CHAPTER IV
## CHAPTER IV

### METHODOLOGY

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4.1 Introduction:

The methodologies of educational research are based, in most instances, on research methods in the behavioural and social sciences, relying most heavily on psychology, sociology and anthropology. Because research in these fields emphasizes logical positivism, which uses experimental and quantitative research methods, most educational research also utilises these methodologies. Still, some research concerns may be addressed more appropriately with a phenomenological or qualitative research approach derived from the humanities, particularly history and philosophy, or with qualitative methods from social sciences (e.g., ethnography for anthropology).

There are two major types of research design: qualitative research and quantitative research. Researchers choose qualitative or quantitative methods according to the nature of the research topic they want to investigate and the research questions they aim to answer.

4.2 Qualitative research:

This type of research aims to investigate a question without attempting to quantifiably measure variables or look to potential relationships between variables. It is viewed as more restrictive in testing hypotheses because it can be expensive and time consuming, and typically limited to a single set of research subjects. Qualitative research is often used as a method of exploratory research as a basis for later
quantitative research hypotheses Qualitative research is linked with the philosophical and theoretical stance of social constructionism.

Qualitative data are detailed; dense descriptions; inquiries in depth; direct quotations capturing people's professional perspective and experiences. Such data are based on inductive approach with a focus on specific situations, institutions, communities, or group of people or cases. Qualitative data provide depth and detail. Depth and detail will vary depending upon the nature and purpose of a particular study.

4.3 Quantitative Research:

Quantitative research is essentially to enhance precision in the description of variables and the discernment of the relationships among them. It uses 'measurement' as the most precise and universally accepted method for assigning quantitative values to the characteristics or properties of objects or events for the purpose of discovering relationships between variables under study. Statistics derived from quantitative research can be used to establish the existence of associative or causal relationships between variables. Quantitative research is linked with the philosophical and theoretical stance of positivism.

The Quantitative data collection methods rely on random sampling and structured data collection instruments that fit diverse experiences into predetermined response. Depending on the research question, participants may be randomly assigned to different treatments. If this is not feasible, the researcher may collect data on participant and situational characteristics in order to statistically control for their influence on the dependent, or outcome, variable. If the intent is to generalize
from the research participants to a larger population, the researcher will employ probability sampling to select participants.

In either qualitative or quantitative research, the researcher(s) may collect primary or secondary data. Primary data is data collected specifically for the research, such as through interviews or questionnaires. Secondary data is data that already exists, such as census data, which can be re-used for the research. It is good ethical research practice to use secondary data wherever possible.

Each of these types of research has advantages and disadvantages. Quantitative research is based more directly on its original plans, and its results are more readily analyzed and interpreted. Qualitative research is more open and responsive to its subjects.

In educational research a variety of methods are used for collection of data. Among these methods the most important ones are Historical Method, Experimental Method and Descriptive Method.

4.4 Statement of the Problem:

Considering the importance of scholastic and co-scholastic activities in imparting peace education amongst the elementary students present study has made an attempt to explore peace education through various scholastic and co-scholastic activities at the Elementary Level.

As such the study is entitled as, “PEACE EDUCATION THROUGH SCHOLASTIC AND CO-SCHOLASTIC ACTIVITIES AT THE ELEMENTARY LEVEL - AN EXPLORATORY STUDY”.

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4.5 Objectives of the Study:

The present study has the following objectives:-

1. To explore the elements of peace education through scholastic activities.
2. To examine the teaching learning process for imparting peace education.
3. To explore the role of different co-scholastic activities in imparting peace education amongst students.
4. To examine the role of teachers in developing peace amongst students.
5. To study the influence of parents in developing peace amongst children.
6. To examine the role of peers in developing peace amongst friends.

4.6 Assumptions:

Based on the above objectives the study has the following assumption.

