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“A STUDY ON TEACHERS’ AWARENESS, PERCEPTION AND IMPLEMENTATION OF INDIAN ETHOS, VALUES AND PROFESSIONAL DEVELOPMENT SKILLS AS PER NEP 2020”

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Abstract

Contemporary education increasingly emphasizes ethical values, inclusivity, and holistic development along with cognitive development, highlighting the role of teachers in promoting value-based, holistic learning grounded in cultural ethos. In this context, the present study investigates teachers’ awareness, perceptions, and implementation of Indian ethos, values, and professional development skills envisaged by NEP 2020. It investigates teachers’ understanding of ethical and moral responsibilities in teaching, the role of Guru–Shishya Parampara, knowledge and application of NEP 2020 guidelines, practices promoting inclusivity and values, and attitudes toward evaluation and professional accountability. A structured questionnaire was used to survey higher education teachers on ethics, values, inclusivity, professional development, assessment, and digital practices, with data analyzed through descriptive and quantitative statistical tools. The findings provide insights into the extent to which teachers align their professional practices with Indian ethos and NEP 2020 guidelines. The study adds to the discussion on value-driven teacher professional development and highlights implications for nurturing ethically informed and culturally responsive teaching practices. Subsequent studies may expand the sample across diverse regions and educational strata, employ longitudinal and qualitative methodologies, and integrate perspectives of students, school educators, and administrators to examine the enduring effects of NEP 2020 on holistic, value-oriented education.

Keywords: Indian Ethos, NEP 2020, Teacher Professional Development, Ethics in Education, Guru–Shishya Parampara, Guru Dharma, Value-Based Education.

Introduction

Historically, Indian education aimed at nurturing learners' intellectual, moral, social, and spiritual growth. In the modern era, globalization, technology, and social change have shifted the focus toward measurable academic results and content coverage. Such changes have raised questions about the weakening of ethical principles, cultural foundations, and the role of teachers in nurturing well-rounded learners.

Addressing these concerns, NEP 2020 emphasizes embedding Indian cultural values, ethical principles, and professional competencies in teaching to foster holistic, inclusive education and contribute to nation-building. Beyond their role as instructors, teachers are expected to act as ethical mentors, cultivating students' character, empathy, and social responsibility in accordance with Guru–Shishya Parampara and Guru Dharma. Continuous professional development is stressed to equip teachers with the skills and pedagogical approaches necessary for learner-centered, value-driven education. By grounding education in Indian ethos and ethics, NEP 2020 seeks to develop learners' intellectual, emotional, and moral capacities, shaping them into responsible and empathetic citizens. The policy also stresses inclusive education that addresses learner diversity across cultural, linguistic, and socio-economic contexts, alongside continuous teacher professional development to respond to changing educational needs.

In this study, Indian ethos refers to moral, cultural, and philosophical principles rooted in India's educational and social traditions, such as integrity, compassion, respect, empathy, and social responsibility, guiding both personal and professional conduct. Values include ethical, social, and professional norms that shape teachers' behaviour, decision-making, and interactions, ensuring education strengthens character and civic responsibility parallel to knowledge. Professional development skills are the competencies enabling teachers to provide effective, inclusive, and culturally adaptive instruction, including pedagogical expertise, continuous learning, use of technology, and adaptability to diverse learner needs. Together, these factors constitute the basis for holistic learning, reflecting NEP 2020's vision of developing learners who are academically proficient, socially responsible, ethically grounded, and culturally aware.

However, the successful realization of these ideals depends heavily on the awareness, perceptions, and classroom practices of teachers themselves. In this context, examining how teachers understand, embrace, and apply the ethos, values, and professional competencies of NEP 2020 is crucial. Such research can shed light on how teachers perceive, internalize, and implement the ethos, values, and professional competencies advocated by NEP 2020. Such an investigation can provide insights into current value-driven teaching practices, identify gaps between policy and practice, and inform strategies for strengthening teacher education, professional development, and policy implementation.

Understanding teachers' perspectives is particularly significant for promoting ethically grounded, culturally responsive, and inclusive teaching practices that align with the vision of holistic education. In this context, the study investigates the degree to which teachers are aware of, perceive, and implement the principles of Indian ethos, values, and professional development skills promoted by NEP 2020. The findings are intended to contribute to scholarly discussions on value-based teacher development while providing meaningful guidance for policymakers, teacher education programs, and educational institutions seeking to strengthen holistic and ethically informed pedagogy.

Literature Review

Discussions surrounding Indian ethos, values, and teacher professional development have assumed greater importance with the introduction of the National Education Policy (NEP) 2020. Existing research has examined the philosophical roots of Indian knowledge traditions, the changing responsibilities of teachers, and the policy's influence on teacher education and professional advancement.

