Case Study

Post-Intervention Awareness on India's National Education Policy 2020 Among Higher Education Teachers: A Case Study Among Some Teachers of HEIs

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Abstract: The National Education Policy (NEP) 2020 in India aimed at substantial educational reforms and the promotion of indigenous knowledge systems. This study focused on evaluating the post-intervention awareness of higher education institution teachers regarding the vision of NEP 2020. Three online sessions of 90 minutes each on 'Higher Education and NEP 2020' were conducted in January 2025 as an intervention. A questionnaire with 20 items was developed to gauge awareness, and a quasi-experimental design with a final sample size of 197 higher education teachers from different universities and colleges was employed. Data was found symmetrical. Data revealed majority of the teachers were having average awareness, while highly aware teachers are in lower proportion. Notably, the female teachers exhibited greater awareness than their male counterparts, suggesting a gender disparity. Additionally, the university teachers demonstrated higher awareness levels than the college teachers, with a statistically non-significant mean difference. These findings contribute valuable insights into the ongoing discourse on the implementation and impact of educational policies in India, highlighting a trend towards a new era of more informed and empowered female teachers in higher education.

Keywords: National Education Policy 2020; higher education institution; quasi-experimental design; awareness intervention

1. Introduction

India declared its National Education Policy 2020 (NEP 2020) with multidimensional reforms including appropriate highlight in indigenous knowledge systems. Earlier two policies on education came into force in 1968 and 1986 and were abbreviated as NPE (National Policy on Education) whereas National Education Policy 2020 stands for NEP 2020. This subtle difference in the sequencing of the letters eems to have a wider ideological connotation. Briefly, the focus is on the national education system embedded in Indian knowledge system (IKS) while giving due emphasis on the cutting-edge knowledge to face 21st century challenges. Earlier in the recent past, there were some attempts to redesign the curricula at the school level on the line of nationalist ideology. In 2018, the government followed a more valid and longtime strategy to come up with a policy that is not only rooted in the Indian Knowledge System but also has a wider public outlook and support. Hence, the Indian education system has witnessed a major milestone with the introduction, adoption, and implementation of the National Education Policy (NEP 2020) on 29th July 2020. The policy is also aligned with the international agenda and sustainable development goals (SDG 4) and envisions an education system by 2040 that is second to none [1].

Although the policy was launched amid the COVID-19 pandemic and consequent closure of educational institutions, there was an explosion of events on NEP 2020 which are still continuing. As a result, educational administrators at central universities, state universities, colleges, and directorates of higher education across the states started organizing workshops and special sessions to sensitize the stakeholders with the provisions and objectives of NEP 2020. Also, various teacher associations and nongovernmental organizations, in collaboration with Niti Ayog, started explaining the vision of NEP 2020 and suggesting strategies to implement the policy [2,3]. The policy is featured with inbuilt target years to achieve the stipulated goals. Several reforms have been proposed by the policy in the higher education sector, starting from restructuring the education pattern to reconstituting the regulatory bodies of higher education. Considering the extent of reforms and for smoother and uniform implementation, the awareness and positive attitude of functionaries are considered as pivotal to actualizing such fundamental structural and functional changes. Teachers must stay informed about the policy and its implications for all the stakeholders including for students [4,5]. Perhaps, with such realization, the pioneers of the policy triggered a kind of boom in the webinars, workshops, consultative meetings, and related online and offline activities on different aspects of NEP 2020 [6-8]. It is also noted that the majority of the participants were from the teaching fraternity, belonging to different central and state universities, colleges, and institutes across the country. Majority of such activities were formulated and organized with the support and coordination of central or state government agencies [6,8]. Such exercises were generating awareness and knowledge about NEP 2020 among the faculty members of higher education institutions (HEIs) in India [9].

Studies in recent past enquiring about the awareness of school teachers from different parts of the country about NEP 2020 have been summarized in Table 1.

Table 1. Summary of the studies on awareness on NEP 2020

Sl.	Highlight of the methods	Salient findings	Reference
1.	Survey in Kangra (HP) on 90 secondary school teachers	90% of teachers had an average level of awareness of NEP 2020 with no significant gender-wise difference, but private school teachers had higher awareness than government school teachers	[10]
2.	Survey on 120 secondary school teachers from Jodhpur	Level of awareness was moderate with age, gender, experience and qualification were significant predictor of awareness.	[11]
3.	Online survey on 120 college teachers and students of UG, PG and doctoral level. Not tied to any place, as data collected through online process.	Level of awareness was from low to moderate. Teachers had better awareness than students.	[12]
4.	Survey on 43 teacher educators in Tenkashi district. Sample selected using simple random sampling technique and percentage analysis was done.	81% of teacher educators had average level of awareness on NEP 2020. No other significant difference was found	[16]
5.	Survey with MCQ based scale on awareness was used on 50 school teachers from Jabalpur	Moderate awareness level was found with a gender based significant difference. Higher female awareness ratio was found.	[13]
6.	A quantitative survey on secondary school teachers from Telangana using awareness questionnaire.	Awareness level was found low to moderate. Though heard about NEP 2020, but components	[14]

