# Chapter 1

## INTRODUCTION

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1.1 Introduction

School supervision plays significant role in the development of education system, by monitoring the quality of schools and by supporting their improvement. In almost all countries, the main performer incharge of supporting and controlling schools and teachers is the school supervision. The term supervision generally refers to two different, but corresponding tasks: one, to control and evaluate and other, to advice and support teachers. To undertake these functions, supervisors are in principle based. The actions of supervisors are expected to contribute to quality improvement. For school supervision, a supervisor plays an important role for the improvement of educational quality, controlling, decision making and guidance, etc. Core role of supervision is to support by offering advice and guidance on how to improve.

Perception of professional competence has developed over the last four decades from a basic creation representing specific knowledge to a more universal one which includes an application of particular knowledge. The familiar meaning of the professional competence used now a days as routine and sensible use of values, clinical reasoning, knowledge, technological skills, reflections, emotions and communication in routine practice for the advantage of a commune and individual. The professional competence implies a minimum level of expertise in performance.

1.2 Statement of a problem

Construction and Standardization of the test of Professional Competence of School Supervisors

1.3 Defining the phrases

1.3.1 Professional Competence

Deakin Crick (2008) proposes this definition of competence:

A complex combination of desire, values, attitudes, knowledge, skills and understanding which lead to embodied, effective human action in the world, in a particular domain. (…) Competence implies a sense of value, agency and action.
Formerly the word “Professional” was used vaguely and only meant for sportsman. This word is meant for persons with a specific career where other people would not be able to perform. This means that the “Professional refer to a talent person in his own work. He is usually versed on a specific subject with a high theoretical knowledge. He is able to adopt the subtle method in the suitable application of the knowledge to the day to day functions.

The word “Professional” is used to call the person who studied the particular subject profoundly, with a long training.

The word “Professional” usually refers to the persons who have to use the skill, with a specific ability in performing the work. They are usually versed in a specific skill and acquired a high level of theoretical knowledge, adopting a clever method in applying knowledge to the day-to-day operation, suitably, with following characteristics:

- Able to work independently by themselves.
- They are usually well trained, with a long experience in education.
- The knowledge and skill of a professional can be distinguished from others.
- They are excellently attentive and continuously develop themselves to give a better service.
- They make use of high responsibility, with ability to more efficient implementation.
- Adopts self-discipline with high etiquette.
- Competency is the capacity of an individual to do job properly.
- Combination of information, skills and conduct used to get better performance.
- Competencies are the images of actions or behaviour needed to carry out with work.
- Provide societal service in essential phases.
- Capable to perform researches and have a capability to study by himself.
- Train the students for longer time period with constant skill development and providing true knowledge.
- Stresses on the execution rather than written descriptions.
- Well trained competent professionals are the key to providing quality in school programmes.
- Competencies can be used for job performance.
- Competencies developed through experience.
- Competencies are cumulative and create a continuum of professional development.

According to definition given in Webster’s dictionary a “competency” is an “ability or fitness”. The competency is an only function or skill, which includes the fundamental knowledge, abilities and attitudes essential for best possible performance. It must be performed to a definite standard under particular conditions. The competency is generally written as a broad compound statement detailing a clear set of behaviours reflecting mechanism of attitudes, skills and knowledge. Competence word is more encompassing and generous. It shows the totality of attitudes, behaviours, attributes, knowledge, skills, as well as, the capability to coordinate these competencies into the full variety of activities required for professional preparation.

- The concept of professional competency is close to the concept of potential. It means an individual’s potential capacity in relation to a definite task, situation, or context. It refers to an individual’s subjective perception on his/her possibilities and abilities to act according to the goals and facility to affect his/her environment. Furthermore, it means how well tasks are performed and planned and how they are developed to achieve the goal. It consists of ability to combine information and learned skills into practice according to expectations. It also manifests an individual’s attitude and behaviour in certain work situations.

- Professional competency is a dynamic concept. It can be used, developed and changed with time. It develops the best in a learning process where people participate in developing their own work.

- The capability to perform a particular professional task, with skill of an acceptable quality.