1. It is assumed that sufficient elements of Peace Education are present in the scholastic activities of elementary schools.
2. It is assumed that there are some specific methods in the teaching learning process for imparting peace education.
3. It is assumed that different co-scholastic activities play an important role in imparting peace education.
4. It is assumed that the teachers play an important role in imparting peace education to students.
5. It is assumed that there is a great influence of parents in developing peace amongst children.
6. It is also assumed that peers play a significant role in developing peace amongst friends.

4.7 Design of the Present Study:

On the basis of the nature of the problem the investigator, at the present study has adopted Descriptive survey method. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from the facts discovered. They are restricted not only to fact finding but may often result in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues. Descriptive studies are more than just the collection of data; they involve measurement, classification, analysis, comparison and interpretation.

The Descriptive Research method has undoubtedly been the most popular and the most widely used research method in education. It helps to explain educational phenomena in terms of the conditions of relationships that exist, opinions that are held by the students, teachers, parents and experts, processes that are going on, effects that are evident, or trends that are developing. Because of the apparent ease of and directness of this method, a researcher can gather information in terms of individual's opinion about some issue, by a simple questionnaire. At times descriptive survey is the only means through which opinions, attitudes, suggestions for improvement of educational practices and instruction, and other data can be obtained.
4.8 Population:

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salary drawn by individuals. Some statisticians call it universe. A population with finite number of individuals, members or unit is called a finite population whereas a population containing infinite number of individuals, members or unite is called infinite population.

Thus, in the present study all the students of class VII and class VIII of Assamese and English medium schools of Bongaigaon, Chirang and Goalpara Districts, all the teachers of these schools and the parents of the students forms the populations.

4.9 Sampling:

After defining the population a researcher's next task is to select a sample of unit from the sampling frame. Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analysed in order to find out something about the entire population from which it was selected. It helps to reduce expenditure, save time and energy and permit measurement of greater scope, or produce greater precision and accuracy. Sampling procedures provide generalizations on the basis of a relatively small proportion of the population. The process of such a selection is called sampling. Sampling should always be unbiased and representative.
4.9.1 Sample:

The representative proportion of the population is called a sample. To obtain a representative sample the researcher selects each unit in a specified way under controlled conditions. In order to select a sample from a given population, it is necessary to have complete, accurate, and up-to-date list of all units in the population. Such a list is known as sampling frame. If the population under study is homogeneous, a small sample is sufficient. On the other hand, a much larger sample is necessary if there is greater variability in the units of the population.

Sampling method fall under two broad categories: Non Probability Sampling and Probability Sampling

4.9.2 Non probability sampling:

In non probability sampling, units are selected at the discretion of the researcher. Such sample use human judgement in selecting units and have no theoretical basis for estimating population characteristics. Non probability sample is of three types:

- Purposive or Judgement sample
- Quota or Chunk sample
- Incidental or volunteer sample.

4.9.3 Probability Sampling:

In probability sampling, the units of the population are not selected at the discretion of the researcher, but by means of certain procedures which ensure that
every unit of a population has one fixed probability of being included in the sample. Thus, in probability sampling, a researcher design the sample in a way that ensure that each unit in the population has a fair or an equal, or at least known chance of being selected and he can find out the numerical value of that chance.

There are different methods of selecting a probability sample. They are:

Simple random sampling
Stratified Random Sampling
Systematic Sampling
Cluster or Multi-stage Sampling.

4.9.4 Sample Design For The Present Study:

In the present study the researcher has adopted simple random sampling for selecting the student sample. In simple random sampling each unit of the population is given an equal chance of being selected. The selection of unit from the population is done in such a manner that every unit in the population has an equal chance of being chosen, and the selection of any unit is in no way tied to the selection of any other. The law of chance is allowed to operate freely in the selection of such a sample and carefully controlled conditions are created to ensure that each unit in the population has an equal chance of being selected in the sample.

