

Chapter 5:

Conclusion and Suggestions

5.1 Overview of the Study

This study titled “A Study of Teachers' Perspective on Syllabus Reduction under NEP 2020” was conducted to explore how school teachers perceive the proposed reduction of syllabus as introduced in the National Education Policy 2020. The research specifically aimed to understand their views on how this policy might influence classroom teaching, student learning, critical thinking development, and students’ preparedness for competitive examinations. Data was collected from 55 teachers working in central government schools in Bhopal (KVs, NVSs, and EMRS), using a structured questionnaire comprising both closed-ended and open-ended questions. The responses were analyzed using descriptive statistics and thematic interpretation.

5.2 Major Findings in Relation to Objectives

Objective 1: To explore teachers' perceptions of syllabus reduction under NEP 2020.

The findings revealed that while awareness about the syllabus reduction policy was very high among teachers (96.36%), only 21.82% had received formal training to implement it. Most teachers believed that syllabus reduction could reduce academic burden and promote better understanding of core concepts. However, there were also concerns about lack of clarity and incomplete training. This indicates that teachers are open to the idea of reduction but need more institutional support to implement it effectively.

Objective 2: To examine the perceived impact of syllabus reduction on classroom teaching, student learning, and critical thinking development.

Teachers reported that a reduced syllabus could allow for more engaging and meaningful classroom interactions. Many believed it would give them more time to introduce group discussions, problem-solving tasks, debates, and case studies methods that are more likely to develop critical thinking. A majority also felt that students are increasingly becoming more self-directed in their learning. At the same time, some teachers expressed the need for additional teaching-learning materials (TLMs), smaller class sizes, and subject-specific training to make these changes practical and effective.

Objective 3: To investigate teachers’ views on how syllabus reduction may influence students’ preparation for competitive examinations.

Responses on this objective were divided. While nearly half of the teachers felt that a reduced syllabus could help students concentrate better on fundamental concepts needed for competitive exams, others feared that it might lead to over-dependence on

private coaching or self-study due to reduced content coverage. Most teachers agreed that additional support such as bridge courses, enrichment classes, and exam-aligned study materials would be needed to ensure students remain well-prepared. The most common concerns included lack of exposure to advanced topics and the disconnect between school curriculum and competitive exam patterns.

5.3 Educational Implications

The findings of this study have important implications for policymakers, school leaders, and curriculum developers. Teachers' generally positive attitude toward syllabus reduction suggests readiness to adopt change, but only if adequate preparation and guidance are provided. The study highlights the need for targeted teacher training and exam reforms that reflect the reduced content. These findings also support NEP 2020's aim to shift focus from rote learning to conceptual clarity and higher-order thinking skill.

5.4 Limitations of the Study

The scope of the study was limited to central government schools in Bhopal. Hence, the results may not represent the perspectives of teachers working in private schools or state board institutions. Moreover, the study was conducted at a time when the reduced syllabus had not yet been implemented in schools, so teacher responses were based on their awareness, previous experience (e.g., during the rationalised syllabus period), or expectations.

5.5 Suggestions / Recommendations

Conduct regular and focused training programs to help teachers understand how to implement the reduced syllabus effectively, with subject-wise examples and model lesson plans.

Ensure timely availability of updated workbooks that reflect the reduced content, while also providing additional supplementary material to support deeper understanding.

Align examination patterns with the objectives of the reduced syllabus. This includes integrating case-based, application-oriented, and conceptual questions in school-level and board exams.

Support critical thinking development through interactive teaching methods such as group activities, real-life problem-solving, and cross-disciplinary projects.

Provide additional academic support like bridge courses and focused revision materials to help students prepare for competitive exams without external coaching dependency.

Reduce class sizes and improve the student–teacher ratio to allow for more individualized instruction, particularly when promoting higher-order thinking.

Engage parents and community through orientation programs to create broader awareness and support for the curriculum changes under NEP 2020.

5.6 Scope for Further Research

This study opens several potential areas for further investigation. Future researchers may consider exploring the following:

- Students' perspectives on syllabus reduction and its effect on their motivation, classroom engagement, and learning habits.
- Comparative studies between central, state, and private schools to examine differences in policy awareness, implementation readiness, and response to syllabus reduction.
- Longitudinal studies to assess the long-term effects of syllabus reduction on academic performance across subjects, stress and anxiety levels among students and competitive exam results over multiple years
- Subject-specific research to analyze whether syllabus reduction benefits certain disciplines (e.g., mathematics, science, languages) more than others.
- Impact on classroom time allocation, including how teachers manage saved time and whether it's used for enrichment activities like discussions, projects, or remedial support.
- Changes in pedagogy, especially how reduced content influences teachers' use of activity-based or experiential learning methods.
- Effectiveness of teacher training programs focused on NEP 2020 reforms, including how well-prepared teachers feel after attending them.
- Parents' perceptions of syllabus reduction, particularly regarding exam readiness and coaching dependency.
- Regional studies to explore how schools in rural vs. urban areas differ in their capacity to adapt to syllabus changes.
- Equity in curriculum access—whether syllabus reduction reduces or widens gaps between students from different socio-economic backgrounds.
- Examination reform research—to see if current board and entrance exam patterns have adapted to match a reduced and conceptual syllabus.
- Policy implementation studies evaluating how different states or boards plan and roll out the revised curriculum over time.

Summary

The dissertation titled “A Study of Teachers’ Perspective on Syllabus Reduction under NEP 2020” was undertaken to investigate teachers' views regarding the proposed syllabus rationalization in school education as envisioned in the National Education Policy (NEP) 2020. The study emerges from the broader national objective of reducing curriculum content to enhance conceptual clarity, promote critical thinking, and make learning more enjoyable and meaningful for students. In this context, teachers as direct stakeholders, play a crucial role in the interpretation and implementation of curriculum-related reforms.

A sample of 55 teachers was selected from central government schools in Bhopal, including Kendriya Vidyalaya, Navodaya Vidyalaya, and Eklavya Model Residential Schools (EMRS). A structured questionnaire was used for data collection, incorporating Likert scale items, multiple choice, multiple select, and open-ended questions. The mixed-question format allowed the study to capture both quantitative trends and rich qualitative insights.

The data were analyzed using descriptive statistics—mean, median, and mode—to identify patterns in responses, especially for Likert-scale based opinion items. The findings indicate a moderate to positive perception among teachers toward syllabus reduction. A majority of teachers believed that reducing content load could make room for deeper understanding and critical thinking development. Many teachers also felt that a lighter syllabus would provide them with more opportunities to conduct interactive activities such as group discussions, case studies, and problem-solving tasks. However, concerns were also raised—particularly regarding students’ preparedness for competitive examinations, the risk of increased reliance on private coaching, and the potential need for supplementary support such as extra classes or additional resources.

The open-ended responses provided additional layers of understanding, highlighting challenges such as insufficient training, lack of resources, and expected resistance from parents or students. Teachers emphasized that the success of syllabus reduction would depend on effective planning, teacher support systems, and alignment between curriculum goals and assessment practices.

In conclusion, the study highlights the dual nature of teachers’ expectations: optimism regarding the pedagogical benefits of reduced curriculum load, coupled with caution about practical implementation challenges and its implications for exam readiness. These insights serve as a valuable reference for policymakers, curriculum developers, and school administrators as they move toward implementing NEP 2020’s curriculum reforms.