

# A Study of Secondary School Teachers' Perception of the National Education Policy (NEP) 2020 in West Siang, District, Arunachal Pradesh

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## Abstract

The present study aimed to explore and analyze the perceptions of secondary school teachers regarding the objectives, provisions, and implementation strategies of the National Education Policy (NEP) 2020. A total of 100 secondary school teachers from West Siang District were selected through the simple random sampling technique, and data were collected using an online questionnaire. The findings revealed that teachers generally held a positive perception of NEP 2020 and recognized its potential to transform secondary education in India. Teachers appreciated the policy's learner-centered and holistic approach, including multidisciplinary learning, competency-based education, and activity-based teaching. They also valued opportunities for continuous professional development, innovation, and creativity in teaching. Assessment reforms, inclusion, equity, and flexibility in curriculum were positively perceived. However, teachers highlighted challenges related to infrastructure, training, implementation feasibility, and institutional support. The study concluded that teachers' engagement and adequate support are critical for effective implementation, making them pivotal stakeholders in realizing the objectives of NEP 2020.

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

## Introduction

Education plays a pivotal role in the social, economic, and cultural development of a nation. It acts as a powerful instrument for shaping human potential, fostering national integration, promoting social justice, and preparing individuals to meet the challenges of a rapidly changing global society. In the Indian context, education has always been regarded as a means of nation-building and human resource development. However, with changing socio-economic conditions, technological advancements, and emerging global demands, the education system requires continuous reform to remain relevant, inclusive, and effective. Recognizing this need, the Government of India introduced the National Education Policy (NEP) 2020, marking a significant shift in the vision, structure, and functioning of the Indian education system after more than three decades.

The National Education Policy 2020 replaced the earlier National Policy on Education (1986), which had been modified in 1992. NEP 2020 seeks to transform India's education system by aligning it with the principles of access, equity, quality, affordability, and accountability. The policy envisions an education system rooted in Indian values while simultaneously preparing learners to compete in the global knowledge economy. It emphasizes holistic and multidisciplinary education, conceptual understanding, critical thinking, creativity, experiential learning, flexibility in curriculum choices, and the integration of vocational education and life skills at all levels of schooling. By advocating a learner-centered approach, NEP 2020 aims to move away from rote learning and examination-oriented practices toward competency-based education.

Secondary education occupies a crucial position in the school education system, as it serves as a bridge between elementary education and higher education or the world of work. The secondary stage is a formative period in a learner's life, during which cognitive abilities, social skills, values, attitudes, and career aspirations are significantly shaped. NEP 2020 assigns special importance to secondary education by proposing major reforms such as a flexible curriculum structure, multidisciplinary subject choices, reduction of curriculum overload, integration of vocational and academic streams, promotion of experiential and inquiry-based learning, and reforms in assessment practices. These changes are intended to make secondary education more relevant, engaging, and aligned with students' interests and future aspirations.

Teachers are the cornerstone of any education system, and their role becomes even more critical during periods of policy transition and reform. The successful implementation of NEP 2020 largely depends on teachers' understanding, acceptance, preparedness, and commitment to the policy's objectives. Secondary school teachers, in particular, are expected to play a key role in translating the policy's vision into classroom practices. They are required to adopt new pedagogical approaches, facilitate interdisciplinary learning, integrate technology in teaching, support diverse learners, and implement continuous and competency-based assessment methods. Therefore, teachers' perceptions of NEP 2020 can significantly influence the effectiveness and outcomes of the policy at the ground level.

Perception refers to the way individuals interpret, understand, and respond to a particular phenomenon based on their experiences, beliefs, knowledge, and attitudes. Teachers' perception of NEP 2020 is shaped by various factors such as their professional training, teaching experience, subject specialization, access to professional development opportunities, institutional support, availability of resources, and exposure to policy-related information. A positive perception can motivate teachers to embrace reforms, experiment with innovative teaching strategies, and actively participate in professional development initiatives. Conversely, a lack of clarity, inadequate training, or perceived challenges in implementation may lead to resistance, anxiety, or reluctance to adopt policy-driven changes.

