

# Challenges in the Implementation of NIPUN Bharat Mission at the Primary School Level: A Quantitative Study of Teachers' Perspective

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## Abstract

This study explores the challenges faced by school teachers while implementing the NIPUN Bharat Mission, with a focus on how these challenges vary according to teaching experience and gender. The main areas of concern include pedagogical issues, administrative workload, infrastructural limitations, community interaction, and training and supervision support. A descriptive approach was used to analyse the responses, and mean scores were applied to understand the level of difficulties experienced by teachers. The findings suggest that teaching experience plays an important role in shaping how teachers perceive challenges in their work. Teachers in the early and middle stages of their careers generally reported higher administrative and training-related pressures, while more experienced teachers appeared better able to manage such responsibilities. At the same time, experienced teachers showed a deeper awareness of classroom complexities, which slightly increased their perception of pedagogical challenges. Infrastructural issues were found to be fairly consistent across all experience groups, indicating that these problems are more system-related rather than experience-based. Community-related challenges were more noticeable among mid-career teachers but gradually reduced as experience increased.

When it comes to gender, the study found very little difference between male and female teachers. Both groups reported almost similar levels of difficulty across all dimensions, suggesting that teaching conditions and responsibilities are largely the same for everyone, regardless of gender.

Overall, the study highlights that experience has a greater influence on teachers' challenges than gender. It also points towards the need for better training support, reduced administrative burden, and improved school infrastructure to ensure the smooth implementation of the NIPUN Bharat Mission.

**Keywords:** NIPUN Bharat Mission, teacher experiences, classroom challenges, administrative workload, school infrastructure, community engagement, teacher training, pedagogical difficulties, teaching experience, gender comparison.

## 1. Introduction

The NIPUN Bharat Mission is a major educational initiative launched by the Government of India with the aim of ensuring that every child attains foundational literacy and numeracy skills by the end of Grade III. These basic abilities in reading, writing, and mathematics are considered essential for a child's overall

academic growth and future learning. Without strong foundational skills at the early stage, children often face difficulties in understanding concepts in higher classes.

Primary education serves as the foundation of the entire learning process, and teachers play a crucial role in shaping students' academic development during this stage. The mission promotes learner-centered and activity-based teaching practices to make classroom learning more engaging, meaningful, and effective for children.

Despite its importance, the implementation of the NIPUN Bharat Mission at the school level faces several practical challenges. Teachers often experience difficulties such as insufficient training, shortage of teaching-learning materials, overcrowded classrooms, limited instructional time, and increased administrative responsibilities. In addition, lack of parental involvement and inadequate school infrastructure also affect the smooth execution of the mission objectives.

In this context, understanding the problems faced by teachers becomes essential for improving the implementation process and achieving the goals of the mission effectively. Therefore, the present study aims to examine the challenges faced by teachers in implementing the NIPUN Bharat Mission at the primary school level through a quantitative research approach using data collected from teachers with the help of a structured questionnaire.

## 2. Significance of the Study

The present study holds considerable importance as it examines the real challenges faced during the implementation of the NIPUN Bharat Mission at the primary school level. Although the mission aims to strengthen foundational literacy and numeracy among children, its effectiveness depends greatly on how successfully it is carried out in classrooms. For this reason, it is necessary to understand the actual conditions and difficulties experienced at the school level.

The study is especially useful for teachers because it brings attention to the problems they face while implementing the mission in their daily teaching practices. Identifying these issues can help in developing better teaching methods and providing the necessary academic and professional support to educators. The findings may also assist school authorities and policymakers in taking appropriate measures to reduce challenges related to inadequate resources, limited training opportunities, and excessive administrative responsibilities.

In addition, the study contributes to educational research by presenting data collected directly from teachers through a structured approach. It provides a clearer understanding of how effectively the objectives of the NIPUN Bharat Mission are being achieved in practice. The study may also serve as a valuable reference for future researchers working in the area of foundational literacy and numeracy.

Moreover, the research can support efforts to improve learning outcomes among primary school students by identifying gaps in implementation. Addressing these issues can help create a more supportive classroom environment and enhance the overall quality of teaching and learning at the elementary level.

## 3. Review of related Literature

The Ministry of Education (2026) carried out the “*NIPUN Bharat Mission Planning and Implementation Template*” to provide states and union territories with a practical framework for implementing foundational literacy and numeracy initiatives effectively. The document outlined strategies for planning, monitoring, and executing educational goals at the school level. The major findings emphasized that successful implementation of the NIPUN Bharat Mission depends on adequate teacher availability,

academic support systems, effective teaching-learning materials, regular classroom monitoring, and strong institutional supervision. Sarkar and Gaur (2025) conducted a study on “*The Success of the NIPUN Bharat Scheme: A Case Study on Foundational Literacy and Numeracy in India.*” The researchers adopted a qualitative approach and collected responses from teachers, parents, and school administrators across Uttar Pradesh, Tamil Nadu, and Assam. The findings showed that competency-based teaching methods under NIPUN Bharat have positively influenced children’s foundational literacy and numeracy skills. However, issues such as language barriers, poor infrastructure, and insufficient teacher support continued to affect implementation. The study concluded that localized curriculum planning, continuous teacher mentoring, and stronger community participation are necessary for improving the effectiveness of the mission. Das and Sen (2025) conducted a study on “*Teachers’ Experiences with NIPUN Implementation in North Tripura.*” The study used a descriptive survey method and included primary school teachers from government schools. The findings revealed that although teachers were aware of the mission, they faced challenges such as inadequate training, shortage of teaching-learning materials, and lack of institutional support. Teachers also experienced difficulty in applying FLN-based teaching strategies in classroom situations. The study concluded that continuous teacher training, adequate learning resources, and stronger administrative support are essential for successful implementation. Mahanta(2025) carried out a study on “*Challenges in Implementing the FLN Mission in Mathematics at the Elementary Level.*” The study followed a quantitative approach focusing on teacher preparedness, workload, training, and infrastructural support. The sample included primary school teachers from selected government schools. The findings indicated that although teachers attended FLN training programs, most had limited exposure and lacked confidence in using activity-based teaching methods. Heavy workload and shortage of teaching materials were also identified as major challenges. The study concluded that sustained training support and better classroom resources are necessary for effective FLN implementation. Maqbool, Sheikh, and Annayat (2025) conducted a study on ‘*Reimagining Foundational Literacy and Numeracy in India: A Conceptual Analysis of the NIPUN Bharat Mission in the Light of NEP-2020*’ conceptual and qualitative study on the NIPUN Bharat Mission in relation to the National Education Policy 2020. The researchers analysed secondary sources such as policy documents, government reports, journals, and educational literature to understand the importance of foundational literacy and numeracy in primary education. The study found that the mission emphasizes child-centred learning, activity-based teaching, and competency development for improving early learning outcomes among children. It also highlighted major challenges including lack of proper infrastructure, insufficient teacher preparation, and unequal educational resources in different regions. The study concluded that successful implementation of NIPUN Bharat requires effective teacher training, administrative support, and continuous monitoring at the school level. Goyal (2025) carried out a qualitative and analytical study to examine the educational reforms introduced under the National Education Policy 2020. The study relied on secondary data collected from policy documents, research articles, government publications, and academic sources. The findings showed that the policy focuses on holistic education, multidisciplinary learning, skill development, and the integration of technology in teaching-learning processes. The paper also identified several barriers in implementation, such as lack of educational resources, inadequate teacher preparation, and disparities between rural and urban institutions. The study concluded that the effective implementation of NEP 2020 depends upon proper infrastructure, trained teachers, administrative cooperation, and continuous educational reforms. Swargiary(2024) conducted a study on “*Foundational Literacy and Numeracy in India: Challenges, Policies, and the Path Forward.*” The study used a policy-based analytical approach to examine FLN implementation under NEP

