

# **CHAPTER-3**

# **METHODOLOGY**

### **3.0 Introduction**

Methodology is the heart of any research study. Based on the review of related researches and conceptualization of the problem, a detailed plan and procedure for the present research study was designed by the researcher and it is presented in this chapter. In the methodology part of the study, researcher tries to give an accurate, detailed description of how the work was carried out and about all methods. Considering the nature of the study, the researcher used both quantitative and qualitative methodologies to analyze the data. But most of the part of the research study is qualitative in nature and explained through the theory.

Here researcher focuses on the problems of Elementary Education with respect to Universalisation of Elementary Education in the Talaja Taluka of Bhavnagar District. Hence, the researcher has used the systematic and scientific research tools for collecting the data from sample. It gives a thorough and in-depth detail of the problem. This chapter includes the statement of the problem, operational definitions of the terms used in the title, types of research study, objectives of the research study, delimitation of the study, population and sample of the study, research tools of the study, procedure of data collection and method of data analysis and interpretation. It gives total view about the entire process adopted by the researcher.

### **3.1 Statement of the Problem**

A Critical Study on the Problems of Elementary Education in the Talaja Taluka of Bhavnagar District in Gujarat

### **3.2 Operational Definitions of the Terms Mentioned in the Title**

**Critical Study:** The word critical study refers to in-depth inquiry or thorough investigation by considering all possible perspectives to understand the problem concerned.

**Problems of Elementary Education:** This refers to the pertinent problems that are affecting the mission of Universalisation of Elementary Education in the Talaja Taluka of Bhavnagar District, Gujarat.

**Elementary Schools:** Elementary Schools refer to the standards from I to VIII. Elementary schools are classified as lower primary (I to IV) and Upper Primary classes (V to VIII) in Gujarat.

### **3.3 Research Questions**

The researcher tried to explore the following research questions in the process of this research work.

- What are the pertinent problems of Elementary Education in the coastal areas of Bhavnagar District?
- What are the socio-economic and cultural contexts in which such problems exist and how they are directly or indirectly affecting UEE?
- What are the basic causes of such problems?
- What are the ongoing schemes and programmes for achieving Universalisation of Elementary education in Talaja Taluka of Bhavnagar District
- How such programmes are really meeting to their objectives and the local needs?

### **3.4 Objectives of the Study**

1. To critically examine the various problems of Elementary Education in relation to the Universalisation of Elementary Education in the Talaja Taluka of Bhavnagar District.
2. To study the various ongoing programmes for Elementary Education in terms of objectives and the process of implementation in the Talaja Taluka of Bhavnagar District.
3. To study the effectiveness of various programmes as perceived by teachers, headmasters, parents, Block Resource Coordinators, Cluster Resource Coordinators, Parent Teacher Association, Mother Teacher Association, Village Education Committee and Administrators of Elementary Education.

4. To suggest the measures to overcome the problem of Elementary Education in the Talaja Taluka of Bhavnagar District.

### **3.5 Delimitation of the Study**

The present study is limited to the problems of Elementary Education in relation to the Universalisation of Elementary Education (UEE) and ongoing schemes and programmes of Elementary Education which are carried out in the Talaja taluka. The present study is delimited to the selected Government Elementary Schools of Talaja which are administered by Jillah Panchayat only.

### **3.6 Population of the Present Study**

The population of the present study comprises of all the Government Elementary Schools of Talaja taluka, Bhavnagar District in Gujarat that have been managed by Bhavnagar Jillah Panchayat. There are 114 villages in Talaja taluka and 148 Government Elementary Schools in those villages. Talaja taluka is one of the underdeveloped talukas in Bhavnagar district. Therefore all the programs related to Universalization of Elementary Education like District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and National Programme for Enrolment of Girls at Elementary Level. (NPEGEL) have been implemented in Talaja taluka along with several state initiatives in this direction. All the key functionaries and stake holders working both at micro and macro levels in the field of Elementary Education in the Bhavnagar district along with Non Governmental Organizations (NGOs), members of Parent Teacher Association(PTA), Mother Teacher Association(MTA) and Village Education Committees(VEC) of various schools in Talaja taluka also constitute the population for the present study.

### **3.7. Sample for the Present Study**

Research context is Talaja taluka in Bhavnagar District of Gujarat. The Sample schools were drawn from various villages of Talaja taluka purposively by considering the criteria as the low literacy rate among the parents, high dropout rate, low achievement and gender disparity in the elementary schools when compared to the

other villages. Thus 37 schools from 12 clusters were selected for the research study. Female literacy rate of these villages is also below 35%. The table 3.7.1 indicates the details of the sample.