Sl.	Highlight of the methods	Salient findings	Reference
		were not clear to them. Need for Professional development training was highlighted.	
7.	A survey based correlational study on teacher educators of multiple states was done using awareness scale.	Awareness levels were found moderate with significant positive relationship between awareness and perceived challenges.	[17]
8.	A questionnaire based descriptive survey on teachers' knowledge, challenges and perception on awareness of NEP 2020.	Significant proportion of teachers had foundational knowledge of policy. 52% of teachers were not aware about the role of NEP 2020 in higher education. Lack of confidence among teachers was also found in using new framework.	[15]
9.	A comparative study using self-constructed tool on 200 secondary school teachers (108 govt; 92 private)	Majority of teachers having average level of awareness where govt, teachers demonstrated higher level of awareness. Female teachers were found more aware.	[19]
10.	Effect of training on school teachers was studied using pre-test and post-test 2 group quasi experimental design with 100 teachers from Chandigarh. A 20-hour intervention was given.	Found significant improvement in the attitudes and instructional practices of the teachers in the experimental group after the training with medium size effects.	[22]

As seen in Table 1, majority of the teachers possessed moderate to low awareness about the NEP 2020 [10-12,13,14,15] with some exceptions where teachers possessed a high degree of awareness [18], however, the sample size was very small (N=26). All the studies were either on primary teachers or secondary school teachers. Some studies were conducted on teacher educators [16,17] where awareness was correlated with demographic variables and perceived challenges. No gender-wise significant relation was found [16], but significant relation with perceived challenges was found [17]. In both the studies 'level' of awareness was of moderate. Teaching experience, qualification, locality (urban/ rural) of school, stream of teaching were insignificant correlates of awareness level [10,16,14]. Government teachers were found more aware than private school teachers [11,19] with some exceptions [14]. Gender has come up with a significant determinant of awareness level in few cases where female or male teachers were found highly aware than their counterpart [12,20,19], but gender-based difference were found to be insignificant in almost all the studies [10, 20, 16,14]. Studies on mixed samples (samples from school education and higher education) revealed the majority of the teachers were having foundational knowledge of NEP 2020 [21, 12, 19]. However, the respondents were unaware about the role of NEP in higher education and teachers were expressing low confidence in implementing NEP in teaching.

1.1. Need of the Study

Participation of teachers in education reform including their significant role has been highlighted [23]. Appropriate awareness of teachers in key aspects of NEP2020 is expected to lead the desired reform. The current study is undertaken to understand the level of awareness among a group of teachers through a structured survey. The current study is limited among the teachers of higher education institutes (i.e., universities and colleges) because NEP studies concerning school education vis-à-vis gender, type of institutional management or locality are available as mentioned in Table 1.

2. Methods and Materials

2.1. Profile of the Teachers

It was a type of quasi-experimental design where the outcome of interest was measured only after exposing the group to a certain intervention. As per the features of the design, the group selected for the study was non-random and assigned by means of self-selection [21]. Though literature revealed that such approach might cause threat to internal as well as external validity and limit generalizability of the study. However, quasi-experimental design is used in medical sciences [24] and in some other related studies [22,25]. Further, there are evidences that non-randomization work if quick results are needed (rather randomization were not desirable) in situations where effect of programme or policies are involved [26] and produce almost same effect size as that of randomized study [21]. Considering the above, the methodology vis-à-vis outcomes of the current study is expected to be acceptable. A total of 273 teachers from HEIs got registered for the intervention (lecture series). Out of the registered candidates, a total of 243 teachers were present during the intervention and attended the pre-intervention awareness questionnaire. Finally, 197 teachers from HEIs responded to the post-intervention questionnaire. A detailed breakdown of the sample at the post-test is given in Table 2.

Table 2. Post-Intervention Sample Distribution

Institution	University	70 (35%)	Total
	College	127 (65%)	197
Gender	Male	123 (62%)	197
	Female	74 (38%)	

Further demography of the sample revealed that 65% were from colleges and 35% were from universities. Among the participants of the university, state university participants (50%) were the highest followed by central university (37%) and private university (13%). Again, among the college teachers, 45% were from autonomous colleges while the remaining were from affiliated colleges. Male teachers (62%) were more in number than female teachers.