2020 and NIPUN Bharat. The findings showed that despite a strong policy framework, implementation at the school level is affected by regional disparities, shortage of trained teachers, and inadequate infrastructure. Rural schools were found to face greater difficulties due to limited resources and training opportunities. The study concluded that equitable distribution of resources and continuous teacher development are essential for improving foundational learning outcomes. Vishwakarma and Pal (2024) conducted a study on “*A Study on the Role of NIPUN Bharat Mission in the Development of Foundational Skills.*” The study used a survey method to examine the impact of the mission on foundational literacy and numeracy among primary school students. The findings revealed that the mission has positively contributed to foundational skill development. However, teachers faced challenges such as overcrowded classrooms, lack of teaching aids, and differences in students’ learning levels. The study concluded that infrastructural improvement and stronger classroom support systems are necessary for better implementation. Reddy (2024) conducted a study on “*Digital Learning in Foundational Education.*” The study examined the use of digital platforms such as DIKSHA in foundational learning programs. The findings showed that digital tools support classroom teaching and improve student engagement. However, limited internet connectivity, shortage of digital devices, and lack of digital literacy among teachers restricted effective implementation, especially in rural schools. The study concluded that improving digital infrastructure is necessary for the successful implementation of FLN programs. ASER Centre (2022) conducted the “*Annual Status of Education Report (Rural)*” to assess foundational learning levels among rural primary school students across India. The findings revealed persistent learning gaps in reading and arithmetic skills among children at the elementary level. Many Grade III students were unable to perform basic reading tasks appropriate to their class level. The report concluded that strong foundational learning initiatives such as NIPUN Bharat are necessary, but their effectiveness depends on proper implementation at the grassroots level. UNICEF (2021) highlighted the importance of foundational learning for long-term educational development. The report found that learning outcomes improve when teachers receive proper training and parents actively participate in children’s education. However, lack of awareness and weak school-community collaboration negatively affect learning outcomes in many regions. The report concluded that stronger community participation and teacher support systems are essential for improving foundational literacy and numeracy outcomes.

#### 4.Objectives of the Study

The challenges in the implementation of the NIPUN Bharat Mission at the primary school level from teachers’ perspective.

- To study the administrative burden faced by teachers in completing Nipun Bharat Mission Teaching Experience.
- To study the infrastructure constraints faced by teachers in completing Nipun Bharat Mission Teaching Experience
- To study the community challenges faced by teachers in completing Nipun Bharat Mission Teaching Experience
- To study the training and supervision faced by teachers in completing Nipun Bharat Mission Teaching Experience
- To study the pedagogical challenges faced by teachers in completing Nipun Bharat Mission with respect to gender

- To study the administrative burden faced by teachers in completing Nipun Bharat Mission with respect to gender
- To study the infrastructural constraints faced by teachers in completing Nipun Bharat Mission with respect to gender
- To study the community challenges faced by teachers in completing Nipun Bharat Mission with respect to gender.
- To study the training and supervision faced by teachers in completing Nipun Bharat Mission with respect to gender
- To study the administrative burden faced by teachers in completing Nipun Bharat Mission with respect to gender

## 5. Research questions

### What are the challenges in the implementation of the NIPUN Bharat Mission at the primary school level from teachers' perspective

- What pedagogical challenges are faced by teachers in implementing NIPUN Bharat Mission?
- What administrative burdens are faced by teachers in implementing NIPUN Bharat Mission?
- What infrastructural constraints are faced by teachers in implementing NIPUN Bharat Mission?
- What community-related challenges are faced by teachers in implementing NIPUN Bharat Mission?
- What training and supervision-related challenges are faced by teachers in implementing NIPUN Bharat Mission?
- Is there any significant difference in pedagogical challenges faced by teachers in implementing NIPUN Bharat Mission with respect to gender?
- Is there any significant difference in administrative burden faced by teachers in implementing NIPUN Bharat Mission with respect to gender?
- Is there any significant difference in infrastructural constraints faced by teachers in implementing NIPUN Bharat Mission with respect to gender?
- Is there any significant difference in community-related challenges faced by teachers in implementing NIPUN Bharat Mission with respect to gender?
- Is there any significant difference in training and supervision-related challenges faced by teachers in implementing NIPUN Bharat Mission with respect to gender?

## 6. Methodology

**6.1. Research Design:** The present study is based on a quantitative research approach. A descriptive survey method was used to study the challenges in the implementation of the NIPUN Bharat Mission at the primary school level from teachers' perspective.

**6.2. Area of the Study:** The study was conducted in Unnao district of Uttar Pradesh.

**6.3. Population of the Study:** The population of the study consisted of all primary school teachers working in government primary schools of Unnao district.

**6.4. Sample and Sampling Technique:** A multi-stage sampling technique was used for the selection of the sample. In the first stage, 2 blocks were selected from Unnao district. In the second stage, 3 clusters were selected from each block, making a total of 6 clusters. In the third stage, 2 schools were selected

from each cluster, resulting in 12 schools. In the final stage, 4 teachers were selected from each school. Therefore, the total sample of the study consisted of: 2 Blocks → 3 Clusters → 12 Schools → 48 Teachers

**6.5. Tool of the Study:** A self-constructed Likert scale questionnaire was used to collect data from teachers. The tool was based on five dimensions: Pedagogical Challenges, Administrative Burden, Infrastructural Constraints, Community Challenges, Training and Supervision, The questionnaire included statements with response options ranging from Strongly Agree to Strongly Disagree.

**6.6. Data Collection Procedure:** The data were collected by visiting selected schools personally. The questionnaire was administered to the teachers, and necessary instructions were provided to ensure accurate responses.

## 7. DATA ANALYSIS

### Challenges Faced by Teachers in Implementing NIPUN Bharat Mission

#### 7.1. Pedagogical Challenges based on Teaching Experience

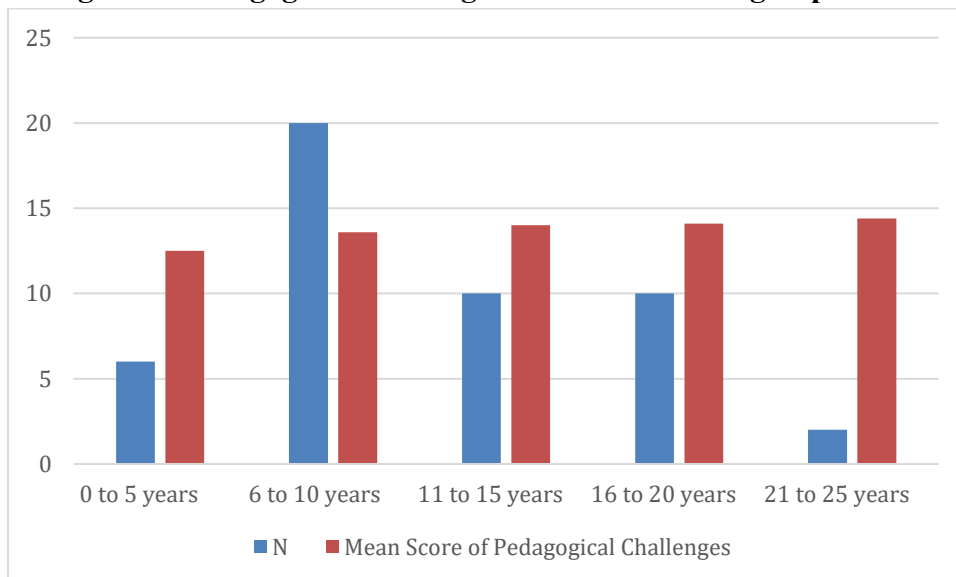
##### Objective

To study the pedagogical challenges faced by teachers in implementing the NIPUN Bharat Mission with respect to their teaching experience.

