



A STUDY ON AWARENESS AND ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS NEP 2020

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Abstract

The present study examines the awareness and attitudes of secondary school teachers towards selected provisions of the National Education Policy (NEP) 2020, with reference to gender. The study focuses on two dimensions: awareness of Curricular and Pedagogical Reforms and attitudes towards Structural Changes proposed under NEP 2020. A descriptive survey design was adopted, and data were collected from 520 secondary school teachers, comprising 233 male and 287 female teachers. Descriptive statistics, including mean and standard deviation, were used to analyse the responses, while gender-wise comparisons were considered to identify variations between male and female teachers. The findings indicate differences in mean scores across several awareness and attitude items. The study highlights the importance of understanding teachers' awareness and attitudes for effective implementation of NEP 2020 at the secondary-school level.

Keywords: Curricular and Pedagogical Reforms, Structural Changes.

1. Introduction

The National Education Policy (NEP) 2020 proposes substantial changes in school education, including a 5+3+3+4 curricular and pedagogical structure, greater curricular flexibility, multidisciplinary learning, vocational exposure, technology integration, competency-based assessment, and stronger teacher preparation. The policy places teachers at the centre of educational transformation because its implementation depends substantially on their understanding, acceptance, preparedness and classroom-level interpretation. NEP 2020 was approved on 29 July 2020 after a consultation process involving States, Union Territories and other stakeholders. The policy specifically replaces the earlier 10+2 structure with a 5+3+3+4 design.

The present analysis focuses on two dimensions represented in the data: awareness of Curricular and Pedagogical Reforms and attitude toward Structural Changes. The gender-wise descriptive results provide an item-level picture of teachers' responses and permit identification of areas with comparatively higher and lower mean scores. Such item-level analysis is useful because implementation of a broad policy can depend on teachers' familiarity with particular reforms rather than on a single aggregate awareness or attitude score.

Objectives: (1) To study the gender-wise awareness of secondary school teachers towards the Curricular and Pedagogical Reforms of National Education Policy (NEP) 2020.

(2) To study the gender-wise attitudes of secondary school teachers towards the Structural Changes proposed in National Education Policy (NEP) 2020.

Hypotheses: H₀₁: There is no significant difference between male and female secondary school teachers in their awareness towards the Curricular and Pedagogical Reforms of NEP 2020.

H₀₂: There is no significant difference between male and female secondary school teachers in their attitudes towards the Structural Changes proposed in NEP 2020.



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2. Review of Related Literature

The review below includes five national and five international sources relevant to teachers' awareness, perceptions, attitudes, agency and implementation of educational reforms.

Author/ Year	Level	Sample/ Method	Major finding	Relevance
Sharma & Akalamkam (2021)	National	151 school teachers; mixed methods; questionnaire and qualitative data	Teachers showed varying levels of agreement across ECCE, curriculum/pedagogy, assessment, governance and systemic issues; qualitative evidence indicated implementation apprehensions.	Supports examining teachers as key stakeholders and separating awareness/perception from implementation concerns.
Sowmya, Raju, Akhila & Vinayagam (2022)	National	50 school teachers; descriptive and non-parametric/inferential analyses	Awareness of NEP principles varied; most teachers were in the medium perception category across philosophical, curricular and teacher-related aspects.	Indicates the importance of measuring specific dimensions rather than relying only on a global score.
Sharma, Mittal & Zayan (2023)	National	Policy/theoretical analysis of teacher education	The study situates NEP 2020 teacher-education reforms within Indian knowledge traditions, global education-policy discourse and national regulation.	Provides conceptual support for the teacher-preparation and professional-support dimension of NEP implementation.
Neelofar & Suneetha Bai (2024a)	National	Secondary-school teachers; review-focused study	The paper examines awareness and attitude of secondary teachers toward NEP 2020 and highlights school-education reforms as a distinct research area.	Directly supports the present focus on secondary-school teachers and NEP 2020.
Neelofar & Suneetha Bai (2024b)	National	180 secondary-school teachers; survey; Likert questionnaire; mean, SD and t-test	Attitude differences were reported as insignificant by locality and management, while gender differences were significant.	Provides a directly comparable gender-oriented context for analysing teacher attitude.
Avidov-Ungar & Arviv-Elyashiv (2020)	International	288 teachers; questionnaire; ANOVA and multivariate modelling; Israel	Teachers' reform attitudes ranged from moderately negative to neutral; school readiness and support mechanisms explained a	Shows that reform attitudes are related to school readiness and support, not only policy content.



