

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter provides the justification for planning process of conducting this particular research study i.e. why you have chosen particular methods, design of the study, sample, development of tools, procedures of the study and methods of data analysis .Research methodology describes the area where the study has been conducted, what the study design is, what the population in study is, what type of samples have been taken, what type of instrument has used, what the procedure of data collection is and how the data was analyzed. The research methodology is the important and essential part of the research because the whole research revolves around this part i.e. Methodology. Methodology provides the right direction to research to explore and to understand the particular research problem.

3.2. Research Design

The purpose of the current study is to evaluate the status of implementation of RTE Act, 2009 that what extent it has been successful or not successful to achieve the desired goal of RTE Act, 2009; what extent it has been successful or not to provide satisfactorily quality elementary education to all children of the age 6-14 years. Therefore, the present study is designed as a descriptive evaluative study which is valuable for to evaluate a policy/programme and making a judgment about the effectiveness of the implementation of policy/programme/ RTE Act 2009. Qualitative approach adopted to obtain in-depth and breadth information, to support and to

evaluate the programme of RTE Act, 2009. Qualitative approaches afford the researcher to explore, describe or evaluate a phenomenon in contextual condition using variety of data sources. It provides explanatory information. Here, the researcher has used constructivist paradigm to capture the perspectives of participants (functionaries and beneficiaries). According to stake (1995) and Yin (2003), Qualitative approach leads constructivist paradigm claims that truth is relative and dependent on one's perspective. Constructivism is built upon the premise of a social construction of reality (Searle, 1995). It useful for making close collaboration between participant and researcher and motivates the participant to express and describes their views of reality for better understanding the participant's action or case. Qualitative data demand to the investigator to go into the field and to capture what is happening (Patton, 2002, 3rd ed.). In the present study, keeping in the view of nature and objectives of the study, Participants were purposively selected and survey method used to collect primary data. In the following sections, research design has been explained in detail which includes: study population, study sample, method, development of tools and the statistical techniques used for the analysis.

Table No 3.2. Research Design

1.	Research Method	Descriptive survey method
2.	Population of the study	All functionaries/beneficiaries of nine government elementary schools under RTE Act, 2009 of six adopted villages by Central University of Haryana.
3.	Sampling technique	Purposive sampling
4.	Tools used for data collection	Self-developed interview schedules ,observation checklist
5.	Types of Data	Qualitative data (by interviews, observation checklist, field observation and school records)
6.	Statistical techniques	Frequency, percentage and bar diagrams

3.2.1. Population of the Study

Population of the study consisted of all stakeholders (elementary head teachers/headmasters, teachers, SMCs members, local authority members, ABRCs, BEO and parents and students of class 5th and 8th) under RTE Act, 2009 which belong to nine government elementary schools (3 lower primary school and 6 upper primary school) of six villages (Jant, Pali ,Malra ,Dholi, Lawan ,Bhurjat) which were adopted by Central University of Haryana on the dated 7th July 2015. There were nine government elementary schools which were located in these six villages. Here, the

researcher selected those participants who belongs to nine government elementary schools under the RTE Act, 2009 as stakeholders/ functionaries and beneficiaries. In the case of the number of students in class 5th and 8th were taken on the basis of school record because there was the difference in the number of enrolled students between the school record and online record; online record was showing the number of enrolled students more than the school record.

