

**CHAPTER 111**

**RESEARCH METHODOLOGY**

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**3.0 INTRIDUCTION**

This chapter provides the methodological approach adopted by the researcher to realize the objectives of the study. As the study is conducted in various phases, the chapter highlights the methodological approach in each phase. Thus the chapter gives the statement of the problem, objectives of the study, explanation of the terms, research design, selection of samples, and tools and techniques employed. Research methods are the methods to collect and analyze data. A research design is like a blueprint for the research study which guides the collection and analysis of data. The function of a research design is to ensure that requisite data in accordance with the problem in hand is collected accurately and economically and proper analysis is done. “A research is the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern or framework of the project that stipulates what information is to be collected from which sources by what procedure.” (Green and Tull, 2013) Research design is important for the smooth functioning of research work. Burns and Grove (2003) defines a research as a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings” Research design “provides the glue that holds the research project together. A design is used to structure the research, to show all of the major parts of the research project work together to try to address the central research questions.” (Trochin, 2005). Research design is basically the design of the research project. It is the defining of the research problem to tell what, when where, how much and by what means it focuses to answer the research questions. It is the collection, organization and analysis of data to define and establish the importance of research work. Research methodology is a method to solve the research problem systematically. It’s a study on how to conduct research

scientifically. Thus a researcher is expected to know the research techniques along with the methodology. A researcher must know how to conduct tests, how to apply statistical and research techniques, which techniques are relevant and which are not. So it is indispensable for the researcher to design his methodology in such a way that it clearly and precisely specify his decisions to select them so that they can be understood and evaluated by others.

### **3.1 RESEARCH METHODOLOGY**

The chapter explains the research methodologies, and design in the study including strategies, instruments and data collection and analysis methods and explain the stages and process involved in the study. The research design for this study is a descriptive study and it is analyzed through qualitative and quantitative methods. It describes the plan and procedure of the study. It presents the details of the research process being followed in the study. It is essential to carry out the research study in a planned and systematic manner to derive accurate results. The chapter gives information regarding the population, sample of the study, tools used, nature and forms of data and the techniques used in the analysis of the data. The present study is descriptive in nature. A descriptive research describes the individual who participate in the study. There are three ways of doing a descriptive study. They are, 1. Observational 2. Case study 3. Survey. The present study follows a mixed methodology in which both qualitative and quantitative approaches are used to complement each other to understand the research problems. Observation and survey methods are used to collect the required data for the present study. Both qualitative and quantitative data is collected for the study. Qualitative research is a qualitative phenomenon that is a phenomena related to or involving quality or kind or non-numerical observations. Through qualitative research, we can analyze the various factors which motivate people to like or dislike a particular thing. (Kothari, 2004). Thus, the study was conducted in order to answer the given research questions and to achieve the objectives of the present study.

### **3.1.1. Research Questions**

1. What are the different Educational provisions under RTE Act (2009)?
2. To what extent the stakeholders aware of these Educational provisions?
3. What is the current status of implementation of RTE Act (2009) in Vadodara?
4. What are the emerging issues and challenges in implementing RTE Act (2009)?
5. Did RTE Act (2009) make any impact on Quality Elementary Education in terms of access, enrolment, equity and learning outcome?

### **3.1.2. Statement of the Problem**

A Study of Implementation of Right to Education (RTE) Act, 2009

### **3.1.3. Objectives of the Study**

The present study will be conducted with the following objectives:

1. To critically examine the RTE Act (2009) from the point of Universalization of Elementary Education in India.
2. To study the level of awareness among the stakeholders with regard to educational provisions under RTE Act (2009)
3. To study the implementation of the RTE Act (2009) with a view to understand the status of RTE Act (2009)
4. To identify specific issues and challenges faces by different stakeholders.
5. To study the perception of the principals, teachers, parents and students on the RTE Act (2009) and its influence for Quality Elementary Education.

### **3.1.4 Delimitation of Study**

The study is limited to the Elementary Schools of Vadodara City only.

### **3.1.5 Explanation of the Terms**

*Critical analysis* is a detailed analysis of the content in RTE Act (2009) and the implementation of the act in a given social context.

*Stakeholders* are the people directly affected by the RTE Act, 2009. Here they are the school principals, teachers, students and parents etc.

