

A Study On The Awareness Of School Teachers About National Education Policy 2020Dr. Neelima Sachwani¹, Shambhavi Shristi²DOI : <http://doi.org/10.5281/zenodo.21695988>**Review: 05/06/2026****Acceptance: 08/07/2026****Publication: 28/07/2026****ABSTRACT**

The National Education Policy (NEP) 2020 envisions a transformative framework to improve the quality of education in India. The successful implementation of the policy largely depends on teachers' awareness and understanding of its key provisions. This study was conducted to assess the awareness of primary school teachers regarding the National Education Policy 2020. The study was confined to teachers teaching at the Foundational and Preparatory stages in 12 selected primary schools of Varanasi district, Uttar Pradesh. A sample of 120 primary school teachers from government and private schools was selected for the study. Data were collected using the National Education Policy (NEP-2020) Teacher Awareness Test developed by Vanita Rose and Romi Kadian. The study aimed to determine the overall level of awareness among teachers and to compare awareness based on gender and type of school management. The findings of the study provide valuable insights into teachers' preparedness for implementing NEP 2020 and may assist policymakers, educational administrators, and teacher educators in planning effective orientation and professional development programmes for its successful implementation.

Keywords: Awareness, Secondary Teachers, New Education Policy.**Introduction**

Education is widely recognised as a key instrument for national growth, social improvement, and personal empowerment. In a rapidly changing world with new technology, global connections, and changing social needs, education systems must keep changing to give learners the knowledge, skills, values, and abilities needed for the twenty-first century. Educational policies act as guides that direct these changes by setting out the vision, goals, and plans for improving education, making it fairer and easier to access. In India, the National Education Policy (NEP) 2020 was approved by the Union Cabinet on 29 July 2020, replacing the National Policy on Education, 1986 (modified in 1992). The policy provides a comprehensive framework to transform the Indian education system at all levels, from early childhood care and education to higher education. It promotes holistic and multidisciplinary education, competency-based learning, foundational literacy and numeracy, curriculum flexibility, inclusive education, technology integration, vocational education, continuous professional development for teachers, and better governance of educational institutions. The policy also supports the broader goal of developing an equitable, inclusive, and knowledge-based society.

The successful implementation of any educational policy depends on those responsible for translating directives into classroom practice. Among all stakeholders, teachers play a central role, directly influencing curriculum delivery, teaching methods, student assessment, and overall student development. For the National Education Policy (NEP) 2020 to achieve its objectives, teachers must fully understand its aims, key provisions, and required pedagogical changes. Well-informed and prepared teachers can more effectively implement learner-centered teaching, competency-based assessments, and the broader reforms outlined in NEP 2020. Teachers are the primary link between policy and meaningful change in the classroom. Awareness serves as the foundational step for the successful implementation of educational reforms. It encompasses the degree to which teachers are informed about and comprehend the fundamental aspects, objectives, and recommendations outlined in the policy. Despite numerous efforts by governments and educational bodies to communicate the provisions of NEP 2020, there remains significant variation in teachers' awareness levels. These differences can be attributed to factors such as varying degrees of institutional support, access to professional development, teaching

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experience, and availability of relevant policy information. Consequently, Systematic assessment of teachers' awareness is essential for identifying knowledge gaps and designing targeted orientation and capacity-building programs that ensure all educators are adequately prepared to implement the reforms effectively.

The present study focuses on examining the awareness of school teachers regarding the National Education Policy 2020. The findings are expected to provide insights into the current level of awareness among teachers and may assist educational administrators, teacher educators, and policymakers in designing effective professional development initiatives that facilitate the successful implementation of NEP 2020 in schools.

OBJECTIVES OF THE STUDY

1. To study the level of awareness of school Teachers about the National Education Policy 2020.
2. To examine the level of awareness about NEP-2020 among male and female school teachers.
3. To assess the level of awareness about NEP 2020 among teachers working in government and private schools.

HYPOTHESES OF THE STUDY

H₀₁: There is no significant difference between the awareness of male and female school teachers about NEP-2020.

H₀₂: There is no significant difference between the awareness of government & private school teachers about NEP-2020.

POPULATION & SAMPLING

The population of this study comprises school teachers teaching at the Foundational and Preparatory stages in government and private primary schools in Varanasi district, Uttar Pradesh. From this population, a sample of 120 primary school teachers (60 government and 60 private) was selected using the stratified random sampling technique.

COLLECTION OF DATA

For the collection of data, a standardized tool titled as "National Education Policy (NEP-2020) Teacher Awareness Test," developed by Vanita Rose and Romi Kadian, was used. This scale consists of 38 items, which are categorized into six dimensions representing key areas of NEP 2020.

ANALYSIS AND INTERPRETATION OF DATA

The findings of this study are derived from data collected from teachers at various schools, which were analyzed and interpreted in relation to the study's objectives.

Objective 1: To study the level of awareness of school teachers about National Education Policy 2020.

The Distribution of Awareness Scores of Schools Teachers About NEP 2020 is presented through the following table:

Table 1: Distribution of Awareness Scores of Schools Teachers About NEP 2020

Range of Scores	Interpretation	Frequency	Percentage
33 & above	Very high awareness	0	0%
25 to 32	High awareness	1	0.833%
17 to 24	Average awareness	22	18.33%
9 to 16	Low awareness	84	70%
8 & below	Very low awareness	13	10.83%

This table presents the distribution of awareness scores regarding National Education Policy 2020 among a total of 120 government and private school teachers. It reveals that a majority of teachers (70%) fall under the low awareness category, indicating that most teachers have limited awareness about NEP 2020. About 18.33% of teachers demonstrate an average level of awareness, reflecting a moderate understanding of the policy. A very small proportion (0.833%) falls in the high awareness category, while no teacher (0%) is found in the very high awareness category, suggesting a lack of comprehensive understanding among the respondents.

