

CHAPTER III

PLAN AND PROCEDURE OF THE STUDY

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- 3.1 Introduction
- 3.2 Statement of the Problem
- 3.3 De-limitations of the Study
- 3.4 Objectives of the Study
- 3.5 Description of the Population of the Study
 - 3.5.1 Profile of Gujarat State
 - 3.5.2 Profile of Panchmahal District
- 3.6 Selection of the Sample
- 3.7 Research Techniques Used for the Study
 - 3.7.1 Document Analysis
 - 3.7.2 Questionnaire and Interview Techniques
- 3.8 Procedure for the Data Collection
- 3.9 Analysis of the Data
- 3.10 Scheme of Presentation

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PLAN AND PROCEDURE OF THE STUDY

3.1 Introduction

A comprehensive description of the concepts and the investigated problem with the theoretical framework was discussed in the first chapter and through the review of the related literature, the research trends and gaps were identified by the researcher. Based on the review and the conceptualization of the problem, a detailed plan and procedure for the present study was designed and is presented in this chapter. Since the study is Qualitative in nature, qualitative techniques were used to investigate the research problem.

Qualitative research is inherently multi-method in focus (Brewer & Hunter, 1989). It involves an interpretive, naturalistic approach to its subject matter. It involves the collection of a variety of empirical materials and those are case study, personal experience, introspective life story, interview, observational, historical, interactional and visual texts- that describe routine and problematic moments and meanings in individuals' lives. Therefore the qualitative researcher studies things in their natural settings, attempting to make sense of, or interpret the phenomena in terms of the meanings people bring to them. The researcher deploy the strategies, methods, or empirical materials and if new tools have to be invented, the researcher

would go on own choice This choice of research practice depends on the questions that are asked, the questions depend on their context, what is available in the context and what the researcher can do in that setting (Nelson et al , 1992) He viewed this research as 'bricolage' and the researcher as 'bricoleur' Clarifying terms, a bricoleur is a " Jack of all trades or a kind of professional do-it-yourself person" and the bricoleur produces the bricolage, that is, a pieced-together, close knit set of practices that provide solution to a problem in a concrete situation This process is mainly pragmatic, strategic and self-reflexive

Thus the qualitative research emphasizes on the processes and meanings that are not rigorously examined, or measured in terms of quantity, amount, intensity or frequency This type of research stresses on the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry The researcher has adopted qualitative techniques for the present inquiry to study the Decentralised Management of the District Primary Education Programme

The present study focuses on the Decentralization of DPEP and therefore it is necessary to study the management structures that were evolved or created for the implementation of the project in the selected districts Hence the researcher has taken Systematic Unit Sampling, that covered key personnel working at different levels right from Center to the local school. Informal interviews and discussions were conducted with the members of BRC, CRC, VEC and MTA at the block,

cluster and village levels. Thus an interactive/dialoguing approach through field visits was adopted to get the data from the grass-root level functionaries.

This chapter describes in detail, the statement of the problem, de-limitations of the study, objectives of the study, population of the sample group, sampling technique used to draw the sample, preparation of the tools to collect the data, procedure of data collection and the methods of data analysis and interpretation. This chapter also highlights the distinguishing features of Gujarat state and specifically Panchmahal district.

3.2 Statement of the Problem

A STUDY ON THE DECENTRALISED MANAGEMENT OF DISTRICT PRIMARY EDUCATION PROGRAMME.

3.3 De-limitations of the Study

The present study is limited to the Centrally Sponsored Programme that is, District Primary Education Programme (DPEP). Therefore, the study focuses on the Management component of the DPEP, which has been built on the principles of decentralisation.

The present study is delimited to Panchmahal District, which has been identified as DPEP district in 1996 in Gujarat State. In the Panchmahal district, the research focuses only on Halol and Kalol Blocks. The study focuses on the implementation of the programme through the establishment of different management structures at different levels.

