CHAPTER - III
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3.0.0 INTRODUCTION

The present chapter is devoted to the description of sample ofstudy,design of the study,tools that were used to test.The variablesemployed in the study,procedural details of data collection and the statistical technique used.

3.1.0 METHODOLOGY

Descriptivesurvey method was employed for the present study.

3.2.0 SAMPLE

Stratified random sampling technique was employed for the study. The sample ofthe study were the teachers of the Elementary and

Sr. Secondary schools of govt. and private schools of Mandla district of M.P. 150 teachers of govt.and private schools were selected, randomly. Area-wise and gender-wise distribution of sample is presented in table 3.1.

Table – 3.1: Area-wise, Types of School-wiseand Gender-wise Distribution of Sample

Area/Gender	Male	Female
Urban	31	64
Rural	14	41
Total	45	105

3.3.0 VARIABLES OF THE STUDY

The selected for the present study are as follows:

Perception on NCF-2005

Teaching aptitude

Area: Rural and urban

Gender: Male and female

Types of schools: government and private schools

3.4.0 TOOLS

The variables measured in the study were perception ofteachers on NCF-2005. Relationship of teachers' perception on NCF-2005 with teaching aptitude was studied. The influence of other demographic variables on the teachers' perception on NCF-2005 was also studied. Therefore, following tools were used by the investigator for the present study.

3.4.1 Questionnaire on Teachers' Perception on NCF-2005

For assessing the perception of teachers on NCF-2005,a Questionnaire was developed by the in investigator.Thequestionnaire was related to the NCF-2005.There were fifty questions in the questionnaire. For each correct answer one mark was assigned, except 29, 30, 32, 39, 40, 44 and 45. For these seven questions, two marks each were assigned for the correct responses. For question no. 11,14, 18, 19, 20, 23 and 27 no marks were assigned, as these questions elicit the reaction or the opinion of the respondents. The final score of the questionnaire demonstrates that how much a teacher knows about the NCF-2005 and, also, how the teacher is well-versed with the NCF-200f and its principles as well as its philosophy. In total, the maximum score for all the fifty questions was fifty. There was no time limit to complete the questions.

420

3.4.2 Teaching Aptitude Test

Teaching aptitude test was developed by Gakhar and Rajnish is for the B.Ed. trainees having relativity coefficient 0.76 and validity coefficient 0.68. The test consisted of 35 questions. It carries one mark for each question. There was no time limit for the test to complete. The subject has to take his/her own time to complete.

3.5.0 PROCEDURE OF DATA COLLECTION-

The present study was conducted at two stages.In initial stage thetools were developed and, in second stage, the data were collected.Sample was selected, randomly, taking in to consideration the demographic characteristics, decided for the study. The selected teachers were administered the questionnaire (perception on NCF-2005) and teaching aptitude test. The teachers, individually, took her/hisown time to complete the questionnaire and theteaching aptitude test. Normally, on an average they took one hour for complete the each tool. The filled-in tools were scored.

3.6.0 STATISTICAL TECHNIQUES USED

The statistical techniques used for analysing the data were percentile,mean,S.D., CV, range, Pearson's product moment correlation and the Factorial Design ANOVA of Unequal Cell Size.