CHAPTER 3

METHODOLOGY
3.0 METHODOLOGY

3.1 STATEMENT OF THE PROBLEM

A Comparative Study of the Education of the Inmates of the different Government Aided Homes in West Bengal and that of the Students of the Local Primary Schools.

3.2 OBJECTIVE OF THE STUDY

The objective is to carry out a comparative study between the Primary education provided in the Government Aided Homes and the Government Aided Primary Schools of the same locality in respect of:

- School Organizational aspects
- Teaching and supporting aspects
- Basic learning skills like reading, writing and arithmetic

3.3 HYPOTHESES

1. There is no significant difference between the academic achievement of the students of class III of the Government Aided Homes and the local Government Aided Primary Schools in the subject English.
2. There is no significant difference between the academic achievement of the students of class III of the Government Aided Homes and the local Government Aided Primary Schools in the subject Bengali.

3. There is no significant difference between the academic achievement of the students of class III of the Government Aided Homes and the local Government Aided Primary Schools in the subject Mathematics.

4. There is no significant difference between the academic achievement of the students of class IV of the Government Aided Homes and the local Government Aided Primary Schools in the subject English.

5. There is no significant difference between the academic achievement of the students of class IV of the Government Aided Homes and the local Government Aided Primary Schools in the subject Bengali.

6. There is no significant difference between the academic achievement of the students of class IV of the Government Aided Homes and the local Government Aided Primary Schools in the subject Mathematics.
3.4 SAMPLING

Samples were selected from the inmates of different Government Aided Homes and the matching students from the local Government Aided Primary Schools in West Bengal. Random sampling technique was adopted for this study. The age limit of the samples of the study was eight to ten (8–10) years i.e. the students of class III and class IV. The distributions of the sample are represented in the following table:

<table>
<thead>
<tr>
<th>Name of the Districts selected</th>
<th>Number of Government Aided Homes selected</th>
<th>Number of Government Aided Primary Schools selected</th>
<th>Class selected from Homes</th>
<th>Class selected from Primary Schools</th>
<th>Student's Sample</th>
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</thead>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Kolkata</td>
<td>04</td>
<td>04</td>
<td>III</td>
<td>IV</td>
<td>20</td>
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<td></td>
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<td></td>
<td>20</td>
</tr>
<tr>
<td>24 Parganas (North)</td>
<td>02</td>
<td>02</td>
<td>III</td>
<td>IV</td>
<td>10</td>
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<td>10</td>
</tr>
<tr>
<td>24 Parganas (South)</td>
<td>02</td>
<td>02</td>
<td>III</td>
<td>IV</td>
<td>10</td>
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<td></td>
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<td>10</td>
</tr>
<tr>
<td>Howrah</td>
<td>01</td>
<td>01</td>
<td>III</td>
<td>IV</td>
<td>05</td>
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<td></td>
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<td>05</td>
</tr>
<tr>
<td>Hooghly</td>
<td>01</td>
<td>01</td>
<td>III</td>
<td>IV</td>
<td>05</td>
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<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

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3.5 **TOOLS**

The tools used to collect the data are as follows:

- An interview schedule together with a questionnaire for objective one has been used to study the School Organizational Aspects of the Government Aided Homes and Government Aided Primary Schools.

- An interview schedule together with a questionnaire for objective two has been used to study the Teaching and Supporting Aspects available in the Government Aided Homes and the Government Aided Primary Schools.

- An achievement test for objective three has been used to measure and compare the Basic Learning Skills of the students of the Government Aided Homes and the Government Aided Primary Schools.

3.6 **MODE OF ANALYSIS**

As the study was descriptive, data was analyzed both qualitatively and quantitatively.
3.7 RELIABILITY AND VALIDITY

As structured interview schedule and the questionnaire were used by the researcher to obtain some information about the Government Aided Homes and the local Government Aided Primary Schools, and the researcher was the interviewer, these tools are reliable to the extent to which the respondents answered honestly.

The structured interview schedule was constructed after consultation with Dr. Sujit Kumar Mukherjee, Academic Consultant, West Bengal Board of Primary Education. Then it was modified and used by the researcher. The modified structured interview schedule was sent to three experts from different Universities for opinion regarding the validity of the schedule. Accordingly modifications were incorporated and used by the researcher. The content validity of the tool was ensured.

The contents of the Achievement Test were specified after consultation with the text books of West Bengal Board of Primary Education and the teachers teaching in the Government Aided Primary Schools and Government Aided Homes in West Bengal. After construction, the Achievement Test was repeatedly scanned and discussed with the expert teachers about their merits and demerits. Necessary changes in statements, questions, wordings etc were done, wherever it was felt necessary. Thus the items were ready for the try out.
A list of desired responses to every item was prepared and a scoring key was prepared accordingly.

The test was initially administered on ten students of grades III and IV separately to determine the optimum time to complete the test. Any ambiguity, omission or inadequacy in the language of the test items, response alternatives and instructions were also checked.

After necessary revision the test was administered to fifty students each from Government Aided Homes and Government Aided Primary Schools (a total of hundred students) of class III and class IV for item analysis. The tasks in item analysis were to find out the item facility index, item discrimination index and to analyse the distracters.

However, to make the test useful for students of all categories it was decided that the final form of the test will contain 50% of the items with moderate difficulty value, 25% with high difficulty value, and 25% with low difficulty value. Accordingly discrimination indices were also matched for the items selected keeping in mind the criterion for item facility index as far as practicable. Thus after standardisation the remaining items were as follows:

For standardisation and determination of reliability and validity of the Achievement
Test in the subjects English, Bengali and Arithmetic the following procedures were applied properly and carefully:

❖ Subject areas were selected

❖ Selection of the content areas of the above subjects (English, Bengali and Mathematics) were considered according to the syllabus of West Bengal Board of Primary Education

❖ Opinion of the resource persons were carefully taken into consideration for validity of the test

❖ Test items were properly developed for the three subjects of class III and IV separately

❖ Opinions of the resource persons were considered and items were modified

Try out of the test items were made through the following steps:

❖ Selection of the sample

❖ Administration of the test for try out
❖ Evaluation of the answer scripts

❖ Item analysis in the following heads:

(i) Item Difficulty

(ii) Determination of discrimination power of the items

(iii) Bunch total co-relation of test and re-test

❖ Final selection of the items of the tests were made

❖ Blue print of the test was also prepared

❖ Time schedule of the test was also determined

Thus the test was ready for the final administration.

3.8 MAJOR DELIMITATIONS

The study covered only the five districts of West Bengal (surrounding Kolkata) i.e. the greater Kolkata out of eighteen districts in the State. The Government Aided
Homes and the Government Aided Primary Schools of the same locality where the Home is situated were selected from the following districts of West Bengal:

❖ Kolkata
❖ 24 Parganas (North)
❖ 24 Parganas (South)
❖ Howrah
❖ Hooghly

Class III and Class IV were selected by the researcher because these are the penultimate stage of the Lower Primary Education.
MAP SHOWING THE DISTRICTS OF WEST BENGAL FROM WHERE THE DATA WAS COLLECTED