**Table 1. Mean Score of Pedagogical Challenges based on Teaching Experience**

Teaching Experience	N	Mean Score
0 to 5 years	6	12.5
6 to 10 years	20	13.6
11 to 15 years	10	14.0
16 to 20 years	10	14.1
21 to 25 years	2	14.4

**Figure 1: Pedagogical Challenges based on Teaching Experience**



Based on Figure 1, the level of teaching difficulties goes up as educators spend more years in the profession. The peak scores belong to teachers who have been in the field for 21 to 25 years.

Moving to Table 1, we can see a clear summary of these average challenge scores, divided by how long the teachers have been working.

The numbers show that the most veteran group (21 to 25 years) reached the highest average score of 14.4. Right behind them are those with 16 to 20 years (14.1) and 11 to 15 years (14.0). Even those with 6 to 10 years of classroom time reported a notably high score of 13.6.

On the other hand, the newest educators with just 0 to 5 years of experience showed the lowest average score at 12.5. This points out that beginners feel they face much fewer teaching obstacles.

In summary, the data tells us that teaching challenges are felt more strongly as experience grows. This happens because long-term teachers are much more tuned in to the real complexities of teaching, the heavy expectations of the syllabus, and the wide range of student differences in their classrooms.

## 7.2. Administrative Burden based on Teaching Experience

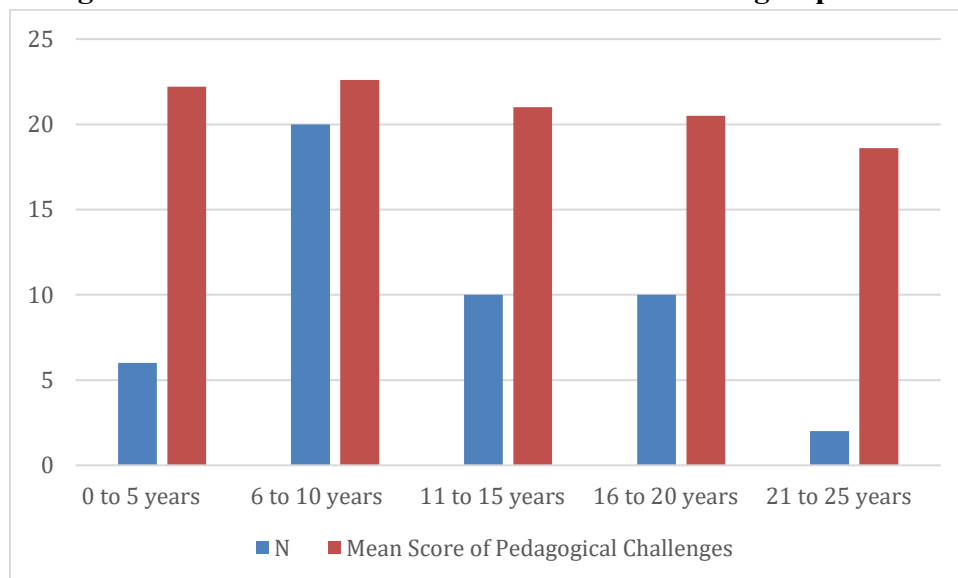
### Objective

To study the administrative burden faced by teachers in implementing the NIPUN Bharat Mission with respect to their teaching experience.

**Table 2. Mean Score of Administrative Burden based on Teaching Experience**

Teaching Experience	N	Mean Score
0 to 5 years	6	22.2
6 to 10 years	20	22.6
11 to 15 years	10	21.0
16 to 20 years	10	20.5
21 to 25 years	2	18.6

**Figure 2.: Administrative Burden based on Teaching Experience**



Based on Figure 2, the volume of administrative tasks reaches its peak for teachers who have been working for 6 to 10 years, and then it steadily goes down as they gain more experience.

Moving to Table 2, we can see a clear breakdown of these average workload scores, categorized by the educators' different career stages.

The numbers show that the 6 to 10-year cohort carries the heaviest load, recording the highest average score of 22.6. Following this peak, the pressure begins to ease for those with 11 to 15 years (21.0) and 16 to 20 years (20.5), eventually dropping to the absolute lowest score of 18.6 for the most veteran group (21 to 25 years).

On the other hand, the newest educators with just 0 to 5 years of experience also face a heavy burden right from the start, logging a high score of 22.2, which is just slightly below the peak.

In summary, the data tells us that administrative stress is much heavier during the first decade of teaching and naturally fades as the years go by. This shift likely happens because experienced teachers become much more efficient, manage their time better, and are fully accustomed to their school's paperwork and daily procedures.

### 7.3. Infrastructural Constraints based on Teaching Experience

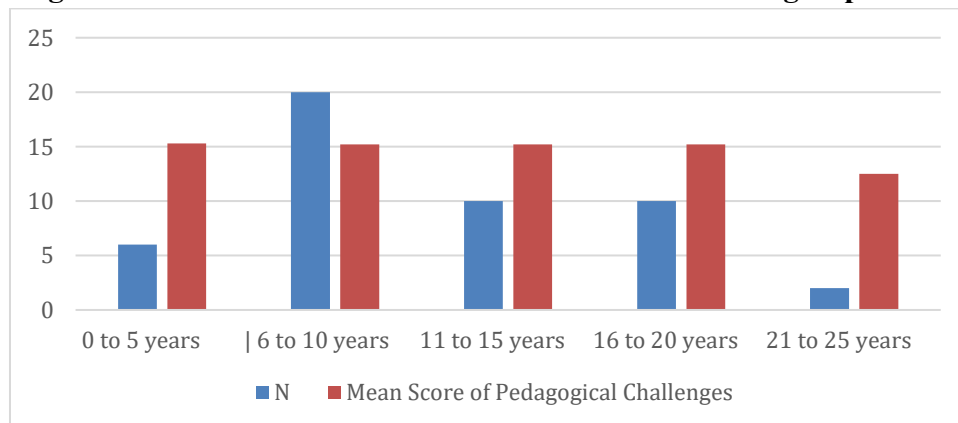
#### Objective

To study the infrastructural constraints faced by teachers in implementing the NIPUN Bharat Mission with respect to their teaching experience.

**Table 3. Mean Score of Infrastructural Constraints based on Teaching Experience**

Teaching Experience	N	Mean Score
0 to 5 years	6	15.3
6 to 10 years	20	15.2
11 to 15 years	10	15.2
16 to 20 years	10	15.2
21 to 25 years	2	12.5

**Figure 3.: Infrastructural Constraints based on Teaching Experience**



Based on Figure 3, the challenges related to school facilities and infrastructure stay almost exactly the same for the majority of educators, only showing a noticeable drop for those with the most years on the job.

