

A Study on Secondary School Teachers' Opinions Towards the National Education Policy (NEP) 2020

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Abstract: *The present study aimed to examine the opinions of secondary school teachers towards the National Education Policy (NEP) 2020. The primary objective of the study was to explore and analyze teachers' perceptions regarding the policy's vision, objectives, curriculum reforms, assessment practices, professional development provisions, and overall impact on secondary education. A total of 100 secondary school teachers were selected through the simple random sampling technique from various schools, and data were collected using a structured questionnaire based on a five-point Likert scale. The collected data were analyzed using percentage analysis to determine the level of agreement or disagreement of teachers towards various statements related to NEP 2020. The findings revealed that a majority of teachers held positive opinions towards NEP 2020, with 70% agreeing that the policy presented a clear and progressive vision, 75% acknowledging its emphasis on holistic development, and 71% supporting its role in reducing rote learning. Teachers also expressed approval of the flexibility in subject choices (70%), the introduction of vocational education (65%), and the promotion of technology in teaching-learning processes (74%). Furthermore, 62% of teachers agreed that NEP 2020 enhanced their role in educational decision-making, and 72% believed that the policy would improve the overall quality of secondary education. However, the study also indicated concerns among teachers regarding professional development and training, with only 47% feeling sufficiently prepared to implement the policy, and about 40% perceiving school infrastructure as inadequate for effective implementation. The study highlighted that while secondary school teachers generally appreciated the reform-oriented vision of NEP 2020 and its potential to improve secondary education, successful implementation depended on adequate teacher training, capacity-building initiatives, and infrastructural support. The findings underscored the critical role of teachers as key stakeholders in the effective translation of policy provisions into practice.*

Keywords: Secondary School Teachers, National Education Policy (NEP) 2020

1. Introduction

Education plays a pivotal role in the social, economic, and cultural development of a nation. It is widely recognized as a powerful instrument for fostering individual growth, promoting social equity, and preparing citizens to meet the challenges of a rapidly changing world. In India, the education system has undergone several reforms since independence to respond to emerging national needs, global developments, and societal aspirations. Among these reforms, the National Education Policy (NEP) 2020 represents a landmark initiative aimed at transforming the Indian education system into one that is holistic, inclusive, flexible, multidisciplinary, and aligned with the demands of the 21st century. After a gap of more than three decades since the National Policy on Education 1986 (modified in 1992), NEP 2020 seeks to re-envision education at all levels, from early childhood care and education to higher education and teacher education.

The National Education Policy 2020 is grounded in the vision of creating an education system rooted in Indian ethos while simultaneously preparing learners for global citizenship. It emphasizes key principles such as learner-centered education, critical thinking, creativity, experiential learning, competency-based assessment, and the integration of technology in teaching and learning. The policy proposes significant structural and curricular reforms, including the shift from the traditional 10+2 structure to a 5+3+3+4 curricular framework, promotion of multilingualism and mother-tongue-based instruction, reduction of curricular load, and greater focus on conceptual understanding rather than rote memorization. These reforms are intended to make education more meaningful, relevant, and engaging for learners.

Within this broad framework, secondary education occupies a crucial position, as it serves as a bridge between foundational schooling and higher education or the world of work. The secondary school stage is a formative period in students' academic and personal development, where learners acquire higher-order thinking skills, subject specialization, and career orientation. NEP 2020 places considerable emphasis on transforming secondary education by advocating flexibility in subject choices, multidisciplinary learning, vocational exposure, integration of life skills, and continuous and comprehensive assessment. The success of these reforms, however, depends not only on policy formulation but also on effective implementation at the ground level.

Teachers are the central agents in the implementation of any educational reform. Their understanding, acceptance, attitudes, and opinions towards a policy significantly influence how it is interpreted and practiced in classrooms. Secondary school teachers, in particular, play a vital role in translating the objectives and provisions of NEP 2020 into day-to-day teaching-learning processes. They are responsible for curriculum transaction, assessment practices, guidance and mentoring of students, and the adoption of innovative pedagogical approaches recommended by the policy. Therefore, teachers' opinions towards NEP 2020 are critical indicators of the policy's practicality, feasibility, and potential impact on school education.

Teachers' opinions are shaped by multiple factors, including their professional experience, training, subject specialization, institutional support, availability of resources, and exposure to policy-related orientation programs. While NEP 2020 presents an ambitious and

progressive vision, its successful implementation requires teachers to be adequately prepared, motivated, and supported. Challenges such as lack of infrastructure, large class sizes, insufficient training, and resistance to change may influence teachers' perceptions of the policy. Conversely, positive opinions may reflect teachers' optimism about curriculum flexibility, reduced exam pressure, skill-based education, and opportunities for professional growth.

