

Chapter 3:

Research Methodology

3.1 Research Method

The study follows a descriptive survey method, as it involves collecting data from a sample of teachers using a structured questionnaire. This method helps describe the current level of awareness, perceptions, and opinions of teachers in a systematic manner.

At the same time, the study also has an exploratory nature, because the syllabus reduction under NEP 2020 is not yet fully implemented in schools. Teachers' responses are based on their understanding, assumptions, and expectations, rather than direct experience. Therefore, the study not only describes existing views but also explores how teachers anticipate the impact of this policy in the future.

3.2 Research Design

The study follows a survey-based descriptive research design, which is suitable for collecting information on teachers' awareness, opinions, and beliefs regarding syllabus reduction under the National Education Policy (NEP) 2020. This design allows the researcher to describe the current situation based on data collected through a structured questionnaire.

At the same time, the study has an exploratory nature, since the syllabus reduction policy under NEP 2020 has not yet been fully implemented in schools. As a result, teachers' responses are based more on their understanding, assumptions, and expectations than on direct experience with the policy. The study explores teachers' future outlook, including their anticipated challenges, perceived benefits, and suggestions for successful implementation.

The study also adopts a mixed approach in terms of data type. It is quantitative in method, as the questionnaire includes mostly closed-ended questions and data was analyzed using descriptive statistics (percentages, frequencies, and averages). However, it also includes qualitative elements, as some open-ended questions were used to gather personal opinions and suggestions from teachers. These qualitative responses were thematically analyzed to provide deeper insight into the research topic. This combination of quantitative and qualitative data adds depth and helps capture both measurable trends and individual perspectives.

3.3 Population, Sample and Sampling Method

3.3.1 Population

The population of the study includes teachers working in central government schools in Bhopal, such as Kendriya Vidyalaya (KV), Jawahar Navodaya Vidyalaya (NVS), and Eklatya Model Residential Schools (EMRS). These schools were selected because they

follow the NCERT textbooks and are among the early adopters of NEP-related practices.

3.3.2 Sample

The sample consisted of (insert number) teachers selected from the central schools mentioned above. These teachers represented various subjects and 6th -12th grade level, and their responses were considered adequate for reflecting the perspectives of educators in NEP-affected institutions.

3.3.3 Sampling Method

A convenience sampling technique was used to select participants. Teachers who were available and willing to respond at the time of data collection were included. No specific criteria such as subject, qualification or years of experience were used for selection. The final sample consisted of 55 teachers.

This method was chosen due to its practicality in the given time constraints and accessibility of participants. While it may limit generalizability, it was suitable for the exploratory nature of the study and ensured a timely and relevant response base.

3.4 Research Tool

A structured questionnaire (Google Form) was used as the primary tool for data collection. The questionnaire was based on the objectives of the study and included both closed-ended questions (such as Likert scale and multiple-choice items) and open-ended questions to collect a mix of quantitative and qualitative data. It was available in both English and Hindi language for ease of access and accuracy in response.

The questionnaire covered the key areas such as teachers' perceptions of syllabus reduction; impact on teaching, learning, and critical thinking; readiness for implementation; views on exam preparedness and private coaching; teachers' suggestions for improvement.

3.5 Procedure of the Study

3.5.1 Tool Preparation

The research tool used for this study was a structured questionnaire developed using Google Forms. The questionnaire was based on the objectives of the study and included both closed-ended and open-ended questions. To ensure the validity of the tool:

- Content validity was established by seeking expert feedback from the research supervisor. She reviewed the questionnaire for alignment with the research objectives, clarity of language, and coverage of key areas. Her suggestions were incorporated into the final version.
- Face validity was ensured by sharing the form with a small group of school teachers and peer group to confirm that the questions were easy to understand, relevant, and free of ambiguity.

The final questionnaire was then used to collect data from the selected teacher sample in central government schools in Bhopal.

3.5.2 Data Collection

The Google Form link was shared with the teachers from Kendriya Vidyalaya (KV), Jawahar Navodaya Vidyalaya (NVS), Eklavya Model Residential Schools (EMRS) and Demonstrative Multipurpose school (DMS) in Bhopal, through WhatsApp during the visit. Participants were informed about the purpose of the research and their voluntary participation was ensured. They were assured that their responses would remain anonymous and confidential. Responses were collected over a period of one weeks. in the academic session 2024–25. The form was kept open for about a month, and reminders were sent to improve the response rate.

3.5.3 Data Analysis

The responses from the questionnaire were compiled and analyzed using descriptive statistics, such as frequency, percentage, and mean scores. The data was tabulated using Google Sheets. Charts and tables were used to present the data clearly. The responses to open-ended questions were grouped thematically to identify common opinions, suggestions, and concerns. This combination of quantitative and qualitative analysis helped in providing a broader and deeper understanding of the research problem.

3.6 Ethical Considerations and Limitations

3.6.1 Ethical Considerations

All participants were assured that their responses would be kept confidential and used only for academic purposes. No personal information, such as names or school names, was disclosed in the study. Participation was completely voluntary, and teachers had the right to skip questions or withdraw from the study at any time.

3.6.2 Limitations of the Study

This study provides useful insights into teachers' perspectives on syllabus reduction under NEP 2020, but it also faced certain limitations. As the research was confined to central government schools in Bhopal, the findings may not represent the views of teachers working in private schools, rural areas, or those affiliated with other state education boards.

The sampling method used was convenience sampling, where participants were selected based on their availability and willingness to respond. While this approach was practical under time and resource constraints, it may have introduced selection bias and limits the generalizability of the results to a wider population.

Another key limitation is that the syllabus reduction policy proposed under NEP 2020 has not yet been fully implemented in schools. Therefore, the study captures teachers' expectations and perceptions rather than their real-life classroom experiences with the reduced syllabus. This means that the conclusions are based more on anticipation than on observation.

Additionally, the data collected in the study was self-reported through a structured questionnaire. Such responses may be influenced by social desirability, which could affect the accuracy of the findings. Furthermore, the use of a single data collection tool—without interviews, observations, or focus groups—restricted the depth and triangulation of the study. Including more diverse tools might have provided a richer and more detailed understanding of the issue.