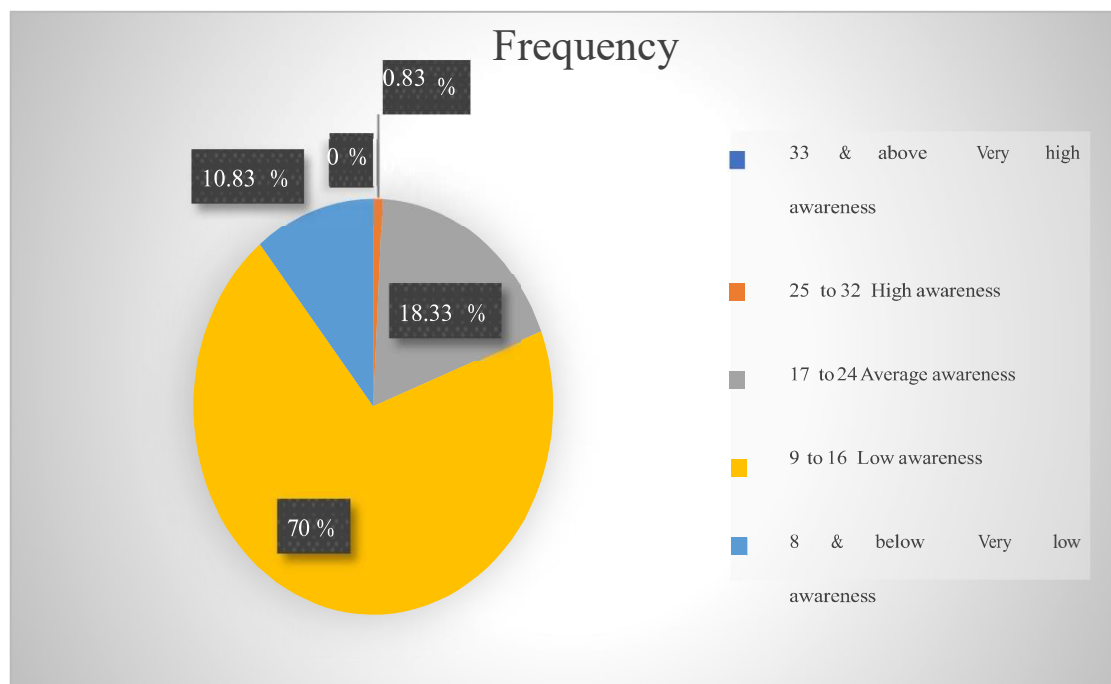


Figure 1: Distribution of Awareness Scores of Schools Teachers About NEP 2020

Objective 2: To examine the level of awareness about NEP 2020 among male and female teachers.

To examine the level of awareness about NEP-2020 among male and female school teachers, an independent samples t-test was used. The analysis was carried out to determine whether there exists a significant difference between the mean awareness scores of male and female teachers.

	Stream	N	Mean	Standard Deviation	t-value	0.05 level of significance
Awareness Score	Male	60	13.8500	3.97375	1.114	Not Significant
	Female	60	13.0500	3.89448		

The table shows that the mean awareness score of male teachers (Mean = 13.85, SD = 3.97) is slightly higher than that of female teachers (Mean = 13.05, SD = 3.89). However, the obtained t-value (1.114) is not significant at the 0.05 level. Therefore, the null hypothesis was accepted, indicating, there is no statistically significant difference in the awareness of the National Education Policy (NEP) 2020 between male and female primary school teachers.

Objective 3: To assess the level of awareness about NEP 2020 among teachers working in government and private schools.

To examine the level of awareness about NEP-2020 among teachers working in government and private schools, again independent samples t-test was used.

	Type of school	N	Mean	Standard Deviation	t-value	0.05 level of significance
Awareness Score	Private Teachers	60	13.4833	3.83336	0.092	Not Significant
	Govt. Teachers	60	13.4167	4.07261		

The table shows a comparison of attitude scores between private and government teachers. The mean score of private teachers (13.48) is slightly higher than that of government teachers (13.42), but the difference between the two is very minimal. The standard deviation values (3.83 for private teachers and 4.07 for government teachers) indicate a similar level of variability in both groups. The calculated t-value (0.092) is extremely low, suggesting that the difference in mean scores is not statistically significant at the 0.05 level of significance. Therefore, the null hypothesis was accepted, indicating no significant difference in awareness between government and private school teachers.

CONCLUSION

The present study concludes that the overall awareness of primary school teachers regarding the National Education Policy (NEP) 2020 is inadequate. The findings reveal that the majority of teachers (70%) possess a low level of awareness, while only a negligible proportion (0.83%) demonstrate a high level of awareness. None of the teachers fall into the very high awareness category, indicating that comprehensive understanding of the policy among primary school teachers is lacking.

The study also reveals that there is no statistically significant difference in the awareness levels of teachers based on gender or type of school. Although male teachers and teachers working in private schools obtained marginally higher mean awareness scores than female teachers and government school teachers, these differences were not statistically significant. Thus, awareness of NEP 2020 appears to be uniformly limited across different demographic groups.

Based on these findings, it can be concluded that primary school teachers require greater exposure to the provisions, objectives, and implementation strategies of NEP 2020. Since teachers play a pivotal role in translating educational policies into classroom practices, their inadequate awareness may hinder the effective implementation of the policy, particularly at the foundational and preparatory stages. Therefore, systematic orientation programmes, professional development initiatives, workshops, and continuous in-service training should be organized to strengthen teachers' understanding of NEP 2020 and facilitate its successful implementation education. Enhancing teachers' awareness is essential for the successful implementation of the policy and for achieving the educational reforms envisioned under NEP 2020.

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