Despite the progressive and comprehensive nature of NEP 2020, its implementation poses several challenges, especially at the secondary school level. Issues such as infrastructural limitations, shortage of trained teachers, digital divide, increased workload, assessment-related uncertainties, and disparities between urban and rural schools can affect teachers' perceptions and readiness to implement the policy. Understanding how secondary school teachers perceive NEP 2020 is therefore essential to identify gaps between policy intentions and classroom realities. Such an understanding can help policymakers, educational administrators, and teacher educators design targeted interventions, training programs, and support systems to facilitate smooth and effective implementation.

In recent years, research in education has increasingly highlighted the importance of stakeholder perspectives in evaluating educational reforms. Teachers, being frontline implementers, provide valuable insights into the practicality, strengths, and limitations of policy initiatives. A study on secondary school teachers' perception of NEP 2020 can contribute to the existing body of knowledge by highlighting teachers' levels of awareness, attitudes toward curricular and pedagogical reforms, perceived benefits, and anticipated challenges. It can also shed light on regional variations, institutional contexts, and demographic factors influencing teachers' perceptions.

## Objective of the Study

1. To explore and analyze how secondary school teachers perceive the objectives, provisions, and implementation strategies of NEP 2020.

## Literature Review

Several studies have consistently reported that secondary school teachers generally hold a positive attitude toward the National Education Policy (NEP) 2020, acknowledging its progressive vision and potential contributions to school education. Research indicates that teachers appreciate the policy's emphasis on holistic development, competency-based learning, and systemic reforms. However, these positive attitudes do not significantly differ based on factors such as school locality or management type. Neelofar and Suneetha Bai (2024) revealed that secondary school teachers' attitudes toward NEP 2020 were largely favorable, yet no significant variation was observed across different institutional characteristics, suggesting a broadly shared perception among teachers.

In examining teachers' perceptions of the transformative potential of NEP 2020, several studies highlight teachers' optimism regarding the policy's focus on experiential learning, multidisciplinary approaches, and professional growth. At the same time, these studies also draw attention to practical challenges that influence teachers' perceptions. Singh et al. (2023) reported that while educators appreciate the visionary nature of NEP 2020, issues such as inadequate training opportunities, limited technological infrastructure, and insufficient resources tend to moderate their overall perception, creating a balance between optimism and concern.

Research conducted among educators across schools and higher education institutions further indicates that teachers demonstrate a willingness to adapt and embrace NEP-driven reforms, particularly those related to digital integration and continuous professional development. However, teachers emphasize the necessity of strong administrative and institutional support to effectively implement these changes. Hariramani and Narang (2025) found that although teachers widely acknowledge the potential benefits of NEP 2020, they also stress the importance of structured capacity-building programs to enhance readiness and confidence in adopting new pedagogical practices.

Studies focusing on teachers' perceptions reveal that views on NEP 2020 vary across philosophical, curricular, and teacher-related dimensions. While many teachers recognize the importance of the reforms, their levels of awareness and understanding remain moderate. Sowmya et al. (2022) identified mixed perceptions among school teachers, noting that a substantial proportion possessed only a partial understanding of NEP principles, which may influence their receptiveness and ability to translate policy objectives into classroom practice.

Teachers' perceptions regarding specific provisions of NEP 2020, such as professional quality enhancement, curriculum reform, and workload management, have also been explored in the literature. Findings suggest that teachers generally respond positively to the policy's emphasis on professional development and curricular flexibility. However, concerns related to feasibility and workload persist. Majumdar and Bairagya (2024) documented that while teachers value opportunities for professional growth under NEP 2020, they remain cautious about increased responsibilities and the practical challenges of implementation.

In the context of teacher satisfaction and perception, research underscores the critical role of institutional support systems in shaping positive attitudes toward NEP 2020. Adequate training, continuous professional development, and administrative encouragement are identified as essential factors for effective policy realization. Chauhan (2024) emphasized that strong institutional support mechanisms are vital for fostering positive teacher perceptions and enabling the successful translation of policy goals into classroom practices.

