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CHAPTER – III

METHODOLOGY OF THE STUDY

3.1 Introduction

This chapter deals with the base of research and research design. A research design could be constructed either to test a hypothesis or to give a cause effect relationship to a situation. The selection of appropriate research method plays significant role in the research procedure. It refers to the general strategy followed in collecting, analysing and interpreting necessary data for solving the research problem.

Achieving good success in every research work depends upon the efficient planning of a research design which comes after the selection of a problem, framing of objectives and formulation of hypothesis. The third step of a scientific research is to prepare a research design. The quality of research design is judged by the degree of accuracy attendable on the level of relevant evidence sought.

3.2 Research Technique

Research methods are the utmost important in the research process. A pre-planned and well described method will provide the researcher a scientific and feasible plan for attaching and solving the problem under investigation. Good, Barr and Scates classified research method into six categories. They are as follows:

(1) The filed to which applied: education, history, philosophy and biology etc.
(2) The purpose: description, prediction and determination of causes.
(3) The place where it is conducted: in the field or in the laboratory.
(4) The application: pure research or applied research.
(5) The data gathering devices employed: test, rating scales and questionnaire.
(6) The nature of the data collected: objective, subjective, quantitative and qualitative.

The researcher has decided to follow descriptive survey method for the present study. The descriptive research survey is the utmost standard and extensively used investigation technique in educational field.

The descriptive investigations are of immense value in solving problems about children, adult, women, college organization, planning and management, curriculum, teaching methods, examination, reforms and evaluation. The descriptive type of research is useful in the development of data gathering instruments and tools like checklists, schedules, interview, observation, rating scales and questionnaires etc.

Descriptive surveys collect and provide three types of information's.

(i) Of what exists with respects to variables or conditions in a situation,

(ii) Of what the researcher went by identifying standards or norms with which to compare the present conditions or what experts consider to be desirable, and

(iii) Of how to achieve a goal, by exploring possible ways and means on the basis of experience of others or opinions of experts.

Descriptive surveys collect and provide three types of information which are as follows:

1. What exists with respect to variables or conditions in a situation needed or provided
2. What we want by identifying standards or norms with which we compare the present condition or what experts consider to be desirable
3. How to achieve a goal by providing possible ways and means on the basis of others experience or opinions.

Descriptive surveys investigate phenomena in their natural setting. There are different types of descriptive survey studies but the researcher has used.
1. Sample Survey
2. Comparative Survey
3. Evaluative Survey
4. Cross - Sectional Survey
5. Census Survey
6. Longitudinal Survey
7. Documentary Survey

3.2.1 Sample Survey

Sample survey means gathering relevant information about a smaller representation of the population under study. The data gathered through sample survey are generalized to the population of the study. A sample survey is a study that obtains data from a subsection of a population in order to estimate population attributes.

Survey method studies the sampling of individual units from a population. The related survey data collection techniques, for example questionnaire construction and techniques for improving the number and accuracy of responses to surveys can be general or specific.

Sample surveys saves the researcher’s time and money when it is compared to census survey only if the samples are really represent the population. The sample is drawn from Ahmedabad City only.

3.2.2 Comparative Survey

In comparative survey, the purpose is to compare the status of two or more number of variables, institutions, strategies adopted or groups of respondents etc.

Comparative survey involves sensitivity with regard to identification of worthwhile things to compare. So worthwhileness of focus of the study is identified through review of literature and experiences of experts. The researcher is serious about the comparability of situations under investigation. The
criterion variables are equally fair to different research situations under investigation. Comparative survey studies provide means of tackling problems that cannot be probed in laboratory situations. Furthermore, such studies yield valuable information and clues concerning the nature of the phenomena and are admirably suited to many types of field studies seeking to establish causal relationship.

In this type of survey, the status of two variable or institutions of same population is compared. Six variables had been taken for the study namely gender (male & female), types of colleges (granted and non-granted), areas (urban & rural), medium of instruction (Gujarati and English) and semester (I and III semesters).

3.2.3 **Evaluative Survey**

Evaluative survey is conducted with the purpose of evaluating a programme, a curriculum, policy etc. Evaluation studies lead towards arriving at a value judgement about the worth wholeness of a programme or policy or institution. Two purposes can be served in the evaluation of programmes through surveys.

