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Introduction

In the I chapter, researcher has discussed about the theoretical background of the study being undertaken. In II chapter review of related literature and researches has taken and in III chapter the plan and procedure adopted for the research is presented.

Research is devoted to find the condition under which a certain phenomenon occurs and those under which it does not occur. Research is a process of which a person observes the phenomena again and again collects the data and he draws some conclusions on the basis of data. Research involves a more systematic structure of investigation usually resulting in some of formal record of procedures and a report of results or conclusions.

Definition of Research

"Research means manipulation of things, concepts or symbols for purpose of generalizing to extend, correct or verify knowledge, whether that knowledge aids in construction of theory or in the practice of an art."

The Encyclopedia of Social Science

"Research is essentially an investigation, a recording and an analysis of evidence for the purpose of gaining knowledge."

Robert Ross

"Research means systematic effort to gain new knowledge."

Redman and More

Educational Research refers to a systematic attempt to gain a better understanding of the educational process generally with a view to improve its efficiency.

Methods of Research

In conducting any research choosing of appropriate research method is a very important step. There are main three research methods.

1) Historical Research

2) Descriptive Research

3) Experimental Research

Historical Research

Historical research is the application of scientific method of inquiry to historical problem. It describes what was the process involved investigating, recording, analyzing and interpreting the event of post for the purpose of discovering generalizations that helpful in understanding the past and to limited extent in anticipating the future.

Experimental Research

Experimental research method provides a systematic and logical method for a swerving question, "If this is done under carefully controlled conditions, what will happen?"

John Best

Experimental method is based upon the law of single variable. Experimental methods provide for much control and therefore establish a systematic and logical association between manipulated factors and observed its effects. The researcher defined problem and proposes a tentative answer or hypothesis. Researcher tests the

hypothesis and accepts or rejects it in the light of the controlled variable relationship that he has observed.

Descriptive Research

A descriptive research method describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, process that are going on, effect that are evident, or trends that are developing. It is primarily concerned with the present although it often considers past events influences as they relate to current conditions.

John Best

The term 'Descriptive Research method' has wide scope. It includes following research methods.

Descriptive Research

| Survey Method | Co-relational Method | Genetic Method | Case study |
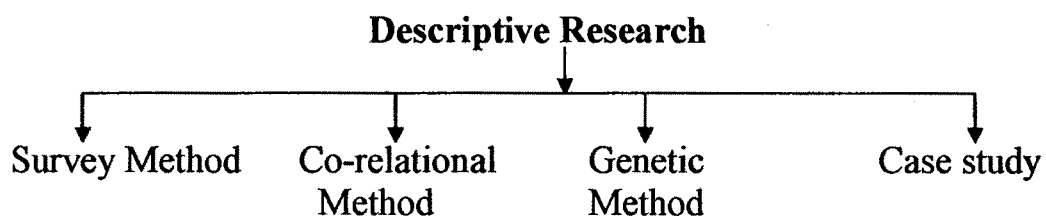
Characteristics of Descriptive Research

1) They use the logical methods of inductive deductive reasoning to arrive at generalization.

2) They often employ methods of randomization so that error may be estimated when population characteristics are inferred from observations of samples.

3) The variables and procedures are described as accurately and completely as possible, so that the study can be replicated by other researches.

Descriptive research methods are non experimental for they deal with the relationships among non-manipulated variables.

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Descriptive research seeks to find answer to questions through the analysis of variable relationships.

Survey Method

Survey method is the important research method which is descriptive in nature.

The survey method gathers data from a relatively large number of cases at a particular time. It is concerned with characteristics of individuals as individuals. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional.

Survey method may have different forms depending on the nature and scope of the problem. They may restrict to one region and encompass the whole country. In survey studies the data may be collected from the whole population and a representative sample may also be approached to collect relevant data.

Advantages of survey method

1) Accumulation of information from individuals is possible at low cost.

