CHAPTER 2
REVIEW OF RELATED LITERATURE

2.1 BACKGROUND OF EDUCATION POLICY IN INDIA

The evolution of educational policy in India has reflected the nation's changing priorities, socio-political contexts, and developmental needs since gaining independence in 1947. Early policy initiatives such as the University Education Commission (1948–49), the Secondary Education Commission (1952–53), and the landmark Education Commission (1964–66) played a formative role in shaping the direction of the Indian education system. These commissions laid the groundwork for the National Policy on Education (NPE) of 1968, which introduced critical recommendations such as compulsory education for children and structured teacher training programs. Subsequently, the NPE 1986—later revised in 1992—sought to improve educational equity, enhance the quality of instruction, and address disparities in access, particularly for disadvantaged communities **(Tilak, 2015).** Together, these policies helped widen access to formal education and promoted democratization within the Indian learning environment.

However, despite progressive policy interventions and flagship schemes like the Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), significant systemic issues persisted. These included widespread deficiencies in teacher qualification, poor infrastructural conditions, weak accountability systems, and a growing disconnect between curricular content and learners' socio-cultural realities. India's public education system, particularly at the primary and secondary levels, continued to grapple with undertrained teachers and outdated pedagogical approaches. These challenges were further highlighted through national and international learning assessments, such as the Annual Status of Education Report (ASER) and the Programme for International Student Assessment (PISA), which consistently indicated unsatisfactory learning outcomes and foundational skill gaps among Indian students.

The enactment of the Right to Education (RTE) Act in 2009 represented a crucial step toward legally guaranteeing universal access to free and compulsory schooling for children aged 6 to 14. Nonetheless, the implementation of RTE revealed its limitations—particularly its inability to address the urgent need for continuous teacher development and to raise the quality of classroom instruction **(Ramachandran & Sinha, 2018)**. As these issues became more pronounced, education experts and policymakers increasingly recognized the necessity of comprehensive reforms that would not only expand access but also enhance pedagogical effectiveness, institutional accountability, and curriculum relevance. This recognition eventually led to the formulation of the National Education Policy (NEP) 2020—a transformative framework that sought to reimagine India's educational landscape by placing teacher education, learner-centered

pedagogy, and holistic development at the core of policy planning. NEP 2020 thus marked a significant departure from earlier policy approaches, emphasizing an integrated, multidisciplinary, and flexible educational model aligned with 21st-century needs.

2.2 IMPORTANCE OF TEACHER EDUCATION IN NATION-BUILDING

Teachers have consistently been acknowledged as foundational pillars of any robust educational framework, and in the broader national context, as vital agents in fostering social, intellectual, and moral advancement. Within India, the significance of teachers extended well beyond the confines of classroom instruction; they were regarded as architects of the nation's future, entrusted with the critical responsibility of inculcating values, ethical sensibilities, and cognitive skills among young learners. As emphasized in UNESCO's Global Education Monitoring Report (2020), the efficacy and sustainability of national development were inextricably linked to the quality of teacher preparation and professional support systems. Scholars such as Darling-Hammond (2017) underscored that teacher education bore a direct correlation with improved student learning outcomes, educational equity, and the holistic development of learners, thereby reinforcing its centrality in national progress.

Given India's demographic profile—marked by a substantial population of over 250 million school-age children—the urgency of preparing teachers with not only strong subject-matter expertise but also 21st-century competencies, emotional intelligence, and socio-cultural awareness had become particularly acute. However, teacher education in India had long struggled with systemic shortcomings, including obsolete training curricula, limited integration of innovative pedagogies, and a proliferation of substandard private teacher training institutions that often prioritized commercial interests over educational integrity. Jhingran (2016) observed that many teacher education programs failed to engage trainees in reflective and research-informed practice. Supporting this concern, Kumar and Azad (2018) reported that more than 90% of Teacher Education Institutions (TEIs) were operating below prescribed regulatory standards, thereby undermining the quality and preparedness of the teaching workforce entering schools.

Furthermore, the role of educators in fostering national identity, democratic consciousness, and social unity had grown increasingly significant in light of India's cultural and linguistic diversity. The absence of a pedagogical emphasis on inclusivity, critical thinking, and multicultural understanding in teacher training programs often led to educational environments that were ill-equipped to promote equity and civic engagement. Batra (2020) highlighted the critical need for reimagining teacher education to cultivate professionals who were not only academically competent but also socially empathetic and committed to nurturing inclusive and ethical learning

spaces. In recognition of these multifaceted challenges, the National Education Policy (NEP) 2020 positioned teacher education as a transformative priority—envisioning it not merely as a technical requirement for teaching licensure but as a moral and civic imperative essential for nation-building and systemic educational reform.

2.3 STUDIES RELATED TO TEACHERS PERCEPTION/AWARENESS LEVEL ON NEP-2020

Sharma and Kumar (2020) conducted a structured and detailed investigation to explore how faculty members in India's higher education institutions perceived and understood the key components of the National Education Policy (NEP) 2020. The primary objective of their study was to assess the extent to which university-level educators were familiar with the fundamental elements and strategic directives outlined in the policy, particularly in relation to multidisciplinary education, research promotion, and employment integration. Utilizing a structured questionnaire, the researchers collected responses from a total of 320 teachers, comprising 180 males and 140 females, from various universities located in North India. The analysis of the data, conducted through descriptive statistics and t-tests, revealed that there were discernible gender-based differences in the levels of awareness and understanding of NEP 2020. Specifically, male faculty members were found to possess a higher level of awareness regarding the policy's emphasis on enhancing research capabilities and promoting a research-oriented academic environment, whereas female educators demonstrated a stronger understanding and greater sensitivity toward the inclusive education provisions and student-centric approaches embedded within the policy framework. The study therefore highlighted not only the varying degrees of familiarity with different dimensions of NEP 2020 among faculty members but also pointed to the existence of a gendered perspective in interpreting and engaging with the policy, thus indicating the need for more nuanced and targeted professional development programs that address these gaps and support more balanced policy comprehension across different educator groups.

Maruthavanan (2020) conducted an empirical study to assess the level of awareness regarding the National Education Policy (NEP) 2020 among secondary school teachers in the Madurai district. Data for the study was systematically gathered through the administration of a multiple-choice questionnaire designed in the format of a quiz, comprising 25 items specifically aligned with key themes and topics related to NEP 2020. To explore the variation in awareness levels among teachers based on their demographic backgrounds, an independent t-test was employed as the primary statistical tool. The findings of the study revealed that there were statistically significant differences in the awareness of NEP 2020 among secondary school teachers based on factors such as gender, length of teaching service, and family structure. Additionally, the study found that teachers' awareness levels also varied notably depending on their geographical location and the type of school management under which they were employed—such as

government, private, or aided institutions. These results underscored the influence of both personal and institutional demographics on policy awareness, suggesting a need for more inclusive and evenly distributed capacity-building initiatives across diverse educational contexts.

Similarly, **Devi and Cheluvaraju (2020)** undertook a study to evaluate the awareness and perceptions of various stakeholders—including educators and professionals in the field of commerce and management—in Bengaluru, with respect to the implications of NEP 2020 on their disciplines. Using a structured questionnaire, the researchers collected data to understand how well stakeholders comprehended the policy and its potential influence on curriculum design, skill development, and industry readiness. The results indicated that while the general awareness of NEP 2020 among these stakeholders remained relatively limited, there was a prevailing consensus that the policy was timely and essential, particularly in addressing the shortcomings of the existing education system which was seen as inadequate in producing industry-ready graduates. The study concluded with the recommendation that stakeholders should begin critically evaluating the operational parameters and structural implications of NEP 2020 to identify and cultivate the specific competencies required to align effectively with the policy's objectives. This suggests the importance of proactive engagement and continuous professional development to bridge the gap between policy formulation and ground-level execution in professional education streams.

Mehta and Rao (2020) emphasized the crucial and multifaceted role that teacher educators were expected to assume in the effective interpretation, dissemination, and practical implementation of educational reforms introduced under the National Education Policy (NEP) 2020. They argued that for teacher educators to guide, mentor, and prepare pre-service teachers with competence and confidence, it was imperative that these educators possessed a deep and nuanced understanding of the policy's core objectives, including its pedagogical innovations, structural modifications, and institutional mandates. They stressed that without such foundational familiarity, teacher educators would be ill-equipped to translate policy directives into meaningful classroom practices.

Building on this notion, **Choudhary (2021)** conducted a comprehensive study across various B.Ed. colleges in Maharashtra, which revealed a concerning statistic—only 42% of the surveyed teacher educators had attended any form of professional development activity, such as seminars, workshops, or orientation programs specifically centered around NEP 2020. This low participation rate directly correlated with a limited and often superficial comprehension of the transformative pedagogical approaches advocated by the policy, suggesting that a significant proportion of teacher educators remained underprepared for the educational shifts required of them.

Singh and Roy (2021) brought to light a range of critical challenges that significantly obstructed the effective dissemination and subsequent implementation of the National Education Policy (NEP) 2020 among teacher educators across various educational institutions. Their study revealed that one of the foremost obstacles was the absence of structured and formal policy briefings that could have provided educators with a comprehensive overview of the policy's objectives, provisions, and pedagogical expectations. Furthermore, the lack of sustained academic discussions and institutional dialogues regarding the practical implications of NEP 2020 meant that many teacher educators were left to navigate its complexities without adequate peer engagement or interpretive support. Compounding this issue was the limited accessibility to official government-issued documents and explanatory materials, which further hindered a clear understanding of the policy among educators. In a complementary analysis,

Kale (2022) identified that institutional efforts to implement NEP 2020 were frequently impeded by a strong resistance to change, particularly among senior faculty members who were often unfamiliar with the digital tools and learner-centered pedagogies promoted by the policy. This resistance was largely rooted in a sense of discomfort with rapidly evolving educational technologies and the departure from traditional, teacher-centered instructional methods. Adding yet another dimension to these implementation hurdles, **Bhattacharya (2022)** stressed that the dense, lengthy, and often jargon-laden nature of the policy documents presented a major cognitive and linguistic barrier for educators, many of whom struggled to interpret and assimilate the policy's recommendations, especially when faced with texts that were not translated or simplified for diverse linguistic backgrounds. This combination of structural, technological, and linguistic challenges underscored an urgent need for the development of simplified, targeted, and contextually relevant training materials and orientation programs that could empower teacher educators to engage meaningfully with the NEP 2020 framework and facilitate its practical application within their professional settings.

Echoing these concerns, **Das (2022)** further highlighted that most teacher training institutions had yet to make substantive adjustments to their curricular content or instructional methodologies in accordance with NEP 2020's vision. As a result, these institutions continued to operate under outdated frameworks, thereby failing to nurture a new cadre of teachers who were equipped to thrive in the progressive, inclusive, and technology-integrated learning environments that the policy envisioned. Collectively, these findings underscored the pressing need for structured and sustained professional development programs, institutional reforms, and policy alignment initiatives targeted at teacher educators to ensure the successful realization of NEP 2020's objectives at the grassroots level.

Verma (2022) undertook a region-specific investigation in the state of Madhya Pradesh with the aim of examining the level of awareness among teacher educators regarding the provisions and reforms introduced by the National Education Policy (NEP) 2020, and the findings indicated that, overall, the awareness among participants could be categorized as moderate. However, the study also unveiled substantial disparities in awareness levels that were closely associated with the geographical location of the institutions surveyed, as teacher educators working in urban colleges demonstrated a notably higher degree of familiarity with the core components of NEP 2020 compared to their counterparts in semi-urban and peripheral areas, who exhibited relatively limited exposure to and comprehension of the policy.

Reinforcing these observations, **Bansal and Tiwari (2023**) conducted an in-depth analysis of teacher education institutions situated in Indore, where they discovered that faculty members employed in government-affiliated colleges displayed significantly greater levels of engagement with NEP 2020. This trend was primarily attributed to the enforcement of government-mandated orientation programs and training sessions, which facilitated better exposure and understanding among educators in the public sector, while private institutions lagged behind due to the inconsistent implementation of such programs.

