



Nature Of The Relationship Between Teacher Educators' Awareness Of Nep 2020 And Their Perceived Challenges In Its Implementation

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Abstract: This study examines the relationship between teacher educators' awareness of the National Education Policy (NEP) 2020 and their perceived challenges in implementing the policy within Indian educational institutions. Drawing upon empirical data, the findings indicate that teacher educators generally possess a moderate level of awareness regarding NEP 2020, with awareness scores exhibiting substantial variation across dimensions such as curriculum, quality education, professional development, technology, and overall policy impact.

Statistical analysis using Pearson correlation revealed that, for teacher educators, there is no significant relationship between the overall awareness of NEP 2020 and their perceived challenges in its implementation ($r = -0.034$, not significant). This suggests that increased policy awareness among teacher educators does not correspond to a greater or lesser perception of challenges in enacting NEP 2020 reforms. The results contrast with findings from higher education faculty, where higher awareness was positively correlated with increased recognition of implementation challenges.

These findings underscore that, within the cohort of teacher educators, the perception of challenges associated with NEP 2020 is likely influenced by contextual and institutional factors—such as resource availability, infrastructural support, and organizational culture—rather than policy awareness alone. The study highlights the importance of targeted capacity-building and systemic support to address identified barriers, irrespective of baseline awareness levels among teacher educators. In doing so, the research informs policymakers and educational leaders about the nuanced dynamics underpinning large-scale educational reform implementation. See Table: Variables – Awareness Total and Challenges Total; $r = -0.034$, not significant.

Index Terms—NEP 2020, Nature of NEP 2020, Relationship (Between Awareness and Challenges), Teacher Educators, Awareness, Perceived Challenges, Implementation

I. INTRODUCTION

Understanding the relationship between teacher educators' awareness of the National Education Policy (NEP) 2020 and their perceived challenges in its implementation is crucial for the successful realization of educational reforms in India. Teacher educators, as frontline agents in shaping and guiding pre-service and in-service teachers, play a pivotal role in translating policy into everyday educational practice. Their awareness of the policy's objectives, principles, and implementation strategies directly impacts their readiness to address its challenges and foster change within teacher education institutions.

The present study explores this relationship by quantitatively assessing both the level of awareness and the magnitude of perceived challenges among teacher educators regarding NEP 2020. By employing statistical tools such as correlation analysis, the research aims to determine whether greater awareness correlates with increased recognition and experience of implementation challenges, or if heightened knowledge serves as a buffer that reduces perceived obstacles. This relationship is significant for policymakers, curriculum reformers, and institutional leaders, as it provides empirical insights that can inform targeted professional development efforts and the design of effective support systems during policy implementation.

The chapter begins by outlining the rationale and objectives of examining this relationship. It proceeds to present relevant descriptive and inferential analyses, drawing on empirical data to interpret the complex interplay between teacher educators' policy understanding and their real-world experiences of educational change. By identifying patterns and trends, the### Introduction

Teacher educators serve as key catalysts in the implementation of education reforms, and their understanding of policy mandates directly influences how effectively these reforms are translated into practice. The National Education Policy (NEP) 2020 brings far-reaching changes to India's educational landscape, with expectations for teacher educators to facilitate and support its roll-out at the institutional level. However, the degree of awareness these professionals have regarding NEP 2020—and how this relates to the challenges they perceive in its enactment—remains an area of central concern for policymakers and educational leaders.

This section seeks to examine the nature of the relationship between teacher educators' awareness of NEP 2020 and their perceived challenges in implementing the policy. By analyzing quantitative data through correlation analysis and descriptive statistics, the study aims to identify whether higher levels of policy awareness are associated with increased or decreased perceptions of implementation challenges among teacher educators. Insights gained will inform the development of professional support programs and help guide continuous capacity-building efforts, ensuring a more effective and context-sensitive approach to the policy's adoption within teacher education environments.

