

**CHAPTER III –
RESEARCH METHODOLOGY**

Chapter- III

Research Methodology

The present study was carried out with an aim to identify various perceptions of stakeholders regarding the government plans and programmes on primary education in order to achieve the universal objective of access, enrolment and retention in the primary education. While primary education is imparted by public and private bodies, the focus of this particular study was upon the government run primary schools. Chapter I includes the introductory aspect to the study, chapter II includes various literature related to various aspects of primary education and gives an overview of the theoretical framework that has been applied for better understanding and guiding the research. The literature reviewed has helped in understanding what has been done over the years in the areas of primary education research and what else needs to be done further. The methodology chapter explains the significance of the study with social work profession and describes the research methodology adopted by the researcher.

3.1 Education and Sustainable Development Goals

The Sustainable Development Goal 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The SDG 4 has 10 sub-targets amongst which include:

- Target 4.1 - Free Primary and Secondary Education
- Target 4.5 – Elimination all discrimination in Education- equity and equality of access
- Target 4.6 – Universal Literacy and Numeracy
- Target 4.7 – Education for Sustainable Development and Global Citizenship- to equip the children with attitudes, knowledge and skills to lead productive lives and make informed decisions.
- Target 4 A – Build and Upgrade Inclusive and Safe Schools
- Target 4 C- Increase the supply of qualified teachers in developing countries

Earlier, it was envisaged in the Millenium Development Goals (MDG's) that universal education would be attained by the year 2015. While the education scenario is close to the goal for developed countries, the aim remains unmet or slow in progress in the developing countries. The plans and programmes taken under the purview of the study have objectives aligned with the SDG's and aim towards ensuring that each child has proper access to quality education. It thus becomes imperative to understand from the point of view of the objectives of the plans and programmes as to whether they have been impactful in achieving those or not.

3.2 Magnitude of the Problem

Article 45 of the Indian Constitution envisages "The state shall endeavour to provide, within a period of ten years, free and compulsory education for all children until the completion of 14 years." This article brought education in the concurrent list making it a joint responsibility between the central and the state governments.

Primary education is of utmost importance for the development of the child and the nation at large. UNICEF believes that primary education has many positive effects on the child as it helps in decreasing poverty, child mortality rates, encourages gender equality and environmental understanding. Over and above this, schools play a major role in socialization of children and increasing cooperation amongst the children. Along with this, schools also build values and competencies which are necessary towards understanding of social justice, human rights and democracy.

It was discussed in the previous chapter how literacy rates differ across districts of Gujarat. Factors related to low levels of literacy and drop outs have been discussed amongst which major ones include social and economic factors. Even after years of attaining independence, the social and cultural norms govern the behaviour of many individuals which contribute a major factor adding to girls not being able to attend schools. Though the state of Gujarat has come a long way in addressing the literacy gap between males and females, the problem still remains.

While enrolment is not a question after implementation of RTE Act in 2010, retention, quality of education and community participation in education is still a question. (Henevald & Craig, 1996) state that support of parents and community is an important factor in school effectiveness. They identify five main categories of

community participation which are important viz. the readiness of children increases, community provides material and financial support to schools, communication between parents, schools and the communities is frequent, community holding a meaningful role at school and the members can give support to the school in decision making. Even today, while discussion of educational policies, the National Policy of Education 1986 is still referred to guide policy and actions by policy makers in education which envisaged emphasis of education for the weaker sections of the society, to develop women education and to give importance to sports and games (Little, 2008). The new National Education Policy of 2020 has realised the importance of community participation in schooling of the children and has made it a point to increase community participation along with decentralised pattern of schooling.

After independence, as discussed in the earlier chapter, major reconstruction of primary education and the facilities under it were envisaged which led to the Government launching several plans and programmes to meet the target of universalization of primary education. To counter specific issues, specific programmes were launched like Operation Blackboard- to cater to infrastructural requirements, Mid Day Meal- to counter drop-outs due to hunger and malnourishment, District Primary Education Programme (DPEP) to decentralize primary education, Sarva Shiksha Abhiyan and Right to Education Act to improve access of education to the people and many others. While there were many programmes at the central level, the state government also had their own programmes to counter the issue of drop out, low female enrolment, quality of education and the like. Despite the efforts, the female literacy rate has not yet gone beyond 80 percent in the state.