Understanding secondary school teachers' opinions towards NEP 2020 is therefore essential for several reasons. First, it helps policymakers and educational administrators assess the level of awareness and acceptance of the policy among teachers. Second, it provides insights into the perceived strengths and limitations of the policy from the practitioners' perspective. Third, it helps identify gaps between policy expectations and ground realities, which can inform future planning, teacher training programs, and support mechanisms. Finally, such a study contributes to the existing body of educational research by highlighting the role of teachers' voices in the process of educational reform.

2.Objective of the Study

- 1.To study the opinions of secondary school teachers towards the National Education Policy (NEP) 2020.

3.Literature Review

The review of related literature reveals a comprehensive understanding of secondary school teachers' opinions towards the National Education Policy (NEP) 2020, highlighting both supportive and critical perspectives. Sowmya, Raju, Akhila, and Vinayagam (2022) reported that school teachers exhibited a moderate level of perception regarding the philosophical, curricular, and teacher-related dimensions of NEP 2020, indicating partial awareness and understanding of its guiding principles. Similarly, Neelofar and Suneetha Bai (2024) observed that secondary school teachers' awareness and attitudes towards NEP 2020 varied considerably, which in turn influenced their interpretation of the policy's implications for classroom practices and teaching-learning processes; however, the same authors further noted that despite these variations, teachers generally demonstrated an overall positive attitude towards NEP 2020, with no significant differences observed on the basis of school location or type of management. Sharma and Akalamkam (2021) highlighted that teachers held mixed opinions about NEP 2020, particularly in areas related to curriculum restructuring, assessment reforms, and governance mechanisms, suggesting both acceptance of reformative ideas and concerns about their implementation. Hariramani and Narang (2024) explored educators' perceptions and identified critical themes such as teachers' willingness to adapt to change, the need for continuous professional development, and the perceived benefits of technology integration as advocated by NEP 2020. In a similar vein, Majumdar and Bairagya (2024) found that while teachers appreciated the policy's emphasis on holistic development, skill enhancement, and professional growth, they expressed

concerns regarding the adequacy of training programs and availability of institutional and infrastructural support. Gulati and Jain (2022) analyzed the conceptualization of the school teacher in NEP 2020 and emphasized that the policy positions teachers as central agents of educational reform and transformation, thereby assigning them greater responsibility in achieving its objectives. Dey (2022) critically examined NEP 2020's recommendations related to school and teacher education and underscored the transformative nature of the proposed structural and curricular changes, which demand active teacher engagement and adaptability. Kaushi, Ahmad, and Khan (2021) reported that stakeholders' responses to NEP 2020 reflected a blend of optimism and apprehension, particularly with respect to teacher preparation and readiness for policy-driven reforms. Further research on NEP 2020 awareness indicated that a substantial proportion of teachers lacked comprehensive knowledge of the policy's broader goals and provisions, highlighting the urgent need for systematic orientation, training, and professional support to ensure effective implementation. The existing literature consistently emphasizes that teachers' perceptions play a decisive role in the successful translation of policy into practice, as teachers are the primary implementers whose opinions significantly influence classroom-level adoption of NEP 2020 strategies. Studies have also revealed that practical challenges such as inadequate infrastructure, limited resources, and insufficient training opportunities often shape teachers' opinions and moderate their views on the feasibility of policy implementation. Scholars have pointed out that although professional development initiatives recommended by NEP 2020, including continuous capacity building and ICT integration, are largely viewed positively by teachers, concerns regarding sustained support and effective execution persist. Moreover, the literature highlights that teachers' perceptions are strongly influenced by their prior experiences with curriculum reforms and assessment changes, which affect their overall attitude towards the classroom relevance and practicality of NEP 2020. Overall, research suggests that while secondary school teachers largely appreciate the visionary, progressive, and reform-oriented aspects of NEP 2020, their confidence levels and actual opinions vary depending on their awareness, preparedness, and the extent of institutional and administrative support available to them, thereby underscoring the importance of addressing ground-level challenges for the successful realization of the policy's objectives.

4.Methodology

For the present study, a total of 100 secondary school teachers were selected from the West Siang District through the simple random sampling technique to ensure equal representation of the population. The data required for the study were collected using an online questionnaire, which was administered to the respondents to gather information regarding their opinions of the National Education Policy (NEP) 2020.

