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# TEACHER EDUCATORS' AWARENESS OF THE NATIONAL EDUCATION POLICY 2020: AN EMPIRICAL STUDY IN BIHAR, INDIA

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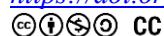
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**ABSTRACT:** *In order to adapt to the changing needs of the Indian education system in the twenty-first century, the National Education Policy 2020 represents a transformative reform framework. The policy proposes comprehensive changes in curriculum design, school education, teacher preparation, and higher education governance. Teacher educators play a crucial role in translating educational policies into classroom practices because they are responsible for preparing future teachers. Their awareness and understanding of policy provisions significantly influence the successful implementation of educational reforms. The present study examines the level of awareness of NEP 2020 among teacher educators in Bihar, India. A descriptive survey design was adopted, and data were collected from 214 teacher educators working in government and private teacher education institutions. A structured awareness scale based on key provisions of NEP 2020 was used for data collection. Both descriptive and inferential statistical techniques were employed to analyze the data. The findings reveal that teacher educators demonstrate a moderate level of awareness of NEP 2020. While most respondents are familiar with the philosophical vision and broad objectives of the policy, limited awareness was observed regarding regulatory reforms and structural changes in teacher education programmes. Significant differences were observed based on institutional type and academic qualification. The findings highlight the need for structured professional development programmes and institutional initiatives to strengthen policy awareness among teacher educators. Enhancing awareness is essential for the effective implementation of NEP 2020 and for improving the quality of teacher education in Bihar.*

**KEYWORDS:** *NEP 2020, Teacher Educators, Policy Awareness, Teacher Education, Educational Reform, Bihar*

## PAPER CITATION:

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## 1. INTRODUCTION

Education policies act as guiding frameworks for national development and social transformation. In India, the adoption of the National Education Policy 2020 marked a significant shift in educational planning and reform. The policy replaced the previous education framework introduced in 1986 and revised in 1992, presenting a comprehensive vision for restructuring the Indian education system from early childhood education to higher education.

NEP 2020 emphasizes holistic and multidisciplinary learning, skill-based education, technological integration, and improved teacher preparation. One of the central pillars of the policy is the strengthening of teacher education. The policy recommends that a four-year integrated Bachelor of Education (B.Ed.) programme should become the minimum qualification for teachers by 2030, recognizing that teacher quality is the most important factor influencing educational success.

Teacher educators occupy a central position in implementing these reforms. They are responsible for preparing prospective teachers and shaping their pedagogical orientations. Consequently, teacher educators' awareness and understanding of the policy are essential for effective implementation. If teacher educators lack adequate knowledge of policy provisions, the reforms envisioned by NEP 2020 may not effectively translate into classroom practice.

In the context of Bihar, the need for effective teacher education is particularly significant. The state has historically faced challenges such as low educational indicators, infrastructural limitations, and disparities in educational quality. Strengthening teacher education institutions and improving the preparedness of teacher educators can significantly contribute to improving educational outcomes in the region.

Despite the importance of teacher educators in policy implementation, empirical research examining their awareness of NEP 2020 remains limited. Most existing studies focus on school teachers or general educators rather than teacher educators. Therefore, the present study seeks to investigate the level of awareness of NEP 2020 among teacher educators in Bihar and examine factors influencing their awareness.

## 2. REVIEW OF LITERATURE

### 2.1 Awareness of NEP 2020 among Educators

Several studies have examined educators' awareness of NEP 2020 across different educational contexts. Tripathi and Bhattacharya (2025) conducted a study on awareness of NEP 2020 among higher education teachers. The findings revealed that most educators possessed moderate awareness of the policy's objectives and educational reforms. However, the researchers observed that educators demonstrated limited familiarity with specific provisions related to institutional restructuring and regulatory changes.

Similarly, Heena, Sharma, and Rawat (2023) examined the awareness of school teachers regarding NEP 2020. The study revealed that although teachers were aware of the general goals of the policy, many lacked understanding of its detailed provisions and implementation strategies. The researchers emphasized the importance of professional development programmes to enhance teachers' awareness of policy reforms.

Rami, Desai, and Patel (2024) conducted a survey study to examine the awareness and perception of NEP 2020 among teachers and students. Their findings indicated that teachers with higher academic qualifications and greater teaching experience demonstrated higher awareness levels. The study also reported generally positive attitudes toward the policy among educators.