While considerable efforts are made by central and state governments to ensure that each child has access to schooling and quality education, large scale programmes such as the Operation Blackboard and Sarva Shiksha Abhiyan were launched with a hope to meet the educational demands. Major inhibitors were outlined which made implementation of these programmes difficult amongst which included disparities between regions and schools and participation between regions, communities and households. (National Institute of Educational Planning and Administration, 2000)

Many states have adopted the decentralisation of primary education management system where there is involvement of the community. Various developmental programmes have been launched in the State apart from the centrally sponsored ones like Mid Day Meal Programme, Right to Education Act etc, to universalize primary education, to arrest dropout and stagnation, and to attract children to attend school at the primary level. These programmes are being launched in a way to bring in quantitative as well as qualitative development of education. It is with this view that this study is being undertaken taking into consideration the above mentioned programmes by the Government for increasing the enrolment, ensuring retention and quality of education in the primary education system. While efforts are being made, the implementation of these efforts is largely uni-lateral where participation of the community at large has not been taken into the purview. The chapter of literature reviewed highlights that while perceptions of teachers have been taken on the implementation and impact of RTE Act and MDM programme, very few researches have been conducted to understand the perceptions of the parents. Amongst the programmes, no research was stumbled upon which evaluates the state government programmes like Kanya Kelavani, Shala Praveshotsav and Gunotsav programmes, from the stakeholders perspectives.

The major question here to be addressed is, are the stakeholders (teachers, parents in the context of the present study) been participative in the development of the school programmes? Is there any awareness regarding the efforts that the Government is making amongst the stakeholders? If yes, is the implementation of the programmes taking place effectively owing to the fact that community participation has to be ensured? And lastly, is community participation ensured in decentralisation of implementation and so far, what has the impact been of these plans and programmes on the education of children.

3.3 Significance of the study to Social Work Profession

The International Federation of Social Workers (IFSW, 2017) defines social work as a “Practice based profession and an academic discipline that promotes social change and development, social cohesion and empowerment and liberation of people.” The earlier definition of social work given by NASW in 1973 defines Social Work as “The professional activity of helping individuals, families, groups or communities to

enhance or restore their capacity for social functioning or creating societal conditions favourable to that goal.”

The distinction between both the definitions is that while the latter states that a conducive environment needs to be created the former emphasizes on empowerment and independent liberation of the people to garner change. Over the period of time, the perception of social work profession has changed from being a helping profession to an empowering profession where the professional social workers act as catalysers rather than change agents themselves. The profession of social work is committed to strive for the protection of human and fundamental rights of the people of the country. It is not an unknown fact that education is an important aspect for bringing about a change in any nation and education for all is a fundamental right. To be able to help people make choices that are independent and informed, education is important.

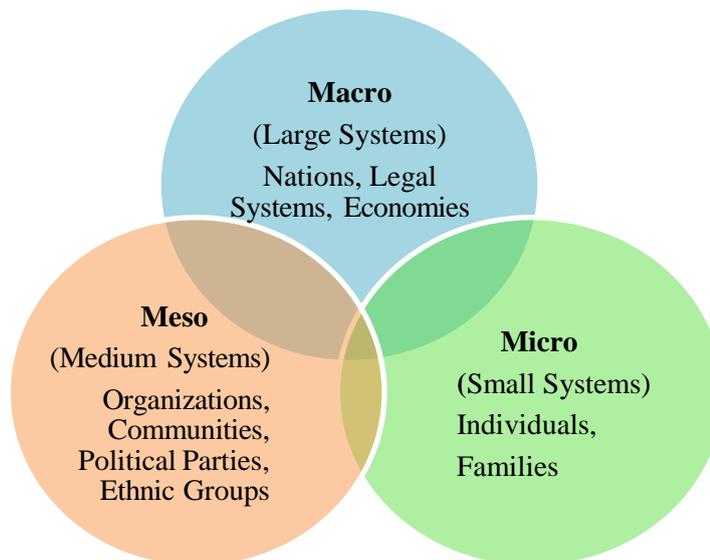
The current study would help in identification of the perspectives of the people regarding the implementation of the primary education development plans and programmes, the participation of the people in the programmes and the perceived impact as well as the felt impact of these plans and programmes for the same through the application of methods of social work. Social Welfare administration and Community Organisation form very important methods of social work practice that takes care of providing resources and services to the individuals so as to fulfil the needs of the people, families and communities to facilitate social relationship and adjustment necessary to social functioning. The definition of community organization as given by Murray G. Ross (1995) states that it is a process through which the community identifies the needs and objectives, ranks these orders, develops a will to work to fulfil these objectives through finding the correct resources to deal with these needs. In fulfilling these needs, the process helps in developing a collaborative attitude in the community. Social Welfare Administration as defined by Herleigh Tracker (1971) states that it is a process of working with the people in a manner which can release and relate their energies in order to use available resources to accomplish the purpose that community services and programmes serve.