**Table- 3.7.1**

**List of Sample Schools**

<b>Sr. No</b>	<b>Name of the School</b>	<b>Name of Village</b>	<b>Cluster</b>	<b>Literacy Rate of Village</b>
1	Sartanpara Primary School	Sartanpar	Talaja-1	14.61
2	Mahadevpara Primary School	Mahadevpara	Uchadi	16.03
3	Bodaki Primary School	Bodaki	Datha	17.22
4	Mota Ghana Srimary School	Mota Ghana	Borada	17.58
5	Kharadi Primary School	Kharadi	Borada	17.70
6	Vejodari Primary School	Vejodari	Datha	19.72
7	Methala Primary School	Methala	Pithalpur	20.62
8	Gadhesar Primary School	Gadhesar	Datha	21.15
9	Kerala Primary School	Kerala	Uchadi	22.28
10	Bambhor Primary School	Bambhor	Datha	23.53
11	Kodiya Primary School	Kodiya	Thaliya	24.03
12	Mangela Primary School	Mangela	Uchadi	24.41
13	Talli Primary School	Talli	Datha	24.53
14	Tarasara Primary School	Tarasara	Devali	25.00
15	Khandera Primary School	Khandhera	Uchadi	25.05
16	Rampara Primary School	Rampara	Talaja-3	25.14
17	Juni Chaparai Primary School	Juni Chaparai	Thalia	25.40

18	Kundheli Primary School	Kundheli	Borada	26.90
19	Nava Rajpara Primary School	Nava Rajapara	Pithalpur	27.04
20	Nichadi Primary School	Nichadi	Pithalpur	27.97
21	Paniyali Primary School	Paniyali	Rajpara	28.14
22	Jalvadar Primary School	Jalvadar	Thalia	28.39
23	Pratapara Primary School	Pratapara	Uchadi	28.41
24	Amla Primary School	Amla	Pithalpur	29.48
25	Gadhula Primary School	Gadhula	Pithalpur	29.79
26	Belada Primary School	Belada	Thalia	29.85
27	Gorakhi Primary School	Gorakhi	Devali	30.24
28	Rojiya Primary School	Rojiya	Datha	31.18
29	Bhungar Primary School	Bhungar	Uchadi	31.48
30	Bharapara Primary School	Bharapara	Sathara	23.83
31	Padari Primary School	Padari	Borada	33.19
32	Chudi Primary School	Chudi	Dihor	33.42
33	Sankhadasar No.2 Primary School	Sankhadasar no.2	Sathara	33.77
34	Madhuvan Primary School	Madhuvan	Pithalpur	34.23
35	Zanzmer Primary School	Zanzmer	Pithalpur	34.44
36	Bakhalka Primary School	Bakhalka	Bhadraval	34.64
37	Ghantarwala Primary School	Ghantarwala	Thalia	34.97

Source: Block Resource Centre, Talaja, year- 2006-07

The above table indicates that out of 114 village 37 villages female literacy rate is less than 35%. One third part of Talaja talukas villages has a problem of low literacy. Out of 37 villages, 15 villages are situated on coastal line. Most of the regions of these villages are agricultural based. Some areas which are near to the costal line areas get the saline water and due to this land is not suitable for agriculture. There is a seasonal migration among the parents in this region. The below data represent the size of the sample and respondents for the study.

**Table-3.7.2**

**Size of the Sample and Respondents for the Study**

<b>Sr. No</b>	<b>Sampling Unit</b>	<b>Name of Respondents</b>	<b>Number of Respondent</b>
1	Education Department Bhavnagar	District Primary Education Officer (DPEO)	1
2	Block Resource Centre Talaja	Block Resource Centre Co- ordinator (BRCC)	1
3	Taluka Panchayat, Talaja.	Assistant District Educational Inspector (ADEI)	1
3	Cluster Resource Centers Talaja	Cluster Resource Centre Co-Ordinator (CRCc)	10
4	Selected low Literacy village School	Each School Principal	36
5	Selected low Literacy village School	School Teachers (Five teachers from each school)	160
6	Selected Villages	Parents of School going children	25
7	Selected Villages	VEC, PTA, MTA members of selected schools	25

### **3.8 Nature of the Data Needed for the Present Research Study**

The nature of the study demanded following types of Data.