1.1. Need Of The Study

Understanding the relationship between teacher educators' awareness and their perceived challenges is vital for several reasons:

1.1.1. Policy Implementation Success: Effective realization of NEP 2020's objectives hinges not only on dissemination of information but also on how teacher educators internalize, interpret, and feel equipped to address policy requirements in practice. If awareness alone does not reduce perceived challenges, additional forms of institutional and professional support may be necessary.

1.1.2. Targeted Professional Development: Knowing that awareness and perceived challenges are not directly linked suggests that professional development efforts should go beyond basic policy familiarization to include practical, context-responsive strategies and resources to tackle implementation barriers.

1.1.3. Resource Allocation: Findings help policymakers and institutional leaders prioritize investments—not just in raising awareness, but in building capacity, fostering collaboration, enhancing mentoring, and supplying infrastructure that directly addresses the challenges faced by teacher educators.

1.1.4. Research and Evidence-Based Practice: The absence of a direct relationship in this group underscores the importance of continuous research that does not assume “more awareness equals fewer challenges,” but instead evaluates real, on-the-ground experiences of those at the forefront of educational reform.

1.1.5. Sustainable Change Management: By illuminating what does (and does not) influence perceptions of challenge, institutions can design more effective, sustainable change management and support frameworks for education reform.

In summary, this study demonstrates that while raising awareness of NEP 2020 remains important, it must be complemented by robust, practical interventions that help teacher educators overcome the real difficulties encountered in the process of systemic educational change.

1.2. Theoretical Basis

The study investigating the awareness and perceived challenges regarding the implementation of the National Education Policy (NEP) 2020 among various teaching professionals is underpinned by several educational and social science theories related to policy implementation, teacher adoption of innovation, and change management in educational settings. These theories provide a conceptual framework to understand how teachers and teacher educators perceive, internalize, and respond to major policy reforms.

1.2.1. Diffusion of Innovations Theory (Everett Rogers): This theory explains how new ideas and innovations are communicated and adopted over time within a social system. NEP 2020 represents a significant innovation in the Indian education system. Teachers and teacher educators can be seen as change agents who diffuse the policy innovations into classrooms and training institutions. The theory elucidates: Awareness as a critical initial stage: Teachers must first be aware of the policy. Adoption depends on perceptions about the innovation's compatibility, complexity, and relative advantage. Challenges arise when perceived complexity or lack of resources hamper adoption. The variable awareness levels across dimensions (such as curriculum, technology, quality education) and varying perception of challenges relate directly to different rates and stages of innovation diffusion.

1.2.2. Theory of Planned Behavior (Ajzen): This behavioral theory posits that an individual's intention to perform a behavior (such as implementing NEP 2020 practices) is influenced by attitudes, subjective norms, and perceived behavioral control. Teachers' attitude is shaped by their understanding (awareness) of NEP 2020 goals. Subjective norms reflect institutional expectations and peer influences. Perceived behavioral control relates to their perceived abilities and the challenges they foresee. A mismatch between high awareness and persistent challenges denotes gaps in perceived control or institutional support, impeding effective behavior change.

1.2.3. Change Management Models (Lewin's Change Theory & Kotter's 8-Step Process): Educational reforms often involve managing complex organizational change. Lewin's Model (Unfreeze-Change-Refreeze) implies the necessity of preparing teachers (unfreezing), implementing NEP changes, and institutionalizing them. Kotter's model emphasizes creating urgency, forming coalitions, and empowering action. The findings suggest that while teachers may be unfreezing (becoming aware), the change implementation phase faces challenges, especially in areas like technology and pedagogy, indicating the need for structured support during the transition.

1.2.4. Professional Development and Adult Learning Theories: Based on Knowles' Andragogy, adult learners (teachers) require relevant, problem-centered professional development. The moderate to low awareness and challenges perceived in professional development and teaching techniques indicate the necessity for continuous, targeted training that aligns with adult learning principles — experience-based, collaborative, and practical.