In a more locally focused study, **Saxena (2023)** examined the situation in the Bhopal district and found that although a majority of teacher educators were reasonably well-informed about broader structural reforms in school education—such as the newly proposed 5+3+3+4 curricular structure—they tended to have a much weaker grasp of more specific and technical policy aspects, especially those concerning the proposed transformation of teacher education through reforms like the introduction of the four-year integrated B.Ed. program. These findings collectively illustrated that awareness of NEP 2020 among teacher educators was not uniform across different regions and was influenced by a combination of institutional type, location, and the extent of government-supported awareness initiatives.

2.4 EMPIRICAL STUDIES ON TEACHER PERCEPTIONS AND KNOWLEDGE OF NEP 2020

1. Awareness and Perceptions of Teachers about the National Education Policy (NEP) 2020: A Study" by **Singh and Jain (2021)**: This study examines the awareness and perceptions of teachers towards the NEP 2020 in India. The findings indicate that while teachers generally had a positive attitude towards the policy, there were gaps in their awareness and understanding of its key provisions, especially in areas related to pedagogy, assessment reforms, and the use of technology.
2. Teacher Awareness and Implementation of National Education Policy 2020: A Case Study of Secondary Institution Teachers in Rajasthan by **Kumar and Jain (2021)**: This research focuses on the awareness level and implementation of the NEP 2020 among secondary institution teachers in Rajasthan. The study reveals that teachers had limited awareness of the policy, particularly regarding its reforms in pedagogy, assessment, and curriculum. It suggests the need for targeted training and professional development programs to enhance teacher understanding and implementation of the NEP.
3. Awareness of Teachers on the National Education Policy (NEP) 2020: A Study by **Shukla and Goyal (2022)**: This study explores the awareness level of teachers about the NEP 2020 in a specific region in India. The research reveals a moderate level of awareness among teachers, with a higher understanding of general policy provisions compared to specific details. The study emphasizes the 16 significance of continuous training programs and professional development initiatives to improve teacher awareness and implementation of the NEP.
4. Assessment of Awareness and Preparedness of Teachers towards National Education Policy (NEP) 2020" by **Singh and Vyas (2022)**: This research examines the awareness and preparedness of teachers towards the NEP 2020 in India. The findings indicate that while teachers demonstrated a moderate level of awareness, they expressed the need for comprehensive training programs to enhance their understanding and preparedness for implementing the policy effectively.

These studies collectively highlight the need to assess and improve the awareness level of teachers regarding the NEP 2020. They emphasize the importance of targeted training programs, professional development initiatives, and continuous support to enhance teacher understanding and implementation of the policy's provisions. The findings from these studies can serve as a foundation for further research and interventions aimed at bridging the awareness gap and promoting successful implementation of the NEP 2020.

2.5 SCOPE OF NATIONAL EDUCATION POLICY 2020

The National Education Policy 2020 (NEP 2020) represented a landmark initiative aimed at comprehensively overhauling India's educational framework, with an emphasis on aligning the nation's academic ecosystem with international standards and the evolving demands of a globalized world. Its broad scope spanned across all levels of education but focused particularly on higher education reform, striving to introduce structural, curricular, and regulatory transformations. One of its core objectives was to restructure higher education institutions by classifying them into three distinct types—Research Universities, Teaching Universities, and Autonomous Degree-Granting Colleges—thereby allowing institutions to focus on their core competencies while fostering collaboration and specialization.

NEP 2020 also emphasized curricular and pedagogical reforms, promoting holistic and multidisciplinary education that replaced rote memorization with skill-based, experiential learning aimed at developing critical thinking, creativity, and problem-solving abilities. A major thrust of the policy was the promotion of multidisciplinary learning, enabling students to traverse traditional academic boundaries by integrating arts, sciences, and vocational studies, thereby preparing them to address complex real-world problems with a comprehensive outlook.

Additionally, the policy aimed to significantly improve the Gross Enrollment Ratio (GER) in higher education, setting an ambitious target of 50% by the year 2035, which necessitated the expansion of institutional capacity, greater use of online and open-distance learning, and increased accessibility for remote and underprivileged communities.

NEP 2020 also recognized the importance of research and innovation in national development and proposed the creation of the National Research Foundation (NRF) to financially and institutionally support interdisciplinary research, attract global talent, and foster a vibrant research culture. Further, the policy acknowledged the crucial role of teachers and emphasized the need for rigorous teacher training and continuous professional development programs, alongside transparent recruitment and performance monitoring mechanisms. Regulatory restructuring was also a key component, with the proposed establishment of the Higher Education Commission of India (HECI) to replace existing fragmented bodies, streamlining governance into four verticals—regulation, accreditation, funding, and academic standards—for more efficient oversight and institutional autonomy.

NEP 2020 also fore grounded the principles of equity and inclusion by introducing special measures for marginalized communities, supporting education in regional languages, and reducing the urban-rural education divide through improved infrastructure and digital outreach. Emphasizing the integration of technology in education, the policy encouraged digital

classrooms, online education platforms, and the creation of educational technology hubs, alongside digital literacy training for both students and faculty.

Lastly, the policy envisioned a more globally connected higher education system by promoting international collaborations, joint research ventures, and attracting foreign students to India, thereby boosting the global standing of Indian universities. In essence, the scope of NEP 2020 was vast and forward-looking, encompassing structural realignment, inclusive access, pedagogical innovation, regulatory efficiency, and global integration. While its aspirations are ambitious, the successful realization of its vision hinges on effective implementation, substantial investment, and continuous monitoring to ensure that Indian higher education evolves into a globally competitive, inclusive, and future-ready system.

2.6 OVERVIEW OF NATIONAL EDUCATION POLICY (NEP) 2020

The National Education Policy 2020, the first comprehensive education policy of the 21st century in India after a gap of 34 years, represents a radical departure from previous frameworks. Rooted in the vision of" access, equity, quality, affordability, and accountability," the policy aims to overhaul the education system to meet the demands of the 21st century. It emphasizes multidisciplinary learning, foundational literacy, early childhood care, vocational training, and research innovation across levels of education (Ministry of Education,2020).

One of the most groundbreaking aspects of NEP 2020 is its approach to teacher education. The policy calls for the establishment of high-quality teacher education institutions in multidisciplinary settings. It proposes a four-year integrated B.Ed. degree as the minimum qualification for teachers by 2030, integrating theory and practice, arts and sciences, and content and pedagogy **(Goel, 2021)**. This model is expected to replace the fragmented and transactional model of teacher preparation currently in practice.

Additionally, the NEP introduces the National Professional Standards for Teachers (NPST), a landmark initiative to ensure performance benchmarks and continuous professional development. The National Mission for Mentoring (NMM) is another reform, aiming to provide peer mentoring and guidance to teachers, especially in rural and underprivileged areas. Furthermore, the policy encourages the use of digital tools and platforms, recognizing the transformative potential of educational technology **(Bansal & Bhardwaj, 2021)**.

Another critical aspect of NEP 2020 is the emphasis on holistic and experiential learning, requiring a shift from rote learning to conceptual understanding. This has deep implications for how teachers are trained, as they must be equipped to facilitate active, inclusive, and inquiry-

based learning. Hence, the transformation envisioned in the policy requires a fundamental reconceptualization of the content, process, and structure of teacher education.
The National Education Policy (NEP) 2020, approved by the Government of India, aims to overhaul the Indian education system by addressing its structure, curriculum, pedagogy, and governance. It emphasizes holistic and multidisciplinary education, teacher empowerment, and the integration of technology in education. Given these substantial changes, it is vital to understand how well teacher educators, the backbone of teacher training institutions, are aware of and prepared to implement the NEP 2020. The National Education Policy 2020 (NEP 2020) aims to overhaul the educational landscape of India, focusing on accessibility, equity, quality, affordability, and accountability in education. This policy has spurred extensive discourse and research, examining its potential impact and public reception.

The National Education Policy (NEP) 2020 in India is a landmark educational reform that has garnered widespread attention and discourse in the academic and policy spheres. This review delves into the NEP 2020, analyzing its development and implementation over the years, focusing on different aspects as discussed in various research articles and official documents. In 2019, India laid the foundation for the NEP 2020. The draft policy outlined the initial objectives, setting the stage for a significant overhaul in the education system. This document provides insights into the early stages of policy development. The Union Cabinet approved the National Education Policy (NEP, 2020) on July 29, 2020.

NEP 2020 is meant to provide an overarching vision and comprehensive framework for both school and higher education across the country. NEP 2020 is aimed at transforming the Indian education system to meet the needs of the 21st Century and seeks rectifications in educational outcomes and eco-system. 2020 was the year of NEP 2020's Official Unveiling. Year 2021 produced studies that are theoretically and critically analyzing the impact of the Policy. With the 20th century marked as the computer era, the digital age is spreading its wings and is also posing challenges of management perspectives to deal with its growing needs.

The literature on the National Education Policy 2020 provides a comprehensive view of its ambitious vision and transformative potential for higher education in India. The policy aims to shift the focus from rote learning to more holistic, multidisciplinary, and student-centric education while promoting research and innovation. However, significant challenges, including faculty readiness, infrastructure, equity, and inclusivity, must be overcome for the policy's successful implementation. Addressing these issues through targeted investment, training, and strategic policy measures will be essential for realizing the long-term impact of NEP 2020 on India's higher education landscape.

CHAPTER-3
METHODOLOGY

The present chapter is devoted to the description of sample of the study, design of the study, tool that used for the collection of data. The variable studied in the study, procedural details of data collection and the statistical technique used for the analysis from the part of the chapter.

3.1 METHODOLOGY

The descriptive survey method was employed for the present study, as it was considered the most suitable approach to systematically gather and analyze detailed information regarding the awareness levels of teacher educators about the National Education Policy (NEP) 2020, allowing the researcher to capture a comprehensive snapshot of the participants' knowledge, perceptions, and understanding across various demographic groups and dimensions of the policy.

3.1.1 Sample

Simple random sampling technique was employed for the study. The sample of the study was the teacher educators of Government and Private institution of Bhopal city of M.P. In total, 100 teachers were selected randomly. Demographic distribution of the sample is presented in Table 3.1.

Qualification	Total	Gender		Age				
		Male	Female	18-25	26-35	36-45	46-55	55+
B. Ed.	40	19	21	4	18	4	11	3
M. Ed.	25	10	15	4	10	2	5	4
Ph.D.	6	5	1	—	—	3	3	
Others	29	12	17	10	8	6	4	1

Qualification	Total	Locale		Teaching Experience			
		Urban	Rural	<5 years	6-10 years	10-20 years	20+ years
B. Ed.	40	30	10	20	5	6	9
M. Ed.	25	22	3	11	3	4	7
Ph.D.	6	4	2	1	3	2	—
Others	29	23	6	19	4	4	2

Table 3.1: Demographic Distribution of Sample

3.1.2 Variables of the study

The variable selected for investigation in the present study is the level of awareness regarding the National Education Policy (NEP) 2020 among the participants.

3.1.3 Demographic variable

The demographic variables considered in the present study include the participants' educational qualification, gender, age, teaching subject, geographical location, and years of professional experience.

3.1.4 Research Design

The descriptive survey method was employed for the purpose of conducting the present study, as it was considered appropriate for gathering detailed information regarding the participants' awareness of the National Education Policy (NEP) 2020.

3.1.5 Population

100 Teacher educators were considered as the population of the study, as they represented the key stakeholders whose awareness and understanding of the National Education Policy (NEP) 2020 were central to the objectives of the research.

3.1.6 Sampling technique

Simple random sampling was the technique employed in the study, as it allowed for the systematic selection of participants from different subgroups or strata—such as gender, qualification, and location—in order to ensure a more representative and balanced sample of teacher educators.

3.1.7 Statistical Technique

The statistical techniques used for analyzing the data in the study included the calculation of the mean and standard deviation to determine central tendencies and dispersion, as well as the application of inferential statistical methods such as the chi-square test, t-test, p-value analysis, confidence interval estimation, and coefficient of variation, all of which were employed to draw meaningful conclusions and examine the significance of differences and relationships among the variables.