Data Analysis

For the present study, teachers' opinions towards the National Education Policy (NEP) 2020 were analyzed

using a five-point Likert scale, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The percentage distribution of responses for each statement is presented below.

Sl. No.	Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	NEP 2020 presents a clear and progressive vision for secondary education.	28	42	18	8	4
2	The objectives of NEP 2020 are relevant to present educational needs.	26	44	17	9	4
3	NEP 2020 emphasizes holistic development of secondary school students.	35	40	15	6	4
4	Curriculum reforms proposed in NEP 2020 are suitable at the secondary level.	22	38	21	12	7
5	NEP 2020 reduces rote learning and promotes conceptual understanding.	30	41	16	8	5
6	Assessment reforms suggested in NEP 2020 are beneficial for students.	24	39	20	11	6
7	NEP 2020 provides flexibility in subject choices for students.	27	43	18	8	4
8	Vocational education at the secondary level is useful as per NEP 2020.	25	40	19	10	6
9	NEP 2020 adequately addresses teachers' professional development.	20	36	24	12	8
10	Teachers are sufficiently trained to implement NEP 2020 effectively.	15	32	26	17	10
11	NEP 2020 promotes effective use of technology in teaching-learning.	29	45	16	6	4
12	School infrastructure is adequate for implementing NEP 2020.	12	28	30	18	12
13	NEP 2020 enhances teachers' role in educational decision-making.	21	41	22	10	6
14	NEP 2020 will improve the quality of secondary education.	33	39	16	7	5
15	Overall, NEP 2020 is beneficial for secondary school education.	34	40	15	6	5

5.Findings

Based on the percentage analysis of secondary school teachers' opinions towards the National Education Policy (NEP) 2020, the following detailed findings were drawn:

1. A large majority of secondary school teachers (70%), comprising 28% who strongly agreed and 42% who agreed, perceived that NEP 2020 presents a clear and progressive vision for secondary education. This finding indicates that teachers largely accept the overall direction and long-term goals of the policy,

suggesting confidence in its reform-oriented approach and its potential to address existing shortcomings in the secondary education system.

2. The study revealed that 70% of the teachers considered the objectives of NEP 2020 to be relevant to present educational needs, with 26% strongly agreeing and 44% agreeing. This reflects that teachers believe the policy aligns well with contemporary academic, social, and skill-based requirements of learners, making it responsive to current educational challenges.
3. A very high percentage of respondents (75%) acknowledged that NEP 2020 emphasizes the holistic

development of secondary school students, as 35% strongly agreed and 40% agreed. These findings highlight teachers' strong endorsement of the policy's focus on the all-round development of learners, including cognitive, emotional, social, physical, and ethical dimensions, rather than mere academic achievement.

4. Regarding curriculum reforms at the secondary level, 60% of teachers expressed agreement (22% strongly agree and 38% agree), while 21% remained neutral and 19% disagreed. This indicates a moderately positive perception of curriculum reforms, although the presence of neutral and negative responses suggests concerns related to curriculum load, time constraints, or feasibility of implementation in actual classroom settings.
5. The findings further revealed that 71% of teachers believed NEP 2020 helps in reducing rote learning and promotes conceptual understanding, with 30% strongly agreeing and 41% agreeing. This suggests that teachers view the policy as a positive step towards fostering critical thinking, problem-solving skills, and deeper understanding among students, which are essential for meaningful learning.
6. With regard to assessment reforms, 63% of teachers agreed that the changes proposed in NEP 2020 are beneficial for students, while 20% remained neutral and 17% disagreed. Although the majority supported assessment reforms, the notable proportion of neutral and disagreeing responses indicates uncertainty about implementation methods, evaluation standards, and readiness of schools to adopt alternative assessment practices.
7. A significant proportion of teachers (70%) supported the view that NEP 2020 provides flexibility in subject choices, as reflected by 27% strongly agreeing and 43% agreeing. This finding suggests that teachers appreciate the policy's attempt to move away from rigid subject streams and enable students to pursue multidisciplinary learning based on their interests and abilities.
8. Teachers showed a generally favorable opinion towards vocational education at the secondary level, with 65% agreeing (25% strongly agree and 40% agree), while 19% remained neutral. This indicates that teachers recognize the importance of integrating vocational skills into school education to enhance employability, practical exposure, and career readiness among students.
9. Opinions were divided on whether NEP 2020 adequately addresses teachers' professional development needs. While 56% agreed, 24% remained neutral and 20% disagreed. This finding highlights a perceived gap between policy provisions and actual professional development opportunities, emphasizing the need for systematic, continuous, and well-structured teacher training programs.
10. A comparatively lower percentage of teachers (47%) felt that they were sufficiently trained to implement NEP 2020 effectively, whereas 26% remained neutral and 27% disagreed. This indicates a significant challenge in policy implementation, as many teachers feel unprepared to adopt new pedagogical approaches,

assessment strategies, and curricular changes without adequate training and support.

