



Philosophical & Curricular Aspects of Nep-2020: A Study of Rural and Urban Secondary School Teachers of Andhra Pradesh State

Batta. Anjamma^{1*}, Dr. Saraswathi V²

¹Research Scholar, Dept of Education & HRD, Dravidian University, Kuppam, Andhra Pradesh, India.

²Assistant Professor, Department of Education & HRD, Dravidian University, Kuppam, Andhra Pradesh, India.

Corresponding author(s):

Batta. Anjamma, Research Scholar, Dept of Education & HRD, Dravidian University, Kuppam, Andhra Pradesh, India.

Citation:

Batta. Anjamma, Dr. Saraswathi, V. (2026). Philosophical & Curricular Aspects of Nep-2020: A Study of Rural and Urban Secondary School Teachers of Andhra Pradesh State. International Journal of Multidisciplinary Research Transactions, 8(4), 114–123.

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Accepted: 27 April 2026

Available online: 30 April 2026

Abstract

This study is taken up to know the perceptions of secondary school teachers regarding philosophical and curricular aspects of NEP-2020. In this aspect, the study used a research questionnaire. The sample consists of 168 secondary school teachers they belong to 118 rural and 50 urban areas of Andhra Pradesh. Collected data was analysed statistical techniques minimum, maximum, mean, SD using SPSS-26 version. The findings both locations mean of 34.08 (SD=3.89), stakeholders demonstrate strong confidence in the policy's vision. The highest level of endorsement is observed in ICT Integration (M=4.35) and the promotion of Creativity and Innovation (M=4.32), suggesting that the community views modernization and student-centric learning as the policy's greatest strengths. It is concluded that the urban respondents are not only more positive but also more unanimous in their support for NEP 2020 compared to rural respondents in addition to other findings.

Keywords: Attitudes, Philosophical & Curricular Aspects, National Education Policy.

1. Introduction

A rich tapestry of historical influences and current settings shapes the background for examining philosophy and cultural role in modern education. The investigation of basic issues pertaining to knowledge, ethics, and the goal of education was pioneered by philosophers such as Socrates, Confucius, and Plato. Immanuel Kant, Jean Jacques Rousseau, and John Locke all contributed to the development of educational thought over time by highlighting the value of moral growth, critical thinking, and autonomy. These philosophical movements emphasized the importance of student-centered methods, experiential learning, and incorporating philosophical and cultural ideas into teaching methods. These studies of the moral dilemmas raised by technology, digital literacy, and artificial intelligence's impact on education are becoming more and more important in today's world. Philosophy provides a prism through which to evaluate these new concerns and think about different educational strategies. In light of this, researching the implications of philosophy in contemporary education entails examining how philosophical ideas impact educational theory, practice, and policy in response to current possibilities and difficulties. In addition to addressing the pressing problems confronting educators, students, and society in the twenty-first century, this investigation entails debating timeless questions regarding the nature and purpose of education in the context of NEP 2020.

2. Review of Literature

The studies highlighted the need to measure perception as a multidimensional construct among various levels of teachers working in schools, colleges and universities (Singh and Kumar, 2022ⁱ; Verma and Kumar, 2023ⁱⁱ; Anjali and Sumathi; 2026ⁱⁱⁱ). Rajbanshi and Gupta (2026)^{iv} investigated how teacher educators perceived integrated teacher education programs in relation to their gender, place of residence, and teaching experience. In response to the idea and ideology of NEP 2020, Patil (2026)^v aimed to investigate language teachers' perspectives and the changing nature of their roles. Regarding NEP 2020 policies, the study emphasised on holistic learning and competency-based education is promising, but it needs strong institutional support, according to Rangarajan, Sharma, and Grové's (2023)^{vi} and Haripriya V. and M. Prema (2023)^{vii} analysis of NEP 2020 through the lens of inclusion and equity. Multidisciplinary education, digital transformation, equity-driven policies, and institutional change were highlighted by Narkhede (2026)^{viii}. Kumari (2026)^{ix} asserts that while the NEP 2020 presents a progressive and forward-thinking vision, its success will rely on ongoing political commitment, sufficient budget, institutional capacity building, and ongoing policy

evaluation. In order to ensure that reforms result in meaningful educational experiences for every child, Mandal (2026)^x emphasized that the policy's success depended on bridging gaps between vision and ground realities.