Majumdar and Bairagya (2025), in their work *"Bharatiya Jnana Parampara – An Archetype of Modern Teacher Education,"* examine the continuing relevance of India's traditional knowledge traditions within present-day teacher education. The study highlights how Bharatiya Jnana Parampara encompasses ethical behavior, holistic learning, and moral accountability, viewing teachers as guides and mentors rather than

mere conveyors of information. Through a conceptual approach, the authors stress the importance of integrating indigenous educational philosophies into contemporary teacher education to strengthen value-oriented and culturally grounded pedagogical practices.

Mondol (2025), in *“Indian Values and Ethics in Education: Foundations, Challenges, and Contemporary Relevance,”* provides a comprehensive conceptual analysis of ethical values in Indian education. Drawing on philosophical texts and contemporary literature, the study emphasizes the enduring relevance of ethics, moral education, and cultural rootedness in addressing modern educational challenges.

Mishra (2024), in *“Navigating Change: NEP’s Role in Transforming Higher Education in India,”* examines the transformative potential of NEP 2020 in reshaping higher education. The study discusses structural reforms, interdisciplinary learning, and faculty development, emphasizing the policy’s focus on holistic education and quality enhancement. The paper, based on secondary sources, highlights NEP 2020 as a framework that encourages ethical professionalism and continuous capacity building among educators.

Dhawale, Borade, and Sharma (2023), in their critical review of NEP 2020, analyze the policy’s intentions, opportunities, and challenges in higher education. Based on a systematic review of secondary sources, the study identifies gaps between policy objectives and ground-level implementation, particularly in areas related to faculty preparedness, infrastructural support, and value integration.

Subudhi and Rabha (2025) explore *“Professional Growth of Teachers in the NEP 2020 Framework,”* highlighting continuous professional development as a cornerstone of educational reform. Their secondary data-based study emphasizes teacher autonomy, lifelong learning, and adaptability as essential competencies for effective implementation of NEP 2020.

Bari and Goswamee, in their study on the impact of NEP 2020 on teacher training institutions, combine secondary sources with primary data collected through observation and digital surveys. The findings indicate that NEP 2020 has the potential to strengthen teacher training by promoting ethical awareness, pedagogical innovation, and professional accountability, though practical challenges remain.

Pandey and Ijjina (2025) investigate *“The Role of Indian Ethos in the Teacher–Student Relationship”* through case studies and empirical evidence. Their findings reveal that Indian ethos fosters mutual respect, trust, and moral engagement between teachers and students, thereby shaping a meaningful teaching–learning process. The study shows how value-oriented relationships contribute to students’ character development and teachers’ ethical accountability.

Ansari and Haider (2023) conducted an empirical study titled *“Teacher Educators’ Perception about Implementation of NEP-2020 in Teacher Training Institutions.”* Based on data collected directly from a sample of 30 teacher educators, the findings indicate a moderate level of awareness and varied perceptions regarding the implementation of NEP 2020. Although participants recognized the policy’s focus on holistic education and professional development, the study also identified concerns related to institutional preparedness and challenges in translating policy directives into practice.

The existing body of literature reflects extensive theoretical and policy-oriented discussions on Indian ethos, values, and the National Education Policy 2020. However, empirical studies that concurrently examine teachers’ awareness, perceptions, and practical application of Indian ethos, values, and professional development skills outlined in NEP 2020 remain limited. The present study aims to address this gap by offering evidence-based insights derived from primary data on teachers’ professional practices in higher education.

Objectives of the Study

1. To examine teachers' perceptions of ethics and moral responsibility, including the influence of Guru–Shishya Parampara and Guru Dharma.
2. To assess teachers' awareness and implementation of NEP 2020 principles related to holistic education, pedagogy, professional growth, and nation-building.
3. To analyze teaching practices that promote inclusivity, value-based education, and student character development.
4. To explore teachers' attitudes toward assessment, professional accountability, and the use of digital tools.

Research Methodology

A descriptive research design was adopted, with primary data as the principal source. Data were collected via a structured questionnaire from 44 professors across diverse higher education institutions. The questionnaire, administered through Google Forms via e-mail and WhatsApp, included closed-ended items measured on a five-point Likert scale to assess teachers' awareness, perceptions, and implementation of Indian ethos, values, and professional development skills in line with NEP 2020. Secondary data from research articles, policy documents, and government reports were used to support the conceptual and theoretical framework. Quantitative analysis was conducted in accordance with the study objectives.

Data Analysis and Interpretation

Table 1. Ethics to be an integral component of academic practice.