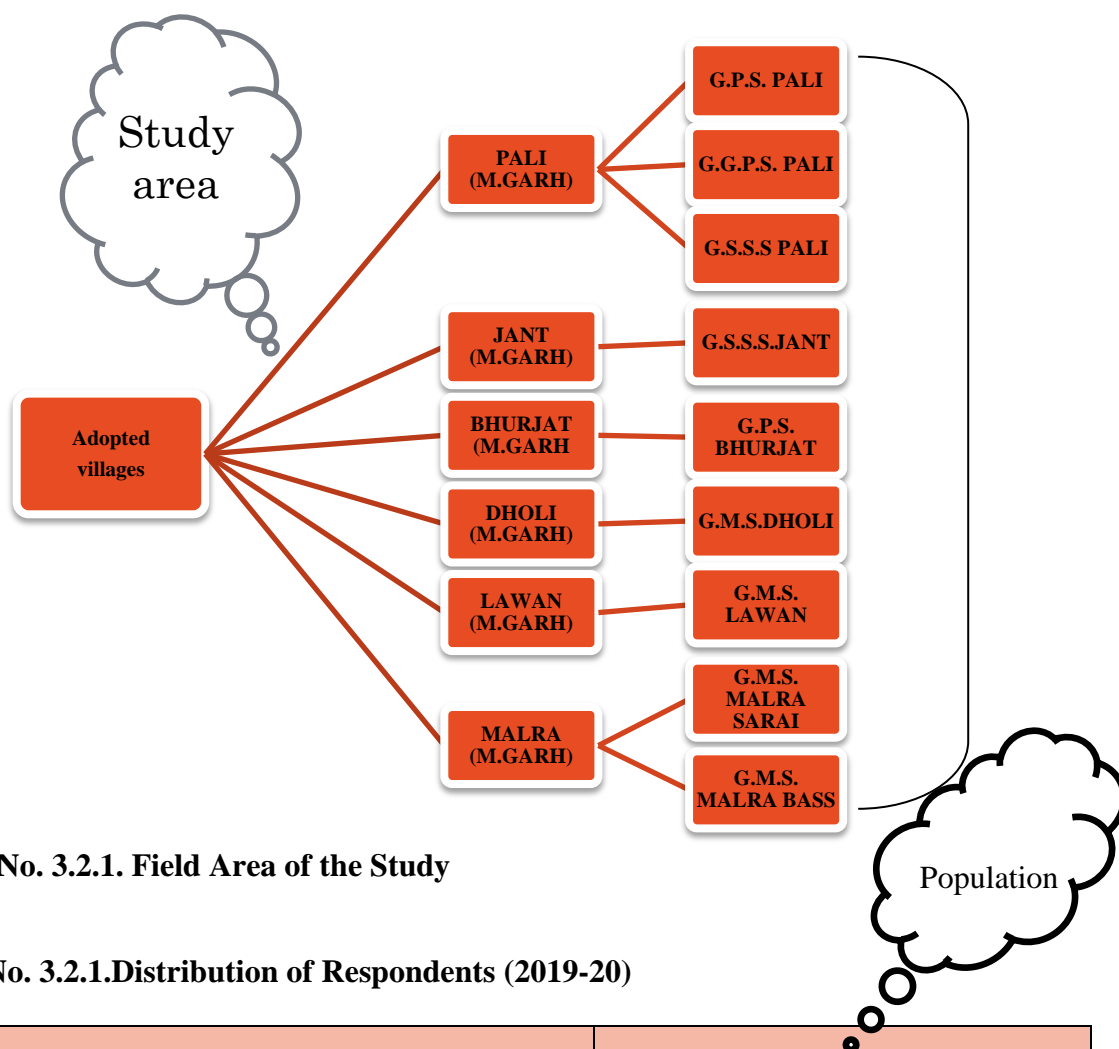


Figure No. 3.2.1. Field Area of the Study

Table No. 3.2.1. Distribution of Respondents (2019-20)

Stakeholders/functionaries and beneficiaries	Population of nine schools
Parents	839
SMC members	168
Head teachers/Head masters +Teachers	12+55=67
Local authority	6
Education Authority (ABRCs, BEO)	4 (3-ABRC, 1-BEO)
All Students of class 5 th and 8 th	192

3.2.2. Sample of the study

The present study consisted a sample size of 382 includes 60 head teachers/teachers (48 teachers, 12 head teachers /headmasters), 60 parents, 60 SMCs' members, 6 local authority members, 3 ABRCs and 1 BEO, 192 students of class 5th and 8th. For this study, the researcher took a purposive sample who were directly or indirectly involved as stakeholders in the nine government elementary schools under RTE Act, 2009. The researcher selected purposively 10 parents and 10 SMCs members from each village on the basis of availability during data collection time. There were six local authority members (head/sarpanch of village) - one head of each village was selected. There were three ABRCs who visited these nine government elementary school of six adopted villages and one BEO who belong to the block of Mahendergarh district. All students of class 5th and 8th were taken. The participants are purposively selected.