*Level of Awareness* means how far the stake holders are aware about the details regarding RTE Act 2009.

*Status* means the situation of a particular event or activity at a particular time during the process.

*Awareness* means the knowledge of the stakeholders about RTE Act in general and also about its provisions.

## **3.2 Context of the Present study**

Educational policies are the principles and policy making of the government in the field of education. It include the collection of laws and rules that govern the operation of education systems. Education policy analysis is the scholarly study of educational policy. The present study is conducted in Vadodara city of Gujarat state. There are 33 districts in Gujarat. There are 342 private schools in Vadodara city where RTE admission is provided to children. In these schools 25% of reservation in standard 1 is given to children from weaker and disadvantaged group in un-aided primary schools. As per Right of Children to Free and Compulsory Act,

2009, Government of Gujarat passed the bill of Gujarat Educational Act (Amendment) Bill-2010 to implement the Act. The scheme was first introduced in 8 municipal corporations on experimental basis, with approximately 5300 children covered under the scheme. Implementation of RTE Act was an attempt from the government to provide quality elementary education to all the children in the country. In the present study titled ‘The study of implementation of Right to Education Act, 2009, the researcher is conducting an analytical study of Right to Education Act, 2009 to critically examine the RTE Act, 2009 from the point of view of Universalization of Elementary education, to study the level of awareness among the principals, teachers, students and parents, its implementation, impact of the Act, issues and challenges faced by the stakeholders and its impact on quality elementary education in Vadodara city.

**Figure 3.1**

*Map showing Vadodara city*



### **3.3 METHODOLOGY**

Methodology is the centre of a research study. Various methods have been developed for obtaining knowledge through reliable and valid measures. Methodology of study includes the procedures used to acquire practical evidence and analyze it for the purpose of answering research questions, testing hypothesis and examining the problems. Methodology involves various elements like design of study, selection of sample to conduct the study, development of tools, data collection and statistical treatment. A detailed plan and procedure of the study was made by the researcher. Without following a proper method, the findings inferred would not give the true picture of the study. The study followed a descriptive survey method with triangulation method is used to know status of implementation of RTE Act 2009 in Vadodara city of Gujarat state. Descriptive survey is employed in the study to know the status of implementation of the Act with regard to the level of awareness, status of implementation, impact of the implementation of the act and the issues and challenges faced by the stakeholders – the Principal, teachers, students and parents about the act. Views of the students and parents regarding the act have been taken through Focus Group Discussions. The investigator followed Mixed Methodology Design where both qualitative and quantitative methods are used for both data collection and data analysis. In the present study titled ‘ A Study of Implementation of Right to Education (RTE) Act, 2009, the researcher collected both qualitative and quantitative data on different dimensions of RTE Act, 2009 and analyses both data sets separately. Thus the researcher compares the results from both quantitative and qualitative analysis to determine if the two data sets give similar or dissimilar results.

The main purpose of the present study is to assess the status of implementation of Right to Education (RTE) Act, 2009 in Vadodara city. The study seeks to assess the implementation status of the Act with reference to the provisions of the act related to infrastructure, free and compulsory education, curriculum, responsibility of the principals and teachers. The study tries