Awareness and attitude studies among secondary school teachers further indicate that although many teachers are aware of NEP 2020, their preparedness to implement its provisions varies considerably. This highlights a noticeable gap between awareness and actual instructional practice. Neelofar and Suneetha Bai (2024) emphasized the need for targeted initiatives to transform teachers' awareness into effective pedagogical strategies aligned with NEP objectives.

Broader studies on teacher awareness reveal that while most teachers possess a basic understanding of NEP 2020's goals, their in-depth knowledge of specific provisions remains limited. This limitation is often attributed to inadequate dissemination of information and lack of focused training programs. Heena et al. (2024) found that although teachers were familiar with the broad framework of NEP 2020, significant gaps existed in their understanding of detailed policy components.

Literature focusing on teacher education reforms highlights the influence of professional training initiatives on teachers' perceptions of NEP 2020. Reforms such as the Four-Year Integrated Teacher Education Programme are seen as instrumental in enhancing teacher preparedness and pedagogical competence. Rudrupa (2025) noted that such reforms can positively shape teachers' perceptions by strengthening their professional confidence and readiness to adopt innovative practices.

Studies examining teachers' perspectives also reveal that opinions about NEP 2020 differ across policy components. While teachers largely support the policy's inclusive and holistic vision, they express apprehensions regarding governance structures, assessment reforms, and systemic challenges. Sharma and Akalamkam (2021) reported that teachers appreciated NEP's overarching goals but remained concerned about implementation complexities at the institutional level.

Research in the Indian educational context further indicates that teachers' awareness significantly influences their perception of NEP 2020. Teachers with greater familiarity and experience tend to view the policy more favorably compared to those with limited exposure. Patel et al. (2024) found that experienced teachers demonstrated higher awareness of NEP provisions and consequently exhibited more positive perceptions toward the policy.

Comparative studies also suggest that teachers' perceptions of NEP 2020 vary across different educational stages. Secondary school teachers, in particular, report higher expectations for specialized training and adequate resources to implement reforms effectively. Findings indicate that perceptions at the secondary level differ from those at the primary level, necessitating tailored professional support systems.

Several studies emphasize that policy communication and stakeholder engagement play a crucial role in shaping teachers' perceptions. Clear, participatory, and continuous dissemination of policy information enhances teachers' willingness to adopt NEP-aligned practices. Majumdar and Bairagya (2024) noted that improved policy dialogue can positively influence teachers' understanding of their roles and responsibilities under NEP 2020.

Singh et al. (2023) observed that teachers balance optimism about the policy's future impact with caution arising from present-day implementation challenges. Overall, cumulative evidence suggests that teachers' perceptions of NEP 2020 are dynamic and influenced by multiple interrelated factors, including awareness levels, professional development opportunities, institutional support, and personal beliefs about educational change.

### Need and Significance of the Study

The implementation of the National Education Policy (NEP) 2020 marks a major reform in the Indian education system, aiming to bring qualitative changes in curriculum, pedagogy, assessment, and teacher professional development. Since teachers are the key stakeholders and primary implementers of educational reforms, understanding their perceptions toward NEP 2020 becomes essential. Secondary school teachers, in particular, play a crucial role in shaping students' academic foundations, career choices, and overall development. Therefore, examining their perceptions is necessary to assess the readiness of the education system to translate policy objectives into effective classroom practices.

The need for the present study arises from the fact that NEP 2020 introduces several structural and pedagogical changes at the secondary level, such as multidisciplinary learning, competency-based assessment, integration of technology, and flexibility in subject choices. The successful implementation of these reforms largely depends on teachers' awareness, attitudes, and acceptance of the policy. If teachers possess a positive perception and adequate understanding of NEP 2020, they are more likely to adopt innovative teaching methods and support policy-driven changes. Conversely, negative perceptions or lack of clarity may hinder effective implementation. Hence, there is a strong need to examine teachers' perceptions to identify areas that require support, training, or policy clarification.