Here, researcher uses the term Head teacher instead of the term headmaster. There were head teachers for lower primary and ESHM (elementary school head master) was for upper primary but both play the duty of school administration as well as also the duty of teaching. So the researcher has used the word 'head teacher' in the present study.

Table No.3.2.2. Sample of the Study

Categories of Respondents	Sample size	Respective Office/ Place
Head teachers/Head masters	12	Head teachers from nine schools
Teachers	48	Teachers from nine schools
Parents	10 *6= 60	Ten parents from each village
SMCs members	10*6= 60	Ten members from each SMCs
Head of villages/local authority members	6	Head/Sarpanch of villages
ABRCs	3	ABRCs
BEO	1	Mahendergarh block
Students of 5 th standard	78	Students of class 5 th from nine schools
Students of 8 th standard	114	Students of class 8 th from nine schools
Total	382	

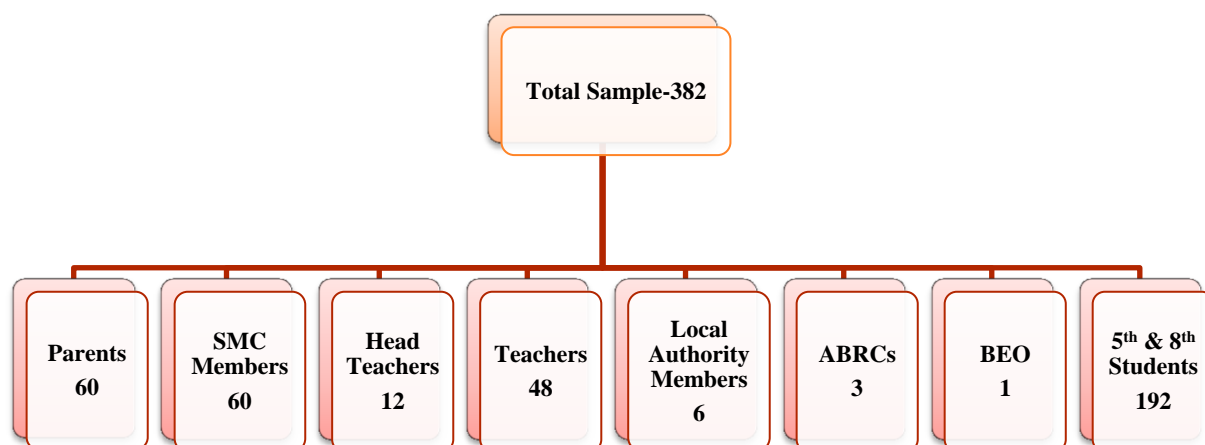


Figure No. 3.2.2. Sample of the Study

3.2.3. Research Method

The current study is descriptive in nature and keeping the view of nature of the study the researcher has used descriptive survey method. Survey method is the major mode of primary data collection from the primary sources and the primary sources were the real respondents of the selected nine government elementary schools. Hence, to collect the primary data, the researcher has used the qualitative techniques i.e. semi-structured interview, observation checklist while secondary data was collected from online mode as well as offline mode such as; newspapers, various research reports and statistics released by Education Department, newspapers, scholarly articles etc.

3.2.4. Research Tools

The Researcher has developed self-administered tools. For the development of tools, the researcher through the Gazette of India on RTE Act, 2009 has identified the key provisions incorporated in the Act regarding school's provisions and regarding the different stakeholders' roles and responsibilities, developed under the guidance of

supervisor. Then, the following sets of interview schedules, one observation checklist and achievement tests for the class 5th and 8th students were prepared:

- (i) Observation checklist for school norms & standards (Availability of Physical and Human Resources).
- (ii) Interview schedule for the head-teachers.
- (iii) Interview schedule for Teachers.
- (iv) Interview schedule for SMCs members.
- (v) Interview schedule for Parents.
- (vi) Interview schedule for Local Authority.
- (vii) Interview schedule for Education authority (ABRC, BEO).
- (viii) Achievement test for the class 5th students.
- (ix) Achievement test for the class 8th students.

