



Awareness Towards NEP 2020 Among Elementary School Teachers In Urban And Rural Areas Of Betul Tehsil

Kavita Dubey (Researcher)

Dr. Rekha Gupta (Professor)

Department of Education

Rabindranath Tagore University Raisen MP

Dr. Sharad Sundaram

Principal, Ramkrishna College of Professional

Education, Betul MP

Abstract

This study examines the level of awareness towards the National Education Policy 2020 among male elementary school teachers in urban and rural areas of Betul tehsil. The research is grounded in the understanding that teachers are the key agents in implementing educational reforms, and their awareness directly influences the success of policy execution. A descriptive survey method was employed, and a structured awareness scale was used to collect data from a sample of teachers selected through a systematic sampling design. The study focuses on comparing awareness levels across geographical locations to identify disparities and underlying factors influencing such differences. The findings reveal that teachers in urban areas demonstrate a higher and more consistent level of awareness compared to their rural counterparts, indicating better access to training, institutional support, and educational resources. In contrast, rural teachers exhibit comparatively lower awareness, highlighting challenges such as limited exposure to policy updates and fewer professional development opportunities. The results further suggest that the gap in awareness may hinder the uniform implementation of NEP 2020 across different regions. The study emphasizes the need for targeted interventions, including capacity-building programs, workshops, and digital dissemination strategies, particularly in rural areas, to enhance teachers' understanding and preparedness. Overall, the research contributes to the existing body of knowledge by providing insights into the role of teacher awareness in educational reform and underscores the importance of equitable policy dissemination for achieving the objectives of NEP 2020.

Keywords: NEP 2020, teacher awareness, elementary education, urban teachers, rural teachers, educational policy, teacher training, policy implementation, awareness level, comparative study, Betul tehsil, school education

Introduction

The National Education Policy 2020 represents a landmark transformation in the Indian education system, aiming to improve quality, equity, accessibility, and accountability across all levels of education. It emphasizes key principles such as holistic and multidisciplinary learning, competency-based education, foundational literacy and numeracy, and the integration of innovative pedagogical practices. A central focus of NEP 2020 is teacher empowerment, recognizing teachers as the backbone of the education system and the primary agents responsible for translating policy vision into effective classroom practices. Therefore, the level of awareness and understanding of NEP 2020 among teachers becomes a critical factor in determining the success of its implementation. In the context of elementary education, this awareness assumes even greater importance, as teachers are responsible for shaping foundational learning

experiences during the early years of schooling. Provisions such as experiential learning, mother-tongue or regional language as the medium of instruction, continuous and comprehensive assessment, and child-centered pedagogy require teachers to adapt their teaching methods and classroom strategies accordingly. However, the extent of awareness and preparedness may not be uniform across different regions, particularly between urban and rural areas, due to variations in access to training, institutional support, and educational resources. Urban teachers often benefit from better infrastructure and exposure to professional development programs, whereas rural teachers may face limitations in accessing updated information and training opportunities. Consequently, it becomes essential to systematically examine and compare the awareness levels of elementary school teachers across urban and rural settings to identify gaps and suggest measures for effective implementation of NEP 2020.

Review of Related Literature

Recent studies related to teachers' awareness towards the National Education Policy (NEP) 2020 indicate that the successful implementation of educational reforms largely depends upon the level of understanding, preparedness, and perception of teachers regarding policy provisions. A study conducted by Heena and colleagues in 2024 entitled "NEP-2020 Awareness among Teachers: A Study of Knowledge, Perceptions and Challenges" revealed that although teachers possess general awareness regarding NEP 2020, many educators still face difficulties in understanding practical implementation strategies, especially in rural and semi-urban institutions. Similarly, research by Neelofar and G. Suneetha Bai (2024) found that secondary school teachers showed positive attitudes toward NEP 2020, but differences existed in awareness levels due to institutional support, training opportunities, and technological accessibility. Another comparative investigation conducted by Nawajish Ali and Nikhat Yasmin Shafeeq (2025) reported that private school teachers demonstrated comparatively higher awareness than government school teachers because of better exposure to workshops and policy orientation programmes. Furthermore, the study by Mahadeb Chattopadhyay and Pallabi Banerjee (2024) emphasized that teachers' knowledge and awareness are crucial for achieving the objectives of experiential learning, competency-based education, and holistic development proposed under NEP 2020. These studies collectively indicate that awareness among teachers is gradually increasing; however, continuous professional training, policy orientation, and institutional support remain essential for the effective implementation of NEP 2020 at the elementary level.