2.2. Intervention

An online lecture series on 'Higher Education and NEP 2020' was conducted as an intervention of the study in January 2025. Altogether, three lectures were conducted in sequence on three areas of higher education, viz., (i) Restructuring higher education in NEP 2020, (ii) Purpose and scope of NEP 2020 with special reference to higher education and (iii) Strategic and budgetary aspects of NEP 2020.

2.3. Tool

An awareness questionnaire was developed to assess the awareness of the teachers from HEIs about the provisions on 'Higher Education in NEP 2020', which was administered through 'Google Form'. The first of the two sections of the questionnaire were for capturing the demographic information about the participants. The second section had twenty items with

two and a half (2.5) marks each that were designed to assess knowledge about NEP 2020. Only face validity and content validity were established for the tool. The awareness part of the tool consisted of 18 items on knowledge of provisions regarding higher education mentioned NEP 2020 document which were also in the line of lectures (intervention) to check awareness, while two items on the basis of lectures were to check their attentiveness towards intervention (item no. 22 and 29). It is to be noted that checking of attentiveness was not an aim of the tool. The tool was presented before 7 experts for their opinion about the content area covered in the items and requested to rate each and every item on its relevance in the test. The mean content validity index (CVI) value was found to be 0.88, which represents high relevance of the items. Later, the test was implemented on research scholars of universities and colleges (n=75) where the investigators were working to establish reliability. Cronbach's alpha was calculated for reliability and was found to be 0.69, which is slight below the accepted threshold. This might be due to test length (n=20) and small pilot sample size (N=75) for establishing internal consistency. The reliability thresholds are contextual rather absolute [27,28] and need to be interpreted in the light of the purpose of a particular study [25]. As the aim of the tool was to measure the change and the content validity was high (the tool is representative of the awareness domain), the reliability was considered to be acceptable for the present study. Though this might be considered as one of the limitations of the study because lower inter consistency might attenuate the magnitude of observed change. Further refinement of the instrument by increasing item number, dropping weak items and conducting factor analysis was suggested.

2.4. Process of Data Collection

Participants received a WhatsApp link to complete the pre-intervention awareness test one day prior to the intervention, along with a separate link to Google Meet for attending the lecture series. Registered participants were provided with a YouTube link (Live Steaming) and instructed to participate through either link due to participation restrictions. The Google Meet extension for Chrome facilitated the attendance tracking of participants in Google Meet. YouTube analytics was utilised to monitor unique viewers, thereby maintaining a record of participants who attended the lecture series. A link to a Google Form for the post-intervention awareness questionnaire was provided in the WhatsApp group, and all participants were instructed to complete the test within 24 hours. Responses were considered only from participants who attended the entire lecture series after the time limit was reached. Prior to data analysis, criteria were established to assess the level of awareness utilising the formula presented in Table 3.

Table 3. Norm Criteria for Awareness on NEP 2020

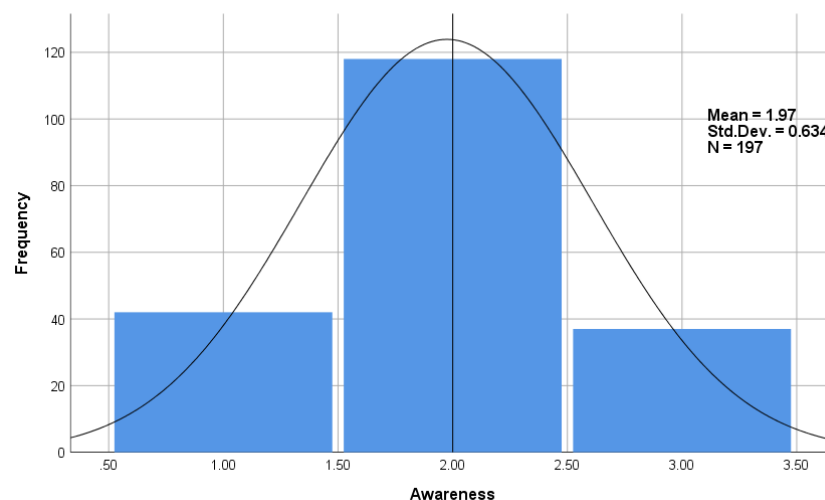| Formula	Value	Interpretation
Score >M+ S.D.	Above 37.97 (38 approx.)	High Awareness
Score Between M ±S.D.	Value <38 & >22	Average Awareness
Score < M – S.D.	Below 21.9 (22 Approx.)	Low Awareness

3. Results and Discussions

3.1. Post-Intervention Awareness among the Teachers of HEIs about the Provisions on Higher Education in NEP 2020

The mean awareness of the sample was found to be 29.97 with the median and the mode were 30. This clearly depicted the symmetry of the sample (Table 4). Table 4 also revealed that 21% of the teachers were low in awareness and almost 19% teachers were high in awareness about the different provisions in NEP 2020 on India's higher education. The distribution of high and low values was close (Figure 1).