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	22	50
Agree	21	48
Neutral	0	0
Disagree	0	0
Strongly disagree	1	2
Total	44	100

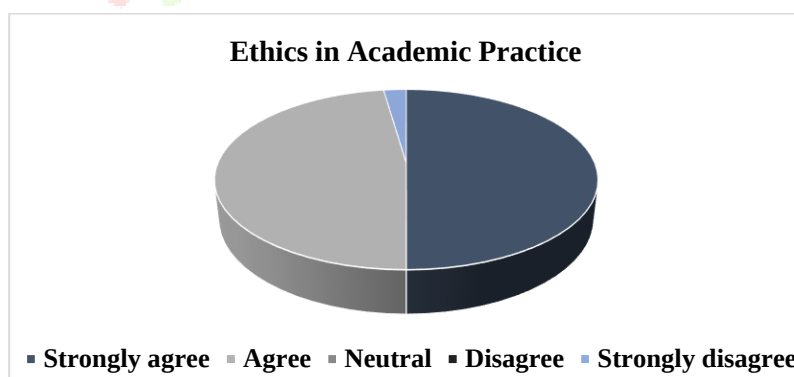
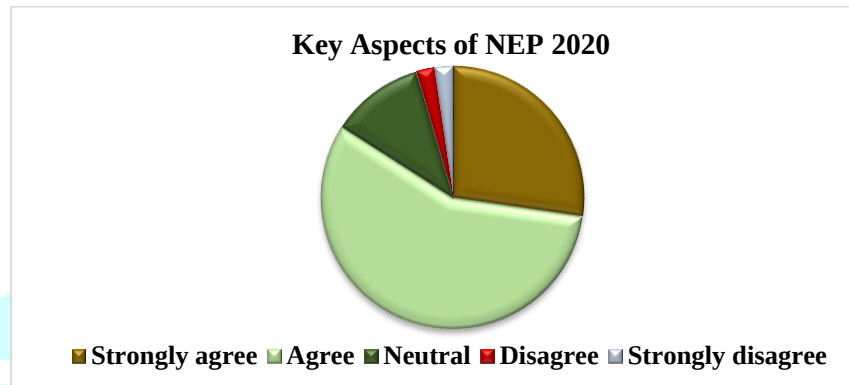


Figure 1: The pie chart shows acceptance of ethics as an integral part of academic practice.

The data were analyzed using mean scores based on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree) and percentage as well. The mean score and percentage for the statement “Ethics should be an integral component of academic practice” is **4.43 and 50%**. This value is close to the highest possible score, indicating that respondents generally strongly agreed with the statement. Therefore, the findings suggest that ethics is widely regarded as an essential part of academic practice among the participants.

Table 2. Familiarity with the key aspects of NEP 2020

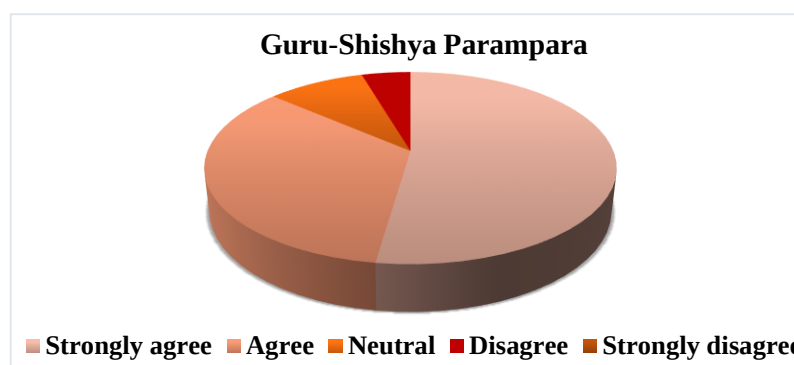
Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	12	27
Agree	25	57
Neutral	5	12
Disagree	1	2
Strongly disagree	1	2
Total	44	100

*Figure 2: Pie chart shows familiarity of teachers with the key aspects of NEP 2020.*

The responses were analyzed using mean score and %, based on five-point Likert scale (1 = strongly disagree, 5 = strongly agree). The mean score for the statement “Familiarity with the key aspects of NEP 2020” is **4.00**, which indicates that respondents generally agreed with the statement. The percentage distribution supports this conclusion, as **57%** of participants agreed, **27%** were strongly agreed, while **4%** disagreed or strongly disagreed, and **12%** remained neutral. Therefore, the majority of respondents are familiar with the key aspects of NEP 2020.