Objectives of the Study

1. To study the awareness towards NEP 2020 among male elementary school teachers.
2. **To compare the awareness towards NEP 2020 among male teachers in urban and rural areas of Betul tehsil.**

Hypotheses of the Study

- **H_0 : There is no significant difference between the awareness levels of male teachers in urban and rural areas towards NEP 2020.**

Methodology

The present study adopted a descriptive survey method to examine the level of awareness towards the National Education Policy 2020 among male elementary school teachers in urban and rural areas of Betul tehsil. A structured sampling design was used, wherein ten schools—five from urban areas and five from rural areas—were selected purposively. From each selected school, ten male teachers were randomly chosen, resulting in a total sample of one hundred respondents for the present analysis. A self-constructed awareness scale was employed as the primary tool for data collection, covering key aspects of NEP 2020 such as pedagogical reforms, assessment changes, and teacher-related provisions. The tool was validated through expert review and pilot testing to ensure reliability and content validity. Data were collected through direct administration of the tool and were analyzed using appropriate statistical techniques such as mean, standard deviation, and comparative analysis to interpret differences in awareness levels between the two groups.

Analysis and Interpretation of Data

Table 1: Awareness of Male Teachers in Urban Schools towards NEP 2020

Sn	School Name	N	Mean	SD
1	Mansarovar Public School	10	72.4	5.2
2	Sanskar Valley School	10	74.1	4.8
3	Global Public School	10	71.6	5.5
4	Shemrock Superkids	10	73.2	4.9
5	Little Flower School	10	72.8	5.1
Total		50	72.82	5.10

The data presented in Table 1 reveal that the awareness levels of male teachers in urban schools of Betul tehsil towards the National Education Policy 2020 are relatively high and consistent across the selected institutions. The mean scores of individual schools—ranging from 71.6 in Global Public School to 74.1 in Sanskar Valley School—indicate that teachers generally possess a sound understanding of the key provisions and objectives of NEP 2020. The overall mean score of 72.82 further confirms that the level of awareness falls within the moderate to high range. Additionally, the standard deviation values, which vary between 4.8 and 5.5, suggest that there is only a limited degree of variability among the teachers' responses within each school, reflecting a fairly homogeneous level of awareness. This consistency may be attributed to better access to professional development programs, workshops, digital resources, and institutional support typically available in urban settings. Schools like Sanskar Valley and Shemrock Superkids show slightly higher mean values, which may indicate more proactive engagement in policy-related training or orientation programs. On the other hand, the marginally lower mean score of Global Public School does not significantly deviate from the overall trend, thereby reinforcing the uniformity in awareness levels. Overall, the findings suggest that urban male teachers are reasonably well-informed about NEP 2020, and the minimal variation across schools highlights the effectiveness of dissemination mechanisms and educational infrastructure in urban areas.

Table 2: Comparison of Awareness between Urban and Rural Male Teachers

Area	N	Mean	SD	SEM	t-value
Urban	50	72.82	5.10	0.72	
Rural	50	66.45	6.20	0.88	5.67

- Degree of Freedom (df) = 98
- p-value < 0.05
- Result: Significant

The comparative analysis presented in Table 2 highlights a clear and statistically significant difference in the awareness levels of male teachers from urban and rural areas of Betul tehsil towards the National Education Policy 2020. The mean score of urban teachers (72.82) is notably higher than that of rural teachers (66.45), indicating that teachers in urban schools possess a better understanding and awareness of the policy provisions. The standard deviation values (5.10 for urban and 6.20 for rural) suggest that while urban teachers exhibit relatively consistent awareness levels, rural teachers show slightly greater variability in their responses, which may reflect uneven exposure to policy-related information. The calculated t-value of 5.67, with a degree of freedom of 98, is significantly higher than the critical value at the 0.05 level of significance, and the p-value being less than 0.05 confirms that this difference is not due to chance. This leads to the rejection of the null hypothesis, thereby establishing that a significant difference exists between the two groups. The higher awareness among urban teachers can be attributed to better access to training programs, workshops, digital resources, and institutional support systems, whereas rural teachers may face constraints such as limited professional development

opportunities, lack of timely information dissemination, and infrastructural challenges. These findings underscore the need for targeted interventions, particularly in rural areas, to enhance teachers' awareness and ensure the effective implementation of NEP 2020 across all educational settings.

Testing of Hypothesis

On the basis of the overall analysis and interpretation of awareness levels among male teachers in urban and rural areas of Betul tehsil, the stated hypothesis that there is no significant difference in their awareness towards the National Education Policy 2020 is not supported and is therefore rejected. The findings clearly indicate that teachers working in urban schools demonstrate a comparatively higher level of awareness and understanding of the policy than their counterparts in rural areas. This difference is evident in the consistency of responses, depth of conceptual clarity, and familiarity with various provisions of the policy among urban teachers. In contrast, rural teachers appear to have relatively lower exposure and limited access to policy-related training and professional development opportunities, which may have influenced their awareness levels. The observed variation reflects the broader educational disparities between urban and rural settings, including differences in infrastructure, access to information, institutional support, and opportunities for continuous learning. Consequently, the assumption of uniform awareness across geographical locations does not hold true in this context. The rejection of the hypothesis emphasizes the need for focused efforts to bridge this gap by strengthening awareness programs, organizing targeted workshops, and ensuring equitable dissemination of policy-related information, particularly in rural areas. Such measures are essential to promote a balanced and effective implementation of NEP 2020 across all regions.

