CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

In this chapter attempt has been made to explain the plan and procedure of the research work with special reference to the method, sampling technique, data collection and treatment of data.

The present chapter comprises of five parts-

3.1 Method used in the study

3.2 Sampling technique

3.3 Development of tools and their use

3.4 Collection of data

3.5 Statistical treatment of data

3.1 Method used in the study

Research data can be collected, analyzed and reported by adopting different methods. The selection of proper method depends upon the nature of the problem stated and objectives of the study to be achieved. The main objectives of the present study were to examine the organizational status of IGNOU B.Ed programme, its student support facilities, constraints faced by the student trainees,
and gender achievement of students. To fulfill the objectives of the study, different indicators of quality education such as trend in enrolment, counselling and workshop sessions, practice teaching programme, assignment system etc under IGNOU B.Ed course were analyzed. Hence the study was brought under the normative survey research. Normative survey study is generally used for the kind of research that attempts to find out normal and typical condition or practice at the present time. It is often used to know the present trend, solve current problems and to suggest the course of future development. It involves measurement, interpretation, comparison, generalization and all that directed towards proper understanding and solution of the problem at local, state, national and international level. This is the most reliable method to obtain opinion, advice, suggestion, attitude pertaining to various educational practices and problems. The method was considered appropriate for this research work because no ready made data (except list of enrolment of teacher trainees) which were required for examining different objectives under study such as number of student trainees appeared final examination(first and second year), attended counselling /workshop sessions, attended practice teaching classes, submitted assignments, management and
infrastructural facilities etc were available. This resulted no alternative to the investigator but to visit sampled centres for collection of data.

3.2 Sampling technique

Sampling is an essential technique of the research studies. Due to limitation of time, fund and manpower the total population can not be studied. So it became necessary for the present study also to select a representative sample of the population which is scattered over a very wide geographical area.

For proper representativeness and precision purposive sampling technique had been adopted while selecting study centres under investigation. Two B.Ed study centres of Assam located at Jorhat and Guwahati were selected. Here attention was paid to select only those teacher trainees who were undergoing B.Ed during the period from 2009 to 2012 and they were purposively selected from each study centre. Out of the collected sample male and female sample had been divided accordingly.
Table 3.2.1, 3.2.2 and 3.2.3 show the statistics of enrolment of teacher trainees from 2009-2012, centre wise distribution of total sample and selected sample for the final study respectively –

**Table 3.2.1**

**Enrolment of Teacher Trainees (2009-2012)**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Year</th>
<th>Total Enrolment</th>
<th>Grand Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>GSC</td>
<td>JSC</td>
<td>GSC</td>
<td>JSC</td>
</tr>
<tr>
<td>1</td>
<td>2009</td>
<td>39</td>
<td>12</td>
<td>51</td>
<td>25.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2010</td>
<td>69</td>
<td>24</td>
<td>93</td>
<td>46.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2011</td>
<td>48</td>
<td>45</td>
<td>93</td>
<td>46.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2012</td>
<td>100</td>
<td>99</td>
<td>199</td>
<td>99.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>436</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: Office of the Regional centre, IGNOU, Guwahati)

Note: GSC (Guwahati Study Centre), JSC (Jorhat Study Centre).
Table 3.2.2

CENTREWISE DISTRIBUTION OF TOTAL SAMPLE

<table>
<thead>
<tr>
<th>Study Centre</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guwahati Study Centre</td>
<td>256</td>
<td>127</td>
<td>129</td>
</tr>
<tr>
<td>Jorhat Study Centre</td>
<td>180</td>
<td>87</td>
<td>93</td>
</tr>
</tbody>
</table>

Total Sample: 436
Thus out of the total sample of 260 number of teacher trainees, 130 each from Jorhat study centre and Guwahati study centre had been taken purposively on the basis of availability of sample.
3.3 Development of tools and their uses