While the process of community organization helps in enlisting community participation and developing a community profile, it helps a great deal in the identification of needs of the people, prioritizing them and collaborating with the

community for collective action to achieve those needs. Effective administration of social welfare programs requires integration of knowledge of social policy with the understanding of the theory and practice of management and administrative decision-making. The need to integrate social welfare policy content and administrative and organizational issues becomes increasingly evident as the social welfare industry gives greater attention to the efficiency and effectiveness of social welfare organizations. (Weissman, 1973)

Social Work as a profession strives to organise communities in such a manner so as to create self-sustaining, holistically developed individuals that strive to add towards developmental goals of the nation. Education forms the pillar of development and educational administration is one such area which requires urgent attention as the Government is spending a large amount of money for the greater common good of its citizens.

Figure 14: Levels of Social Work Practice



Social work practice takes place at three levels viz. Micro- at the individual and family level, the Meso- at the community level and the Macro- at the national level. These three levels are inter-related, for understanding the impact and perspectives regarding various plans and programmes, it is important to understand the interaction between all these three levels. Without understanding the stages of practice, understanding the perspectives becomes a bit difficult. In the current research, the plans and programmes for primary education trickle down from the macro level to the

micro level, while the parents and the children who are the beneficiaries of those plans and programmes form the micro level system, the teachers and schools, who are also the implementers of the programmes form the meso level system.

3.4 Objectives

- (1) To study the Educational developmental plans and programmes launched by the Central and State Government for the promotion of primary education.
- (2) To find out the present position of the implementation of the Educational plans and programmes from the stakeholders' perspectives in selected Schools in terms of the objectives sought.
- (3) To understand the perspectives of different stakeholders from the Rural and Tribal areas, on the impact of Educational Developmental Plans for promotion of Primary Education.
- (4) To find out the problems encountered in the implementation from each of the stakeholders perspective.
- (5) To give suggestions for the problems encountered in implementation.

3.5 Operational Definition of Variables

- Implementation for this study is defined as the current ways in which the deliverables according to the educational development plans are made available to the children.
- Educational Plans and Programmes in this study are defined as the policies and the actions undertaken by the Central and the State Governments post 1990's for the promotion of elementary education to ensure that each child is in school and learning well.
- Schools in this study would include Government run primary education schools that are fully funded by the State Government that impart elementary education upto eight standard, free of cost, according to the free and compulsory education act (RTE 2009).
- Perspective is a psychological term which is defined as a mental view or prospect of an individual. The present study aims to understand the views of different stakeholders regarding the educational development plans and programmes for primary school children.

- The stakeholders for the present study are defined as the people who are affecting or are affected by the Government Plans and Programmes for primary school children. The stakeholders for the present study include the implementers of the plans and programme viz. the Teachers at the government primary schools and the parents of the children who study in those government schools as beneficiaries of the plans and programmes for primary education.
- Problems according to this study is defined as all the hurdles that each of the stakeholders face in terms of implementing and receiving the benefits of the plans and programmes.

The basic thrust of the study is to understand the perspectives of the parents of the children studying in Government Primary schools and those of teachers who are the implementers of those plans and programs at the grass root level regarding the goal achievement of the programs and the impact at the local community level.

Table 4: Existing Theoretical Framework and it's applicability to the current research

Sr. No	Framework	Emphasis	Context to current research
1.	Socio-Ecological Model	Ensure communication between various components that surrounds the individual	To identify whether there is any interaction taking place between various stakeholders under the purview of the study.
2.	Overlapping Spheres of Influence	Similar to Socio-Ecological Model Theory, emphasizing that the spheres that surround a child, i.e. family, community and school must be constantly in interaction to ensure that the child is motivated to learn	Do the spheres, the teachers, parents, schools and local self-government systems interact with one another to create an enabling environment for the child?
3.	Theory of Collective Impact	Aims at concerted community action towards solving public issues	Is there communication between the stakeholders regarding what needs to be done to ensure that the primary education programmes reap the

			benefits they intended to? Is the community involved to ensure concerted action towards the goal of education of the children?
4.	Theory of Collaborative Governance	Focus is on public issues and policies, using a multi-lateral approach to decision making and implementation of plans and programmes	Is there active participation from the community members sought during decision making and assessment of impact? If Yes, how is it channelized to ensure that the impact is achieved?
5.	Theory of Change	Used in assessment of educational reforms in a cumulative manner to understand the impact it sought. It envisages that evaluation of any initiative must be clearly planned in terms of the objectives sought, the plan of implementation followed and the desired outcome, whether achieved or not.	The current study had 5 plans and programmes for education at the primary level. This model helped in charting out the course of designing the tool to collect the data and analyze the implementation and impact