The study is significant as it provides empirical evidence on how secondary school teachers perceive NEP 2020 at the ground level. Such insights are valuable for policymakers, educational planners, and administrators to evaluate the practicality and effectiveness of policy provisions. By highlighting teachers' views, the study can help bridge the gap between policy formulation and classroom realities, ensuring that reforms are implemented in a realistic and teacher-friendly manner.

The significance of the study also lies in its contribution to teacher education and professional development. The findings can assist teacher training institutions and educational authorities in designing targeted orientation programs, workshops, and in-service training aligned with NEP 2020. Understanding teachers' perceived challenges and expectations can help develop effective capacity-building initiatives that enhance teachers' confidence and competence in implementing the policy.

From an academic perspective, the study adds to the existing body of research on educational policy implementation and teacher perception. It provides region-specific insights by focusing on secondary school teachers from the West Siang District, which can be useful for comparative studies and future research. The findings may also serve as a reference for researchers, scholars, and students pursuing studies in education, policy analysis, and teacher education.

Overall, the study is significant in assessing the alignment between NEP 2020 objectives and teachers' perceptions, thereby contributing to the improvement of secondary education quality and the successful realization of the policy's long-term goals.

## 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 perceptions of the National Education Policy (NEP) 2020.

## Data Analysis

The primary aim of the present study was to examine the opinions of secondary school teachers regarding the National Education Policy (NEP) 2020. The data collected for the study were analyzed using appropriate statistical methods in accordance with the stated objectives. For this purpose, percentage analysis was employed as the principal statistical technique to interpret and present the findings.

Table 1: To examine the opinions of secondary school teachers regarding the National Education Policy (NEP) 2020.

Sl. No.	Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	NEP 2020 promotes holistic development of learners.	36	42	12	7	3
2	Multidisciplinary approach under NEP 2020 is beneficial.	32	45	13	6	4
3	Competency-based education improves learning outcomes.	30	44	15	7	4
4	NEP 2020 reduces rote learning and promotes critical thinking.	35	40	14	8	3
5	Vocational education integration at secondary level is useful.	28	46	16	7	3
6	Continuous assessment system proposed by NEP 2020 is effective.	27	43	18	8	4
7	NEP 2020 enhances the use of technology in teaching.	33	41	14	8	4
8	NEP 2020 provides flexibility in subject choices.	31	44	15	7	3
9	Teacher training provisions under NEP 2020 are adequate.	26	42	18	9	5
10	NEP 2020 supports continuous professional development of teachers.	29	45	16	7	3
11	Implementation of NEP 2020 is feasible at the secondary level.	24	40	20	10	6
12	NEP 2020 will improve the overall quality of school education.	35	43	12	7	3
13	Schools have adequate infrastructural support for NEP 2020.	22	38	22	12	6

14	Overall, NEP 2020 is a positive reform for secondary education.	37	44	10	6	3
15	NEP 2020 encourages learner-centered and activity-based teaching.	34	43	13	7	3
16	Assessment reforms under NEP 2020 reduce exam stress among students.	29	41	18	8	4
17	NEP 2020 supports inclusion and equity in secondary education.	33	42	14	8	3
18	School leadership plays an important role in NEP 2020 implementation.	31	44	15	7	3
19	Adequate orientation and training programs are provided for teachers on NEP 2020.	25	39	20	10	6
20	NEP 2020 encourages innovation and creativity among secondary school teachers.	32	43	14	8	3

### Findings of the Study: Opinion of Secondary School Teachers regarding NEP 2020

#### 1. NEP 2020 promotes holistic development of learners

The majority of teachers (36% strongly agree and 42% agree) believe that NEP 2020 promotes holistic development, which includes intellectual, emotional, social, and physical growth. This shows that teachers perceive the policy as learner-centered, aiming to develop students in multiple dimensions rather than focusing solely on academic achievement.

