



# COMPARATIVE ANALYSIS OF AWARENESS AND PERCEIVED CHALLENGES ACROSS TEACHING LEVELS REGARDING THE NATIONAL EDUCATION POLICY (NEP) 2020

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**Abstract:** This study presents a comprehensive comparative analysis of awareness and perceived challenges regarding the National Education Policy (NEP) 2020 among secondary school teachers, teacher educators, and teaching faculty in higher education. Employing quantitative methods—including descriptive statistics, t-tests, ANOVA, post hoc comparisons, and correlation analysis—the research reveals significant disparities across teaching levels. Secondary school teachers displayed the highest mean awareness ( $M=101.4$ ), followed by teacher educators ( $M=89.3$ ) and higher education faculty ( $M=85.4$ ). However, perceived challenges were most pronounced among higher education faculty ( $M=90.8$ ), with moderate levels among the other groups. Differences in awareness and challenges were further analyzed across key dimensions such as curriculum, professional development, technology, and quality education. Demographic factors—age, experience, and institutional type—emerged as significant influencers in certain groups, while gender and educational qualification generally showed no significant effect. A notable finding is the positive correlation between higher policy awareness and greater recognition of implementation challenges. The results underscore the necessity for targeted professional development, inclusive training programs, and differentiated policy support mechanisms to bridge gaps in awareness and address group-specific obstacles.

**Index Terms**—NEP 2020, Comparative Analysis, Teacher Education, Awareness, Perceived Challenges, Teaching Levels

## I. INTRODUCTION

Comparative analysis of awareness and perceived challenges regarding the NEP 2020 across different teaching levels provides crucial insights into how secondary school teachers, teacher educators, and higher education faculty understand, engage with, and respond to this policy reform. By examining both awareness and challenges among these groups, this analysis highlights variations and commonalities shaped by role, institutional context, and professional experience.

Such a comparative approach is vital for identifying strengths and gaps in policy dissemination, professional development, and implementation capacity at each educational tier. Ultimately, understanding these differences

enables policymakers and administrators to design targeted interventions—ensuring effective policy adoption, reducing disparities, and strengthening India's education system transformation as envisaged by NEP 2020.

### 1.1. Need Of The Study

The study addresses the critical need to understand the level of awareness and perceived challenges regarding the implementation of the National Education Policy (NEP) 2020 among various stakeholders in the education sector. Overall, the study is needed to ensure that the ambitious goals of NEP 2020 are met by empowering educators with the right knowledge, skills, and resources and by addressing the contextual challenges they encounter at grassroots and institutional levels. This foundation is vital for fostering an inclusive, quality-driven, and forward-looking education system in India. Understanding the differences enables policymakers and administrators to design targeted interventions—ensuring effective policy adoption, reducing disparities, and strengthening India's education system transformation as envisaged by NEP 2020.

### 1.2. Theoretical Basis

The theoretical basis for analyzing the comparative awareness and perceived challenges of the National Education Policy (NEP) 2020 among different categories of educators—secondary school teachers, teacher educators, and higher education faculty—rests on several educational and policy implementation theories:

**1.2.1. Diffusion of Innovations Theory (Everett Rogers):** This theory explains how new ideas, practices, or policies spread within a social system. It suggests that awareness is a crucial initial stage that leads to adoption and implementation. The differences in awareness and perceived challenges among educators reflect variable rates of diffusion influenced by institutional support, professional development, and access to resources.

**1.2.2. Capacity Building and Change Management Theory:** Successful policy implementation requires strengthening individual and institutional capacities. Awareness and understanding of policy content form the foundation for capacity building. Perceived challenges indicate areas where capacity is lacking, highlighting the need for targeted support, training, and resource allocation to facilitate effective change.

**1.2.3. Stakeholder Theory and Role Theory:** Educators occupy different roles within the education system, influencing their engagement with and perceptions of policy reforms. Teachers in schools, teacher educators, and higher education faculty interact differently with the NEP 2020's dimensions. Differences in awareness and challenges align with their professional roles, responsibilities, and institutional contexts.