3.2 PROCEDURE:

The present study was carried out in two distinct stages to ensure a systematic approach to the research process. In the initial stage, appropriate research tools were carefully developed and refined to measure the awareness of NEP 2020 among teacher educators. Following the development of these tools, the second stage involved the collection of data from the field. The sample of teacher educators was selected using a random sampling method, with due consideration given to various demographic characteristics such as gender, age, qualification, location, and years of teaching experience, as identified in the study's design. Once the participants were selected, the questionnaire designed to assess awareness of the National Education Policy (NEP) 2020 was administered to them. Each teacher was given the freedom to complete the questionnaire and the teaching aptitude test individually, at their own pace, to ensure accuracy and authenticity of responses. After the completion of these instruments, the filled-in questionnaires and tests were collected and subsequently scored for further statistical analysis.

3.2.1 Tool-

The investigator designed and developed a multiple-choice questionnaire with the specific objective of assessing the awareness of the National Education Policy (NEP) 2020 among teacher educators. This research instrument consisted of 20 carefully constructed items, each aimed at evaluating various aspects of the respondents' knowledge and understanding of the key provisions, objectives, and implications of the policy. In order to ensure that the tool was both accurate and effective in measuring what it was intended to assess, the questionnaire underwent a rigorous process of review and validation. Subject matter experts in the fields of education and educational policy were consulted to examine the content, clarity, and relevance of the items included in the tool. Their expert feedback was incorporated to make necessary modifications and improvements. Furthermore, the reliability of the instrument was established using appropriate statistical methods to confirm its consistency and dependability for use in the study..

3.2.2 Questionnaire on teachers' preparation on NEP -2020

To assess the awareness of teachers regarding the National Education Policy (NEP) 2020, the investigator developed a structured multiple-choice questionnaire consisting of 20 questions, each with four options, of which only one was correct. Participants received one mark for each correct answer, while no marks were awarded for incorrect or unanswered questions. This scoring system resulted in a maximum possible score of 20 and a minimum of 0, reflecting the participant's overall level of understanding and awareness of NEP 2020, including its core principles and underlying philosophy.

The questionnaire was carefully designed to evaluate both the factual and conceptual knowledge of the respondents concerning various aspects of the policy. No time limit was imposed for completing the questionnaire, allowing participants to respond thoughtfully and at their own pace. To provide a comprehensive assessment of teacher educators' awareness, the study focused on four critical dimensions of NEP 2020, each representing a fundamental area of the policy. These dimensions were examined to gauge the depth and breadth of knowledge among the participants. The four key dimensions assessed were:

1. Vision and Aims of NEP 2020, encompassing the policy's overarching goals and educational aspirations;
2. Curricular and Pedagogical Structure, including the emphasis on experiential learning and holistic education;
3. Foundational Literacy and Numeracy (FLN), highlighting the policy's focus on strengthening basic learning competencies; and
4. Innovations and Suggested Reforms, which addressed the novel approaches and recommendations introduced by the policy to transform the education system.

By structuring the questionnaire around these dimensions, the investigator aimed to capture a detailed and nuanced picture of the participants' awareness and understanding of NEP 2020 across its essential components.

CHAPTER IV
ANALYSIS AND INTERPRETATION OF DATA

4.1 DATA ANALYSIS AND INTERPRETATION

This chapter analyzes data collected from 100 teacher educators in Bhopal to assess their awareness of the National Education Policy (NEP) 2020. A structured 20-item multiple-choice questionnaire was used, validated by experts, with one mark for each correct answer.
The descriptive survey method and stratified random sampling were employed. Key statistical tools used for analysis include mean, standard deviation, t-test, p-value, confidence interval, and coefficient of variation.
The findings are interpreted based on demographic variables such as qualification, age, gender, teaching experience, and location. The results highlight the overall awareness levels and significant differences among groups, offering insights for targeted improvements in teacher education regarding NEP 2020.

4.2 OBJECTIVE 1: *To determine the level of awareness of the National Education Policy (NEP) 2020 among teacher educators.*

The investigator developed a structured questionnaire comprising 20 multiple-choice questions, each designed to evaluate the participants' understanding of various aspects of the NEP 2020. Each question had four options, out of which only one was correct. For every correct response, the participant was awarded one mark, while no marks were given for incorrect or unanswered responses. Therefore, the maximum possible score was 20 and the minimum was 0. This scoring system provided a clear indication of the participants' level of awareness and familiarity with the NEP 2020, including its key features, principles, and philosophy.

	Score
N	**100**
MEAN	**15.94**
SD	**2.6355**
CV	**16.5339%**
Range	**15**

Table 4.1: Mean, S.D., and Coefficient of Variation of Awareness of Teachers on NEP-2020

Score	% Score	Frequency
5	25%	1
8	40%	1
10	50%	1
11	55%	4
12	60%	1
13	65%	6
14	70%	10
15	75%	16
16	80%	10
17	85%	23
18	90%	12
19	95%	10
20	100%	5

Table 4.2: Awareness Levels of NEP-2020 Among Respondents

Interpretation & Analysis:

- Mean Awareness Score (15.94):
  Teacher educators exhibit a high average awareness level of NEP 2020, with majority scoring more than 80% of the total possible marks.
- Standard Deviation (2.64):
  Awareness scores show moderate variability, indicating most educators scored close to the average.
- Coefficient of Variation (16.53%):
  Low variability in scores reflects a consistent level of awareness among teacher educators.
- Range (15):
  A wide range of scores suggests the presence of both highly informed individuals and some with very low awareness, highlighting the need for targeted interventions.
- High Awareness (80% to 100%):
  The majority of teacher educators scored between 80% and 100%. The highest frequency (around 23 respondents) is concentrated at 85%, indicating a strong level of understanding.

- Average Awareness (60% to 79%)
  Bins such as 70%, 75%, and 80% each show noticeable frequencies, contributing to the significant portion of participants scoring in the 60% to 79% range.
- Low Awareness (<60%)
  Only a small number of participants scored below 60%, indicating low awareness, as seen in lower bins (25% to 55%) having very few entries, typically just 1 to 4 respondents per range.
- The distribution is positively skewed, showing more participants with higher awareness levels**.**
- The peak in the 85% range suggests that NEP 2020 is well understood and well disseminated among teacher educators.
- Very few educators fall in the low-awareness group, indicating effective communication, workshops, or training related to NEP 2020.
- The range of scores (from 25% to 100%) also shows that while the majority are well-informed, some outliers exist who may need additional support or orientation.

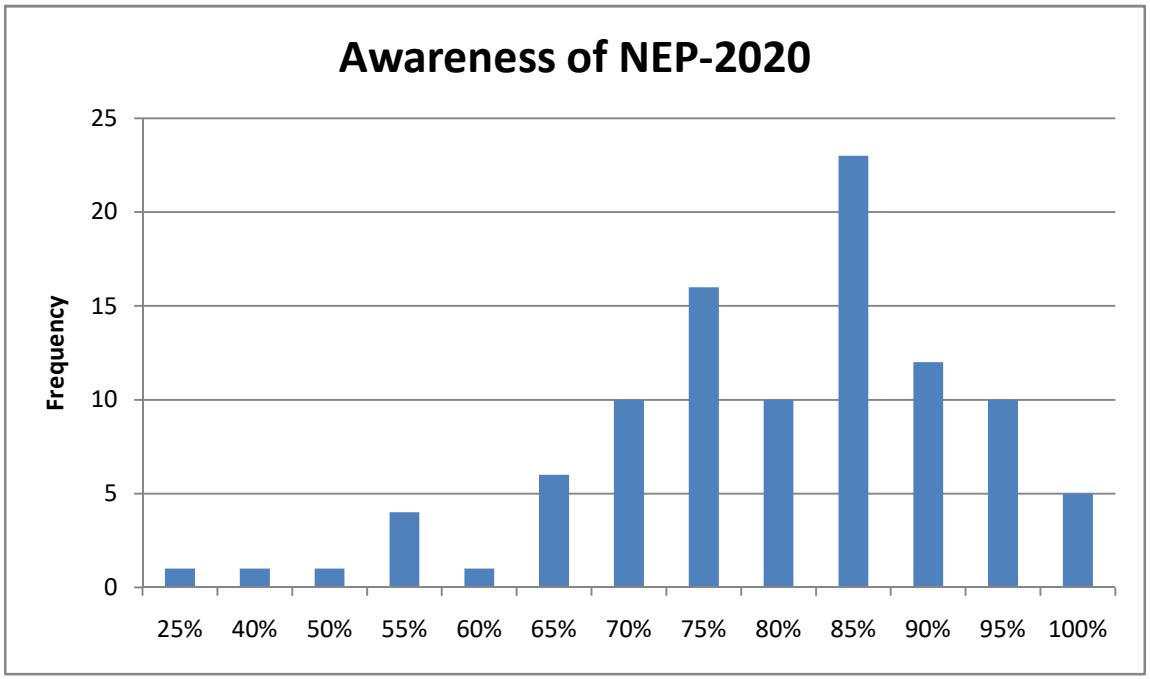

Chart 4.1: Respondents' Awareness of NEP-2020

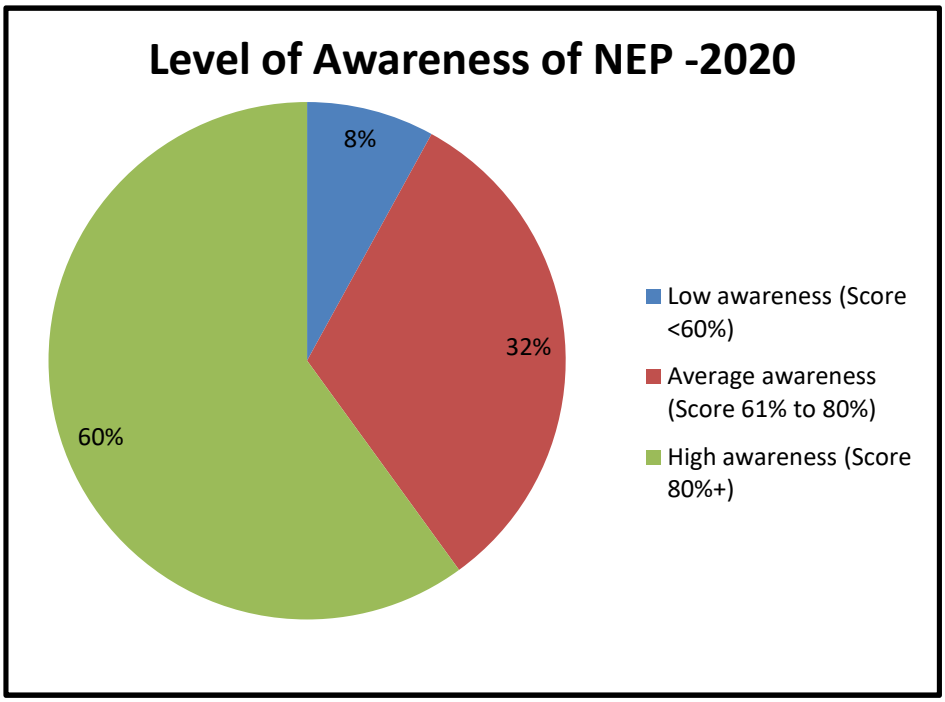

Chart 4.2: Level of awareness of NEP-2020

4.2.1 AWARENESS OF NEP 2020 AMONG TEACHER EDUCATORS ACROSS KEY DIMENSIONS

To comprehensively understand the level of awareness among teacher educators regarding the National Education Policy (NEP) 2020, the study examined four critical dimensions. Each dimension reflects a core aspect of the policy and was assessed to determine the depth of knowledge and understanding among the respondents. The four dimensions explored were:

These dimensions serve as pillars of the NEP 2020 and are vital for its successful implementation. The frequency distribution tables under each dimension reveal the extent to which teacher educators are informed and prepared to translate these ideas into practice. The scores reflect a range of awareness levels—from limited to very high—thus helping identify both areas of strength and those requiring targeted improvement.