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Author/ Year	Level	Sample/ Method	Major finding	Relevance
			substantial share of variation in attitudes.	
OECD (2020)	International	Cross-country curriculum reform analysis	Curriculum reform implementation can face delays when teachers lack ownership, training or support; alignment between curriculum change and professional development is important.	Strengthens the rationale for examining awareness and attitudes before interpreting implementation.
Hübner, Savage, Gräsel & Wacker (2021)	International	Teachers in Germany; study of reform ratings	The study investigates predictors of teachers' ratings of curricular reforms and emphasises teacher perceptions as relevant to implementation.	Supports the use of teacher ratings as an indicator of reform acceptance.
Wang (2022)	International	353 high-school English teachers plus case interviews; China	Most teachers reported positive attitudes toward reform, but teacher agency in actual practice was constrained; prior experience and reform-related experiences mattered.	Highlights the difference between favourable attitudes and actual implementation capacity.
Yakovets et al. (2023)	International	227 teachers; mixed methods; Kazakhstan	Teachers generally acknowledged the value of curriculum reform, but evidence of fully embedding new practices was limited; collaboration and teacher agency were important.	Shows why awareness/attitude studies should be linked to professional learning and implementation conditions.

Research gap: The literature indicates three recurring themes. First, teachers are central actors in educational reform. Second, awareness and positive perceptions do not automatically guarantee classroom implementation; readiness, professional development, leadership and support matter. Third, demographic differences may occur in dimensions even when overall differences are small. Therefore, the present study-based gender-wise item analysis adds a focused descriptive layer to the broader NEP 2020 literature.

3. Research Methodology

Research design: A descriptive survey approach is appropriate for examining teachers' awareness and attitude toward NEP 2020 without manipulating study conditions.



Population and sample: The data contain responses from 520 secondary school teachers: 233 male and 287 female teachers.

Variables analysed: (1) Awareness of Curricular & Pedagogical Reforms through 10 items (AW01–AW10). (2) Attitude toward Structural Changes through 10 items (ATT01–ATT10).

Measurement: The source items use a five-point response Likert scale. For awareness, the study instrument is framed from very highly aware to not aware; for attitude, responses range from strongly agree to strongly disagree.

Interpretive principle: Higher mean values indicate comparatively higher awareness or stronger agreement/positive orientation with the statement, except that ATT04 and ATT07 are negatively worded and should be interpreted carefully when discussing overall attitude.

Statistical techniques: Minimum, maximum, mean and standard deviation are used for item-level descriptive analysis. Ranks are assigned in descending order of the weighted overall mean. Gender-wise bar graphs are used for visual comparison.

4. Data Analysis and Interpretation

Table 1. Gender-wise Descriptive Statistics of Secondary School Teachers on Awareness (Curricular & Pedagogical Reforms) towards NEP 2020

Item	Male N	Male Mean	Male SD	Female N	Female Mean	Female SD	Weighted Mean	Rank
AW01: Traditional 10+2 replaced by 5+3+3+4 design	233	3.25	1.348	287	3.28	1.290	3.267	5
AW02: Secondary Stage comprises Classes 9–12	233	3.27	1.192	287	3.42	1.197	3.353	2
AW03: Secondary Stage split into Classes 9–10 and 11–12	233	3.45	1.144	287	3.57	1.162	3.516	1
AW04: Reduced rigid separation of Arts, Sciences and Commerce	233	2.94	1.519	287	3.03	1.575	2.990	10
AW05: Curriculum reduced to core essentials to promote critical thinking	233	3.15	1.363	287	3.50	1.257	3.343	3
AW06: Coding and computational thinking	233	3.26	1.229	287	3.22	1.337	3.238	7



Item	Male N	Male Mean	Male SD	Female N	Female Mean	Female SD	Weighted Mean	Rank
introduced from Class 6								
AW07: Environmental education and climate change integrated	233	3.08	1.197	287	3.36	1.252	3.235	8
AW08: Awareness of National Curriculum Framework for School Education	233	3.18	1.229	287	3.31	1.278	3.252	6
AW09: Increased flexibility and subject choice in secondary school	233	3.09	1.252	287	3.49	1.214	3.311	4
AW10: Physical education, art and craft treated as core subjects	233	3.30	1.346	287	3.13	1.437	3.206	9

Rank is based on the weighted overall mean computed from the reported male and female means (233 and 287 respondents respectively).

The awareness results show that female teachers recorded higher means than male teachers on most items. The highest weighted mean was for AW03 (3.516), indicating comparatively greater awareness that the secondary stage is divided into Classes 9–10 and 11–12. AW02 (3.353) and AW05 (3.343) followed. The lowest weighted mean was AW04 (2.990), concerning the removal of rigid Arts, Science and Commerce boundaries.