However, the schools were selected by adopting purposive sampling. Apart from this, purposive sampling was also adopted for selecting the teachers and the parents. Purposive or judgement sampling are done at the discretion of the researcher. When the researcher uses his/her own judgement based on experience for
including a given individual or unit in the sample it is called purposive or judgement sampling.

**Fig. 3** Distribution of total sample

<table>
<thead>
<tr>
<th>Total sample</th>
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<tbody>
<tr>
<td>Teachers = 150</td>
</tr>
<tr>
<td>Students = 700</td>
</tr>
<tr>
<td>Parents = 150</td>
</tr>
</tbody>
</table>

**Fig. 4** District wise distribution of sample

**Goalpara**

- Teacher = 50
- Students = 200

**Chirang**

- Teachers = 50
- Parents = 50

**Bongaigaon**

- Teachers = 50
- Parents = 50
- Students = 300
4.10 A brief history of Bongaigaon, Chirang and Goalpara district:

4.10.1 Bongaigaon district:

Bongaigaon is the 5th largest city of Assam and also 2nd major industrial city of Assam. The City is the administrative headquarters and municipal board of Bongaigaon District. It was the last capital of the Kamatapur Kingdom and home to many historical monuments of Assamese culture. The decision of the government of Assam was taken in 1989, to create a new district of Bongaigaon, carving out some areas of the Goalpara and Kokrajhar District with its headquarters located at Bongaigaon. On 29 September 1989, the creation of Bongaigaon District was declared by the Government of Assam with its headquarter at Bongaigaon. In 2005, Government of Assam declared Bongaigaon town as a city. The town, divided into
two parts – Old Bongaigaon and New Bongaigaon, is situated 180 kilometres (112 mi) north west of Guwahati. The town occupied a place in the map of Indian Railway with the establishment of the railway station in the year 1908. Most of the institutions like ITI, Bongaigaon College, Office of the Assam State Electricity Board in the early 60’s. It can be said that the very base of the development of the town was laid in this decade only. The development further gained momentum with the establishment of the Bongaigaon Refinery and Petrochemicals Limited (BRPL) Complex in the year 1972 at Dhaligaon and also Thermal Power Plant at Salakati. The Bongaigaon Town Committee was first constituted in the year 1961 and was upgraded to a Municipal Board in the year 1977. Presently the Municipal Area consists of 25 nos. of wards covering an area of 14.31 sq m. There are many educational institutions in the district. Various educational institutions are playing an important role in the development of education in the area. There are numerous schools of both elementary and secondary level. There are also many colleges and a few technical institutions in the district.

The city today has evolved to be one of the major commercial and business hubs of the state with growing numbers of shopping malls, restaurants, hotels, residential apartments and educational institutions. The city also serves as the base for tourism to famous place such as the Manas National Park. Centrally located within the state, the city depicts a vibrant Assamese township and culture, making it one of the most preferred places for local people to conglomerate.
4.10.2 Chirang district:

Chirang district is one of the four districts of Bodoland Territorial Area District (BTAD) under the Govt. of Assam, created vide notification No. GAG (B). 137/ 2002/ Pt/ 117 dtd. 30/10/2003 within Assam under Clause 6 of Article 332 by the 90th Amendment Act, 2003 of the Constitution of India under the provision of the Sixth Schedule. The district has been functioning with effect from 04th June, 2004. It was carved out of the districts of Kokrajhar, Bongaigaon and Barpeta. Kajalgaon is the district Headquarter The word "Chirang" has derived from two words -"Chi" means Water and "Rang" means wealth. The district has a population density of 244 inhabitants per square kilometre (630/sq mi). Its population growth rate over the decade 2001-2011 was 11.26%. Chirang has a sex ratio of 969 females for every 1000 males, and a literacy rate of 64.71%. The state has a good number of schools and colleges which plays a significant role in the development of education in the district.