1. **Vision and Aims of NEP 2020**

		Total (N)	Low awareness	Average awareness	High awareness
Workshop Attended	Yes	43	0% (0)	16% (7)	84% (36)
	No	57	5% (3)	15% (26)	68% (39)
Gender	Male	46	2% (1)	17% (8)	80% (37)
	Female	54	4% (2)	26% (14)	70% (38)
Locale	Urban	65	5% (3)	23% (15)	72% (47)
	Rural	35	0% (0)	20% (7)	80% (28)

Table 4.3: Level of awareness of Visions and Aims of NEP 2020

Analysis:

Workshop Attendance:
Educators who attended workshops demonstrated significantly higher awareness, with 84% showing high awareness and none in the low awareness category. In contrast, non-attendees had lower high awareness (68%) and a small proportion (5%) with low awareness. This suggests that workshops were highly effective in enhancing understanding of NEP 2020's vision and aims.

Gender-Based Analysis:
Male educators showed slightly higher high awareness (80%) compared to female educators (70%). However, females had a higher percentage of average awareness (26%) than males (17%), indicating a modest gender gap favoring males in terms of deeper awareness.

Locale-Based Comparison:
Rural educators exhibited higher high awareness (80%) compared to their urban counterparts (72%), with no rural respondents falling in the low awareness category. This indicates that rural educators were more informed or receptive to NEP 2020's vision, potentially due to targeted outreach or engagement strategies.

Overall Insight:
Workshop participation and rural locality were associated with stronger awareness of the NEP 2020 vision and aims. Gender differences were minor but suggested that male educators were slightly more aware at the higher level than female educators.

2. **Curricular and Pedagogical Structure, including Experiential Learning**

		Total (N)	Low awareness	Average awareness	High awareness
Workshop Attended	Yes	43	12% (5)	46% (20)	42% (18)
	No	57	37% (21)	33% (19)	30% (17)
Gender	Male	46	26% (12)	41% (19)	33% (15)
	Female	54	26% (14)	37% (20)	37% (20)
Locale	Urban	65	31% (20)	38% (25)	31% (20)
	Rural	35	17% (6)	40% (14)	43% (15)

Table 4.4: Level of awareness of Curricular and Pedagogical Structure, including Experiential Learning of NEP 2020

Analysis:

Workshop Attendance:
Educators who attended workshops exhibited notably better awareness, with 42% showing high awareness and only 12% showing low awareness. In contrast, non-attendees had a much higher percentage (37%) in the low awareness category and a smaller proportion (30%) with high awareness. This indicates that workshops positively influenced educators' understanding of the pedagogical components of NEP 2020.

Gender-Based Analysis:
Both male and female educators showed identical levels of low awareness (26%). However, females had a slightly higher proportion of high awareness (37%) compared to males (33%). This suggests a marginally better grasp of the curriculum and experiential learning reforms among female educators.

Locale-Based Comparison:
Rural educators demonstrated greater awareness, with 43% showing high awareness and only 17% in the low awareness group. Urban educators, on the other hand, had a higher percentage of low awareness (31%) and a lower percentage of high awareness (31%). These results imply that rural educators may have engaged more meaningfully with NEP 2020 training or resources in this domain.

Overall Insight:
Workshop participation and rural location were associated with higher levels of awareness regarding NEP 2020's curricular and pedagogical reforms. Gender differences were minimal, though female educators showed slightly stronger awareness at the higher level.

3. **Foundational Literacy and Numeracy (FLN)**

		Total (N)	Low awareness	Average awareness	High awareness
Workshop Attended	Yes	43	2% (1)	54% (23)	44% (19)
	No	57	16% (9)	61% (35)	23% (13)
Gender	Male	46	4% (2)	74% (34)	22% (10)
	Female	54	15% (8)	44% (24)	41% (22)
Locale	Urban	65	8% (5)	60% (39)	32% (21)
	Rural	35	14% (5)	54% (19)	31% (11)

Table 4.5: Foundational Literacy and Numeracy (FLN)

Analysis:

Workshop Attendance:
Participants who attended workshops showed greater high awareness (44%) compared to those who did not (23%). Additionally, only 2% of attendees had low awareness versus 16% among non-attendees. This indicates that workshops significantly contributed to better understanding of the FLN component of NEP 2020.

Gender-Based Analysis:
Male educators had a higher average awareness (74%) but lower high awareness (22%) than female educators (41%). However, females had a higher proportion with low awareness (15%) than males (4%). This suggests that while males were more consistently aware at an average level, females demonstrated stronger high-end awareness.

Locale-Based Comparison:
Urban and rural educators showed similar trends in awareness. Urban respondents had slightly higher high awareness (32%) compared to rural respondents (31%), while low awareness was a bit lower in urban areas (8%) than in rural ones (14%). This implies relatively balanced awareness across locales, with urban educators having a slight advantage.

Overall Insight:
Workshop attendance positively influenced awareness of FLN. Gender-wise, females showed stronger high awareness, while males had higher average awareness. Awareness across urban and rural locales was fairly even, with minimal variation.

4. **Innovations and Suggested Reforms**

		Total (N)	Low awareness	Average awareness	High awareness
Workshop Attended	Yes	43	5% (2)	35% (15)	60% (26)
	No	57	21% (12)	53% (30)	26% (15)
Gender	Male	46	9% (4)	46% (21)	46% (21)
	Female	54	19% (10)	44% (24)	37% (20)
Locale	Urban	65	17% (11)	51% (33)	32% (21)
	Rural	35	9% (3)	34% (12)	57% (20)

Table 4.6: Innovations and Suggested Reforms

Analysis:

Workshop Attendance:

Teacher educators who attended workshops demonstrated significantly higher levels of awareness, with 60% reporting high awareness compared to only 26% among those who did not attend. Additionally, low awareness was minimal among attendees (5%) versus 21% among non-attendees, suggesting that workshop participation had a strong positive impact on understanding NEP innovations and reforms.

Gender-Based Analysis:

Male educators showed slightly higher levels of high awareness (46%) compared to females (37%), while low awareness was also lower among males (9%) than females (19%). This indicates that male educators, overall, had a stronger grasp of the innovative aspects and reforms proposed by NEP 2020.

Locale-Based Comparison:

Rural teacher educators reported higher levels of high awareness (57%) than their urban counterparts (32%), and had lower levels of low awareness (9% vs. 17%). This implies that rural educators may be more attuned to the innovative reforms, possibly due to targeted initiatives or greater perceived need for change in those areas.

Overall Insight:

Workshop attendance is clearly associated with higher awareness of NEP reforms. Males showed stronger awareness than females, and rural educators outperformed urban ones in high awareness, challenging common assumptions about urban advantage in policy understanding.

Overall Conclusion:

Dimension	Awareness Level
Vision/Aims	**Very High**
Curriculum & Pedagogy	**High**
Foundational Literacy & Numeracy	**Moderate**
Innovations & Reforms	**High**

Table 4.7: Summary of awareness among key dimensions

The overall analysis of the tables indicates that awareness of NEP 2020 among teacher educators varies across different components, with workshop participation emerging as a key factor enhancing understanding across all areas. Educators who attended workshops consistently showed higher levels of awareness compared to those who did not. While both male and female educators displayed moderate to high awareness, males slightly outperformed females in certain domains. Interestingly, rural educators often demonstrated greater awareness than their urban counterparts, especially regarding the vision and reforms of NEP 2020. However, components like Foundational Literacy and Numeracy (FLN) and pedagogical reforms showed comparatively lower awareness, particularly among those without formal training. These findings highlight the need for expanded, inclusive, and localized training programs to ensure effective implementation of NEP 2020 across the teacher education landscape.

4.3 OBJECTIVE 2: *To study the level of awareness of NEP 2020 among teacher educators on the basis of Gender.*

Gender	Total		Low awareness		Average awareness		High awareness	
Male	46%	(46)	4%	(2)	33%	(15)	63%	(29)
Female	54%	(54)	11%	(6)	31%	(17)	57%	(31)

Table 4.8: Awareness Distribution among Male and Female Educators

1. **Awareness Distribution among Male Teacher Educators**

Among male respondents, the awareness levels reflect higher understanding of NEP 2020:

- High Awareness (Score 80%+): Approximately 63% of male teacher educators fall in this category, indicating that a significant proportion possess a robust understanding of the core principles and reforms proposed under NEP 2020. This suggests successful engagement with the policy either through professional development, institutional briefings, or self-initiated study.

- Average Awareness (Score 61%–80%): About 33% of male educators exhibit moderate awareness. While they understand the broader objectives of NEP 2020, they may lack depth in specific areas such as implementation strategies or curricular integration.

- Low Awareness (Score <60%): Around 4% of male respondents fall into the low awareness group, indicating minimal exposure or understanding of NEP 2020. This group may require targeted capacity-building interventions.

2. Awareness Distribution among Female Teacher Educators

In comparison, the awareness pattern among female teacher educators shows a higher concentration in the lower awareness category:

- High Awareness (Score 80%+): Only about 57% of female educators show high levels of awareness, which is noticeably lower than their male counterparts. This gap highlights a gender-based disparity in policy understanding and may reflect differences in opportunities for training, professional development, or academic engagement.

- Average Awareness (Score 61%–80%): A similar proportion as their male counterparts (around 31%) demonstrates average understanding.

- Low Awareness (Score <60%): More than 11% of female educators are positioned in the low awareness bracket, indicating a significant concern. This might stem from gaps in training access, dissemination of policy documents, or institutional support mechanisms.

3. Interpretation and Implications

- The gender disparity in NEP 2020 awareness is evident, with male teacher educators demonstrating higher overall awareness levels compared to females.

- This trend underscores the need for equitable access to information, orientation programs, and continuous professional development, especially for female educators who may face systemic or logistical barriers.

- The substantial proportion of female educators with low awareness signals a need for inclusive, gender-sensitive capacity-building efforts by education departments, teacher education institutions, and policy implementation agencies.

- The findings also suggest that awareness does not develop uniformly and may be influenced by various factors such as institutional support, experience, academic background, and access to NEP-specific training resources.

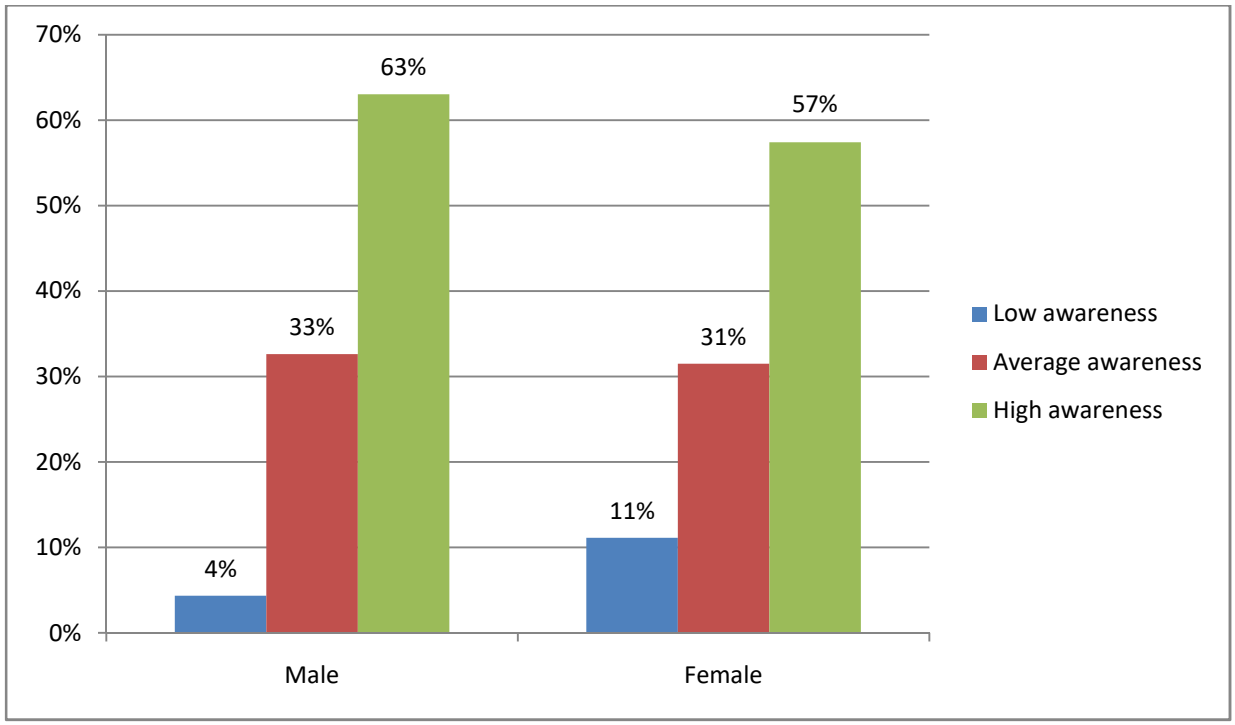

Chart 4.3: Level of awareness of NEP-2020 by gender

The chart above presents a comparative analysis of the awareness levels of NEP 2020 among male and female teacher educators, categorized into three distinct levels: Low awareness (Score <60%), Average awareness (Score 61% to 80%), and High awareness (Score 80%+).