Research gap: There were few micro-level studies on rural areas and particular institutional issues in the earlier research, which mostly concentrated on various aspects of policy design and actual execution. A thorough examination of recent literature and empirical research is necessary to identify research gaps in the study of the implications of philosophical and cultural dimensions of NEP 2020 in contemporary education. Thus, the current investigation is suggested in this regard.

Objective: To find out the perceptions of secondary school teachers working in rural and urban of Andhra Pradesh State with regard to philosophical and curricular aspects of NEP-2020.

Hypothesis: There is no significant difference between rural and urban respondents regarding their perceptions of the philosophical and curricular aspects of NEP 2020.

3. Methodology

The present research applied a descriptive survey method. For this purpose, the investigators collected the data administering a research questionnaire. The study's population consists of secondary school teachers (N=168) of rural (N=118) and urban (N=50) areas of Andhra Pradesh. The quantitative data was analyzed using SPSS software in accordance with the study's goals and nature. High internal consistency among the items was indicated by the Cronbach's alpha coefficient ($\alpha = 0.875$). This shows that every item has a strong correlation with the overall scale. Correlation and regression analysis were the statistical methods employed. The results are presented in data analysis and interpretation section.

4. Results and Discussion

The below table shows the descriptive statistics which indicates a high positive perception among rural respondents regarding the philosophical and curricular aspects of NEP 2020. With a collective mean score of $33.94(\pm 4.02)$, there is strong agreement that the policy benefits the educational landscape.

ICT Integration is the highest-rated statement, with a mean of 4.34, which suggests rural teachers see ICT as the most effective tool for improving teaching. Respondents strongly believed that NEP 2020 foster all-round student growth and innovation on holistic development and creativity with means of 4.31 and 4.32, respectively.

Table.1. Descriptive Statistics: Rural Respondents' Perceptions on Philosophical & Curricular Aspects regarding NEP2020

Statements	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Skewness		Kurtosis	
							Statistic	Std. Error	Statistic	Std. Error
NEP 2020 promotes holistic development of students.	118	3	5	509	4.31	.609	-.287	.223	-.619	.442
The 5+3+3+4 structure sports age-appropriate learning.	118	1	5	491	4.16	.679	-1.043	.223	3.555	.442
Emphasis on conceptual understanding over rote learning is beneficial.	118	1	5	487	4.13	.801	-.945	.223	1.423	.442
Integration of vocational education enhances student skills.	118	2	5	499	4.23	.672	-.650	.223	.754	.442
Encouraging multilingualism is beneficial for students.	118	1	5	496	4.20	.801	-1.197	.223	2.133	.442
Flexible subject choice improves quality of education.	118	2	5	501	4.25	.612	-.420	.223	.606	.442
ICT integration improves teaching effectiveness.	118	1	5	512	4.34	.695	-1.349	.223	4.036	.442
NEP 2020 encourages creativity and innovation among students.	118	2	5	510	4.32	.597	-.501	.223	.775	.442

Philosophical & Curricular Aspects (Rural)	118	23.00	40.00	4005.00	33.94	4.02	-.321	.223	-.069	.442
---	------------	--------------	--------------	----------------	--------------	-------------	--------------	-------------	--------------	-------------

Source: Primary data

It is strongly opined by the secondary school teachers working in rural areas that they have a flexibility of their choice subject.