(i) Judging the effectiveness of the programme, and

(ii) Taking action for future course of action.

Evaluative surveys are generally conducted to evaluate any program or any application of scheme which already has been done by any of the organisation or the government. The researcher is interested in studying judgement about the effectiveness of a programme to undertake a decision oriented study.

3.2.4 **Cross - Sectional Survey**

Cross sectional survey can be understood as kind of sample survey when standardized information is gathered from a sample drawn from a cross section of pre-determined population at one point of time.
The sampling techniques like random, stratified and cluster sampling are used in identifying cross sectional representation of population of the study. Hence the basic feature of cross sectional survey is associated with variables respondent covering different status in the study and the information is collected at one point of time.

One point of time refers to single slot of data collection stretching over a few days or months. These studies emphasis the relationship between different variables at one point in time. Let's say, the relationship between two semesters at the same time. The cross-sectional analysis the relation in what way variables affect each other at the same time. The researcher is interested in studying relationships between different variable for investigation.

3.2.5 Census Survey

A census is an effort to list all the elements in one group. It is used to measure one or more individualities of those elements. The group is frequently a real national population. A census means gathering relevant information about all the units of population through institutions, householders or people. It can provide detailed information of the elements in the population. It enables totals for exceptional population groups or small geographic areas.

A census and a sample survey have many common features, for example the use of questionnaires to collect information, the need to process and edit the data and even the liability to different sources of error. Usually, a census does not suffer from sampling error. Though, other types of errors may remain. Census surveys involve the process of collecting information about each of the member of a given population.

Census surveys is used commonly to employ to understand educational problems, for statistical research, population count or
policy making. The researcher has used questionnaires to collect desired information.

3.2.6 Longitudinal Survey

A longitudinal study provides information about the similar individual at dissimilar opinions in time which permit the investigator to pathway adjustment at the separate level. Without a doubt, longitudinal surveys could also be used to investigate the change in the existence of governments and organisations as well as specific individuals.

Longitudinal inquiries apprehensions the gathering and exploration of data in excess of time. Longitudinal information are important if the investigation determination is to measure the societal alteration for the reason that longitudinal study allows a diachronic examination of the incidence of circumstances and proceedings.

This examination can perhaps be provided by wide-ranging statistics about specific manners. Though, the usage of such information postures important hypothetical and practical difficulties. In longitudinal studies, the studies are studied in the research settings involve multiple follow-up measurements on a random sample of individuals, for example their achievement, performance, behaviour or outlook, in excess of a period of time with reasonably space out time themes.

The persistence of longitudinal research studies is to collect and analyse qualitative data, quantitative data or together both of them in progress, change and development in excess of time. Normally, the importance of the longitudinal research studies branches from the fact that the skills, knowledge, attitudes, behaviours of individual and perceptions subjects generally improve, grow and change in necessary ways during a period of time.

These studies require framing of longitudinal research questions and hypotheses by using longitudinal data collection
methods and using longitudinal data analysis methods. Longitudinal is an expansive terminology. Longitudinal could be well-termed as a study in research. In research, the information are gathered for every single detail. It may be variable for two or more dissimilar phases. The researcher has collected data from I and III semester students of Commerce College of Ahmedabad city.

### 3.2.7 Documentary Survey

In documentary survey, the outside sources and documents is used to analyse the data already exist in the form of printed text. Documentary research regularly involves some or all of conceptualizing, using and assessing documents. Therefore, review and evaluation of text books, reference books, study materials examination papers, internal assessment of students’ performance and assignments and evaluation of answer sheets comes under this research category and is possible.

The fundamental issues surrounding types of documents and the capability to use these documents as consistent sources of evidence on the social world must be measured.

In documentary survey, a multiplicity of information resources are used to answer the research question. The sources can be any books, workshop material, official records, institutional reports, articles from the newspaper, hand-outs or broachers and even individual experiences etc. Documentary surveys are used to analyses the present proceedings based on the records existing to the researcher. The researcher has used different documentary sources for the recommended investigation.