4.10.3 Goalpara district:

It was a princely state ruled by the Rajbongsi Kings and the then ruler of the undivided kingdom. Presently the erstwhile Goalpara district is divided into Kokrajhar, Bongaigaon, Dhubri, and Goalpara district. The district is mostly inhabited by Koch Rajbongshis, Bengali Hindu and Muslims and widely spoken language is Goalpariya along with Bengali and Assamese. The name of the district Goalpara is widely said to have originally derived from 'Gwaltippika' meaning 'Guwali village' or the village of the milk men. The history of Goalpara goes back to several centuries. Based on the Chinese traveler 'Hiuentsang' report, Sir Edward
Gait had concluded that the erstwhile capital of the state of Kumar Bhaskar Varman was either in Goalpara district or in Cooch Behar. The district came under British rule in 1765. Before this, the area was under the control of the Koch dynasty. In 1826 the British accessed Assam and Goalpara was annexed to Assam in 1874, along with the creation of district headquarters at Dhubri. On 1 July 1983 two districts were split from Goalpara: Dhubri and Kokrajhar. On 29 September 1989 Bongaigaon district was created from parts of Goalpara and Kokrajhar. The district have many educational institutions of elementary, secondary and higher level. These institution are catering to the needs of not only to the people of that particular district but also of other people living in the neighbouring district, such as Dhubri, bongaigaon etc.

Table 4.1

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Medium of instruction</th>
<th>Board</th>
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<tr>
<td>Bongaigaon</td>
<td>Birjhora H.S.school</td>
<td>Assamese</td>
<td>SEBA</td>
</tr>
<tr>
<td></td>
<td>Birjhora Girls M.V school</td>
<td>Assamese</td>
<td>SEBA</td>
</tr>
<tr>
<td></td>
<td>Sankardev Sishu Vidya Niketan</td>
<td>Assamese</td>
<td>SEBA</td>
</tr>
<tr>
<td></td>
<td>Jnyanoday Jatiya Vidyalay</td>
<td>Assamese</td>
<td>SEBA</td>
</tr>
<tr>
<td></td>
<td>Birjhora Jatiya Vidyalay</td>
<td>Assamese</td>
<td>SEBA</td>
</tr>
<tr>
<td></td>
<td>Kendriya Vidyalaya, New Bongaigaon</td>
<td>English</td>
<td>CBSE</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>School Name</th>
<th>Language</th>
<th>Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Albert school</td>
<td>English</td>
<td>SEBA</td>
</tr>
<tr>
<td>Srijangram High School</td>
<td>Assamese</td>
<td>SEBA</td>
</tr>
<tr>
<td>Holi Child School</td>
<td>English</td>
<td>SEBA</td>
</tr>
<tr>
<td>Delhi Public School, Dhaligaon</td>
<td>English</td>
<td>CBSE</td>
</tr>
<tr>
<td>B.G.R H.S School</td>
<td>Assamese</td>
<td>SEBA</td>
</tr>
<tr>
<td>Sidli Kashikotra H.S School</td>
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<td>SEBA</td>
</tr>
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<td>Little Flower School, Chapaguri</td>
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<td>CBSE</td>
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<td>Sishu Niketan, Dhaligaon</td>
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<td>SEBA</td>
</tr>
<tr>
<td>Dhaligaon High School</td>
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<td>SEBA</td>
</tr>
<tr>
<td>S.B.P. Memorial High School</td>
<td>Assamese</td>
<td>SEBA</td>
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<td>Shankardev Sishu Vidya Niketan, Goalpara</td>
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<td>Sainik School, Goalpara</td>
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<td>CBSE</td>
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<td>Goalpara Jatiya Vidyalaya</td>
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<td>SEBA</td>
</tr>
<tr>
<td>K.G.B, Vidyalaya, Mornoi</td>
<td>Assamese</td>
<td>SEBA</td>
</tr>
</tbody>
</table>
Fig. 6 Map of Bongaigaon District
Fig. 7 - Map of Chirang District
Fig. 8 - Map of Goalpara District

MEGHALAYA

LEGEND

National Highway
Major Road
Railway
District Boundary
State Boundary
River
District HQ
Other Town
Major Town

GOALPARA DISTRICT

GOALPARA
Lakhpur
Kachari
Khitiri
Khitiri

BONGAIGAON

DHBURI

BARPETA

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(Updated on 8th July 2012)
4.11 Variables of the study:

Variables are the target measurement or outcome of the problem statement. These are the things we are measuring or collecting data on or forming groups on in order to conduct the research. Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. There are mainly four types of variables: Independent variables, Dependent variables, Intervening variables and Extraneous variables.

