

# 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
<b>N</b>	<b>100</b>
<b>MEAN</b>	<b>15.94</b>
<b>SD</b>	<b>2.6355</b>
<b>CV</b>	<b>16.5339%</b>
<b>Range</b>	<b>15</b>

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.

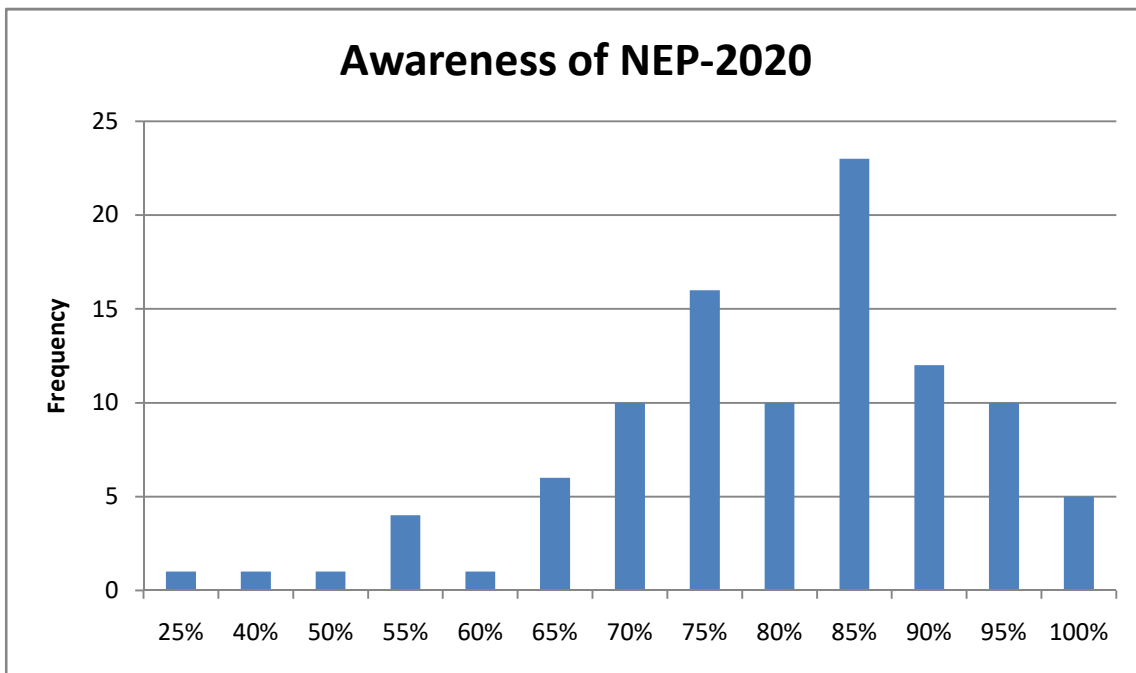


Chart 4.1: Respondents' Awareness of NEP-2020

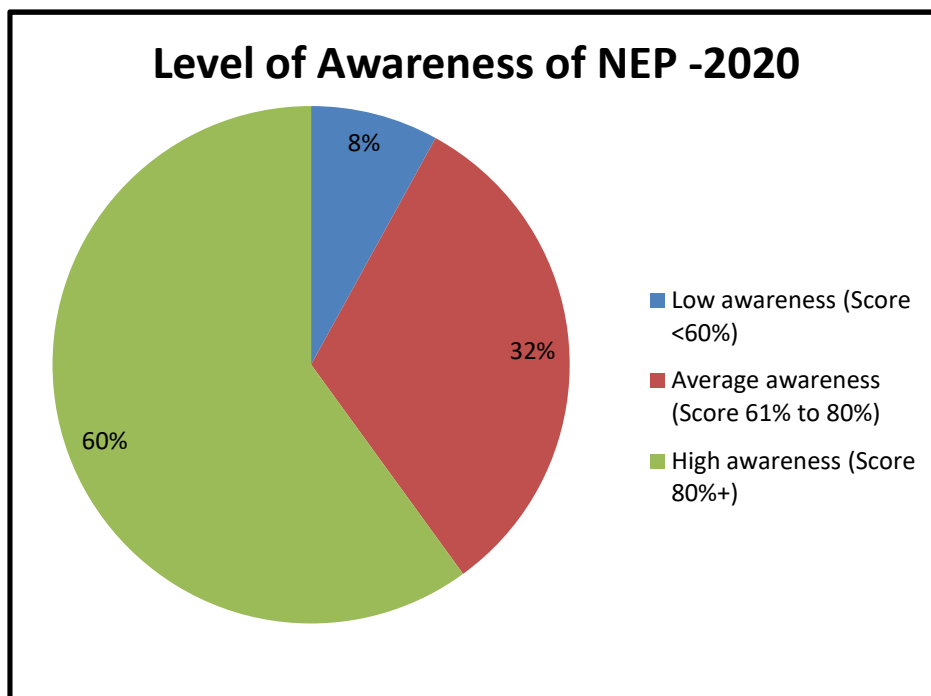


Chart 4.2: Level of awareness of NEP-2020

#### 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:**

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

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%
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.