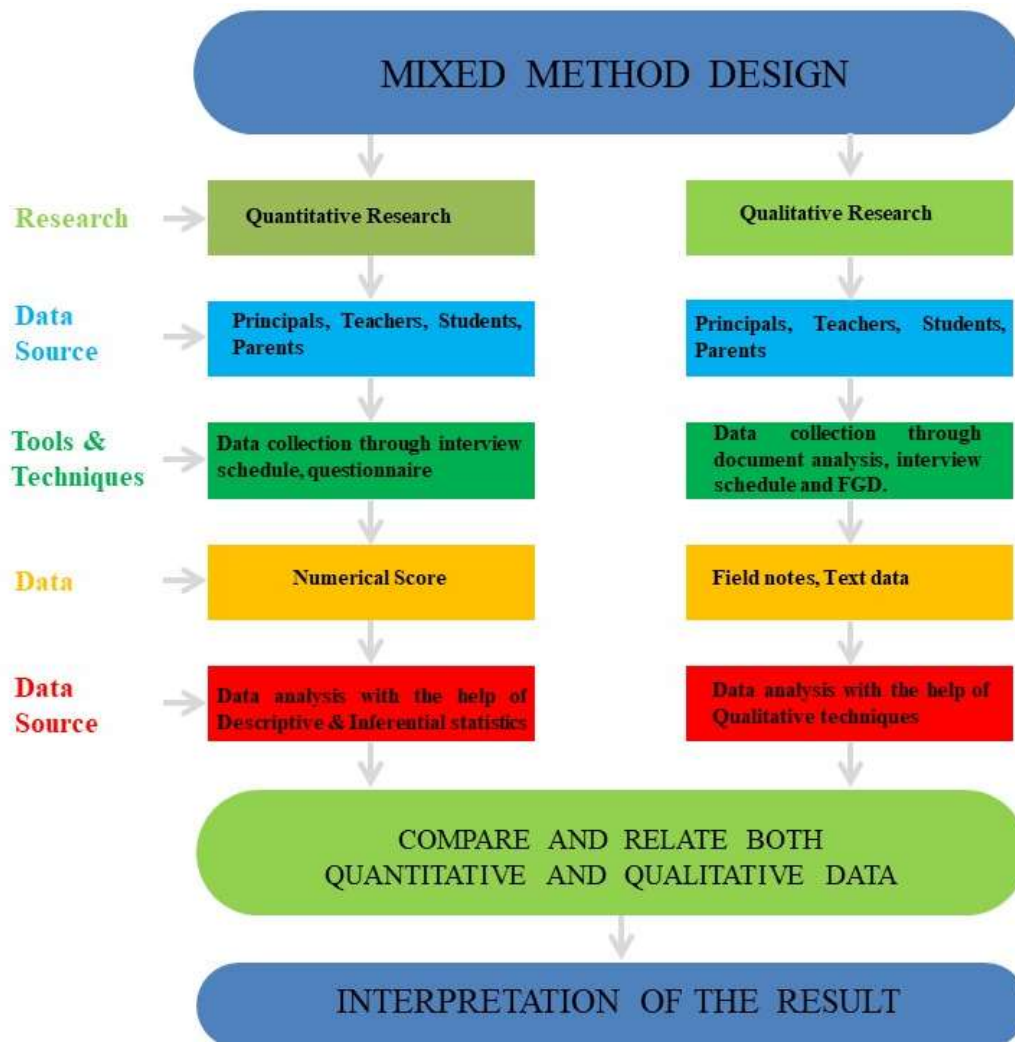
to critically examine the RTE Act, 2009 from the point of Universalization of Elementary Education in India, to know the level of awareness among the stakeholders with regard to educational provisions under RTE Act (2009), to study the implementation of the RTE Act, 2009 with a view to understand the status of RTE Act, 2009, to identify specific issues and challenges faced by different stakeholders and to study the perception of the principals, teachers, parents and students on the RTE Act. 2009 and its influence on Quality Elementary Education. The study assesses the different dimensions in relation to their gender, qualification, teaching experience, professional experience and ranks involved in the elementary education that play a vital role in the successful implementation of Right to Education Act and suggest some measures for the improvement of the Act in future.

### **3.4 RESEARCH DESIGN**

The present study aimed to obtain distinct but complementary data on the same components of RTE implementation from various sources and through various methods to get answers for the research questions. Since many studies were not conducted in the area of study that gives a comprehensive idea of the status of implementation of the RTE Act in Vadodara City, quantitative approach was used and collected information through questionnaires. Qualitative approach helped the researcher in making an in-depth investigation on the national, state and district level data and the variables of the study. Data were collected from the elementary school Principals/ Head teachers, Teachers, Students and Parents using different tools and techniques. For quantitative data, both descriptive statistics (Graph, Frequency, Percentage Central Tendency, Standard Deviation) and inferential statistics (t test, ANOVA) have been applied for analysis. For analysis of qualitative data, qualitative techniques such as content analysis, interview and focus group discussion are employed. Then the study employed mixed method approach to integrate as well as synthesize the results. The detailed description of the design is presented in the following figure.

