Chapter - IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULT

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Analysis of data and Interpretation of Result

4.1 Introduction

After discussing the implementation of CCE in Navodaya Vidyalaya with respect to scholastic and co scholastic area and taking a brief review of research conducted in this area to support the rational of the present study and plan of the study was presented in third Chapter. The hypotheses is to be tested, variables involved sample selected, tool employed and the manner in which the relevant data was collected and other methodological details are discussed in that chapter.

The data thus collected was subjected to appropriate statistical procedure to test the hypothesis with which this study was initiated. The details of the statistical techniques employed for analysis of the data, result obtained through this analysis of the data, and the design regarding the rejection or non of hypothesis are presented in this chapter.

Statistical techniques are used for analyzing and interpreting the numerical data. Statistics is a basic tool of measurement and evaluation, when research has quantifiable data. Statistical method goes to the fundamental purposes of description and analysis. By statistics we can analyze and interpreted the data and can draw conclusions. It is the interpretation that makes it possible for us to utilize collected data in various fields. According to the hypothesis of the study the data collected was analyzed on the basis of scores of different component of the test conducted on the sample.

The statistical method serves the fundamental purpose of description and analysis, and their proper application involves answering the following questions.

1. What facts need to be gathered to provide the information necessary to test the hypothesis?
2. How are these data to be gathered, organized and analyzed?
3. What assumption underlies the statistical methodology to be employed?
4. What conclusions can be drawn from the analysis of the data?

4.2 Analysis of Data

The scores of the teacher opinions drawn from different 5 Navodaya Vidyalaya of Pune Region on self made tools on implementation of CCE questionnaire. Scholastic and Co-Scholastic area of implementation were recorded from their opinion in the questionnaire results.Analysis also has been done to compare the collected data in order to see a relationship that exists between scholastic and Co-Scholastic area. Since the main objective of this research is to study the implementation of continuous and comprehensive evaluation in Navodaya Vidyalaya a quantitative analysis of data was done by the researcher to derive meaningful conclusion. For this study the statistical technique like mean, standard deviation,'t' test and Karl pearson coefficient of correlation were used.

4.3 Testing of Hypotheses

Hypothesis 1

There will be no significant relationship between scores of scholastic and co-scholastic area under the implementation of continuous and comprehensive evaluation.

Table 4.1

Coefficient of correlation between scholastic and co-scholastic area under CCE

Variables	N	'r'	Significance
Scholastic area (SA) Co- cholastic area (CSA)	100	0.55*	p> 0.01

(* Significant at 0.01 level of confidence with 98 df)

From the table (4.1), the value of Pearson's coefficient of Correlation between Co-scholastic and scholastic area under CCE was found to be 0.55 which reveals that there is a positive correlation between both the variables. This correlation is also found to be significant at 0.01 level at 98 df. Hence the null hypothesis is rejected. There fore it could be concluded that there is significant relationship between implementation of co-scholastic and scholastic area under the continuous and comprehensive Evaluation.

Hypothesis 2

"There will be no significant difference in implementation scores of grading system under continuous and comprehensive Evaluation with respect to scholastic ad co-scholastic area".

In order to test this hypothesis one level of scholstic achievement and another level of co-scholastic achievement were taken. Statistics such as mean, standard deviation and 't' test were used to test this hypothesis.

Table 4.2

Comparison of mean scores of grading system between scholastic and co-scholastic area under CCE.

Variables	No. of Teachers	Mean m	Standard Deviation (SD) σ	't' value	Significance
Coscholastic area (SA)	100	6.4	1.113	0.024*	P<0.05
Scholastic area (CSA)		6.06	0.988		

(* Not Significant at 0.05 level of confidence 't' needed for significance at 0.05 level at 98 df is 1.98)

The table 4.2 show that computed value of 't' test is 0.024 and the table value of 't' test is 2.65 at 0.01 level with 98 df.

Thus the computed value of 't' test is smaller than the table value, hence null hypothesis is accepted. It means there is no significant difference in implementation of grading system in CCE with respect to Scholastic area of achievement. Hence, it can be concluded that there is nearly equally implementation of grading system in C.C.E. with respect to scholastic and co-scholastic area.

