CHAPTER – 4

RESEARCH DESIGN AND ITS FOUNDATIONS

1.0 INTRODUCTION
2.0 POPULATION
3.0 SELECTION OF THE SAMPLE
4.0 RESEARCH METHOD OF THE STUDY
  4.1 CLARIFICATION OF OBJECTIVES
  4.2 QUESTIONS UNDER THE STUDY
  4.3 PRE STUDY OF LESSONS
  4.4 DETERMINATION OF CHARACTERISTICS OF VALUES
  4.5 DEVELOPMENT OF PROSE / POEM ANALYSIS SHEET AS TOOL
  4.6 SAMPLING
  4.7 DETAILED STUDY OF EACH PROSE / POEM
  4.8 DEDUCTION OF REFERENCES
  4.9 DETERMINATION OF CHARACTERISTICS BASED ON REFERENCES OF VALUES
5.0 TOOL
6.0 COLLECTION OF DATA
7.0 COLLECTED DATA AND ITS NATURE
8.0 TECHNIQUES FOR DATA ANALYSIS
CHAPTER – 4
RESEARCH DESIGN AND ITS FOUNDATIONS

1.0 INTRODUCTION
The investigator has to present the detail how he or she had worked from beginning to end on his or her study. So that it can guide the future researchers. In this chapter, the details of research design for this study is presented, in which population of the study, sample selection, research method, tools to collect information, collected data, its nature and techniques for analysis of the data are included.

2.0 POPULATION
“The whole group, out of which a small representative part is selected for the purpose of collecting data, about which the conclusions are concluded, is called the population.”1

The investigator should define the population carefully so that she can select and decide proper units for her study and also can select the sample which is reflected by the characteristics of the population.

The population for this study is the text books of Gujarati subject of Std. VIII, IX and X prepared by Gujarat State Board of School Textbooks. The new curriculum of Std. VIII was executed in 2004, Std. IX in 2005 and std-X in 2006. The text books of this new curriculum were included in the population of present study.

3.0 SELECTION OF THE SAMPLE
“The process of selecting a small representative part to assume the whole according to objectives of the study is called the selection of the sample”2

1 Dineshchandra A. Uchat, Research Interactions on Information, Rajkot: Saurashtra University, 2004. p.56.
2 ibid, p.56.
In the study the population itself is considered as the sample. The lessons from text books of Gujarati subject of Std. VIII, IX and X were selected. From text books of Gujarati subject std-VII, 18 poems from poetry section and 13 prose lessons out of total 31 lessons were included. From Textbook of Gujarati subject std- IX, 20 poems from poetry section and 16 prose lessons out of total 36 lessons were included. From Textbook of Gujarati subject std- X, 13 poems from poetry section and 12 prose lessons out of total 25 lessons were included.

4.0 RESEARCH METHOD OF THE STUDY

The researcher has to use any one or more research methods according to his or her study to examine the hypotheses or to get answers of questions of the study.

“After clarification of research problem accurately, the researcher does some specific work to collect information which is called the research method.”

There are three types of the research methods, Historical Research method, Descriptive Research Method and Experimental Research Method.

If the research is related to the past incidents, the Historical Research method is used. If the research is aimed at observing the effect of the treatment under the controlled situations accurately, the experimental research method is used. If the research is aimed at describing or interpreting the existed incidents, the descriptive Research Method is used. More than one research methods are found under the Descriptive Research method. The classification can be as below.

---

3 Dineshchandra A. Uchat, Specific Research Methods. Rajkot: Saurashtra University, 2000, p. 10.
Descriptive Research Methods

- Survey Method
- Content Analysis Method
- Correlative Methods
- Developmental Methods
  - Care Study Method
  - Causal Comparative Method
  - Co-relational Method
  - Longitudinal Method
  - Cross Sectional Method
If the purpose of researcher is to examine as to what would be effect upon giving specific treatment under controlled situation than the researcher makes use of experimental method.

Objectives for the present study, the objectives of the researcher was to examine the value references of national integration, international understanding and human rights contained in the Textbooks of Gujarati subject of Standard VIII, IX and X. In context of purpose of study research method titled as sub-divisional type content analysis method of descriptive research was done.

**Content Analysis Method**

Content analysis method is an important research method among the groups of descriptive research method. It is used to decide some specific characteristic of communication.