**Figure 3.2**

*Structure showing Plan and procedure of the study*



### 3.5 POPULATION AND SAMPLE OF THE STUDY

#### 3.5.1 Population

All the granted and non-granted Elementary schools of Vadodara city were considered for the population of study. During the period of study that is during the academic year 2022-23 the researcher identified that RTE admissions are provided by 301 school in Vadodara city. The total RTE admission during the period of study consists of 3475 students which consists of 1090 students from general category, 978 students from SC, 304 students from ST and 1103 students from SEBC category. These schools included grand in aid schools and privately managed schools following both English and Gujarati medium. The schools included those followed central board as well as state syllabus following both English and

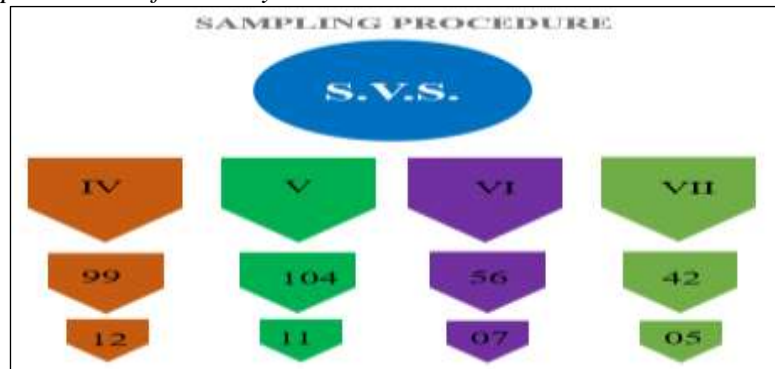
Gujarati medium of education. Thus the population of the study included a diverse population covering all sections of the educational sector.

### **3.5.2 Sampling procedure and Sample**

A sample can be defined as any selected number of individuals from a population (Singh, 2010). Sampling is a method of selecting a small part or specimen of a large population or universe of individuals. So it can be said that sampling comprises of determining how many individuals or elements are to be sampled and how they are to be selected. These aspects form the fundamental aspects of the methodology followed in any research study. Stratified random sampling was used to conduct the study. The researcher identified the schools with the help of District Education Officer (DEO) where the students were admitted as per the provision of RTE Act. Out of the list of schools, the researcher selected the schools where the maximum number of students were admitted in the last three years. The researcher used the four clusters (Shala Vikas Sankul, SVS) which are already formed by the Department of Education, Vadodara for the administrative purpose, to study the level of awareness regarding RTE Act, 2009. The selected clusters were SVS IV, SVS V, SVS VI and SVS VII as they belonged to the city area of Vadodara. Administrators, teachers, students and parents were randomly selected for the data collection. Then the researcher identified the key functionaries at district level for implementing and to collect data from them. The parents of the selected RTE students were contacted for focus group discussion. A total of 35 schools were selected by the researcher as the sample of the present study. Out of the 99 schools of SVS IV, 12 schools were selected by the researcher as samples and from the 104 schools of SVS V, 11 schools were selected. Out of the total 56 schools of SVS VI, the researcher selected 7 schools as samples. From the total 42 schools of SVS VII, 5 schools were selected by the researcher as samples. Thus the source for the qualitative and quantitative data consists of 35 principals (12 male principals and 23 female principals), 308 teachers (12 male and 296 female teachers), 516 students (281 boys and 235 girls) and 411 parents (247 male 164 female). The following table 3.1 shows the population and sample of the present study. The flow chart and the Table 3.2 shows the sample of respondents for the quantitative and qualitative study.

**Figure 3.3**

*The population and sample schools of the study*



**Table: 3.1.**

*The population and sample schools of the study*

SVS: IV Total No. of Schools: 99 Sample Schools: 12	SVS: V Total No. of Schools: 104 Sample Schools: 11
SVS: VII Total No. of Schools: 42 Sample Schools: 05	SVS: VI Total No. of Schools: 56 Sample Schools: 07

**Table: 3.2**

*The sample for quantitative and qualitative Analysis*

Source of Data	No. of Respondents	
	Male	Female
Principals	12	23
Teachers	12	296
Students	281	235
Parents	247	164

### 3.6 RESEARCH TOOLS AND DATA ANALYSIS

Keeping in view the objectives of the study, different tools were developed for the collection of data about the implementation of the RTE Act, 2009. The investigator developed the tools in English which were reviewed by the guide and the experts in the field. The tools were modified based on the suggestions of the guide and the experts and then it was used for data collection. To collect data, different methods were adopted by the researcher.