### 2.2 Teachers' Perceptions of NEP 2020

Research has also explored educators' perceptions and attitudes toward NEP 2020. Sharma and Akalamkam (2021) conducted a mixed-methods study examining teachers' perspectives on the policy. Their findings revealed that teachers appreciated the progressive vision of NEP 2020, particularly its

emphasis on holistic education and flexible curriculum structures. However, concerns were expressed regarding implementation challenges such as limited resources and insufficient training.

Similarly, Chauhan (2025) examined teachers' perceptions regarding the implementation of NEP 2020 and found that while teachers were optimistic about policy reforms, they also highlighted practical challenges related to institutional readiness and resource availability.

Hariramani and Narang (2023) investigated educators' perspectives on NEP 2020 reforms. Their findings indicated that educators generally viewed the policy as a positive step toward improving educational quality. However, the study emphasized the need for adequate institutional support and professional development programmes to ensure effective implementation.

### **2.3 Teacher Education Reforms under NEP 2020**

NEP 2020 proposes several reforms in teacher education, including the establishment of multidisciplinary institutions, integrated teacher education programmes, and professional standards for teachers. Dey (2022) critically analyzed the policy's recommendations for teacher education and highlighted their potential to improve teacher quality and align teacher education with global standards.

Ahmad (2021) examined teacher educators' perspectives on NEP 2020 and reported that although teacher educators generally supported the policy's vision, many required additional orientation programmes to understand its detailed provisions.

Rudupra (2025) reviewed innovative practices in teacher education aligned with NEP 2020, highlighting the importance of digital learning platforms, competency-based training, and reflective teaching practices. The study suggested that teacher educators must be adequately trained and informed to effectively implement these reforms.

### **2.4 Research Gap**

The existing literature indicates that while several studies have examined awareness of NEP 2020 among teachers and educators, limited research has focused specifically on teacher educators. Moreover, studies focusing on eastern Indian states such as Bihar remain scarce. Therefore, there is a need to investigate teacher educators' awareness of NEP 2020 within the specific socio-educational context of Bihar.

## **3. OBJECTIVES OF THE STUDY**

The study aims to achieve the following objectives:

1. To examine the overall awareness of NEP 2020 among teacher educators in Bihar.
2. To analyze awareness levels across different dimensions of NEP 2020.
3. To examine differences in awareness based on demographic variables such as gender, qualification, teaching experience, and institutional type.

## **4. METHODOLOGY**

### **4.1 Research Design**

The study adopted a descriptive survey design to assess teacher educators' awareness of NEP 2020.

### **4.2 Population and Sample**

The population consisted of teacher educators working in teacher education institutions in Bihar. A sample of 214 teacher educators was selected using stratified random sampling from government and private institutions.

### **4.3 Tool for Data Collection**

A structured awareness scale was developed based on key provisions of NEP 2020. The instrument included items related to:

- Vision and objectives of NEP 2020
- School education reforms
- Teacher education reforms
- Governance and regulatory structures

The reliability of the scale was established using Cronbach's alpha, which yielded a value of 0.87.

## 5. DATA ANALYSIS AND RESULT

Data were analyzed using descriptive statistics such as mean, percentage, and standard deviation. Inferential statistical techniques such as t-tests and ANOVA were used to examine differences among groups.

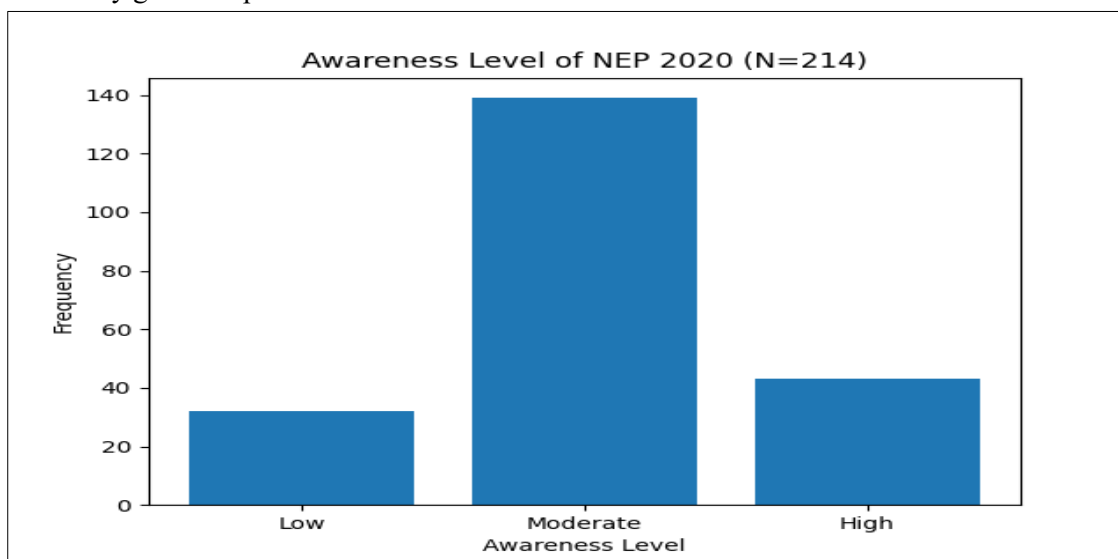
### 5.1 Level of Awareness of NEP 2020 among Teacher Educators