- The term professional competence can be conceptualised as the process of obtaining the capabilities and skills which allows the supervisor’s to release their professional duties and responsibilities more effectively and efficiently. In teaching profession the competencies needed are instructional competence,
motivational competence, evaluative competence, thinking competence etc. The quality of education depends on competence of supervisor’s.

Areas of Competencies:

1) **Basic (Developing) and using professional morals and knowledge:**
   - Follow the ethic
   - Understanding of learning and development of students
   - Employ the professional knowledge
   - Know the educational aims
   - Run in the frame work of regulation and law.

2) **Interaction and Communication**
   - Accountable for the group work
   - Developing optimistic relationship with educator and students
   - Proper communication with the parents, staff, students and other professionals
   - Responsible to work or interact efficiently with students and teachers

3) **Managing and planning**
   - Suppleness (flexibility) requires
   - For developing the knowledge connect the teachers
   - Structure or frame clear, attainable and demanding goals for teachers and students both
   - For encouraging teachers different teaching course has to be planned
   - For the accomplishment of educational result plan different programs.

4) **Assess the improvement and learning (of students and teachers both)**
   - Proper feedback has to be given on the improvement (progress)
   - Maintenance of the files (records) of improvement of teachers and students.

5) **Planning and assessment for constant improvement**
   - Development of professional capacity and skills
   - Planning for school aims/goals
   - Teaching and learning programs has to be assessed.
Elements of competence

1) Professional Knowledge includes:
   • Knowledge of educational system
   • Knowledge of teacher’s role
   • Knowledge of curriculum
   • Knowledge of subject
   • Knowledge of children and their learning

2) Professional Skills includes:
   • Subject application
   • Class management
   • Classroom methodology
   • Assessment and recording
   • Examining of students progress and learning outcomes
   • Interaction and communication with students and others
   • Planning and managing the teaching-learning process.

1.3.2 Supervision

The History of Supervision:
In earlier time, in Colonial New England supervision was begun as a procedure of external inspection. The duty of supervisor was to inspect the teachers that what teachers were teaching and what the students were learning.

In the beginning of 19th century, as population growth in US necessited, the formation of school system was required. Initially the role of superintendents was to inspect the school and observe that teachers were following the curriculum and students narrate their lessons. As the number of schools were increased, the task of supervision also increased and it was delegated among the principals, supervisors etc. In the beginning of 20th century scientific management influence the schools. Stress on experienced established curriculum and child centred education has been given. The work of school supervisors also increased and they
have to change the mechanistic teaching to the varied level. They have to evaluate the teachers also.

As per Robert Goldhammer in 1969 the 5 phases for supervision were:
1) A consultation between teacher and supervisor for the lesson to be observed (pre-observation)
2) Watching of classroom
3) After watching the class, supervisors analysis about the clarification (post-observation)
4) Post-observation between teacher and supervisor
5) Analysis of supervisor’s

Table No. 1.1
Major periods in the historical development of supervision

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Period</th>
<th>Type of Supervision</th>
<th>Purpose</th>
<th>Responsible Persons</th>
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<tbody>
<tr>
<td>1</td>
<td>1620-1850</td>
<td>Inspection</td>
<td>Looking for deficiency and monitoring rules</td>
<td>Parents, citizens, clergy and committees</td>
</tr>
<tr>
<td>2</td>
<td>1850-1910</td>
<td>Instructional improvement, inspection</td>
<td>Monitoring rules, helping teachers for improvement</td>
<td>Principals and superintendents</td>
</tr>
<tr>
<td>3</td>
<td>1910-1930</td>
<td>Scientific bureaucratic</td>
<td>Improvement in efficiency</td>
<td>Central office supervisors and principals, superintendents</td>
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<tr>
<td>4</td>
<td>1930-1950</td>
<td>Democratic and human relations</td>
<td>Improvement in instructions</td>
<td>Principals, central office supervisors, school based supervisors</td>
</tr>
<tr>
<td>5</td>
<td>1950-1975</td>
<td>Democratic, human relations, human resources, scientific</td>
<td>Improvement in instructions</td>
<td>Principals and school based supervisors</td>
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<td>S.No.</td>
<td>Period</td>
<td>Type of Supervision</td>
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<tr>
<td>6</td>
<td>1975-1985</td>
<td>Human relations, resources, mentor, coach, collaborative and scientific</td>
<td>Improvement in instructions, expanding students understanding and increase in teachers satisfaction</td>
<td>Supervisors, principals, peer, mentor and coach</td>
</tr>
<tr>
<td>7</td>
<td>1985-present</td>
<td>Human relations, resources, mentor, coach, collaborative, interpretive and ecological</td>
<td>Improvement in instructions, expanding students understanding and increase in teachers satisfaction, analyzing cultural and linguistic patterns in classroom</td>
<td>Supervisors, principals, peer, mentor and coach</td>
</tr>
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The process of the school’s supervision