Moving to Table 3, we are presented with a detailed summary of these average facility-related difficulty scores, separated by the varying lengths of the teachers' careers.

The numbers show that the newest group of educators (0 to 5 years) report the highest level of difficulty with a score of 15.3. Following closely, a long stretch of mid-career teachers—those in the 6 to 10, 11 to 15, and 16 to 20-year brackets—all experience an almost identical plateau of facility issues, tying at a steady average score of 15.2.

On the other hand, the most veteran educators with 21 to 25 years of experience report a sharp decline in these issues, yielding the lowest average score of 12.5. This indicates that highly seasoned staff feel significantly less restricted by building or resource limitations.

In summary, the data tells us that physical and resource-based limitations are a persistent, unchanging hurdle throughout the early and middle stages of a teaching career. It is only when teachers reach the highest tier of experience that they seem to encounter, or perhaps better navigate, fewer of these infrastructural roadblocks.

#### 7.4. Community Challenges based on Teaching Experience

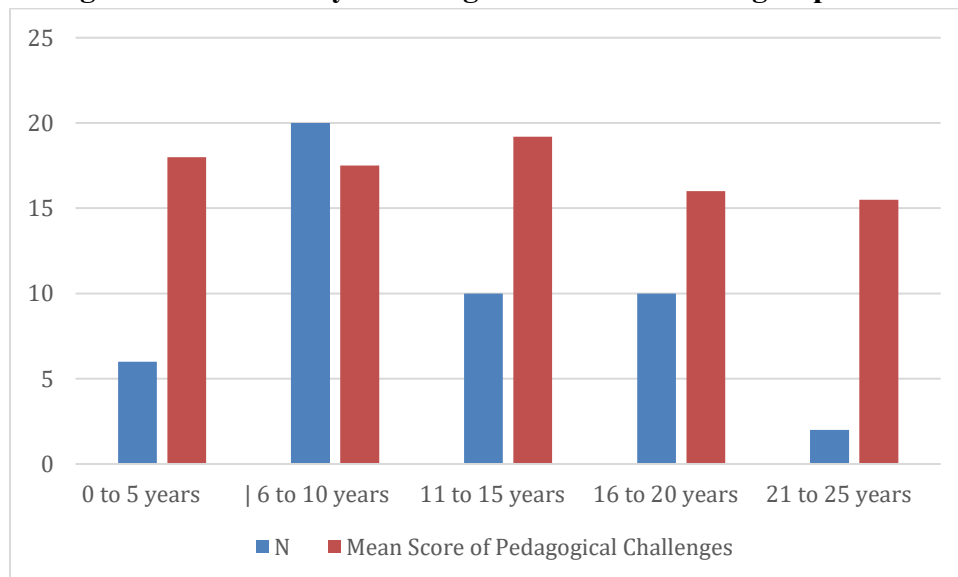
##### Objective

To study the community-related challenges faced by teachers in implementing the NIPUN Bharat Mission with respect to their teaching experience.

**Table 4 Mean Score of Community Challenges based on Teaching Experience**

Teaching Experience	N	Mean Score of Pedagogical Challenges
0 to 5 years	6	18.0
6 to 10 years	20	17.5
11 to 15 years	10	19.2
16 to 20 years	10	16.0
21 to 25 years	2	15.5

**Figure 4: Community Challenges based on Teaching Experience**



Based on Figure 4, the difficulties related to community interactions reach their peak for teachers who are in the middle of their careers, followed by a steady drop as they gain more years of experience.

Moving to Table 4, we can see a clear summary of these average community-based challenge scores, divided according to the educators' different career stages.

The numbers show that the mid-career group (11 to 15 years) deals with the most pressure in this area, hitting the highest average score of 19.2. Right alongside them, early-career educators with 0 to 5 years (18.0) and 6 to 10 years (17.5) also reported dealing with a substantial amount of community-related issues.

On the other hand, the more veteran teachers with 16 to 20 years (16.0) and 21 to 25 years (15.5) of experience produced much lower average scores, showing a clear drop in these external pressures.

In summary, the data tells us that navigating community expectations is a major hurdle during the first half of a teaching career, but it naturally fades over time. This shift is most likely because highly experienced teachers have spent years building solid local relationships, sharpening their communication skills, and developing a strong sense of professional confidence.

### 5. Training and Supervision based on Teaching Experience

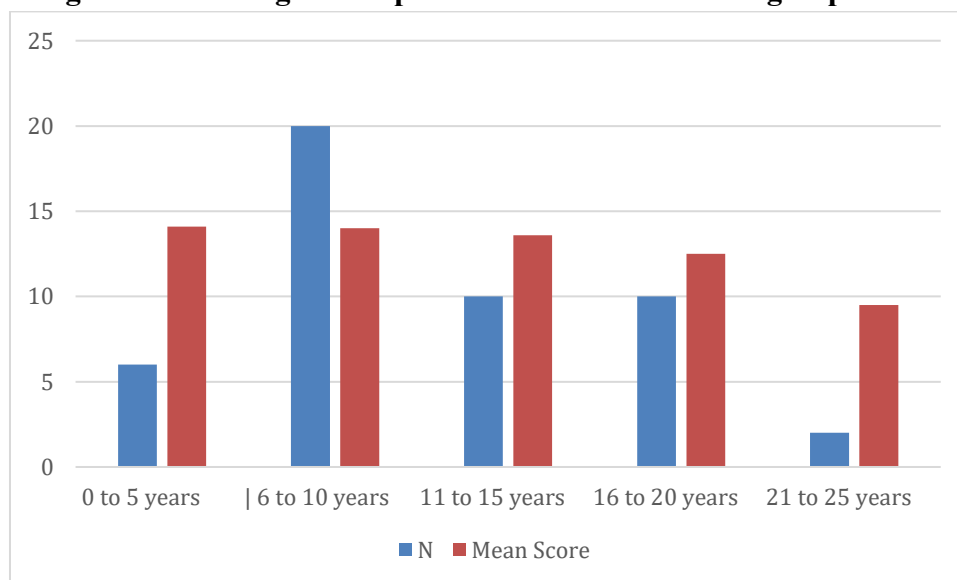
#### Objective

To study the training and supervision-related challenges faced by teachers in implementing the NIPUN Bharat Mission with respect to their teaching experience.

**Table 5 Mean Score of Training and Supervision based on Teaching Experience**

Teaching Experience	N	Mean Score
0 to 5 years	6	14.1
6 to 10 years	20	14.0
11 to 15 years	10	13.6
16 to 20 years	10	12.5
21 to 25 years	2	9.5

**Figure 6: Training and Supervision based on Teaching Experience**



Based on Figure 6, the difficulties associated with professional training and administrative oversight are most intense for those just starting out, and they steadily diminish as educators gain more years in the

field.

Moving to Table 6, we are presented with a clear summary of the average scores for these supervision and training hurdles, categorized by how long the teachers have been working.

The numbers show that the newest group of educators (0 to 5 years) face the greatest struggle in this area, recording the highest average score of 14.1. This is followed very closely by those in the 6 to 10-year bracket (14.0), while a gradual drop-off begins for teachers with 11 to 15 years (13.6) and 16 to 20 years (12.5) of classroom time.