The distribution of awareness levels among teacher educators indicates a clear central tendency toward moderate awareness. With approximately 64.95% of respondents falling within the moderate category, the data suggests that while the National Education Policy 2020 has achieved a reasonable level of diffusion among teacher educators, it has not yet reached the stage of deep internalization.

**Table 1:- Level of Awareness of NEP 2020 among Teacher Educators (N = 214)**

Sl.No.	Level of Awareness	Frequency	Percentage (%)
1.	Low Awareness	32	14.95%
2.	Moderate Awareness	139	64.95%
3.	High Awareness	43	20.10%
	<b>Total</b>	<b>214</b>	<b>100%</b>

The relatively smaller proportion of respondents demonstrating high awareness (20.10%) indicates that only a limited segment of teacher educators possesses comprehensive knowledge of policy provisions. From a statistical standpoint, this skewed distribution toward moderate awareness reflects partial policy penetration, consistent with diffusion of innovation theory, where early adoption is followed by gradual uptake.



**Figure 1:- Graphical representation of Level of Awareness of NEP 2020 among Teacher Educators**

The presence of 14.95% of respondents in the low-awareness category is particularly significant, as it highlights a critical gap in policy dissemination. This group represents potential resistance or lack of access to policy-related knowledge, which may hinder effective implementation at the institutional level.

### 5.2 Comparison of Awareness based on Institutional Type

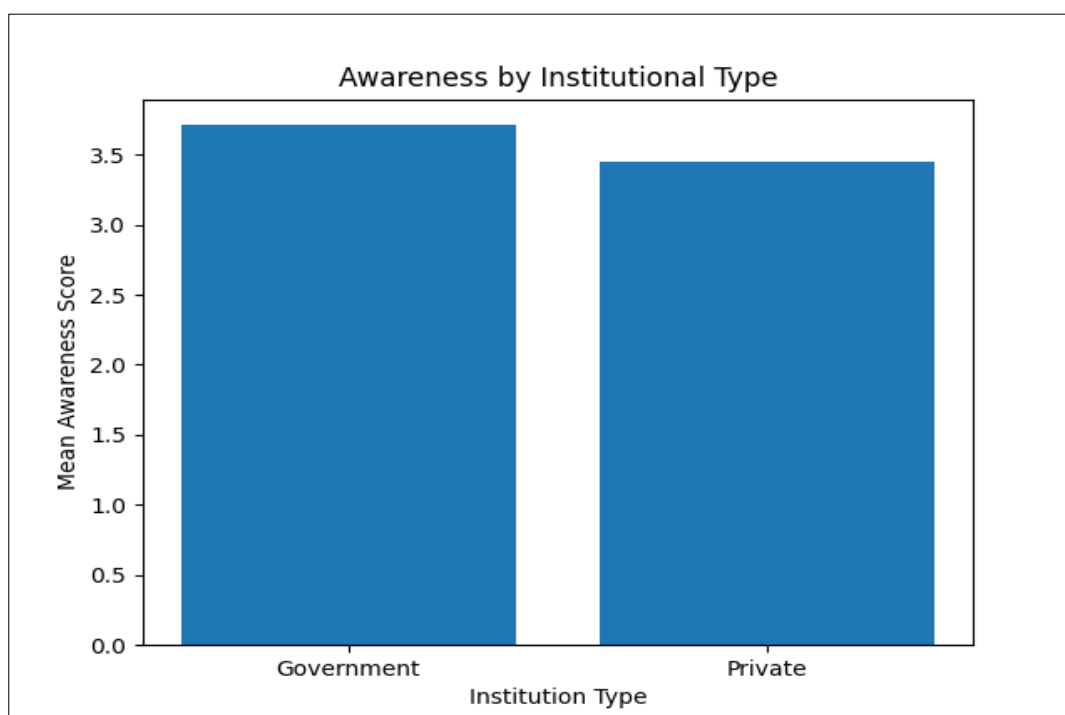
The independent samples t-test reveals a statistically significant difference in awareness levels between teacher educators in government and private institutions ( $t = 3.12, p < 0.01$ ). The higher mean score for government institutions ( $M = 3.71$ ) compared to private institutions ( $M = 3.45$ ) suggests that institutional context plays a crucial role in shaping policy awareness.

