CHAPTER-IV

METHODOLOGY OF THE STUDY

4.1 INTRODUCTION

Research methodology is an integral part of any research. It is a way to solve the research problems systematically and scientifically. It involved all the steps that are adopted by the researcher while studying his or her research problem along with the logic behind them. It is concerned with the various procedures that are adopted in solving research problem. It helps in successful completion of the research work.

This chapter deals with the design of the study, population, sampling tools that are used for collection of data.

So far as objectives are concerned the present study includes under the descriptive research. This method describes and interprets what exists at present.

4.2 THE DESIGN OF THE STUDY:

The present study is essentially an explorative and descriptive in nature. On the basis of the general survey the design of the study may be called as a survey type of research.

4.3 METHOD:

Present study adopted the descriptive-cum-Survey method and followed the related strategies for its various aspects. This method helps the researcher to get detailed description about the existing condition. It involved the description, recording, analysis and interpretation of condition that exist. Descriptive research studies are designed to obtain information concerning the current status of phenomenon. It is the most popular method and most widely used research method in education. The present study employed documentary analyzed which give a clear picture of the existing primary teacher education in Assam under study.

4.4 POPULATION:

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population of the present study was all the principals of the institutions, Teacher Educators who are teaching in teacher training institutions and Student-Teachers of the provincial zed lower primary schools teachers who are trained in the training institutions of the Assam state.

All teaching staff, all the student-teachers in primary teacher training institutions and all the principals of DIETs, BTCs and NSs of Assam state constituted the population of the study for the present investigation.

4.5 SAMPLING PROCEDURE:

As stated earlier the present investigation is essentially a survey type of research aimed at evaluating the existing pre-service/in-service training of primary/elementary school teachers conducted by DIETs, BTCs and NSs in Assam. As the investigator considered there categories of subjects namely, principals, teacher-educators and student-teachers of DIETs, BTCs and NSs three sub-samples have been selected at purposively.

At the first stage the sampling unit is a DIET. The 18 DIETs have been divided into three regions of the state of Assam, viz; Barak valley, Upper Assam and Lower Assam. 10 DIETs have been selected. At the second stage the sampling unit is BTCs. The 19 BTCs have been divided into three regions of the state of Assam, viz; Barak valley, Upper Assam and Lower Assam. 10 BTCs have been selected and 4 NSs have been selected from the different Districts of Assam.

The investigator selected 10 DIETs, 10 BTCs and 4 NSs from the different districts of Assam. 10 DIETs, 10 BTCs and 4 NSs were selected for the study. The training institutions were selected from different regions of Assam. The selected training institutions were-

- DIET, BTC Dhubri (Golakganj).
- DIET, BTC and Normal School, Barpeta(Howly).
- DIET, BTC Nalbari.
- DIET, BTC Kamrup (Mirza, Rangia).
- DIET, BTC Nowgoang (Samuguri, Raha).
- DIET, Morigaon.
- BTC, Darrang (Dalgaon).
- DIET, BTC and Normal School Lakhimpur (Azad, Dhukuakhana).
- DIET,BTC and Normal School Jorhat (Dergaon Rawana para)
- DIET, Normal School Cachar (Udarband)
- DIET,BTC Karimganj (Kaligang)
- BTC, Hailakandi.

From these institutions, sample of 16 principals, 66 Teacher Educators and 87 student-teachers were taken for the study. Following table shows the sample of the study.

TABLE NO. 1.1 Sample details-

Institutions	**DIETs**	**BTCs**	**NSs**	**Total**
Principals	**7**	**5**	**4**	**16**
Teacher educators	**39**	**20**	**7**	**66**
Student-teachers	**42**	**20**	**25**	**87**

TOOL USED:

In the present study, in order to collect data from the teacher training institutions, an institutional information schedule for the principal of the institutes, a questionnaire for teacher-educators, and a problem check-list for the student-teachers were used as tools which were developed by the investigators herself. Through institutional information schedule general information of the institutions

regarding physical facilities library facilities, laboratory facilities, institutional related questions and curriculum/pedagogy/evaluation related questions are collected from the principal of the institutions. With the help of the questionnaire and problem check-list information regarding teaching-learning process, implementation of teaching aids and various problems faced by student-teachers in teaching are collected from the teacher-educators.

4.7 CONSTRUCTION OF THE QUESTIONNAIRE:

It is a non-standardized tool. Questionnaires were prepared in construction with peers, guide, and educational experts, different these and review of related literature. These were given to the experts to judge their adequacy and appropriateness. On the basis of the opinions and view of the experts the tools were modified and check its suitability in actual situation.

At the beginning of construction of the institutional information, a draft consisting of 41 items related to the various aspects of the in-service teacher training program was developed. Then a questionnaire consisting of 86 items were also prepared dealing with educational qualifications, teaching experience, professional qualifications, curriculum (section), pedagogy (section) and evaluation procedure (section) etc. To know problem faced by the student-teacher in receiving training, a problem checklist was developed. It consist of 41 items dealing with infrastructure and learning resource related problem, accommodations related problem, curriculum related problem, method of teaching related problem , evaluation related problem and miscellaneous related problem.

4.8 DATA COLLECTION:

After having selected the samples and developed the tools, the next steps to be taken were to collect the information and data from the sample institutions. The investigator personally visited each of the selected institutions**.** A good rapport has been developed with the principal of the institution and he has given permission to administer the tools on himself, teacher-educators and student-teachers. In all 213 teacher-educators were given questionnaire with written

request. Maximum teacher –educators held back the questionnaire handed over the questionnaires to the investigator personally. Lastly, a total of 66 teacher educators questionnaire were received. Out of 66 questionnaires, 39 were received from DIETs, 20 from BTCs and 7 from NSs.

4.9 PROCEDURE OF ANALYSES AND INTERPRETATION OF DATA:

The collected data and information have been analyzed both quantitatively and qualitatively and interpreted as per the objectives designed in the study and finally the results have been presented in the chapter no-5.

4.10 STATISTICAL PROCEDURE:

The data obtained from the questionnaire was analyzed by making use of simple percentage and presented by graph in the form of bar diagram.