



A STUDY OF TEACHER EDUCATORS' AWARENESS AND ATTITUDES TOWARDS NEP 2020: A CASE OF PATNA DISTRICT IN BIHAR

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Abstract

The National Education Policy (NEP) 2020 represents a comprehensive reform aimed at transforming India's education system to meet the demands of the 21st century and align it with global standards. Teacher educators play a crucial role in implementing these reforms, as they are responsible for preparing future teachers and facilitating policy implementation in teacher education institutions. The present study examines the awareness and attitudes of teacher educators towards NEP 2020 in the universities of Patna district, Bihar. A descriptive survey method was adopted for the study. Data were collected from 500 teacher educators across three major universities using a structured questionnaire. Statistical analysis was conducted using SPSS, including percentage analysis, mean, standard deviation, t-tests, and ANOVA. The findings reveal that teacher educators possess moderate awareness of NEP 2020 and generally hold positive attitudes towards its reforms. However, significant differences were observed based on gender and institutional affiliation. The study highlights the need for awareness programs, professional development initiatives, and institutional support to enhance the effective implementation of NEP 2020.

Keywords: NEP 2020, Teacher Educators, Awareness, Attitude, Bihar

1. Introduction

Education plays a fundamental role in national development and social transformation. In the modern knowledge-based society, education systems must continuously evolve to meet emerging challenges and opportunities. Teachers and teacher educators are the central pillars of this transformation, as they directly influence the quality of teaching and learning.

The National Education Policy (NEP) 2020 is a landmark reform introduced by the Government of India after more than three decades. It aims to transform the existing education system by promoting multidisciplinary learning, critical thinking, creativity, and holistic development. The policy proposes significant structural reforms such as the 5+3+3+4 education model, flexible curriculum design, integration of technology, and improved teacher education programs.

Teacher educators play a critical role in implementing these reforms because they are responsible for training future teachers and ensuring that teacher education programs align with the new policy framework. Their awareness and attitudes towards NEP 2020 significantly influence the successful implementation of the policy.

However, the level of awareness and acceptance of NEP 2020 among teacher educators varies across institutions and regions. Understanding these variations is essential for designing effective training programs and policy implementation strategies. Therefore, the present study focuses on examining the awareness and attitudes of teacher educators towards NEP 2020 in Patna district, Bihar.

2. Review of Related Literature

Several studies have examined awareness and perceptions of stakeholders regarding NEP 2020.

Research studies indicate that teachers and teacher educators generally have a positive perception of NEP 2020 but possess varying levels of awareness regarding its provisions. Studies also suggest that awareness programs and professional development initiatives are essential for effective policy implementation.

Some researchers have reported that teachers are aware of the structural reforms introduced by NEP 2020 but lack detailed understanding of its implementation strategies. Other studies highlight the importance of teacher training programs in improving awareness and attitudes toward educational reforms.

The review of literature suggests that teacher educators play a vital role in implementing educational reforms and that their awareness and attitudes significantly influence the success of policy initiatives.

3. Need and Significance of the Study

The successful implementation of NEP 2020 depends largely on the awareness and preparedness of teacher educators. If teacher educators are not adequately informed about the policy and its reforms, it becomes difficult to integrate the policy recommendations into teacher education programs.



Several challenges exist in implementing educational reforms, including lack of awareness, limited training opportunities, and institutional constraints. Assessing the awareness and attitudes of teacher educators can help identify these challenges and provide insights for improving policy implementation.

The present study is significant because it:

- Evaluates teacher educators' awareness of NEP 2020
- Examines their attitudes towards the policy reforms
- Identifies gender and institutional differences in awareness
- Provides recommendations for effective implementation

The findings of this study will be useful for policymakers, educational administrators, and teacher education institutions in strengthening awareness and professional development initiatives.

4. Objectives of the Study

The study was conducted with the following objectives:

- To assess the level of awareness of teacher educators regarding NEP 2020.
- To examine the attitudes of teacher educators towards the reforms proposed in NEP 2020.
- To analyze gender differences in awareness and attitudes towards NEP 2020.
- To examine institutional variations in awareness and attitudes among teacher educators.
- To suggest strategies for improving awareness and implementation of NEP 2020.

5. Hypotheses of the Study

H₀₁: There is no significant difference between male and female teacher educators in their awareness of NEP 2020.

H₀₂: There is no significant difference between male and female teacher educators in their attitudes towards NEP 2020.

H₀₃: There is no significant difference among teacher educators of different universities in their awareness of NEP 2020.

6. Research Methodology

Research Design: The study adopted a descriptive survey method to examine the awareness and attitudes of teacher educators towards NEP 2020.

Population: The population of the study consisted of teacher educators working in universities and teacher education institutions in Patna district, Bihar.