The impact of any program largely depends on the perception of the stakeholders and how the communication between the stakeholders regarding the effectiveness of the impact of the program. Many a times, stakeholders are not able to relate to the program and its existence and the goals of the program are viewed differently by different stakeholders. (Rossi, Lipsey, & Freeman, 2004). The current research is based on stakeholder perceptions and identification of interest of the stakeholders regarding the objectives of plans and programmes for primary education initiatives by the Government. The involvement of stakeholders increases the relevance of evaluation and ensures clarification and evidence of impact. The perception of the stakeholders can provide “social reality” (Funnell & Rogers, 2011). Views of the stakeholders can prove to be very important as they can help in aiding the evaluation

process of the program. While the perceptions of the stakeholders can vary, they can be relevant to influence the effectiveness of the program (Dibella, 2007) (Fontes, Rodrigues, & Craig, 2016).

3.6 Research Questions

The following research questions are addressed in this study:

For the study of Teachers' Perception

- Was necessary training received in order to implement the plans and programmes?
- Were the programmes communicated effectively to the people?
- Was there a planned strategy to meet certain objectives of the programme depending upon the needs of the students?
- To what extent did the programmes work as intended to meet the educational as well as developmental needs of the children?
- Till what extent did the programmes have an effect on the attendance of the children in the classrooms?
- How were the drawbacks in the implementation, if faced any, tackled?

For the study of Parents' Perception

- Have the programmes met the expectations of the community members?
- Have the programmes implemented helped in changing the outlook of the people regarding educating the child?
- How effective were the programmes in motivating the community members to send their children to school?
- Was the community engaged in active implementation of the programmes in the schools in any way?
- What is the overall satisfaction level regarding such government efforts towards increasing primary education in the State?

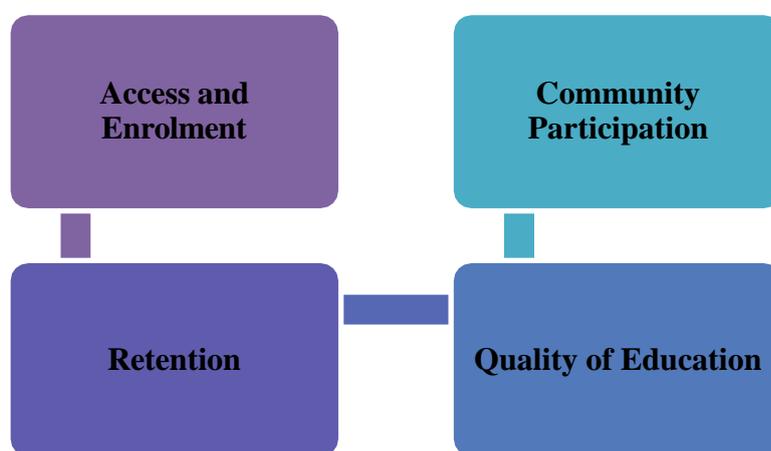
3.7 Research Design

The research design undertaken for the present study is exploratory and descriptive in nature. Exploratory design is the primary design as the study aims to explore into the perceptions of different stakeholders- the implementers and the beneficiaries regarding the educational development plans and programmes by the Central and the State Government for children in government run primary schools.

The descriptive design is the secondary design for the study as the perceptions of different stakeholders would be described in terms of the variance despite the programmes being one and the same for all. Description from the viewpoint of implementation in different areas would be required so as to find out the variance in perceptions to bring about a common understanding regarding effective implementations of the government plans and programmes for educational development.