**Table 2:- Comparison of Awareness based on Institutional Type (N = 214)**

Institutional Type	N	Mean Score	Standard Deviation	t-value	Significance Level
Government Institutions	102	3.71	0.52		
Private Institutions	112	3.45	0.60	3.12	0.002

The independent samples t-test reveals a statistically significant difference in awareness levels between teacher educators in government and private institutions ( $t = 3.12, p < 0.01$ ). The higher mean score for government institutions ( $M = 3.71$ ) compared to private institutions ( $M = 3.45$ ) suggests that institutional context plays a crucial role in shaping policy awareness.

From an inferential perspective, the p-value (0.002) indicates that the observed difference is unlikely to have occurred by chance. This allows us to reject the null hypothesis and conclude that institutional type significantly influences awareness levels.



**Figure 2:- Graphical representation of Comparison of Awareness based on Institutional Type**

The effect can be interpreted in terms of institutional support mechanisms. Government institutions are more likely to provide structured exposure to policy reforms through official circulars, workshops, and training programmes. In contrast, private institutions may lack systematic channels for policy dissemination, leading to comparatively lower awareness levels.

This finding aligns with organizational theory, which emphasizes the role of institutional structures and governance mechanisms in shaping professional knowledge and engagement.

### 5.3 Awareness of NEP 2020 based on Academic Qualification

The one-way ANOVA results indicate a statistically significant difference in awareness levels across different academic qualifications ( $F = 6.47, p < 0.01$ ). The progressive increase in mean scores from postgraduate ( $M = 3.39$ ) to Ph.D. level ( $M = 3.82$ ) suggests a strong positive relationship between academic qualification and policy awareness.

**Table 3(a):- Awareness of NEP 2020 based on Academic Qualification (ANOVA)**

Sl.No	Qualification	N	Mean	SD
1.	Postgraduate	98	3.39	0.58
2.	M.Phil.	46	3.55	0.55
3.	Ph.D.	70	3.82	0.49
	<b>Total</b>	<b>214</b>		

Table 3(b):- Source of variance

Source of Variance	SS	df	MS	F-value	Significance
Between Groups	5.82	2	2.91	6.47	0.002
Within Groups	94.80	211	0.45		
<b>Total</b>	100.62	213			

The one-way ANOVA results indicate a statistically significant difference in awareness levels across different academic qualifications ( $F = 6.47, p < 0.01$ ). The progressive increase in mean scores from postgraduate ( $M = 3.39$ ) to Ph.D. level ( $M = 3.82$ ) suggests a strong positive relationship between academic qualification and policy awareness.

The F-value (6.47) reflects substantial between-group variance relative to within-group variance, indicating that academic qualification is a significant predictor of awareness. The low p-value (0.002) further confirms that these differences are statistically significant.

