

CHAPTER IV
ANALYSIS OF DATA
AND
INTERPRETATIONS
OF RESULTS



CHAPETR IV

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

In analysis, by doing in depth data comparisons, one can begin to identify relationship between various data that will help to understand more about the respondents, and guide the researcher towards better decisions. Assuming the need to analyse the data collected from the survey, the process begins with a quick review of the results, followed by analysis and reporting.

The purpose of the data analysis and interpretation phase is to transform the data collected into credible evidence about the development of the intervention and its performance. Analysis of data is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

To pilot the expenditure analysis initiative, tracking expenditure for cost effectiveness analysis programs to provide rigorous financial monitoring. This analysis provides detailed annual data on expenditures by program area, cost category, and region. Better access to updated economic and financial data and indicators will allow for programmes and national governments to make rapid course corrections if needed to improve planning and effectiveness, and maximize efficiency in the use of resources. Whole data was handled by observation method, personal interview, questionnaire and telephonic interview and analyse the student's views about goals and their job status of B.Sc. B.Ed. course of R.I.E., Bhopal through passed out students and presently pursuing education in institute.

4.1 DATA ANALYSIS, INTERPRETATION AND RESULT

Following are the objectives of the present study-

5. To study the objectives of RIE in opening of B. Sc. B. Ed. course.
6. To study the total expenditure incurred on B. Sc. B. Ed. course in the year 2012-2013 of RIE, Bhopal.

7. To study the educational or occupational status of B. Sc. B. Ed. students studied in the year 2010-2011 at RIE, Bhopal.
8. To study the professional goal of B. Sc. B. Ed. students studying in the year 2013-2014 at RIE, Bhopal.

Objective wise analysis of the data has been done. The detailed analysis of data is as given in following pages-

Objective No. 1: To study the objectives of RIE in opening of B. Sc. B. Ed. course.

To achieve this objective, the document prepared by the Regional College unit of NCERT in April 1963, titled 'Preliminary Plan' was referred and analysed. The proposed four- year programmes for the preparation of science teachers and technology teachers were developed after careful study of the needs of Indian Education and of the recommendations of several study committees. The four-year programme differs from the traditional programme of teacher education in India in the following ways:

1. It is coordinated four-year programme as opposed to a three-year degree course plus a one year teacher education programme. The total programme is envisaged as a professional programme and directed toward one major objective, the creation of teachers in the field of science and of technology for the secondary schools. Experiences are planned in a continuum to help the student grow in terms of preparing himself for the teaching profession.
2. General education, professional educational, and content are integrated in a four- year sequence, professional education is not delayed until the final year, but starts with general psychology in the first year and terminates with an internship in teaching in the fourth year.
3. A balance is maintained between the time devoted to general education, professional education, and content.
4. No division is made between theory and practice. The proposed programme assumes that theory and practices are so closely integrated in the preparation of a teacher that no distinction should be made between the two.

In developing the programme the recommendation of several planning groups in areas such as guidance, field experiences and science were taken as consideration. And the final coordination was done by the Regional College Unit Operating as a coordinating group.

The science programme

The programme in science is planned as a part of a total programme of teacher education. The purpose is to prepare science teachers for multipurpose secondary schools where they will be required to teach general science as well as specialized courses in physics, chemistry or biology. The total programme integrates general education, subject matter, content and professional education. The science teacher should know his science, his education and be prepared to live a full life.

Two consequences are provided, one for the biological sciences and another for the physical sciences. These programmes provide for double majors in order to meet the needs of the multipurpose secondary schools. Mathematics is a common element for all science students and could be considered a part of general education. Thus, as per the document, the objectives of opening four year B. Sc. B. Ed. at RIE Bhopal was as follows-

1. To prepare teachers in the field of science and of technology for the secondary schools. Experiences are planned in a continuum to help the student grow in terms of preparing himself for the teaching profession.
2. To prepare science teachers for multipurpose secondary schools where they will be required to teach general science as well as specialized courses in physics, chemistry or biology.

Objective No. 2: To study the total expenditure incurred on B. Sc. B. Ed. course in the year 2012-2013 of RIE, Bhopal.

In the year 2012-13, total number of studying in various courses were 579 as shown in table below-

TABLE NO. 4.1 Total no. of Students in Different Courses

YEAR	B. Sc. B. Ed. IV yr.	B.A. B. Ed. IV yr.	2 YEAR B. Ed.	M. Ed.	TOTAL
1	78	41	72	25	216
2	73	39	28	-	140
3	49	29	-	-	78
4	110	35	-	-	145
TOTAL	310	144	100	25	579

The purpose of this objective was to know the per head expenditure of B. Sc. B. Ed. IV year students. For this purpose, expenditure details on various heads were collected from various sections/departments of RIE Bhopal for the year 2012-13. These expenditure details are as shown in following table-