Table No. 3.2.4. Detail about the Tools of the Study

Sr. No.	Tools of the study	Dimensions covered	Type of data collection
1.	Observation checklist	School's provision (Availability of Physical and Human resources)	Quantitative data (school record and observation)
2.	Interview schedule for Head-teachers	<ol style="list-style-type: none"> 1. Awareness 2. Administration and Management 3. Ensure evaluation system to assess learning capacities 4. Completion of curriculum 5. Participation in teacher- training programmes 6. Deployment in non- educational work 7. Remedial teaching for weak students 8. Others additional information 	Qualitative data (by Personal interviews, field observation)

3.	Interview schedule for Teachers	<ol style="list-style-type: none"> 1. Awareness 2. Completion of curriculum 3. Participation in teacher- training programmes 4. To ensure evaluation system 5. Deployment in non- educational work 6. Remedial teaching for weak students 7. Others additional information 	Qualitative data (by Personal interviews, field observation)
4.	Interview schedule for SMCs	<ol style="list-style-type: none"> 1. SMC meeting attended 2. Involvement of SMCs in SDP 3. Participation in Training programmes 4. Monitoring (school visited) 	Qualitative data (by Personal interviews, field observation)

5.	Interview schedule for Parents	<ol style="list-style-type: none"> 1. Ensure regular attendance 2. Parents' Negligence towards children's education 3. Others additional information 	Qualitative data (by Personal interviews, field observation)
6.	Interview schedule for Local Authority	<ol style="list-style-type: none"> 1. Awareness 2. Administration and Management 3. Monitoring of school functioning (school visited) 	Qualitative data (by Personal interviews, field observation)
7.	Interview schedule for education authority	<ol style="list-style-type: none"> 1. Awareness 2. Monitoring (school visited) 	Qualitative Data (By Personal Interviews, Field Observation)
8.	Achievement test for the class 5 th and 8 th students	To assess 3R's-reading, writing or arithmetic as well as grade-level competencies of class 5 th and 8 th students.	Quantitative Data [Categorized children in L ₀ , L ₁ and L ₂ ; according their learning outcomes].

3.2.5. Description of Research Tools

1. Observation Checklist

An observation checklist has framed consisting 28 items to know that all the sampled school fulfills the school's norms and standards for infrastructure development and maintenance as per the RTE Act, 2009. The RTE Act, 2009 establish the norms and standards for the government elementary schools under the sections [19, 25(1, 2)]. The copy of the checklist is attached as **Annexure-A**.

2. Head-teachers' Interview Schedule (Dimensions and Items): Annexure-B

Head teachers' schedule is divided into three Sections: Section I, Section II and Section III. Section-I consists of profile of respondents regarding socio demographic variables such as age, gender, educational qualification, designation, job place etc. Section-II describes the awareness /knowledge about RTE Act, 2009 among Head teachers. Section-III has two parts: Part I & Part II. Part I consisting various items under the different dimensions of Head teacher' roles & responsibility and Part II consisting other additional information. The schedule consists of forty two items cover the major seven dimensions and other additional information which explained below:

- i) **Awareness/Knowledge of RTE Act, 2009:** Items cover the dimension Knowledge of Act, 2009 are what you know about RTE Act, 2009; what are the responsibilities regarding head teachers under RTE Act, 2009; Do you have knowledge about different related provision regarding different other stakeholders like parent, teachers, SMC etc.

- ii) **Administration and Management:** This dimension is covered by the items are ensuring enrolment, demands birth certificates or not during admission, Fee is taken during admission or not, Screening procedure for guardian held or not, Admission test for students is conducted or not, Admission opened for whole year or not, Age appropriate class wise admission has been ensured or not, ensuring free education or not, Adequate Teaching Learning Materials (TLM) for all classes (1st-8th), Medium of instruction in school (Hindi) , Adequate teachers for all classes (1st-8th), Trained and well qualified teachers appointed in school, Pupil Teacher Ratio as per act, 2009, Schools have School Management Committee etc.
- iii) **Complete Prescribed curriculum:** The dimension ‘Complete Prescribed curriculum’ is covered by the items are Complete Prescribed curriculum in specific time or not completed , after complete the syllabus how many times it revised or not revised, prescribed curriculum is need to changement or not, helpful in all round development of a child or not.
- iv) **Ensuring evaluation system to assess learning capacities of children:** The dimension is covered by the information of assessment system of student’s learning capacities.
- v) **Participation in teacher- training programme:** The dimension is covered by the items are training programme attended or not attended, training programme useful or not useful.
- vi) **Deployment in non-educational work:** The dimension ‘Deployment in non-educational work’ is covered by the items are non-academic

activities played; types of non-academic roles played, satisfy with non-educational work or not satisfied.