**1.2.4. Policy Implementation Frameworks (Pressman & Wildavsky; Sabatier):** These frameworks emphasize the complexity of translating policy into practice. They underscore the importance of actors' knowledge, motivation, and resources. Variations in awareness and challenges among educators highlight contextual factors and institutional environments that affect policy enactment.

**1.2.5. Adult Learning and Professional Development Theories:** The process of learning and internalizing new policies among educators is influenced by principles of adult learning, emphasizing relevance, experience, and practical application. Differential awareness and challenges suggest disparities in access to effective professional learning opportunities.

Together, these theoretical perspectives provide a comprehensive lens to interpret the comparative data on awareness and perceived challenges across education levels, informing strategies for equitable and effective NEP 2020 implementation.

### 1.3. Operational Definitions Of The Concepts Used

**1.3.1. NEP 2020 (National Education Policy 2020):** A comprehensive policy reform introduced by the Government of India aiming to overhaul the education system by emphasizing holistic development, innovative pedagogy, multidisciplinary approaches, and technology integration across school and higher education levels.

**1.3.2. Comparative Analysis:** A systematic examination and statistical comparison of the levels of awareness and perceived challenges related to NEP 2020 among different categories of educators, namely secondary school teachers, teacher educators, and teaching faculty in higher education.

**1.3.3. Teacher Education:** The professional preparation and continuous development of educators, including both pre-service training and in-service professional development programs, enabling teachers and teacher educators to effectively understand, internalize, and implement educational policies like NEP 2020.

**1.3.4. Awareness:** The degree to which teachers, teacher educators, and teaching faculty possess knowledge and understanding of the provisions, objectives, components, and expected outcomes of NEP 2020, measured through standardized scores across specific policy dimensions. **Perceived Challenges:** The subjective evaluation by educators of the difficulties, obstacles, and barriers faced during the process of implementing NEP 2020 in their respective educational contexts, spanning areas such as curriculum changes, professional development, technology usage, quality assurance, and overall policy impact.

**1.3.5. Across Teaching Levels:** The consideration and comparison of these variables (awareness and perceived challenges) across distinct educational strata: namely secondary school level, teacher education institutions, and higher education (college and university faculties).

### 1.4. Variables

**1.4.1. Independent Variable (IV):** Awareness of the National Education Policy (NEP) 2020.

This is measured across the various educational levels—secondary school teachers, teacher educators, and teaching faculty in higher education—and across different dimensions (Curriculum, Skills and Professional Development, Technology and Infrastructure, Quality Education, Overall Impact).

**1.4.2. Dependent Variable (DV):** Perceived Challenges in the implementation of NEP 2020.

These challenges are evaluated based on educators' perceptions in terms of difficulties across the same dimensions as awareness (Curriculum, Skills and Professional Development, Technology and Infrastructure, Quality Education, Overall Impact) and their impact on the implementation process in respective educational settings.

Thus, the research primarily investigates how the level of awareness (IV) about NEP 2020 influences or relates to the perceived challenges (DV) faced by educators at different teaching levels.

## II. LITERATURE REVIEW

Literature Review on Awareness and Perceived Challenges of NEP 2020 among Educators: The National Education Policy (NEP) 2020 represents a significant and comprehensive reform aiming for a transformational shift in the Indian education system. Its successful implementation critically depends on how well key stakeholders—including secondary school teachers, teacher educators, and higher education faculty—understand and perceive the policy and its operational challenges.

## 2.1. Awareness of NEP 2020

Several studies emphasize that teacher awareness is a foundational prerequisite for effective policy adoption. Research indicates that while many educators have a moderate level of awareness about the NEP 2020, gaps persist, especially in specific domains such as skills development, professional training, and technological integration.

The Curriculum and Quality Education components consistently exhibit higher awareness levels among teachers, signifying better familiarity with the immediate pedagogical changes proposed by NEP 2020.

Conversely, domains such as Skills, Professional Development, and Teaching Techniques and Technology and Infrastructure have lower awareness, reflecting the challenges related to digital divides and the need for continuous capacity-building programs (Karra, 2024; Varthana, 2025).