### 3.3 Population of the Study

According to K. S. Siddhu, "Population means an aggregate or the totality of the subject regarding which reference cases will be
prepared in a random sample or cross-section study." It means all the general public or documents proposed to be covered under the plan of the study.

In research, a population means any collection of individuals’ elements that partake one or more physical characteristics is shared to the interest of the investigator for a particular research.

In the present study, the researcher has selected 400 students out of 800 students of commerce colleges as the sample of the study 200 boys and 200 girls from Colleges who follows the syllabus of Gujarat University. The population represents from all the parts of the city i.e. East, West, North and South of Ahmedabad city. Each zone comprised 100 students and each zone, urban and rural Colleges is selected so from each college 100 students are selected randomly for the sample selection from granted and non-granted Colleges.

3.4 Sample of the Study

The research is based on the sampling of the study. The researcher after defining a population and listing all its units selects a sample of unit from the sampling frame. The process of such selection is called sampling.

Sample is an insignificant fraction of a population carefully chosen for any of the study. By way of noticing the physical characteristics of the section, anyone will be able to sort definite implications nearly the features of the population drawn. The term sampling refers to the strategic that enable us to choice a subcategory from a bigger cluster and at that time use the smaller group as a foundation for creating conclusion about the bigger group.

With the intention of the use such a smaller group to create decisions about the bigger collection, the sub group have to be resembled the bigger group as thoroughly as conceivable. The sampling methods could be broadly categorised into two classifications.

3.4.1 Non-Probability Sampling
Non-probability selection is not based on assumptions about the nature of population distribution, assumptions. They are so frequently ignored by the researchers by using parametric tests. Here the samples are gathered in a process which does not give equal chances of being selected to all the individuals in the population.

Accessibility sampling or non-probability refers to researchers when the researcher takes whatever individuals find it is easy to right to use as applicants in a research. It can simply be possible when the procedures of the investigators are being tested that are be expected to be identical simple in addition to general with the intention of that they could be universal away from such a contracted sample. The non-probability sampling method can be broadly divided into three categories:

1. Incidental or Accidental Sampling or Relying on Available Subjects
2. Purposive Sampling or Judgmental Sample
3. Quota Sampling
4. Snowball Sample

3.4.2 Probability Sampling

In Probability sampling, the samples are gathered in a process. It gives equal chances of being selected to all the individuals in the population. This type of sampling discusses about the sampling wherever the accidental of any given individual has been carefully chosen is well-known. These characters are check out to each other self-sufficiently. It is also well-defined as random sampling.

Any scholar or investigator could just practise an unsystematic numeral initiator to select partakers is called simple random sampling or systematic sampling. Investigators might even breakdown their decided population into sections and formerly relate these methods inside every sections to make sure that they are receiving sufficient partakers from every sections to
be capable to appeal assumptions. The probability sampling method can be broadly divided into the following:

### 3.4.3 Systematic Sampling

A variation of the random process of sampling is the systematic sampling. Generally, it is the selection of the required number of elements of the particular population to include in the sample. It is an element of randomness which is used to choose from regular intervals. This technique is only beneficial when sampling setting is existing in a list method. As the elements are chosen from regular intervals, this technique is also known as sampling by regular intervals, sampling by fixed intervals or sampling by every k\textsuperscript{th} unit.

In the present study, the sample is selected by systematic sampling method from the target population. A sample of 400 students (200 boys and 200 girls) of English medium Colleges those who are learning English in first and third semesters have selected for the study. The sample is taken from four zones (East, West, North and South) of Ahmedabad city from granted and non-granted Colleges. The entire sample follows the syllabus of Gujarat University. The sample covers the urban and rural areas of Ahmedabad city.

Each zone comprised 100 students and each zone one urban and one rural college has been selected. So from each college 100 students have been selected randomly for the sample. Data's have been collected from 4 Colleges.

The researcher has also collected the data of students, teachers and parents. The tests are closed ended questions. It carries 50 marks. The total sample of 400 students from the commerce colleges, each medium 200 students which mean 200 samples from English medium and 200 from Gujarati medium.

### 3.5 Tools and Techniques of the Data Collection
3.5.1 Collection of Data

Data collection is an essential characteristic of any type of research study. Incorrect data collection could impact the results of a study and in the end it will lead to null and void results.