“Content analysis technique is useful for quantitative narration of detail involved in communications systematically and objectively.”

Content analysis method is a technique of qualitative and objective narration of detail presented in written, oral or visual from. It is useful for classification of data with a view to understand it more easily and meaningfully. Statistical analysis of figures or numbers of data is not necessary under this method but the data is collected in verbal form and interpretation according to objectives is done. This is a kind of qualitative method. The researcher had analyzed content of the Gujarati subject textbooks of std- VIII, IX and X in context to references of values like national integration, international understanding and human rights. Then the obtained details were coordinated and interpreted. The analysis and coordination of data was done pure qualitatively without using any statistical technique. Thus analysis coordination-qualitative approach was used in this study.

---

For the purpose of analysis of content analysis in the present study, the following steps were followed:

4.1 CLARIFICATION OF OBJECTIVES
The objectives of present study were as under:

(1) To study the references of values of national integration included in textbooks of Gujarati subject of Std. – VIII, IX and X.

(2) To study the references of values of International understanding included in textbooks of Gujarati subject of Std. – VIII, IX and X.

(3) To study the references of values of human rights included in textbooks of Gujarati subject of Std. – VIII, IX and X.

The study is related to the three values in text books of three standards according to the above stated objectives

1. In which prose/poems they are included.
2. Which indications are expressed?
3. How are the indications expressed?

4.2 QUESTIONS UNDER THE STUDY
The study is related to the three values in text books of three standards According to the above stated objectives following three questions.

4.1 In which lessons of text books of Gujarati subject of Std. VIII, IX and X the values of national integration, international understanding and human rights are included?

4.2 By which references the values of national integration, international understanding and human rights in text books of Gujarati subject of Std. VIII, IX and X are presented?

4.3 How references of the values of national integration international understanding and human rights in text books of Gujarati subject of Std. VIII, IX and X are presented?

4.3 PRE STUDY OF LESSONS
Each Prose/Poetry included in Gujarati subject text books of Std.– VIII, IX and X was studied in detail by the investigator.

4.4 DETERMINATION OF CHARACTERISTICS OF VALUES
In this step, the investigator had decided the characteristics of values of national integration, international understanding and human
rights. Various references were used for this process. Beside this, the opinions of experts were obtained. Ten characteristics for national integration, five for international understanding and seven characteristics for human rights were decided. Then operational meaning of characteristics was defined.

4.5 DEVELOPMENT OF PROSE / POEM ANALYSIS SHEET AS TOOL

To collect the data from text book, a prose/poem analysis sheet was developed.

4.6 SAMPLING

The whole population was accepted as sample in this study. 13 prose lessons and 18 poems out of total 31 lessons of Gujarati subject of std-8, 20 poems and 16 prose lessons out of total 36 lessons of std-9 and 13 poems and 12 prose lessons out of total 25 lessons of Gujarati subject of std-10 were included in this study.

4.7 DETAILED STUDY OF EACH PROSE / POEM

The investigator had studied each prose/poem included in text-books in detail carefully keeping objectives of study in mind.

4.8 DEDUCTION OF REFERENCES

After detail study of content of each prose/poem, the investigator had separated the references of values of national integration, international understanding and human rights included in content of each prose/poem. The references were derived in form of line of poem for poetry and in form of sentence or paragraph for prose lessons.

4.9 DETERMINATION OF CHARACTERISTICS BASED ON REFERENCES OF VALUES

The references were analyzed and the characteristics of values of national integration, international understanding and human rights were clarified. The opinions from experts were asked for and necessary changes were made.
5.0 TOOL

In qualitative researches interviews, dramas, dialogues, sheets etc tools are selected to collect data. The researcher had developed the prose/poem analysis sheet to collect the data from textbooks of Std. VIII, IX and X. The final lesson analysis sheet was prepared after guidance by experts. Same lesson analysis format was used for the values of national integration, international understanding and human rights. The outline of the format is mentioned as below.
1. No of the Prose/Poem
2. Title of the Prose/Poem
3. Writer of the Prose/Poem
4. Form of Literature of the Prose/Poem
5. Central Idea of the Prose/Poem
6. Analysis of References of National Integration, International Understanding and Human Rights Presented In the Composition
   6.1 Analytical Presentation of Reference no - 1
       (A) Reference
       (B) Interpretation of Reference
       (C) Characteristics of National Integration, International Understanding And Human Rights Involved In The Reference
   6.2 Analytical Presentation of Reference - 2
       (A) Reference
       (B) Interpretation of Reference
       (C) Characteristic of National Integration, International Understanding and Human Rights Involved In The Reference.