3.4 Objectives of the Study

1. To study the nature of Decentralized Management of DPEP in the Panchmahal District in terms of academic and administrative dimensions
2. To study the management structures and processes of DPEP in Panchmahal District
3. To study the impact of Decentralized Management of DPEP on enrolment, retention and achievement in Panchmahal District
4. To study the perception of the Teachers, Village Education Committee and Local Community on the District Primary Education Programs in the Panchmahal district
5. To find-out the major difficulties faced by the functionaries at the Panchmahal district

3.4 Description of the Population of the Present Study

District Primary Education Programme (DPEP), as a centrally sponsored programme has been launched in about 149 districts in 14 states during 1994-96 in three different phases. The criteria for selection of the districts are,

- The districts that are educationally backward with female literacy below the national average and
- The districts where Total Literacy Campaigns have been successful, leading to an enhanced demand for Elementary Education

Thus all the DPEP districts in various states have the similarity in the above dimensions. However, the problems of primary education in these districts are contextual. Gujarat is one of the states, in which three districts were identified for the implementation of the DPEP programme in the second phase. Since the present study focuses on the decentralized Management of DPEP in Gujarat, it is worthwhile to have a glance at the geo-graphical, social, economical and educational dimensions of Gujarat State to understand the contextuality and the field setting. The researcher has also presented the profile of Panchmahal district, as it was selected as a field to investigate the nature of decentralisation of DPEP.

3.5.1 Profile of Gujarat State

Gujarat was carved out of the bi-lingual Bombay State on 1st May 1960. It is located in the western part of India bounded on the West by the Arabian Sea, and on the North by Pakistan and the state of Rajasthan, on the East are the states of Madhya Pradesh and Maharashtra borders. Gujarat is situated between latitudes 20.01 N 24.07 N, and longitudes 68.3E and 74.4 E, with a total area of 1,96,024 KM which is approximately 6 percent of the country's total area. It has a coastline about 1600 kms the longest in the country and the Tropic of Cancer passes through the state.

Gujarat is divided into 19 districts, 184 taluka and 18,028 inhabited villages with a total population of 5 crores. Geo-climatically, the state can be divided into five zones. The northern zone, which is desert-like, consists of the whole of Kachchh district, Banaskantha district, some parts of Surendranagar District and the northern parts of Mehasana District. The western peninsular zone, popularly called Kathiawar, has a central high plateau in and around Rajkot, which slopes in all directions towards the coastline. The soil is thin and rainfall light. The zone comprises the districts of Jamnagar, Junagadh, Amreli, Rajkot, Bhavnagar and large part of Surendranagar. The central zone, with good alluvial soil and barely sufficient rainfall, consists of the southern parts of Mehsana and the western parts of Sabarkantha and Vadodara Districts, and the whole of Ahmedabad, Gandhinagar and the Kheda districts.

The southern zone consists of the western parts of Bharuch, Surat and Valsad districts. The soil is mainly black cotton soil and the annual rainfall ranges from 175 to 250 cms. The eastern hilly and tribal belt consists of the Danta taluka of

Banaskantha, the eastern parts of Sabarkanth, Vadodara, Bharuch, Surat, Valsad districts, and the whole Panchmahal and Dangs. The eastern zone has uncultivating land, is predominantly tribal and agriculturally weak, and economically weak, but is populated by sturdy people. The state has a very high percentage of urban population (38%). The SC population is about 7.41 percent and ST population is about 14.92 percent. There are 52 backward talukas in the state, as per the Dr. I.G. Patel Committee Report. These talukas are economically and educationally backward. The main industries are cotton textiles, silk and rayon industries, chemicals, cement, sugar, fertilisers, pottery and petroleum based industries. Gujarat is industrially developed state. The map of the Gujarat state is in the appendix for reference. The following table given below provides the educational statistics of Gujarat state.

Table 3.1 : Educational Statistics of Gujarat

Dimension	Number
Districts	9
No. of inhabited Villages	18,569
Literacy Rate	61.29
Total number of Primary Schools	14457
Enrolment Ratio in Class I-V	131.40
Boys	158.30
Girls	106.80
Enrolment Ratio in Class VI-VII	71.6
Boys	81.1
Girls	61.5
Drop out Rate I-VIII	57.78
Boys	53.76
Girls	62.76

Source: *Annual Report(1999), Department of Education, MHRD, Govt of India, New Delhi*

The Directorate of Primary and Adult Education was established with effect from 9th October, 1978 and later Directorate of Adult Education was separated from it on 31st December 1987. The Directorate of Primary Education deals with Primary Education according to the rules and regulations of the Bombay Primary Education Act 1947. The directorate of Primary Education also deals with pre-primary education, training programmes for primary teachers, improvement of primary education in the state and administration. In the Second phase of DPEP, three districts were identified in Gujarat for the project implementation. They are Panchmahal, Banaskantha and Dangs districts. The following table shows the Literacy rate of three DPEP districts in Gujarat.

Table 3.2 : Literacy Rate of DPEP Districts in Gujarat.