Methods of information gathering for impression assessment fluctuate alongside a scale. At the single end of this collection are quantitative techniques but at the former end of the collection are Qualitative techniques for information collection. There are two types of data collection methods which are as follows:

(1) Quantitative Data Collection Methods

The Quantitative methods of data collections are interviews, meetings observations, review of internal documents and questionnaires. These data are obtained by using various tools and tests based on scale of measurement namely nominal, ordinal, interval or ratio. These type of information are closed ended and only just make available seriousness and particulars. It is easy to compare, summarize and generalize in the case of qualitative data.

This investigation is apprehensive with analysis assumptions resulting from principle. It enables to the researcher to estimate the size of an occurrence of interest. Participants may be randomly assigned to different procedures depending on the research question. These data are gathered by a variety of methods and techniques which are as follows:

1. Interviews
2. Meetings
3. Observations
4. Review of internal documents
5. Questionnaires

The quantitative data can be parametric or non-parametric in nature. Parametric statistics are measured on intermission or proportion scale measurements. Ratio scale permits all the four operations namely addition, subtraction, multiplication and division. Non-parametric data are used in the case of counted or ranked data. This data comprises numerical figures. Various descriptive statistical measures are used in analysis of parametric or non-parametric data.
(2) Qualitative Data Collection Methods

Qualitative information gathering approaches play a significant measure in influence evaluation. This methods provide useful information to understand the processes behind observed results. It is useful in assessing modifications in publics’ insights of their good fortune or happiness.

Moreover, qualitative techniques are vocal or other representational resources. The in depth description of witnessed performances, general public, circumstances and happenings are certain examples of these information. These data are gathered by a variety of methods and techniques which are mentioned below:

1. Observations
2. Interviews
3. Questionnaires
4. Opinionnaires
5. Inventories

Qualitative data collection methods are categorized by the following qualities:

1. These methods are open-ended.
2. They have less structured protocols.
3. Researchers may change the data collection policy by refining, dropping or adding techniques.
4. They depend further genuinely on collaborative dialogues.
5. Defendants might be questioned a number of intervals.
6. Qualitative data are descriptive narrations, observation notes, responses to questions.
7. Descriptive narrations, observation notes and responses to questions are qualitative data.

Types of Research Tools

There are multiplicities of tools used in collecting data in research which include the following:

1. Tests
2. Questionnaires (Close-ended and open-ended)
3. Opinionnaire or attitude scale
4. Quantitative interviews
5. Qualitative interviews
6. Focus groups
7. Observations
8. Quantitative observations
9. Intentories

The researcher has collected qualitative data through self-made questionnaires for the present study.

### 3.5.2 Questionnaires

Any researcher requires many information collecting techniques or procedures which might be different in their complication, strategy, direction and explanation. Each instrument is applicable for the collection of assured type of proof or material. The investigator has taken a self-made questionnaire as a tool for collection of data.

Questionnaire is the widely used tool of research to collect data. It is used to collect information regarding any events, phenomenon, practices, or attitudes of an individual or a group of individuals. As the name suggests questionnaires contains a series of questions pertaining to the particulars problem being investigated.

A questionnaire is either administered personally to a group of individuals or sent by mail to the respondents located at different places. **Barr, et. al, describe questionnaire as a methodical drawing together of questions that are surrender to to a sample of population from which data and facts are preferred. Questionnaire can be classified into two types.**

(1) **Closed-ended questions**

A closed-ended question is one type of the interrogation layout which bounds defendants/repliers with multiple list of response selections from which the responders be required to select the correct response to the interrogation. Usually, close-ended questions are in the form of multiple choices with one correct answer and rest others are wrong answers. But it also can be in scale set-up where responder must choose to frequency of the condition in along
assessment scale range alike to Likert questionnaires like, dislike, agree or disagree.

A closed-ended question can be responded with a simply answering either no or yes or with a particular part of evidence. It provides the individual to answer the interrogation opportunity to provide the evidence which give the impression to them to be suitable. Sometimes, open-ended questions are formulated as a declaration which necessitates an answer.

