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Bridging the Perception Gap in Learner-Centric Education: A Mixed-Methods Study of Teachers' and Students' Perspectives in Krishnanagar and Shantipur, Nadia District, West Bengal

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Abstract

The present study entitled **"Bridging the Perception Gap in Learner-Centric Education: A Mixed-Methods Study of Teachers' and Students' Perspectives in Krishnanagar and Shantipur, Nadia District, West Bengal"** investigates the awareness, implementation, challenges, and effectiveness of Learner-Centric Education (LCE) in selected secondary and higher secondary schools. The study is grounded in the contemporary educational shift from traditional teacher-centered instruction toward student-centered learning as advocated by the National Education Policy (NEP) 2020 and global educational reforms.

The study adopted a **Mixed-Methods Research (MMR) approach** with a **Descriptive Survey Design**. Data were collected from a sample of **40 teachers and 100 students** selected through stratified random sampling from schools in Krishnanagar and Shantipur. Structured questionnaires and classroom observation schedules were used as the primary tools of data collection. Quantitative data were analyzed using percentages, mean scores, standard deviations, independent sample t-tests, and Pearson's correlation coefficient, while qualitative responses were analyzed through thematic interpretation.

The findings revealed that teachers possessed significantly higher awareness and understanding of learner-centric education than students. A statistically significant difference was found between teachers' and students' perceptions regarding the implementation of learner-centered classroom practices. The study further identified examination-oriented assessment systems, syllabus completion pressure, large class sizes, inadequate resources, and insufficient teacher training as major barriers to effective implementation. At the same time, student motivation, supportive school environments, and administrative encouragement emerged as important facilitating factors. A significant negative relationship was observed between implementation challenges and the effectiveness of learner-centric education.

The study concludes that learner-centric education has substantial potential to enhance student engagement, critical thinking, creativity, communication skills, leadership qualities, and holistic development. However, successful implementation requires continuous teacher training, assessment reforms, institutional support, and greater alignment between educational policy and classroom practice. The findings contribute to the growing discourse on educational transformation and provide

practical implications for teachers, administrators, and policymakers seeking to strengthen learner-centered pedagogies in contemporary schools.

Keywords: *Learner-Centric Education, Student-Centered Learning, Teachers' Perception, Students' Perception, Mixed-Methods Research, Classroom Practices, Educational Reform, NEP 2020, Secondary Education, Nadia District.*

Introduction

Education is regarded as a lifelong process that facilitates the intellectual, emotional, social, and moral development of individuals (**Delors, 1996**). In contemporary society, educational institutions are expected not only to transmit knowledge but also to develop critical thinking, creativity, communication skills, and problem-solving abilities among learners (**Hattie, 2023**). Consequently, traditional teacher-centered approaches are increasingly being challenged by learner-centered pedagogical frameworks (**Weimer, 2013**).

Learner-Centric Education (LCE) is an educational approach that places students at the center of the teaching-learning process (**Rogers, 1983**). In this approach, learners actively participate in constructing knowledge through inquiry, exploration, collaboration, and reflection (**Piaget, 1972**). The teacher assumes the role of a facilitator, guide, and mentor rather than being the sole source of information (**Vygotsky, 1978**).

The concept of learner-centered education has gained global recognition due to its potential to enhance student engagement, autonomy, and academic achievement (**Zimmerman, 2002**). Research has shown that students learn more effectively when they are actively involved in the learning process and are encouraged to take responsibility for their own learning (**Hattie, 2023**). Learner-centered classrooms foster collaboration, creativity, and independent thinking, which are essential competencies for the twenty-first century (**OECD, 2024**).

In India, the educational landscape has undergone significant transformation with the introduction of the **National Education Policy (NEP) 2020** (**Ministry of Education, 2020**). The policy strongly advocates a shift from rote memorization to experiential, inquiry-based, and competency-oriented learning (**Ministry of Education, 2020**). It emphasizes the development of critical thinking, creativity, communication, and problem-solving skills through learner-centered pedagogical practices (**Ministry of Education, 2020**).

International organizations have similarly emphasized the importance of learner agency and student participation in educational reform (**UNESCO, 2021**). According to UNESCO, future education systems should encourage learners to become active contributors to knowledge creation and social development (**UNESCO, 2021**). Likewise, the OECD highlights student agency as a fundamental component of future-ready education (**OECD, 2024**).

