CHAPTER - VII

RESEARCH DESIGN-TOOLS AND TECHNEQUES

CHAPTER - VII

RESEARCH DESIGN — TOOLS AND TECHNIQUES

Introduction

The research or investigation can be carried out
by collecting the necessary data. Data are generally
collected to test the hypothesis of the study. To achieve
this aim a number of research tools e.g. questionnaire,
check list, interview schedule, observation etc. are used.
"Like the tools in the carpenter's box, each research tool
is appropriate in a given situation to accomplish a
particular purpose".[1]

Tools Used For Investigation:

Tools used by the investigator to carry out the
present study are given as below:

    (a)   Government documents;

    (b)   Library material; and

    (c)   Questionnaire.

---

1. John Best, "Research in Education", Prentice Hall,
   Inc. Englewood Cliff, N.J. 1961, p.142.

Questionnaire was considered most suitable tool to collect the relvant data for achieving the aims of the present study.

Definition of Questionnaire:

According to Oliver, "any formally organised list of questions which are presented in a uniform manner to a number of persons is a questionnaire".[1] Thus questionnaire serves the purpose of data collection.

Developing the Questionnaire:

The questionnaire was developed to collect the opinions regarding the language policy of India in relation to the educational needs of the people. After reading the necessary literature, Government of India's reports, newspaper clippings and different studies which were related to the topic, the questionnaire was developed. Then it was discussed with some educational planners and finalised. The questionnaire has been divided into six parts. The first part deals with general information about the people who are giving their opinion regarding the language policy of India. The second part consists of six questions related to the language policy

---

1. R. A. C. Oliver, "Research in Education", London: George Allen and Unwin Limited, 1946, p. 128.

for the Central Government. There are nine questions in the
third part of the questionnaire concerning to the language
policy of the State Governments. In the fourth part,
questions are prepared to know the opinions regarding the
language policy for school education. The fifth part is
related to the language policy for university education.
Thus the investigator has tried to know the educational needs
and aspirations of the different linguistic communities of
India for the language policy of India through the medium
of questionnaire.

The questionnaire consists of thirty items, both
open and closed types of questions were included. Keeping
in mind the form of sample it was decided that this should
be framed in English language. Since people belonging to
different linguistic communities know English, it has been
used as medium of the questionnaire. Secondly, it was
very difficult to translate it in all the mother-tongues prevalent
in the country. Thirdly, if Hindi, the Union's official
language is used, difficulty may come in the way of
achieving the objectives because the people belong to
non-Hindi speaking areas may not understand the language
and may not express in their free opinions. Further, they
might have the feelings that Hindi is being imposed on them.
Keeping in view the above facts, it was decided that
English can serve this purpose.

The questions are simple and short. Each question is directly related to the topic under study. Mostly closed form of questions have been used, so that the responses may be easily tabuled. Every question was carefully worded and finalised in view of the assumptions to be fulfilled.

Selection of Sample:

The main objective of taking the survey for the study was to know the educational needs and aspirations of different linguistic communities of India with regard to the language policy of India. The questionnaire has been developed for this very purpose.

Stratified sampling was taken for the present study. A sample of 2,000 literate persons (male and female) belonging to different linguistic communities was taken.

India, being a multi-lingual country, 1652 mother-tongues are spoken. But all these mother-tongues have not got the same status. Out of these only 15 mother-tongues are included in the Constitution of India. Rest of them have not got that status. Moreover, according to the Census of India 1971, 87.50% persons of the total population of India speak these very 15 mother-tongues. The remaining 12.50% persons belong to other mother-tongues. Therefore,

keeping in view the linguistic composition of the population
of India for different languages, a sample of 2,000 persons
has been taken in their percentage ratio to the whole
population. Thus these 2,000 people represents the whole
India in the rationof mother-tongues spoken in India. The
distribution of these 2,000 persons, according to their
respective language has been given in Table No.7.1.