Figure 1: Male Teachers' Mean Awareness - Curricular & Pedagogical Reforms

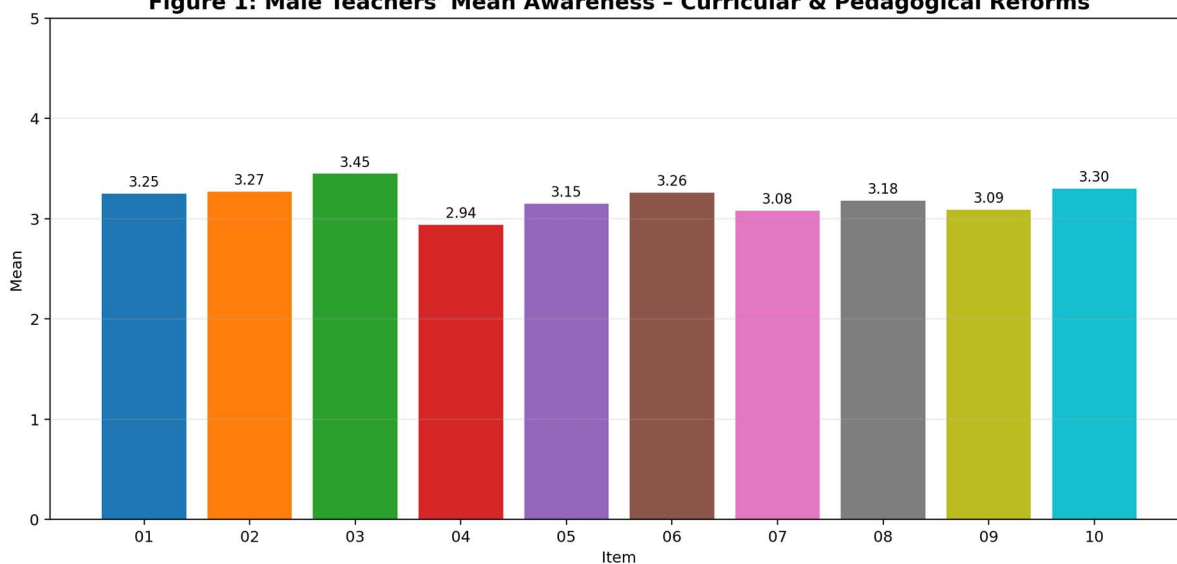




Figure 2: Female Teachers' Mean Awareness - Curricular & Pedagogical Reforms

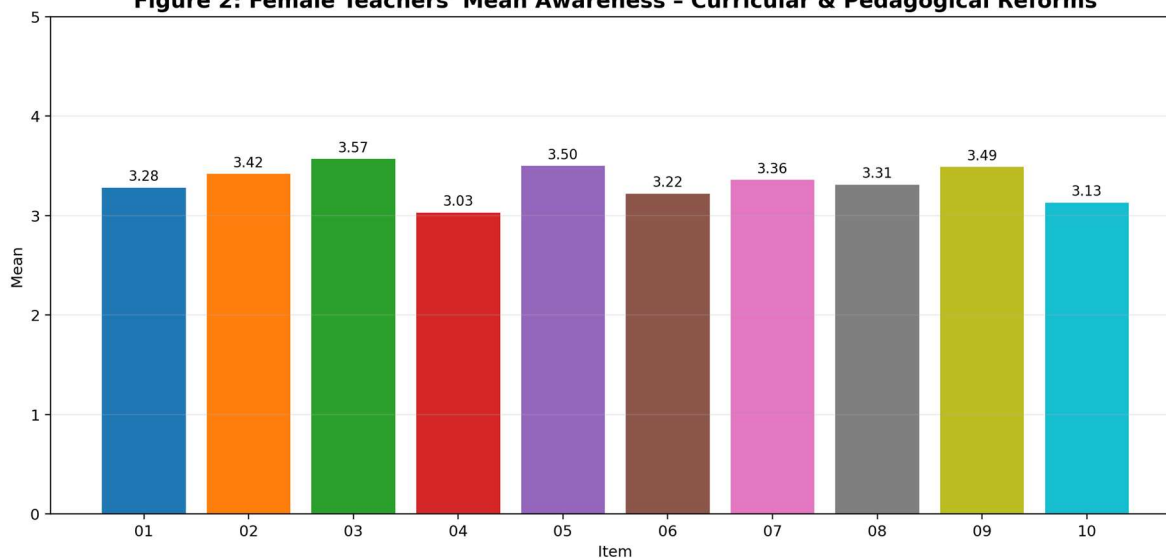


Table 2. Gender-wise Descriptive Statistics of Secondary School Teachers on Attitude (Structural Changes) towards NEP 2020