- vii) **Learning Enhancement Programme:** Items covered under the dimension LEP are what steps are adopted for weak children in study by teachers, regular extra classes are given for LEP or not given, weekly extra classes given or not given.
- viii) **Other additional information:** The head teacher schedule also explore the information about Pupil-teacher ratio, Availability of teaching-learning equipment in the classroom, implementation of ICT, punishment should be given as required or not given as required , No detention policy, Need of mid-day meal or not need etc.

3. Teachers' Interview Schedule (Dimensions and Items): Annexure-C

Teachers' schedule has three Sections: Section I, Section II and Section III. Section-I consists of profile of respondents regarding socio demographic variables such as age, gender, educational qualification, designation, job place. Section-II describes about the awareness and knowledge of RTE Act, 2009. Section-III has two parts: Part I & Part II. Part I consist various items cover the various dimensions regarding teachers' roles & responsibility under RTE Act, 2009 and Part- II consisted other additional information. The schedule consists of thirty three items cover major six dimensions and others additional information which explained below:

- i) **Awareness/Knowledge of RTE Act, 2009:** Items cover the dimension Knowledge of Act, 2009 are what you know about RTE Act, 2009;

what are the responsibilities regarding teachers under RTE Act, 2009; do you have knowledge about different related provision regarding teachers etc.

- ii) **Complete Prescribed curriculum:** The dimension 'Complete Prescribed curriculum' is covered by the items are Complete Prescribed curriculum in specific time or not completed , after complete the syllabus how many times it revised or not revised, prescribed curriculum is need to changement or not, helpful in all round development of a child or not.
- iii) **Ensuring evaluation system to assess learning capacities of children:** The dimension is covered by the information of assessment system of student's learning capacities.
- iv) **Participation in teacher-training programmes:** The dimension is covered by the items: training programmes attended or not attended, training programmes useful or not useful.
- v) **Deployment in non-educational work:** The dimension 'Deployment in non-educational work' is covered by the items: non- academic activities played; types of non-academic roles played, satisfy with non-educational work or not satisfy.
- vi) **Learning Enhancement Programme:** Items cover the dimension LEP are what steps are adopted for weak children in study by teachers, regular extra classes are given for LEP or not given, weekly extra classes given or not given.

vii) **Other additional information:** The teacher schedule also explore the information about Pupil-teacher ratio, Availability of teaching-learning equipment in the classroom, implementation of ICT, punishment should be given as required or not given as required , No detention policy, Need of mid-day meal or not need etc.

4. Parent's Interview Schedule (Dimensions and Items): Annexure-D

Under the study's parameter 'Roles and Responsibilities' various dimensions are included regarding parents' roles and responsibilities. Parent schedule has three sections: Section I, II and III. Section-I consists of profile of respondents regarding socio-economic status and Section –II describes general information about the awareness and knowledge of RTE Act, 2009. Section-III consist two parts Part I & Part II. Part I consists various items under major two dimensions (Ensure regular attendance of Children; Parents' Negligence towards children's education) cover Parents' roles & responsibilities. And Part II of the tool consist items regarding Problems faced by parents. The schedule consists of twenty one items cover the major three dimensions and other additional information which explained below:

i) **Awareness/Knowledge of RTE Act, 2009:** Items cover the dimension Knowledge of related provisions are: what you know about RTE Act, 2009; what are the responsibilities regarding parents under RTE Act, 2009; do you have knowledge about different related provision regarding parents etc.