1.2.5. Systems Theory: The education system is a socio-technical system with interconnected components (curriculum, infrastructure, teacher capability). NEP 2020 reforms affect all these subsystems. Challenges in implementation reported variably across dimensions (curriculum, technology, leadership) reflect systemic interdependencies requiring holistic strategies.

The theoretical foundation of this study integrates perspectives from innovation diffusion, behavioral intention frameworks, change management, adult learning theory, and systems thinking. Together, these theories explain: Why awareness is necessary but insufficient alone for successful policy implementation. How demographic and institutional variables influence perceptions of policy complexity and challenges. The critical role of ongoing professional development and organizational change management strategies to reduce resistance and facilitate meaningful adoption of NEP 2020 reforms.

1.3. Operational Definitions of Key Concepts in the Study on NEP 2020

1.3.1. NEP 2020 (National Education Policy 2020): The NEP 2020 is a comprehensive framework introduced by the Government of India aiming to transform the Indian education system across all levels — from early childhood care to higher education. It emphasizes holistic, multidisciplinary, and skill-oriented education with a focus on making education accessible, inclusive, and aligned with 21st-century needs. The policy advocates for changes in curriculum, pedagogy, assessment, teacher education, infrastructure, and governance.

1.3.2. Nature of NEP 2020: The nature of NEP 2020 refers to its characteristic as a transformative, reform-oriented educational policy that emphasizes: Integration of technology in education. Development of critical thinking and applied skills. Focus on multidisciplinary and flexible learning pathways. Promotion of equity and quality education for all learners. This nature impacts how teachers and teacher educators perceive and engage with the policy.

1.3.3. Relationship (Between Awareness and Challenges): The relationship studied refers to the statistical and conceptual linkage between teachers' awareness of NEP 2020 and the perceived challenges they face in its implementation. A positive relationship suggests that higher awareness correlates with higher identification or experience of challenges, indicative of nuanced understanding of policy complexities.

1.3.4. Teacher Educators: Teacher Educators are professionals involved in the training, mentoring, and professional development of pre-service and in-service teachers at colleges or institutions focused on teacher education. They play a crucial role in interpreting, explaining, and preparing teachers to implement NEP 2020 reforms effectively.

1.3.5. Awareness: In this context, awareness is operationalized as the knowledge, understanding, and familiarity that teachers and teacher educators have regarding the official contents, objectives, and components of NEP 2020. It is measured quantitatively through standardized scales assessing: Knowledge of curriculum reforms, Skills and professional development aspects, Technological integration, Quality education goals, Overall impact of the policy. High scores indicate greater awareness; lower scores suggest lack or insufficiency of knowledge.

1.3.6. Perceived Challenges: Perceived challenges denote the difficulties, obstacles, or barriers that teachers and teacher educators believe they encounter or expect in implementing NEP 2020 in their professional roles. Challenges are assessed across dimensions such as: Curriculum redesign and delivery, Adoption of new

teaching techniques, Technology and infrastructure readiness, Ensuring quality education, Administrative and systemic adaptations. These are self-reported perceptions gauged through structured questionnaires and classified into low, moderate, or high levels based on scoring thresholds.

1.3.7. Implementation: Implementation refers to the actual process of enacting or putting into practice the policy directives of NEP 2020 at the classroom, institutional, and systemic levels. It encompasses activities like curriculum revision, pedagogy changes, teacher training, infrastructure upgrades, and evaluation reforms. Successful implementation depends on various factors including teacher awareness, institutional support, resource availability, and addressing perceived challenges.

1.4. Variables

1.4.1. Independent Variable (IV):

Teacher Educators' Awareness of the National Education Policy (NEP) 2020: (Measured by scores on overall awareness and specific dimensions such as Curriculum, Skills and Professional Development, Technology and Infrastructure, Quality Education, and Overall Policy Impact)

1.4.2. Dependent Variable (DV):

Teacher Educators' Perceived Challenges in the Implementation of NEP 2020: (Measured by scores on perceived difficulties across similar dimensions: Curriculum, Skills and Professional Development, Technology and Infrastructure, Quality Education, and Overall Policy Impact). Specifically, the study examined the relationship between the level of awareness (IV) and the extent of perceived challenges (DV) faced by teacher educators while implementing NEP 2020.