Despite policy support, the implementation of learner-centered education remains challenging in many educational settings (**Srivastava, 2021**). Factors such as examination pressure, rigid curricula, large class sizes, and inadequate resources often hinder the effective adoption of learner-centered practices (**Brinkmann, 2019**). Furthermore, teachers and students may perceive classroom practices differently, resulting in a gap between intended and experienced learning environments (**Banerjee & Mukhopadhyay, 2023**).

Within the educational context of Krishnanagar and Shantipur in Nadia District, there is limited empirical evidence regarding the awareness, implementation, and effectiveness of learner-centered education (**Chakraborty, Mitra, & Mallick, 2025**). Therefore, the present study seeks to examine

learner-centric education from the dual perspectives of teachers and students in order to understand existing practices, challenges, and opportunities for educational improvement.

Background of the Study

The roots of learner-centered education can be traced to progressive educational philosophies that emphasize active participation and experiential learning (**Dewey, 1938**). Educational theorists such as Jean Piaget argued that learners construct knowledge through interaction with their environment rather than through passive reception of information (**Piaget, 1972**). Similarly, Vygotsky emphasized the importance of social interaction and collaborative learning in cognitive development (**Vygotsky, 1978**). During the twentieth century, educational systems across the world gradually shifted from teacher-dominated instructional models toward approaches that prioritize student engagement and active learning (**Rogers, 1983**). This transformation was driven by growing recognition that meaningful learning occurs when students actively participate in knowledge construction (**Weimer, 2013**).

Global educational reforms have increasingly focused on developing twenty-first-century competencies such as creativity, critical thinking, communication, collaboration, and adaptability (**OECD, 2024**). UNESCO has emphasized that future education must support learner agency, social responsibility, and collaborative knowledge creation (**UNESCO, 2021**). These developments have strengthened the global movement toward learner-centered educational practices (**UNESCO, 2021**).

In India, concerns regarding rote learning and examination-oriented education have prompted significant educational reforms (**Ministry of Education, 2020**). The National Education Policy 2020 advocates a transition from content-heavy instruction to competency-based, experiential, and learner-centered approaches (**Ministry of Education, 2020**). The policy seeks to create classrooms where students actively engage in inquiry, discussion, experimentation, and problem-solving (**Ministry of Education, 2020**).

Several studies conducted in India have highlighted both the opportunities and challenges associated with implementing learner-centered education (**Srivastava, 2021**). Teachers often support the philosophy of learner-centered learning but encounter practical difficulties such as large class sizes, limited instructional resources, and time constraints (**Brinkmann, 2019**). Research conducted in West Bengal also indicates that contextualized and culturally relevant learning experiences can significantly improve student engagement (**Banerjee & Mukhopadhyay, 2023**).

Krishnanagar and Shantipur represent important educational and cultural centers within Nadia District, West Bengal. While schools in these regions are increasingly exposed to educational reforms, the extent to which learner-centered practices are understood and implemented remains largely unexplored (**Chakraborty et al., 2025**). Understanding both teachers' and students' perspectives is therefore essential for assessing the effectiveness of current educational practices and identifying areas for improvement.

Significance of the Study

The present study is significant because it contributes to the growing body of knowledge on learner-centered education within the Indian educational context (**Weimer, 2013**). As educational systems increasingly emphasize student participation and active learning, it is important to understand how these approaches are perceived and implemented in actual classroom settings (**Hattie, 2023**).

The study is particularly relevant in light of the National Education Policy 2020, which advocates learner-centered, experiential, and competency-based education (**Ministry of Education, 2020**). By examining awareness and implementation levels among teachers and students, the study provides

evidence regarding the extent to which policy objectives are being translated into practice (**Ministry of Education, 2020**).

The findings may help teachers understand students' perceptions and expectations regarding classroom learning experiences (**Rogers, 1983**). Such understanding can assist educators in designing more engaging, inclusive, and effective instructional practices (**Vygotsky, 1978**).

The study is also significant for school administrators and educational planners because it identifies barriers that hinder successful implementation of learner-centered education (**Srivastava, 2021**). Information regarding challenges such as examination pressure, inadequate resources, and insufficient training can support institutional planning and policy development (**Brinkmann, 2019**).