In order to effectively implementing schools supervision there must be a procedure in educational supervision because educational supervision process has a clear organization and instruction with successive stages.

The realistic educational supervision process composes of six stages as follows:

1) Current assessment: it is a procedure to study the present status to get a reliable data to allocate the need for adaptation.

2) Prioritizing: it is a procedure in specifying the goals, choose the things to be changed and rank up the priorities.

3) Designing: it is a procedure for an efficient adjustment with a systematic function and a design of educational supervision programme.
4) Allocating resources: it is a procedure for the effective and ultimate use of the resources.

5) Coordinating: it is a procedure of correlating of persons, facilities, time, and materials in determining the task of changing to accomplishment.

6) Directing: it is a procedure in using proper influence to the various objects and which is also suitable to the successful adaptation.

The principles of the school supervision:

There are numerous things related with efficient educational supervision in school. To perform the task of supervision, supervisors must give direction to the teachers. Principles of supervision guide the thinking and action of supervisors towards the fruitful end. All supervisors should aware about the basic principles of their profession. Many educators suggested the directions related to educational supervision within the school which are as follows:

1) Supervisors can direct the teachers for how to work without help and how to make conclusions.

2) They make teachers to be self-assured on their individual capability.

3) Supervisors support the teachers to investigate the problems and find the ways to solve the problems.

4) Educational supervision stress on the logical method. It should be imitative from the collection of information with talented and confident suggestions.

5) Supervision includes planning, organising, leading, controlling and assessing processes.

6) A supervisor should have knowledge about the developmental and teaching psychology.

7) Supervisors can be the administrators, school scholastic teachers, subject supervisors and teachers who are proficient and competent enough in diverse subjects can expand the teaching-learning process.

8) Supervisors should not find the mistakes of the teachers, they should give pressure on teamwork so can become more competent.

9) To be enough competent within the colleague’s exchange of expertise would be there because no one could be good in each subject.

10) Supervisors should focus on how to improve the value of education in school.
11) Administration and supervision are directly correlated.
12) Supervision should comprise science and philosophy.
13) They should arrange the activities in an orderly manner.
14) Good quality supervision must be professional.
15) Supervisors should find the unseen talent of teachers and put pressure on their creativeness.
16) Supervisors should be democratic not autocratic. They should stress on cooperation for the accomplishment of goals and should value the person. If supervisors are democratic each and every member can express his/her own ideas with freedom.
17) Supervisors should be creative in seeking latest talents. They should help teachers be innovative and creative in the teaching methods.
18) Supervision should be cooperative for creating better learning situations for students. So, for this cooperative efforts should be put together by all.

Educational supervision within school is a process of cooperation between school administrator and school personnel in order to develop better learning and teaching. Hence the Ministry of Education proposed that there are three players involved in this cooperation:

1. The supervisors referred to the personnel within the school. This can be school administrator, the assistant administrator, the subject supervisor, the empirical group leader, school academic teachers as well as the teachers who are competent and proficient in various subjects and who have a duty in assisting the teachers in developing the learning-teaching administration.
2. The persons getting the supervision referred to the school teachers who get a benefit from the supervision, both directly and indirectly. This will enable them to acquire knowledge and ability in developing the efficient learning-teaching, with morale and volition in operation.
3. The educational supervision supporter referred to persons who give assistance to the successfulness of the educational supervision process within the school. These persons are the educational administrators who oversee the school and the educational supervisors. This may also include personnel both inside and outside the school, who are concerned with the educational administration.
within the school. (Ministry of Education 2004, Educational Supervision, Bangkok: Kurusapha)

According to Igwe (2001) supervision includes evaluation, quality control and monitoring for the purpose of infrastructural and curriculum growth and development. In order to accomplish this, definite tasks of the supervisor in a current school have been identified and listed which are as follows:

- Help head teachers for knowing the learners better
- Helping teachers for professional enlargement
- Making better use of teaching materials
- Acquiring cooperating spirit for team work
- Improving teacher’s appraisal of his standards
- Getting better methods of teaching
- Attainment of uniqueness for the teacher in service.
- Curriculum development plan for the faculties.