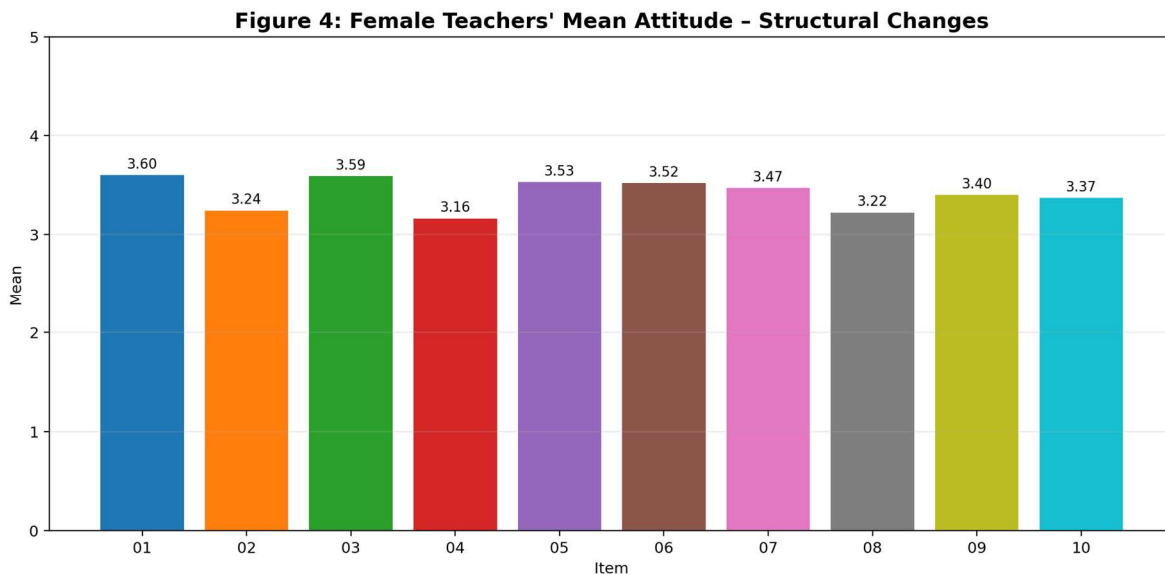
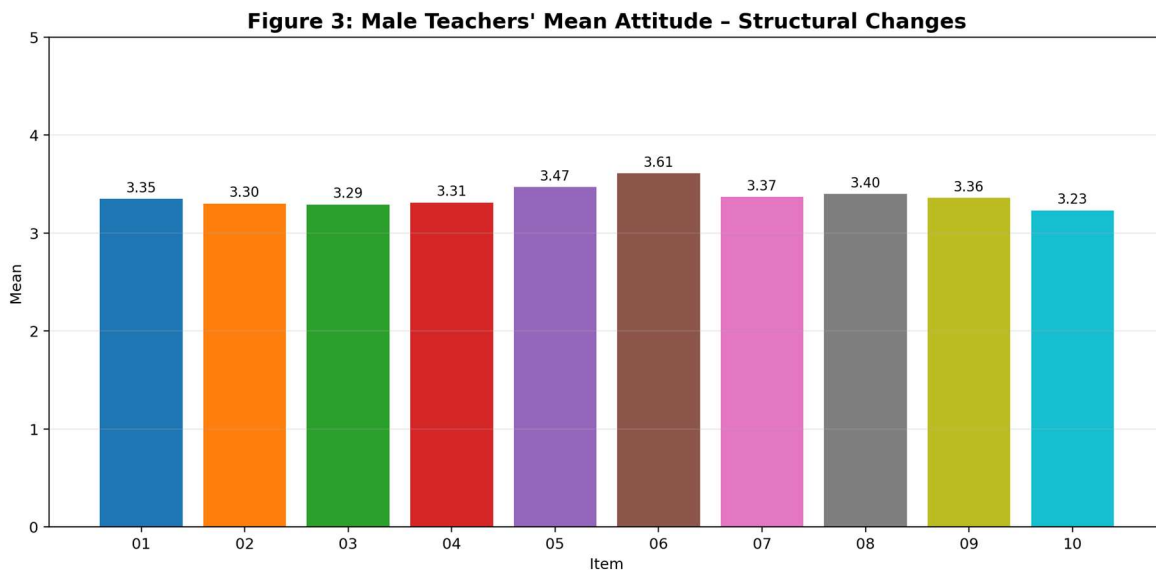
Item	Male N	Male Mean	Male SD	Female N	Female Mean	Female SD	Weighted Mean	Rank
ATT01: 5+3+3+4 framework as modernization of education	233	3.35	1.446	287	3.60	1.372	3.488	3
ATT02: Breaking rigid boundaries between Science, Commerce and Arts	233	3.30	1.142	287	3.24	1.215	3.267	9
ATT03: Early vocational courses make education more meaningful	233	3.29	1.238	287	3.59	1.074	3.456	4
ATT04: Practical success of co-curricular activities on par with academics	233	3.31	1.256	287	3.16	1.433	3.227	10
ATT05: Flexible subject choices for	233	3.47	1.260	287	3.53	1.268	3.503	2



