Chapter - III

Methodology & Procedure
The review of the research helps an investigator in identifying research trends and gaps. Besides this, the investigator gets an opportunity to look at various designs of the studies employed by the earlier investigators. Before contemplating any research design for one's own study, the investigator critically analyses the other research design employed by earlier investigators. This helps him to understand the merits and limitations of these designs. It is an established fact that the problem chosen by the investigator determines adequacy of a specific research design. Since, research design is a blueprint of ensuing research programme. Therefore, an investigator has to undertake an extraordinary care during the selection of appropriate research design.

There are no two options about the glaring fact that the unsystematic or ill-designed research programmes lead to blind alleys which are construed with sufficient errors and faulty inferences. Therefore, it is of paramount
importance that a researcher before contemplating on any research design must look at it from various angles as is necessitated vis-à-vis the chosen problem. In this regard Kerlinger (1983) has very rightly remarked:

"... Research design sets up the framework for 'adequate' tests of the relations among variables. Design tells us, in a sense, what observations to make, how to make them, and how to analyse the quantitative representations of the observations.... A design tells us what type of statistical analysis to use. Finally, an adequate design outlines possible conclusions to be drawn from the statistical analysis" (p.301).

Similarly, Van Dalen (1973) has drawn the attention of a researcher towards the appropriate framework of a procedural technique to be adopted in a research design. He has observed:

"... Research is often a confused, floundering process rather than logical, orderly one. An investigator does not tackle one step at a time, complete the process, and then move on to the next step. He may tackle the steps out of order, shuffle back and forth between steps or work on two steps more or less simultaneously".

The present study has been completed through evaluative study method which is part of descriptive method of research. This method has been the most popular and widely used method of research in social sciences and education. Through this method, the study is designed to evaluate the present operational scheme and also to draw valid conclusions from the facts observed. The details about the sample, the tools and their description, the
The statistical method used for the data analysis for the present study, are given as under:

**SAMPLE**

The sample for the present study has been drawn from the Govt. and Private schools.

For this purpose 24 educational zones of district Srinagar and Pulwama were selected randomly. From each zone 14 schools comprised of 4 Primary schools (classes I-V), 4 Middle Schools (classes V-VIII), 4 High schools (classes IX-X) and 24 Govt. Higher Secondary schools and 8 Private Higher Secondary schools (class XI) were finally selected.

The break-up of the sample schools is given as under:

<table>
<thead>
<tr>
<th>District</th>
<th>GOVERNMENT SCHOOL</th>
<th>PRIVATE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Middle</td>
</tr>
<tr>
<td>Srinagar</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Pulwama</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>48</td>
</tr>
</tbody>
</table>
From the above selected sample schools, the heads of the institutions, teachers, students and parents were drawn as under:

<table>
<thead>
<tr>
<th>School</th>
<th>Principals / Headmasters</th>
<th>Teachers</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>168</td>
<td>768</td>
<td>1560</td>
<td>768</td>
</tr>
<tr>
<td>Private</td>
<td>152</td>
<td>600</td>
<td>1480</td>
<td>768</td>
</tr>
<tr>
<td>Total</td>
<td>320</td>
<td>1368</td>
<td>3040</td>
<td>1536</td>
</tr>
</tbody>
</table>

TOOLS

The following tools were constructed and administered on the subjects for the purpose of collection of data

1. Principals/Headmasters Questionnaire (PHQ)
2. Process Evaluation Questionnaire (PEQ)
3. Opinionnaire – I
4. Opinionnaire – II
5. Opinionnaire – III
6. Checklist

The details about construction of the above mentioned tools are reported as under:

Description of Tools

1) Principals/Headmasters Questionnaire

This questionnaire was constructed to know how the scheme of CCE is working in accordance with its objectives:
Steps for Construction

a) Identification of Dimensions
b) Pooling of items
c) Expert rating
d) Final format

Identification of Dimensions

The following dimensions were identified in relation to the objectives of the scheme:

a) Learning adequacy  
b) Remedial measures

c) Quality control  
d) Scholastic & Non-Scholastic area

e) Memorization  
f) Self-evaluation

g) Teaching-learning Process

Pooling of Items

The items related to all the above mentioned dimensions were pooled after consulting the related literature and guidelines provided by the State Board of School Education. The total items were 15.

Expert Rating

The initial format with 15 items was presented to a jury of experts, selected by the present investigator in consultation of research guide. The copies of the questionnaire were given to 10 judges. These were drawn from State Institute of Education (SIE), College of Education (COE), Dept. of Edu. and Board of School Education (BOSE).
All the 10 judges were requested to give their opinion on the each item of the questionnaire consisting of 15 items on Yes/ No option. The judges were requested that in case they do not agree with any item, they may suggest the changes, modifications etc.