- ii) **Ensure regular attendance-** The dimension Ensure regular attendance of children covered by the items Children remain regular whole year, Children remain absent whole year, Children remain absent during harvesting.
- iii) **Parents' Negligence towards children's education-** Different items cover the dimension on Parents' Negligence towards children's education are School visited to discuss issues with teacher, Schools not visited to know child's Learning progress, Children's homework is not checked at home, PTA meeting attended or not attended.
- iv) **Other additional information:** The parent' schedule also explore the information regarding the problems, faced by parents under RTE Act, 2009. It cover the information about difficulties during admission, children exclude from class not inclusiveness (Physically or mentally impairment) , Free things like dress, stationary not sufficient/not satisfied with free things , Scholarship allowance not getting since 2 years, Children are not good in study and haven't basic knowledge of 3R's.

5. SMCs' Interview Schedule (Dimensions and Items): Annexure-E

The SMC schedule has two sections: Section I & Section II consisting of eighteen items. Section-I depicts the profile of respondents regarding demographical variables like gender, age, educational qualification etc. and Section-II has two parts Part I & Part II. Part I consists various items regarding the knowledge and process of formation of SMCs and SMCs meeting. Part II

consists items covered under major four dimensions (SMC meeting attended; involvement of SMCs in developing SDP; Training programmes attended by SMC; monitoring school 'activities) regarding SMC' roles & responsibilities are:

- i) Process of electing members for SMCs, elected by head teachers/teachers or by themselves
- ii) Having knowledge about the formation of SMCs
- iii) SMC meeting i.e. every SMC meeting attended, few meeting attended, no any meeting not attended.
- iv) Involvement of SMCs in SDP (prepare SDP, monitoring the utilization of grant)
- v) School visited by SMC members
- vi) Monitoring the school activities
- vii) Participation in Training programmes

6. Local Authority' Interview Schedule (Dimensions and Items): Annexure-F

Local Authority' schedule is divided into three sections: Section I, II and III. Section-I describes the profile of respondents such as age, gender, educational qualification, designation etc. Section-II describes the awareness about RTE Act, 2009 among local authority members. Section- III consist various items covered under the decided dimensions and other/incidental

information. The schedule contains seventeen items that highlight the views of local authority members on key three dimensions which explained below:

- i) **Awareness/Knowledge of RTE Act, 2009:** Items cover the dimension Knowledge of Act, 2009 are what you know about RTE Act, 2009; what are the responsibilities regarding head teachers under RTE Act, 2009; Do you have knowledge about different related provision regarding different other stakeholders like parent, teachers, SMC etc.
- ii) **Administration and Management:** The dimension ‘Ensuring enrollment’ is covered by the items: Ensuring the enrollment of 6-14 years children in neighbourhood school, Ensuring admission of children of Migrant families, Steps taken by Local authority members to admit children of 6-14 years, before to start new session, what developmental work has been done or not by local authority members for development of a school.
- iii) **Monitoring of school functioning (school visited):** The dimension ‘Monitoring of school functioning (school visited)’ is covered by the items are School visited or not visited for monitoring the school’s activities even one time in a month; if visited how many times a school visited, satisfy with the functioning of school or not etc.

7. Interview Schedule for BEO/ABRCs: Annexure-G

ABRCs’ schedule is divided into two sections: Section I, II and III. Section-I describes the profile of respondents such as age, gender, educational qualification, schools assigned, designation etc. Section-II consists various

items on the awareness of RTE Act, 2009 and Section III consists various items on the functioning of government schools in the context of teachers' teaching and the academic performance of students under RTE Act, 2009. The schedule contains eight items that highlight the views of authority regarding the school functioning, teachers' teaching and the academic performance of students.

8. Academic Achievement Test for the Class 5th and 8th Students: Annexure-G

Academic achievement test developed to measure the learning competencies of the class 5th and 8th students in three subjects: Hindi, English & Mathematics, with a view to assess the basic knowledge of reading, writing of languages and numeracy skills of mathematics as well as to assess grade level competencies. As per the aim of RTE Act, 2009 - Every child has a right to getting satisfactorily quality elementary education. Therefore, the researcher developed the academic achievement test to know that students of class 5th and 8th have the knowledge of 3R's and grade level i.e. students are getting satisfactorily quality elementary education or not . Tests were developed with the help of grade level textbook and questions were included on the basis of the contents of both NAS (2017) test and Haryana Sakshan Assessment test (2019) which are based on the grade level competencies. The content validity of test ensured by the subject expert and the contents of NAS (2017) test and Haryana Sakshan Assessment test (2019). Here, the researcher considered only one domain: Learning outcome. Tests were implemented at the end of session 2019-20. Students were categorized in the following three category according to their learning level:

- i) **L₀ (Dull)** – Students who not having the basics knowledge of 3R's ,not having the knowledge of reading & writing in languages (Hindi & English) and not knowledge of numeracy skills (adding, subtracting, counting, table etc.) in mathematics.
- ii) **L₁ (Below the level)**-Students who having the knowledge of 3R's but not having the grade level competencies.
- iii) **L₂ (Above the level)** - Students who having grade level competencies.

Class V:

The achievement test contains four sections: Section I, II, III and IV. Section-I describes the profile of respondents such as Name of student, Name of the school, class, Roll no., Name of village. Section-II consists various items (9 with sub parts) covers the subject area English; Section-III consists various items (9 with sub parts) covers the subject area Hindi and Section-IV consist various items (9 with sub parts) cover the subject area Mathematics. To assess the foundational skills of 3R's (reading, writing and arithmetic) as well as grade level competencies of class 5th students, items are included.

Class VIII:

The achievement test contains four sections: Section I, II, III and IV. Section-I describes the profile of respondents such as Name of student, Name of the school, class, Roll no., Name of village. Section-II consist various items (8 with sub parts) cover the subject area English ; Section-III consist various items (10 with sub parts) cover the subject area Hindi and Section-IV consist various items (16 with sub parts)

cover the subject area Mathematics. To assess the foundational skills of 3R's (reading, writing and arithmetic) as well as grade level competencies of class 8th students, items are included.

3.2.6. Pilot Study and Validation of Tools

Pilot of the study also known as the pretest of the study is important part to check out the appropriateness of question, lack and sufficient questions for extracting the required information, to check glitches in wording of questions and lack of clarity of instructions etc., essential to validate the information tool. Here, through the official gazette of RTE Act, 2009 and available literature on RTE act.2009, the researcher has identified different dimensions regarding the roles and responsibilities of different stakeholders under RTE Act 2009. These dimensions covered by various items. After preparing the first draft of tools, were sent to various experts to determine the content of the tools that are valid or not. By considering the suggestions of experts various questions had been added, modified and removed invalid items and the second draft of tools were prepared. Tools were tried out on the selected participants of 32 (8- Teachers, 2- Head-teachers, 10- parents, 10 SMC members, 2-local authority members) during the month September 2019. After that final draft of data collection tools for different stakeholders were implemented for collecting firsthand information i.e. primary data.

Table No 3.2.6. Detail of Finalization of items of the tools

Sr. No.	Tools	Number of items in first draft	Number of items in final draft
1	Interview schedule for Head-teachers	48	40
2	Interview schedule for Teachers	37	32
3	Interview schedule for SMCs	21	18
4	Interview schedule for Parents	27	21
5	Interview schedule for local Authority	16	13
6.	Interview schedule for education authority(ABRC,BEO)	8	8
7	Observation checklist	28	28

3.2.7. Verification of Data (Credibility/ trustworthiness)

Present study is based on primary data (field data) that comes from fieldwork. Data were collected through qualitative methods to increase the validity and credibility/trustworthiness of data i.e. methodology triangulation adopted.

Interview- Here semi-structured interview were conducted to collect qualitative data from various stakeholders regarding the RTE Act, 2009. Interviews

were audio recorded with the consent of the respondents. During the field work the researcher also observed the activities and field notes were prepared.

Observation Checklist- Here the researcher applied the checklist to observe the school's norms and standards in the context of availability of physical and human resources in government elementary schools under RTE Act, 2009.

School data/records/documents- It consisted written materials that were taken from the schools' office, BEO' office regarding child enrollment. Publication, news and reports about RTE Act, 2009 also collected.