3.8 Selection of plans and programmes for primary education for the study

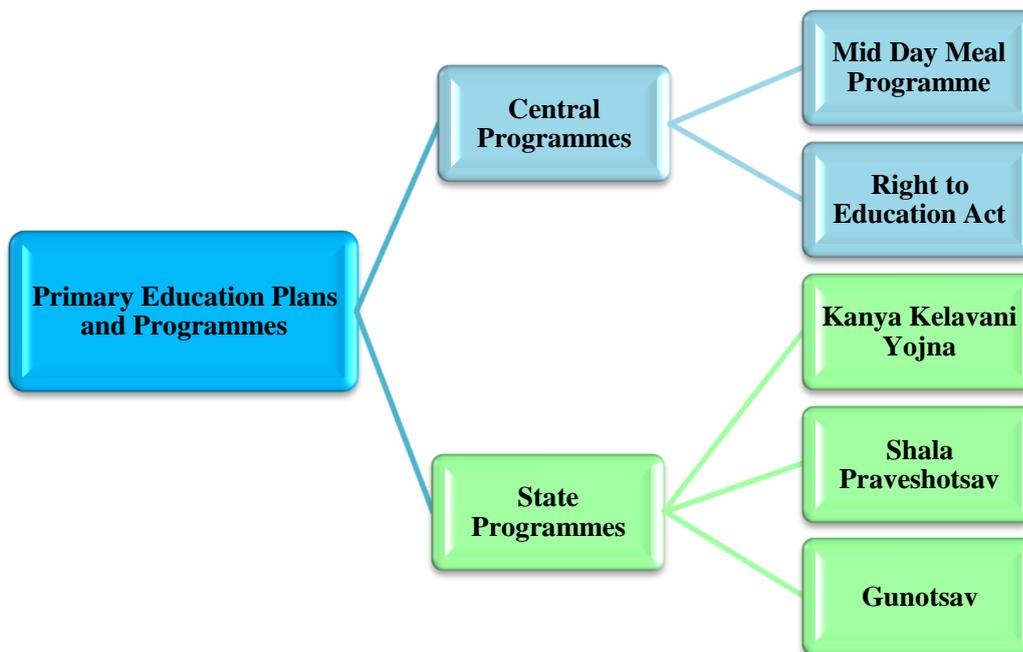
Figure 15: Selection of Plans and Programmes for primary education for the study



There have been 8 major milestone plans and programmes for the development of primary education at the National level and 17 initiatives at the State level to ensure that primary education is accessible to all children since the period of 1980's onwards. Ever since the inception of educational planning in the country post independence, the four major drivers to progress in primary education have been Access and Enrolment, Retention, Community Participation and Quality of Education. The plans and

programmes which serve the purpose of these four indicators have been chosen purposively under the purview of the study. Access to schooling and enrolment of children has been a major concern for the policy makers. Starting from Operation Blackboard to RTE Act, Access to schooling and enrolment has been an important indicator to track the progress of primary education schooling. Right to Education Act has been a major driver in ensuring access and enrolment at the primary education level at the central level, followed by Shala Praveshotsav and Kanya Kelavani Yojna at the State level. Mid Day Meal Programme is a cashless incentive based programme which has helped in retention and increase in attendance of the children in schools and at the same time has sought community participation in implementation. Gunotsav programme on the other hand has sought for quality in education at the state level.

Figure 16: Plans and Programmes to be studied: At a glance



The following plans and programmes for primary education were selected for the current study viz.

- 1. Mid Day Meal Programme:** Mid Day Meal programme was the first ever incentive based programme, initially introduced in 1984 in Gujarat, implemented country wide in 2001. This was a major incentive based programme which has impacted the rate of

enrolment and retention in various states, even Gujarat. Studies have shown the benefits that MDM has had on the schooling of the children over the years since its implementation. (Afridi, 2010), (Department of School Education and Literacy, 2013), (Dreze & Goyal, 2003), (Sahai, 2014)

Being the first major incentive based programme in the country at a central level, it is important to know not only the implementation perspective but also the impact perspective through various stakeholders in order to understand whether the programme is meeting the envisaged objectives or not.

2 Right To Education Act: RTE Act was a revolutionary act after SSA in the year 2003 which has helped in increasing the enrolment of the children at a manifold level at the elementary level. Because of the large amount of incentives like free admission, free uniforms, free textbooks, free bags, infrastructure, teaching learning materials, the rate of enrolment in the country has increased at a rapid stage. With the No Detention policy of the Act, many children have been encouraged to attend the schools without the fear of being detained at any level of elementary schooling. Close to ten years of implementation, it becomes necessary to understand whether the implementers and the beneficiaries are satisfied with the provision of the act or not.