On the other hand, the most veteran educators with 21 to 25 years of experience report the absolute lowest average score at just 9.5. This highlights that highly seasoned staff feel significantly less burdened by supervision and training requirements.

In summary, the data tells us that the stress from external guidance and training is much heavier during the early phases of a teaching career, but it naturally fades over time. This shift is most likely because long-term teachers have built up strong professional competence, inner confidence, and a greatly reduced reliance on outside support.

### 7.7. Pedagogical Challenges based on Gender

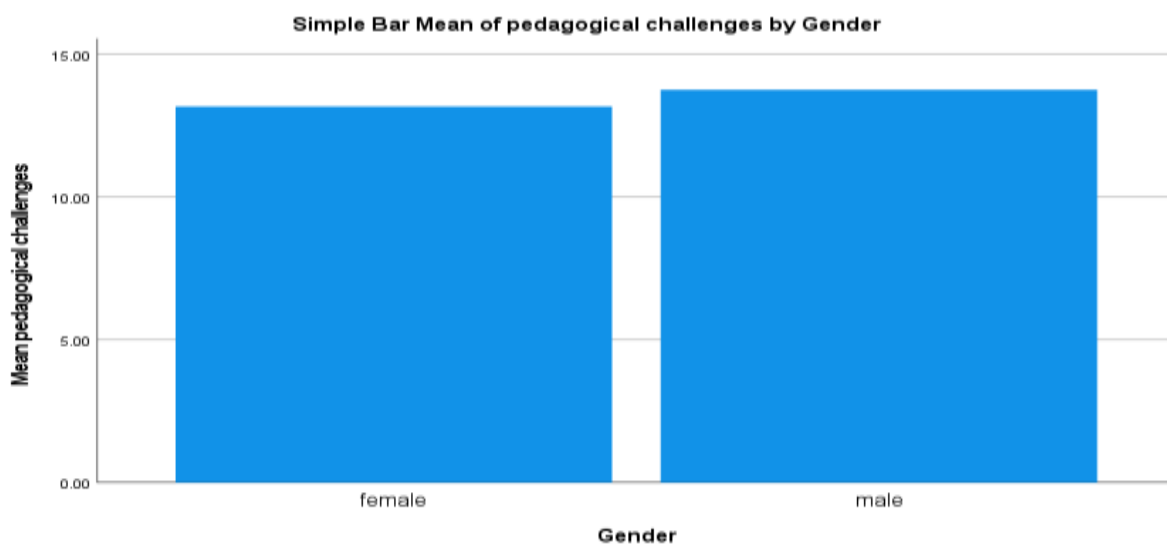
#### Objective

To study the pedagogical challenges faced by teachers in implementing the NIPUN Bharat Mission with respect to gender.

**Table 7 Mean Score of Pedagogical Challenges based on Gender**

Gender	N	Mean score
Female	23	13.2
male	25	13.8

**Figure 4.17: Pedagogical Challenges based on Gender**



Based on Figure 7, male educators report facing slightly more teaching-related difficulties than their female counterparts, though the gap between them is actually quite small.

Moving to Table 4.54, we can see a clear comparison of these average difficulty scores, divided simply by the teachers' gender.

The numbers show that the male teachers recorded a slightly higher average score of 13.8, pointing to marginally greater instructional hurdles for this specific group.

On the other hand, the female teachers reported a very close average score of 13.2. Because the gap between these two scores is so tiny, it is clear that both men and women deal with almost the exact same level of day-to-day classroom difficulties.

In summary, the data tells us that teaching challenges are a shared experience for everyone. Ultimately, a teacher's gender does not play a major role in how many pedagogical obstacles they face in their daily work.

### 7.8. Administrative Burden based on Gender

#### Objective

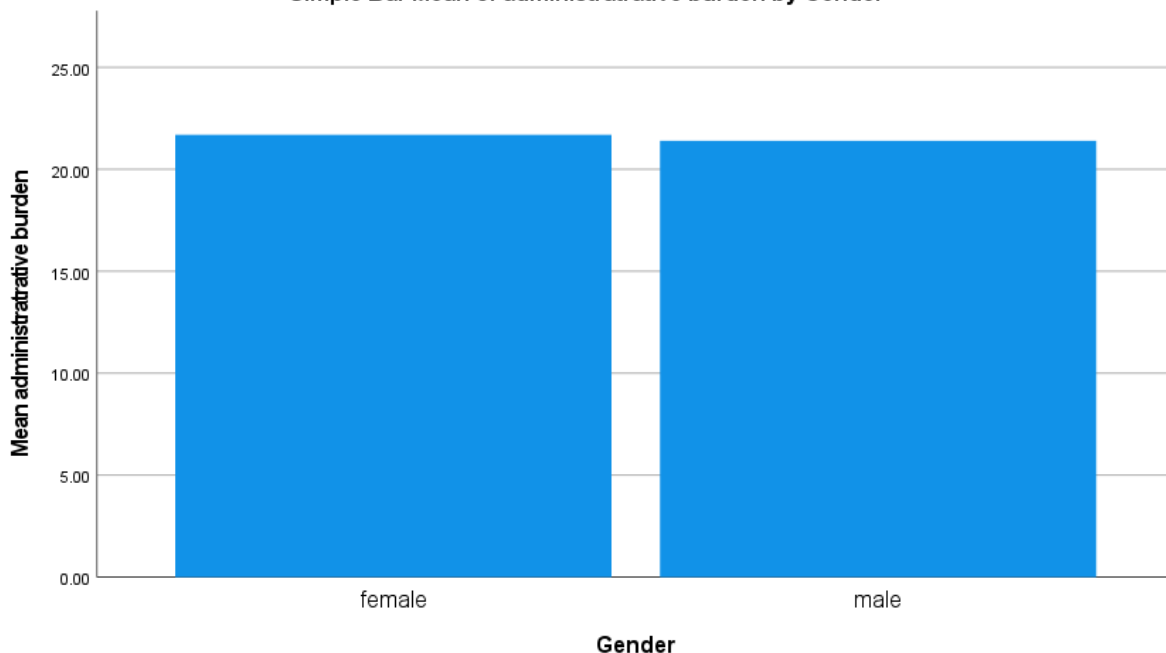
To study the administrative burden faced by teachers in implementing the NIPUN Bharat Mission with respect to gender.

**Table 8 Mean Score of Administrative Burden based on Gender**

Gender	N	Mean score
Female	23	21.7
male	25	21.7

**Figure 8: Administrative Burden based on Gender**

Simple Bar Mean of administrative burden by Gender



Based on Figure 8, male educators appear to carry a very slightly heavier administrative workload than their female colleagues, though this gap is incredibly small.

Moving to Table 8, we can look at a direct breakdown of these average administrative stress scores, categorized simply by the teachers' gender.

The numbers show that the female teachers recorded an average score of 21.7, which the detailed data notes as being marginally higher.

On the other hand, the male teachers reported an effectively identical average score (also listed at 21.7). Because these two numbers are so remarkably close, it proves that both groups experience the exact same level of daily paperwork and management tasks.

In summary, the data tells us that administrative duties are a shared, universal pressure across the profession. Ultimately, whether a teacher is male or female does not significantly change the amount of administrative burden they have to manage.