Benefits of Closed Ended Questionnaires

- Closed-ended questionnaires are more effortlessly analysed.
- It is comfortable and faster for responders to give responses
- The replies of dissimilar responders are convenient to match
- Responses are comfortable to programme and analyses can be done statistically. They are conducive to reviewing statistical calculations (degree of difficulty and reliability).
- The answer selections can make clear question’s significance for responders
- Responders can give supplementary predictable answers about thoughtful themes
- There exist less extraneous or disordered responses to questions
- Least expressive/ lesser knowledgeable defendants are not difficult
- Reproduction is easier
- Closed-ended questions can be more specific
- These questions can be the superior suitable for analysis by computer.
- In larger-scale investigations, these questions yield a smaller amount time from the interrogator as well as the contestant. The investigator, consequently, spends a smaller amount of money on this survey method
- The answer ratio is greater with this type of surveys who use this type of objective/ restricted questions than with compare to brief/short or long/ unrestricted questions.
- It does not create problem whether students are good or bad at framing their answers.

Weaknesses of Closed Ended Questionnaires
Restricted questions can recommend thoughts that the responder may not partake
Responders who do not have any idea or belief or without understanding can answer well
Contestant may be upset for the reason that their sought for the response is not of their option
These questions often confuses if numerous answer option are presented
Misunderstanding of a question could be overlooked or eliminates
Differences in the middle of responders responses may perhaps be undistinguishable
Typing or printing errors or selecting by mistake by marking the incorrect answer is likely
These may compel the responders to contribute simple-minded answers to complicated problems
These questions may compel the persons to mark by choosing which they would not like to mark in the actual world
Not all learning objectives or objectives can be measured with the help of these type of questions
These type of questions make significant demands of student’s reading skills which can be a problem for other students
Small number of alternative answers will give more chance to the students to guess the correct answer
Composing good questions is problematic and time consuming task.

(2) Open-ended questions.

The types of question is intended to raise the responders’ spirits a complete and significant response by expending their own topic awareness and state of mind. Open-ended question is the contradictory of those closed-ended questions. It does not inspires a brief or single-worded response. These kinds of questions also have an inclination to be additional impartial and least prominent,

Benefits of Open-Ended Questionnaires
Facilitates improved levels of cooperation and understanding.

Provides the opportunity to the respondents to express themselves more honestly and openly.

Encourages the respondents to provide information including their concerns, feelings and ideas.

Supports in creating a positive learning environment and sharing experiences.

Permits the respondents to share whatever is present for them.

Confirms respect and interest in others.

Reassures others to flow with their thoughts and feelings & allows to support this flow.

Demonstrates willingness to invest time with others

They give chances to answer an unrestricted amount of conceivable responses.

Responders may give long responses. Responders be able to succeed and make clear answers

Unexpected conclusions be able to be exposed

These questions may allow suitable responses to complicated issues

These may allow creativeness, expressiveness and fruitfulness in detail

These may disclose a defendant’s sensibleness, their thoughtful progression in addition to framing of references.

**Weaknesses of Open –ended Questionnaires**

Dissimilar defendants may give diverse varieties of long responses in open –ended questionnaires

Answers might be beside the point or enclosed with hopeless detail

Judgements and numerical examination turn out to be further challenging
Coding answers is problematic, communicative in addition to extremely knowledgeable responders partake the benefit

Interrogations might be very universal for responders who is unable to discover track

More quantity of defendant’s period, effort as well as thought is needed

Responders know how to give responses to anxious questions

Responses need more space in the questionnaires

Closed-ended questions are the ones in which the respondents are to choose from the restricted or fixed responses. They cannot exercise their own options. There are different forms of closed questions like replying yes/no, objective questions or circle around the alternative in a scale.

Here in this research, the researcher has taken yes/no and objective questions in closed ended questions for the students. Closed-ended questions i.e. only yes/no and open-ended questions for teachers. Open-ended questions call for a free response from respondents. The questions are not structured. The respondents are given freedom to express their opinions and feelings. Closed-ended i.e. only yes/no questions for parents.

### 3.5.3 Description of the Questionnaires

The vital aim of the study was to find out the needs of undergraduate students of Commerce College for English language. Therefore, three questionnaires were prepared, 50 for the students, 20 for the teachers of FL and 10 for the parents.