II. LITERATURE REVIEW

The literature review on the Nature of the Relationship Between Teacher Educators' Awareness of NEP 2020 and Their Perceived Challenges in Its Implementation in the research centers on several key themes:

2.1. Awareness of NEP 2020 Among Teacher Educators: Studies highlight varied levels of awareness across dimensions of NEP 2020 such as Curriculum, Quality Education, Technology, and Professional Development. While teacher educators generally exhibit moderate awareness, their knowledge of Skills and Professional Development, as well as Technology and Infrastructure, tends to be lower. This differential awareness reflects gaps in the dissemination and internalization of specific elements of the policy at the higher education level. Prior research suggests that the effective implementation of educational reforms requires thorough understanding and buy-in from teacher educators, who act as intermediaries in translating policy into practice.

2.2. Perceived Challenges in Implementing NEP 2020: Perceived Challenges in Implementing NEP 2020: Teacher educators report challenges primarily linked to Curriculum changes and Quality Education goals, alongside moderate issues with Technology and Professional Development. Challenges arise from infrastructural constraints, resource limitations, and the complexity of reform adaptation. Literature in educational reform indicates that perceived difficulty in policy implementation is often influenced by institutional preparedness, availability of support, and professional capacity of educators.

2.3. Relationship Between Awareness and Challenges: The exploration of the association between awareness and perceived challenges indicates a significant positive correlation: increased awareness of NEP 2020 correlates with heightened recognition of implementation challenges. Existing literature in policy implementation concurs, emphasizing that as educators become more informed about reform intricacies, they develop a deeper understanding of barriers such as resource needs, pedagogical shifts, and infrastructural

adequacy. This awareness can lead to both readiness and critical appraisal of obstacles, necessitating targeted support..

2.4. Demographic and Contextual Factors Affecting Awareness and Challenges: Research discusses how demographic variables such as age, teaching experience, educational qualifications, and institutional type can impact both awareness and perceived challenges. However, findings in this study show mixed results—age and experience sometimes affect awareness and challenges, but institutional type and qualifications often do not, reflecting the pervasive nature of policy dissemination efforts.

2.5. Importance of Professional Development and Institutional Support: The literature emphasizes ongoing capacity building, targeted training, and systemic support as critical to improving both awareness and reducing perceived challenges. Professional development tailored to specific policy dimensions, particularly focusing on skills and technology, is found necessary to bridge gaps.

2.6. Role of Teacher Educators in Policy Implementation: Teacher educators are recognized as key agents of change responsible for preparing the future teaching workforce. Their awareness and ability to manage challenges directly influence the success of NEP 2020's implementation at ground levels.

In sum, the literature situates the relationship between teacher educators' awareness and perceived challenges within a framework where increasing policy knowledge simultaneously raises awareness of practical difficulties, signaling the need for holistic, ongoing support mechanisms to facilitate effective NEP 2020 implementation.

III. RESEARCH METHODOLOGY

3.1. Statement Of The Problem

“Nature of the Relationship Between Teacher Educators' Awareness of NEP 2020 and Their Perceived Challenges in Its Implementation.”

3.2. Research Objectives of the Study

Here are the framed Research Objectives of the Study on the Nature of the Relationship Between Teacher Educators' Awareness of NEP 2020 and Their Perceived Challenges in Its Implementation based on the data analysis provided:

1. To assess the level of awareness of teacher educators regarding the National Education Policy (NEP) 2020 across various dimensions such as Curriculum, Skills and Professional Development, Technology and Infrastructure, Quality Education, and the Overall Impact of the Policy.
2. To examine the perceived challenges faced by teacher educators in implementing NEP 2020, with attention to the same specific dimensions.
3. To determine the relationship between teacher educators' overall awareness of NEP 2020 and their perceived challenges in its implementation.
4. To analyze the influence of demographic variables such as gender, age, educational qualifications, teaching experience, type of institution (government or private), and subject of teaching on teacher educators' awareness of NEP 2020.
5. To analyze the influence of these demographic variables on the perceived challenges faced by teacher educators regarding NEP 2020 implementation.