Conclusion

The present study concludes that awareness of the National Education Policy 2020 among elementary school teachers is an essential prerequisite for its effective implementation, and this awareness is not uniformly distributed across different geographical contexts. The findings reveal that teachers in urban areas possess a relatively higher and more consistent level of awareness compared to those in rural areas. This suggests that urban teachers are better equipped in terms of understanding the key provisions, pedagogical reforms, and objectives of NEP 2020, possibly due to greater access to institutional support, training programs, and educational resources. The study also highlights that awareness among teachers is influenced by the availability of professional development opportunities and exposure to updated educational practices, which tend to be more accessible in urban settings. Furthermore, the study emphasizes that the gap in awareness between urban and rural teachers needs immediate attention to ensure equitable and effective implementation of NEP 2020. Rural teachers, despite being equally important stakeholders in the education system, may face challenges such as limited access to training, lack of timely information, and infrastructural constraints, which hinder their understanding of policy reforms. Therefore, it is imperative for educational authorities and policymakers to design and implement targeted awareness programs, workshops, and capacity-building initiatives specifically for rural educators. Strengthening communication channels, promoting continuous professional development, and ensuring resource accessibility can help bridge this gap and enable all teachers to actively contribute to the successful realization of NEP 2020 objectives across diverse educational settings.

Suggestions

1. **Organize Regular Orientation Programs:** Educational authorities should conduct regular orientation and training programs to enhance teachers' understanding of the National Education Policy 2020, especially focusing on its practical implementation in classroom teaching.
2. **Special Focus on Rural Teachers:** Targeted awareness campaigns and capacity-building workshops should be organized in rural areas to bridge the awareness gap between urban and rural teachers and ensure equal participation in policy implementation.

3. **Strengthening Professional Development:** Continuous professional development opportunities such as seminars, webinars, and refresher courses should be provided to teachers to keep them updated with the latest educational reforms and teaching methodologies.
4. **Use of Digital Platforms:** Digital tools and online platforms should be effectively utilized to disseminate information related to NEP 2020, making it accessible to teachers even in remote areas through mobile-based learning and e-resources.
5. **Institutional Support and Monitoring:** School management and educational institutions should actively support teachers by providing necessary resources, study materials, and monitoring mechanisms to ensure proper understanding and application of NEP guidelines.

References

1. Aggarwal, J. C. Principles, Methods and Techniques of Teaching. Vikas Publishing House, 2023, pp. 112–130.
2. Bansal, Rohit, and Meena Sharma. “Teacher Awareness and Implementation of NEP 2020 in Indian Schools.” *International Journal of Educational Research*, vol. 12, no. 2, 2024, pp. 45–58.
3. Chattopadhyay, Mahadeb, and Pallabi Banerjee. “Teachers’ Knowledge and Awareness towards NEP 2020.” *Journal of Educational Studies*, vol. 15, no. 1, 2024, pp. 78–92.
4. Government of India. National Education Policy 2020. Ministry of Education, 2020, pp. 1–66.
5. Gupta, Nisha, and Rakesh Kumar. “Comparative Study of Urban and Rural Teachers’ Awareness towards Educational Policies.” *Indian Journal of Teacher Education*, vol. 18, no. 1, 2023, pp. 101–115.
6. Heena, Parveen, et al. “NEP-2020 Awareness among Teachers: A Study of Knowledge, Perceptions and Challenges.” *International Journal of Research in Education*, vol. 14, no. 3, 2024, pp. 66–80.
7. Koul, Lokesh. *Methodology of Educational Research*. Vikas Publishing House, 2022, pp. 210–235.
8. MHRD. *Implementation of National Education Policy 2020: Guidelines for School Education*. Ministry of Human Resource Development, 2021, pp. 25–48.
9. NCERT. *Teachers’ Handbook on Experiential Learning*. National Council of Educational Research and Training, 2023, pp. 34–60.
10. Neelofar, and G. Suneetha Bai. “Awareness and Attitude of Teachers towards NEP 2020.” *Journal of Emerging Technologies and Innovative Research*, vol. 11, no. 6, 2024, pp. 120–128.
11. Sharma, S. R. *Educational Research and Statistics*. Surjeet Publications, 2022, pp. 156–178.