A Study of Teachers' Perspective on Syllabus Reduction under NEP 2020

A Dissertation Submitted to

Barkatullah University, Bhopal

In partial Fulfilment of the requirements of the Degree of 3-year Integrated B.Ed.- M.Ed.

Session:2022-2025

Research Supervisor

Investigator

Dr. Ratnamala Arya

Shivani Agarwal

Professor Int. B.Ed.- M.Ed.(Sem VI)

Department of Education

Roll Number

Regional Institute of Education

2306600339

Bhopal ,Madhya Pradesh

D-745



DEPARTMENT OF EDUCATION

REGIONAL INSTITUTE OF EDUCATION, BHOPAL

(NATIONAL COUNCIL OF EDUCATION RESEARCH AND TRAINING) SHYAMLA HILLS, BHOPAL, MADHYA PRADESH, 462002 (NAAC ACCREDITED A⁺⁺ GRADE INSTITUTE) **DECLARATION**

I, Shivani Agarwal hereby declare that the dissertation entitled "A Study

of Teachers' Perspective on Syllabus Reduction under NEP 2020 "

submitted to Barkatullah University, Bhopal in partial fulfilment of the

degree of 3-year integrated B.Ed.-M.Ed. is a record of original and

independent research work done by me under supervision and guidance of

Dr. Ratnamala Arya, Professor , Department of Education, Regional

Institute of Education, Bhopal, Madhya Pradesh.

I further declare that others or I have not been submitted this dissertation

earlier for any degree either in Barkatullah University, Bhopal or any other

University

Place: RIE ,Bhopal	
I lace. KIE Dilupai	

Date: Shivani Agarwal

CERTIFICATE

This is to certify that the dissertation entitled " A Study of Teachers'

Perspective on Syllabus Reduction under NEP 2020 "being submitted by

Shivani Agarwal, student of 3-year Integrated B.Ed.- M.Ed. bearing

Roll Number 2306600339 and Enrollment Number R185961160039,

Regional Institute of Education, Bhopal (M.P.) under my supervision and

guidance. The work is original and it has not been submitted earlier in any

form for any degree at any university.

This is further certified that the dissertation in its present form is fit for the

submission to Barkatullah University for the award of degree of 3-year

Integrated B.Ed.- M.Ed.

Place: RIE ,Bhopal Dr. Ratnamala Arya

Date: Professor

Department of Education

Regional institute of Education

Bhopal, Madhya Pradesh

AKNOWLEDGEMENT

First and foremost, I express my heartfelt gratitude to the Almighty for providing me with the strength, patience, and determination to carry out and complete this research work successfully.

I extend my sincere thanks to my research supervisor, **Dr. Ratnamala Arya**, Professor, Department of Education, Regional Institute of Education, Bhopal, Madhya Pradesh. Her valuable guidance, constant encouragement, and insightful feedback have been pivotal in shaping the direction and quality of this research.

I am also grateful to the Principal **Prof. S.K. Gupta** of the Regional Institute of Education, Bhopal, for providing the necessary academic environment and institutional support for the successful completion of this study. I deeply acknowledge the contribution of **Prof. Ayushman Goswami**, Head of the Department of Education, for his support and timely guidance throughout the research process.

I owe my deepest thanks to my **family** for their unwavering support, love, and understanding during this journey. Their constant encouragement has played a vital role in helping me overcome challenges and stay focused.

Lastly, I would like to thank all those who directly or indirectly supported me in the completion of this research.

Shivani Agarwal

Integrated B.Ed.-M.Ed. Student

Department of Education

RIE, Bhopal

Table of Contents

Table of Contents	5
Chapter 1:Introduction	7
1.1 Background and Context	7
1.2 Rationale of the Study	7
1.3 Concept Clarification and International Comparison	8
1.4 Statement of the Problem	8
1.5 Objectives of the Study	9
1.6 Research Questions	9
1.7 Definition of Key Terms	9
1.8 Delimitations of the Study	10
Chapter 2:Review of Related Literature	11
2.1 Introduction	11
2.2 Studies on Syllabus Reduction	11
2.3 Literature on NEP 2020 and Policy Awareness	11
2.4 Role of Teachers in Policy Implementation	12
2.5 Syllabus Reduction and Critical Thinking	12
2.6 Curriculum and Competitive Examination Preparation	12
2.7 Summary of Literature and Research Gap	13
Chapter 3:Research Methodology	14
3.1 Research Method	14
3.2 Research Design	14
3.3 Population, Sample and Sampling Method	14
3.3.1 Population	14
3.3.2 Sample	15
3.3.3 Sampling Method	15
3.4 Research Tool	15
3.5 Procedure of the Study	15
3.5.1 Tool Preparation	15
3.5.2 Data Collection	16
3.5.3 Data Analysis	16
3.6 Ethical Considerations and Limitations	16
3.6.1 Ethical Considerations	16
3.6.2 Limitations of the Study	16
Chanter 4: Data Analysis and Interpretation	18

4.1 Demographic Profile of Respondents	18
4.2 Awareness about NEP 2020 and the Syllabus Reduction Policy	19
4.3 Perceptions about Syllabus Reduction	21
4.4 Impact on Critical Thinking	23
4.5 Views on Exam Preparedness	25
4.6 Implementation Challenges	28
4.7 Teachers' Suggestions for Improving Implementation and Fostering Critical	Thinking 29
4.8 Conclusion	30
Chapter 5:Conclusion and Suggestions	31
5.1 Overview of the Study	31
5.2 Major Findings in Relation to Objectives	31
5.3 Educational Implications	32
5.4 Limitations of the Study	32
5.5 Suggestions / Recommendations	32
5.6 Scope for Further Research	33
Summary	34
Bibliography	35
Appendix	36
Google form for teachers	36