Studies like Nawajish Ali & Shafeeq (2024) and Shobha (2022) highlight disparities in awareness between government and private school teachers, yet such gaps are often mitigated by inclusive state-led training initiatives.

Concerning demographic variables, the reviewed data reveal:

- Gender does not show significant differences in awareness levels.
- Age and teaching experience generally have no statistically significant influence on awareness among secondary teachers, suggesting that systemic dissemination ensures equitable information access.
- However, in the case of teacher educators and higher education faculty, age and experience influence awareness levels, with senior and more experienced faculty exhibiting higher knowledge of NEP 2020 (Patel & Sharma, 2021; Khan & Verma, 2020).
- Educational qualifications do not significantly affect the awareness, highlighting the role of institutional training over formal degrees.

## 2.2. Perceived Challenges in Implementing NEP 2020

- Educators across the levels report encountering moderate to high degrees of challenges in implementing the NEP 2020 provisions.
- Curriculum-related changes emerge as the most significant area of concern, requiring major adjustments in pedagogical approaches.
- Challenges related to Quality Education and Professional Development also register relatively high, underlying the need for intensified training and support mechanisms.
- Although Technology and Infrastructure pose concerns, infrastructural deficits and resource disparities remain persistent barriers, particularly in rural or under-resourced schools (Bakshi & Kumar, 2023; Kumar & Sharma, 2021).
- Private school teachers tend to perceive higher levels of challenges, possibly due to greater accountability pressures and resource management complexities (Sharma & Patel, 2021).

## 2.3. Demographically

- Gender differences in perceived challenges are minimal.
- Age groups show significant differences, with younger teachers (25-34 years) indicating higher perceived challenges compared to older teachers, potentially due to differing adaptability and experience in managing reform pressures.
- Teaching experience similarly impacts challenge perception, with early-career teachers facing distinct adaptation hurdles.
- Teaching subject does not significantly influence perceived challenges, indicating systemic issues transcend disciplinary boundaries.

## 2.4. Interrelation of Awareness and Challenges

A positive correlation between awareness of NEP 2020 and perceived challenges is confirmed, which is consistent with literature indicating that increased understanding also exposes educators to the complexities and practical difficulties of policy enactment (Eyal & Roth, 2011; Fullan, 2007). This awareness-challenges nexus underscores the need for nuanced capacity-building programs that not only impart knowledge but also address practical barriers to implementation.

## 2.5. Comparative Analyses

Comparative data demonstrates significant differences in awareness and challenge perceptions across secondary school teachers, teacher educators, and higher education faculty. Secondary teachers show higher awareness but moderate challenges; teacher educators show moderate awareness and somewhat lower perceived challenges; higher education faculty report lower awareness yet higher challenges, indicating variances aligned with role expectations and institutional contexts.

The literature thus highlights critical areas for policy makers and institutional leaders: the necessity to strengthen professional development, address infrastructural gaps, ensure equitable dissemination across age and experience cohorts, and customize support for diverse educational environments and roles. Continued, targeted interventions are recommended to bridge existing awareness gaps and mitigate challenges, enabling the NEP 2020's holistic vision to materialize effectively on the ground.

## III. RESEARCH METHODOLOGY

### 3.1. Statement Of The Problem

“Comparative Analysis Of Awareness And Perceived Challenges Across Teaching Levels Regarding The National Education Policy (Nep) 2020.”

### 3.2. Research Objectives Of The Study

1. To compare the overall awareness of NEP 2020 among secondary school teachers, teacher educators, and teaching faculty in higher education.
2. To examine differences in the perceived challenges related to NEP 2020 implementation among secondary school teachers, teacher educators, and higher education faculty.
3. To analyze the variation in awareness of NEP 2020 dimensions (e.g., curriculum, professional development, technology, quality, policy impact) across different teaching levels.
4. To identify whether demographic factors (gender, age, qualification, experience, institution type, subject) moderate the relationship between teaching level and NEP 2020 awareness/challenges.
5. To explore the correlation between overall awareness of NEP 2020 and perceived challenges within and across different teaching levels.