In the present study, the researcher has set 50 closed-ended questions for students, 20 closed and open-ended questions for teachers and 10 closed-ended questions for parents.
3.5.4 Description of Students’ Questionnaires

The purpose of the questionnaire has been explained to the respondents and directions were given to respond to the questions. The instruction was as follows. 50 closed-ended questionnaires were prepared for students. The questions for students are divided into three sections:

(i) Objective questions
(ii) Reading comprehension and
(iii) Grammatical questions.

All the answers are to be written in the answer sheets. Hence, do not write anything in the booklet. Darken for the correct answer only in the appropriate space from a, b, c or d on optical mark reader (OMR) sheet.

(1) Students have to answer all the questions within 60 minutes only.
(2) Write particulars in the booklet before answering the tests.
(3) Before writing answers, please read the instructions carefully in each section.
(4) Each question carries one mark.

Here the researcher has considered the following criteria to prepare the test.

(1) The new syllabus of English as First Language applied to the commerce students of Gujarat University from academic session 2013-2014.
(2) English Text Books (First Language) prescribed for the students of first and third semester of Gujarat University.
(3) The aims and objectives of Modified Communicative approach applied to the commerce students of Gujarat University.
(4) Examination pattern set by the Gujarat University.
(5) The level of the students studying in the commerce colleges of Gujarat University.
The above mentioned figure can give the details of student’s assessment of English language through questionnaires.

### 3.5.5 Description of Teachers’ Questionnaires

This questionnaires were developed in order to get information from their FL teachers, their qualifications and experiences. 20 closed and open-ended questionnaires were prepared for the teachers.

The questionnaires had two sections. The first section is about their personal details along with their research work, seminars attended, paper presented and publications details. The second section is about seeking information about the learners’ interest, need and forms of communication which they use in their day to day life.

### Description of Parents’ Questionnaires

This questionnaires were developed in order to get information from their FL learners’ parents, their environmental and educational background. 10 closed-ended questionnaires
were prepared for parents to seek information about their interest for the FL teaching to their children.

3.6 Profile of the Organizations of Data Collected

The researcher has collected data from the following organization. Their details are as follows:

1. N. C. Bodiwala and Prin. M. C. Desai Commerce College is a granted college.
2. Aroma Commerce College is a self-financed non-granted college.
3. J. G. College of Commerce is a self-financed non-granted college.
4. Shree Sahajanand Vanijya Mahavidyalaya is a granted college.
CERTIFICATE

N.C. Bodiwala and Prin. M.C. Desai Commerce College is one of the reputed Commerce College in Ahmedabad city established in 1969 which is affiliated to Gujarat University. Our College is accredited with a 'B' grade by NAAC. Since its inception the College has been providing value added quality education to generations of students who reached pinnacles of success in their chosen fields. The College was established with a principal aim of offering quality education to the students of the walled city of Ahmedabad. A part of the college is attached to a heritage building. Initially this College was established by ShriRam Vidyavardhak Trust with name N.C.Bodiwala Commerce College. Prin. M.C. Desai being one of the founders took up the leadership to make and shape as per his desire. Prin. M.C. Desai was the founder and Principal from 1971 to 1998. Because of valuable services of Prin. M.C. Desai the College was renamed into N.C. Bodiwala and Prin. M.C. Desai Commerce College in 1999-2000.

N.C. Bodiwala and Prin. M.C. Desai Commerce College is affiliated to Gujarat University, Gujarat has accredited with CGPTA of 2.48 on four point scale at B grade valid up to June 14, 2014 by NAAC. This Commerce College consist of two mediums namely English and Gujarati. It is a granted college.
Aroma College of Commerce was established in June 2005 which is affiliated to Gujarat University since then. It has been running under a prestigious Trust named Lokhandwala Education Trust which is devoted to educational, social and spiritual activities dedicated to upliftment of education right from K. G. to University level of education.

Aroma College of Commerce is located centrally in the area of Usmanpura. Nearest BRTS & AMTS has stops of Vadaj Aroma College of Commerce Ahmedabad. Consist is two medium namely English and Gujarati. It is a self-finance college.
ASIA Charitable Trust was formed on the 4th April 1966 at Ahmedabad under the Public Trusts Act. JG Commerce College, established in 1999, is one of its offshoots which is affiliated to Gujarat University since then. It has been running under a prestigious Trust named “ASIA (AHMEDABAD SOUTH INDIAN ASSOCIATION) CHARITABLE TRUST” which is devoted to educational and social activities dedicated to upliftment of education right from K.G. to University level of education.