Table 4. Statistics on Awareness of Teachers

Sample Statistics				
	Frequency	**Percent**	**Mean**	**29.97**
Low awareness	42	21.3	**Median**	**30.00**
Average awareness	118	59.9	**Std. Deviation**	**7.978**
High awareness	37	18.8	**Skewness**	**0.085**
			Kurtosis	**-0.537**
			Mode	**30.00**

Figure 1. Distribution of Awareness of Teachers on Provisions of NEP 2020.

3.2. Pre- and Post-Intervention Awareness among the Teachers of HEIs about the Provisions on Higher Education in NEP 2020

The mean pre-intervention awareness score was found to be 26.59. Table 5 shows that there was a mean difference of 3.38, which was found significant at the 0.05 level of significance ($p<0.05$). This showed that there was an effect of the intervention on the awareness of the teachers.

Table 5. Mean difference between pre and post intervention awareness score

Group	N	Mean	df	p-value
Pre-Intervention score	197	26.59	196	0.0245
Post-intervention score	197	29.97		

3.3. Level of Awareness among the Teachers of HEIs Based on Gender

It was found that the mean awareness score of male teachers was 29.8, which was marginally lower than the mean awareness score of female teachers (30.27; Table 6).

Table 6. Mean Comparison of Awareness on Provisions of NEP 2020

Type	Gender	N	Mean	df	p-value*
Overall	**Male**	123	29.8	195	0.688
	Female	74	30.27		
University	**Male**	45	29.33	121	0.631
College		78	30.06		
University	**Female**	25	32	72	0.177
College		49	29.39		

*significance level at 0.05

Analysis depicts that more than 50 percent male teachers were of average awareness level; while high awareness level male teachers were scarce (Table 7). The same pattern of awareness was seen in institutions. Both groups had almost the same proportion of teachers having a high level of awareness of NEP 2020 (Table 7). In the case of female teachers, it was revealed that 61 percent of female faculty members, irrespective of type of institution, had an average level of awareness of NEP 2020. An in-depth analysis within the group of female faculty members revealed that 16 percent of female teachers from universities and 23 percent of female teachers from colleges were having a low level of awareness; in case of high level of awareness, this pattern was opposite. (Table 6). Between the genders, mean comparison revealed that levels of awareness were not significant (p>0.05) at sample level and institution level (Table 6).

Table 7. Awareness of Teachers Institution and Gender-wise

Institution	Gender	Low Awareness	Average Awareness	High Awareness	Total	p-value
University	**Male**	13(29%)	23(51%)	9(20%)	45	**0.227**
	Female	4(16%)	15(60%)	6(24%)	25	
	Overall	17 (24.28%)	38 (54.28%)	15 (21.43%)		
College	**Male**	14(18%)	50(64%)	14(18%)	78	**0.21**
	Female	11(23%)	30(61%)	8(16%)	49	
	Overall	25 (19.69%)	80 (63%)	22 (17.32%)		
Overall	**Male**	27(22%)	73(59%)	23(19%)	123	
	Female	15(20%)	45(61%)	14(19%)	74	

3.4. Level of Awareness among the Teachers of HEIs with Reference to the Types of Institutions

In the universities, the female teachers were more aware (24%) in comparison to their male counterpart (20%) (Table 7). Detailed analysis of teachers from colleges revealed that between the gender, there was not much difference in proportion of high-level awareness group (18% male and 16% female).

Table 8. Teachers' Awareness on NEP 2020 - Institution wise – Mean Comparison

	N	Mean	S.D.	t	df	p-value *
University	70	30.290	8.801	0.406	195	0.685
College	127	29.8	7.551			
significance level at 0.05

It was found that intervention had a significant effect on the awareness level of teachers on issues of higher education in NEP 2020. Mean awareness score show that female faculty members were more aware than their male counterparts. This result contradicts the works of Sondhiya [13]; however, the mean difference between the teachers from university and college was very low, i.e., 0.49 resulting in a non-significant difference (p > 0.05) (Table 8).