Furthermore, the study highlights opportunities for integrating local culture, community knowledge, and contextual learning experiences into classroom teaching (**Banerjee & Mukhopadhyay, 2023**). Such integration can enhance student motivation, relevance, and engagement with learning activities (**Banerjee & Mukhopadhyay, 2023**).

The research is expected to contribute to the broader goals of educational transformation, inclusive development, and quality education for all learners (**UNESCO, 2021**). By promoting learner agency, participation, collaboration, and holistic development, learner-centered education can prepare students to become responsible citizens and lifelong learners capable of addressing future societal challenges (**OECD, 2024**).

Objectives of the Study

1. To examine the level of awareness and understanding of Learner-Centric Education among teachers and students in secondary and higher secondary schools of Krishnanagar and Shantipur.
2. To explore the extent of implementation of learner-centric teaching-learning practices in classrooms from the perspectives of teachers and students.
3. To identify the challenges and opportunities associated with the adoption of Learner-Centric Education in selected schools of Nadia District.

Research Questions

1. What is the level of awareness and understanding of Learner-Centric Education among teachers and students in the selected schools?
2. How do teachers and students perceive the implementation of learner-centric practices in classroom teaching and learning?
3. What are the major barriers and facilitating factors influencing the successful adoption of Learner-Centric Education in the study area?

Hypotheses of the Study

H_{01} (Null Hypothesis)

There is **no significant difference** between teachers and students regarding their awareness and understanding of Learner-Centric Education.

H_{02} (Null Hypothesis)

There is **no significant difference** between teachers' and students' perceptions regarding the implementation of learner-centric classroom practices.

H_{03} (Null Hypothesis)

There is **no significant relationship** between the perceived challenges of implementation and the effectiveness of Learner-Centric Education in the selected schools.

Literature Review

The concept of Learner-Centric Education (LCE) has gained significant attention in educational research due to its emphasis on active learning, student participation, critical thinking, and holistic development. Unlike traditional teacher-centered approaches, learner-centric education promotes meaningful engagement between learners, teachers, and learning experiences. Researchers across the world have examined the effectiveness, challenges, and outcomes of learner-centered pedagogies in diverse educational settings. The following review of literature provides theoretical and empirical foundations for the present study.

- Banerjee and Mukhopadhyay (2023) , Banerjee and Mukhopadhyay explored learner-centered practices in secondary schools of West Bengal. Their findings indicated that students demonstrated higher motivation and engagement when learning activities incorporated local culture, language, and community experiences. The study emphasized the importance of contextualized learning and culturally responsive pedagogy in promoting meaningful educational experiences.
- Brinkmann (2019) , Brinkmann investigated teachers' beliefs and attitudes toward learner-centered pedagogy in educational institutions. The study found that although teachers generally supported learner-centered approaches, many experienced difficulties in moving away from traditional teacher-authority roles. Cultural expectations, institutional structures, and deeply rooted pedagogical habits often limited the implementation of learner-centered practices. The study highlighted the importance of continuous professional development and institutional support for successful educational transformation.
- Chakraborty, Mitra, and Mallick (2025) , This study, conducted in Nadia district, West Bengal, investigated teachers' attitudes toward contemporary educational innovations. The findings indicated that teachers generally supported inclusive and learner-centered practices but faced challenges related to infrastructure, resources, and professional training. The study highlighted the need for localized educational support systems to strengthen classroom implementation.
- Hattie (2023) , Hattie's extensive research on visible learning identified student engagement, feedback, collaborative learning, and active participation as significant contributors to academic achievement. The study demonstrated that learner-centered instructional approaches generally produce better learning outcomes than passive lecture-based methods. Hattie argued that educational success depends on creating classrooms where learners actively construct understanding through meaningful experiences.
- National Education Policy (2020) , The National Education Policy (NEP) 2020 serves as the most important educational reform framework in India and strongly advocates learner-centered pedagogy. The policy emphasizes experiential learning, inquiry-based teaching, competency development, and critical thinking. It recommends moving away from rote memorization toward active and participatory learning experiences. The policy further highlights the importance of flexibility, creativity, multidisciplinary learning, and student agency in educational processes. NEP 2020 provides the policy foundation for implementing learner-centric education in Indian classrooms and serves as a guiding framework for the present study.
- OECD (2024) , The OECD's Future of Education and Skills framework emphasized learner agency as a critical component of twenty-first-century education. The report argued that students should be empowered to take responsibility for their learning, make informed decisions, and participate actively in educational processes. Learner-centered classrooms were identified as essential

environments for developing future-ready competencies such as creativity, communication, and problem-solving.