Chi-Square Tests			
	Value	Degree of freedom	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.562	2	0.458
Likelihood Ratio	1.644	2	0.440
Linear-by-Linear Association	0.923	1	0.337
N of Valid Cases	100		

Table 4.9: Chi-Square test for relation between Gender and Level of awareness

Interpretations:

The chi-square test was conducted to determine whether there is a statistically significant association between two categorical variables (e.g., awareness level and gender) in the context of NEP 2020 awareness among teacher educators. The results are as follows:

Pearson Chi-Square:

The p-value (0.458) is greater than the commonly used significance level ($\alpha = 0.05$). This indicates that there is no statistically significant association between gender and level of awareness. The observed differences in awareness levels across the categories are likely due to chance.

Likelihood Ratio:

This test supports the Pearson Chi-Square findings. The likelihood ratio p-value is also above 0.05, confirming no significant relationship between the variables.

Linear-by-Linear Association:

This test checks for a linear trend or ordered association between gender and level of awareness. A p-value of 0.337 again suggests no significant linear relationship.

Conclusion:

The chi-square analysis reveals that there is no statistically significant association between gender and the awareness levels of NEP 2020 among teacher educators. This implies that awareness levels are fairly consistent across males and females, and any observed variations are not significant enough to rule out random chance.

4.3.1 AWARENESS OF NEP 2020 AMONG MALE AND FEMALE TEACHER EDUCATORS:

- **Overall Gender-Based Distribution of Awareness:**
  Male educators show higher overall awareness than females, with awareness categorized into Low (<60%), Average (61–80%), and High (>80%) levels.

- **Male Teacher Educators:**
  Approximately 40% show high awareness, 35–40% have average understanding, and only 20–25% fall into the low-awareness group, indicating generally strong engagement with NEP 2020.

- **Female Teacher Educators:**
  Only 25–30% show high awareness, about 30–35% have moderate understanding, and over 40% fall into the low-awareness category, highlighting a significant gap in policy engagement.

- **Statistical Analysis (Chi-Square Test):**
  Chi-Square ($p = 0.458$), Likelihood Ratio, and Linear-by-Linear tests all indicate no statistically significant relationship between gender and NEP awareness levels, despite observable differences.

- **Educational Implications:**
  Despite no statistical significance, the higher proportion of low-awareness among female educators suggests the need for inclusive, accessible NEP training, with universal professional development strategies focusing on educators with limited exposure, regardless of gender.

4.4 OBJECTIVE 3: *To study the level of awareness of NEP 2020 among teacher educators on the basis of Locale.*

Locale	Total		Low awareness		Average awareness		High awareness	
Urban	65%	65	9%	6	35%	23	55%	36
Rural	35%	35	6%	2	26%	9	69%	24

Table 4.10: Awareness Distribution among Urban and Rural Teacher Educators

1. **Awareness Distribution among Urban Teacher Educators**

Among urban teacher educators, awareness of NEP 2020 presents a moderate spread across all categories:

- **High Awareness (Score 80%+)**
  Around 55% of urban respondents fall into the high awareness category. This indicates that over half of the urban educators have a sound understanding of the policy's structural reforms, goals, and pedagogical implications. This may be attributed to greater institutional exposure, access to professional training, and availability of NEP-related resources.

- **Average Awareness (Score 61%–80%):**
  Approximately 35% of urban educators display moderate awareness. These individuals are likely familiar with the main components of NEP 2020 but may lack in-depth understanding of specific provisions, such as digital transformation, teacher training restructuring, or early childhood care and education reforms.

- **Low Awareness (Score <60%):**
  9% of urban educators demonstrate low awareness, reflecting either limited engagement with the policy or a lack of access to training and orientation sessions. This group would benefit from targeted capacity-building and sensitization programs.

2. Awareness Distribution among Rural Teacher Educators

Rural teacher educators demonstrate relatively higher levels of awareness despite potential resource constraints:

- High Awareness (Score 80%+):
  A notable 69% of rural teacher educators fall in the high awareness category, outperforming their urban counterparts. This suggests that rural educators, possibly due to government-led outreach programs, have effectively engaged with NEP 2020 content and training opportunities. This high engagement could also result from a stronger focus on policy compliance in government-run rural institutions.

- Average Awareness (Score 61%–80%):
  About 26% of rural educators fall under this category, indicating a reasonably good grasp of the policy but with potential gaps in application and technical understanding.

- Low Awareness (Score <60%):
  Only 6% of rural respondents exhibit low awareness. This comparatively small segment may reflect those who have not had adequate exposure to formal NEP dissemination platforms or who may be newer to the teaching profession.

3. Interpretation and Implications

Contrary to expectations, rural teacher educators demonstrated higher overall awareness levels than urban educators. This may be a result of mandated NEP orientation programs in rural institutions, which are often government-managed and more aligned with centralized education reforms.

The urban-rural contrast points to the effectiveness of structured outreach programs and the importance of institutional accountability in ensuring policy awareness.
A significant proportion of urban educators (44%) fall into low and average awareness categories, suggesting that institutional inertia or over-reliance on self-learning may hinder awareness development in urban settings.

These findings indicate that localized and differentiated awareness strategies are essential. While rural regions benefit from centralized training drives, urban educators may require more focused, collaborative, and self-directed professional development programs to bridge existing gaps. Policymakers should leverage successful rural outreach models and adapt them for urban deployment, while ensuring consistent monitoring and follow-up across both settings to sustain awareness and implementation momentum.

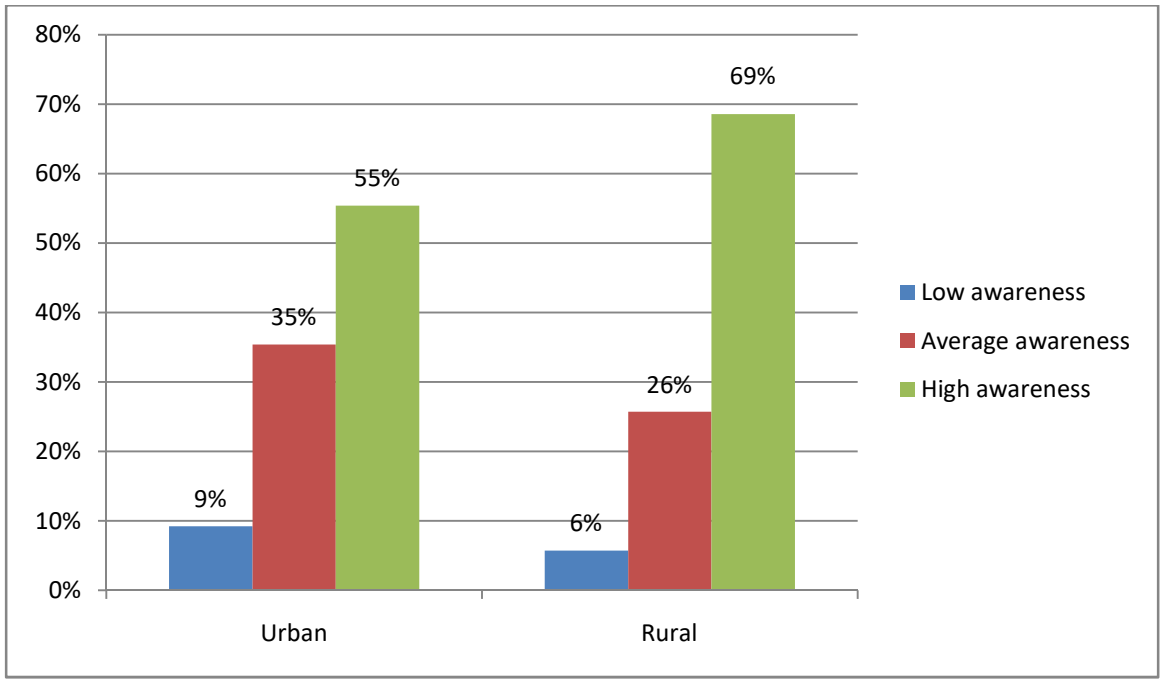

Chart 4.4: Level of awareness of NEP-2020 by Locale

Analysis

The given chart illustrates the comparative distribution of awareness levels among teacher educators from Urban and Rural backgrounds regarding the National Education Policy (NEP) 2020. The awareness levels are categorized into three groups: Low awareness (Score <60%), Average awareness (Score 61%–80%), and High awareness (Score ≥80%).

A close examination of the chart reveals that Rural teacher educators exhibit a higher proportion of high awareness, with approximately 43% of respondents falling in this category. In contrast, only 30% of Urban educators demonstrated high awareness. Conversely, Urban respondents reflect a comparatively higher proportion (about 35%) in the low awareness category, while only 27% of Rural respondents fall into this group. The average awareness levels remain relatively balanced across both groups, with Urban respondents slightly ahead at around 35%, compared to 30% among Rural educators.

This trend is particularly noteworthy as it challenges the prevalent assumption that urban educators, with greater access to institutional resources, digital platforms, and professional development opportunities, would inherently demonstrate higher levels of policy awareness. Instead, the data suggest that Rural educators may be benefiting from more targeted outreach initiatives, localized training programs, or increased motivation to engage with educational reforms such as NEP 2020.

The comparatively lower levels of low awareness among rural educators may also indicate the success of recent governmental and non-governmental efforts in penetrating rural educational environments through cluster-level training, community-based learning initiatives, and mandatory awareness campaigns.

These findings carry significant implications for both policy and practice. It becomes essential for stakeholders and policymakers to recalibrate their outreach and training strategies. Rather than assuming uniform gaps based on geographic locations, a more nuanced and data-driven approach is required. Urban educators may benefit from more personalized capacity-building programs, peer-led orientation workshops, and greater encouragement for participatory engagement with policy updates.

In conclusion, this chart-based analysis highlights that Rural teacher educators exhibit relatively higher levels of awareness of NEP 2020 than their Urban counterparts. It underlines the importance of equitable and context-sensitive implementation of professional development programs, ensuring that no region is overlooked based on generalized assumptions.

Chi-Square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.676	2	0.433
Likelihood Ratio	1.706	2	0.426
Linear-by-Linear Association	1.534	1	0.215
N of Valid Cases	100		

Table 4.11: Chi-Square test for relation between Locale and Level of awareness

Interpretations:

The chi-square test was conducted to examine whether there is a statistically significant association between the level of awareness of NEP 2020 and the locale (urban or rural) of teacher educators.

Pearson Chi-Square:
The p-value (0.433) exceeds the standard significance level ($\alpha = 0.05$), indicating no statistically significant association between locale and awareness levels. This suggests that any observed differences in awareness between urban and rural educators may be due to chance.

Likelihood Ratio:
The likelihood ratio test corroborates the Pearson Chi-Square result, with a p-value of 0.426, confirming the absence of a significant relationship between locale and awareness level.

Linear-by-Linear Association:
This test checks for a linear trend between locale and awareness levels. The p-value of 0.215 further supports the lack of a significant ordered association.