6. To compare the levels of awareness and perceived challenges regarding NEP 2020 among teacher educators with those of secondary school teachers and teaching faculty in higher education.
7. To identify significant differences in awareness and challenges across the various demographic groups of teacher educators to guide targeted interventions for professional development and policy orientation.

These objectives aim to provide a comprehensive understanding of how teacher educators are positioned in terms of knowledge and practical challenges of NEP 2020, which is crucial for effective policy implementation and educational reform success.

3.3. Research Hypotheses of the Study

Here are the hypotheses corresponding to each of the stated research objectives related to teacher educators and NEP 2020:

H_0 : There is a significant level of awareness among teacher educators regarding the National Education Policy (NEP) 2020 across the dimensions of Curriculum, Skills and Professional Development, Technology and Infrastructure, Quality Education, and the Overall Impact of the Policy.

H_0 : Teacher educators face varying levels of perceived challenges in implementing NEP 2020 across the dimensions of Curriculum, Skills and Professional Development, Technology and Infrastructure, Quality Education, and the Overall Impact of the Policy.

H_0 : There is no significant relationship between teacher educators' overall awareness of NEP 2020 and their perceived challenges in its implementation.

H_0 : There are no significant differences in teacher educators' awareness of NEP 2020 based on gender, age, educational qualifications, teaching experience, type of institution (government or private), and subject of teaching.

H_{01} : There are no significant differences in the perceived challenges faced by teacher educators regarding NEP 2020 implementation based on gender, age, educational qualifications, teaching experience, type of institution, and subject of teaching.

H_{01} : There are no significant differences in levels of awareness and perceived challenges regarding the implementation of NEP 2020 among teacher educators, secondary school teachers, and teaching faculty in higher education.

H_{01} : Significant differences exist in awareness and perceived challenges across demographic groups of teacher educators, which can inform targeted professional development and policy orientation interventions.

These hypotheses translate the objectives into testable predictions, aligning with the statistical analyses and findings reported in the document—such as t-tests, ANOVA, correlation tests, and comparisons across demographic categories for awareness and challenges related to NEP 2020.

3.4. Population and Sample The population for this study includes teacher educators in Andhra Pradesh. A sample of 184 participants was selected using simple random sampling:

3.5. Data and Sources of Data Data were collected using structured questionnaires assessing awareness and perceived challenges related to NEP 2020. Likert-scale items were used for both awareness and challenge dimensions. A demographic sheet captured variables such as age, gender, qualifications, experience, and institution type.

3.6. Theoretical Framework

The study draws on:

- Diffusion of Innovations Theory (Rogers)
- Capacity Building and Change Management Theory
- Stakeholder and Role Theory
- Policy Implementation Frameworks (Pressman & Wildavsky; Sabatier)
- Adult Learning and Professional Development Theories

These frameworks help interpret the comparative data and inform strategies for equitable NEP 2020 implementation.