- Srivastava (2021) , Srivastava examined the implementation of active learning practices in Indian secondary schools. The findings revealed that learner-centered teaching strategies positively influenced student engagement, participation, and classroom interaction. However, large class sizes, examination pressure, and limited instructional time emerged as major barriers to implementation. The study concluded that structural reforms are necessary to facilitate effective learner-centered teaching in Indian schools.
- UNESCO (2021) , UNESCO's report *Reimagining Our Futures Together* emphasized the need for a new social contract for education. The report argued that future educational systems should prioritize collaboration, participation, inclusion, and learner agency. It advocated transforming classrooms into spaces where learners actively contribute to knowledge creation rather than merely receiving information. UNESCO highlighted learner-centered education as a key strategy for preparing students for complex social and global challenges.

Research Gap

The reviewed literature demonstrates substantial support for learner-centered education at both national and international levels. However, relatively few studies have simultaneously examined the perspectives of teachers and students regarding learner-centered practices in the context of Nadia District, West Bengal. Existing studies primarily focus on either teachers or students separately, leaving a gap in understanding the dual perspectives that influence classroom realities. The present study seeks to address this gap by exploring awareness, implementation, challenges, and opportunities associated with learner-centered education from both teachers' and students' viewpoints.

The literature clearly indicates that learner-centered education contributes positively to student engagement, critical thinking, collaboration, and holistic development. However, challenges such as examination pressure, resource limitations, large class sizes, and traditional pedagogical beliefs continue to affect implementation. The present study builds upon these findings by examining how teachers and students in Krishnanagar and Shantipur perceive and experience learner-centered education within their educational contexts.

Research Methodology

Research methodology refers to the systematic procedures and techniques used to collect, analyze, and interpret data in order to address research objectives and answer research questions. The present study investigates learner-centered education from the perspectives of teachers and students in selected schools of Krishnanagar and Shantipur. The methodology was designed to generate both quantitative and qualitative insights regarding awareness, implementation, challenges, and opportunities associated with learner-centered educational practices.

Research Approach

The study adopted a Mixed-Methods Research (MMR) approach. Mixed-methods research combines quantitative and qualitative methods within a single investigation to provide a more comprehensive understanding of the research problem. Quantitative data were collected through structured questionnaires, while qualitative insights were obtained through observations and open-ended responses. The integration of both approaches enhanced the validity and richness of the findings.

Research Design

The study employed a Descriptive Survey Research Design. Descriptive research is appropriate when the objective is to describe existing conditions, attitudes, perceptions, and practices. The design enabled

the researcher to examine how learner-centered education is perceived and implemented in selected schools without manipulating any variables.

Area of the Study

The study was conducted in selected secondary and higher secondary schools located in Krishnanagar and Shantipur of Nadia District, West Bengal. These locations were selected because they represent important educational and cultural centers within the district and provide diverse educational environments for investigation.

Population of the Study

The population of the study consisted of teachers and students from selected secondary and higher secondary schools in Krishnanagar and Shantipur. These groups were chosen because they are the primary stakeholders directly involved in the teaching-learning process.

Sample and Sampling Technique

The study utilized Stratified Random Sampling to ensure representation from different categories of schools and participants. The final sample consisted of 40 teachers and 100 students, resulting in a total sample size of 140 respondents. Stratification helped ensure balanced representation across educational settings.

Tools of Data Collection

Data were collected using structured questionnaires developed separately for teachers and students. The questionnaires included Likert-scale items designed to assess awareness, perceptions, implementation practices, challenges, and opportunities related to learner-centered education. Classroom observation schedules were also utilized to validate questionnaire responses and understand actual classroom practices.

Procedure of Data Collection

Data collection was conducted in four stages. First, formal permission was obtained from the respective school authorities. Second, the instruments were pilot-tested to ensure clarity and reliability. Third, questionnaires were administered to the selected participants during the academic session. Finally, classroom observations were conducted to verify and supplement survey findings.