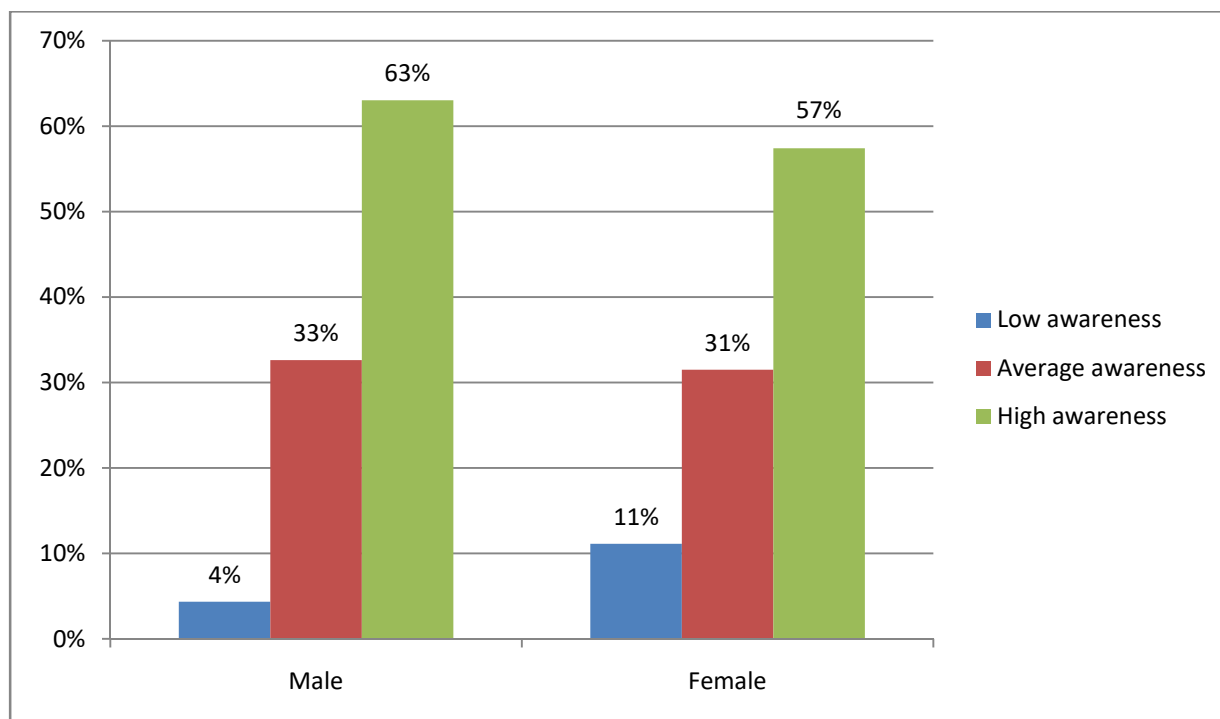


Chart 4.3: Level of awareness of NEP-2020 by gender

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%
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.