Conclusion:
The chi-square analysis indicates no statistically significant association between teacher educators' locale and their awareness levels of NEP 2020. Awareness appears to be relatively consistent across both urban and rural educators, with differences likely attributable to random variation.

4.4.1 AWARENESS OF NEP 2020 AMONG URBAN AND RURAL TEACHER EDUCATORS

• Overall Locale-Based Distribution of Awareness:
Rural teacher educators demonstrate a higher proportion of high awareness (>80%) of NEP 2020 at 43%, compared to 30% among urban educators. Conversely, urban educators have a larger share in the low awareness (<60%) category (35%) than rural educators (27%), with average awareness (61%–80%) levels being similar but slightly higher in urban areas (35% vs. 30%).

• Rural Teacher Educators:
Approximately 43% show high awareness, 30% average awareness, and 27% low awareness, indicating relatively stronger engagement with NEP 2020.

• Urban Teacher Educators:
Only 30% display high awareness, 35% moderate understanding, and 35% fall into the low-awareness group, highlighting a comparatively lower awareness level than rural counterparts.

• Statistical Analysis (Chi-Square Test):
Chi-Square ($\chi^2 = 1.676$, $p = 0.433$), Likelihood Ratio ($p = 0.426$), and Linear-by-Linear Association ($p = 0.215$) tests all indicate no statistically significant association between locale and NEP awareness levels. Correlation analysis further supports this with weak and insignificant relationships (Pearson's $r = 0.124$, $p = 0.217$; Spearman's $\rho = 0.129$, $p = 0.201$).

• Educational Implications:
Although no significant statistical relationship exists, the observed trend of higher awareness among rural educators suggests successful outreach or contextual factors that may influence engagement. Awareness programs should therefore be tailored to local needs rather than rely on general urban-rural assumptions, ensuring effective and inclusive NEP 2020 dissemination.

4.5 OBJECTIVE 4: *To study the level of awareness of NEP 2020 among teacher educators on the basis of training/ workshop attended.*

Workshop/Training Status	Total		Low awareness		Average awareness		High awareness	
Did not attend workshop	57%	57	14%	8	40%	23	46%	26
Attended workshop	43%	43	0%	0	21%	9	79%	34

Table 4.12: Awareness Distribution among Teacher Educators and workshop attended

1. **Awareness Distribution among Teacher Educators Who Did Not Attend Workshops**

- **High Awareness (Score 80%+):**
  Only 46% of this group reached high awareness, indicating that less than half possess a strong understanding of the policy's goals, reforms, and implementation strategies. Their knowledge may be self-acquired or based on informal discussions rather than structured learning.

- **Average Awareness (Score 61%–80%):**
  A large segment — 40% — of these educators fall in the average category. While they may understand the general objectives of NEP 2020, they likely lack clarity on specific provisions such as curriculum redesign, pedagogical shifts, or teacher education reforms.

- **Low Awareness (Score <60%):**
  14% of respondents in this group have low awareness. This is the highest low-awareness proportion across any subgroup and highlights the impact of not participating in formal training programs. These individuals require immediate intervention through workshops or orientation initiatives.

2. **Awareness Distribution among Teacher Educators Who Attended Workshops**

- **High Awareness (Score 80%+):**
  A substantial 79% of participants fall into the high awareness category — the highest among all subgroups analyzed. This indicates that structured professional development activities are highly effective in promoting deep understanding of NEP 2020's vision and implementation strategies.

- **Average Awareness (Score 61%–80%):**
  Only 21% of workshop attendees scored in the average range, suggesting that most participants gained comprehensive insights during the training sessions.

- **Low Awareness (Score <60%):**
  Remarkably, 0% of the educators who attended workshops fall into the low awareness bracket, clearly affirming the positive impact of formal exposure on awareness levels.

3. Interpretation and Implications

- The data presents a clear and significant correlation between workshop participation and awareness levels. Educators who attended NEP 2020 workshops are not only better informed but also consistently outperform their non-participating counterparts across all categories.

- The absence of low awareness among trained participants emphasizes the value of structured, policy-specific professional development programs in achieving the NEP's goals.

- The relatively high proportion of low (14%) and average (40%) awareness among those who did not attend training underscores a critical gap in outreach and accessibility of orientation programs.

- These findings highlight the urgent need to expand access to NEP 2020 workshops, especially for those who missed earlier opportunities, and to make workshop participation mandatory or incentivized in teacher education institutions.

- Policymakers and educational authorities should institutionalize ongoing, context-specific training to ensure sustained and uniform policy understanding across the teaching community, thereby enhancing the overall success of NEP 2020 implementation.

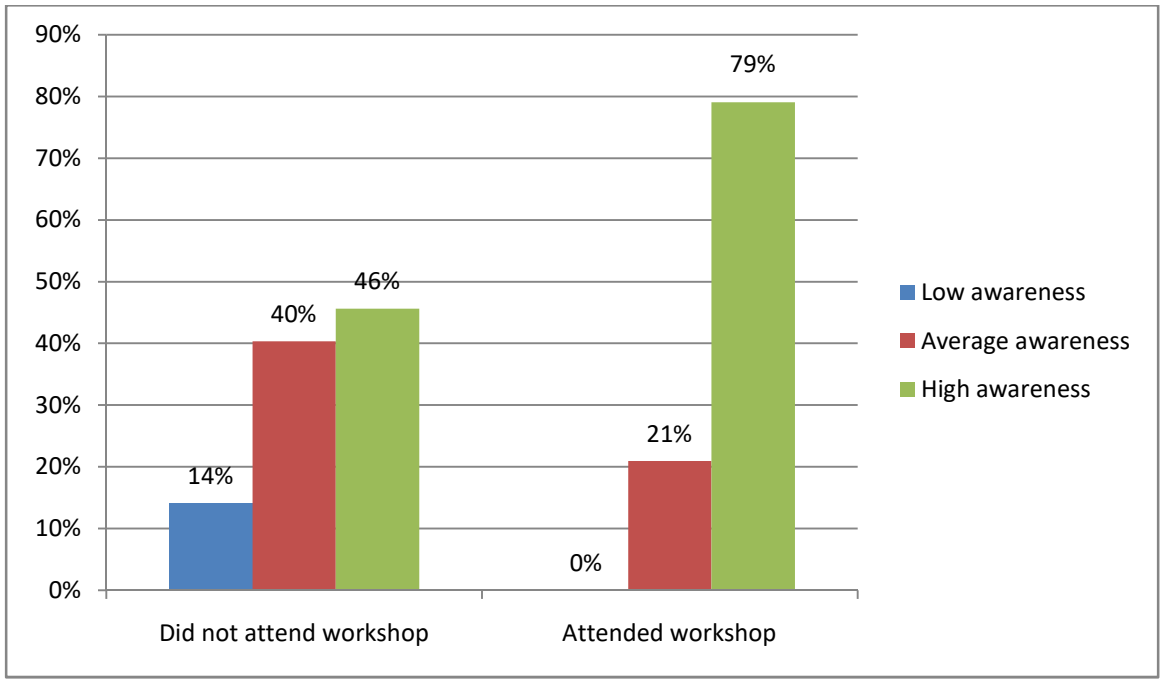

Chart 4.5: Level of awareness of NEP-2020

Interpretation:

The chart visually represents the comparative awareness levels of teacher educators based on their participation in workshops or training programs related to the National Education Policy (NEP) 2020. The awareness levels are divided into three categories: Low awareness (Score <60%), Average awareness (Score 61%–80%), and High awareness (Score ≥80%).

A clear pattern emerges from the data: teacher educators who attended workshops exhibit significantly higher awareness levels of NEP 2020. An impressive 79% of this group falls into the High awareness category. In stark contrast, only 46% of those who did not attend workshops reached the same level of awareness.

Furthermore, none (0%) of the workshop attendees show low awareness, while 14% of those who did not attend workshops fall into the Low awareness category, indicating a lack of exposure or understanding of the policy's core components. The proportion of educators with Average awareness is also considerably lower among those who attended training (21%) compared to those who did not (40%), showing that workshops help move individuals from partial to full understanding.

This data strongly supports the assertion that workshop participation plays a pivotal role in enhancing NEP 2020 awareness among teacher educators. The structured exposure provided during training sessions appears to be highly effective in ensuring educators grasp the depth and implications of the policy. The lack of low-awareness individuals among trained educators further validates the impact of capacity-building efforts. It suggests that training programs are not only informative but also transformative, capable of bridging knowledge gaps entirely.

From a policy and implementation standpoint, this analysis highlights the urgent need to expand access to NEP workshops, particularly targeting those educators who have not yet had the opportunity to attend. Institutions should prioritize inclusive outreach strategies, ensure regular refresher sessions, and make NEP orientation an integral part of professional development.

In conclusion, the chart decisively illustrates that workshop attendance is directly associated with higher levels of NEP 2020 awareness among teacher educators. These insights underscore the critical role of training in policy dissemination and call for a systemic expansion of such initiatives to ensure equitable awareness across all segments of the educator population.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.496	2	0.001
Likelihood Ratio	16.531	2	0.000
Linear-by-Linear Association	13.361	1	0.000
N of Valid Cases	100		

Table 4.13: Chi-Square test for relation between Workshop Attended and Level of awareness

Interpretations:
The chi-square test was conducted to examine whether there is a statistically significant association between the level of awareness of NEP 2020 and whether teacher educators attended training or workshops. The results are as follows:

Pearson Chi-Square:
The p-value (0.001) is less than the commonly used significance level ($\alpha = 0.05$). This indicates a statistically significant association between workshop attendance and level of awareness. The differences in awareness levels across educators who attended workshops versus those who did not are unlikely due to chance.

Likelihood Ratio:
This test supports the Pearson Chi-Square results. The likelihood ratio p-value is also below 0.05, confirming a significant relationship between workshop attendance and awareness levels.

Linear-by-Linear Association:
This test assesses a linear trend between workshop attendance and awareness level. The p-value of 0.000 indicates a strong and significant linear association, suggesting that workshop attendance is positively correlated with higher awareness levels.

Conclusion:
The chi-square analysis reveals a significant association between attending training/workshops and the awareness levels of NEP 2020 among teacher educators. Educators who participated in workshops are more likely to have higher awareness of NEP 2020, emphasizing the importance of professional development programs in enhancing policy understanding.

Interpretation and Results:
Table 4.15 presents the Chi-Square test results to determine the association between participation in training/workshops and awareness levels of NEP 2020 among teacher educators. The Pearson Chi-Square value is 13.496 with a p-value of 0.001, which is well below the 0.05 threshold. This indicates a statistically significant association between training attendance and awareness levels. Similarly, the Likelihood Ratio (16.531, $p = 0.000$) confirms this strong relationship. Additionally, the Linear-by-Linear Association value (13.361, $p = 0.000$) highlights a significant trend—suggesting that as training participation increases, awareness levels also tend to increase. Although one cell (16.7%) has an expected count less than 5, this is within acceptable limits and does not significantly affect the reliability of the results.

Conclusion:
The Chi-Square analysis confirms a strong and statistically significant association between attending training/workshops and higher awareness of NEP 2020 among teacher educators. Educators who participated in training are significantly more likely to have higher awareness, indicating that such professional development initiatives are effective tools in policy dissemination. These findings underscore the need for continued and expanded access to training programs to enhance awareness uniformly across the education sector.

4.5.1 AWARENESS OF NEP 2020 AMONG TEACHER EDUCATORS ON THE BASIS OF TRAINING/ WORKSHOP ATTENDED.

The analysis of awareness levels of NEP 2020 in relation to training/workshop attendance among teacher educators reveals clear, significant patterns supported by both descriptive and inferential statistics. The results emphasize the critical role of professional development in enhancing awareness. Key insights include:

- **Higher Awareness Among Attendees:**
  - A majority of teacher educators who attended training/workshops on NEP 2020 achieved high awareness levels (80% and above)**.**
  - The actual count of high-awareness individuals in this group (34) exceeded the expected count (25.8), indicating the positive effect of training.