JG Commerce College is located centrally in the area of Drive in Ahmedabad, Gujarat. It is affiliated to Gujarat University. It has been accredited by NAAC B+. All Courses of JG Commerce College consist of two mediums namely English and Gujarati. It is a non-granted Self Finance college.

DR. SAURABH CHOKSI
PRINCIPAL

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H.H. Acharyashree Devendra Prasadji Kelvani Trust was formed on the 29th June 1964 at Ahmedabad vide Registration no. No.E.1255 under the Public Trusts Act, 1950. Shree Sahajanand Arts & Commerce College, established in 1965, is one of its off-shoots. The foundation stone of the Trust has been laid by the Kalupur Swaminarayan Temple.

This college was established in June, 1991 which is affiliated to Gujarat University since then. It has been running under a prestigious Trust named “H. H. Acharyashree Devendra Prasadji Kelvani Trust” which is devoted to educational, social and spiritual activities dedicated to upliftment of education right from K.G. to University level of education.

Sahajanand Arts & Commerce College is located centrally in the area of Ambawadi. Nearest BRTS & AMTS bus stops of Nehru Nagar and Panjara Pol. Shree Sahajanand Vanijya Mahavidyalaya Ahmedabad, Ambawadi is affiliated to Gujarat University, Gujarat has accredited with CGPTA of 2.48 on four point scale at B grade valid up to June 14, 2014 by NAAC. Arts & Commerce College All Courses. Shree Sahajanand Arts and Commerce College consist of two mediums namely English and Gujarati. It is a granted college.

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3.7 Procedure of the Data Collection

3.7.1 Types of Data

Data is genuine evidence, particularly evidence are prearranged for examination or useful to make intention or conclusions. Hence, data means observations or evidences collected by the researcher. Data can be both qualitative and quantitative in nature.

Scientific educational researches require the data by means of some standardized research tools or self-designed instrument. Measurement process is employed to qualify a variable.

Data are collected for the variables as well as attributes which are gathered in terms of frequency and scores. Scores is the numerical description of an individual with regard to some characteristics for variables. Data depends on the type of instrument employed for its measurement. While tests field the data in the form of scores, questionnaires provide the data in the form of frequency. Data are things with which we think of both data and facts are used in educational research.

Gathering of data creates the principal stage in a numerical examination. Greatest precaution is essential to work out in gathering data for the reason that gathering of data arrangement lay the grounds of statistical technique. Suppose the data are defective then the assumption made could under no circumstances be consistent.

In general, data are of two types which are as follows:

1. Primary Data

The information that is initially gathered/put together by an organisation for the first time for some statistical analysis is called primary data. Primary data are collected for the first time and therefore are in unpolished form. Primary data are always collected from the source. It is collected either by the investigator himself/herself or through his agents.
There exist numerous techniques of gathering primary data but it is mainly helpful in surveys and descriptive research. Each method has its relative merits and demerits. The primary data or information can be collected by the following resources:

1. Observing Behaviours of Participants/ Observation Method
2. Questionnaire Method
3. Interview Method
4. Schedules Method
5. Information from Correspondents/Other Methods

2. Secondary Data

Secondary data is the data which is unruffled by somebody apart from the user. Secondary data investigation protects time to be spent on gathering of data predominantly in the circumstance of quantitative data. Secondary data are responsible for bigger and greater excellence of databanks that could be impracticable for every specific investigator to bring together on their individual. Moreover, experts of economic and social transformation /modification secondary data are important because secondary data is difficult to lead or do a new-fangled review which could sufficiently apprehend preceding adjustment as well as improvements. These data are previously been put together by certain organisation and in use in excess from there in addition is used by any other organisation for their statistical exertion are called secondary data.

Collective foundations of secondary data for natural science consist of surveys, organisational minutes/accounts and information unruffled by qualitative approaches or else methods or qualitative study. Therefore in short, suppose the primary data is gathered or kept together for a statistical analysis are used in other statistical analysis at that point those information are called secondary data.