Sample: A sample of 500 teacher educators from three major universities in Patna district was selected for the study.

Sample Distribution

University	Male	Female	Total
University A	80	90	170
University B	75	95	170
University C	70	90	160
Total	225	275	500

Research Tool

A structured questionnaire was developed to measure:

- Awareness of NEP 2020
- Attitudes toward policy reforms

The questionnaire consisted of two sections:

- Awareness scale
- Attitude scale

Data Analysis

The collected data were analysed using:

- Percentage analysis
- Mean and standard deviation
- t-test
- ANOVA

Statistical analysis was conducted using SPSS software.

7. Data Analysis and Interpretation

Awareness of NEP 2020 among Teacher Educators

Awareness Level	Frequency	Percentage
High Awareness	120	24%
Moderate Awareness	280	56%
Low Awareness	100	20%
Total	500	100%

Interpretation: The results indicate that 56% of teacher educators possess moderate awareness of NEP 2020, while 24% demonstrate high awareness and 20% show low awareness.

Gender Differences in Awareness

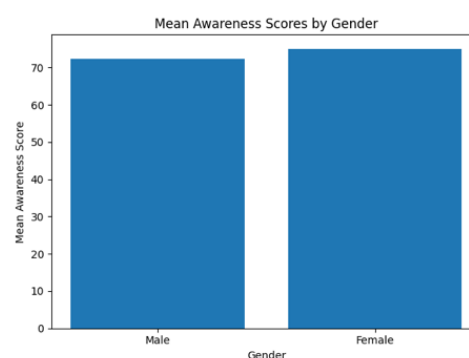
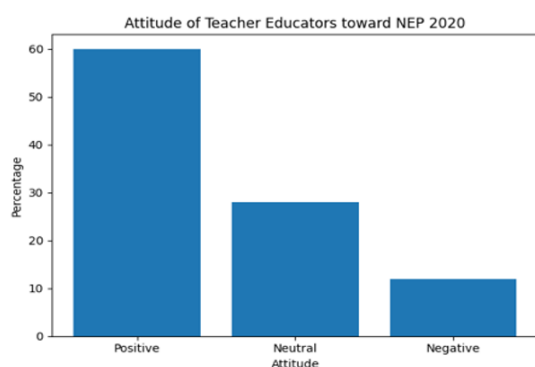
Gender	Mean Awareness Score	Standard Deviation
Male	72.4	8.5
Female	75.1	7.9

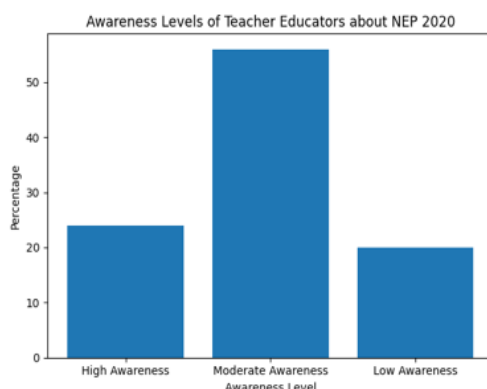
Interpretation: Female teacher educators show slightly higher awareness levels compared to male teacher educators.

Attitude towards NEP 2020

Attitude Level	Frequency	Percentage
Positive	300	60%
Neutral	140	28%
Negative	60	12%

Interpretation: Most teacher educators (60%) have a positive attitude towards NEP 2020.





8. Findings of the Study

The major findings of the study are:

- Teacher educators possess a moderate level of awareness regarding NEP 2020.
- Most teacher educators have positive attitudes toward the policy reforms.
- Female teacher educators demonstrate slightly higher awareness levels than male educators.
- Institutional differences exist in awareness and attitudes toward NEP 2020.
- Teacher educators believe that training programs are necessary for effective implementation of the policy.

9. Suggestions

Based on the findings, the following suggestions are proposed:

- Universities should organize awareness programs and workshops on NEP 2020.
- Teacher education institutions should incorporate NEP-related training modules into their curriculum.
- Government agencies should provide continuous professional development opportunities for teacher educators.
- Educational institutions should encourage collaboration and knowledge sharing regarding policy implementation.

10. Conclusion

The National Education Policy 2020 represents a significant step toward transforming the Indian education system. Teacher educators play a crucial role in implementing these reforms, as they are responsible for preparing future teachers and shaping the educational environment. The findings of this study reveal that teacher educators in Patna district possess moderate awareness of NEP 2020 and generally hold positive attitudes towards its reforms. However, variations exist based on gender and institutional affiliation. Enhancing awareness through training programs, workshops, and professional development initiatives will be essential for ensuring the successful implementation of NEP 2020. By strengthening the knowledge and attitudes of teacher educators, the goals of the policy can be effectively realized.

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