11. A strong majority of respondents (74%) agreed that NEP 2020 promotes the effective use of technology in the teaching-learning process, with 29% strongly agreeing and 45% agreeing. This finding reflects teachers' positive perception of digital integration in education, recognizing its role in enhancing instructional delivery, access to resources, and student engagement.
12. Teachers expressed mixed opinions regarding the adequacy of school infrastructure for implementing NEP 2020. Only 40% agreed that infrastructure is adequate, while 30% remained neutral and 30% disagreed. This highlights infrastructural limitations in schools, such as inadequate classrooms, laboratories, digital facilities, and learning resources, which may hinder effective implementation of the policy.
13. Most teachers (62%) agreed that NEP 2020 enhances the role of teachers in educational decision-making. This finding indicates that teachers feel recognized as important stakeholders in the educational reform process, which may positively influence their motivation, professional identity, and commitment to implementing policy initiatives.
14. A majority of secondary school teachers (72%) believed that NEP 2020 will improve the overall quality of secondary education in the long run. This reflects optimism among teachers regarding the transformative potential of the policy to strengthen teaching-learning processes, curriculum relevance, and student outcomes over time.
15. Overall, the findings revealed that a large majority of teachers (74%), including 34% who strongly agreed and 40% who agreed, perceived NEP 2020 as beneficial for secondary school education. However, despite this favorable outlook, teachers expressed concerns related to training adequacy, infrastructural readiness, and preparedness for effective implementation, suggesting that sustained institutional support and capacity building are essential for the successful realization of the policy's objectives.

6. Discussion

The present study aimed to examine the opinions of secondary school teachers towards the National Education Policy (NEP) 2020 through percentage analysis. The discussion of the findings reveals important insights into teachers' perceptions, levels of acceptance, and concerns related to various dimensions of the policy, including its vision, objectives, curriculum reforms, assessment practices, teacher preparedness, and infrastructural support. Since teachers are the primary agents responsible for translating policy provisions into classroom practice, their opinions provide a realistic understanding of the strengths and challenges associated with the implementation of NEP 2020 at the secondary school level.

The findings indicate that a large majority of secondary school teachers perceive NEP 2020 as a clear and progressive policy, suggesting widespread acceptance of its overarching vision. This positive perception reflects

teachers' recognition of the policy's intent to modernize the education system, promote learner-centered approaches, and align Indian education with global standards while retaining indigenous values. Such acceptance of the policy vision is crucial, as it forms the foundation for teachers' willingness to adopt reforms in curriculum, pedagogy, and assessment.

Teachers' strong agreement regarding the relevance of NEP 2020's objectives to present educational needs further strengthens this finding. The policy's emphasis on critical thinking, creativity, flexibility, skill development, and lifelong learning appears to resonate well with teachers, who are increasingly aware of the limitations of traditional, examination-oriented education. This alignment between policy objectives and teachers' perceptions suggests that NEP 2020 addresses contemporary educational demands, including the preparation of students for higher education, employment, and responsible citizenship in a rapidly changing world.

A particularly noteworthy finding is the high level of agreement among teachers regarding NEP 2020's focus on holistic development. Teachers overwhelmingly acknowledged that the policy moves beyond academic achievement to include emotional, social, moral, and physical development of students. This reflects a shift in teachers' thinking towards a more comprehensive understanding of education, where student well-being, values, and life skills are considered integral to learning. Such a perspective is likely to contribute positively to classroom practices that foster inclusive and supportive learning environments.

However, teachers' responses regarding curriculum reforms reveal a more nuanced picture. While a majority expressed positive opinions, a considerable proportion remained neutral or disagreed, indicating apprehensions about the practicality of curriculum changes. These concerns may stem from issues such as increased workload, limited instructional time, lack of clarity in curriculum restructuring, or insufficient resources to support multidisciplinary and experiential learning. This finding highlights the need for clear curricular guidelines and adequate academic support to help teachers effectively adapt to revised curricular frameworks.