2) Generalizability to a large population is more legitimate.

3) Survey may be used as good tool for verifying theories.

4) Survey sensitizes the researcher to potential problems that were originally unanticipated or unknown.

5) Surveys are flexible.

Survey involves the description, recording, analysis and interpretation of the present nature of the phenomenon and the focus is on the existing conditions or on how a person or group functions in the present time. According to Robert M.W. Travers (1969). 'The

surveys are conducted to establish the nature of existing condition and it is an attempt to build a body of knowledge through the use of direct observation.' (P. 185)

For the present study researcher was used descriptive research method and from this survey method was used. As the investigator was undertaken the research on 'co-curricular activities in schools of Kolhapur city with special references to languages- A study for this, survey method is appropriate as this topic needs present status of co-curricular activities in schools and the co-curricular activities with references to languages. So for this research survey method; is useful. As well as the present study mainly intended to find out the facilities available to conduct co-curricular activities. Students extent of participation in various co-curricular activities and the co-curricular activities for the development of languages.

Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure."

Clair Selltiz and Others

In fact the research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data.

In this present study the descriptive method was used and the survey method was used to collect data. The main objective of the study is to collect, analyze and to interpret the facts about the existing conditions of co-curricular activities in general and co-curricular activities for development of languages in particular the researcher

made the use of the survey method of research which is descriptive in nature.
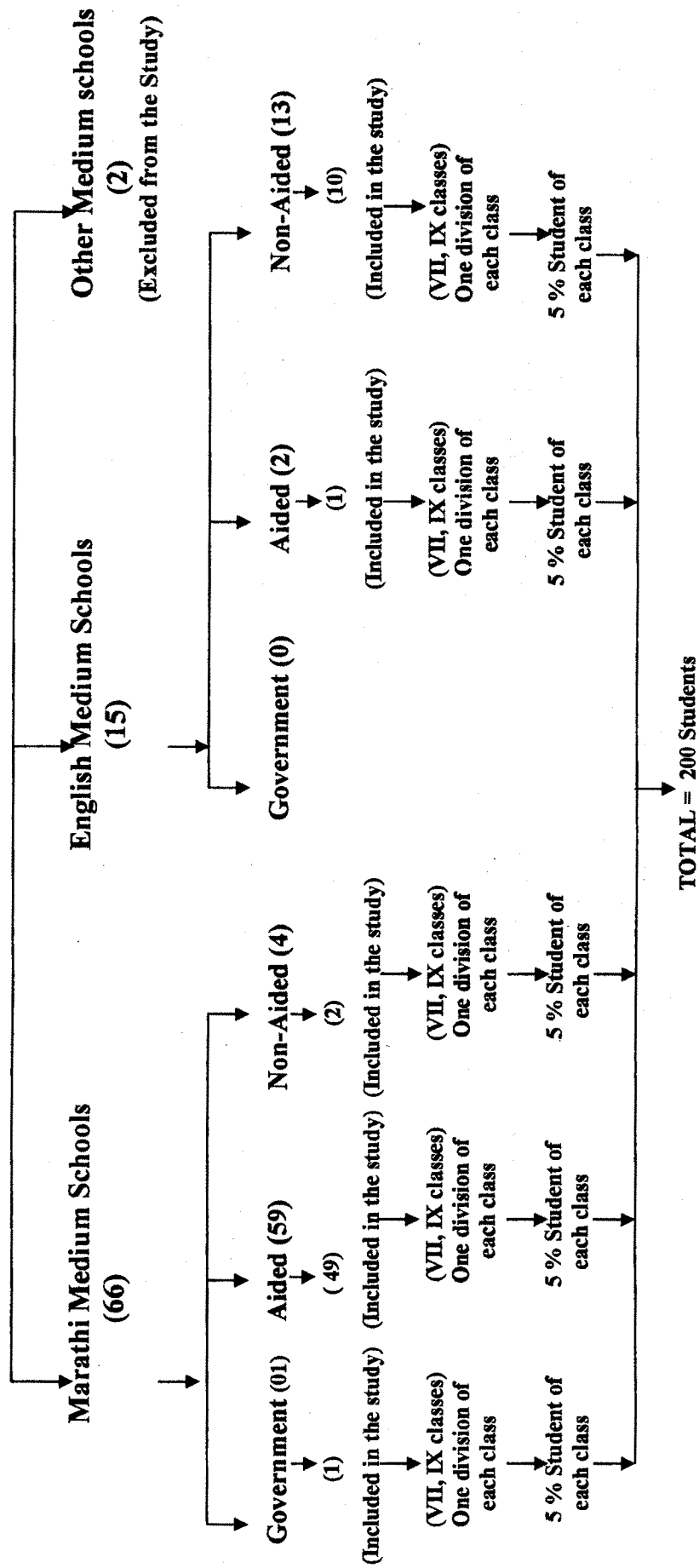
Sampling Design and Sample