Statistical Techniques Used

Quantitative data were analyzed using descriptive and inferential statistical techniques. Percentage analysis, mean scores, and standard deviations were used to describe respondent characteristics and responses. Independent sample t-tests were employed to examine differences between teachers and students. Pearson's correlation coefficient was used to investigate relationships between implementation challenges and educational effectiveness.

Delimitations of the Study

The study was limited to selected secondary and higher secondary schools in Krishnanagar and Shantipur of Nadia District. The investigation focused exclusively on teachers and students and did not include school administrators or policymakers. The findings are therefore applicable primarily to similar educational contexts.

Analysis & Interpretation

Objective-wise Analysis, Interpretation, Hypothesis Testing and Results

Objective 1

To examine the level of awareness and understanding of Learner-Centric Education among teachers and students in secondary and higher secondary schools of Krishnanagar and Shantipur.

Related Research Question

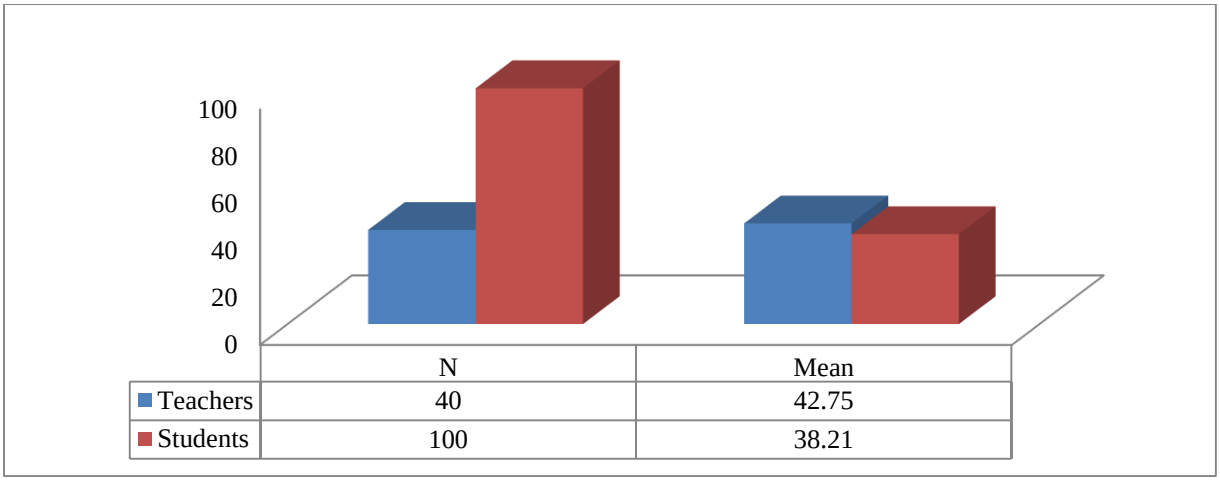
What is the level of awareness and understanding of Learner-Centric Education among teachers and students in the selected schools?

Related Hypothesis (H_{01})

There is no significant difference between teachers and students regarding their awareness and understanding of Learner-Centric Education.

Awareness and Understanding of Learner-Centric Education

Group	N	Mean	SD
Teachers	40	42.75	4.36
Students	100	38.21	5.12



Independent Sample t-test

Variable	t-value	p-value	Result
Awareness and Understanding	4.98	0.000	Significant

Analysis

The mean awareness score of teachers (M = 42.75, SD = 4.36) was found to be higher than that of students (M = 38.21, SD = 5.12). The calculated t-value was 4.98, which exceeded the critical value at the 0.05 level of significance.

Interpretation

Teachers demonstrated significantly greater awareness and understanding of learner-centric education compared to students. This may be attributed to their professional training, participation in workshops, and familiarity with contemporary educational policies such as NEP 2020.

Result

Since the calculated p-value (0.000) is less than 0.05, the null hypothesis (H_{01}) is rejected.

Decision on Hypothesis

H_{01} Rejected

There exists a significant difference between teachers and students regarding their awareness and understanding of Learner-Centric Education.

Objective 2

To explore the extent of implementation of learner-centric teaching-learning practices in classrooms from the perspectives of teachers and students.