Gender-wise mean awareness of faculty members were very close to each other, which depicts the homogeneity of the samples. This may also be because of the difference in their sample size, as there were 63.6 percent male and 36.4 percent female in the whole sample. The lower percentage of female teachers in the sample was also in confirmation with national-level data of female teachers in higher education (42.2%). In the year 2019, India was having 73 female teachers per 100 male teachers [29].

Before discussing the outcome of the study, the relevance of an awareness programme must be addressed. It is a fact that for successful implementation of any policy, awareness programmes bridge the implementation gap by generating an informed, committed targeted stakeholders [30-31] and also act as a frontline mechanism against the hinge on the behavioral response of the target population [32-33].

As per this study the positive effect of intervention on the awareness level of teachers from both type of institutions has come up as a primary outcome of the study. This outcome has been supported by two distinct quasi -experimental studies on instructional practices in inclusive schools based on effect of intervention among teachers [22] and effect of intervention on school teachers' readiness to NEP implementation [34]. Some other studies also support that intervention had a positive effect on increasing awareness about educational programmes [35], of policy responsiveness [36] and policy understanding and implementation [37].

University teachers were found to possess a high awareness level on NEP 2020 as compared to college teachers, though the difference stands non-significant. Therefore, it can be inferred that type of institution may not be a factor in creating awareness on NEP 2020. It is the novelty in the finding of this study. Studies reviewed earlier were not having the type of institution (college or university) as a point of comparison. Traditionally, the type of institution has been understood as the type of management, i.e., private or government, and plenty of research has been comparing on that point [20,31]. Comparison of college or university teachers has either been taken as a matter of common sense in Indian academia or an

ostentatious act of not revealing the difference, which may reveal the academic environment and multilayer academic inequalities. It can be observed through the activities on NEP 2020, which primarily were hosted on the university campus or on their platforms. It was also found that the difference between male and female teachers was not significant with regards to the institution.

Additional qualitative observations regarding key features of NEP 2020 were also recorded, specifically from the responses of the teachers, which somehow helped to infer more critically the awareness level of teachers about NEP 2020. Among the major outcomes of the study, it was found that only 35 percent of respondents were aware of the recommendation of a 4-year undergraduate program, and it would be given preference over a 3-year undergraduate course. Moreover, 95 percent of the faculty members were unaware of the uniqueness of NEP 2020 in proposing the introduction of different types of universities, like teaching universities and research universities. Remarkably, 94 percent of teachers had no idea about the provision of multiple entry and exit options at the undergraduate level of 'education' Such revelations do raise the doubt on futuristic implementation of initiatives in Indian higher education system as envisioned in the through NEP 2020. It is globally recognized that effectiveness of educational policy implementation depends highly on teachers meaning making and willingness [22,36]. Otherwise, the institutions which were proposed to be replacing substandard institutions gradually, those had turned substandard themselves [34-35].

7. Conclusion

This study has offered significant insights about faculty members' awareness of NEP 2020. Results showed that knowledge of NEP 2020's provisions for universities was unaffected by gender or institution type. These findings enhance the ongoing discourse regarding the execution and effects of educational reforms in India. The difference in awareness based on the gender of teachers signifies the emergence of a new era characterized by more informed and empowered female educators in higher education. The difference in the awareness of educators from universities and colleges serves as a valid indicator of the historical differences in various elements such as mandate, infrastructure, and access to information between these two types of institutions in India. NEP 2020 aims to eliminate this disparity by reorganizing higher education, including the abolition of the affiliation system and granting varying degrees of autonomy to colleges.

Initiatives like the One Nation One Subscription (ONOS) have already initiated the drive to reduce the gap among the universities and colleges; and central government and state government-run institutions with regard to access to quality academic literature, which in turn is expected to reduce the gap in quality of research and subsequently existing perception of hierarchal distinctness.

Moreover, this research having revealed the level of teachers' policy awareness and taking cognizance of the fact of their role in policy implementation vindicates the ongoing initiatives of teacher orientation. It provides an empirical support to the existing institutional restructuring for the Malaviya Mission Teacher Training Programme (MMTTP). Also, it enhances public perception and justifies the relevance of the NEP Orientation & Sensitization Programme frequently organized by more than a hundred Malaviya Mission Teacher Training Centers across the country.

Multidisciplinary Domains

This research covers the following domains: (a) Educational Studies, (b) Policy Implementation Analysis Research, and (c) Professional Development Studies

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Conflicts of Interest

The authors declare no conflict of interest.

Declaration on AI Usage

No AI tool has been used in any form to prepare the manuscript.

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