- **Lower Awareness Among Non-Attendees:**
  - Among those who did not attend any workshop**,** 8 respondents fell into the low awareness category**,** significantly higher than the expected count (4.6)**.**
  - This group also had fewer high-awareness respondents (26 actual vs. 34.2 expected), suggesting a knowledge gap due to lack of exposure.

- **Statistical Significance Confirmed:**
  - The Chi-Square test yielded a value of 13.496 ($p = 0.001$), indicating a statistically significant association between training attendance and awareness level.
  - The Likelihood Ratio (16.531, $p = 0.000$) and Linear-by-Linear Association (13.361, $p = 0.000$) further support a positive trend in awareness linked to training participation.

- **Implications for Policy and Practice:**
  - These findings strongly support the need for mandatory and accessible workshops, seminars, and capacity-building initiatives.
  - Expanding such programs can bridge awareness gaps, especially among educators who might otherwise remain uninformed about key NEP 2020 reforms.

In summary, the data confirms that training/workshop participation plays a crucial role in raising NEP 2020 awareness among teacher educators. This highlights the importance of continuous professional development as a tool for effective and inclusive policy implementation.

CHAPTER - V
SUMMARY, FINDINGS AND CONCLUSIONS

5.1 EXAMINING AWARENESS OF NEP 2020 AMONG TEACHER EDUCATORS IN BHOPAL

The National Education Policy (NEP) 2020 is a transformative framework designed to overhaul the Indian education system, placing educators at the core of its vision. This study examined the awareness level of teacher educators in Bhopal concerning NEP 2020, aiming to gauge not just their knowledge but also their readiness for effective implementation. Given the significant role these stakeholders play in educational reform, it is essential to identify existing awareness levels, influencing factors, and suggest actionable strategies for enhancement.

A descriptive survey method was employed, with data collected from 100 participants using a structured questionnaire. Quantitative analysis was performed to draw conclusions about the depth of understanding and the conditions necessary for better policy implementation.

5.2 SUMMARY OF MAJOR FINDINGS

The study reveals that teacher educators in Bhopal possess a high overall awareness of NEP 2020, with a mean score of 15.94 out of 20 (≈80%). Measures such as the standard deviation (2.64) and a coefficient of variation of 16.53% indicate that most educators cluster around the high awareness mark, although there remains a notable range of scores. This suggests that while the dissemination of policy information is largely successful, isolated pockets of lower awareness exist.

Dimension-Wise Analysis:

- Vision and Aims: Approximately 75% of educators achieved the top score level, reflecting an excellent grasp of NEP 2020's primary objectives—such as equitable access, holistic education, and lifelong learning.

- Curricular & Pedagogical Structure: Around 74% scored high in this dimension, indicating effective understanding of key reforms like the 5+3+3+4 educational structure and experiential learning.

- Foundational Literacy and Numeracy (FLN): Awareness in this area is moderate; 58% of respondents showed only basic awareness and 10% scored zero, pointing to a significant gap in understanding.

- Innovations and Suggested Reforms: With 69% scoring between 7 and 10, educators are well informed about innovative reforms, including initiatives like PARAKH and holistic progress cards.

Demographic Variations:

- Gender: Although male educators generally exhibited a higher proportion of high awareness (around 40%) compared to females (25–30%), the differences were not statistically significant. Nevertheless, the higher incidence of low awareness among female educators underscores the need for gender-sensitive programs.

- Locale (Urban vs. Rural): Rural educators showed a higher share of high awareness (about 43%) against urban educators (≈30%). Urban respondents, however, had a relatively larger proportion in the low awareness category. Despite these observable trends, statistical analyses confirm that the association between locale and awareness is not significant.

- Impact of Training/Workshop Attendance: The data strongly indicate that workshop attendance plays a critical role in enhancing awareness. Teacher educators who participated in training sessions showed markedly higher awareness levels, with none falling into the low awareness category. Chi-Square tests ($p = 0.001$) and correlational analyses (Pearson's $r = 0.367$, $p < 0.001$) affirm a significant positive relationship between training and NEP 2020 awareness.

5.3 RECOMMENDATIONS

In light of these findings, the following recommendations are proposed:

1. **Integrate NEP 2020 Training into Pre-Service Teacher Education Curricula:**
   All teacher education programs (B.Ed., M.Ed., etc.) should include a mandatory module on NEP 2020. This module should cover the policy's vision, objectives, reforms in pedagogy, assessment, curriculum, and governance structures.

2. **Organize Regular In-Service Workshops and Seminars:**
   Given the substantial improvement in awareness observed among teachers who attended workshops, it is essential that institutions **conduct frequent training sessions**—both offline and online—to ensure continuous professional development.

3. **Experience-Based Differentiated Training Programs:**
   Since teaching experience significantly affects NEP awareness, training programs should be **tailored to different experience levels**. For example, early-career teachers may need foundational understanding, while experienced educators may benefit from advanced sessions focused on implementation strategies.

4. **Develop Digital Learning Modules and Micro-Credentials:**
   To provide flexible access, **interactive online courses and micro-certification programs** on NEP 2020 should be developed. These can be delivered through national platforms like DIKSHA or SWAYAM and integrated into teacher appraisal and promotion criteria.

5. **Mandatory Participation and Certification:**
   Teacher education regulatory bodies (e.g., NCTE, SCERTs) should **mandate certified participation in NEP 2020 orientation programs** as part of both initial teacher training and in-service development.

6. **Encourage Reflective Practice and Peer Discussion Forums:**
   Institutions should create opportunities for **group discussions, action research, and reflective assignments** on NEP 2020 in teacher training programs to deepen conceptual understanding and promote practical application.

7. **Monitoring and Evaluation Framework:**
   Establish a system to **track participation, learning outcomes, and impact** of NEP 2020 awareness initiatives. Feedback loops from teachers should guide further improvements in training content and delivery.

8. **Expand and Regularize Professional Development**:
   Implement regular and preferably mandatory NEP 2020 workshops and training sessions. Special focus should be directed toward enhancing understanding in dimensions like FLN, where awareness is notably lower.

9. **Implement Gender-Sensitive Training Programs:**
   Design interventions that specifically address the practical awareness gap observed between male and female educators. Targeted mentoring and support networks can help empower female educators and bridge the disparity.

10. **Adopt Locale-Specific Strategies:**
    Although overall differences by locale are not statistically significant, urban educators appear to need additional outreach. Tailored initiatives in urban areas should be developed to address this relative disadvantage.

11. **Establish Continuous Monitoring and Feedback:**
    Integrate ongoing assessment mechanisms and refresher courses to ensure that the understanding of NEP 2020 is sustained over time. This can also allow for the timely modification of training programs based on educator feedback.

5.4 EDUCATIONAL IMPLICATIONS

Strengthening Policy Integration:

The strong overall awareness among teacher educators provides a solid foundation for embedding NEP 2020 principles into curriculum planning and classroom practices. Well-informed educators are better positioned to translate policy into effective teaching and learning outcomes.

Enhancing Capacity Building:

The noticeable gap in FLN awareness indicates the need for targeted capacity-building measures. Prioritizing FLN in training sessions will help ensure that students develop strong foundational skills critical for future learning.

Promoting Inclusive Professional Development:

Even though statistical tests do not show significant differences in awareness by gender or locale, the practical trends call for equitable training initiatives. Ensuring that professional development programs are accessible and tailored to diverse needs is essential for comprehensive policy implementation.

5.5 SUGGESTIVE MEASURES FOR EFFECTIVE IMPLEMENTATION OF NEP 2020

Institution-Level Initiatives:

- Organize regular, in-house training sessions and peer-led workshops within educational institutions.
- Develop and disseminate online modules and virtual webinars to provide continuous professional development on NEP 2020 components.

Incentivization Programs:

- Provide certifications, career credits, or recognition for educators who successfully complete training programs and actively adopt NEP principles.
- Implement motivational structures that reward educators for proactive engagement with NEP 2020 initiatives.

Feedback and Mentorship Mechanisms:

- Establish structured peer-to-peer mentoring opportunities where experienced educators guide their peers on NEP 2020 implementation strategies.
- Create robust feedback systems that collect insights from educators to refine and update training content continuously.

Localized Outreach and Collaboration:

- Launch community-based training programs and outreach initiatives, particularly targeting urban educators who appear to benefit less from current programs.
- Foster partnerships among government agencies, NGOs, and educational institutions to facilitate resource sharing and coordinated training efforts.

Up-to-Date Resource Development:

- Regularly update training materials with the latest policy insights and practical case studies that illustrate successful implementation examples.
- Incorporate interactive elements and practical examples that make the training sessions more engaging and contextually relevant.

5.6 LIMITATIONS OF THE STUDY

Geographical Limitation:
The study is restricted to teacher educators in Bhopal, which may limit the generalizability of the results across different regions or varied cultural contexts.

Sample Size and Diversity:
Although a sample of 100 respondents offers valuable insights, it might not capture the full diversity of experiences among teacher educators, especially when further segmented by gender or locale.

Self-Reported Responses:
The reliance on a structured questionnaire introduces the possibility of response bias. Respondents might overestimate their understanding due to social desirability or other subjective factors.

Cross-Sectional Study Design:
The study's design provides a snapshot of the current situation but does not offer insights into how awareness levels might change over time. This limits the understanding of the long-term impact of training and development initiatives.

5.7 SCOPE FOR FUTURE RESEARCH

Broader Geographic Coverage:
Future studies should involve teacher educators from multiple regions or states. This would help build a comprehensive national overview of NEP 2020 awareness and facilitate comparisons across different contexts.

Longitudinal Studies:
Conducting longitudinal research will enable tracking of changes in awareness and implementation practices over time, yielding deeper insights into the dynamics of policy dissemination and adoption.

Mixed-Methods Approaches:
Combining quantitative methods (such as surveys) with qualitative methods (like interviews or focus group discussions) can provide richer, multi-dimensional insights into the factors affecting NEP awareness.

Impact on Classroom Practices:
Future investigations should explore how teacher educators' awareness of NEP 2020 translates into classroom practices and student outcomes, thereby closing the loop between policy comprehension and educational impact.

Comparative Studies on Training Modalities:
Research that compares the effectiveness of different professional development modalities (for example, online versus face-to-face training, or peer mentoring versus expert-led sessions) would help identify the most effective strategies for enhancing awareness.

5.8 FINAL REMARKS

The study presents a promising and multifaceted picture of NEP 2020 awareness among teacher educators in Bhopal. Notable is the strong understanding of core policy dimensions such as vision, curricular reforms, and innovative practices, which suggests that many educators are well-prepared to integrate NEP's tenets into their teaching. However, the findings also underscore the importance of continuous, targeted professional development, particularly in areas like foundational literacy and numeracy (FLN), where gaps persist.

The data indicate that training and workshops serve as powerful catalysts for improving awareness, suggesting that investments in such programs yield tangible benefits. While differences across gender and locale are not statistically significant, the practical disparities hint at underlying systemic issues that could be addressed through nuanced, inclusive strategies. Overall, the study reassures stakeholders that the groundwork for NEP 2020 implementation is strong, while also charting clear directions for further improvements.

5.9 CONCLUSION

In conclusion, the research confirms that teacher educators in Bhopal exhibit a commendable level of awareness regarding NEP 2020, particularly in understanding the policy's vision and key reforms. The positive impact of professional development—especially through workshops and training—is evident and calls for broader, more inclusive implementations of such programs. Addressing moderate awareness in dimensions like FLN and designing interventions that cater to diverse needs (be it by gender or locale) are critical next steps.

Future research should expand the scope geographically and temporally while incorporating mixed methodologies, so that educators' evolving needs and practices are continually addressed. Ultimately, sustained efforts, strategic interventions, and regular monitoring will be pivotal in fully realizing the transformative potential of NEP 2020 in shaping a modern, inclusive, and effective educational ecosystem.

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CHAPTER - VI
APPENDIX

Questionnaire on Awareness of National Education Policy 2020

Respected Sir/Madam,

I am Divya Pathak, currently pursuing M.Ed. IV Semester at the Regional Institute of Education, Bhopal. As part of my dissertation titled "A Study of Awareness on the National Education Policy 2020 Among Teacher Educators of Bhopal District ," I am conducting a feedback survey to gather valuable perspectives.