If the population is too large and if there is time constraint. It necessitates that researcher collects the data from representative ample of the population whose results will be reliable and valid for the whole population.

Sampling is fundamental to all the stastical methodology of behavioural and social research.

"The size of the sample may or may not be significantly related to its adequacy. A large sample carelessly selected, may be biased and inaccurate whereas a smaller or carefully selected, may be relatively unbiased and accurate enough to make satisfactory possible.

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Flow Chart No. 1
Flow Chart of Sample

Total High schools in Kolhapur City = 83

Other Medium schools
(2)
(Excluded from the Study)

English Medium Schools
(15)

Marathi Medium Schools
(66)

Government (0)

Aided (2)
(1)
(Included in the study)
(VII, IX classes)
One division of
each class
5 % Student of
each class

Non-Aided (13)
(10)
(Included in the study)
(VII, IX classes)
One division of
each class
5 % Student of
each class

Government (01)
(1)
(Included in the study)
(VII, IX classes)
One division of
each class
5 % Student of
each class

Aided (59)
(49)
(Included in the study)
(VII, IX classes)
One division of
each class
5 % Student of
each class

Non-Aided (4)
(2)
(Included in the study)
(VII, IX classes)
One division of
each class
5 % Student of
each class

TOTAL = 200 Students

Sampling Design

The present study was conducted on the topic of 'co-curricular activities in schools of Kolhapur city with special references to languages- A study' in Kolhapur city. There are 83 schools among them 66 were Marathi medium schools; 15 were English medium and 2 Schools were other medium. Among 66 Marathi medium schools 2 schools were night schools which were excluded from the study. Two schools of other medium also excluded from the study. Among 64 Marathi medium schools '1' school is Government school which was included in the study '59' schools were aided schools from these 47 schools were randomly selected for the study. There were 4 unaided schools, from which '2' schools were selected for the study. Totally '50' Marathi medium schools were selected for the study. Among English medium schools there were two aided schools. From these two school one was included in the study. There were '13' unaided English medium schools; from them '9' schools were selected randomly. Totally '10' English medium schools were selected for the study. Including Marathi and English medium schools totally '60' schools were selected for the study.

All the Headmasters of these '60' schools were selected for the study. VII and IX standard students have been selected from each school. Five percent students from VII standard and five percent students from IX standard of only one division was selected for the study. Two hundred students were selected for the study. From each school one teacher incharge of co-curricular activities was selected. From each school of 'English', 'Hind' and 'Marathi' subject teaching teachers were selected and interviewed in order to collect the information about co-curricular activities related to these three languages.

Table No. 1

Sexwise and classwise selection of students sample

Sr.No.	Class	Sex		Total
		Male	Female	
1.	VII	48	52	100
2.	IX	50	50	100
Total		98	102	200

Research Tools

In order to collect the data for this research the researcher has used the following tools.

