METHODOLOGY

CHAPTER IV

METHODOLOGY
This chapter deals with methodology proposed to be used for the conduct of the study. It also presents a detailed description of the manner in which decisions have been made about the type of data needed for the study and the tools and devices used for their collection. "The secret of our cultural development has been research, pushing back the areas of ignorance by discovering new truths, which in turn, lead to better ways of doing things and better products" (Best 1995). This is no alternative to truth and therefore to research. To research is to get near the truth. Educational research must be squarely aimed at finding solution to unsolved problems, at creating ways and at devising new media to meet certain functional needs which have never been met before, at finding better process and content them those currently in vogue.

Research per se constitutes a method for the discovery of truth which is really a method of critical thinking. It comprises defining and redefining the problem, formulating hypotheses or suggested solution, collecting, organising and evaluating data, making deduction and reaching conclusion, and at last carefully testing the conclusion to
determine whether they fit for formulating hypotheses of education, philosophy of the nation, psychology of learning and instruction and various other dimensions which are vital to the society.

METHODS ADOPTED

The methodology adopted for this study is document analysis in order to analyse the document namely primary school curriculum.

Documents are an important source of data in this investigation. This study describes and interprets, what is, it is covered with conditions or relationship that exit, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. This study is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. This study will restate those similarities and differences in this discussion of descriptive studies.

Descriptive research involve hypothesis formulation and testing. They use the logical methods of inductive deductive reasoning to arrive at generalizations. They often employ methods of randomization so that error may be estimated when inferring population, characteristics
from observations of samples. The variable procedures are described as accurately and completely as possible.

When document analysis is used as descriptive research current documents and issues are the farce. The analysis is concerned with the explanation of the status of some phenomenon at a particular time or its development over a period of time. The activity may be classified as descriptive research, for problems identification, hypothesis formulation sampling and systematic observation of variable relationships may lead to generalization. It serves a useful purpose in adding knowledge to fields of inquiry and in explaining certain social events.

In documentary analysis the following may be used as sources of data—records reports, printed forms, letters, diaries, compositions, themes or other academic work, books, periodicals, bulletins, or catalogues, syllabi, court decisions, pictures, films and cartoons.

In document analysis the investiture proposes to analyse the following aspects:

- To describe prevailing practices of primary education in Kerala.

- To discover the relative importance of primary curriculum.
To discover the level of difficulty of presentation in text books or in other publications related to primary school curriculum, the vocabulary level of language text books, abstract concepts found in Mathematics and Environmental Studies curriculum.

To evaluate bias, prejudice or propaganda in text book presentation.

To analyze types of errors in students.

The investigator proposes to analyse the document namely Primary School Curriculum mainly based on the objective already fixed for teaching of mothertongue, English, Mathematics and Environmental Studies. The details of objectives of teaching various subjects at Primary level are presented below:

The language skills namely listening, speaking, reading and writing.

The mastery of language elements, speech sounds, words, phrases, sentences, and discourse as well as their structuring.

The development of communication skills involving accuracy, fluency and appropriacy.
The inculcation of "literacy skills, such as the ability to understand, interpret and enjoy poems, stories, dramas and conversations.

The development of study skills like the ability to the dictionary, reference books, other reading materials like, newspaper, children’s library books, radio, television, newsboard, advertisement board.

To develop imagination and creativity.

To develop the skill of observation.

To enable the child to classify, categorise, and synthesise the results of observations and to find out new relations.

To enable the child to understand about the surroundings, to utilize it and to conserve it.

To enable the child to develop the basic skills to live in the society.

To solve the simple mathematical problems in day to day life using mathematical facts.

To develop the competency to solve the mathematical problems quickly and accurately.

To enable the child to synthesise the facts using the relation.
To develop reasoning power.

To cultivate the skill to guess the measures.

To develop the ability to find out the order pattern.

The investigator also proposes to analyse critically the primary school curriculum based on the National objectives of primary education like the following:

-- The curriculum reflects the philosophy of nation.

-- Psychological aspects of children.

-- Principles of child growth and development.

-- Environmental factors.

-- Needs of the society.

-- Documents of competency based learning.

-- Core and hidden Elements of curriculum construction.

-- Suitable onward education.

-- Vocational/Pragmatic.

-- Child Centred.

-- Activity Oriented.