Table 3. Guru- Shishya Parampara as a social-moral responsibility

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	23	52
Agree	15	34
Neutral	4	9
Disagree	2	5
Strongly disagree	0	0
Total	44	100

*Figure 3: The pie chart shows commitment to the Guru–Shishya Parampara as a moral and social responsibility.*

The responses were analyzed using mean and % based on five-point Likert scale (1 = strongly disagree, 5 = strongly agree). The mean score for the statement “Guru–Shishya Parampara as a social-moral responsibility” is **4.30**, which is close to the highest possible score of 5. This indicates that respondents agreed with the statement. The percentage distribution supports this conclusion, as **86%** of participants either agreed or strongly agreed, while **5%** disagreed and **9%** remained neutral. Therefore, Guru–Shishya Parampara is widely regarded as a significant social-moral responsibility among the respondents.

Table 4. Teaching as Guru Dharma Rather Than a Mere Profession

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	19	43
Agree	20	46
Neutral	2	4
Disagree	3	7
Strongly disagree	0	0
Total	44	100

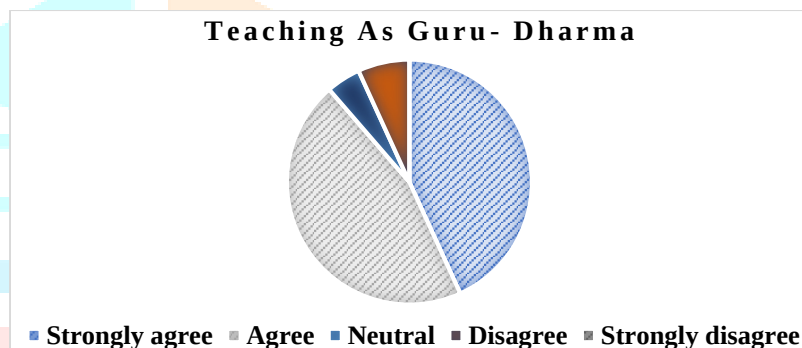


Figure 4: The pie chart shows teaching as a moral responsibility/ Guru Dharma, not merely a profession.

The data were analyzed using mean scores based on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree) and percentage as well. The mean score and percentage for the statement is **4.25 and 46%**. This value is close to the highest possible score. Therefore, the findings suggest that teaching is widely perceived as a form of *Guru Dharma* rather than merely a profession among the participants.

Table 5. Integrating Indian cultural values in teaching

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	17	39
Agree	22	50
Neutral	4	9
Disagree	1	2
Strongly disagree	0	0
Total	44	100

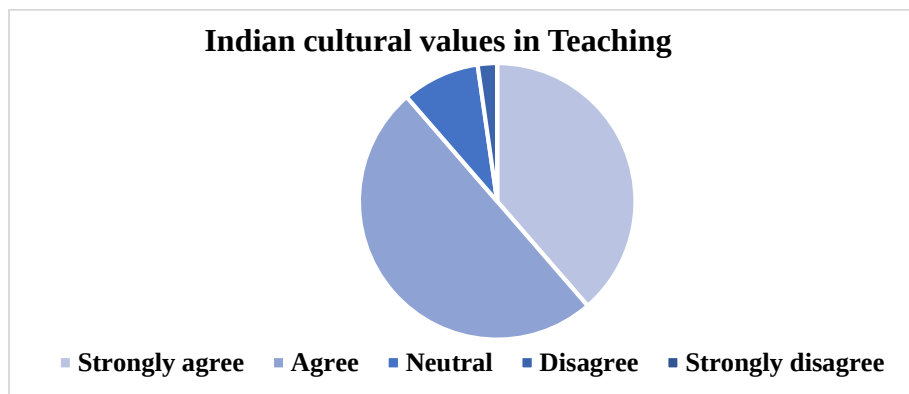


Figure 5: The pie chart shows integration of Indian cultural values and ethics in teaching.

The data were analyzed using mean scores based on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree) and percentage as well. The mean score and combined percentage for the statement “Integrating Indian cultural values in teaching” is **4.25 and 89%**. This value is close to the highest possible score, indicating that respondents generally agreed with the statement. Therefore, the findings suggest that integrating Indian cultural values in teaching is strongly supported by the participants.