6.0 COLLECTION OF DATA

For the purpose of collecting information, the study of entire lessons (poetry and essay section) of Textbooks of Gujarati medium in Standard eighth, ninth and tenth was done.
In this regard, the researcher firstly made a study of 31 lessons contained in the Textbook of standard eighth, 36 lessons contained in the Textbook of standard ninth, and 25 lessons contained in the Textbook of standard tenth and obtained the information.

For collecting the information, the steps of (1) study of content (2) analysis of content (3) expert opinion and (4) synthesis of content were undertaken.

7.0 COLLECTED DATA AND ITS NATURE

The data can be obtained into two forms: qualitative and quantitative. The data, for this study was collected in qualitative, means verbal form. The detail is mentioned as below.

The data of national integration was collected in references from the text books. The detail is mentioned as below.

क्षेत्राच्या रसेचे नली देशद्र, 
खालील चती अं यं द्रक्षिणाज 
मातात्रांना वेळा सूती ठेंदियो अे: 
ने कुणाही समरीने नम्बो अे: 
ओ पूज्याच्या मुज मातुळोभ; 
ओ देश जागो मुज रोमलोम, 
हा देश मारो, मुज देश भक्त, 
अ देश मारे मुज सर्व शक्त. 
पूज्य—पूज्य पुढ्यनिशान वागेचे, 
कदाचनो एक सपूळ मागे; 
ने अभम अर्गें साहू सर्व शक्त; 
अवैतनी उत्तम देशाच्याही.
भेंता ठेंडो! देश सपूळ मागे, 
चोटे भरे चोक निशान वागेचे; 
नाच धर्मांती दीव रसा कराय.
शु देशातल्या मुज पुन्हा वाप?
Kalyan had feelings of patriotism,
He loved the reputation of his motherland;
Hearing the words of mother he got up:
And bow down in reverence to his Goddess:
Oh, righteous my mother land;
Awaken patriotism in my whole body;
Yes, the country is mine, my feelings,
Is the great strength for her?
Drums of war heard in every where,
And demand a virtuous son of family;
This way offer the whole strength,
Such was the great patriotism
Son, awake! The country demands sacrifice,
Chute everywhere here at yard mark,
Not become slow to practice religion,
Can my son be betrayal to country?

The data of international understanding was collected in references from the text books.

The detail is mentioned as below.

‘सो जय आज्ञे उठर्थी बहावीजे
अदुव्युद्धघर मंगेल प्रेमधारा;
वसुरंगनां सड़ भाण्डो मणी
भजावीजे अतूर अण तारा;
हेमें वैष्णव प्रेमधारे जजावी,
प्रजाप्रजा भाषमां भाष गुंजैः,
ने लद्वेस्मत्र संपे मिलावी
जजावीजे सो जय उठर्ये उठवी;
‘मानवी, प्रभूति, सोने वसुधेव कुर्तयक्षम्!’”
All creatures flow heartily
Shower of love and compassion
All the children over the world
Play sweet music within hearts.
Awaken hearts with songs of love,
All people take hands with hands
And give shoulders to shoulders,
Stand on threshold of the world and sing.
‘The entire world is a family’ to human, nature and all.

The data of human rights was collected in references from the textbooks.

The detail is mentioned as below.
“सरीना छक या शोभा पुड़ु पेटेल ज थ। पुडुपोली माक सँग पर्व क्विवली लग रहे छे
माट जेम आपेक्ष पुड़ुछै समाज क्विवली महत्त्व वाचानेचे चीज तेम रती संसारले आपणा
अनुभव वधायले करे छे।”

“The woman has most of rights as the man has. The woman can
take education like a man. So the man can increase knowledge by
education, the woman can help us to increase our strength.

8.0 TECHNIQUES FOR DATA ANALYSIS

This study was a kind of qualitative study. The data was obtained
in verbal form. The analysis of data was done following stages mentioned
below.

1. The references of values of national integration, international
understanding and human rights from each lesson in textbooks
(prose and poetry) were separated.

2. The references were interpreted.

3. They were analyzed and the characteristics of references of values
were separated.