Development of tools mainly depends upon the objectives of the study. The present study required a large variety of data. The data were obtained from both primary and secondary sources. The primary data were collected from the respondents with the help of a set of self structured questionnaire. The interview method was applied to collect information from the Regional Director (IGNOU), the PICs of Jorhat and Guwahati study centre. While providing the questionnaire, the respondents were also interviewed to collect additional information regarding the course. Along with questionnaire and interview, observation method was also used during the field visit and field notes were also widely used to gather more and accurate information. The academic result of the teacher trainees during the session 2009-2012 were collected personally from IGNOU Head office, MaidanGarhi, New Delhi. Apart from primary data, the secondary data were collected from different sources such as- website of IGNOU, CTE, NCERT, Regional office of IGNOU Guwahati and Jorhat, Directorate of Elementary Education, Guwahati, books journals and documents at different libraries of NCERT (New Delhi), SCERT (Assam), Regional centre library, IGNOU (Guwahati), Gauhati University,
North East Hill University (Shillong), Omeo Kumar Das Institute of Social Change and Development (OKDISCD), Guwahati. The investigator personally visited all the above libraries for collecting relevant information required for this study.

Keeping the nature of the problem in mind the following tools were developed and used to collect data -

3.3.1 Self structured questionnaire (Appendix I)

To conduct the study a self structured questionnaire was prepared. It was dealt with the different areas of IGNOU B.Ed course in respect of the objectives under investigation. The questionnaire was divided into two parts covering two objectives of the study. Each part contains a number of statements basing on the student support facilities and constraints faced by student teachers of IGNOU B.Ed course. There were several Yes/No options in each statement. The respondents were asked to put a tick ☑️ either Yes or No options. Some probing questions are also included in the questionnaire.
The first draft of the questionnaire was given to subject expert associated with the IGNOU B.Ed programme. The modified questionnaire was again administered on a test basis to a sample of 30 student teachers who did and had been doing B.Ed from IGNOU. It was found that except two questions the respondents’ responses were appropriate. Accordingly modifications and alternations were made in the questionnaire on the basis of the observations made by the respondents during the test. While providing the questionnaire personally the investigator had also collected certain additional relevant information from the student teachers.

### 3.3.2 Interview schedule (Appendix II)

An interview schedule was also framed consulting with subject expert. To study the organizational status of B.Ed programme of IGNOU, The interview schedule was administered to the Regional Director, PIC of Jorhat and Guwahati Study centre and Academic counsellor.
3.3.3 Centre information schedule (Appendix III)

To conduct the study, an information schedule was also prepared under the guidance of subject expert associated with the programme. The PICs of the sample centres (Jorhat and Guwahati) were administered the information schedule to fill it up, which would project a holistic picture of the programme. They were requested to fill up the schedule in consultation with the counsellor and other members associated with the programme. They were also requested to provide information in relation to the following items- number of academic counsellor, non academic staff of the centre, enrolment during last four years, attendance of workshop, counselling sessions, number of students appeared final examination during last four years, infrastructural facilities of the centre, assistance from Regional centre etc. Some additional relevant information were also collected from the academic counsellors of both the study centres.