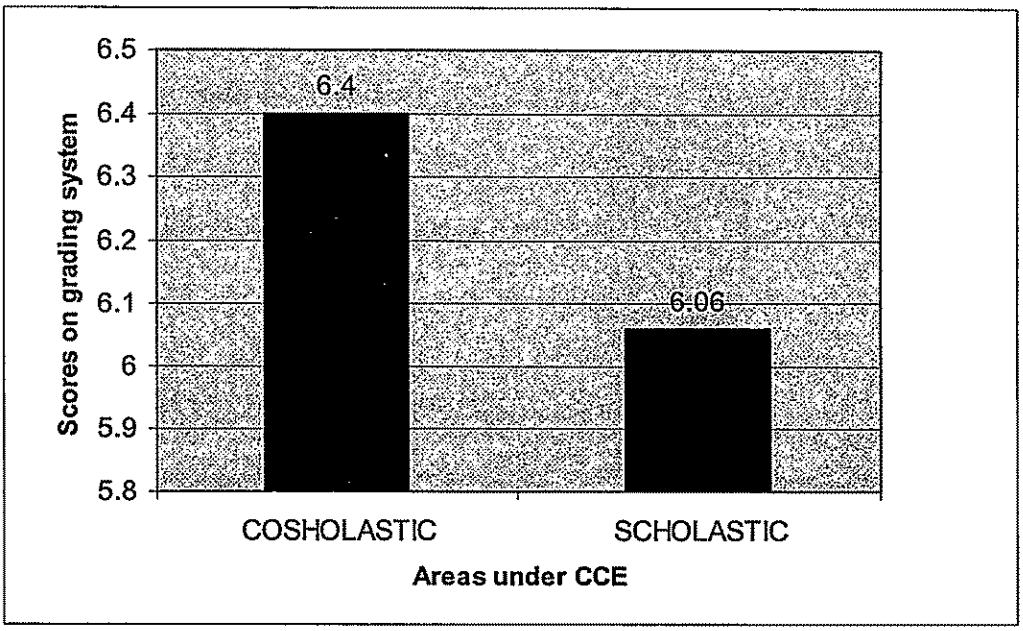

Figure 4.1 - Comparison on mean scores of grading system between scholastic and co-scholastic area under CCE.

Hypothesis 3

There will be no significant difference in implementation scores of diagnosis of weaknesses under continuous and comprehensive evaluation with respect to scholastic and co-scholastic area.

In order to test this hypothesis one level of scholastic and another level of co-scholastic achievement of Diagnosis of weaknesses were taken in five different Navodaya Vidyalaya teachers.

Table 4.3

Comparison on mean scores of diagnosis of weakness between scholastic and co-scholastic area under CCE.

Variables	No. of (NVS) Teachers	Mean m	Standard Deviation (SD)σ	't' value	Significance
Scholastic area (SA)	100	2.05	0.57	0.39*	P<0.05
Coscholastic area (CSA)		2.11	0.58		

(* Not Significant at 0.05 level of confidence 't' needed for significance at 0.05 level at 98 df is 1.98)

From the table 4.3 show that computed value of 't' test is 0.39 and table value of 't' test is 2.65 at 0.01 level and 1.98 at 0.05 level.

Thus computed value of 't' test is smaller than the table value. It means there is no significant difference in implementation of diagnosis of weaknesses in CCE with respect to scholastic and co-scholastic area, hence the null hypothesis is accepted. Hence it can be concluded that there is nearby equally implementing of CCE with respected to diagnosis of weaknesses.