### **3.6.1 Document Analysis**

Document Analysis is a form of qualitative research in which the documents are interpreted by the researcher. Here, the researcher analysed the RTE Act, 2009 keeping its purpose, process and interpretation. The researcher had gone through the detailed form of the Act published by the government of India - 'The Right of Children to Free and Compulsory Act, 2009' to get a detailed knowledge about the Act. The details in the amendment of the act were also studied carefully. Later, it was implemented in Gujarat – The Right of Children to Free and Compulsory Education Rules, 2012 – detailing how it would be implemented in the state of Gujarat, which was also studied carefully. A lot of information were collected by the researcher personally from the Department of Education, Gandhinagar and Vadodara about RTE Act, 2009 to know the status of implementation. The Act was critically analyzed by the researcher on the basis of the research questions. The act had undergone amendments and timely changes nationally and state wise which were also studied carefully by the researcher. Details of instructions, financial allotments, and details of admissions were collected by the researcher from Gandhinagar. Details of the schools providing admission under RTE Act in Vadodara city were collected from DEO's office. Details about the schools belonging to different clusters were also collected. All these preliminary details were analyzed before the researcher visited the schools for data collection.

### **3.6.2 Questionnaires**

Questionnaires were a very important tools of data collection. Questionnaires of a particular study depends on the objectives of the study, the availability of the participants and competency of the researcher. The questionnaires were validated before the data collection process. The questionnaires contained statements to know the preliminary details and general information about the respondents. General information regarding the gender, qualification, teaching

experience of the principals and teachers were very important in analyzing data. Similarly, questionnaires for the students and parents contained statements to collect various data for analysis, like that of the social category of the students. Then the questionnaire contained statements to know the availability of infrastructure facility in the schools. The tools consisted of structured question items. It is a systematic compilation of questions prepared with a specific purpose. Questionnaires for principals and teachers were prepared to know about their awareness about RTE Act 2009, and to know their perception on the implementation of RTE Act 2009. Questionnaires included statements to know the impact of the act and the issues and challenges in the proper implementation. Separate questionnaires were made for principals, teachers and students which they needed to fill. Separate questionnaires prepared for students and parents on RTE (2009) to know the awareness of the parents about RTE and whether they face any problem regarding admissions or at any stage, according to the provisions under RTE Act. Each item is a statement to define the opinion of the stakeholders regarding the Act. Each item was prepared in the form of a five point rating scale- Strongly agree, Agree, Neutral, Disagree and Strongly Disagree. In this study, the investigator used both open ended and closed ended question items. Closed form or restricted type question items call for short responses. Here, respondents can respond in a limited way only by identifying the correct answer from the given responses or possible responses. Open ended question is a statement that require longer answers. The questionnaires included such statements to elicit more information from the stakeholders about the Act and its implementation. The questionnaires were validated by experts and was modified by conducting a pilot study. The questionnaires helped the researcher to understand the perception and awareness of the stakeholders, details implementation, impact and issues associated with it. A copy of the tool developed by the researcher is given in the Appendix.

Initially the researcher reviewed similar studies conducted in India along with trying to make a detailed study of theoretical base of Universalization of elementary education. A pilot study to understand the relevance, applicability, clarity and purpose was conducted. The sample questionnaire was administered in five schools of Vadodara city by visiting the schools and discussing with the stakeholders. The researcher first explained the details to the principals of the schools, understood the implementation in schools and then given the questionnaires. The principals explained all the details regarding the application procedure, allotment of seats by the government, admission procedure in schools, classroom atmosphere and further details. The feedback obtained from the pilot study helped the researcher to make necessary changes in the items in the questionnaire.

### **3.6.3 Interview**

The researcher conducted interview with the school principals and key functionaries of RTE Act (2009), to know about their awareness about RTE Act 2009, to know their perception on RTE Act 2009 and to know about the issues and challenges in the implementation of the Act. The researcher interviewed the principals to know the awareness of the Act, implementation process, impact and challenges in its implementation. Interview was conducted after taking prior appointment and fixing the date and time with the principals and teachers of different schools. After obtaining consent from the principals, the researcher visited them and had a detailed discussion on the subject. Interviews began with self-introduction of the researcher and describing the intentions and purpose of the research study followed by the questions regarding the Act from the time the implementation started in the particular institution. The researcher visited the schools several times and interacted with the principals and teachers during the process of data collection process and discussed with them to know the minute details that helped in conducting an effective research study.