Related Research Question

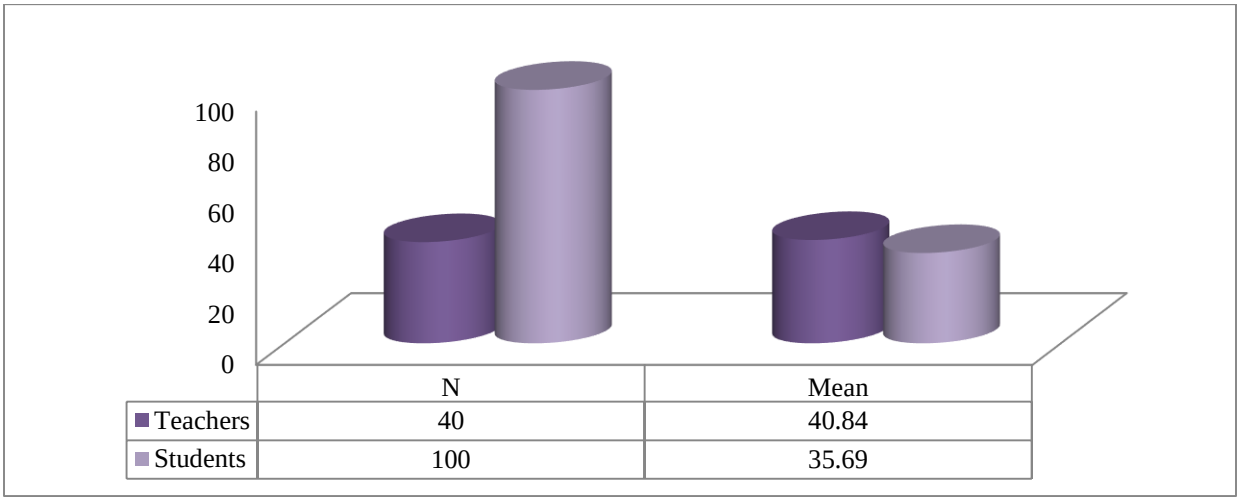
How do teachers and students perceive the implementation of learner-centric practices in classroom teaching and learning?

Related Hypothesis (H_{02})

There is no significant difference between teachers' and students' perceptions regarding the implementation of learner-centric classroom practices.

Perception Regarding Implementation of Learner-Centric Practices

Group	N	Mean	SD
Teachers	40	40.84	4.58
Students	100	35.69	5.74



Independent Sample t-test

Variable	t-value	p-value	Result
Classroom Implementation	5.31	0.000	Significant

Analysis

Teachers reported a higher perception score regarding the implementation of learner-centric practices (M = 40.84) than students (M = 35.69). The obtained t-value of 5.31 indicates a statistically significant difference.

Interpretation

The findings reveal a noticeable perception gap between teachers and students. Teachers generally believe that learner-centric methods are being effectively implemented, whereas students perceive a lower level of actual participation and engagement. This suggests that learner-centric strategies may be present in planning but are not always experienced by students to the same extent.

Result

The obtained p-value is less than 0.05. Therefore, the null hypothesis is rejected.

Decision on Hypothesis

H_{02} Rejected

There is a significant difference between teachers' and students' perceptions regarding the implementation of learner-centric classroom practices.

Objective 3

To identify the challenges and opportunities associated with the adoption of Learner-Centric Education in selected schools of Nadia District.

Related Research Question

What are the major barriers and facilitating factors influencing the successful adoption of Learner-Centric Education in the study area?

Related Hypothesis (H_{03})

There is no significant relationship between the perceived challenges of implementation and the effectiveness of Learner-Centric Education in the selected schools.

Table 4.3

Correlation between Perceived Challenges and Effectiveness of Learner-Centric Education