- Information schedule of School Principals, School teachers, Block Resource Coordinators, Cluster Resource coordinators of Talaja.
- Information about the problems of Elementary Education with their core causes in the schools of Talaja Taluka.
- Information about the ongoing schemes, policies and programmes of Central and State Government.

### **3.9 Source of the Data Needed for the Present Research Study**

The researcher collected required data from the Principals of the schools, school teachers, District Primary Educational Officer (DPEO) of Bhavnagar, Block Resource Coordinators, Cluster Resource Coordinators, parents of school going children, and community members during the academic year 2008-09. Some information was collected from annual reports, journals, Gujarat Council of Educational Research and Training (GCERT), Gandhinagar and District Institute of Education and Training (DIET) Bhavnagar and Gandhinagar. Apart from these, the researcher reviewed all the documents of policies and programmes of Elementary Education which is needed for the research work.

### **3.10 Research Tools Used for the Data Collection**

The researcher prepared the following tools for data collection in the present study.

- 1) **Information Schedule:** The researcher developed Information schedule for Government Elementary School Principals, school teachers, Block Resource Coordinators, and Cluster Resource Coordinators of Talaja taluka. Information schedule focused on name and address, qualifications, working experience etc.
- 2) **Questionnaire:** In order to know the problems of Elementary Education, a questionnaire designed by the researcher. This questionnaire includes open as well as close ended questions. Questionnaire was prepared for Government Elementary School Principals, Teachers, Block Resource Coordinators, and

Cluster Resource Coordinators, of Talaja taluka. The researcher prepared different questionnaires for different samples. Questionnaire basically focused on 1) Basic problems of Elementary Education 2) Effects of Government Policy towards elementary education 3) Causes of the problem etc. This provides socio-economic and cultural contexts of the beneficiaries. It also provides some information about the ongoing programmes, issues and challenges.

- 3) **Participant Observation:** Researcher participated in various meetings of Mother Teacher Association (MTA), Parent Teacher Association (PTA), and Village Education Committee (VEC) and observed the entire process of deliberations. During the meetings of community members Principal discussed the Problem of education like less attendance of students, migration, less interest among the girl child education etc. Apart from this Principal also took the views of committees regarding the use of different grants. This helped the researcher to identify the extent of community participation and their priorities for the school development.
- 4) **Semi Structure Interview Schedule:** Semi structured interview schedule was designed for District Primary Educational Officer of Bhavnagar District of Gujarat, Educational Inspectors, Block Resource Coordinators, Cluster Resource Coordinators, School Principals, School teachers and selected parents of school going children of Talaja taluka. This provided first hand information from the functionaries and beneficiaries.
- 5) **Focused Group Discussion:** Specific groups like parents, teachers, administrators as well as Village Education Committee invited for focused group discussions to study their perceptions on the problems. Even certain pertinent problems were also discussed in the focused group discussions. Entire process was recorded and analyzed qualitatively.

### **3.11 Process of Data Collection**

The investigator adopted various methods for collection of data for the study. The researcher personally visited all the schools and administered the tools and collected the data. The researcher collected data from all the school principals, school teachers, CRCs, BRCs, through the questionnaires, information schedule and semi structured interview schedule. The functioning of MTAs, PTAs, and VECs were recorded through participant's observation. The researcher also conducted field studies and developed profiles schools. The researcher took the permission from the Government of Gujarat, Department of Education. District Educational Officer of Bhavnagar issued a permission/ authority letter to the researcher for collecting the necessary data pertaining to the research study. The researcher is also a teacher working in the Government elementary school and therefore the socio-cultural life of the local people has become familiar to her and that helped in developing rapport with people. Apart from all these the researcher used documents of policies and programmes published by Ministry of Human Research Development (MHRD), Gujarat Government, Sarva Shiksha Abhiyan (SSA), and UNICEF and other NGOs pertaining to the programs related to Universalization of Elementary Education.

### **3.12 Techniques Needed for Data Analysis**

The major portion of the data was qualitative in nature. The responses to each open ended items in the questionnaire were analyzed content wise. And the responses to each close-ended item were analyzed in terms of simple percentage. Researcher has also analyzed the contents recorded during the interviews and field observations with key functionaries on the lines of the objectives of the study.

### **3.13 Conclusion**

Thus, the researcher has presented clear view of methodology adopted for present research study where she has explained all the major aspects related to methodology of the study. The analysis and interpretation of the data collected for the present study is presented in the following chapter.