The researcher also visited the officials at the state level and district level and discussed the various aspects of the RTE Act. The officials discussed the status of implementation of RTE Act when it completed 10 years of implementation in Gujarat. The implementation of the act started in the year 2013 in Gujarat and slowly the number of schools implementing the Act increased. The also discussed the various issues and challenges in the implementation along with discussing how it helped in the journey towards universalization of elementary education. They also gave the suggestions for the improvement in its implementation and the status of the act in the context of implementation of NEP 2020. The researcher consulted the officials at various stages of the research for understanding the process involved in the implementation.

#### **3.6.4 Focus group discussion (FGD)**

Focus group discussion with students and parents in selected schools was done to form an opinion about the issues and challenges in the implementation. . Focus group discussion was conducted after taking prior appointment and fixing the date and time with the principals and teachers of different schools. Parents were informed about the discussion by making telephone calls to each and every parents by the teachers arranged by the principal. In order to ensure and encourage the active involvement of the members, the participants were given a detailed information about the researcher, research study and also about RTE Act, 2009. The parents were very enthusiastic about the entire process and they clarified their doubts before marking their answers in the questionnaire given to them. With the help of the tool, information regarding free and compulsory education, awareness about the provisions of the Act, teaching learning process, experiences of the students in the classroom with teachers and their peers, funds obtained and their learning outcome were elicited.

Tools were developed by the researcher keeping objectives of the study in mind. Tools were validated by experts before conducting the pilot study. Pilot study was also conducted in four

schools to know the opinion of the principals and also to know the actual field setting and for checking the weakness of the tools.

The research tools of the study can be summarized as follows:

**Table: 3.3**

*Research Tools and Data Sources*

Sl. No	Objectives	Source of Data	Nature of Data	Resource tools	Data Analysis
1	Critically examine RTE Act from the point of view of UEE in India	RTE Act (2009) - National level data State level data Local level data	Qualitative	Content analysis of RTE Act and other reports of India and Gujarat	Qualitative analysis
2	Study the level of awareness among the stake holders with regard to educational provisions in RTE	Principals (35) Teachers (308) Students (516) Parents (411)	Quantitative Qualitative	Questionnaires Focus group discussion interview	Quantitative analysis Content analysis
3	Study the implementation of RTE with a view to understand its Status	DEO RTE acting committee	Qualitative	interviews	Qualitative analysis
4	Study the implementation of RTE to identify the issues and challenges faced by stakeholders	Students Parents	Quantitative Qualitative	Questionnaires Focus group discussion	Quantitative analysis Qualitative analysis
5	To study the perception of the principal, teachers, parents and students on the RTE act and its influence on quality education	Principals Teachers Students Parents	Quantitative Qualitative	Questionnaires Focus group discussion interview	Quantitative analysis Qualitative analysis

### **3.7 DATA COLLECTION**

The study was carried out in different phases and the researcher used stratified sampling method to decide the sample for study. Further various tools were used for the study. Data was collected by using the questionnaires made separately for the principal, teachers, students and parents. A permission letter for visiting various schools was collected by the researcher from the department of the university. Permission was taken from the concerned officer from the department of education also to conduct data collection from various schools of the city. Prior permission was taken from the school authorities for collection of data used for research work. The researcher visited the schools with the letter and explained the purpose of data collection clearly. The researcher met the respondents in each school and assured the confidentiality of their responses and that the data would be used for the research work only. Then they were given the tools to be filled by them. Queries raised by the respondents were clarified by the researcher to extract the useful information from them. The personal identity of the respondent was kept confidential along with the name of the schools. The researcher took at most care in conducting the research work without harming anyone's emotions and for maintaining the anonymity of the respondents.

### **3.8 QUANTITATIVE DATA COLLECTION**

As part of the study, data was collected from all the stakeholders to get an overall view of the implementation of RTE Act in Vadodara. State level quantitative data was also collected from Gandhinagar and the local level data was collected from the District Education Office (DEO), Vadodara, to have a better understanding of the status of implementation. Numeric and textual data were also collected from the beneficiaries which was later used for triangulation.

