teacher attitudes, motivation, and professional development** directly affect how curriculum reforms are executed in classrooms.
4. Sharma & Singh (2021) note that NEP 2020 encourages flexibility in curriculum design, allowing schools to integrate local knowledge and skills.
5. Kaur & Singh (2021) suggest that **extracurricular activities, life skills education, and value-based programs** contribute significantly to students' overall growth.
6. Mishra (2020) found that Indian schools often face challenges in translating policy into practice due to **resource constraints and inadequate teacher training**.

#### Objectives

1. To examine the relationship between the current school curriculum and the NEP 2020 guidelines in promoting students' holistic development.
2. To investigate the association between teacher training and the effective implementation of the NEP 2020 curriculum.
3. To analyze whether teachers' demographic factors type of school influence the implementation of the NEP 2020 curriculum.

#### Hypothesis

1. There is no significant relationship between the current school curriculum and NEP 2020 guidelines regarding students' holistic development.
2. There is no significant association between teacher training and effective implementation of the NEP 2020 curriculum.

3. There is no significant difference in curriculum implementation based on school type.

**Methodology**

The researcher employed a descriptive survey method to investigate the present study. A sample of 60 teaching faculty members (30 male and 30 female) currently working in various schools of S. Kota, Vizianagaram district, Andhra Pradesh, was selected. In this study, the independent variable is the implementation of NEP 2020 guidelines, the dependent variable is student holistic development, and the control variable is the existing school curriculum framework. Convenience sampling was used to collect data from the teaching faculty. The researcher utilized a Likert scale to measure the faculty members' perceptions and opinions on the topic. The collected data were analyzed using mean, standard deviation, and t-test

**Table1: To examine the relationship between the current school curriculum and the NEP 2020 guidelines in promoting students' holistic development. (Aspects Supports emotional development, promotes emotional development, Foster social skill)**

Curriculum	Faculty Sample (N)	Mean Score	Standard Deviation (SD)	T-Score	P-value
Current Curriculum	30	3.2	0.97	6.38	0.001
NEP 2020 Guidelines	30	4.6	0.71		

**Conclusion:**

Table-1, Shows that the mean score of NEP 2020 Guidelines have higher than current curriculum. The calculated value of t -value is 6.38 and P-Value is 0.001 is less than 0.05. Therefore, we reject the null hypothesis Which is statistically significant. This shows that Faculty members rated their significant difference between Current Curriculum and NEP-2020 Guidelines in promoting student's holistic development.

**Table-2. To investigate the association between teacher training and the effective implementation of the NEP 2020 curriculum.**

Teacher Group	N	Mean Score	Standard Deviation (SD)	T-Score	P-value
Trained Teacher	40	3.84	0.41	2.54	0.015
Untrained Teacher	20	3.55	0.42		

**Conclusion:**

Table-2, Shows that the mean score of Trained Teachers s have higher than untrained Teachers. The calculated value of t -value is 2.54 with a P-Value is 0.015 is less than 0.05. Which is statistically significant. Therefore, we reject the null hypothesis. This result shows a statistically significant difference between training and untrained effective implementation of the NEP 2020 curriculum. Trained teachers

performed significantly better than untrained teachers, suggesting that training has a positive impact on teacher performance/score

**Table -3. To analyze whether teachers’ demographic factors type of school influence the implementation of the NEP 2020 curriculum.**

School Type	N	Mean Score	Standard Deviation (SD)	T-Score	P-value
Public School faculty	30	4.05	0.37	3.15	0.0025
Private School faculty	30	3.72	0.44		

**Conclusion:**

Table-3: Shows that the mean score of Public-School faculties have higher than private school faculty. That calculated value of t -value is 3.15 and P-Value is 0.0025 is less than 0.05. the difference is statistically significant. Therefore, we reject the null hypothesis. Which is statistically significant. This shows that Public school faculty has significantly higher mean scores compared to private school faculty.

**Overall Conclusions:**

1. The current school curriculum shows a significant relationship with NEP 2020 guidelines, The present school curriculum is largely in line with NEP 2020 guidelines, reflecting a shift toward the holistic development of students across academic, social, emotional, and skill-based domains
2. There is a strong association between teacher training and effective implementation of the NEP 2020 curriculum. This mean that the effective execution of NEP reforms in classrooms is highly dependent on competent and well-trained teachers.
3. A significant difference exists in curriculum implementation based on school type (e.g., government, private, aided schools). This indicates that the adoption and implementation of NEP 2020 vary across different institutions.

**Suggestions /Recommendations**

1. The curriculum should be updated according to National Education Policy 2020.
2. It should integrate experiments, skill-based learning, and interdisciplinary methods.
3. Schools need to maintain a balance between academic and co-curricular activities.
4. Teachers should be provided with regular professional development workshops focusing on innovative teaching practices, student-centered learning, and the effective integration of technology in classrooms.
5. A proper system should be established for effective curriculum implementation along with encouraging schools to use digital tools, updated learning materials, and trained staff

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