#### 2. Multidisciplinary approach under NEP 2020 is beneficial

A combined 77% of teachers (32% strongly agree, 45% agree) opine that the multidisciplinary approach is beneficial for students. Teachers recognize that allowing students to explore multiple subjects can enhance critical thinking, creativity, and career flexibility.

#### 3. Competency-based education improves learning outcomes

With 30% strongly agreeing and 44% agreeing, teachers generally believe that competency-based learning helps improve outcomes by emphasizing skill mastery over rote memorization. This aligns with NEP's focus on learning by doing and assessing understanding rather than just exam scores.

#### 4. NEP 2020 reduces rote learning and promotes critical thinking

75% of teachers (35% strongly agree, 40% agree) agreed that NEP 2020 encourages critical thinking and reduces rote learning. Teachers view this as a positive shift toward developing higher-order thinking skills and preparing students for real-world problem-solving.

#### 5. Vocational education integration at secondary level is useful

A total of 74% of teachers (28% strongly agree, 46% agree) expressed that vocational education integration will be useful. This suggests that teachers value practical skill development alongside academic knowledge, which can enhance employability.

#### 6. Continuous assessment system proposed by NEP 2020 is effective

70% of teachers (27% strongly agree, 43% agree) believe that continuous assessment is effective. Teachers feel that this approach helps reduce exam pressure and provides a better understanding of student learning over time.

#### 7. NEP 2020 enhances the use of technology in teaching

74% of teachers (33% strongly agree, 41% agree) perceive that NEP 2020 promotes the use of technology. Teachers acknowledge the importance of digital tools for modern teaching, learning, and assessment, making education more interactive.

#### 8. NEP 2020 provides flexibility in subject choices

A combined 75% of teachers (31% strongly agree, 44% agree) agree that NEP offers flexibility in subject choices. Teachers view this flexibility as a key advantage, allowing students to pursue their interests and strengths.

#### 9. Teacher training provisions under NEP 2020 are adequate

68% of teachers (26% strongly agree, 42% agree) believe that teacher training provisions are adequate. While the majority are positive, a significant proportion remain neutral or disagree, suggesting a need for more comprehensive training programs.

#### 10. NEP 2020 supports continuous professional development of teachers

74% of teachers (29% strongly agree, 45% agree) feel that the policy encourages continuous professional development. This reflects teachers' appreciation for the policy's emphasis on lifelong learning and skill enhancement.

#### 11. Implementation of NEP 2020 is feasible at the secondary level

64% of teachers (24% strongly agree, 40% agree) think NEP implementation is feasible, but 16% disagree and 6% strongly disagree, indicating concerns about practical challenges, including infrastructure, resources, and workload.

#### 12. NEP 2020 will improve the overall quality of school education

78% of teachers (35% strongly agree, 43% agree) believe that the policy will enhance school education quality. Teachers are optimistic that reforms in curriculum, pedagogy, and assessment will positively impact student learning.

#### 13. Schools have adequate infrastructural support for NEP 2020

Only 60% of teachers (22% strongly agree, 38% agree) believe that infrastructure is adequate, while 18% disagree and 6% strongly disagree. This highlights a concern regarding resources, such as classrooms, labs, and digital tools, which are essential for effective policy implementation.

#### 14. Overall, NEP 2020 is a positive reform for secondary education

A total of 81% of teachers (37% strongly agree, 44% agree) perceive NEP 2020 as a positive reform. This indicates broad support for the policy and recognition of its potential long-term benefits.

#### 15. NEP 2020 encourages learner-centered and activity-based teaching

77% of teachers (34% strongly agree, 43% agree) agree that NEP promotes activity-based, student-centered learning. Teachers appreciate that the policy focuses on participatory learning rather than traditional lecture-based methods.

#### 16. Assessment reforms under NEP 2020 reduce exam stress among students

70% of teachers (29% strongly agree, 41% agree) believe that assessment reforms will reduce stress. This reflects teachers' perception that continuous and competency-based assessment can support students' mental well-being.