### 3.3. Research Hypotheses Of The Study

H<sub>01</sub>: There is no significant difference in the overall awareness of NEP 2020 among secondary school teachers, teacher educators, and teaching faculty in higher education.

H<sub>02</sub>: There is no significant difference in the perceived challenges associated with NEP 2020 implementation among secondary school teachers, teacher educators, and teaching faculty in higher education.

H<sub>03</sub>: There is no significant difference in the awareness scores on specific NEP 2020 dimensions (curriculum, professional development, technology, quality, policy impact) between the three teaching levels.

H<sub>04</sub>: Demographic variables (gender, age, qualification, teaching experience, institution type, subject taught) do not have a moderating effect on the difference in awareness and perceived challenges across teaching levels.

H<sub>05</sub>: There is no significant relationship between the overall awareness of NEP 2020 and perceived challenges in its implementation within and across different teaching levels.

**3.4. Population and Sample** The population for this study includes secondary school teachers, teacher educators, and higher education faculty in Andhra Pradesh. A sample of 514 participants was selected using simple random sampling:

- Secondary School Teachers: N = 212
- Teacher Educators: N = 184
- Higher Education Faculty: N = 118

**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**

- Secondary school teachers had highest awareness (M=101), moderate challenges (M=86.5)
- Teacher educators showed moderate awareness (M=89.3) and challenges (M=85.6)
- Higher education faculty had lowest awareness (M=85.3) and highest challenges (M=90.8)
- Awareness highest in Curriculum and Quality Education; lowest in Technology and Skills
- Positive correlation between awareness and perceived challenges
- Age and institution type influenced awareness; gender and qualification did not

The data analysis for the study on the National Education Policy (NEP) 2020 implementation involved:

- Descriptive statistics to assess overall awareness and perceived challenges among teachers, teacher educators, and higher education faculty.
- Classification of respondents into low, moderate, and high categories based on mean and standard deviation scores.
- Inferential statistics including: Independent samples t-tests to evaluate differences in awareness and challenges by gender, institutional type (government/private), and educational qualifications.
- One-way ANOVA tests to examine differences in awareness and challenges across age groups, teaching experience, and subjects taught.
- Post hoc analyses (Tukey HSD) for specific group comparisons following significant ANOVA results.
- Correlation analysis to explore relationships between awareness levels and perceived challenges.
- Multivariate analysis (MANOVA) to compare awareness and challenges across the three categories of educational professionals.
- Key findings were drawn by interpreting mean scores, statistical significance (p-values), and effect sizes (e.g., eta squared), providing insight into various demographic and professional factors influencing awareness and challenges related to NEP 2020.

This comprehensive approach facilitated a nuanced understanding of perceptions and readiness for NEP 2020 implementation among diverse educational stakeholders.

## 4.2. Summary Tables Of Awareness And Challenges On Nep 2020

Table 1: Awareness and Challenges of NEP 2020 summarizing the key findings from the data on awareness and perceived challenges among different categories of educational professionals regarding the National Education Policy (NEP) 2020

Category	Variable	Sample Size (N)	Mean Score	Standard Deviation (SD)	Description
Secondary School Teachers	Awareness	212	101	11	Mean awareness high overall
Secondary School Teachers	Challenges	212	86.53	9.41	Moderate challenges
Teacher Educators	Awareness	184	89.3	12.9	Moderate awareness
Teacher Educators	Challenges	184	85.65	11	Moderate challenges
Teaching Faculty (Higher Ed)	Awareness	118	85.35	18.7	Lower awareness levels
Teaching Faculty (Higher Ed)	Challenges	118	90.84	14	Higher challenges

### 4.2.1. Interpretation

- Among secondary school teachers, awareness levels differed by dimension, with highest awareness in Curriculum and Quality Education, but lowest in Technology and Professional Skills.

- Perceived challenges for secondary school teachers were highest for Technology Infrastructure and Curriculum changes.
- Gender, age, educational qualifications showed no significant effect on awareness or challenges for secondary school teachers except age had significant effect on challenges reported.
- For teacher educators, awareness was moderate; no major impact from educational qualifications but age and teaching experience influenced awareness.
- Teaching faculty in higher education showed lower awareness but moderate to high perceived challenges, with significant difference in awareness by age and type of college (government higher than private).
- Positive correlation found between awareness and perceived challenges among faculties.