### **3.8.1 Data Collection from Principal**

Numerical and textual data were collected from the principals of the schools, which included questionnaires to get the general information about general profile of principals, the infrastructure facilities available in schools, their awareness about the act, status of implementation, its impact on students and their education and the issues and challenges in the implementation of the Act. Questionnaire contained statements to know the admission process, pedagogical aspects, working of monitoring mechanism and the relevance of the Act in the broader social context. Questionnaire had provision for the principals to write if they had any specific observation regarding RTE Act2009.

### **3.8.2 Data Collection from Teachers**

Questionnaires were prepared to get the general information about the profile of teachers, details of schools, the infrastructure facilities available, awareness of the teachers about the act, status of implementation, its impact on students and their education and the issues and challenges in the implementation of the Act. Major focus on the questionnaire for teachers were based on the classroom environment and student interaction. Interview with the teachers helped the researcher in knowing the difficulties faced by them in handling children coming from diverse geographic, economic and cultural background. Questionnaire had provision for the teachers to write if they had any specific observation regarding RTE Act2009.

### **3.8.3 Data Collection from Students**

Questionnaire for the students was prepared to know the classroom atmosphere to understand if the provisions of the Act are adequately followed and implemented. It also helped the researcher to know if the child experienced any discrimination in schools or are able to grow up to their potential. Section 1 of the questionnaire had provision to get general information

from the students like gender, type of school and joining year. The next part had information on the infrastructure facility of the school. In section 11, statements were there to know about their awareness about RTE Act, facilities provided by the school inside and outside the classroom, their participation in the school activities and the challenges they face in schools. The last part of the questionnaire contained statements to know their opinion regarding the challenges they face in different situations.

### **3.8.4 Data Collection from Parents**

Data collected from the parents through questionnaires helped the researcher to be aware of the perception of the parents about the act, details related to the provisions on admission process and other school related matters in connection with the child's education. Section 1 of the questionnaire had provision to get general information from the parents like gender, type of school and social category which they belong to like general, SCC, ST, or SCBC. The next part had information on the infrastructure facility of the school. In section 11, statements were there to know about their awareness about RTE Act, details about admission procedure in school, facilities provided by the school inside and outside the classroom, their participation in the monitoring mechanism and the challenges they face. The last part of the questionnaire contained statements to know their opinion regarding the responses of the school authorities in different situations which they answered in Yes or No format.

## **3.9 QUALITATIVE DATA COLLECTION**

### **3.9.1 Interview**

In order to get the comprehensive understanding of the participant perception, interviews were conducted by the researcher. Interview was conducted with the state level officials in Gandhinagar. Interview with the District Education Officer and other district level officers

were also taken. These were taken with the prior permission and appointment. These interviews helped the researcher a lot to know about the government viewpoint and contributions on the RTE Act 2009. Interviews with the state and district level officials formed the base for qualitative analysis. Interviews were conducted with the principals, teachers, RTE students and parents to know their perception and thoughts on the Act. Interview schedule was prefixed taking permission and appointment with the principals and teachers. All these details were used for qualitative analysis.

### **3.9.2 Focus group Discussion**

Some selected RTE students and their parents were met and discussed by the researcher during focus group discussion. Personal meetings with RTE students were helpful in maintaining transparency in the discussion and the data collected. Discussions were arranged by the principals and teachers of the respective school. The respondents were made aware of about the details of the researcher and the purpose of the study. An atmosphere of free discussion wherein verbal and written expressions were recorded by the researcher was possible.