#### 17. NEP 2020 supports inclusion and equity in secondary education

75% of teachers (33% strongly agree, 42% agree) feel that NEP encourages inclusion and equity. Teachers recognize the importance of policies that ensure all students, regardless of background, have access to quality education.

#### 18. School leadership plays an important role in NEP 2020 implementation

75% of teachers (31% strongly agree, 44% agree) agree on the critical role of leadership. Teachers acknowledge that principals and administrators significantly influence the smooth adoption of NEP reforms.

#### 19. Adequate orientation and training programs are provided for teachers on NEP 2020

64% of teachers (25% strongly agree, 39% agree) feel training programs are provided, but 16% disagree and 6% strongly disagree. This suggests that while some programs exist, there is a need for more structured and comprehensive teacher orientation.

#### 20. NEP 2020 encourages innovation and creativity among secondary school teachers

75% of teachers (32% strongly agree, 43% agree) agree that NEP promotes innovation and creativity. Teachers perceive the policy as encouraging new teaching methods, creative lesson planning, and adoption of modern educational strategies.

### Discussion

The present study aimed to examine the opinions of secondary school teachers regarding the National Education Policy (NEP) 2020, based on 20 carefully selected statements covering areas such as curriculum reforms, pedagogical practices, assessment strategies, teacher professional development, inclusion, and infrastructure. The analysis of responses revealed several important trends that shed light on teachers' perceptions and their readiness to implement the policy at the secondary level.

#### Positive Perceptions toward NEP 2020

Overall, the findings indicate that the majority of secondary school teachers hold a positive perception of NEP 2020. For 15 out of 20 statements, more than 70% of teachers responded with "Strongly Agree" or "Agree." Teachers perceive NEP 2020 as a progressive reform that emphasizes holistic development, critical thinking, and competency-based learning, which is consistent with the policy's objective of moving beyond rote memorization toward a more learner-centered approach. This aligns with global educational trends that emphasize 21st-century skills, creativity, and problem-solving (Darling-Hammond et al., 2020).

Statements such as "NEP 2020 promotes holistic development of learners" and "Multidisciplinary approach under NEP 2020 is beneficial" received particularly high levels of agreement. Teachers acknowledged that the policy's focus on intellectual, emotional, social, and physical development addresses the overall needs of students. The strong support for the multidisciplinary approach also reflects teachers' understanding of the importance of providing students with diverse learning opportunities, allowing them to explore multiple subjects and interests, which is in line with constructivist educational principles that advocate for experiential and integrated learning.

Similarly, statements addressing competency-based learning, critical thinking, and learner-centered pedagogy were positively rated. Teachers believe that NEP 2020 encourages activity-based, participatory learning rather than traditional lecture-based methods, which can improve engagement and retention. This positive response reflects teachers' appreciation of reforms that focus on skill mastery, real-world application, and the development of higher-order cognitive abilities.

#### Professional Development and Teacher Readiness

Teachers also responded favorably to statements related to professional development, teacher training, and innovation. The findings suggest that secondary school teachers recognize NEP 2020 as a policy that encourages lifelong learning, continuous professional development, and adoption of innovative pedagogical strategies. Statements such as "NEP 2020 supports continuous professional development of teachers" and "NEP 2020 encourages innovation and creativity among secondary school teachers" received high levels of agreement, indicating that teachers see the policy as an opportunity to enhance their professional competencies

and teaching practices. This aligns with the NEP 2020 recommendation of a Four-Year Integrated Teacher Education Program (ITEP), which is designed to strengthen teacher preparedness and foster reflective and adaptive teaching practices.

However, while most teachers responded positively, some responses highlight the need for enhanced capacity-building initiatives. For instance, 16% of teachers expressed disagreement or neutrality regarding the adequacy of orientation and training programs for NEP 2020. This suggests that while the policy emphasizes professional development, the current implementation may not yet meet the expectations or needs of all teachers. Providing structured training programs, workshops, and hands-on support will be essential to ensure teachers feel confident in applying the new pedagogical methods in classrooms.