**7.9. Infrastructural Constraints based on Gender**

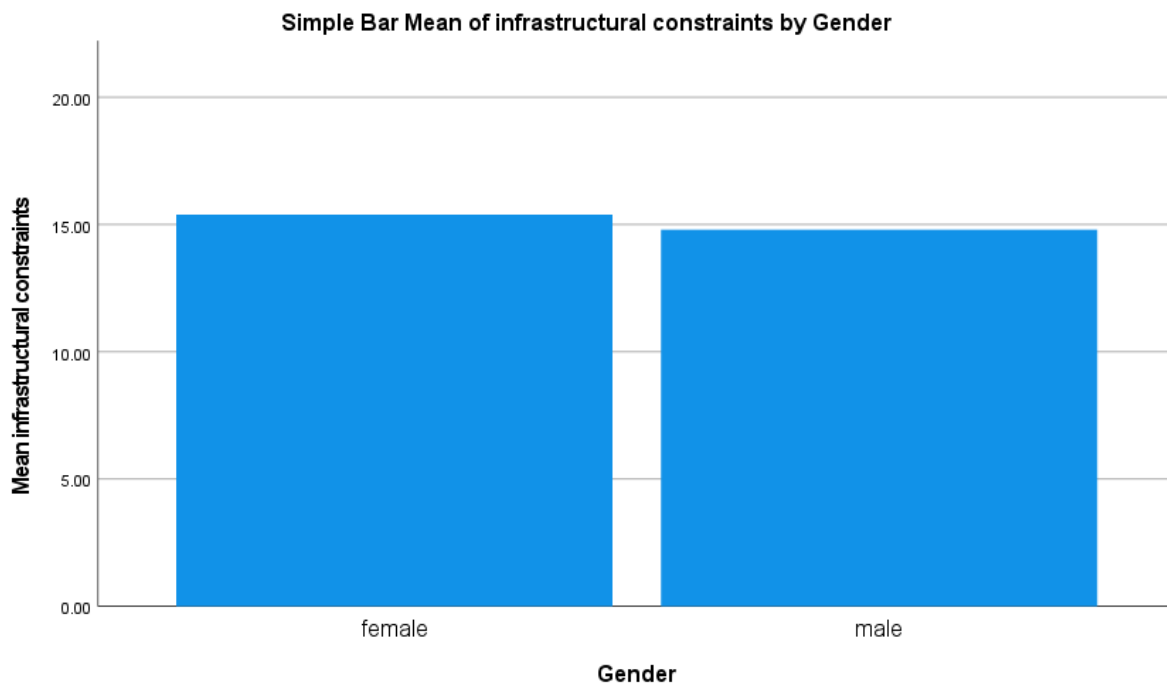
**Objective**

To study the infrastructural constraints faced by teachers in implementing the NIPUN Bharat Mission with respect to gender.

**Table 9 Mean Score of Infrastructural Constraints based on Gender**

Gender	N	Mean score
Female	23	15.4
Male	25	14.9

**Figure 9: Infrastructural Constraints based on Gender**



Based on Figure 9, male educators appear to face slightly more difficulties regarding school infrastructure than their female colleagues, although this gap is extremely small.

Moving to Table 9, we can look at a direct comparison of these average facility-related difficulty scores, categorized simply by the teachers' gender.

The numbers show that the female teachers recorded a slightly higher average score of 15.4, pointing to marginally greater challenges with physical resources for this specific group.

On the other hand, the male educators reported a very close average score of 14.9. Because the difference between these two averages is so minor, it is clear that both men and women navigate almost identical levels of facility limitations.

In summary, the data tells us that dealing with inadequate school infrastructure is a shared struggle for everyone. Ultimately, a teacher's gender does not play a meaningful role in the amount of facility-based hurdles they have to manage on a daily basis.

### 7.10. Community Challenges based on Gender

#### Objective

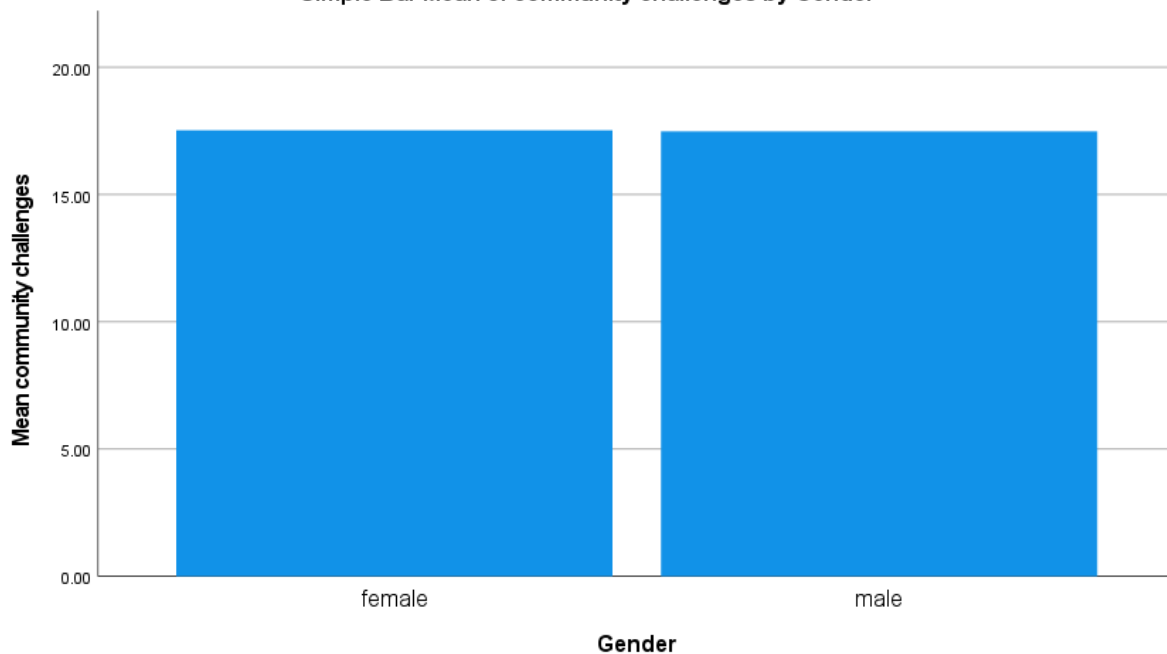
To study the community-related challenges faced by teachers in implementing the NIPUN Bharat Mission with respect to gender.

**Table 10 Mean Score of Community Challenges based on Gender**

Gender	N	Mean score
Female	23	17.5
male	25	17.5

**Figure 4.20: Community Challenges based on Gender**

Simple Bar Mean of community challenges by Gender



Based on Figure 20, male educators seem to encounter a fractionally higher level of community-related difficulties than female educators, although the visual gap between them is exceptionally small.

Moving to Table 20, we are presented with a direct, numerical comparison of the average scores for these community hurdles, categorized specifically by the teachers' gender.

The numbers show that the male teachers recorded an average score of exactly 17.5, reflecting their specific level of interaction with these external pressures.

On the other hand, the female teachers reported an identical average score of 17.5. Because these two figures match perfectly in the data table, it becomes clear that there is absolutely no real difference between the two groups regarding this variable.

In summary, the data tells us that navigating community expectations and interactions is a completely universal experience for all educators. Ultimately, a teacher's gender has no meaningful impact on the frequency or intensity of the community challenges they face in their daily work.