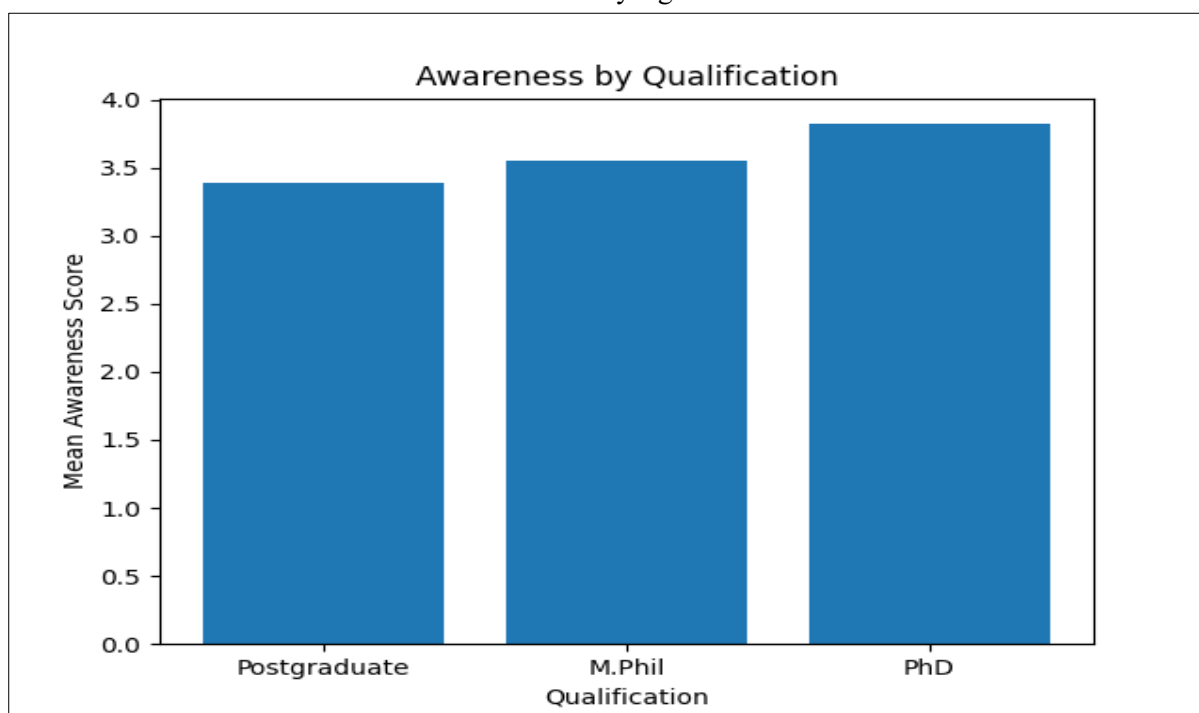


Figure 3:- Graphical representation of Awareness of NEP 2020 based on Academic Qualification

From an analytical perspective, this trend can be explained by the higher level of academic engagement and research exposure among Ph.D. holders. Advanced academic training enhances critical thinking, policy analysis skills, and engagement with scholarly literature, thereby increasing awareness of educational reforms.

This finding also supports human capital theory, which posits that higher educational attainment leads to greater cognitive competence and professional expertise.

Taken together, the statistical findings suggest that awareness of NEP 2020 among teacher educators is influenced by both **institutional factors** and **individual characteristics**.

- Institutional type significantly affects exposure and access to policy information.
- Academic qualification influences the depth of understanding and analytical engagement.
- Overall awareness remains moderate, indicating incomplete policy internalization.

These results highlight the need for targeted interventions that address both structural and individual dimensions of policy awareness.

## 6. FINDINGS

The analysis revealed that the majority of teacher educators possessed moderate awareness of NEP 2020. Approximately 64.95 percent of respondent's demonstrated moderate awareness, while

20.10 percent showed high awareness and 14.95 percent showed low awareness. Teacher educators were relatively more aware of the philosophical vision and broad objectives of NEP 2020, including holistic education, multidisciplinary learning, and competency-based education.

However, awareness was lower regarding structural reforms in teacher education. Many respondents were unfamiliar with details related to the four-year integrated B.Ed. programme, national professional standards for teachers, and governance restructuring in higher education.

Significant differences were observed based on academic qualification. Teacher educators with doctoral degrees demonstrated higher awareness compared to those with postgraduate degrees. Similarly, teacher educators working in government institutions exhibited slightly higher awareness levels compared to those in private institutions.

## 7. DISCUSSION

The findings indicate that while teacher educators in Bihar are generally aware of the broad vision of NEP 2020, their understanding of specific policy provisions remains limited. This pattern aligns with previous studies which suggest that educators often possess conceptual awareness but lack detailed knowledge of implementation strategies.

One possible explanation is the limited availability of professional development programmes focusing on NEP 2020. Many teacher educators rely on informal sources such as academic discussions and online resources rather than structured training programmes.

Another factor influencing awareness may be institutional culture. Government institutions may provide more opportunities for policy discussions and workshops compared to private institutions. These findings highlight the need for systematic initiatives aimed at improving teacher educators' understanding of educational policy reforms.

## 8. CONCLUSION

The study concludes that teacher educators in Bihar exhibit a moderate level of awareness regarding NEP 2020. Although they are familiar with the policy's philosophical vision and broad objectives, many lack detailed understanding of specific reforms in teacher education and higher education governance.

Since teacher educators play a crucial role in preparing future teachers, enhancing their awareness of educational policies is essential for successful implementation. Policymakers and educational authorities should organize structured training programmes, workshops, and seminars to improve policy awareness among teacher educators.

Strengthening teacher educators' understanding of NEP 2020 will not only facilitate effective policy implementation but also contribute to improving the quality of teacher education and educational outcomes in Bihar.

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