Table 6. Holistic Development as integral outcome of Higher Education

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	22	50
Agree	17	39
Neutral	3	7
Disagree	2	4
Strongly disagree	0	0
Total	44	100

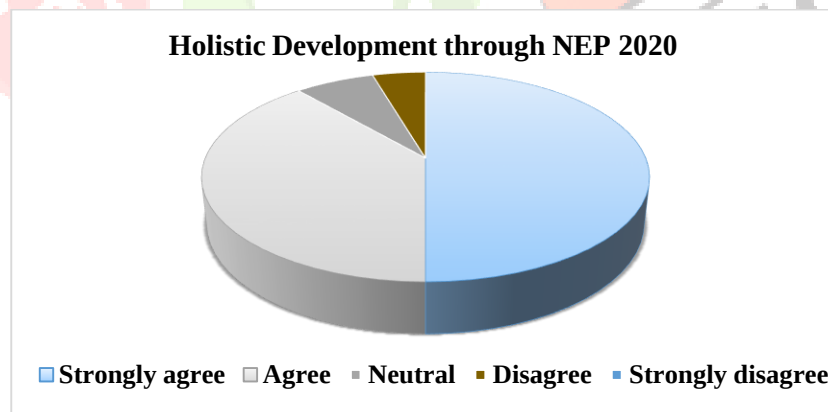


Figure 6: The pie chart shows nation-building and character development as key outcomes of higher education.

The mean score and combined percentage for the statement “Holistic development as an integral outcome of higher education” is **4.34 and 89%**. This value is close to the highest possible score, indicating that respondents generally agreed with the statement. Therefore, the findings suggest that holistic development is widely recognized as a key outcome of higher education among the participants.

Table 7. Encouraging values in students along with academics

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	15	34
Agree	19	43
Neutral	9	21
Disagree	1	2
Strongly disagree	0	0
Total	44	100

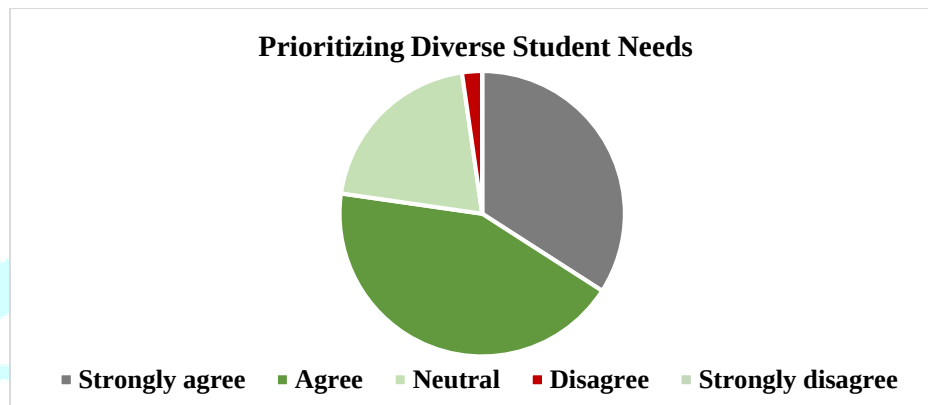


Figure 7: The pie chart shows priority given to accommodating students' cultural, linguistic, and learning differences.

The data indicate a positive perception toward encouraging values in students along with academics. The combined percentage shows that **77%** of respondents either agreed or strongly agreed with the statement, while **21%** remained neutral and only **2%** disagreed. The mean score of **4.09** further supports this finding, reflecting overall agreement among respondents. Therefore, it can be concluded that encouraging values alongside academics is considered an important aspect of education by the majority of participants.

Table 8. Honesty, Responsibility & Empathy in Academic Learning

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	23	52
Agree	16	36
Neutral	5	12
Disagree	0	0
Strongly disagree	0	0
Total	44	100

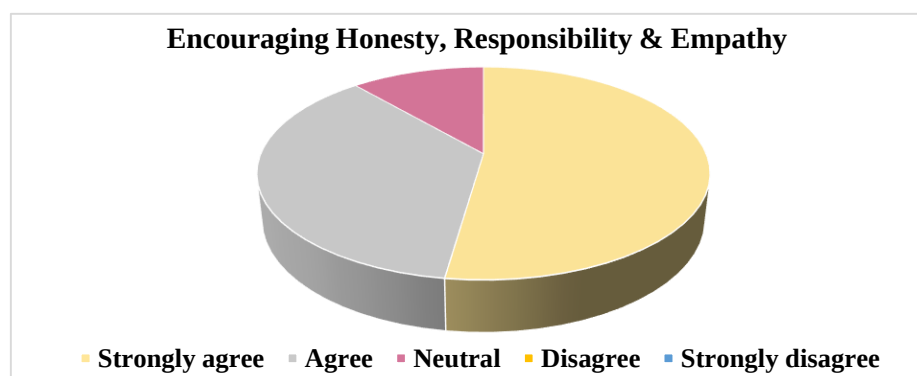


Figure 8: The pie chart shows emphasis on honesty, responsibility, and empathy in academic learning.