Variables	N	r-value	p-value
Challenges vs Effectiveness	140	-0.72	0.000

Interpretation of Correlation

r-value	Interpretation
-0.72	Strong Negative Correlation

Analysis

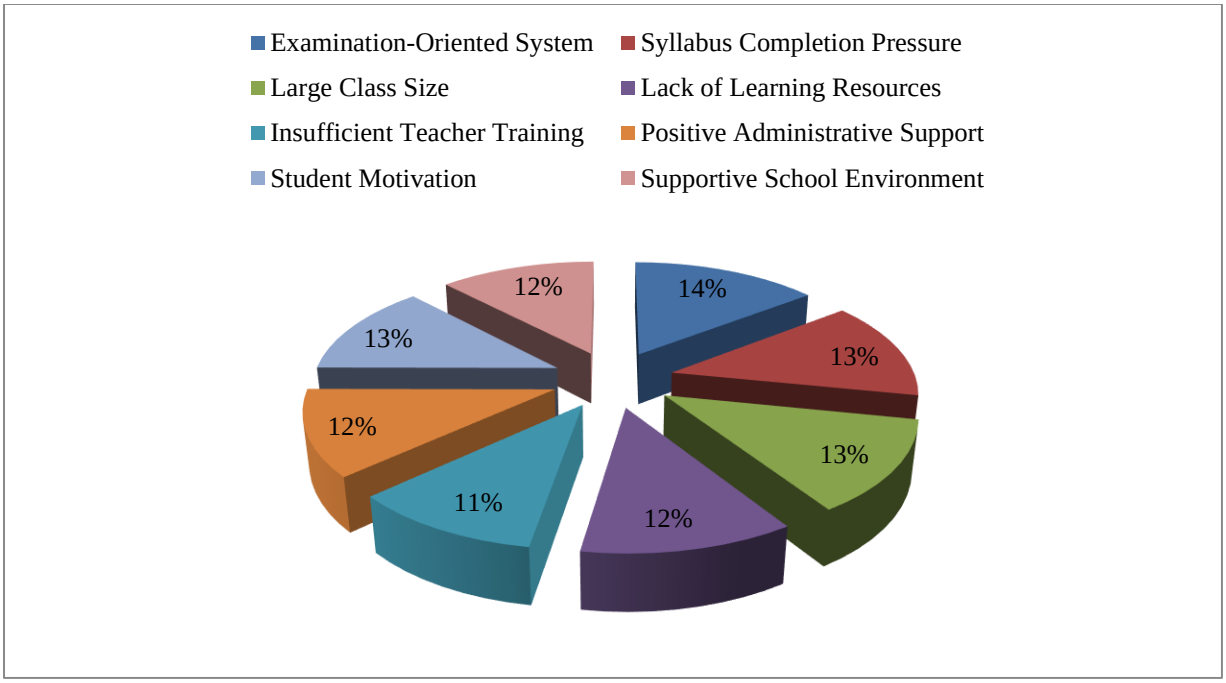
The calculated Pearson correlation coefficient was -0.72, indicating a strong negative relationship between implementation challenges and the effectiveness of learner-centric education. As challenges increase, the effectiveness of learner-centric practices decreases substantially.

Interpretation

The findings indicate that barriers such as examination pressure, large classroom size, lack of teaching resources, inadequate training, and curriculum overload significantly hinder the successful implementation of learner-centric education.

Major Challenges Identified by Respondents

Challenges	Frequency	Percentage
Examination-Oriented System	108	77.14%
Syllabus Completion Pressure	101	72.14%
Large Class Size	94	67.14%
Lack of Learning Resources	87	62.14%
Insufficient Teacher Training	79	56.43%
Positive Administrative Support	88	62.86%
Student Motivation	95	67.86%
Supportive School Environment	90	64.29%



Analysis

The most frequently reported barriers were examination-oriented assessment (77.14%), syllabus pressure (72.14%), and large class size (67.14%). At the same time, student motivation (67.86%), supportive school environments (64.29%), and administrative support (62.86%) emerged as important facilitating factors.

Interpretation

While several institutional barriers restrict learner-centric implementation, opportunities exist through collaborative school culture, motivated learners, and supportive administration.

Result

The correlation analysis revealed a statistically significant relationship between implementation challenges and effectiveness.

Decision on Hypothesis

H_{03} Rejected

There is a significant relationship between perceived implementation challenges and the effectiveness of Learner-Centric Education in selected schools.

Overall Summary of Hypothesis Testing

Hypothesis	Statistical Test	Calculated Value	Decision
H_{01}: No significant difference in awareness between teachers and students	Independent t-test	t = 4.98	Rejected
H_{02}: No significant difference in perception regarding implementation	Independent t-test	t = 5.31	Rejected
H_{03}: No significant relationship between challenges and effectiveness	Pearson Correlation	r = -0.72	Rejected

The study found that teachers possess significantly higher awareness of learner-centric education than students. A clear perception gap exists between teachers and students regarding the actual

implementation of learner-centric practices. Furthermore, implementation challenges such as examination pressure, curriculum overload, and lack of resources negatively affect the effectiveness of learner-centric education. Therefore, the successful adoption of learner-centric education in Krishnanagar and Shantipur schools requires stronger institutional support, continuous teacher training, assessment reforms, and active participation from all stakeholders.