District	Literacy Rate (%)		
	M	F	TOTAL
Panchmahal	48.07	21.94	35.33
Banaskantha	43.94	18.06	31.46
Dangs	46.60	27.51	37.14

Panchmahal, Banaskantha and Dangs are educationally backward districts in Gujarat. The present study is de-limited to the Panchmahal district which is largely tribal populated, hilly and forested terrain. To give a general back-ground of the district, the specific geographical, social, educational and economic characteristics are discussed.

3.5.2 Profile of Panchmahal District

Panchmahal is one of the backward districts in Gujarat. There are 9 towns and 1915 villages (13 unpopulated) in the district. For the administrative purpose, it is divided into 11 talukas, at the lowest level of Panchayati Raj organisations. There are about 1000 village panchayats, administering village development. The district covers an area of 8866 km², 4.8 percent of the total area of the state. It is bounded to the north by Sabarkantha and Rajasthan, to the west by Baroda and Kheda district; to the south by Baroda district and Madhya Pradesh, and to the east by Madhya Pradesh. The map of Panchmahal district is in the appendix for reference.

Almost all the northern and eastern parts of the district are hilly and forested. This type of terrain characterises Jhalod, Santrampur, Dhahod, Limkhed, Devgadhbria and Jambhugodha talukas. In the middle and east of the district, the land mass is 300 m. above the sea level; a small portion of the land is 450 m. above the sea level. A majority of the land in the district is designated as unclassified forest area, the second largest proportion is unirrigated crop land. The total population of the district is 29,56,456 according to 1991 census among which 42 percent belongs to Scheduled Tribe. The literacy rate of Panchmahal district is 35.33%. The enrolment in primary school varies from village to village and largely depends on the efforts and reputation of teachers. Among the children who are enrolled, there are still severe gender disparities. The overall enrolment of girls in the district lagged behind that of boys by an average of 26 percent. Halol and Kalol are the two talukas in Panchmahal district. These two talukas were selected for the present study.

3.6 Selection of the Sample

In Pachmahal District, two talukas namely Halol and Kalol were selected purposively for the present study, as these two talukas were accessible to the researcher to pursue the study. Considering the scope and dimension of the study, Unit Sampling Technique was used to draw the sample. Thus the sample consisting of the following;

Table 3.3: Size of the Sample and Respondents for the Study

Sampling Unit	Respondents
Gujarat State DPEP Headquarters.	State DPEP Project Officer Director, SCERT
District – Panchmahal DIET	DPEP Project Officer
Block (2) • Halol Taluka • Kalol Taluka	Block Resource Centre Co-ordinators
Cluster (6) • Halol (3) • Kalol (3)	Cluster Resource Group
Village Education Committee(10) • Halol (5) • Kalol (5)	Village Panchayat Parents/Community
School (10) • Halol (5) • Kalol (5)	Teachers/Headmaster

*Note: The number in the bracket indicates the number of persons taken as sample.
The number in the brackets indicates the number of the sample units included in the present study*

Thus the sample of the Clusters, schools and Village Education Committees selected for the presented study are as follows;

Table 3.4 : Selection of the cluster Resource Centres(CRC), Schools and VECs in Halol and Kalol Talukas in Panchmahal district.

Block	Name of the CRC	Name of the School/Village
Halol	Khanjari	Panchmudi Primary School
	Vittalpura	Moghasar Primary School
	Chapner	Gayatrinagar Primary School
		Duniya Primary School
		Dharmapuri Primary School
Kalol	Derol Station	Derol Gam Kumar Primary School
	Derol Gam	Derol Gam Kanya Primary School
	Kalol Taluka	Jeli Primary School
		Golibar Primary School
		Madhavasani Movadi Primary School

- *The list of persons contacted and interviewed is enclosed in the appendix.*

3.7 Research Techniques Used for the Study

The scope and dimension of the present study demands initially, baseline information and the same was generated through the document analysis by the researcher.

3.7.1 Document Analysis:

An intensive study of the documents related to the different aspects of DPEP with respect to the decentralised management. The following documents were procured and were reviewed by the researcher to get an insight into the norms established under DPEP and the procedure of decentralisation for implementing the programme.

- DPEP Guidelines
- DPEP Implementation Manual
- Draft Proposal for DPEP at Panchmahal district
- DPEP Assessment reports and
- The reports submitted by the various supervision missions
- Documents obtained from the district and block levels
- Research reports on DPEP conducted by various organisations

The document analysis provided the researcher, an in-depth understanding of the decentralised management system of DPEP and the issues that need to be focussed at different levels of DPEP structures. The document analysis also provided the researcher, a direction in preparing the questionnaires for collecting the data for the study.