4.11.1 Variables of the present study:

Scholastic activities

Co-Scholastic activities

Teacher’s role

Parent’s influence

Peer’s role

4.12 Tools:

A researcher requires many data gathering tools and techniques which may vary in their complexity, design, administration and interpretation. Each tool or technique is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools, which will provide data he requires for testing of hypotheses. The major data gathering tools and techniques of research may be classified broadly into the following categories:
1. Psychological tests

2. Inquiry forms

3. Observation

4. Interview

5. Sociometric techniques

Psychological tests: psychological test are devised to evaluate or measure behaviour in a standardised way for the purpose of selection, classification, prediction and guidance as well as for the evaluation of educational problems.

Inquiry form: Inquiry forms are a set of data gathering research tools which make use of properly designed perfomas for inquiring into and securing information about certain phenomena under investigation. Tools included in this category are questionnaire, schedule, checklist, rating scale, score card and opinionnaire or attitude scale.

Questionnaire: A questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational etc; topics sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation. It is the most popular means of collecting all kinds of data in research.

Schedule: Schedule is a devise consisting of a set of questions which are asked and filled in by an interviewer in a face to face situation with another person.

Check list: A checklist is a simple devise consisting of a prepared list of items which are thought by the researcher to be relevant to the problem being studied.
Rating scale: Rating scale refers to a scale with a set of points which describes varying degrees of the dimensions of an attribute being observed.

Observation: observation is the process in which one or more persons observe what is occurring in some real life situation, and classify and record pertinent happenings according to some planned scheme. It is used to evaluate the overt behaviours, events and the contexts surrounding the events and behaviours in controlled and uncontrolled situation.

Interview: The interview is a process of communication or interaction in which the subject or interviewee gives the needed information verbally in a face-to-face situation. Although the interviewee is generally associated with counselling or psychotherapy, it can be used effectively to collect useful information about individuals in many research situations.

Sociometric technique: Sociometric techniques attempt to describe attraction or repulsions between group members by asking them to indicate whom they would select or reject in various situations. Such techniques are used in various educational situations to study social adjustment, group dynamics, learning, motivation, discipline and other problem areas that involve social relations.

4.12.1 Tools for the present study:

In the present study the researcher used the following tools for collection of data.

1. Content Analysis

2. Self structured Questionnaire for the students

3. Self-structured Questionnaire for the Teachers
4. Self-structured Questionnaire for the parents

5. Interview schedule for teachers

6. Interview schedule for the parents

7. Observation

4.12.2 Preparation of tools for the present study:

In order to prepare the tools for the present study the researcher have followed certain steps so that the tools help the investigator to collect the appropriate data.

Preparation of Questionnaire for the students:

In order to prepare the Questionnaire for the students, the researcher has reviewed various related literature in order to gain knowledge on preparation of a good and purposive questionnaire. The questionnaire for the students contained a total of 52 close ended questions. The students were required to tick either yes or no to each question. While preparing the questions the researcher was very careful so that the answers to the questions provide the data necessary for the investigation. Utmost care was taken not to include any double meaning and leading questions. Language of the questions was also taken care of.

Next the questionnaire was sent to three different persons for the expert’s comment. After receiving the expert’s comments necessary modification was done on the required items or aspects.

After the modification the questionnaire was administered to a total of 100 students in order to find out the reliability. The data was collected and analysed.
The reliability of the questionnaire was established after the collection of the data.