3.2.8. Administration Procedure

After going through the Gazette of India on RTE Act 2009 and available literature on RTE Act, 2009 the researcher has identified the key provisions incorporated in the RTE Act,2009 regarding to the school's norms & standards, and different dimensions of roles and responsibilities of various stakeholders. The items of the schedules were drafted on the basis of identified different dimensions of each stakeholder's role and responsibilities. The first draft of the tools consisted various items such as Interview schedule of Head-teachers consisted 48 questions, Interview schedule of Teachers consisted 37 questions, Interview schedule of SMC consisted 21 questions, Interview schedule of Parents consisted 27 questions, Interview schedule of local Authority consisted 16 questions, Interview schedule of education authority (ABRC, BEO) consisted 8 questions and observation checklist consisted 28 items. After preparing the first draft of tools were sent to various experts to determine the content validation of the tools. By considering the suggestions of the experts various questions had been added, modified and removed invalid items then the second draft

of tools were consisted items such as Interview schedule of Head-teachers consisted 40 questions, Interview schedule of Teachers consisted 32 questions, Interview schedule of SMC consisted 18 questions, Interview schedule of Parents consisted 21 questions, Interview schedule of local Authority consisted 13 questions, Interview schedule of education authority (ABRC, BEO) consisted 8 questions and observation checklist consisted 28 items. Tools were tried out on the sample of 32 (8- Teachers, 2- Head-teachers, 10- parents, and 10- SMCs' members, 2- local authority members) during the month of September 2019. After the try out necessary modification was done and reliability of tools was established. After that tools were implemented to collecting firsthand information i.e. primary data from decided respondents.

To collect the primary data, the investigator personally visited the schools, homes (parents, SMC members) and offices (BEO, ABRCs) and the purpose of visiting the schools, homes and offices was explained to them. After obtaining the permission from the head of school and other related authority, the researcher started the collection of data on the suitable time of respondents and conduct the interview with each respondents personally. And the tool was administered carefully with all respondents as head-teachers, teachers, parents, SMCs' members, local authority, Educational functionaries and students respectively.

Data was recorded from those participants who gave the permission to record. Before starting the interview, the researcher starts the simple conversation with respondents on surrounding environment, for example: to start interview with teachers and head teachers conversation start on simple general questions like school building is good but the number of children is decreased or looking short, there is no cleanliness or no greenery no light, how the children sit and study in summer and

winter season, after spending 7-10 minutes on simple conversation; a close rapport was built with the respondents in order to extract rich information from them. The respondents were confirmed that their responses would be kept strictly confidential and will be used only for the research purpose. Then, the interviewer has started the interview with specific questions and Demographic /Background questions were asked at the end of the interview .Question were asked and recorded in simple colloquial language. Along with the audio recorded data, the researcher also made field notes and observation. After at the end the investigator expresses thanks to all participants (head-teachers, teachers, parents, SMCs members, local authority, educational functionaries/ABRCs, BEO and students) for their kind co-operation and support.

Here, secondary data was collected from online mode as well as offline mode such as; newspapers, various research reports and statistics released by Education Department, newspapers, scholarly articles etc.

Timeline of Data Collection:

The work of data collection has been completed within five month, duration of the time period was from **Oct. 2019-Feb. 2020**.

Phase I	Phase II	Phase III	Phase IV	Phase V	Phase VI
Head-teachers, Teachers	Parents	SMCs members	Local authority	Educational functionaries	Students
The work of data collection complete into six phases during the time period from October 2019-February 2020 .					

3.2.9. Statistical Techniques for Data Analysis

The collected data were analysed by using the statistical technique of Frequency and Percentage Analysis (totalling the frequency of responses then converted to percentage score for each item) with the help of excel software and presented in form of tables and graphs. The frequency statistical technique was helpful to understand the outcomes in numerical form, most acceptable and understandable.

3.3. Ethical Considerations

The researcher followed few ethical guidelines before administration of tool:

- First of all, Permission was obtained from Head teachers to collect the data from teachers, SMCs members and students. Also identified the vacant periods of teachers to collect data from teacher on their suitable time and assessment test also conducted on vacant class-periods.
- Purpose of the research was explained to all related respondents.
- Assured to respondents to maintaining the anonymity of their responses.
- Permission was also obtained from respondents to record the data by audio recorder.