1) Checklist for Head master/mistress of secondary schools (CCP)

2) A questionnaire for the teacher incharge of co-curricular activities (CQT)

3) A checklist for the teacher incharge of co-curricular activities (CCT)

4) Rating Scale for Students (RSSC)

5) An open ended interview for language teachers

Description of Data Gathering Tools

The description of these research tools is as follows.

1) Checklist for Head master/ministers of secondary schools (CCP)

A checklist consisted of ten categories of co-curricular activities; each category consisted some co-curricular activities which are conducted in secondary schools was prepared by the researcher. Following ten categories were included in the check list.

1) Activities for academic development.

2) Activities for physical development.

3) Activities for Aesthetic and Cultural development.

4) Activities for Excursion.

5) Activities for Language development.

6) Activities for Leisure time.

7) Craft activities/SUPW

8) Social welfare activities

9) Activities for Civic development.

10) Multipurpose activities.

While analyzing this checklist researcher merged 1st category i.e. activities for academic development and 5th category i.e. activities for language development, as some activities in both categories over laps and can be counted/listed in both categories. A respondent was required to put (√) in the appropriate box against those activities that were conducted in the school. At the end of the checklist blank space was provided to mention any other activities also conducted in the school besides the listed activities.

2) A questionnaire for the teacher incharge of co-curricular activities (QT)

A questionnaire related to five categories of co-curricular activities was prepared by the researcher. It consisted i) questions related to physical development activities, ii) Activities for Yoga Asana's   iii) Academic and language development activities   iv) Leisure time activities v) Cultural activities.

3) A checklist for the teacher incharge of co-curricular activities (CCT)

A checklist related to availability of trained teachers in various co-curricular activities, availability of special periods in time table for various co-curricular activities was prepared. As well as some problems are listed out which were generally faced by schools before/during/after conducting co-curricular activities and the teacher

incharge of co-curricular activities supposed to tick (√) mark against those problems faced by him/her.

4) Rating Scale for Students (RSSC)

A rating scale having 39 items of co-curricular activities was prepared. The rating scale have three points 'Frequently' 'Occasionally' and 'Never' students have to tick (√) against every co-curricular activity in any of one box. The rating scale has been used to find out the extent of students participation in each co-curricular activity.

While scoring the rating scale the response sheets of the students participation in various co-curricular activities were tabulated by putting tally marks for each activity in three categories of responses viz: Frequently, occasionally and never. The tally marks were then counted for each co-curricular activity from three categories of responses. This was done for VII & IX standard students as well as male and female students. Then classwise (VII & IX) and sexwise (male & female) percentage in each category of responses was counted.

For ranking each co-curricular activity the responses of the students were also scored using the scoring key given below.

Table No. 2

Scoring key for Rating Scale

Sr. No.	Responses	Rating points
1.	Frequently	2
2.	Occasionally	1
3.	Never	0

By using this scoring key 'Rating Points' were allotted to each co-curricular activity and co-curricular activities were ranked. This was done for 'overall students sample', '7th class students sample', 9th class students sample, overall male student sample and overall female students sample.

5) An open ended interview for language teachers

To acquire the information about co-curricular activities related to languages an open-ended interview schedule was prepared. Which deals with co-curricular activities in general and related to languages, method of encouragement to take part in those co-curricular activities; problems faced by the language teachers in arranging co-curricular activities related to languages, training for conducting co-curricular activities related to language; facilities available for conducting co-curricular activities related to languages.

Data Collection Procedure

Researcher as mentioned above had used check list for Head master/mistress, questionnaire and check list for the teacher in charge of co-curricular activities, rating scale for VII and IX standard students. An open ended interview for language teachers. All these tools were administered to respective persons and data were collected for the present study.

Data Analysis Procedure

Percentage this stastical measure was used to analyze the data and presented in tabular form and interpreted; some data was also qualitatively analyzed and presented in next chapter.