

Questionnaire: "Assessing the Transformative Influence of NEP-2020 on Teacher Education and Professional Growth"

Dr. Mohammad Zahid¹

¹Assistant Professor Department of Teacher Education Shibli National Post Graduate College Azamgarh
U. P. India

Publication Date: 2025/11/13

Abstract: This research concentrates on developing and validating a reliable tool intended to evaluate the influence of the National Education Policy (NEP) 2020 on teacher education and professional growth in India. The instrument consists of 35 carefully framed items spanning several dimensions such as policy awareness, institutional preparedness, curriculum restructuring, adoption of digital resources, institutional encouragement, and educators' professional development. Each statement follows a five-point Likert response format. The validated questionnaire will support researchers and policymakers in examining how NEP 2020 is reshaping and strengthening the teacher-education ecosystem across the country.

The purpose of the present study is to design, refine, and validate a robust questionnaire to examine the impact of NEP 2020 on various aspects of teacher education and educators' professional advancement. The tool covers key domains including awareness, implementation readiness, curriculum transformation, ICT integration, institutional support, research culture, and professional growth. All items are measured on a five-point Likert scale. The instrument is scientifically developed and validated, making it suitable for academic research and policy-related assessment regarding NEP 2020 reforms in teacher education in India.

How to Cite: Dr. Mohammad Zahid (2025). Questionnaire: "Assessing the Transformative Influence of NEP-2020 on Teacher Education and Professional Growth". *International Journal of Innovative Science and Research Technology*, 10 (10), 3161-3163. <https://doi.org/10.38124/ijisrt/25oct1056>

I. INTRODUCTION

The National Education Policy (NEP) 2020 provides a comprehensive roadmap for re-envisioning India's education system. It emphasizes quality improvement, inclusive and research-oriented pedagogy, and strengthening teacher preparation systems. As teachers are central to policy execution, teacher education becomes a critical domain for realizing NEP's objectives. This research, therefore, focuses on creating a structured tool to assess the perceived impact of NEP 2020 on teacher-education programmes and professional development initiatives across institutions.

➤ Objectives of the Study

- To create a standardized instrument to measure the influence of NEP 2020 on teacher education.
- To examine teachers' perceptions regarding reforms in professional training under NEP 2020.
- To identify strengths and challenges in implementing NEP 2020 within teacher-education institutions.
- To provide a validated tool for academic research and policy evaluation.

II. METHODOLOGY

The tool development process followed rigorous research procedures, involving five systematic stages: (i) review of existing literature, (ii) generation of item pool, (iii) validation by experts, (iv) pilot testing, and (v) final refinement. Content validity was ensured through expert review, and reliability and construct validity were established using pilot data. Fifty teacher educators participated in pilot testing, and internal consistency was confirmed through Cronbach's Alpha.

III. DESCRIPTION OF THE TOOL

The finalized tool consists of 35 statements distributed across the domains of awareness, implementation, curriculum modification, digital adoption, research orientation, institutional support, and professional development. All items are evaluated using a five-point Likert scale:

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

NEP-2020 Questionnaire (Re-written Version)