**7.21. Training and Supervision based on Gender**

**Objective**

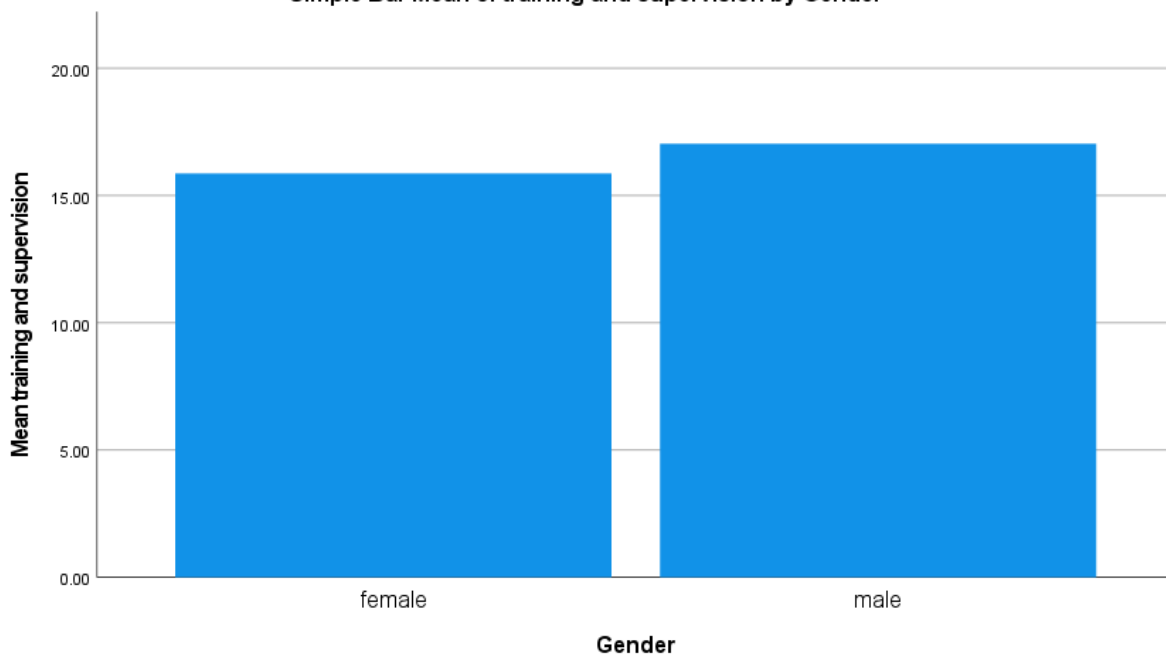
To study the training and supervision-related challenges faced by teachers in implementing the NIPUN Bharat Mission with respect to gender.

**Table 21 Mean Score of Training and Supervision based on Gender**

Gender	N	Mean score
Female	23	15.75
male	25	16.75

**Figure 21 Training and Supervision based on Gender**

Simple Bar Mean of training and supervision by Gender



Based on Figure 21, male educators appear to encounter slightly more difficulties with professional training and oversight than female educators, although the visual gap between them is actually quite small. Moving to Table 21, we are presented with a direct comparison of the average scores for these guidance and supervision hurdles, categorized simply by the teachers' gender.

The numbers show that the male teachers recorded a slightly higher average score of 16.75, which points to a marginally heavier burden regarding training requirements and administrative oversight for this specific group.

On the other hand, the female teachers reported a fairly close average score of 15.75. Because the difference between these two averages is so minor, it is clear that both men and women navigate almost identical levels of difficulty in this area.

In summary, the data tells us that the pressures of ongoing training and supervision are a shared experience across the board. Ultimately, a teacher's gender does not play a significant role in how intensely they feel these specific professional challenges.

### 7.22. Overall Score based on Gender

#### Objective

To compare the overall mean score of challenges faced by teachers in implementing the NIPUN Bharat Mission with respect to gender.

**Table 22 Overall Mean Score based on Gender**

Gender	N	Mean Score
Female	23	83.5
Male	25	84.5

**Figure 22: overall mean scores of teachers based on gender**

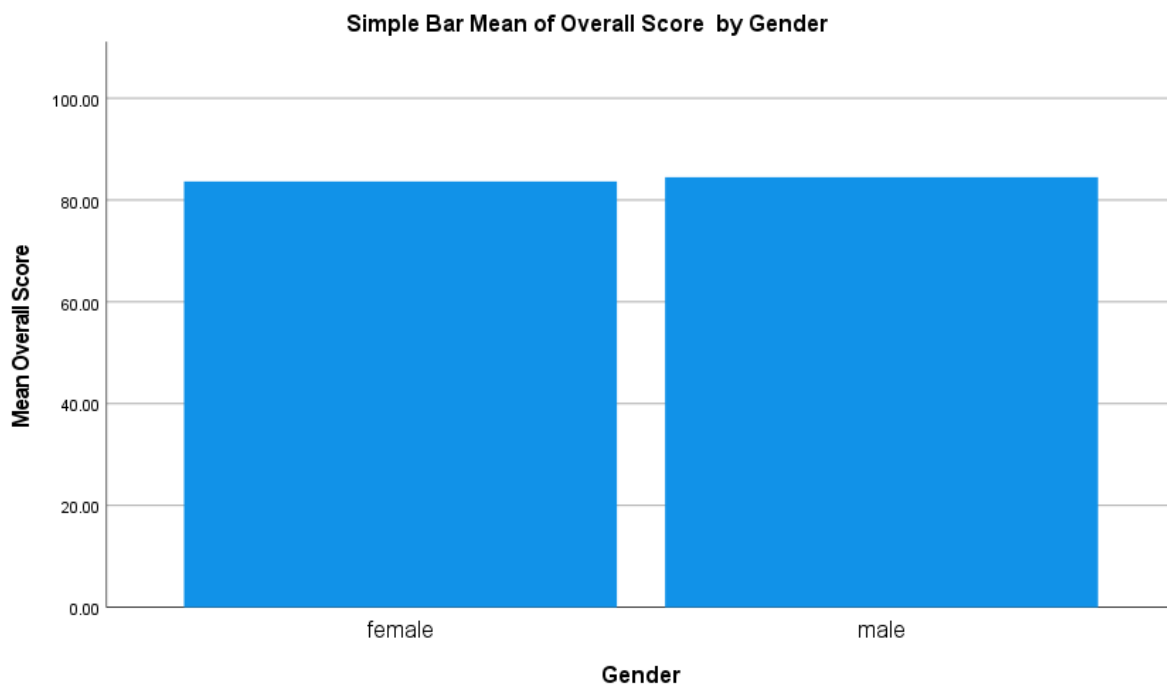


Table 22 shows the overall mean scores of teachers based on gender.

The numbers show that the male educators achieved a slightly higher total average score of 84.5 regarding their overall professional experiences and outcomes.

On the other hand, the female educators recorded an incredibly close average score of 83.5. This tiny gap proves that both groups are operating at a nearly identical level when it comes to teaching practices, administrative tasks, and community interactions for the NIPUN Bharat Mission.

In summary, the findings tell us that a teacher's gender does not meaningfully alter their overall performance. Both men and women clearly share very similar professional realities and navigate the exact same level of challenges in their daily work.