Table.2. Descriptive Statistics: Urban Respondents' Perceptions on Philosophical & Curricular Aspects regarding NEP2020

Statements	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Skewness		Kurtosis	
							Statistic	Std. Error	Statistic	Std. Error
NEP 2020 promotes holistic development of students.	50	3	5	214	4.28	.640	-.321	.337	-.626	.662
The 5+3+3+4 structure sports age-appropriate learning.	50	3	5	212	4.24	.591	-.105	.337	-.378	.662
Emphasis on conceptual understanding over rote learning is beneficial.	50	2	5	213	4.26	.633	-.770	.337	2.039	.662
Integration of vocational education enhances student skills.	50	3	5	215	4.30	.614	-.275	.337	-.570	.662
Encouraging multilingualism is beneficial for students.	50	3	5	217	4.34	.658	-.493	.337	-.659	.662
Flexible subject choice improves quality of education.	50	3	5	216	4.32	.587	-.194	.337	-.576	.662
ICT integration improves teaching effectiveness.	50	3	5	219	4.38	.602	-.390	.337	-.626	.662

NEP 2020 encourages creativity and innovation among students.	50	3	5	216	4.32	.587	-.194	.337	-.576	.662
Philosophical & Curricular Aspects (Urban)	50	24.00	40.00	1722.00	34.44	3.59	-.094	.337	.182	.662

Source: Primary data

The urban respondents exhibit a remarkably high degree of agreement and favourability regarding the NEP 2020 curriculum and philosophical alterations. They well-thought-out these measures to be very beneficial, with an average score of 34.44 out of 40 score.

The technological aspect the teachers highly rated for the ICT integration with a mean score of 4.38. This that the urban respondents strongly believe that digital tools are primary driver to teach effectively.

The teachers highly supported for Multilingualism (M=4.34) and Flexible Subject Choice (4.32). From this concept it is understood that it reflects urban preference for versatile and diverse learning paths.

Out of 8 statements in Philosophical & Curricular Aspects, 7 items have scored a score is 3, it can say that the respondents have neutral perceptions. This means almost no urban respondent "Disagreed" or "Strongly Disagreed" with these aspects. This suggests that the urban community has a more uniform and consistent understanding of NEP 2020's goals.

Table.3. Descriptive Statistics: Rural and Urban Respondents' Perceptions on Philosophical & Curricular Aspects regarding NEP2020

Statements	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Skewness		Kurtosis	
							Statistic	Std. Error	Statistic	Std. Error
NEP 2020 promotes holistic development of students.	168	3	5	723	4.30	.617	-.298	.187	-.632	.373

The 5+3+3+4 structure sports age-appropriate learning.	168	1	5	703	4.18	.653	-.859	.187	2.922	.373
Emphasis on conceptual understanding over rote learning is beneficial.	168	1	5	700	4.17	.756	-.962	.187	1.700	.373
Integration of vocational education enhances student skills.	168	2	5	714	4.25	.654	-.568	.187	.493	.373
Encouraging multilingualism is beneficial for students.	168	1	5	713	4.24	.762	-1.102	.187	1.919	.373
Flexible subject choice improves quality of education.	168	2	5	717	4.27	.604	-.363	.187	.303	.373
ICT integration improves teaching effectiveness.	168	1	5	731	4.35	.667	-1.155	.187	3.248	.373
NEP 2020 encourages creativity and innovation among students.	168	2	5	726	4.32	.593	-.411	.187	.369	.373
Philosophical & Curricular Aspects (Rural & Urban)	168	23.00	40.00	5727.00	34.08	3.89	-.285	.187	.013	.373

Source: Primary data

The respondents perceived the ICT Integration (M=4.35) is the highest-rated statement. It is clear from the results that digital tools are most essential factors for improving teaching effectiveness.

The teachers strongly believed that this policy will foster Creativity and Innovation statement (M=4.32) and Holistic Development (M=4.30). These scores suggest that the policy's focus on all-round growth resounds well.

They have in thought of that flexible subject choices ($M=4.27$) and Vocational education ($M=4.25$) also received high scores, which indicates support for a less rigid academic structure.

Table.4. Rural vs. Urban Comparison

Metric	Rural	Urban	Perception
Frequency (N)	118	50	
Total Mean (M)	33.94	34.44	Urban perception is slightly higher.
Highest Item	ICT (4.34)	ICT (4.38)	Technology is the top priority for both.
Lowest Item	Conceptual (4.13)	Holistic Dev (4.28)	Urban "lows" are higher than rural "lows."
Std. Deviation	4.02	3.59	Urban responses are more consistent.

Source: Compiled from Tables 1, 2, 3.