TABLE NO. 4.2. Total Expenditure Incurred on B. Sc. B. Ed. Course

Sr. No.	Categories	Expenditure(annually in ₹)
1	Teaching Staff	3,89,04,960
2	Non-teaching Staff	2,68,41,012
3	Library	17,00,000
4	Scholarship	9,78,443
5	Financial (Budget Allocation)	98,00,000
6	Laboratory	11,65,139
7	Electricity	11,126
8	HT Bills (Light Connection)	38,08,480
9	Telephone Bill	3,74,577
10	EPABX Telephone Landline	2,13,372
11	Dispensary	1,50,000
12	Stationary	3,50,000
13	Print & Binding	2,00,000
14	Vehicle & Maintenance	1,50,000
15	Equipment & Furniture (non-plan)	33,00,000
16	Equipment & Furniture (plan)	38,00,000
17	Miscellaneous	20,00,000
	Total	9,37,47,109.00

Analysis-

The above table shows that total expenditure at RIE Bhopal in 2012-13 was Rs. 9,37,47,109.00. Total students studying in that year were 579. Therefore, the per head expenditure can be calculated by following simple formula-

$$\begin{aligned} \text{Per head Expenditure Incurred on B.Sc. B.Ed. student} &= \text{Total Expenditure} / \text{Total} \\ \text{no. of students} & \\ &= \text{Rs. } 9,37,47,109 / 579 \\ &= \text{Rs. } 1,61,912.00 \end{aligned}$$

Conclusion-

It can be concluded that approximately Rs. 1,60,000.00 spent on per student of B. Sc. B. Ed. per year.

Objective No. 3: To study the educational or occupational status of B. Sc. B. Ed. students studied in the year 2010-2011 at RIE, Bhopal.

In the year 2010-11, 51 students passed out B. Sc. B. Ed. IV year course. Their present educational or occupational status is given in table below-

TABLE NO. 4.3. B. Sc. B. Ed. Passed out Students (2010-2011) and their Present Educational or Professional Status

Teaching profession	Other than teaching profession	Still studying	Changed stream	Total
19 (37.25%)	03 (5.88%)	27 (52.94%)	02 (3.92%)	51

Analysis-

From above table, it is clear that 37.25% passed out students are in teaching profession. Moreover, 52.94% students', who are still studying, study is related to teaching profession only. Thus approximately 90% students are either in teaching profession or taking education related to teaching profession.

Conclusion-

As the number of students in teaching profession is much larger in comparison to other professions, it can be concluded that the expenditure on B. Sc. B. Ed. students passed out in 2010-11 was fruitful and in line with the objectives of RIE Bhopal.

Objective No. 4: To study the professional goal of B. Sc. B. Ed. students studying in the year 2013-2014 at RIE, Bhopal.

To achieve this objective, all students of B. Sc. B. Ed. were asked about their future professional goal. The responses of the students are as shown in table below-

TABLE NO. 4.4. Responses of students to pursue further studies after B. Sc. B. Ed. Course

Sr. no.	Responses	Total no. of students response	Percentage (%)
1.	Yes	292	94.19
2.	No	18	5.81

Interpretation-

From the above table, we got to know that total no. of B. Sc. B. Ed. students are 310. 94.19 % students want to pursue further studies after B. Sc. B. Ed. Course. Only 5.81 % students do not want to pursue further studies after B. Sc. B. Ed. Course.

Conclusion-

It can be concluded that most of the students wants to pursue further studies as comparison to other students who doesn't want to study further.

TABLE NO. 4.5. Students choice of profession after completing B. Sc. B. Ed. Course

Sr. no.	Profession	Responses	Percentage (%)
1.	Teaching	6	33.4
2.	Banking	5	27.8
3.	Defense	4	22.3
4.	Administration	3	16.7
	Total	18	



Interpretation-

Out of 310 students 18 students told that they want to go for job after completing the course. Out of these students 33.4 % are interested in teaching profession, 27.8 % in banking profession, 22.3 % in defence profession and remaining 16.7 % students want to go in administration profession.

Conclusion-

The numbers of students, those who want to go for job after completing the course is higher for teaching profession in compare to other professions. Thus it can be concluded that the expenditure on B. Sc. B. Ed. Students is fruitful and in line with the objectives of RIE Bhopal.

4.2 SUMMARY

Over all conclusions drawn from this study are as given below-

1. To prepare teachers in the field of science and of technology for the secondary schools. Experiences are planned in a continuum to help the student grow in terms of preparing himself for the teaching profession.
2. To prepare science teachers for multipurpose secondary schools where they will be required to teach general science as well as specialized courses in physics, chemistry or biology.
3. It can be concluded that approximately Rs.1,60,000.00 spent on per student of B. Sc. B. Ed. per year.
4. As the number of students in teaching profession is much larger in comparison to other professions, it can be concluded that the expenditure on B. Sc. B. Ed. students passed out in 2010-11 was fruitful and in line with the objectives of RIE Bhopal.
5. The numbers of students, those who want to go for job after completing the course is higher for teaching profession in compare to other professions. Thus it can be concluded that the expenditure on B. Sc. B. Ed. Students is fruitful and in line with the objectives of RIE Bhopal.