### Assessment Reforms and Learner Well-being

The study found strong support for the NEP 2020's assessment reforms, including competency-based assessment and continuous evaluation. Teachers agreed that these reforms could reduce exam-related stress and provide a more accurate picture of student learning. This observation reflects the alignment of teachers' perceptions with the policy's intention to shift from summative, high-stakes examinations to continuous, formative assessment practices. Such a change not only benefits students academically but also supports their emotional and psychological well-being, which is a key component of holistic education.

### Inclusion, Equity, and Flexibility

Teachers also highly appreciated NEP 2020's emphasis on inclusion, equity, and flexibility in learning. A total of 75% of teachers agreed that the policy supports inclusion and ensures that learners from diverse socio-economic backgrounds have access to quality education. Similarly, the provision for flexibility in subject choices received strong agreement, reflecting teachers' recognition of its potential to allow students to pursue areas of interest, talent, and career aspirations. These findings align with NEP 2020's commitment to equitable access and learner autonomy, which are crucial for reducing educational disparities in India.

### Challenges Related to Infrastructure and Implementation

Despite the overwhelmingly positive perceptions, the study also highlighted areas of concern. Statements regarding adequacy of infrastructure and feasibility of policy implementation at the secondary level received comparatively lower agreement and higher neutrality or disagreement. Only 60% of teachers felt that schools have adequate infrastructural support, and 64% believed that policy implementation is feasible. These responses underscore practical challenges such as lack of digital tools, insufficient laboratory facilities, and limited classroom resources. The findings suggest that teachers recognize the policy's potential but also see significant obstacles in translating it into practice. Without adequate infrastructural support, even the most progressive policies can face delays or partial implementation.

### Role of School Leadership

Teachers also highlighted the importance of school leadership in implementing NEP 2020 effectively. Approximately 75% of teachers agreed that school principals and administrators play a critical role in successful policy adoption. This emphasizes the need for strong institutional leadership, supportive administration, and clear communication channels to facilitate teacher engagement and capacity-building. Leadership support is crucial for fostering a collaborative environment, encouraging innovation, and ensuring that the intended reforms reach the classroom level.

### Balancing Optimism with Caution

While the study shows that teachers generally view NEP 2020 positively, it is evident that a section of teachers remains cautious or neutral, particularly regarding infrastructure, training, and implementation feasibility. This indicates that although teachers are ready to embrace reforms, practical challenges can moderate their enthusiasm. These findings suggest that for NEP 2020 to succeed, policymakers must not only focus on the policy's vision but also on providing ongoing support, professional development, and adequate resources at the school level.

## Overall Interpretation

In summary, the discussion reveals a dynamic perception among secondary school teachers. On the one hand, teachers appreciate NEP 2020's focus on holistic development, competency-based learning, innovation, inclusion, and professional development. On the other hand, concerns regarding infrastructure, orientation programs, and implementation feasibility indicate areas where additional attention is required. These insights are consistent with other studies on teacher perception of educational reforms, which suggest that positive teacher attitudes are influenced by awareness, access to resources, institutional support, and professional readiness.

The findings underscore the fact that teachers are key stakeholders in the successful implementation of NEP 2020. Their opinions indicate a strong alignment with the policy's goals, provided that challenges related to resources, training, and leadership support are adequately addressed. For effective implementation, continuous engagement with teachers, provision of necessary infrastructure, and capacity-building programs must be prioritized.

## Conclusion

The present study aimed to examine the opinions of secondary school teachers regarding the National Education Policy (NEP) 2020. Based on the findings, it can be concluded that teachers generally hold a positive perception of the policy and recognize its potential to transform the Indian education system. The study provides valuable insights into how teachers view the various provisions of NEP 2020, including curriculum reforms, pedagogical approaches, assessment strategies, professional development, inclusion, equity, and innovation.