Out of the sample of 2,000 people, 593 persons
speak Hindi as their mother-tongue, 164 persons speak
Telegu and 164 Bengali. Marathi speaking people are 154,
Tamil speaking 138, Urdu speaking 104, Gujarati speaking 94
and Malayalam speaking 80. In the same way people belonging
to Kannad, Oriya, Punjabi and Assamese mother-tongues were
taken as 79, 72, 60 and 33 respectively. For Kashmiri
and Sindhi mother-tongue speakers, percentage is very low
and goes only to 9 and 6 persons. As regards Sanskrit
speakers, percentage to the whole population is almost nil.
Persons belonging to other than the above languages taken
in the sample were 250.

                          the
Delhi has been/location of the sample. Because
Delhi, being the international centre and capital of India,
all Head offices of the Government of India are situated
here. People working in these offices belong to different

TABLE NO. 7.1

Statement showing the distribution of persons selected for the Sample.

Sr. No.	Language	Number of Speakers	Percentage of total population	Number out of 2,000
1.	Assamese	8,958,977	1.63	33
2.	Bengali	44,792,722	8.17	164
3.	Gujarati	25,875,252	4.72	94
4.	Hindi	162,577.612	29.67	593
5.	Kannada	21,707,918	3.96	79
6.	Kashmiri	2,438,360	.44	9
7.	Malayalam	21,938,231	4.00	80
8.	Marathi	42,251,207	7.71	154
9.	Oriya	19,855,450	3.62	72
10.	Punjabi	16,449,573	3.00	60
11.	Sanskrit	2,212	N	N
12.	Sindhi	1,676,728	0.31	6
13.	Tamil	37,690,020	6.88	138
14.	Telugu	44,752,926	8.17	164
15.	Urdu	28,607,874	5.22	104
16.	Others	68,375,747	12.50	250

Total population: 547,949,809   100   2000

Source: Census centenary India, 1971. Pocket Book of Population Statistics, Registered general and census Commissioner, India, New Delhi.

linguistic communities of India. There are also State houses, State Information Centres and State Emporia for each and every region of India. Persons working in these centres also belong to different linguistic communities of India. Moreover in Delhi different language medium schools are also available. So keeping in view all these facts, area for the study was limited to only Union Territory of Delhi.

Sample from Delhi was taken at random but at the same time it was also kept in mind that all the languages taken for the sample in their respective ratio are also covered.

How the data was collected

To achieve the aims of the present study, data has been collected with the following tools:

(a) Government documents;

(b) Library material; and

(c) Questionnaire.

The investigator, at first, tried her best to collect the data from primary sources. But in the absence of that, secondary sources were also used. The historical

development of the language policy of India is primarily
based on the library materials, to test the basic assumptions
of the study data have been collected through the medium
of questionnaire.

A sample of 2,000 peoples belonging to different
mother-tongues was taken for the administration of the
questionnaire. This sample was taken in the ratio of India's
population as depicted in the Census of India, 1971.
87.50% persons of the total population belong to the
Constitutional languages and rest of them 12.50% belong to
other languages. So keeping in view this ratio questionnaire
was distributed at random to the people belonging to
different linguistic communities of India. Delhi, being the
Capital of India, all the Head offices of the Government of
India are situated there. People belonging to different
linguistic communities are working in these Head offices.
Moreover in Delhi there are the State Houses, State
Information Centres and State Emporia in which people
belong to different linguistic communities from each and
every State are working. Besides there are schools with
different languages as medium of instruction. Therefore, the
sample was restricted to the Union Territory of Delhi.
Though the sample was taken at random yet it was also kept

in mind that questionnaire is filled by different categories
of people e.g. school Principals, teachers, College lecturers,
readers, educational planners, policy makers, doctors,
engineers, government servants, lawyers, technicians,
I.A.S. officers, I.P.S. officers, students, house-wives and
retired persons.

All the questionnaires were distributed personally
and administered by the researcher herself.