The mean score for the statement was **above 4.0**, indicating a high level of agreement among respondents. This is further supported by the percentage distribution, with a substantial majority i.e. **88%** of participants agreeing or strongly agreeing and minimal neutral or negative responses. These results reflect a strong consensus on the importance of the stated dimension within the context of higher education.

Table 9. Transparency is not always practical in all assessment processes.

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	2	4
Agree	10	23
Neutral	11	25
Disagree	10	23
Strongly disagree	11	25
Total	44	100

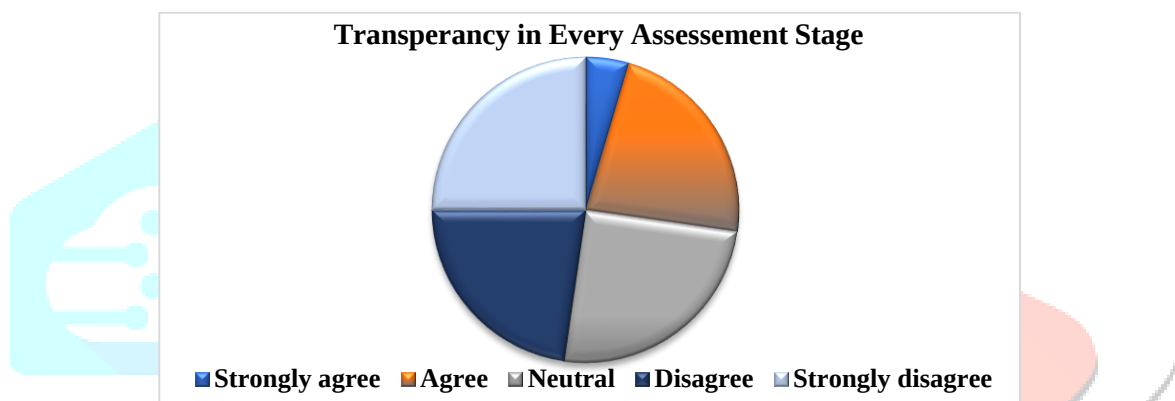


Figure 9: The pie chart shows constraints on full transparency in evaluation procedures.

The mean score for the statement “Transparency is not always practical in all assessment processes” was **3.07**, indicating a neutral stance overall. The distribution of responses reveals a divided opinion: **27%** of respondents agreed or strongly agreed, **48%** disagreed or strongly disagreed, and **25%** remained neutral. This suggests that perceptions about the feasibility of transparency in assessment are mixed, with a slight inclination toward disagreement.

Table 10. Academic outcome as primary responsibility in teaching

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	2	4
Agree	10	23
Neutral	12	27
Disagree	9	21
Strongly disagree	11	25
Total	44	100

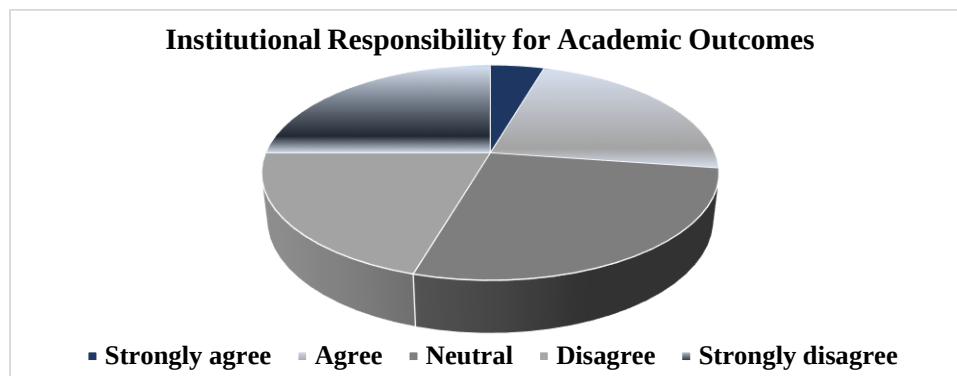


Figure 10: The pie chart shows the institution as the principal agent in ensuring academic excellence, beyond individual teachers.

The mean score for “Academic outcome as primary responsibility in teaching” is **2.93**, indicating a neutral to slightly negative stance. With **46%** of respondents disagreeing or strongly disagreeing and only **27%** agreeing, the results suggest that academic outcomes are not widely viewed as the primary responsibility of teaching.