This summary table captures the core quantitative insights on awareness and challenges regarding NEP 2020 from the data.

### 4.3. Summary Tables Of Awareness And Challenges On Nep 2020 Sub-Dimensions

**Table 2: Secondary School Teachers:**

Sub-Dimension	Mean (Awareness)	% Mean (Awareness)	Awareness Level Distribution (%)	Mean (Challenges)	% Mean (Challenges)	Challenges Level Distribution (%)
<b>Curriculum</b>	22.39	89.58	Low: 33.96 Mod: 37.74 High: 28.30	16	65.92	Low: 21.01 Mod: 58.49 High: 20.50
<b>Skills &amp; Professional Dev.</b>	19.67	78.72	Low: 20.75 Mod: 58.49 High: 20.75	19	74.58	Low: 19.81 Mod: 59.43 High: 20.76
<b>Technology &amp; Infrastructure</b>	12.79	79.95	Low: 20.75 Mod: 60.38 High: 18.87	21	82.19	Low: 18.87 Mod: 58.49 High: 22.64
<b>Quality Education</b>	25.57	85.24	Low: 22.17 Mod: 77.83 High: 0	17	69.32	Low: 17.92 Mod: 61.79 High: 20.29
<b>Overall Policy Impact</b>	21.00	84.00	Low: 23.11 Mod: 76.89 High: 0	14	67.64	Low: 23.11 Mod: 61.79 High: 15.10

#### 4.3.1. Interpretation of each key finding from the detailed table:

**Awareness among Secondary School Teachers:** Overall teacher awareness of NEP 2020 is high on average (85.96%). Majority (60.85%) have moderate awareness, while 23.11% have low and 16.04% have high awareness. Awareness is highest regarding Curriculum (89.58%) and Quality Education (85.24%), moderate for Technology

(79.95%) and Skills/Professional Development (78.72%). No significant difference in awareness based on gender, age, educational qualifications, teaching experience, or type of school. Teachers need targeted support on Skills and Technology dimensions to improve understanding.

**Perceived Challenges among Secondary School Teachers:** Most teachers face moderate challenges implementing the NEP (71.23%), with fewer reporting high (14.15%) or low (14.62%) challenges. Challenges are highest related to Technology Infrastructure (82.19%) and Skills/Professional Development (74.58%), lower for Curriculum (65.92%) and Overall Policy Impact (67.64%). Teachers aged 25-34 report significantly higher challenges, and private school teachers face more challenges compared to government counterparts. No significant differences found by gender, education, or teaching experience.

**Table 3: Teacher Educators**

Sub-Dimension	Mean (Awareness)	% Mean (Awareness)	Awareness Level Distribution (%)	Mean (Challenges)	% Mean (Challenges)	Challenges Level Distribution (%)
Curriculum	~18	~89	Low: ~35 Mod: ~33 High: ~32	~16	~65-70	Low: ~21 Mod: ~59 High: ~20
Skills & Professional Dev.	~16	~65-70	Low: ~14 Mod: ~70 High: ~16	~19	~63-70	Low: ~20 Mod: ~60 High: ~20
Technology & Infrastructure	~13-14	~66-67	Low: ~22 Mod: ~59 High: ~19	~16-17	~64-65	Low: ~19 Mod: ~59 High: ~22
Quality Education	~23-25	~90	Low: ~26 Mod: ~44 High: ~30	~20	~63-70	Low: ~14 Mod: ~60 High: ~26
Overall Policy Impact	~19-20	~63	Low: ~17 Mod: ~60 High: ~23	~17	~63-70	Low: ~23 Mod: ~61 High: ~16

#### 4.3.2. Interpretation of each key finding from the detailed table:

**Awareness among Teacher Educators:** Teacher educators show moderate awareness overall (about 89%), with variations across dimensions. Highest awareness is on Quality Education (approx. 90%), followed by Curriculum, with lower awareness on Technology and Skills dimensions. Awareness differs significantly by age and teaching experience but not by gender or educational qualifications. No difference found between government and private colleges or by subject taught.