In Delhi people belonging to Hindi and Punjabi
mother-tongues are so many, therefore, there was no difficulty
in collecting the questionnaires from them. In the same way
collection of questionnaires from Sindhi and Kashmiri
speaking people, there was not much difficulty because
their ratio to the population is very low. But as regards
the other languages it was really a difficult job to contact
people.

At first, questionnaires were distributed to the
teachers and principles of different language schools
situated in Delhi. After that questionnaires were distributed
to different State Houses, State Information Centres, State
Emporiums, different offices etc. situated in Delhi.

Classification of data:

After collecting the data from all sources, it was classified.

Data collected from the libraries were classified under different chapters which presents the historical background of the language policy of India for official work as well as for education.

Data collected through the questionnaires were classified according to the mother-tongues. Mother-tongues which have been included under the Constitution of India, were classified separately.

Thus the data was classified under the fifteen groups, in which fourteen groups were related to the 14 Constitutional languages and 15th group was for other languages. (As regards Sanskrit there was no response so this language has not been counted in first groups). All responses of the persons who belong to mother-tongues other than the constitutional languages have been grouped under the heading i.e. others. Thus all the responses collected through the questionnaires were classified under 15 groups as: Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sindhi, Tamil, Telugu, Urdu and others.

The responses of 14 linguistic communities for constitutional languages were further divided under the two heads as North Linguistic Community (Assamese, Bengali, Gujarati, Hindi, Kashmiri, Marathi, Oriya, Punjabi, Sindhi and Urdu) and South Linguistic Community (Kannada, Malayalam, Tamil and Telugu). The other linguistic communities not taken under these two groups, have been taken separately as the third linguistic group under, others as the languages of these communities are not recognised in the Constitution.

Tabulation of Data

Collection of data will be meaningless if it is not tabulated in a systematic way. To find out the results of the collected data tabulation helps a lot.

Data for the present study were collected through the questionnaire which were distributed to different linguistic communities consisting of a sample of 2,000 people. After the collection of data, at first questionnaires were distributed according to the linguistic communities as taken under sample. There were four parts of the questionnaire, viz. (i) Language Policy for the Central Government, (ii) Language Policy for the State Governments,

(iii) Language Policy for School Education, and (iv) Language Policy for University Education. The data thus have been tabulated according to the above four parts. Then, all the tallies of the questionnaires were counted questionwise as well as Linguistic communities separately. For instance, questionnaire received from the speakers of Assamese were first separated and then its tallies were counted question-wise. :-.. Thus it can be concluded that all the tallies of 15 Linguistic Communities taken under sample were tabulated individually.

As regard the question in which name of the languages have also been asked, the names given by the respondents were marked and the name of the languages were written down accordingly. The next step was the calculation of the data into percentages, according to the number of tallies, number of sample taken for each linguistic communities separately, e.g. suppose 12 respondents, out of the proportionate sample of 60, of Punjabi responded in favour of Hindi for question No.I, it mean 20 percent of the Punjabi Linguistic Community are in favour of Hindi to be used for official purposes of the Central Government. In the same way, all the percentages of the respondents of other Linguistic Communities for all the questions and their parts were also calculated. Thus, at first, percentages were calculated according to the Linguistic Communities. Further tallies of the respondents of all

Linguistic Communities taken under sample were pooled together
and their percentages were calculated from the sample of
2,000 taken under the present study. Responses of the
questionnaires were further divided into two groups, (i)
North Linguistic Communities, and (ii) South Linguistic
Communities. Responses of North Linguistic Communities were
counted together and their percentages were calculated from
their proportionate sample, i.e. 1289. The same procedure
was adopted in the case of the Linguistic Communities of
South. Their percentages were calculated from their
proportionate sample i.e. 461.

    According to the above description all the tables
contain 18 columns. Each column represents a linguistic
community, vertically, and their responses, horizontally,
showing the figures in percentage.