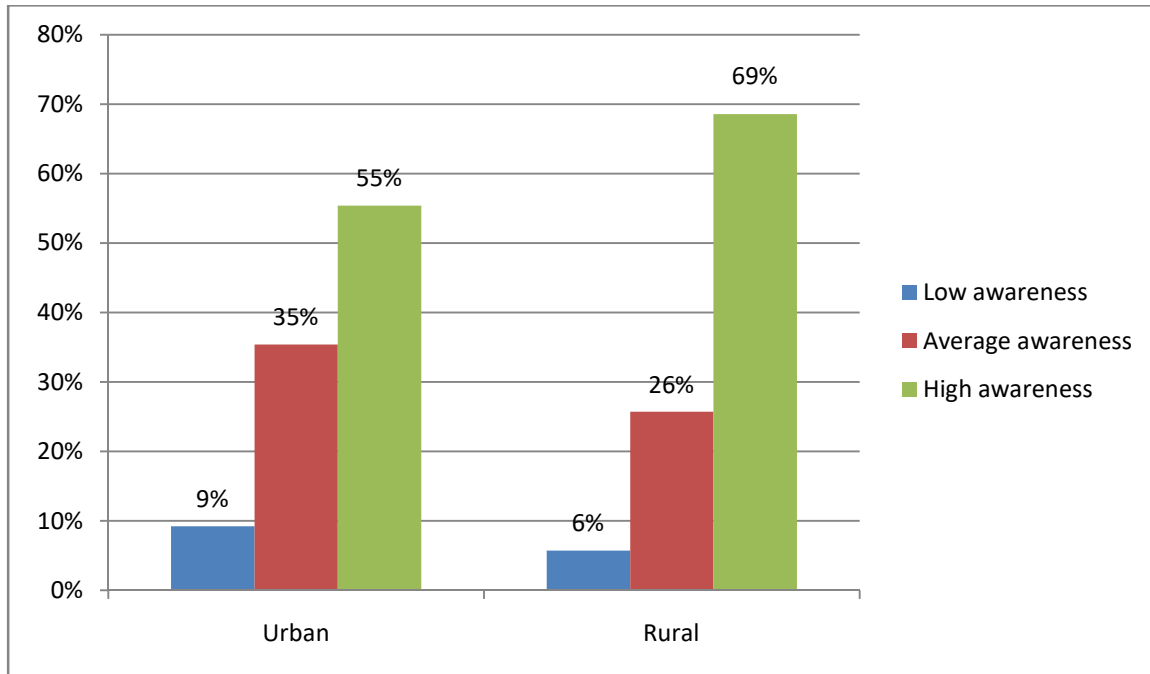


Chart 4.4: Level of awareness of NEP-2020 by Locale

### 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  $\geq$ 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	
	%	Count	%	Count	%	Count	%	Count
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.

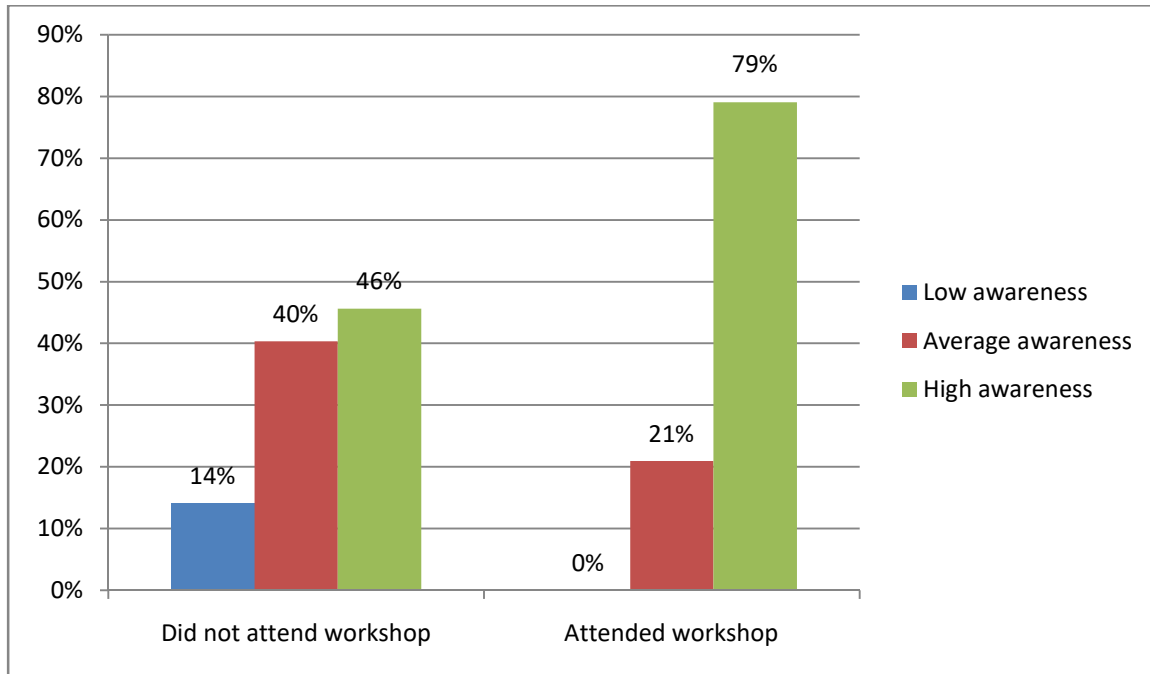


Chart 4.5: Level of awareness of NEP-2020

**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.