**Perceived Challenges among Teacher Educators:** Majority report moderate challenges (64.67%), fewer report low (19.57%) or high (15.76%) challenges. Challenges highest in Quality Education (about 80%) and Overall Policy Impact, lower in Technology and Curriculum. No significant differences across gender, education, teaching experience, institutional type, or subjects.

**Table 4: Teaching Faculty in Higher Education**

Sub-Dimension	Mean (Awareness)	% Mean (Awareness)	Awareness Level Distribution (%)	Mean (Challenges)	% Mean (Challenges)	Challenges Level Distribution (%)
Curriculum	~23	77-78	Low: ~22 Mod: ~61 High: ~17	~23	77.12	Low: ~22 Mod: ~61 High: ~17
Skills & Professional Dev.	~15-21	~65-79	Low: ~9-31 Mod: ~58-77 High: ~14-26	~21	70-74	Low: ~17-30 Mod: ~58-79 High: ~13-23
Technology & Infrastructure	~14-16	~65-72	Low: ~18-27 Mod: ~50-64 High: ~17-23	~15	65-72	Low: ~18-27 Mod: ~50-64 High: ~17-23
Quality Education	~18-25	~68-90	Low: ~13-26 Mod: ~43-68 High: ~20-25	~17-25	~65-90	Low: ~14-26 Mod: ~60-70 High: ~20-25
Overall Policy Impact	~14-21	~64-84	Low: ~13-23 Mod: ~49-61 High: ~16-28	~14-21	~64-84	Low: ~13-23 Mod: ~49-61 High: ~16-28

#### 4.3.3. Interpretation of each key finding from the detailed table:

**Awareness among Teaching Faculty in Higher Education:** Average awareness level moderate (approx. 85), highest for Curriculum and Quality Education, lowest for Technology and Skills. Significant differences in awareness by age (higher in older faculty), teaching experience, type of college (government faculty more aware),

and subject (mathematics faculty show higher awareness). No gender difference or difference by teaching experience.

**Perceived Challenges among Teaching Faculty in Higher Education:** Overall moderate challenges (mean score approx. 91) with highest challenge reported in Curriculum (77%), then Quality Education and Technology. No significant differences by gender, teaching experience, educational qualifications, college type, or subject. Positive correlation between awareness and challenges: higher awareness associates with higher recognition of challenges.

#### 4.4. Educational Implications

Based on the findings, here are some potential educational implications to enhance the implementation of NEP 2020 in teacher education:

- There is a need for targeted professional development on technology and skill-based aspects of NEP 2020.
- Support and resources should be enhanced especially for private institutions and younger teachers/faculty who face higher challenges.
- Continuous, inclusive, and focused training interventions are critical for all education levels to successfully implement NEP 2020.
- This summary captures the essence of the detailed data analysis and provides a clear view of the trends and gaps in NEP 2020 awareness and implementation challenges.

#### 4.5. Suggestions (Summary)

- Enhance professional development: Offer targeted and continuous training for teachers focusing on areas with low awareness, especially Skills, Professional Development, and Technology integration.
- Promote equal access: Ensure uniform dissemination of NEP information across government and private institutions.
- Address challenges by experience: Provide special support to less experienced teachers who face greater challenges in implementing NEP.
- Focus on digital infrastructure: Improve technological resources and training to reduce barriers in adopting new educational technologies.
- Subject-wise support: Tailor capacity-building efforts for different subject teachers, particularly in science, due to higher challenges reported.
- Ongoing orientation: Organize regular workshops and orientation programs at school and institutional levels to build deep understanding and readiness.
- Inclusive measures: Design policies and supports considering diverse demographic backgrounds without bias toward gender, age, or qualifications.
- Strengthen institutional support: Improve resource availability and administrative backing to facilitate smoother implementation of reforms.
- Encourage collaboration: Foster collaboration among different levels of educators and administrators for shared best practices and problem-solving.
- Monitor and evaluate: Continuously assess the implementation progress and refine strategies to address emerging needs and obstacles.

#### 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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