Item	Male N	Male Mean	Male SD	Female N	Female Mean	Female SD	Weighted Mean	Rank
secondary students								
ATT06: Reduced textbook breadth permits deeper teaching	233	3.61	1.322	287	3.52	1.226	3.560	1
ATT07: Early coding/technical skills may create student pressure	233	3.37	1.211	287	3.47	1.228	3.425	5
ATT08: Four-year integrated B.Ed. as a step toward teaching standards	233	3.40	1.339	287	3.22	1.405	3.301	8
ATT09: Resource sharing through School Complexes	233	3.36	1.435	287	3.40	1.360	3.382	6
ATT10: Structural changes may reduce secondary-school dropout	233	3.23	1.183	287	3.37	1.117	3.307	7

Rank is based on the weighted overall mean computed from the reported male and female means (233 and 287 respondents respectively).

Attitude means were generally around the mid-point to moderately positive range. ATT06 obtained the highest weighted mean (3.560), indicating relatively stronger agreement that reducing textbook breadth may permit deeper teaching. ATT05 ranked second (3.503), followed by ATT01 (3.488). ATT04 had the lowest weighted mean (3.227). Because ATT04 and ATT07 are negatively worded, their means should not be interpreted as simple positive-attitude indicators without reverse-coding.



5. Major Findings

- Among awareness items, AW03 ranked first (weighted mean = 3.516), followed by AW02 (3.353) and AW05 (3.343).
- AW04 ranked tenth (weighted mean = 2.990), indicating comparatively lower awareness of the proposed reduction in rigid stream boundaries.
- Female teachers had higher mean awareness than male teachers on eight of the ten awareness items; male teachers were slightly higher on AW06 and AW10.
- Among attitude items, ATT06 ranked first (weighted mean = 3.560), followed by ATT05 (3.503) and ATT01 (3.488).
- ATT04 ranked tenth (weighted mean = 3.227); because it is negatively worded, this ranking should be read as item-level agreement rather than as an overall positive-attitude ranking.
- Female teachers reported higher means than male teachers on ATT01, ATT03, ATT05, ATT07, ATT09 and ATT10, while male teachers were higher on ATT02, ATT04, ATT06 and ATT08.



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- The descriptive pattern suggests that awareness and attitude are not uniform across NEP 2020 components; teachers appear more familiar with some structural features than others.
- These findings are consistent with the broader literature showing that teachers' perceptions, readiness, professional support and opportunities for participation can influence reform implementation.

6. Conclusions

The gender-wise descriptive analysis indicates variation in teachers' awareness and attitudes across individual NEP 2020 reform statements. Awareness was comparatively stronger for the division of the secondary stage into two phases, while awareness of reduced stream boundaries was comparatively lower. In the attitude dimension, teachers expressed comparatively stronger agreement with deeper teaching through reduced curricular breadth and with flexible subject choices. The results also show that gender differences are item-specific rather than uniform across all statements. These descriptive findings should be interpreted alongside inferential tests before concluding that observed gender differences are statistically significant.

7. Scope for Further Research

- To conduct independent samples t-tests for overall awareness and attitude and for each major dimension to determine whether observed gender differences are statistically significant.
- To examine awareness and attitude by school management, locality, teaching experience, academic qualification and professional qualification.
- To use ANOVA and post-hoc comparisons where demographic variables contain three or more groups.
- To investigate the relationship between awareness and attitude using Pearson correlation and, where appropriate, regression analysis.
- To extend the study through qualitative interviews or focus groups to understand why teachers show lower awareness on particular NEP provisions.
- To study the role of in-service training, school leadership, infrastructure, digital access and institutional support in NEP 2020 implementation.
- To conduct comparative studies across States, rural and urban settings, government and private schools, and different secondary-school contexts.
- To use longitudinal designs to examine whether awareness, attitude and classroom practices change as NEP 2020 implementation progresses.

8. References

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