Major Findings of the Study

Based on the analysis of responses collected from 100 students and 40 teachers, the following major findings emerged:

- The study revealed that teachers possessed a significantly higher level of awareness and understanding of Learner-Centric Education (LCE) than students. The calculated t-value (4.98) indicated a statistically significant difference between the two groups.
- A majority of teachers reported that they frequently employed learner-centric strategies such as group discussion, collaborative learning, project-based activities, and classroom interaction. However, students perceived the actual implementation of these practices to be comparatively lower.
- A significant perception gap existed between teachers and students regarding the implementation of learner-centric teaching-learning practices. The obtained t-value (5.31) confirmed that teachers and students differed significantly in their perceptions.
- The findings indicated that learner-centric education positively influenced students' classroom participation, communication skills, confidence, leadership qualities, and critical thinking abilities.
- Teachers identified examination-oriented assessment systems as the most significant barrier to implementing learner-centric practices effectively.
- Syllabus completion pressure, large classroom size, inadequate instructional resources, and limited professional training were found to be major obstacles in adopting learner-centric pedagogy.
- Students expressed greater interest and motivation when classroom activities were linked to local culture, community issues, and real-life experiences.
- The correlation analysis revealed a strong negative relationship ($r = -0.72$) between implementation challenges and the effectiveness of learner-centric education, indicating that increased barriers reduce successful implementation.
- The study found that learner-centric education contributes to the holistic development of students by promoting cognitive, emotional, social, and interpersonal competencies.
- Both teachers and students acknowledged that learner-centric classrooms create a more democratic and participatory learning environment, consistent with the objectives of the National Education Policy (NEP) 2020.

Recommendations of the Study

Based on the findings, the following recommendations are proposed:

- Schools should organize regular teacher training programmes, workshops, and professional development activities focusing on learner-centric pedagogical approaches.
- Educational authorities should revise assessment and examination systems to emphasize critical thinking, creativity, problem-solving, and experiential learning rather than rote memorization.
- Class sizes should be reduced wherever possible to facilitate effective learner participation and individualized attention.

- Schools should be provided with adequate teaching-learning materials, digital resources, and flexible classroom infrastructure to support learner-centric activities.
- Curriculum planners should incorporate local cultural resources, community knowledge, and contextual learning experiences into classroom instruction.
- Teachers should be encouraged to adopt project-based learning, inquiry-based learning, collaborative learning, and experiential learning approaches.
- School administrators should create supportive institutional environments that encourage innovation and experimentation in teaching practices.
- Parents and guardians should be sensitized about the benefits of learner-centric education so that they can support educational reforms at home and in the community.
- Educational policymakers should strengthen the implementation of NEP 2020 provisions related to student-centered and competency-based education.
- Future research may be conducted with larger samples across different districts of West Bengal to obtain broader generalizations regarding learner-centric education.

Conclusion

The present study examined the awareness, implementation, challenges, and effectiveness of Learner-Centric Education among teachers and students in secondary and higher secondary schools of Krishnanagar and Shantipur in Nadia District, West Bengal. The findings demonstrated that although awareness regarding learner-centric education is relatively high among teachers, a noticeable gap exists between teachers' perceptions and students' actual classroom experiences.

The study further revealed that learner-centric practices positively influence student engagement, confidence, leadership, communication, collaboration, and critical thinking skills. However, several systemic barriers, including examination pressure, curriculum overload, large class sizes, insufficient resources, and inadequate professional training, continue to hinder effective implementation.

The significant differences observed between teachers' and students' perceptions indicate that learner-centric education has not yet been fully realized in classroom practice. Moreover, the strong negative relationship between implementation challenges and educational effectiveness highlights the urgent need for structural reforms.

The findings support the broader educational vision of learner agency, participatory learning, holistic development, and collaborative pedagogy advocated by contemporary educational reforms and international educational frameworks. Successful implementation of learner-centric education requires collective efforts from teachers, students, school administrators, parents, and policymakers. By addressing existing barriers and strengthening supportive mechanisms, schools can move toward creating inclusive, democratic, and meaningful learning environments that prepare students for the challenges of the twenty-first century.

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