## 8. DISCUSSION

The present study examined the challenges faced by teachers in the implementation of the NIPUN Bharat Mission with respect to teaching experience and gender across different dimensions, including pedagogical challenges, administrative burden, infrastructural constraints, community-related issues, and training and supervision. The findings are discussed below in light of the analysed data.

### 8.1 Pedagogical Challenges based on Teaching Experience

The findings reveal a gradual increase in pedagogical challenges with the rise in teaching experience. Teachers with 0 to 5 years of experience reported the lowest mean score, indicating comparatively fewer perceived instructional difficulties. In contrast, teachers with 21 to 25 years of experience reported the highest mean score.

This pattern suggests that experienced teachers tend to perceive classroom challenges more intensely. This may be due to their deeper understanding of curriculum complexity, diverse learner needs, and increasing expectations under the NIPUN Bharat framework. In comparison, novice teachers may perceive fewer challenges either due to limited exposure or simpler classroom responsibilities at the initial stage of their careers.

### 8.2 Administrative Burden based on Teaching Experience

The results indicate that administrative burden is highest among teachers with 6 to 10 years of experience and relatively lower among highly experienced teachers. Interestingly, early-career teachers also reported a high level of administrative workload.

This trend suggests that administrative responsibilities are particularly demanding during the early and mid-career stages. With increasing experience, teachers appear to develop better time management skills and familiarity with school documentation processes, which helps reduce perceived workload. However, a slight decline in the most experienced group also indicates greater efficiency and delegation ability developed over time.

### 8.3 Infrastructural Constraints based on Teaching Experience

The analysis shows that infrastructural constraints remain almost constant across most experience groups, with only a slight variation. Teachers from 0 to 20 years of experience reported similar levels of challenges, while the most experienced group reported comparatively lower difficulties.

This suggests that infrastructural limitations are largely systemic and not significantly influenced by teaching experience. However, experienced teachers may perceive fewer constraints due to adaptation, better resource utilization, or improved coping strategies developed over time.

### 8.4 Community Challenges based on Teaching Experience

The findings indicate that community-related challenges are highest among mid-career teachers, particularly those with 11 to 15 years of experience. Early-career teachers also experience notable challenges, while more experienced teachers report relatively lower difficulties.

This pattern suggests that community expectations and interactions are most demanding during the middle phase of a teaching career. Over time, teachers likely develop stronger communication skills, community relationships, and professional confidence, which help reduce these challenges.

### 8.5 Training and Supervision based on Teaching Experience

The data reveals that training and supervision-related challenges are more prominent among early-career teachers and gradually decrease with increasing experience. Teachers with 21 to 25 years of experience reported the lowest level of difficulty.

This indicates that professional training and supervisory requirements are more burdensome for less experienced teachers who are still developing classroom management skills and familiarity with institutional expectations. In contrast, experienced teachers demonstrate greater independence and reduced reliance on external guidance.

### **8.6 Pedagogical Challenges based on Gender**

The analysis shows only a slight difference between male and female teachers in terms of pedagogical challenges. Male teachers reported a marginally higher mean score compared to female teachers.

However, the difference is minimal, indicating that both genders experience nearly similar instructional challenges. This suggests that gender does not play a significant role in determining classroom-related difficulties under the NIPUN Bharat Mission.

### **8.7 Administrative Burden based on Gender**

The results reveal almost identical mean scores for both male and female teachers, indicating no meaningful difference in administrative workload between genders.

This highlights that administrative responsibilities are equally distributed and experienced by both male and female educators, suggesting uniform institutional expectations irrespective of gender.

### **8.8 Infrastructural Constraints based on Gender**

The findings indicate a very small difference in perceived infrastructural constraints between male and female teachers. Female teachers reported slightly higher challenges; however, the difference is negligible.

This suggests that infrastructural issues are largely independent of gender and are experienced uniformly across the teaching workforce.

### **8.9 Community Challenges based on Gender**

The data shows identical mean scores for both male and female teachers, indicating no difference in community-related challenges based on gender.

This confirms that community interaction issues are universal in nature and affect all teachers equally, regardless of gender identity.

### **8.10 Training and Supervision based on Gender**

The results indicate a slight difference in training and supervision challenges, with male teachers reporting marginally higher difficulty levels than female teachers. However, the difference is very small.

This suggests that both genders face almost similar levels of support-related challenges, and gender does not significantly influence training experiences under the mission.

### **8.11 Overall Challenges based on Gender**

The overall analysis shows that male teachers have a slightly higher total mean score compared to female teachers. However, the difference is minimal.

This indicates that the overall professional challenges faced by teachers under the NIPUN Bharat Mission are nearly equal across genders. It can therefore be concluded that gender has no substantial influence on the overall teaching experience, and both male and female teachers operate under similar professional conditions.

## **9. FINDINGS, CONCLUSION AND SUGGESTIONS**

### **9.1 Major Findings of the Study**

The present study was conducted to understand the challenges faced by teachers in the implementation of the NIPUN Bharat Mission with respect to their teaching experience and gender. Based on the analysis of the data, several important findings have emerged.

### 9.1.1. Based on Teaching Experience

The study shows that pedagogical challenges tend to slightly increase as teaching experience grows. Interestingly, teachers with the longest experience reported a higher level of difficulty, possibly because they have a deeper understanding of classroom complexities and learning gaps among students.

Administrative burden appears to be most intense during the early and mid stages of a teaching career. Teachers with 6 to 10 years of experience reported the highest workload, while more experienced teachers seemed to manage these responsibilities more efficiently over time.

Infrastructural constraints, on the other hand, remain fairly consistent across most experience groups. This indicates that such challenges are not strongly influenced by experience but are more related to school-level conditions.

Community-related challenges are more noticeable among mid-career teachers. However, with increasing experience, these challenges gradually reduce, suggesting that long-term engagement with the community helps teachers build better relationships and confidence.

Training and supervision-related challenges are more strongly felt by less experienced teachers. As teachers gain experience, they become more independent and less dependent on external guidance.

### 9.1.2. Based on Gender

The analysis clearly shows that gender does not play a major role in shaping teachers' experiences of challenges.

Pedagogical, administrative, infrastructural, and community-related challenges are almost similar for both male and female teachers. Only minor variations were observed, which are not significant enough to suggest any meaningful gender difference.

Training and supervision challenges also show only a slight difference, with male teachers reporting marginally higher difficulty. However, the gap is very small and does not indicate any strong gender-based disparity.

Overall, both male and female teachers experience nearly the same level of professional challenges under the NIPUN Bharat Mission.

## 9.2 Conclusion

From the findings of the study, it can be concluded that teachers working under the NIPUN Bharat Mission face a range of challenges in their professional roles. These challenges are mainly related to teaching practices, administrative responsibilities, infrastructure, community interaction, and training support.

Among the two variables studied, teaching experience plays a more significant role in shaping the level of challenges faced by teachers. Early-career teachers generally struggle more with administrative work and training, while experienced teachers develop better coping strategies over time. At the same time, experienced teachers tend to notice classroom challenges more deeply due to their long exposure to the education system.

Gender, however, does not have a strong influence on the challenges faced by teachers. Both male and female teachers experience almost similar working conditions and professional pressures. This indicates that the educational environment under the NIPUN Bharat Mission functions in a fairly balanced way in terms of gender.

Overall, the study highlights that the challenges are more structural and experience-based rather than personal or gender-based.

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