The ordinary denominator in the objectives of supervision as given above, is to help teachers to develop into more efficient in planning their work in terms of utilizing maximally, textbooks, curricular aids, basic materials and helping teachers with supervision and assessment.

School supervisors are responsible for constructing and communicating a vision of high standards for learning at schools. They are expected to have the keen to examine their own viewpoint, practices and assumptions; understand and apply research; promote a climate of continuous improvements among all members of the school commune and thereby perform themselves to high levels of personal performance in order to ensure implementation of the shared vision of learning.

**The tasks of school supervisor include:**

- Inspecting the school to ensure that the education programme and policy are being effectively carried out
- Advising on modern teaching methods
- Checking on study assignments
- Investigating complaints of parents, teachers and settling disputes

**Characteristics of supervisors:**

- Treat others -namely with admiration
- Keep in mind that staff is multi-faceted individual with needs and interest.
- Recognize that problems are part of life and make an effort to find solutions for the problems rather than putting blames.
- give honour and appreciation when it is due and
- Show them who are working for you that you are also a human- share, laugh, and apologize for when it is called for and let them get to be familiar with you.
- Be honest and moral.

**The characteristics of professional supervisor**

The characteristics of professional supervisors composed of the following standards:

**Standard 1) Good services**

- The capability to take part in the planning.
- The quality of being attentive and big-hearted.
- The capability to support willingly.
- The capability to give understandable information and communication.
- The capability to give friendly services.

**Standard 2) Obtain the Professional Skill**

- Create the learning customs/culture for the organization development
- Applying the technology and knowledge to the regular functions.
- Acquire the understanding in all situations and technologies.
- To be enthusiastic in one’s own profession.

**Standard 3) Etiquette**
• The maintenance of justice.
• The reliability.
• The integrity.
• The principle of faithfulness.

Standard 4) Harmony

• To motivate each other.
• To listen the opinions of others and bond the relationship.
• To be supportive and friendly with all.
• To combine strength and creating the harmony with the team.

Standard 5) Technology and Language

• The capability to use computers.
• The capability to apply the correct language in the communication with regard to the skill in writing, reading and speaking.

Standard 6) Curriculum Development

• The capability for the study of curriculum.
• The capability in the development and improvement of curriculum.
• The capability to assess the curriculum before and after the application.

The supervisor supervises and evaluates:
To boost the professional performance, supervisor has to supervise (monitor) on the quality and they have to provide feedback to the teachers regarding the possibility of improvement. The supervisor also evaluates the work done by teachers.

Roles and Responsibilities of Supervisors:
The supervisor has to perform many roles like: to supervise the activities performed by the beginner teachers, to guide teachers, curriculum development, to direct the different projects etc.
Supervisors who are performing the work of supervision without professional preparation find the supervision work difficult.

The work of principal/supervisors is not to oversee teachers only but to observe the work of other staff, librarian and counsellors etc. who are working in the school. All this work, done by supervisors requires human kind, sympathy and diplomacy etc. Supervisors also have to control the actions of the students. If supervisors have a good relationship with the students than the unsuitable behaviour of the students can be controlled.

**As the participation of state departments of education:**

In observing the improvement of schools with the participation of state departments of education, the responsibility of supervisors also increases which includes the responsibilities of supervisors in joint, multifaceted and hard work with teachers as compared to harsh supervision of previous time.

**New standards for Principal Performance:**

The school principals make sure that the entire student’s access high quality directions, teachers are responsible for students learning. By this professional responsibility of principals widens and get deeper.

Recent standards for performance of principals appeared and reflect new significance in profession.