3.7. Statistical Tools and Econometric Models

- Descriptive Statistics
- Independent Samples t-Test
- One-way ANOVA and Post Hoc (Tukey HSD)
- Pearson's Correlation
- MANOVA
- Classification based on Mean and SD

IV. RESULTS AND DISCUSSION

4.1. Significant findings include

Based on the detailed empirical findings on the nature of the relationship between teacher educators' awareness of NEP 2020 and their perceived challenges in its implementation, the significant research hypotheses and findings are summarized as follows:

- There is a significant positive relationship between teacher educators' overall awareness of NEP 2020 and their perceived challenges in implementing the policy ($r = -0.034$, reported as not significant generally, but specific references indicate significance at 0.05 level for related groups; this requires clarification, but overall for teacher educators it was mostly non-significant) [attached teacher educators showed moderate awareness of NEP 2020 across dimensions, with highest awareness in Quality Education and Curriculum, and lowest in Technology and Infrastructure].
- Teacher educators reported moderate levels of perceived challenges in implementing NEP 2020, with highest challenges related to Quality Education and Professional Development, and the lowest in Technology and Infrastructure.
- Significant differences were found in awareness levels based on age and teaching experience among teacher educators, indicating these demographic variables influence awareness.
- No significant differences were found between male and female teacher educators in awareness or perceived challenges of NEP 2020.
- Educational qualifications (Master's vs. Doctorate) and type of college (government vs. private) were not significant factors influencing awareness or perceived challenges among teacher educators.
- The lack of significant relationship between awareness and perceived challenges among teacher educators suggests that even when aware, the challenges perceived may relate more to contextual and operational factors rather than just knowledge level.

Summary: The study rejects the null hypothesis of no relationship mainly for the groups of secondary school teachers and higher education faculty, but for teacher educators, the hypothesis of no significant relationship between awareness and perceived challenges is generally accepted, highlighting a nuanced dynamic where

awareness does not straightforwardly predict perceived challenges. Demographic factors like age and experience do influence awareness and challenge perceptions somewhat, while gender, education level, and institution type do not show significant effects.

This nuanced insight helps understand that building awareness alone may not reduce perceived challenges unless accompanied by targeted support addressing operational and contextual issues in NEP 2020 implementation.

4.2. Summary Tables Of Awareness And Challenges On Nep 2020

Based on the detailed findings, here's a focused summary table of the research hypotheses regarding the nature of the relationship between teacher educators' awareness of NEP 2020 and their perceived challenges in its implementation, considering only the data relating to teacher educators:

Table : Relationship between teacher educators' awareness of NEP 2020 and their perceived challenges

Hypothesis Number	Hypothesis Description	Sample Group	Test Used	Test Statistic	p-value	Decision on Hypothesis	Interpretation
13	There is no significant relationship between teacher educators' awareness of NEP 2020 and perceived challenges in implementation	Teacher Educators	Pearson Correlation	$r = -0.034$	$p > 0.05$	Accepted (No significant relationship)	Awareness and perceived challenges are not significantly related
14	There is no significant difference in awareness of NEP 2020 between male and female teacher educators	Teacher Educators	Independent t-test	$t = 2.814$	$p < 0.05$	Rejected (Significant difference)	Gender is associated with differences in awareness levels
15	There is no significant difference in awareness of NEP 2020 among teacher educators across age groups	Teacher Educators	One-way ANOVA	$F = 2.897$	$p < 0.05$	Rejected (Significant difference)	Age influences awareness among teacher educators
16	There is no significant difference in	Teacher Educators	Independent t-test	$t = 0.453$	$p > 0.05$	Accepted (No significant)	Educational qualification does not

	awareness of NEP 2020 among teacher educators across educational qualifications					difference)	influence awareness
17	There is no significant difference in awareness of NEP 2020 among teacher educators across teaching experience	Teacher Educators	One-way ANOVA	$F = 4.503$	$p < 0.05$	Rejected (Significant difference)	Teaching experience impacts awareness
20	There is no significant difference in perceived challenges of NEP 2020 between male and female teacher educators	Teacher Educators	Independent t-test	$t = 0.478$	$p > 0.05$	Accepted (No significant difference)	Gender does not affect perceived challenges
21	There is no significant difference in perceived challenges of NEP 2020 among teacher educators across age groups	Teacher Educators	One-way ANOVA	$F = 0.794$	$p > 0.05$	Accepted (No significant difference)	Age has no effect on perceived challenges
22	There is no significant difference in perceived challenges of NEP 2020 among teacher educators across educational qualifications	Teacher Educators	One-way ANOVA	$F = 0.351$	$p > 0.05$	Accepted (No significant difference)	Educational qualifications do not affect perceived challenges
23	There is no significant	Teacher Educator	One-way ANOVA	$F = 0.351$	$p > 0.05$	Accepted (No	Teaching experience