On the basis of 80% agreement among the judges, the items were chosen to be included in the final format, out of 15 items the following items got a rating of 80% and above. The item No's are:

01, 02, 04, 05, 08, 12, 14, 15

Item No. 08 and 15 were modified as suggested by the experts both the items were revised by the investigator in consultation with the research supervisor and the other experts from SIE, COE, Dept. of Edu. and BOSE.

However, the below mentioned item numbers got expert rating of less than 80% and were dropped from the questionnaire:

3, 6, 7, 9, 10, 11, 13

Final Format

The items were revised and redrafted keeping in view the objectives of the measurement. Out of 15 items, only 8 statements were finally selected for the final format of the questionnaire.

2) Process Evaluation Questionnaire

Construction of Questionnaire: This questionnaire was constructed to known how the process of CCE scheme is working in accordance with its objectives.
The details about various steps involved in the construction of the questionnaire are reported as under:

1) Identification of Dimensions
2) Pooling of items
3) Expert rating
4) Final format

Identification of Dimensions

The following dimensions were identified in relation to the objectives of the scheme:

i) Different techniques of evaluation in scholastic and non-scholastic areas.
ii) Significance of continuous periodical assessment.
iii) Inclusion of Art, health and physical education.
iv) Learner’s interest in studies.
v) Regularity and punctuality of the learners.
vi) Awareness about the strengths and weaknesses of the learners.

Pooling of Items

The items related to all the above mentioned dimensions were pooled after consulting the related literature and guidelines provided by the State Board of School Education, the total items were 20.

Expert Rating

The initial format with 20 items was presented to a jury of experts, selected by the present investigator in consultation with research guide. The
copies of the questionnaire were given to 10 judges. These were drawn from SIE, COE, Dept. of Edu. and BOSE.

All the 10 judges were requested to give their opinion on the each item of the questionnaire consisting of 20 items on Yes/No option. The judges were requested that in case they do not agree with any item, they may suggest the changes, modifications etc.

On the basis of 80% agreement among the judges, the items were chosen to be included in the final format, out of 20 items the following items got a rating of 80% and above. The item No’s are:

01, 02, 04, 06, 08, 11, 12, 15, 16, 19

Item No. 12 and 19 were modified as suggested by the experts, both the items were revised by the investigator in consultation with the research supervisor and the other experts from SIE, COE, Dept. of Edu. and BOSE.

However, the below mentioned item numbers got expert rating of less than 80% and were dropped from the questionnaire:

03, 05, 07, 09, 10, 13, 14, 17, 18, 20

Final Format

The items were revised and redrafted keeping in view the objectives of the measurement. Out of 20 items, only 10 items were finally selected for the final format of the questionnaire as under:
(1) Necessitation of Unit/Term tests, (2) Weightage for art, health and physical education, (3) Scheme helping to become more interested in studies, (4) Qualities of regularity, punctuality and discipline, (5) Less scope for chance and subjectivity, (6) Difficulty in using techniques of evaluation for scholastic and non-scholastic aspect, (7) Being fed up with CCE evaluation.

3) **Opinionnaire – I for Teachers**

The opinionnaire was constructed to know the opinion of teachers about the scheme. The opinionnaire contained 8 items with 3 points rating scale as Agree, Undecided, Disagree having items as:

i) Familiarity with various techniques of evaluation

ii) Replacement of traditional system of evaluation

iii) Rote memory

iv) Boosting of academic achievement

v) Grades and marks

vi) Art education related to creative learners

vii) Difference between traditional and present scheme

viii) Techniques of evaluation

4) **Opinionnaire – II for Students**

Opinionnaire – II was constructed and administered to know the opinion of the students about the CCE Scheme. It contained 18 items with 3 points rating scale as Agree, Undecided, Disagree having items as:

i) Students knowledge about the scheme

ii) Scheme being learner centric, activity based and joyful
iii) Knowing strengths and weaknesses

iv) Remedial measures

v) Improvement in academic achievement

vi) Project work

vii) Preference to oral than written tests

viii) Chance and subjectivity

ix) Quality of education in schools

x) Developing qualities of hard work, punctuality, regularity, cooperation and discipline

xi) Difficulty in taking Unit/Term tests

xii) Annual examination at the end of year.

5) **Opinionnaire – III for Parents**

Opinionnaire – III was constructed and administered to know the opinion of parents about the scheme, which contained 16 items with 3 points rating scale as Agree, Undecided, Disagree having items related to report cards, atmosphere in schools, participation of children in productive work, rote memory, participation in games and co-curricular activities, project work, academic achievement, lessening tension and anxiety out of taking tests in piece meals, manual work, dignity of labour, inculcating qualities of tolerance, regularity, punctuality, discipline and replacement of present scheme by the traditional scheme.
CHECKLIST

A check list was developed to assess the facilities made available for effective implementation of CCE scheme with special reference to conduct and process of examination.

STATISTICAL TREATMENT

The data obtained through the administration of questionnaires, opinionnaires and check list was put to statistical treatment by way of computing percentage statistics. The statistical analyses of the data is presented in the next chapter.