A major conclusion of the study is that teachers appreciate the learner-centered and holistic approach of NEP 2020. Teachers overwhelmingly agreed that the policy promotes the holistic development of learners, emphasizing intellectual, emotional, social, and physical growth. They perceive the multidisciplinary approach, competency-based education, and activity-based learning as beneficial for fostering critical thinking, creativity, and problem-solving skills among students. This reflects teachers' alignment with the policy's objective of moving away from rote learning toward a more meaningful, skill-oriented educational experience.

The study also highlights the positive response of teachers toward professional development opportunities under NEP 2020. Teachers expressed support for continuous professional development, innovation, and creativity in teaching practices, which indicates that the policy is viewed as an enabler of teacher growth and skill enhancement. The Integrated Teacher Education Programme (ITEP) and other teacher training provisions were recognized as steps toward strengthening teacher preparedness, pedagogical competence, and reflective practice. Teachers acknowledged that the policy encourages lifelong learning, which is essential in adapting to 21st-century educational demands and technological advancements.

Assessment reforms under NEP 2020 were also positively received by teachers. Most teachers agreed that continuous assessment and competency-based evaluation could reduce exam stress and provide a more accurate representation of student learning. They emphasized that assessment reforms encourage a shift from high-stakes summative evaluations toward formative, learner-focused approaches, thereby promoting student well-being and enhancing educational outcomes.

The study revealed a strong consensus regarding flexibility in curriculum and subject choices, as well as the promotion of inclusion and equity in secondary education. Teachers appreciated the opportunity for students to explore areas of interest, pursue diverse disciplines, and access education regardless of social, economic, or cultural background. These provisions were seen as critical for fostering a more equitable, inclusive, and student-centered learning environment.

Despite these positive perceptions, the study also underscores several challenges and areas for improvement. Teachers expressed concerns about the adequacy of infrastructural support, feasibility of implementation, and availability of comprehensive orientation and training programs. While a majority agreed that the policy is feasible and well-conceived, a significant proportion of teachers were neutral or disagreed regarding whether schools currently have the resources, technology, and administrative support necessary for effective

implementation. This indicates that while the policy vision is appreciated, practical constraints at the ground level may limit its immediate success.

Another important conclusion is that school leadership plays a critical role in the successful implementation of NEP 2020. Teachers highlighted that principals and administrative staff must actively support, facilitate, and guide reforms. Strong leadership can bridge the gap between policy vision and classroom realities, ensuring that teachers are motivated, equipped, and confident in adopting new methods and practices.

Overall, the findings demonstrate that secondary school teachers are enthusiastic and largely supportive of NEP 2020, recognizing its potential to improve both teaching and learning outcomes. However, the study also highlights the importance of addressing the challenges faced by teachers, including infrastructure, resource allocation, training, and institutional support. Without addressing these factors, the policy's implementation may face delays, uneven adoption, or partial effectiveness.

In conclusion, NEP 2020 represents a significant step toward educational reform in India, aiming to create a flexible, holistic, inclusive, and skill-oriented secondary education system. The study indicates that secondary school teachers are key stakeholders in this transformation, with their perceptions, readiness, and engagement playing a pivotal role in its success. Positive teacher attitudes toward NEP 2020 reflect their willingness to adopt reforms, innovate in teaching practices, and contribute to a learner-centered education system.

The study also emphasizes that while teachers support the policy in principle, effective policy implementation requires continued support, capacity-building, and resource provision. Policymakers and educational authorities must ensure that orientation programs, infrastructural improvements, and leadership support are systematically provided, creating an environment where teachers can implement the policy effectively. Furthermore, ongoing feedback mechanisms should be established to monitor implementation challenges, incorporate teachers' perspectives, and make iterative improvements to ensure that NEP 2020 achieves its intended objectives.

Ultimately, this study confirms that NEP 2020 has the potential to transform secondary education in India by aligning educational practices with contemporary global standards, fostering holistic student development, and empowering teachers as change agents. The findings underscore the critical role of teachers' perception in educational reform, and highlight that positive teacher engagement, combined with adequate support and resources, is essential to translating the vision of NEP 2020 into meaningful classroom practices and long-term educational outcomes.

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