

Chapter - III

Plan and Procedure

3.1. Introduction

3.2. Basic Assumption

3.3. Need for Research Design

3.4. Research Methodology

3.4.1. Procedure of Phase - I

3.4.2. Procedure of Phase - II



CHAPTER - III

PLAN AND PROCEDURE

3.1. INTRODUCTION :

In this chapter the 'Research Design' of the study is elaborated. A Research Design can be defined as a formal, systematic, intensive process of carrying on the scientific method of analysis. Research always starts from a question or a problem. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions.

3.2. BASIC ASSUMPTION :

Existing literature and the several studies that have been carried out focus on the various levels of education such as Secondary Level, Teacher Education, Educational Technology and Physical Education etc. The present study completely focuses on Secondary and Higher Secondary School students and the extent to which teachers use the community for teaching Economics. The main aim of the study was to know whether the teachers and students could teach or learn different concepts from textbooks by using teaching strategies in relation to the community resources effectively.

3.3. NEED FOR RESEARCH DESIGN :

Without design, no scientific research can be effectively executed. Research design helps the researcher to visualise the difficulties and inconveniences that would be faced in his study. It also gives him direction for his research. It is a symbolic model which helps the researcher in relating the objectives of the study, in organising the material and helps in keeping the researcher from straying of the track.

The research design also helps the research procedures as well as the necessary tools needed for the collection of data. Research design also gives the

researcher an idea of the sample to be selected. Therefore, from the research design one can find out the type of research techniques essential for the study. It also gives an idea about data collection techniques and statistical methods required.

3.4. RESEARCH METHODOLOGY :

The survey method was used for the present study and it was conducted in two phases the adopted methodology enabled the investigation to use the amorphous data in a meaningful way. The method of the present study was determined on the basis of the nature of the problem selected, objectives of the study and data required for their realization.

3.4.1. Procedure of Phase - I :

To fulfill objective No. 1 namely to analyse the Economics syllabus of the B.Ed. course (paper VII) of Shivaji University, Kolhapur, Maharashtra and identify the important concepts of economics reflected in it. For the present study the list of 10 concept were identified given in the Economics method, syllabus of paper No. VII of B.Ed. course Shivaji University. (App. A)

To fulfill objective No. 2 namely to analyse the Economics syllabus of std. IX to XII textbooks in Maharashtra and identify important concept in economics reflected in them.

For present study std. IX to XII the Economics text-books were analysed 80 concepts were identified including the 10 from B.Ed. Syllabus total 90 concepts are given in (App. B). Identified concepts were discussed with Economist the overlapping concepts were dropped and final list of 40 concepts emerged which is has given in (App. C) Referring to encyclopedias, references and experts the scope of each of the 40 concepts was finalised.

To fulfil objective No. 3 of the study namely to to find out from students-teacher the extent of their clarity of the identified concepts in Economics.

A questionnaire was prepared for student-teachers, to find out their knowledge about the identified 40 concepts of Economics subject experts (App.D) established its content validity. Resulting in the finalisation of the 'Economics Concepts Clarity Test' the ECCT (App. E) was administered on student-teachers with economics as their first and second method from the three Colleges of Education in Kolhapur city, affiliated to Shivaji University, Maharashtra. (App. F). The sample comprised of 30 students-teachers with Economics as their first and second method.

3.4.2. Procedure of Phase No. II :

To fulfill objective No. 4 namely to consult experts in Economics and decide on the scope of each of the, identified concepts and compile enriched information pertaining to each concept to facilitate student-teachers teaching of Economics, for this study 3 experts in Economic (App. D) were consulted and the scope of each of the 40 identified concepts was finalised with the assistance of reference books, encyclopedias and experts. Enriched informations was compiled which would help student-teachers teach Economics with confidence.

To fulfil objective No. 5. of the study namely to prepare the Enriched Teaching Package in Economics by incorporating appropriate teaching methods - techniques and media based teaching aids for the identified concepts is fulfilled in chapter No. IV.

Conclusion :

The researcher has described the research design and has followed for present research study. The data collected in the present chapter number III.

Data, thus collected were analysed and with the 'Preparation of an Enriched Teaching Packaged in Economics Student-teachers' for which the next chapter (i.e. Chapter IV is devoted)