1. NEP-2020 has introduced major transformations in teacher-education programs.

A) SA B) A C) N D) D E) SD

2. I possess adequate understanding of NEP-2020 provisions related to teacher education.

A) SA B) A C) N D) D E) SD

3. My institution has initiated steps toward NEP-2020 implementation.

A) SA B) A C) N D) D E) SD

4. NEP-2020 stresses competency-driven teacher training practices.

A) SA B) A C) N D) D E) SD

5. The policy focuses on holistic, multidisciplinary learning approaches.

A) SA B) A C) N D) D E) SD

6. I am well-informed about the four-year Integrated B.Ed. programme under NEP-2020.

A) SA B) A C) N D) D E) SD

7. My institution regularly conducts awareness/orientation programmes on NEP-2020.

A) SA B) A C) N D) D E) SD

8. NEP promotes flexibility and learner choice in academic pathways.

A) SA B) A C) N D) D E) SD

9. Teacher-education curriculum has become more research-centered after NEP-2020.

A) SA B) A C) N D) D E) SD

10. Curriculum revision has begun in my institution as per NEP-2020 guidelines.

A) SA B) A C) N D) D E) SD

11. Digital technologies and ICT tools are being actively integrated into teacher education.

A) SA B) A C) N D) D E) SD

12. NEP-2020 emphasizes lifelong learning and continuous upskilling for teachers.

A) SA B) A C) N D) D E) SD

13. In-service training programs have strengthened after the introduction of NEP-2020.

A) SA B) A C) N D) D E) SD

14. Ethical and value-based teacher preparation is reinforced in NEP-2020.

A) SA B) A C) N D) D E) SD

15. My institution is supporting interdisciplinary and cross-domain learning programmes.

A) SA B) A C) N D) D E) SD

16. NEP-2020 promotes experiential, hands-on, and skill-oriented education.

A) SA B) A C) N D) D E) SD

17. Technology-enabled teaching-learning practices have increased post-NEP-2020.

A) SA B) A C) N D) D E) SD

18. Blended learning (offline + online) is encouraged in my institution.

A) SA B) A C) N D) D E) SD

19. Assessment processes are becoming outcome-oriented after NEP-2020.

A) SA B) A C) N D) D E) SD

20. NEP-2020 encourages innovation, inquiry, and educational research.

A) SA B) A C) N D) D E) SD

21. My institution has strengthened frameworks to evaluate teacher performance.

A) SA B) A C) N D) D E) SD

22. Inclusion and diversity have gained more emphasis in teacher-education programmes.

A) SA B) A C) N D) D E) SD

23. School-based practicum and internships are prioritized under NEP-2020.

A) SA B) A C) N D) D E) SD

24. Teacher educators are receiving training for NEP-aligned curriculum delivery.

A) SA B) A C) N D) D E) SD

25. My institution collaborates with external bodies for NEP-related initiatives.

A) SA B) A C) N D) D E) SD

26. NEP-2020 promotes comprehensive and multi-dimensional student assessment.

A) SA B) A C) N D) D E) SD

27. Digital literacy and skills-training programs for teachers have increased.

A) SA B) A C) N D) D E) SD

28. I feel confident and prepared to teach in alignment with NEP-2020 reforms.

A) SA B) A C) N D) D E) SD

29. NEP-2020 promotes integration of Indian knowledge systems and cultural heritage.

A) SA B) A C) N D) D E) SD

30. NEP-2020 provides academic space for research-based professional advancement.

A) SA B) A C) N D) D E) SD

31. My institution actively motivates teachers for professional development.

A) SA B) A C) N D) D E) SD

32. Inclusive and equitable education environments are emphasized in NEP-2020.

A) SA B) A C) N D) D E) SD

33. Teacher training now focuses more on 21st-century competencies.

A) SA B) A C) N D) D E) SD

34. Teacher accountability systems have strengthened due to NEP-2020 implementation.

A) SA B) A C) N D) D E) SD

35. I believe NEP-2020 will significantly enhance the quality of teacher-education in India.

A) SA B) A C) N D) D E) SD

IV. CONCLUSION

The research concludes that NEP 2020 has ushered in major reforms in teacher-education structures and professional development. The validated tool presented contributes significantly to assessing educators' readiness, awareness, and engagement with NEP reforms. Findings suggest a shift toward outcome-driven learning, ICT-enabled instruction, and professional growth. Continued institutional support and research-driven practice remain essential for realizing NEP's objectives.

REFERENCES

- [1]. Government of India (2020). National Education Policy 2020. Ministry of Education, New Delhi.
- [2]. NCTE (2021). Teacher-Education Guidelines under NEP-2020. National Council for Teacher Education.
- [3]. Kumar, S. & Sharma, R. (2022). Teacher-education reforms under NEP 2020. *Journal of Educational Policy and Practice*, 14(2), 45–58.
- [4]. Singh, A. (2023). ICT integration in teacher-education after NEP. *Indian Journal of Teacher Education*, 9(1), 34–50.
- [5]. Mishra, P. & Gupta, V. (2024). Implementation challenges of NEP-2020 in teacher-education institutions. *Educational Review Quarterly*, 18(3), 87–102.
- [6]. Dr. Mohammad Zahid (2025). Tool development for NEP-2020 assessment. *Shodh Drishti*, 21(1), 101–113.