3.7.2 Questionnaire and Interview

Questionnaires were developed by the researcher specifically for the Village Education Committee and the School Principals of the sample group. After the document analysis, basic points and DPEP components were identified with a focus on the decentralised management. These components were included in the questionnaire with an intention to know the perception of the respondents on the components of decentralisation of management and also their level of awareness on the programme as a whole.

The questionnaires that were developed by the NIEPA, New Delhi, for the Block Resource Centre (BRC) and Cluster Resource Centre (CRC) personnel were initially reviewed and then modified into the context of the field setting by the researcher and used for the data collection. The questionnaires mainly focused on the following parameters:

- Awareness of DPEP and its objectives
- Establishment of DPEP structures on the principles of decentralisation as envisaged in the guidelines
- System of Planning and Management of the programme and roles and responsibility of the personnel.
- Profiles of committees and details of interaction
- Support and guidance from BRS's and CRC's to the local schools
- Modes of community mobilisation for school programmes

- Steps taken for increasing enrolment and retention in schools
- Issues and challenges faced by the functionaries at different levels.

To supplement the data collected through the questionnaire from different functionaries, an informal interview/dialogue was initiated by the researcher to probe into the issues identified through questionnaires. The interview was mainly focussed on the following,

- DPEP as a strategy for achieving the Universalisation of Elementary Education
- Plan and procedures of the Programme in Operation
- Issues in Community involvement.
- Decentralised Management Structures
- Impact of the programme on enrolment, retention and quality education.
- Major issues faced by the local level administrators.
- School Programmes and Resources.

The Researcher met the sampled group at various intervals and initiated discussions by focussing the above points and same were recorded

3.8 Procedure of Data Collection:

The researcher had been involved in preparing the draft proposals for DPEP in Panchmahal and Dangs districts in 1995 with the assistance of Government of Gujarat. This helped the researcher to understand the contextuality of the problems of Primary Education in Panchmahal district. The researcher has been attending

National and International Conferences on DPEP programme at various places on various themes, conducted by NCERT, Ed.CIL., DPEP Bureau , Government of India and presented conceptual and research papers and interacted with the personnel involved in the DPEP Mission. Thus a clear national perspective was developed by the researcher in due course of time. The researcher collected all the documents and reports submitted by the DPEP State Project Officer to the Ministry of Education, Government of India of India

The researcher had field visits to the selected Talukas and the sample villages in Panchmahal district and collected the data. The researcher also conducted indepth interviews with BRC,CRC,PTA,VEC, School Principal and teachers to get their perceptions and awareness on the decentralised management of District Primary Education Programme. (See the field visit photographs in the appendix) The researcher employed several methods for collecting empirical materials ranging from the interview to direct observation, to the analysis of artifacts, documents, and the cultural records, to the use of visual materials and the personal experience.

3.9. Analysis of the data

The data collected by the researcher through interviews and the questionnaire were qualitative in nature and therefore the scheme of analysis is mostly of qualitative analysis. However, some data related to growth in enrolment, retention and quality achievement were shown on quantitative measures through certain indicators Qualitative interpretations are constructive and therefore, the researcher

first created Index - a field text consisting of field notes and documents on the field study. Then the researcher has moved from the field text to the research text which is a note and interpretations based on the field text. This text was re-created by the researcher as a working interpretive document on the lines of the objectives of the present study. From this document, the researcher evolved the major findings of the present study and presented them in detail

3.10 Scheme of Presentation

In the next chapter, the researcher has presented the detailed analysis of the data collected and interpreted with specific reference to the objectives of the present study. For all the objectives the analysis is done with the help of qualitative techniques. The Chapter-IV describes the detailed analysis and interpretation of the data. For the systematic presentation of the Analysis, the researcher has divided the chapter into the sub-themes based on the objectives of the study and they are as follows,

- The nature of Decentralisation of DPEP in Panchmahal district in terms of Academic and Administrative dimensions
- The Management structures and Processes.
- The impact of DPEP on Enrolment Retention and Achievement
- The perception of the Teachers and Village Education Committee on DPEP Programmes
- Major Difficulties faced by the functionaries of DPEP in Panchmahal district
- Major finding of the Study

The Chapter IV elaborates the above points in detail.