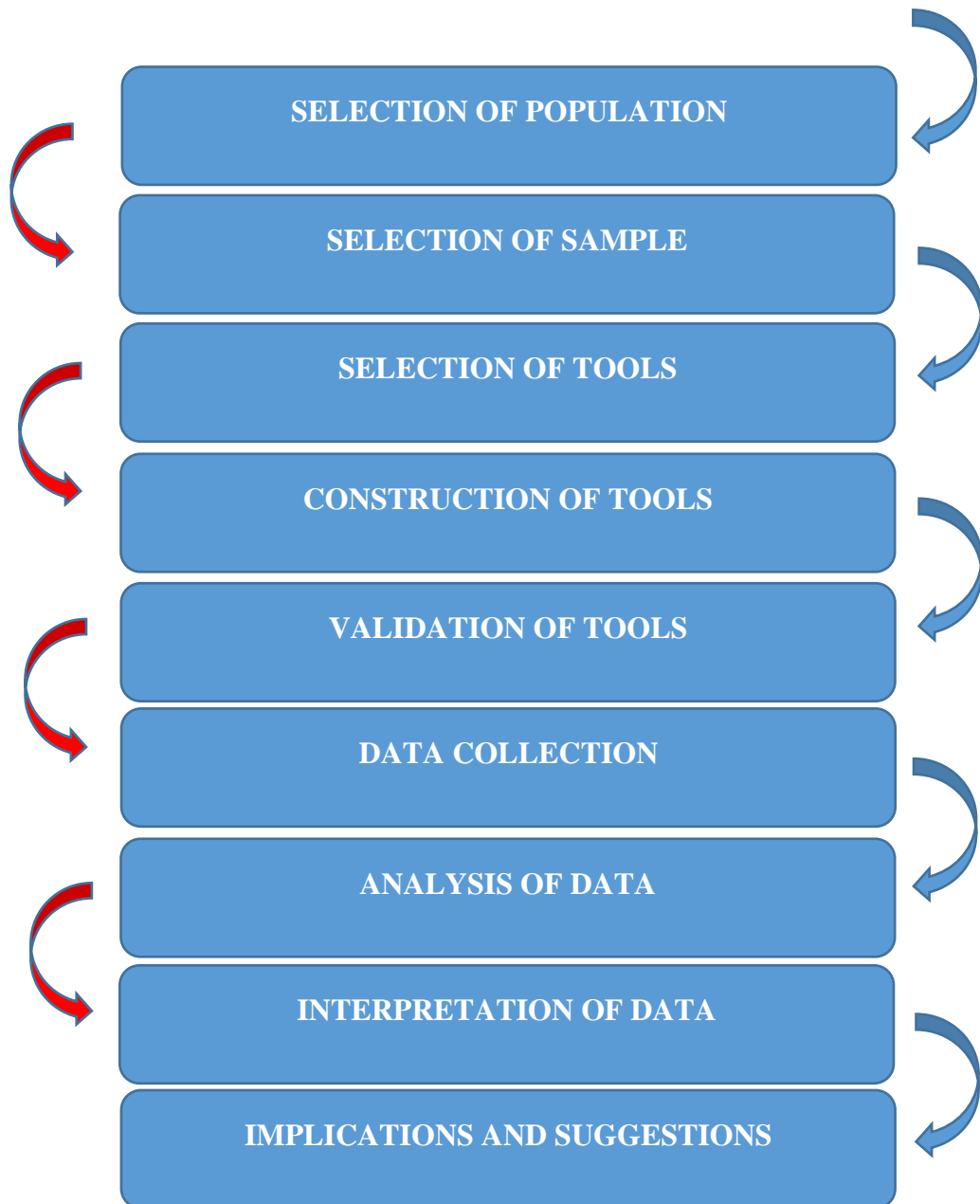
### **3.10 DATA ANALYSIS**

The process of data analysis come after data collection process. In the present study, the researcher collected quantitative and qualitative data separately. First, these were analysed separately using quantitative and qualitative data analysis methods. In order to draw the findings, a comprehensive triangulation approach is followed which forms a mixed method. In mixed method analysis, both quantitative and qualitative analysis are integrated to come out with the findings of the study. The quantitative analysis technique was followed in analysing the data collected from the principals, teachers, students and parents through questionnaires. Qualitative analysis was done with the data collected interviews and focus group discussions. Content analysis of RTE Act and other reports of India and Gujarat and Vadodara city were

done to get a wider knowledge of the Act. All these information collected through the study were later integrated to form the results of the study.

**Figure: 3.4**

*Procedure of Data Analysis*



### **3.11 CONCLUSION**

The chapter III discussed the details about the research methodology which was used while conducting the study. The chapter discussed the research methodologies, design of the study including strategies, instruments and data collection and analysis methods while explaining the stages and procedure of study. The research design for this study is descriptive that is analyzed through both qualitative and quantitative methods. A detailed review was conducted on related documents, and analyzed the literature and statistics. The researcher consulted many stakeholders to get authentic information. The researcher also illustrated about the tools and delimitations of the study. It is also emphasized that the study is restricted to the critical analysis of the elementary Schools of Vadodara city only.

The detailed description of the data analysis and its interpretation is provided in the next chapter.