The positive perception of NEP 2020 in reducing rote learning and promoting conceptual understanding reflects teachers' endorsement of meaningful learning practices. Teachers appear to recognize the limitations of rote memorization and appreciate the policy's focus on competency-based education. This finding aligns with contemporary pedagogical principles that emphasize understanding, application, and critical thinking over recall-based learning. However, the success of this shift largely depends on teachers' capacity to design and implement learner-centered instructional strategies, which again underscores the importance of professional training.

Similarly, teachers' opinions on assessment reforms indicate cautious optimism. While most teachers agreed that the proposed assessment changes are beneficial, the

presence of neutral and negative responses suggests uncertainty about assessment methods, evaluation criteria, and implementation processes. Teachers may be concerned about balancing formative and summative assessments, maintaining objectivity, and managing increased documentation. These concerns highlight the necessity for comprehensive orientation and hands-on training in alternative assessment techniques to build teachers' confidence and competence.

The strong support for flexibility in subject choices reflects teachers' approval of the policy's attempt to dismantle rigid academic streams. Teachers appear to value the opportunity for students to pursue multidisciplinary learning paths based on their interests and abilities. This flexibility is likely to enhance student engagement, reduce academic pressure, and promote personalized learning experiences. However, its effective implementation requires careful planning, adequate staffing, and institutional coordination, which may pose challenges in resource-constrained settings.

Teachers' favorable opinion towards vocational education at the secondary level suggests recognition of the importance of skill-based education in addressing employability and career readiness. Integrating vocational education within the school system is seen as a positive step towards bridging the gap between education and the world of work. Nevertheless, successful implementation depends on availability of trained instructors, industry collaboration, and infrastructural facilities, which may not be uniformly available across schools.

Despite overall positive perceptions, the findings reveal significant concerns related to teacher professional development and preparedness. Teachers divided opinions on professional development opportunities and the relatively low percentage of teachers who felt sufficiently trained to implement NEP 2020 highlight a critical gap between policy intent and ground-level readiness. This suggests that while teachers are conceptually aligned with the policy, they may lack the practical skills and confidence required to implement reforms effectively. Continuous professional development, mentoring, and capacity-building programs are therefore essential to empower teachers as change agents.

The positive perception of technology integration reflects teachers' acknowledgment of the growing role of digital tools in education. Teachers recognize the potential of technology to enhance teaching-learning processes, expand access to resources, and support innovative pedagogies. However, this optimism is tempered by concerns related to infrastructure, digital divide, and access to reliable technological resources, particularly in rural and under-resourced schools.

Infrastructural inadequacy emerged as a significant concern among teachers, with many expressing neutral or negative opinions regarding school readiness for NEP 2020 implementation. Insufficient classrooms, laboratories, digital facilities, and teaching aids can severely limit the practical realization of policy reforms. This finding

emphasizes the need for substantial investment in school infrastructure to ensure equitable and effective implementation of NEP 2020 across different regions.

Teachers' agreement that NEP 2020 enhances their role in educational decision-making is an encouraging finding, as it reflects recognition of teachers as key stakeholders in the reform process. Empowering teachers through participatory decision-making can enhance their professional autonomy, motivation, and accountability, thereby positively influencing the success of educational reforms.

7. Conclusion

The present study examined the opinions of secondary school teachers towards the National Education Policy (NEP) 2020 and provided insights into their perceptions of the policy's objectives, curriculum reforms, assessment practices, teacher development provisions, and overall impact on secondary education. The findings reveal that a majority of teachers hold a positive and favorable opinion towards NEP 2020, recognizing its clear and progressive vision, relevance to contemporary educational needs, emphasis on holistic development, promotion of conceptual understanding, and flexibility in subject choices. Teachers also appreciate the inclusion of vocational education, technology integration, and the empowerment of teachers in educational decision-making, indicating alignment with the policy's learner-centered and reform-oriented approach.

At the same time, the study highlights certain challenges and concerns that may affect the effective implementation of NEP 2020. These include limited teacher preparedness, insufficient professional development opportunities, infrastructural inadequacies, and uncertainties regarding the practical execution of curriculum and assessment reforms. The findings suggest that while teachers conceptually support the policy, successful implementation depends on systematic capacity-building programs, resource provision, and institutional support to translate the policy's vision into classroom practice.

Overall, the study concludes that NEP 2020 is perceived as a transformative and beneficial policy for secondary education, with the potential to enhance educational quality, promote holistic development, and equip students with relevant skills for the 21st century. However, its effective realization requires active teacher engagement, sustained professional development, and adequate infrastructural and administrative support, emphasizing the critical role of teachers as key agents of educational reform.

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