The standards include 6 domains for principal’s professional practice which are as follows:

1. Performing in ethical, equality manner
2. Reacting and understanding to lawful, societal, political and civilizing framework.
3. Assembling commune resources, responding to various groups of peoples and work together with faculties.
4. For effectual, proficient and secure learning environment, make sure effective management of organization, process and resources.
5. Setting a broadly vision for learning.
6. Developing a school traditions and instructional program favourable to students to learn and staff professional growth.

Supervisory Performance:

The educational supervision in the school is the most important function for the administrators. The educational supervision in the school can be divided into five phases, which are as follows:

1) Direct assistance to teachers
   It is the responsibility of supervisors to give the direct assistance to the teachers. The assistance should be given to the teachers during their struggling period. The training regarding the procedure, format, scheduling and solving the problems etc. has to be given to the teachers.

   The supervisor must provide enough time to the teachers to get good cooperation from them regarding the same teaching lesson plan, provide other teacher as a substitute etc.

   The supervisor must provide them all the required facilities like; sufficient books in the library, video, films etc. For checking the information, there is no need of supervisor to be in the classroom but they may visit in a couple of weeks. Supervisors can ask to the group of teachers to report about the progresses of the teachers. For this, peer supervision would be useful for the observational skill and solving the problems of the teachers.

2) Group development
   Group development means a process which teachers can take part in decision making regarding teaching-learning process in the school and knowledge testing to promote their profession. This helps teachers to practice how to work effectively in group. To solve the problems of teaching, the group development helps the teachers to work in group. This is an essential task of the supervisors. This is composed of contents and principles. In this role of group members, to solve the conflict, phases of dimension of an effective group, meeting preparation and the procedure to take part in large group etc. things are measured and kept in mind.
3) **Curriculum development**

This is an important task for the supervisors. Teachers are making direct use of curriculum and know the problems better than which curriculum is good and where is the scope of improvement. Curriculum should be developing and as per the needs of the students and as per the current status. The process of curriculum development is valuable for the educational administration. Supervisors should include the teachers for the development of curriculum for the better learning results. For the development of curriculum expert from the school, expert from outside, expert in the area level etc. can be included.

4) **Staff development**

This is the most important in the education development. The main target of the educational personnel development is to develop the learning of the students to a high efficacy and for this the teachers are responsible. The supervisor should give fundamental services to the teachers like different methods, format of activities etc.

- Skill development programmes are involved. Advice and assistance has to be given to the teachers during the training so they can adapt the different skills in their teaching.
- Experienced teachers with special talents can give training to the new teachers, to develop their personality and to advice and assist constantly.
- Independently teachers can also indicate their own goals for their development. This can be done through evaluation, planning and operation according to various activities.

5) **Action research**

The action research is like a tool in collecting the whole supervision procedure. This work may concern the direction of the teaching-learning improvement and the planning for the activities for the teachers in improving the teaching-learning process. The various characteristics of the teachers must be taken into account. The supervisors must help the teachers in assessing the requirement, choosing the tools in gathering the information, designing the assessment form and for the research planning. Action research helps the teachers in achieving the targets and results of the educational institution.
It focuses on the operation of the action groups, the result of which is to improve the work to the highest quality.
The supervisor should use the supervision technique with the teachers who are doing research in team work for the institute. Collaborative supervision concerns with the solving of problems between supervisor and the teachers. The selection of the interpersonal approach and the supervision behaviour format is the first foremost stage of the action research. The action research is the main happening to bring the requirement of each teacher to the organisation’s objective.
1.4 Objectives of the study

Each and every activity has some objective. These objectives help to achieve the task with the help of proper process. The researcher must be in the proper direction of a problem analysis and its solution.