**Preparation of the questionnaire for the teachers:**

A questionnaire was also prepared for the teachers in the same way in order to gather additional information from the teachers. The questionnaire of the teacher contained a total of 26 numbers of questions. The questionnaire was a combination of both closed and open ended questions. The closed questions had two option of ‘Yes’ and ‘No’. The open ended questions were prepared in such a way so that it could gather all the necessary information for the investigation.

The questionnaire was sent for the experts comments and after necessary modifications based on the expert’s comment it was administered to 30 teachers for establishing the reliability.

**Preparation of the questionnaire for the parents:**

A questionnaire was also prepared for the parents as per the need of the study. Same steps were followed here also. This questionnaire is a closed one and the parents had to give answers by giving tick mark to either ‘Yes’ or ‘No’ to the questions asked. The questionnaire contained a total of 20 numbers of questions. It was also administered to a sample of 30 parents for establishing the reliability.

**Establishing Reliability of the questionnaires:**

In order to establish the reliability the questionnaire was administered to a sample of 100 students, 30 teachers and 30 parents. Split-half method of reliability was
done by applying the Spearman- Brown Prophecy formula. The reliability was established at .61, .66 and .86 level respectively.

Translation of the questionnaire:

As the study included the Assamese medium schools also, the questionnaire needed to be translated to Assamese language as well for better understanding of the Assamese medium students. Same procedures were followed here also. Expert’s comments were taken and after necessary modifications on the basis of the Expert’s comments, the questionnaire was administered again to a sample of 100 students, 30 parents and 30 teachers of Assamese medium schools. The reliability was established by following the same split half methods and by using Spearman Brown Prophecy formula. The reliability was established at .65, .68 and .81 respectively.

Apart from the data collected through the Questionnaire, the investigator also needed some additional relevant information. For this the investigator also prepared an interview schedule for the teachers as well as the parents.

The researcher has also personally visited different schools for observing students behaviour in different situation at the school.

4.13 Method of Data Analysis:

Analysis of data is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business,
science, and social science domains. There are mainly two types of data analysis viz., Qualitative Data Analysis and Quantitative Data Analysis.

Quantitative methods are those which focus on numbers and frequencies rather than on meaning and experience. Quantitative methods (e.g. experiments, questionnaires and psychometric tests) provide information which is easy to analyse statistically and fairly reliable. Quantitative methods are associated with the scientific and experimental approach and are criticised for not providing an in depth description.

Qualitative methods are ways of collecting data which are concerned with describing meaning, rather than with drawing statistical inferences. What qualitative methods (e.g. case studies and interviews) lose on reliability they gain in terms of validity. They provide a more in depth and rich description.

The objectives of analysis in qualitative data, gathered by a wide variety of methods and techniques, is holistic perspective and studying real world situation as they unfold naturally, non manipulatively and unobtrusively with openness to whatever emerges without predetermined constraints on outcomes. Keeping this objective in view the analysis of qualitative data means studying the organised material in order to discover inherent facts. These data are studied from as many angles as possible either to explore the new facts or to reinterpret already known existing facts. The content analysis, inductive analysis and logical analysis are mostly used in analysis of qualitative material.

Content analysis: content analysis is concerned with the classification, organisation and comparison of the content of document or communication. According
to Berelson “content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication.

Quantitative methods have come under considerable criticism. In modern research, most psychologists tend to adopt a combination of qualitative and quantitative approaches, which allow statistically reliable information obtained from numerical measurement to be backed up by and enriched by information about the research participants' explanations.

4.13.1 Analysis of Data in the present study:

In the present study the researcher has used both qualitative and quantitative techniques of data analysis. Content analysis has been used to find out the presence of content on peace education in the textbooks of elementary level schools. The main statistical techniques used in the present study are:

1. Percentage Calculation
2. Qualitative Analysis
3. Graphical Representation
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