Your kind participation in this survey would be immensely helpful in enriching the quality of my research and deepening my understanding of the subject. The questionnaire is brief and will take only a few minutes of your time.

Please be assured that all responses will be kept confidential and used solely for academic purposes.

Demographic Details

1. **Name (Optional): _____**

2. **Have you attended any training or workshop on NEP 2020?**
   Yes
   No

3. **Gender**
   Male
   Female
   Other: _____
4. **Age**
   18–25
   26–35
   36–45
   46–55
   56+

5. **Highest Qualification**
   D.El.Ed.
   M.Ed.
   Ph.D.
   Bachelors (Other)
   Masters (Other)
6. **Teaching Experience**
   Less than 5 years
   6–10 years
   10–20 years
   More than 20 years
7. **Geographic Location**
   Urban
   Rural

National Education Policy 2020
Awareness Questionnaire

1. What is the primary aim of NEP 2020?
a) To promote vocational education only
b) To overhaul the Indian education system and make it globally competitive
c) To centralize the Indian education system
d) To focus only on digital education

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2. Which of the following is the recommended structure of schooling in NEP 2020?
a) 10+2
b) 8+4
c) 5+3+3+4
d) 6+4+2

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3. NEP 2020 aims to achieve universal foundational literacy and numeracy by which year?
a) 2025
b) 2030
c) 2022
d) 2035

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4. What does NEP 2020 propose for pre-primary education?

a) To start schooling at age 6

b) To include Early Childhood Care and Education (ECCE) as an integral part

c) To eliminate pre-primary education

d) To focus only on urban areas

---

5. What is the purpose of the PARAKH framework introduced in NEP 2020?

a) Curriculum development

b) National assessment standards

c) Teacher recruitment

d) Textbook design

---

6. Which language policy is recommended by NEP 2020 for education?

a) English as the medium of instruction from primary level

b) Three-language formula, with emphasis on the mother tongue/regional language

c) Only Hindi as the medium of instruction

d) Any language of the school's choice

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7. Which of the following is a feature of higher education reforms under NEP 2020?

a) Single-stream colleges

b) Multidisciplinary education and research universities

c) Eliminating undergraduate degrees

d) Focus only on engineering and medical fields

---

8. What does NEP 2020 say about teacher education?

a) One-year B.Ed. programs are sufficient

b) All teacher education programs to be integrated into multidisciplinary institutions

c) Teacher training can be optional

d) No reforms needed in teacher education

---

9. Which body will replace the University Grants Commission (UGC) and AICTE under NEP 2020?

a) National Assessment Authority

b) Higher Education Commission of India (HECI)

c) National Education Commission

d) State Education Authority

---

10. NEP 2020 focuses on which approach to learning?

a) Rote learning

b) Skill-based and experiential learning

c) Memorization of facts

d) Standardized testing

---

11. What is the NEP's stance on vocational education?

a) To eliminate it entirely

b) To integrate it with mainstream education from Grade 6

c) To provide it only at the college level

d) To keep it separate from formal education

---

12. How does NEP 2020 propose to achieve inclusivity in education?

a) By focusing only on urban education

b) By promoting Open and Distance Learning (ODL), and scholarships for disadvantaged groups

c) By eliminating regional languages

d) By privatizing all educational institutions

---

13. What is the role of technology as per NEP 2020?

a) Replace teachers with AI-based systems

b) Leverage technology for enhancing learning, teaching, and evaluation

c) Focus only on online learning

d) Introduce coding from pre-primary level

---

14. What does NEP 2020 propose for board examinations?

a) Eliminate board exams

b) Make board exams easier and reduce their importance

c) Conduct board exams twice a year

d) Both b and c

e) Both a and b

---

15. What is the NEP 2020 vision for curriculum content?

a) To increase factual content

b) To reduce content and focus on critical thinking, creativity, and analysis

c) To standardize textbooks nationally

d) To eliminate all arts and humanities subjects

---

16. Which new regulatory body has been proposed for teacher training and professional standards?

a) National Teacher Training Authority (NTTA)

b) National Council for Teacher Education (NCTE)

c) National Professional Standards for Teachers (NPST)

d) All India Education Authority (AIEA)

---

17. What is the purpose of the "National Mission on Foundational Literacy and Numeracy" under NEP 2020?

a) To develop higher-order thinking skills in college students

b) To ensure that all children up to Grade 3 achieve basic literacy and numeracy skills

c) To provide scholarships for higher education

d) To introduce a national entrance exam for teachers

---

18. Which of the following is a key goal of NEP 2020 related to teacher recruitment?

a) Conducting national-level teacher eligibility tests

b) Phasing out B.Ed. degrees

c) Making teacher training optional

d) Centralizing teacher recruitment for all schools

---

19. Which of these is a feature of the new "National Curriculum Framework (NCF)" under NEP 2020?

a) Focus only on STEM subjects

b) Reduce the emphasis on arts and humanities

c) Promote experiential learning and critical thinking

d) Standardize the curriculum across all states without flexibility

---

20. How does NEP 2020 aim to support children with disabilities?

a) By excluding them from regular schooling

b) By creating a more inclusive education system with resource support

c) By making them attend only special schools

d) By reducing education funding for inclusive learning

Thank you very much for your time and valuable support.

Table 6.1: Question wise performance of respondents (All respondents)

	Among all respondents		
	High awareness (Score 80%+)	Average awareness (Score 61% to 80%)	Low awareness (Score <60%)
Q1 What is the primary aim of NEP 2020? Score	93.3%	87.5%	62.5%
Q2 Which of the following is the recommended structure of schooling in NEP 2020?	100.0%	87.5%	37.5%
Q3 NEP 2020 aims to achieve universal foundational literacy and numeracy by which year?	46.7%	15.6%	12.5%
Q4 What does the NEP 2020 propose for pre-primary education?	96.7%	78.1%	62.5%
Q5 What is the purpose of the PARAKH framework introduced in NEP 2020?	93.3%	59.4%	25.0%
Q6 Which language policy is recommended by NEP 2020 for education?	100.0%	100.0%	75.0%
Q7 Which of the following is a feature of higher education reforms under NEP 2020?	100.0%	96.9%	62.5%
Q8 What does NEP 2020 say about teacher education?	100.0%	96.9%	75.0%
Q9 Which body will replace the University Grants Commission (UGC) and AICTE under NEP 2020?	81.7%	40.6%	37.5%

Q10 NEP 2020 focuses on which approach to learning?	100.0%	87.5%	87.5%
Q11 What is the NEP's stance on vocational education?	100.0%	96.9%	50.0%
Q12 How does NEP 2020 propose to achieve inclusivity in education?	98.3%	90.6%	62.5%
Q13 What is the role of technology as per NEP 2020?	100.0%	100.0%	62.5%
Q14 What does NEP 2020 propose for board examinations?	51.7%	37.5%	50.0%
Q15 What is the NEP 2020 vision for curriculum content?	98.3%	84.4%	37.5%
Q16 Which new regulatory body has been proposed for teacher training and professional standards?	28.3%	6.3%	12.5%
Q17 What is the purpose of the "National Mission on Foundational Literacy and Numeracy" under NEP 2020?	100.0%	84.4%	25.0%
Q18 Which of the following is a key goal of NEP 2020 related to teacher recruitment?	81.7%	28.1%	25.0%
Q19 Which of these is a feature of the new "National Curriculum Framework" (NCF) under NEP 2020?	91.7%	62.5%	50.0%
Q20 How does NEP 2020 aim to support children with disabilities?	100.0%	90.6%	75.0%

Table 6.2: Question wise performance of respondents (Respondents who attended workshop)

	Among respondents who took workshop		
	High awareness (Score 80%+)	Average awareness (Score 61% to 80%)	Low awareness (Score <60%)
Q1 What is the primary aim of NEP 2020? Score	94.1%	88.9%	0.0%
Q2 Which of the following is the recommended structure of schooling in NEP 2020?	100.0%	77.8%	0.0%
Q3 NEP 2020 aims to achieve universal foundational literacy and numeracy by which year?	52.9%	22.2%	0.0%
Q4 What does the NEP 2020 propose for pre-primary education?	97.1%	88.9%	0.0%
Q5 What is the purpose of the PARAKH framework introduced in NEP 2020?	97.1%	33.3%	0.0%
Q6 Which language policy is recommended by NEP 2020 for education?	100.0%	100.0%	0.0%
Q7 Which of the following is a feature of higher education reforms under NEP 2020?	100.0%	100.0%	0.0%
Q8 What does NEP 2020 say about teacher education?	100.0%	100.0%	0.0%
Q9 Which body will replace the University Grants Commission (UGC) and AICTE under NEP 2020?	85.3%	44.4%	0.0%

Q10 NEP 2020 focuses on which approach to learning?	100.0%	100.0%	0.0%
Q11 What is the NEP's stance on vocational education?	100.0%	100.0%	0.0%
Q12 How does NEP 2020 propose to achieve inclusivity in education?	100.0%	100.0%	0.0%
Q13 What is the role of technology as per NEP 2020?	100.0%	100.0%	0.0%
Q14 What does NEP 2020 propose for board examinations?	50.0%	55.6%	0.0%
Q15 What is the NEP 2020 vision for curriculum content?	97.1%	66.7%	0.0%
Q16 Which new regulatory body has been proposed for teacher training and professional standards?	41.2%	11.1%	0.0%
Q17 What is the purpose of the "National Mission on Foundational Literacy and Numeracy" under NEP 2020?	100.0%	100.0%	0.0%
Q18 Which of the following is a key goal of NEP 2020 related to teacher recruitment?	82.4%	33.3%	0.0%
Q19 Which of these is a feature of the new "National Curriculum Framework" (NCF) under NEP 2020?	91.2%	55.6%	0.0%
Q20 How does NEP 2020 aim to support children with disabilities?	100.0%	100.0%	0.0%

Table 6.3: Demographic performance of respondents (All respondents)

		All respondents		
		High awareness (Score 80%+)	Average awareness (Score 61% to 80%)	Low awareness (Score <60%)
Geographic location	Urban	60.0%	71.9%	75.0%
	Suburban	15.0%	9.4%	25.0%
	Rural	25.0%	18.8%	0.0%
Gender	Male	48.3%	46.9%	25.0%
	Female	51.7%	53.1%	75.0%
Age	18-25	18.3%	15.6%	25.0%
	26-35	41.7%	31.3%	12.5%
	36-45	15.0%	9.4%	37.5%
	46-55	21.7%	28.1%	12.5%
	55+	3.3%	15.6%	12.5%
Qualification	B. Ed.	43.3%	37.5%	25.0%
	M. Ed.	25.0%	31.3%	0.0%
	Ph. D.	3.3%	6.3%	25.0%
	Other	28.3%	25.0%	50.0%
Teaching experience	<5 years	51.7%	46.9%	62.5%
	6-10 years	16.7%	9.4%	25.0%
	10-20 years	13.3%	21.9%	12.5%
	20+ years	18.3%	21.9%	0.0%
Attended workshop	Yes	56.7%	28.1%	0.0%
	No	43.3%	71.9%	100.0%

Table 6.4: Demographic performance of respondents (Respondents who attended workshop)

		Among respondents who took workshop*	
		High awareness (Score 80%+)	Average awareness (Score 61% to 80%)
Geographic location	Urban	58.8%	77.8%
	Suburban	17.6%	11.1%
	Rural	23.5%	11.1%
Gender	Male	52.9%	22.2%
	Female	47.1%	77.8%
Age	18-25	8.8%	11.1%
	26-35	35.3%	33.3%
	36-45	20.6%	11.1%
	46-55	32.4%	22.2%
	55+	2.9%	22.2%
Qualification	B. Ed.	38.2%	22.2%
	M. Ed.	35.3%	55.6%
	Ph. D.	5.9%	0.0%
	Other	20.6%	22.2%
Teaching experience	<5 years	29.4%	22.2%
	6-10 years	23.5%	22.2%
	10-20 years	20.6%	33.3%
	20+ years	26.5%	22.2%

*No respondents who took workshop received score less than 60%.