Table 11. Promoting Learning Beyond Memorization Through Practical Application

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	22	50
Agree	16	36
Neutral	6	14
Disagree	0	0
Strongly disagree	0	0
Total	44	100

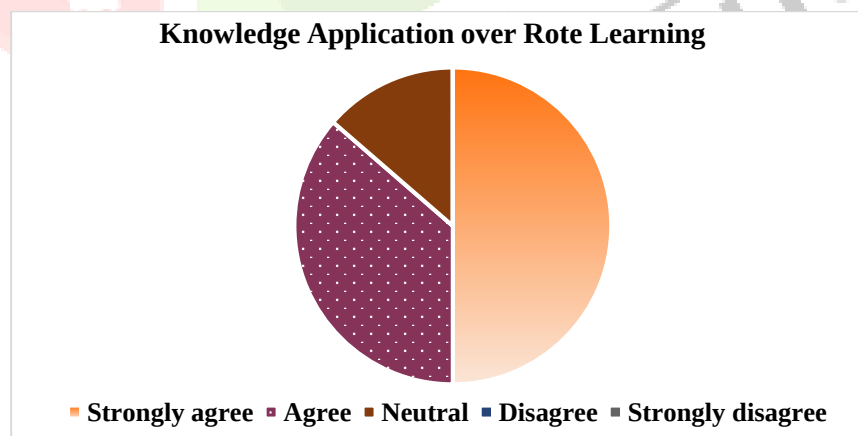


Figure 11: The pie chart shows emphasis on real-life application of knowledge over memorization.

The mean score for the statement “Promoting learning beyond memorization through practical application” was **4.36**, indicating strong agreement among respondents. The percentage distribution further supports this finding, with **86%** of participants agreeing or strongly agreeing and **14%** remaining neutral. No respondents disagreed. These results suggest a strong consensus that learning should extend beyond rote memorization and emphasize practical application.

Table 12. Responsive Teaching Practices for Dynamic Learning Needs

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	19	43
Agree	16	37
Neutral	8	18
Disagree	1	2
Strongly disagree	0	0
Total	44	100

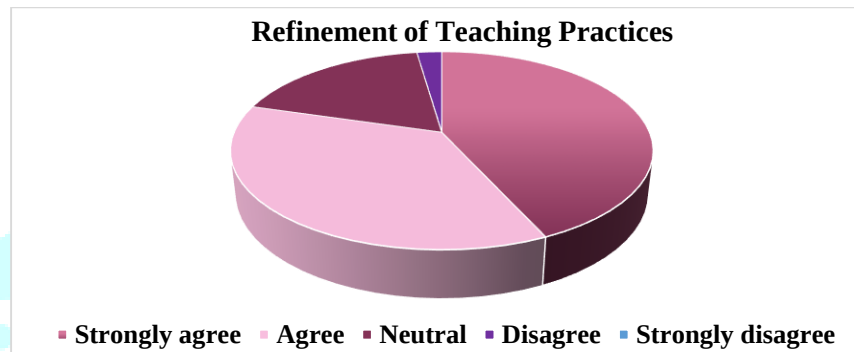


Figure 12: The pie chart shows refinement of teaching practices to support students' active and evolving learning needs.

The mean score for the statement "Promoting learning beyond memorization through practical application" was **4.36**, indicating strong agreement. This is corroborated by the percentage distribution, with **86%** of respondents agreeing or strongly agreeing and **14%** remaining neutral. The findings highlight a strong consensus on the importance of emphasizing practical application over rote memorization in learning.

Table 13. Participation in Continuous Professional Development for Pedagogical and Inclusive Practices

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	16	37
Agree	19	43
Neutral	8	18
Disagree	1	2
Strongly disagree	0	0
Total	44	100

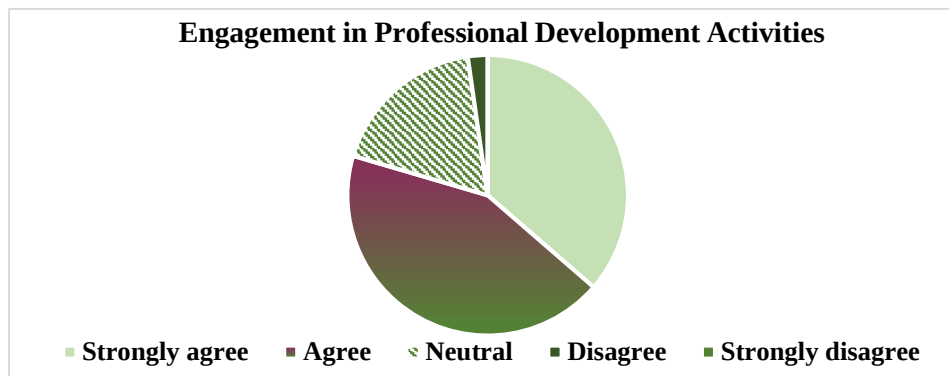


Figure 13: The pie chart shows engagement in professional development to update teaching skills and inclusive practices.