1. To prepare the tool for studying the professional competence of school supervisors
2. To standardized the tool for professional competence of school supervisors
3. To test the reliability and validity of standardized test
4. To study whether there is any difference between the professional competence of male and female school supervisors
5. To study whether there is any difference between the professional competence of granted and non-granted school supervisors
6. To study whether there is any difference between the professional competence of rural and urban area school supervisors
7. To study whether there is any difference between the professional competence of school supervisors with teaching experience
8. To study whether there is any difference between the professional competence of school supervisors with size of school
1.5 Hypothesis of the study

A hypothesis guides the researcher. A hypothesis refers to express an idea towards the solution of the research problem. Hypothesis helps the researcher to gather the exact kind of data needed for the study. A hypothesis is a definite statement of prediction. It provides a tentative reason for a fact under investigation. It describes in real terms what you expect will happen in your study. The intention of the study is to explore some area more systematically in order to develop some detailed hypothesis that can be tested in future research.

The hypothesis is a dominant tool in research process to attain reliable knowledge. It helps the researcher to relay theory to observation and observation to theory.

As per John W. Best, “Hypothesis is a shrewd guess inference that is provisionally adopted and formulated to explain observed conditions or facts and to guide in further investigation.”

**HO₁:** There will be no significant difference between the mean scores of the professional competence of male and female school supervisors.

**HO₂:** There will be no significant difference between the mean scores of the professional competence of granted and non-granted school supervisors.

**HO₃:** There will be no significant difference between the mean scores of the professional competence of rural and urban area school supervisors.

**HO₄:** There will be no significant difference between the mean scores of the professional competence of school supervisors with teaching experience.

**HO₅:** There will be no significant difference between the mean scores of the professional competence of school supervisors with size of school.
1.6 Significance of the study

The supervision of teachers has occurred since the commencement of education in the United States of America. Earlier the supervision work was much simpler than today’s processes and some of the components are basically the same.

The process of supervising teachers has build up from community groups. It was evolved from one room school teacher to the clinical models of supervision through implementation. The changes in the “focus of supervision” were due to the results of progress in the new models of supervision.

In the operation of schools, the supervision is playing an important and functional role. The important aspect is that how the teachers are noticing the process of supervision towards its success. On the contrary, less research has been done towards supervising the teachers.

In addition to achieve the educational quality, the first factor which sends an impact to an effectiveness of education is the professional competence of supervisors in schools. Supervisor uses particular procedures to supervise teachers and for improving the procedure of supervision, the knowledge of supervisors is important.

To improve the supervision process, identification of beliefs and its practice of principal’s related to instructional supervision could serve better results. This study could produce some benefits towards superintends, principals, school boards and faculty members to improve their performance in the class room.

1.7 Limitations of the study

Every study has its own limitations. The ability of the researchers could produce the great success in any research. Researcher when do some research at that time before starting research work, researcher should think of limitations of the research otherwise cannot reach to the destination and process of research will be too long and bored some.

- The study is limited to certain components of professional competency only
- The study is limited to supervisors of schools only
- The study is limited to the Gujarat Secondary School Board (GSEB) (English medium) schools only

1.8 Planning of the chapters

The researcher has planned about the study and has chapterised the research study as follows:

- **Review of the related literature:**
After making a selection of a problem for the research, the researcher has to do deep study in relation to the problem and for that researcher carries out the review of the related literature. Researcher acquires the information related to his research problem by referring the books related to research journals etc.

- **Base of the research and research design:**
The researcher will now decide about population of the study, select the sample, research method to be used, tools to be used, statistical method to use for analysis and interpretation of data which will be discussed in the 3\textsuperscript{rd} chapter.

- **Data analysis and its interpretation:**
Collected data is to be properly analysed and interpreted. Statistical methods used for the data analysis and its interpretation for mean, S.D., t-test which will be discussed in the 4\textsuperscript{th} chapter.

- **Findings, Suggestions and Conclusion:**
After analysis and interpretation of the data, researcher will list all the findings about research study and also give the suggestions for the areas in which further researches can be carried out will be discussed in the last chapter.
1.9 Conclusion

In this chapter, the researcher has introduced the problem for study. The phrases of the problem are explained and defined. Each and every activity is carried out with an objective behind it.

Hypothesis, significance and limitations of the study all these aspects comes in the research area, are explained and properly stated by the research.

Planning makes each and every activity easy to be carried out. Planning of the research is also mentioned by the researcher in this chapter-1.

In the second chapter researcher will present a review of related literature, its importance, some past researches and how the present study differs from the past study etc. which help in budding proficiency of the researcher in the region of research.