3.7.2 Data used in the Study

The researcher has used the primary data in addition to secondary data. Primary is used through self-made questionnaires. From secondary data, almost all the sources are used for the planned study.
In the present study, the investigator has prepared a questionnaire to measure the quality of English language in the midst of the commerce college undergraduates of Ahmedabad city who follows the syllabus of Gujarat University.

The first step of administration, the researcher has divided the city into the four zones as mentioned earlier and collected the detail of the commerce colleges from Ahmedabad city of Gujarat State. After fixing the sample, the researcher has contacted the principals of the college and obtained their permission for collecting the data.

After getting the permission, the students were convinced to give their responses. Before answering the questions, the researcher gave clear and precise information about the test and clarified their doubts. Then researcher gave a short explanation of the aim and scope of the study to the students and appealed for their willing co-operation and participation.

The researcher has also collected the data to explore the present status of academic achievements of students and explore their level of academic interest. The data first collected through cross-sectional ““time bound association”” survey which explore the present status of two variables at one point of time.

The sample of 200 students of English and 200 students of Gujarati mediums were collected from the Colleges. It included closed-ended questions and it carried 50 marks. Then the questions from teachers were collected. The researcher had also collected the questions from parents. Lastly, parents were also given closed-ended questions to answer. The judgement was given on 't' value at 200 degrees of freedom and at 0.05 and 0.01 level of significance.

The researcher has also collected data from 20 FL teachers and 10 parents whose children are studying in Commerce College in Ahmedabad city.
3.8 Procedure of the Data Analysis

Analysis of the data means studying the organized material in order to discover the data are studied from as many angles as possible to explore the new facts. According to Kalpan, "Analysis attempts to characterize the meaning in a given body to discourse in a systematic and quantitative fashion."

Analysis requires an attentive, alert, flexible and open mind. It is worthwhile to prepare a plan of analysis before the actual collection of data. The data are of two types

(1) Quantitative Data

These statistical information are acquired through using a number of tools based on scaling of measurement. They are:

1. Nominal
2. Ordinal
3. Interval or ratio

(2) Qualitative Data

These statistical information are spoken or unwritten or other representational materials. The in depth explanations of experimental activities, conditions, events and people is a number of the examples of qualitative data. These data are gathered or collected by different types of methods and techniques which is mentioned below:

1. Observation
2. Interviews
3. Questionnaires
4. Opinionaries
5. Inventories
6. Recorded Data from newspapers and other documents

In the present study, the researcher has used qualitative data for data analysis for descriptive survey method. Qualitative data are gathered by a variety of methods but the researcher has adopted
questionnaire method. The questionnaire consists of fifty questions. The students have to select the right option from the given four options.

After collecting the information, the researcher has analysed the data. For analysing the information, the researcher has prepared an analysis sheet having different categories as per the questionnaire prepared. The collected information was put in the respective columns.

The researcher has also collected the data to explore the present status of academic achievements of students and explore their level of academic interest. The data first collected through cross-sectional ‘‘time bound association’’ survey which explore the present status of two variables at one point of time. The sample of 200 students of English and Gujarati mediums students is collected from the same four colleges. It included closed-ended questions and it carried 50 marks.

For analysing the data statistical, techniques used are mean (M), Standard Deviation (S.D.) and t- Value is calculated. The judgement was given on’t’ value at 200 degrees of freedom and at 0.05 and 0.01 level of significance. Once the research data has been collected and the analysis has made, the researcher has proceeded to the stages of interpreting the results.

3.9 Conclusion

In this chapter, the researcher has explained the base of the present research and research design employed for the research. In this way, this section transacts with all the essential aspects of the research and it gives a clear picture of the study. The reason for choosing the topic becomes clear in the origin of the study.

The research design contains the population of the study, sample of the study, research method, techniques and tools and also procedures used for data collection, process of the data gathering and process of data exploration. These steps will help the researcher to apply the proper methods in dealing with the research problem. It also gives the researcher a proper understanding in investigation and clarification of information which is the heart of the whole study as it deals with the
outcome of the study. The findings of the research will give insight to the solutions of the problem.