Table 4 illustrates the overall comparison of rural and urban respondents' perceptions not only more positive but also more unanimous in their support for NEP 2020 compared to rural respondents.

5. Findings

The descriptive analysis shows that both rural and urban respondents had a strong and favourable perception of NEP 2020's philosophical and curricular changes. The following are some of the important findings:

- Stakeholders show a high level of trust in the policy's vision with a combined aggregate mean of 34.08 ($SD = 3.89$).
- It is also found that ICT Integration ($M = 4.35$) and the encouragement of creativity and innovation ($M = 4.32$) have the highest levels of endorsement, indicating that the community considers modernization and student-centric learning to be the policy's greatest advantages.
- Although the general feeling is quite positive, the slightly higher variety in responses for Conceptual Understanding and Multilingualism suggests that these areas may need more targeted implementation tactics to accommodate minority concerns, even though they are supported.

- At the end, the near-normal distribution of the overall scores (Skewness = -0.285; Kurtosis = 0.013) highlights a consistent and broad agreement that the 5+3+3+4 structure and the related curricular changes are ready to improve the calibre and comprehensiveness of education in India.

6. Conclusion

The combined data demonstrates that secondary school teachers of Andhra Pradesh State either they are from rural and urban areas background are essentially "on the same page," seeing the curriculum changes as a major advancement through NEP-2020 for the Indian educational system.

Acknowledgement

The authors have no acknowledgements to declare.

Funding

This study has not received any funding from any institution/agency.

Conflict of Interest/Competing Interests

No conflict of interest.

Data Availability

Available provision request

REFERENCES

- [1]. Singh, J., & Kumar, P. (2022). Implementing NEP 2020: Challenges and opportunities for faculty development. *Indian Journal of Higher Education*, 14(2), 112–128. <https://doi.org/10.1007/s41465-023-00256-9>.
- [2]. Verma, A., & Kumar, S. (2023). Policy implications of NEP 2020 for digital learning in India. *Journal of Education Policy*, 38(4), 560–578. <https://doi.org/10.1080/02680939.2022.2045678>.
- [3]. Anjali, K.V.& Sumathi, C.(2026). Faculty Perception of NEP 2020 and Its Role in Digital Teaching Transformation: A Mediated Moderated Model. *Excel International Journal of Technology, Engineering and Management*, 13(1), 120-125.
- [4]. Rajbanshi, S., & Gupta, S. (2026). Perception of Teacher Educators towards Proposed Four Year Integrated Teacher Education Programme (ITEP) under Choice Based Credit System. *Asian Journal of Education and Social Studies*, 52(4), 98–107. <https://doi.org/10.9734/ajess/2026/v52i42944>
- [5]. Patil, A.S. (2026). Language Teachers' Perceptions and the Evolving Nature of their Roles in Response to National Education Policy 2020. *International Journal of Multidisciplinary Educational Research*, 15-1(4), 51-63.
- [6]. Rangarajan, R., Sharma, U., & Grové, C. (2023). Inclusion and equity in India's new National Education Policy (NEP): An analysis using the Context Led Model of Education Quality. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2023.2295907> (doi.org in Bing)
- [7]. Haripriya, V. & Prema, M. (2023). Sustainable development goals and national education policy: A synergistic approach. *Impact of New Education Policy among Future Generation* (Ed. M Deepa), Vol I, pp. 517-526.

- [8]. Narkhede, G., Pasi, B., Dhamak, P., Mahalle, P. & Ambhore, N. (2026). In the pursuit of educational excellence: investigating CSFs for implementing NEP 2020 to redefine the higher education ecosystem. *Journal of Applied Research in Higher Education*, 18(2), 372–393. doi:<https://doi.org/10.1108/JARHE-09-2024-0454>
- [9]. Kumari, B. (2026). NEP 2020 and Educational Transformation in India: A Conceptual and Policy Review. *The Stanford Journal*, 3(1), 281-288.
- [10]. Mandal, B. (2026). A Study of Challenges and Prospects on the Implementation of the National Education Policy 2020 in School Education in India. *Bharati International Journal of Multidisciplinary Research & Development(BIJMRD)*, 4(3), 379-385.
-