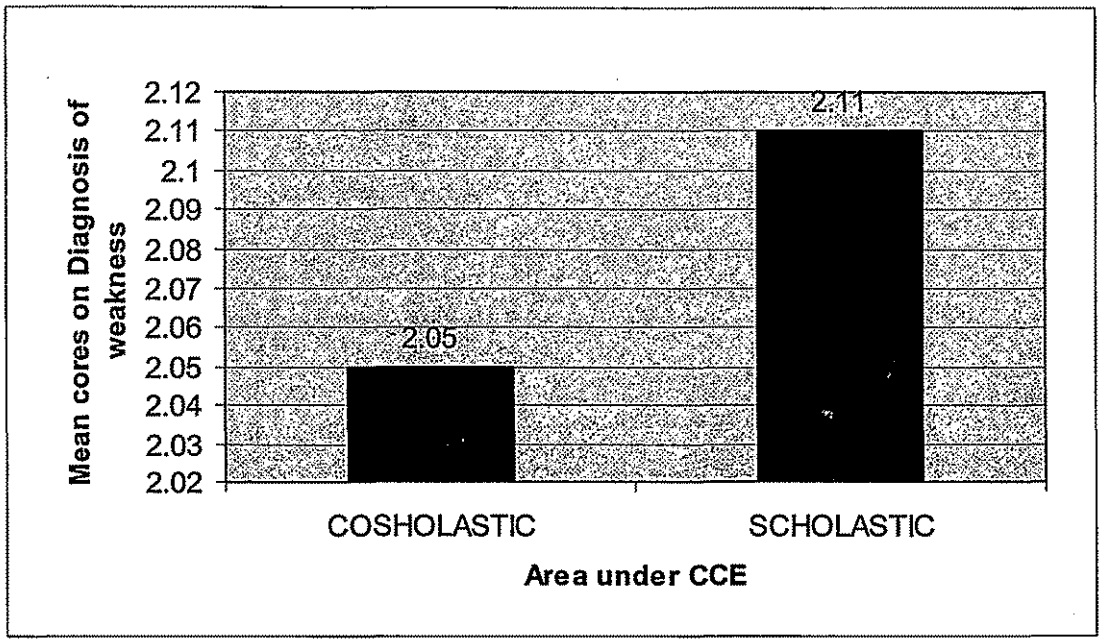

Figure 4.2 - Comparison on mean scores of Diagnosis of weaknesses between scholastic and co-scholastic area under CCE.

Hypothesis 4

"There will be no significant difference in implementation scores of supervision under continuous and comprehensive evaluation with respect to scholastic and co-scholastic area.

In order to test this hypothesis one level of scholastic and another level of co-scholastic achievement of supervision were taken in five Navodaya Vidyalaya teachers.

Table 4.4

Comparison on mean scores of Supervision between scholastic and co-scholastic area under CCE.

Variables	No. of Teachers	Mean (m)	Standard Deviation (SD)σ	't' value	Significance
Scholastic area(SA)	100	2.43	0.587	1.37*	P<0.05
Coscholastic area (CSA)		2.06	0.58		

(* Not Significant at 0.05 level of confidence 't' needed for significance at 0.05 level at 98 df is 1.98)

From the table 4.4 show that the computed value of 't' test is 1.37 and the table value of 't' test is 2.65 at 0.01 level. Thus, computed value of 't' test is smaller than the table value, hence the null hypotheses is accepted.

It means there is no significant difference in implementation of supervision in CCE with respect to scholastic and Co and co-scholastic area. Hence it can be concluded that there is nearby equally weightage given in implementing of CCE with respect to supervision in the scholastic and co-scholastic area.

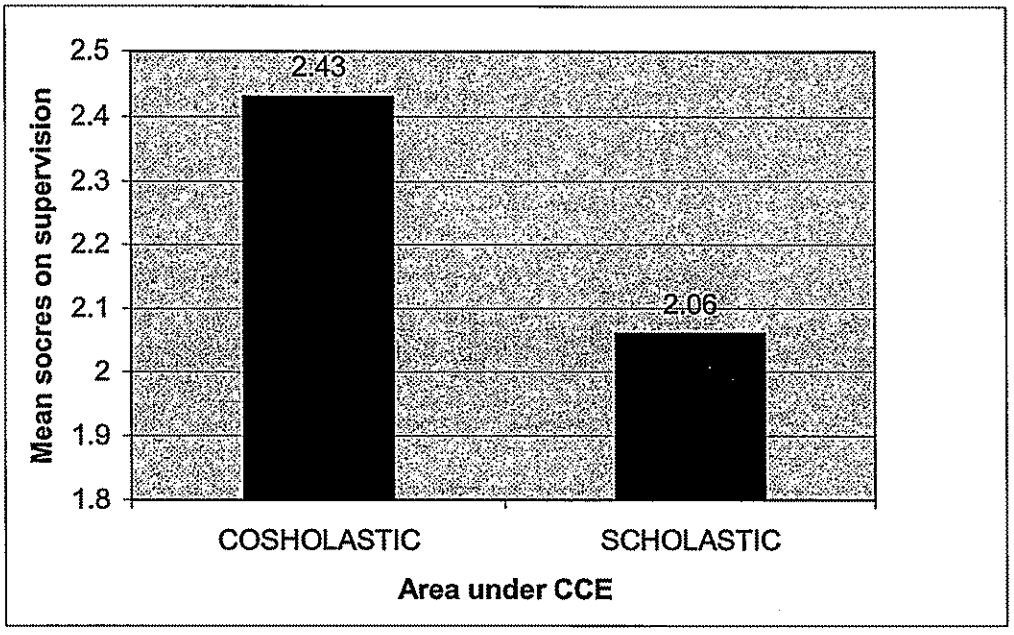

Figure 4.3 - Comparison on mean scores of Supervision between scholastic and co-scholastic area under CCE.