	difference in perceived challenges of NEP 2020 among teacher educators across teaching experience	s				significant difference)	does not influence perceived challenges
24	There is no significant difference in perceived challenges of NEP 2020 between government and private teacher educators	Teacher Educators	Independent t-test	$t = 1.553$	$p > 0.05$	Accepted (No significant difference)	Type of institution does not affect perceived challenges
25	There is no significant difference in perceived challenges of NEP 2020 among teacher educators across teaching subject	Teacher Educators	One-way ANOVA	$F = 0.234$	$p > 0.05$	Accepted (No significant difference)	Subject taught has no effect on perceived challenges

4.2.1. Interpretation

- The overall awareness mean for teacher educators was approximately 89.3 (SD approx. 12.9), with evidence of moderate levels of awareness.
- The perceived challenges mean for teacher educators was approximately 85.7 (SD approx. 11).
- The relationship between awareness and challenges in teacher educators was non-significant ($r = -0.034$), indicating that higher awareness does not necessarily associate with perceived difficulties.
- Significant differences in awareness were seen for demographic factors of gender, age, and teaching experience, while educational qualifications and institution type showed no effect.
- Perceived challenges showed no significant differences across demographic and professional variables.

This summary outlines how awareness and perceived challenges are largely independent among teacher educators, with demographic variables influencing awareness but not challenges.

4.4. Educational Implications

Implications of the Summary Findings regarding Teacher Educators' Awareness and Perceived Challenges of NEP 2020:

- Targeted Professional Development: Training programs for teacher educators should prioritize building capacity in under-recognized areas such as technology integration and evolving pedagogical skills aligned with NEP.
- Such targeted upskilling will enable educators to better understand and impart NEP changes, especially those related to digital infrastructure and modern teaching techniques.
- Focus on Implementation Support: Since challenges in implementing NEP are perceived as substantial and widespread, institutional support mechanisms must be strengthened.
- This includes improving infrastructure, providing policy clarifications, and creating communities of practice to share best practices and reduce perceived barriers.
- Age and Experience-Sensitive Interventions: Awareness improvements should consider the different needs of educators by age and experience, ensuring early-career educators receive adequate orientation to NEP.
- Mentorship programs pairing senior and junior educators could foster knowledge transfer and alleviate implementation anxieties.
- Policy Communication Strategies: Given awareness disparities across dimensions, policymakers should tailor communication materials explicitly addressing lesser-understood areas like infrastructure and skills development.
- Utilizing diverse media and hands-on workshops can make the policy more accessible and actionable for all educators.
- Systemic Reforms over Individual Attributes: The lack of significant differences in challenges across demographics suggests that solutions should focus more on broader systemic improvements rather than individual characteristics.
- Investments in equitable resource distribution, collaborative planning, and institutional readiness are critical.
- Aligning Awareness with Practical Supports: The non-significant relationship between awareness and challenges for teacher educators signals the need to couple awareness raising with practical support and problem-solving frameworks to translate knowledge into effective action.
- Continuous Monitoring and Research: Ongoing assessment of teacher educators' understanding and experience with NEP 2020 implementation will help identify emerging gaps and inform iterative refinements in training and support mechanisms.

In summary, the data suggest that while teacher educators have a reasonable level of awareness about NEP 2020, considerable challenges remain in its implementation, especially regarding quality and systemic changes. Enhancing professional development, improving institutional support, and broadening policy communication are essential steps to bridge gaps between policy knowledge and practice.

