CHAPTER 3
RESEARCH METHODOLOGY

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The present chapter deals with the population, sample, tools used for data collection, and statistical techniques used for the study.

3.1 RESEARCH DESIGN:

The study employed a survey research design, which is appropriate for collecting qualitative data from a large group of participants. The purpose of the survey was to assess the awareness and attitudes of secondary school teachers towards the Indian knowledge system.

3.2 POPULATION:

The population for this study consists of secondary school teachers working in various government and private schools located in Bhopal city, Madhya Pradesh. These teachers are engaged in teaching students from class 9 to 12 across different subject areas, they have been chosen as the population of interest due to their direct involvement in the secondary education system and their potential exposure to or understanding of the Indian knowledge system, which is the central focus of this research.

3.3 SAMPLE:

The sample for this study comprises 50 secondary school teachers in Bhopal city. The sample includes teachers from different subject areas. The sample was deemed appropriate for exploring the awareness and attitude of secondary school teachers towards the Indian knowledge system.

3.4 SAMPLING TECHNIQUE:

The study employed a simple random sampling technique to select participants for the survey. This technique ensures that the sample reflects the population most relevant to the study's objectives.

3.6 TOOLS FOR DATA COLLECTION:

The primary tool used for data collection in this study was a researcher-developed structured questionnaire designed to gather information on the attitude, awareness, perception, and source of information about the Indian knowledge system among secondary school teachers.

The questionnaire consisted of 25 items divided into two sections:

Section A- awareness and sources of information: This section comprised yes/no items aimed at assessing the respondents' general awareness of the Indian knowledge system and identifying the sources from which they have obtained information

Section B- attitude, applicability of Indian knowledge system: this section included Likert-scale items designed to measure the participants' attitude and applicability of the Indian knowledge system, the importance of IKS in the educational context. Respondents rated their level of agreement with each statement on a 5-point Likert scale:

Strongly agree (5), agree (4), neutral (3), disagree (2), and strongly dis agree (1)

The items were framed based on a thorough review of related literature and the objectives of the study.

3.7 DATA COLLECTION PROCEDURE:

The questionnaire was distributed in printed form and sent to different schools in Bhopal city. Participants were informed about the purpose of the research and gave their informed consent before participating.

3.8 DATA ANALYSIS:

The collected data were compiled and analysed using Microsoft Excel. The responses were first organized and coded appropriately for analysis. Descriptive statistical techniques were employed to interpret the findings in line with the objectives of the study.

Specifically, the statistical measures such as mean, median, and mode are calculated. These measures were used to interpret the level of awareness, attitude, perception, and source of information related to IKS among secondary school teachers. The results were presented in tables and charts for clarity and better understanding.

3.9 CONCLUSION:

A descriptive survey method was utilized to examine the attitude and awareness of secondary school teachers of Bhopal city about the Indian knowledge system. Data were collected using a questionnaire. Descriptive statistical techniques were employed to interpret the findings.