The above data shows that respondents reported a high level of participation in Continuous Professional Development for pedagogical and inclusive practices. The mean score is **4.14**, indicating strong agreement. In percentage terms, **80%** of respondents either agreed or strongly agreed, while **18%** were neutral and only **2%** disagreed. Overall, the results suggest widespread engagement in CPD activities among the participants.

Table 14. Integration of Online Resources or Digital Platforms to Support Classroom Instruction.

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	17	39
Agree	19	43
Neutral	7	16
Disagree	1	2
Strongly disagree	0	0
Total	44	100

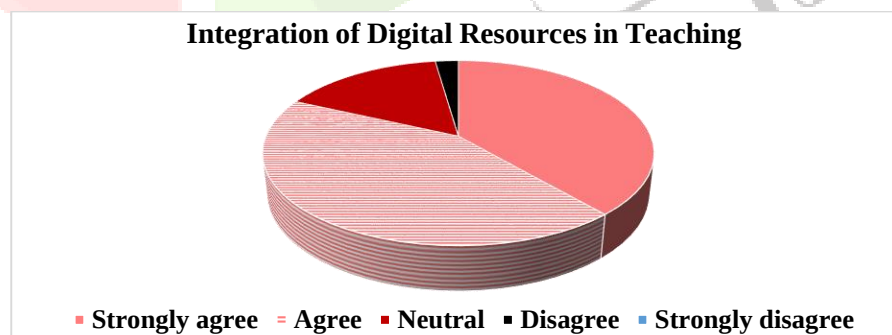
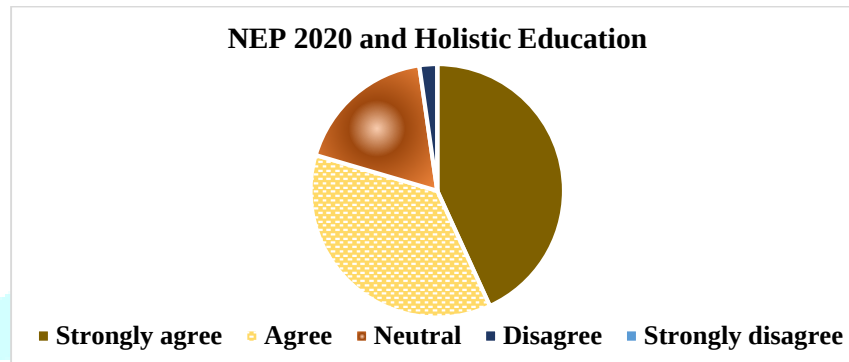


Figure 14: The pie chart shows use of online resources to enhance classroom instruction.

The above data shows a high level of agreement on integrating online resources to support classroom instruction, with a mean score of **4.18**. **82%** of respondents agreed or strongly agreed, **16%** were neutral, and **2%** disagreed.

Table 15. Teachers' Perception of NEP 2020 in Promoting Holistic Education

Scale (Rating)	No. of respondents (frequency)	Percentage (%)
Strongly agree	19	43
Agree	16	37
Neutral	8	18
Disagree	1	2
Strongly disagree	0	0
Total	44	100

*Figure 15: The pie chart shows that NEP 2020 promotes holistic education by integrating, skills & values.*

The above data represents teachers' perceptions of NEP 2020 in promoting holistic education, with a mean score of **4.23**, indicating strong agreement. **80%** of respondents agreed or strongly agreed, **18%** were neutral, and **2%** disagreed.

Conclusion

The study reveals strong teacher awareness of ethics, Indian ethos, and NEP 2020 principles, with most respondents viewing teaching as a moral responsibility (*Guru Dharma*) and recognizing the relevance of the Guru–Shishya tradition in higher education. Teachers reported positive attitudes toward integrating cultural values, inclusivity, ethical practices, and character development alongside academic instruction, and demonstrated familiarity with NEP 2020's focus on holistic, learner-centered education and continuous professional development. However, divergent perceptions regarding assessment transparency and academic priorities indicate practical and institutional challenges. Overall, these findings suggest alignment between teachers' perspectives and NEP 2020's value-based, holistic vision, yet consistent implementation requires robust institutional support, structured professional development, and assessment systems that balance academic rigor with ethical and inclusive principles. The study is limited by its small sample, reliance on self-reported data, cross-sectional design, and exclusive focus on higher education teachers. Future research may expand the sample across regions and educational levels, incorporate longitudinal and qualitative methods, and include perspectives of students, school educators, and administrators to assess the long-term impact of NEP 2020 on holistic, value-based education.

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