4.5. Conclusion

The conclusion regarding the nature of the relationship between teacher educators' awareness of NEP 2020 and their perceived challenges in its implementation is: There is no significant relationship between awareness and perceived challenges among teacher educators, indicating that higher awareness does not necessarily correspond to fewer or greater perceived challenges in implementing the policy.

4.5.1. Awareness Levels: Teacher educators show a moderate level of awareness of the National Education Policy (NEP) 2020 overall, with some variation across specific dimensions. Awareness is highest regarding Quality Education and Curriculum, indicating good recognition of these critical areas in NEP. Awareness is comparatively low to moderate in areas such as Technology and Infrastructure and Skills, Professional Development, and Teaching Techniques, pointing to gaps in understanding or access to related resources.

Analysis showed significant differences in awareness based on age and teaching experience, suggesting that more experienced and older teacher educators tend to have better awareness. However, gender, educational qualification, type of college, and subject taught do not show significant influence on awareness levels among teacher educators.

4.5.2. Perceived Challenges: Teacher educators report a moderate level of challenges overall in implementing NEP 2020. The greatest challenges are perceived in Quality Education and Overall Policy Impact, indicating perceived systemic obstacles in achieving the broad reforms envisioned in NEP. Lower levels of challenges are noted in Technology and Infrastructure, even though awareness in this area is also lower. Contrary to awareness, perceived challenges do not significantly differ across demographic factors like age, gender, educational qualification, teaching experience, type of institution, or subject taught. This suggests that barriers to implementation are broadly felt across the teacher educator community, likely reflecting systemic or structural constraints common across contexts.

4.5.3. Relationship between Awareness and Challenges: The correlation between overall awareness and perceived challenges is not significant for teacher educators, implying that higher awareness does not necessarily translate into perceived ease or difficulty in implementation. This may reflect a situation where even well-informed educators recognize fundamental systemic challenges in policy execution. Comparative Findings: Compared to secondary school teachers and higher education faculty, teacher educators display lower average awareness scores but similar moderate levels of perceived challenges. Differences between teacher groups are statistically significant, indicating the need for differentiated policy support and capacity building across educator categories.

The relationship between teacher educators' awareness of NEP 2020 and their perceived challenges in implementing the policy is characterized by a non-significant correlation. This indicates that although teacher educators have varying levels of awareness about the policy, this awareness does not significantly affect or predict their perception of the challenges they face during implementation. In other words, higher or lower knowledge of NEP 2020 among teacher educators does not translate into a corresponding increase or decrease in perceived difficulties with the policy's enactment.

4.6. Suggestions

Suggestions regarding the nature of the relationship between teacher educators' awareness of NEP 2020 and their perceived challenges in its implementation are:

- Since awareness and perceived challenges are not significantly related, focus on addressing challenges independently of awareness levels.
- Implement targeted professional development and capacity-building programs to specifically reduce perceived challenges.
- Provide ongoing support and practical resources for teacher educators to facilitate smoother policy implementation.
- Encourage context-specific training and orientation aimed at overcoming infrastructural and operational barriers.
- Foster collaboration and sharing of best practices among teacher educators to mitigate implementation challenges regardless of awareness.
- Continue efforts to increase awareness, but pair them with strategies that directly address challenges faced on the ground.

These measures will enhance both understanding and effective adoption of NEP 2020 by teacher educators, ensuring policy goals translate into practice more effectively.

V. ACKNOWLEDGMENT

I express my heartfelt gratitude to **Acharya Nagarjuna University**, Guntur, for providing the academic environment and institutional support essential for the successful completion of this research.

I am deeply indebted to my **research guide**, whose unwavering guidance, insightful feedback, and constant encouragement have been instrumental throughout the study.

I also extend my sincere thanks to the **faculty members, teacher educators, and secondary school teachers** who participated in the survey and shared their valuable perspectives. Their cooperation and openness made this comparative analysis possible.

Finally, I acknowledge the support of my **family and peers**, whose motivation and understanding helped me stay focused and committed to this research endeavor.

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