3.4 Collection of data

The investigator visited the two B.Ed study centres IGNOU, Assam- Post Graduate Training College (Jorhat) and Govt.
Banikanta College of Teacher Education (Guwahati) to collect relevant data. List of teacher trainees who are the sample of the study, their name, address, contact numbers etc were collected from the office of the Regional centre (IGNOU), Guwahati, Assam. The investigator also visited the Head office of IGNOU, New Delhi to collect result of teacher trainees and relevant documents and data required for analyzing different objectives under study. In addition to this the investigator collected the required data with the help of questionnaire, interview schedule and information schedule from the Regional Director, centre PICs, academic counsellors and teacher trainees. In this way with a sustained efforts and hard work, it was possible to collect the data required for examining different objectives under study. Collection of data for the study was not an easy task. The collection of data from the respondents specially the teacher trainees who did B.Ed during 2009 and 2010 was intricate task. Under distance mode B.Ed classes are not held regularly. Besides a majority of them stay in far off places. They only come to the study centre during counselling and workshop sessions. Since the teacher trainees of 2009 and 2010 had already attended counselling and workshops under the programme, so it was a
painstaking work for the investigator to contact and collect data
from them. The teacher trainees of 2011 and 2012 were also
personally approached all the days of counselling and workshop
sessions. The investigator had to meet each respondent several
times to establish a core rapport. They were explained that the
investigation was only to collect information for a research
study. The information provided by them would be kept
confidential and there would not have any affect on their result.
Hence they were requested to give their opinion openly without
any hesitation. The respondents were given sufficient time to fill
up the questionnaire and information schedule. Apart from this
centre PICs and academic counsellors were interacted during
counselling and workshop sessions on spot and gave opportunity
to share their experiences in respect of the B.Ed programme.
Their views were recorded in field notes. Focus Group interview
with the teacher trainees was also organized in two places ie Post
Graduate Training College, Jorhat and Govt. Banikanta College
of Teacher Education, Guwahati during workshop sessions.
Various issues relevant to the objectives of the study were
discussed. The investigator raised certain questions before the
participants one by one for deliberation. The participant teachers
actively involved themselves in the process of interaction. Responses were recorded carefully by the investigator. It helped the investigator in introspection and let her begin with a bit looking back to the past to assess problems and prospects of distance mode B.Ed system in the state. Same procedure was followed for the teacher trainees of 2009 and 2010 sessions who had already completed their counselling and workshop sessions. The investigator either by contacting them over phone or personal approach assembled in a convenient place of their choice and discussed on certain relevant issues. This way the investigator had to visit various places to organize Focus Group Interview. According to the document of NCERT (2001, p. 78) a Focus Group Interview is an interview with a small group of participant on specific topic. Groups are typically of six to eight participants who participate in the interview for one half to two hours. The participants are relatively homogeneous in nature who is asked to reflect on the questions asked by the interviewer. Participants get to hear each others responses and to make additional comments beyond their own original responds as they hear what other participants have said. It is not necessary for the participants to disagree. The purpose is to get high quality data
in a social context where participants can consider their own views in the context of the views of others. This technique provides some quality control on the data collected where participants tend to provide checks and balances on each other that weed out false or extreme views.

In this way with a sustained efforts and hard work, it was possible to collect the data required for study of the different objectives under study.

3.4.1 Scoring of data

Scoring of collected data was done by taking down the responses from questionnaire, in term of tallies. In this way, all the questionnaires were dealt with corresponding number of tallies that are marked and counted and the scores in each column were treated as final scores. For every item the sum total of the frequencies was checked off and on found to be corrected. The collected data were treated with the help of statistical techniques which are explained under the following captions.
3.5 Statistical treatment of data

3.5.1 Organizational status of Teacher Education programme (B.Ed) under IGNOU

To gain an idea about the status of IGNOU B.Ed programme, no statistical computation was required. To study this objective data collected from IGNOU Regional office, Head office, Study centre PICs, Academic counsellors, Regional Director by using information schedule, interview schedule, data of B.Ed Handbook and prospectus, Student Teachers’ Handbook, IGNOU website were presented systematically.

3.5.2 Computation of student support facilities under IGNOU B.Ed programme

To find out the student support facilities under the programme, the data obtained from questionnaires were analysed by making use of simple percentage. Graphical representation was also done for precise presentation.
3.5.3 Computation of constraints faced by the student teachers under the programme

To know the constraints faced by the IGNOU B.Ed students a number of variables were included in the questionnaire which were administered to the student teachers. The obtained data were analysed in terms of percentage. Here also graphical presentation was made to bring clarity in analysed data.

Some additional programme related informations were also collected while conducting Focus Group interview with the student teachers and were presented in findings of the study.

3.5.4 Computation of achievements of student teachers in terms of gender under the programme

To find out the academic achievements of male and female student teachers who completed B.Ed examination during the session 2009-2012 the Grade Point Average of each Course (CGPC) and Grade Point Average of Programme (CGPA) were taken out. From the successful candidates percentage of male and female candidates, the grade they secured were calculated and presented in table and graph.