

## CHAPTER-3 METHODOLOGY

The present chapter is devoted to the description of sample of the study, design of the study, tool that used for the collection of data. The variable studied in the study, procedural details of data collection and the statistical technique used for the analysis from the part of the chapter.

### 3.1 METHODOLOGY

The descriptive survey method was employed for the present study, as it was considered the most suitable approach to systematically gather and analyze detailed information regarding the awareness levels of teacher educators about the National Education Policy (NEP) 2020, allowing the researcher to capture a comprehensive snapshot of the participants' knowledge, perceptions, and understanding across various demographic groups and dimensions of the policy.

#### 3.1.1 Sample

Simple random sampling technique was employed for the study. The sample of the study was the teacher educators of Government and Private institution of Bhopal city of M.P. In total, 100 teachers were selected randomly. Demographic distribution of the sample is presented in Table 3.1.

Qualification	Total	Gender		Age				
		Male	Female	18-25	26-35	36-45	46-55	55+
B. Ed.	40	19	21	4	18	4	11	3
M. Ed.	25	10	15	4	10	2	5	4
Ph.D.	6	5	1	—	—	3	3	
Others	29	12	17	10	8	6	4	1

Qualification	Total	Locale		Teaching Experience			
		Urban	Rural	<5 years	6-10 years	10-20 years	20+ years
B. Ed.	40	30	10	20	5	6	9
M. Ed.	25	22	3	11	3	4	7
Ph.D.	6	4	2	1	3	2	—
Others	29	23	6	19	4	4	2

Table 3.1: Demographic Distribution of Sample

### **3.1.2 Variables of the study**

The variable selected for investigation in the present study is the level of awareness regarding the National Education Policy (NEP) 2020 among the participants.

### **3.1.3 Demographic variable**

The demographic variables considered in the present study include the participants' educational qualification, gender, age, teaching subject, geographical location, and years of professional experience.

### **3.1.4 Research Design**

The descriptive survey method was employed for the purpose of conducting the present study, as it was considered appropriate for gathering detailed information regarding the participants' awareness of the National Education Policy (NEP) 2020.

### **3.1.5 Population**

100 Teacher educators were considered as the population of the study, as they represented the key stakeholders whose awareness and understanding of the National Education Policy (NEP) 2020 were central to the objectives of the research.

### **3.1.6 Sampling technique**

Simple random sampling was the technique employed in the study, as it allowed for the systematic selection of participants from different subgroups or strata—such as gender, qualification, and location—in order to ensure a more representative and balanced sample of teacher educators.

### **3.1.7 Statistical Technique**

The statistical techniques used for analyzing the data in the study included the calculation of the mean and standard deviation to determine central tendencies and dispersion, as well as the application of inferential statistical methods such as the chi-square test, t-test, p-value analysis, confidence interval estimation, and coefficient of variation, all of which were employed to draw meaningful conclusions and examine the significance of differences and relationships among the variables.

### **3.2 PROCEDURE:**

The present study was carried out in two distinct stages to ensure a systematic approach to the research process. In the initial stage, appropriate research tools were carefully developed and refined to measure the awareness of NEP 2020 among teacher educators. Following the development of these tools, the second stage involved the collection of data from the field. The sample of teacher educators was selected using a random sampling method, with due consideration given to various demographic characteristics such as gender, age, qualification, location, and years of teaching experience, as identified in the study's design. Once the participants were selected, the questionnaire designed to assess awareness of the National Education Policy (NEP) 2020 was administered to them. Each teacher was given the freedom to complete the questionnaire and the teaching aptitude test individually, at their own pace, to ensure accuracy and authenticity of responses. After the completion of these instruments, the filled-in questionnaires and tests were collected and subsequently scored for further statistical analysis.

#### **3.2.1 Tool-**

The investigator designed and developed a multiple-choice questionnaire with the specific objective of assessing the awareness of the National Education Policy (NEP) 2020 among teacher educators. This research instrument consisted of 20 carefully constructed items, each aimed at evaluating various aspects of the respondents' knowledge and understanding of the key provisions, objectives, and implications of the policy. In order to ensure that the tool was both accurate and effective in measuring what it was intended to assess, the questionnaire underwent a rigorous process of review and validation. Subject matter experts in the fields of education and educational policy were consulted to examine the content, clarity, and relevance of the items included in the tool. Their expert feedback was incorporated to make necessary modifications and improvements. Furthermore, the reliability of the instrument was established using appropriate statistical methods to confirm its consistency and dependability for use in the study..

### 3.2.2 Questionnaire on teachers' preparation on NEP -2020

To assess the awareness of teachers regarding the National Education Policy (NEP) 2020, the investigator developed a structured multiple-choice questionnaire consisting of 20 questions, each with four options, of which only one was correct. Participants received one mark for each correct answer, while no marks were awarded for incorrect or unanswered questions. This scoring system resulted in a maximum possible score of 20 and a minimum of 0, reflecting the participant's overall level of understanding and awareness of NEP 2020, including its core principles and underlying philosophy.

The questionnaire was carefully designed to evaluate both the factual and conceptual knowledge of the respondents concerning various aspects of the policy. No time limit was imposed for completing the questionnaire, allowing participants to respond thoughtfully and at their own pace. To provide a comprehensive assessment of teacher educators' awareness, the study focused on four critical dimensions of NEP 2020, each representing a fundamental area of the policy. These dimensions were examined to gauge the depth and breadth of knowledge among the participants. The four key dimensions assessed were:

1. Vision and Aims of NEP 2020, encompassing the policy's overarching goals and educational aspirations;
2. Curricular and Pedagogical Structure, including the emphasis on experiential learning and holistic education;
3. Foundational Literacy and Numeracy (FLN), highlighting the policy's focus on strengthening basic learning competencies; and
4. Innovations and Suggested Reforms, which addressed the novel approaches and recommendations introduced by the policy to transform the education system.

By structuring the questionnaire around these dimensions, the investigator aimed to capture a detailed and nuanced picture of the participants' awareness and understanding of NEP 2020 across its essential components.