Hypothesis 5

There will be no significant difference in implementation scores of remedial teaching under continuous and comprehensive evaluation with respect to scholastic and co-scholastic area.

In order to test this hypothesis one level of scholastic and another level of co-scholastic achievement of remedial teaching scores were taken in five different Navodaya Vidyalaya teachers.

Table 4.5:

Comparison on mean scores of remedial teaching between scholastic and co-scholastic area under CCE.

Variables	No. of Teachers	Mean (m)	Standard Deviation (SD)σ	't' value	Significance
Scholastic area(SA)	100	1.71	0.55	1.22*	P<0.05
Coscholastic area (CSA)		2.9	0.54		

(* Not Significant at 0.05 level of confidence 't' needed for significance at 0.05 level at 98 df is 1.98)

From the table 4.5 show that computed value of 't' test is 1.22 and table value of 't' test is 2.65 at 0.01 level at 98 df. Thus computed value of 't' test is smaller than the table value, hence the null hypotheses is accepted.

It means there is no significant difference in implementation of remedial teaching in CCE with respect to scholastic and Co-scholastic area. Hence, it can be concluded that equally weightage given in remedial teaching in CCE with respect to both scholastic and co-scholastic area.

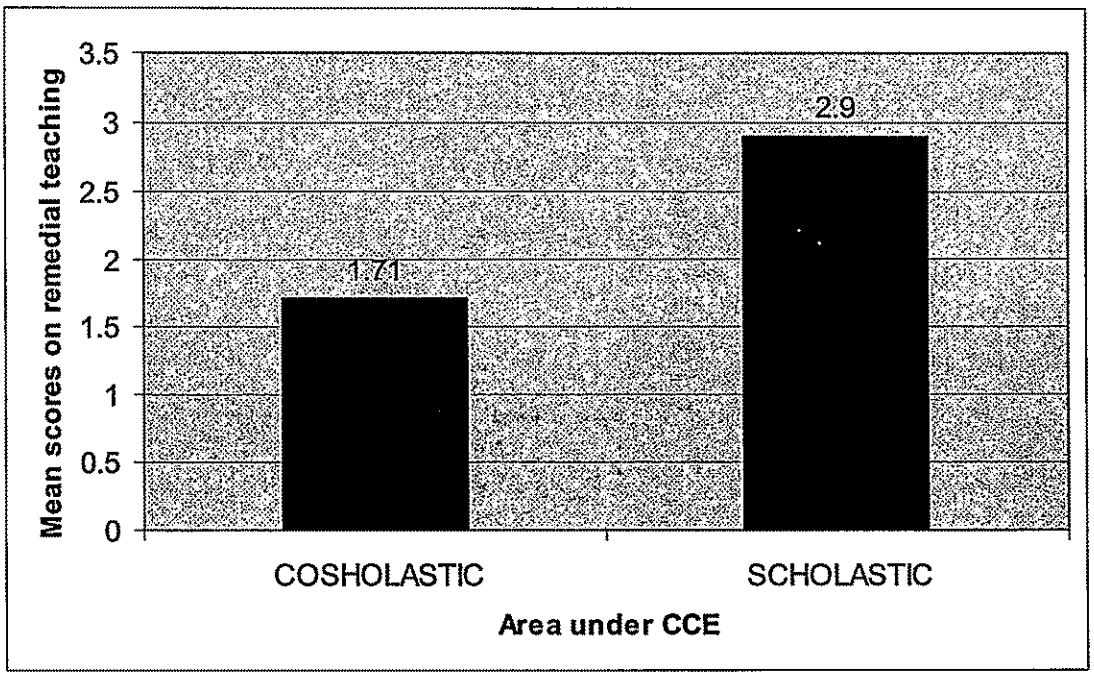

Figure 4.4 - Comparison on mean scores of remedial teaching between scholastic and co-scholastic area under CCE.