3 Kanya Kelavani Yojna: To combat the issue of participation of girls in the state, Kanya Kelavani Yojna was a major economic incentive based scheme which was introduced to ensure that parents are motivated to send their girl children to schools. Giving scholarships to the girls worth one thousand rupees each year, this scheme has increased the enrolment of the girls at the primary level. Schemes as such can help in increasing not only the gender enrolment ratio at the primary level but also help in reduction of the gap in the literacy between male and female children. Till now, no research has been undertaken to identify whether the programme has impacted and motivated the enrolment of the girls at the primary stage or not from the stakeholders' perspectives and thus, this programme was selected to understand how instrumental has the programme been in achieving its objective of ensuring that all girls get admitted at the primary level.

4 Shala Praveshotsav: While RTE Act was a centralized programme and was implemented at the country wide level, the state approach to ensuring hundred percent

enrolment was Shala Praveshotsav. Though the programme aimed at ensuring that the children are enrolled in schools, the basic objective was to mobilize community participation in schooling of the children and to encourage dialogue between the government officials and the community members regarding the importance of education of the children. Termed as the brainchild of the then Chief Minister of Gujarat, now the Prime Minister of the country, Shri Narendra Modi, this programme aimed at making education a responsibility of the public where they take the major responsibility of education of the children. More than a decade of implementation, no research in the state has taken place which documents the perception of either the implementers or the beneficiaries regarding the benefits of the programme and the impact this programme has made on the participation of the community members to take the onus of education of the children.

5. Gunotsav: Quality of education has remained a major point of discussion in the education sector. Efforts through various programmes like Operation Blackboard, Sarva Shiksha Abhiyan, RTE Act, through teacher trainings and provision of teaching learning materials have been made, but quality still remained an issue till date. Annual Status of Education Reports (ASER) over the past few years have only suggested that while the children are being promoted to the higher classes each year, the learning milestones of the children largely remain unmet where a child of fifth grade can still not write his own name. As per NCERT's specification in terms of learning outcomes, children in standard I are expected to recognize numbers upto 99. The case in government schools today is as such where only 41.1% of the children in standard I can recognize two digit numbers. (Pratham, 2019)

Owing to the problem of low quality of education in the government schools, Gunotsav programme was initiated to bring about quality improvement in the education system. In order to ensure that the programme is actually working according to the standards, it becomes imperative to take the views of the stakeholders regarding the programme.

While a number of studies were found, both at national as well as state levels, which have analyzed the perception of teachers and parents with regard to Mid Day Meal Programme and Right to Education Act, Programmes like Kanya Kelavani Yojna, Gunotsav and Praveshotsav have not been studied in Gujarat so far. Perceptions of parents who are the indirect beneficiaries of these plans and programmes have not

been explored much yet. However, there are very few studies in Gujarat which analyse the perception of the parents and teachers together regarding the same plans and programmes.

3.9 Sampling Design of the study

Universe

Universe of the present study includes all the Government run primary schools in the State of Gujarat, the teachers working in those schools and the parents of the children who are currently enrolled in the government primary schools.

Sample and Sampling Procedure

The study used the most reliable and unbiased probability sampling method at various stages. Multi stage sampling method was used as the study was planned covering representation of the entire state mainly tribal and rural areas as most of the efforts of the state are focused on improving the literacy scenario in these areas. Also the fact that while children in urban areas have access to trust run and private schooling apart from government run schools, the children in rural and tribal areas do not have much of an option when it comes to schooling except the government run schools.

Stage 1- Selection of Districts on the basis of probability sampling, using a lottery method.

As per the census of 2011, the state of Gujarat has 33 districts in total out of which 14 districts have a sizeable tribal population viz. Banaskantha, Sabarkantha, Aravalli, Mahisagar, Panchmahal, Dahod, Chhota Udepur, Narmada, Bharuch, Surat, Navsari, Tapi, Valsad and Ahwa Dang (Census of India, 2011). Earlier, Gujarat had 26 districts and seven more were added in August 2015.

The census of 2011 data suggests the literacy rate of tribal population is 79.18 percent as against the literacy rate of the general population being 85.8 percent. As against this, the literacy rate amongst tribal females is 69.87 percent and literacy of tribal males is 69.7 percent. As against this, the average literacy rate of rural population of Gujarat is 71.71 percent with male literacy at 81.61 percent and female literacy at a mere 57.78 percent. Comparatively, the education scenario in urban Gujarat is a little better compared to the rural and tribal areas with overall literacy being 86.31 percent,

male literacy at 90.98 percent and female literacy at 70.26 percent. While male literacy is progressing towards hundred percent, the literacy rate of females is lagging behind. It is a matter of concern as we are still lagging way behind in attaining universal literacy and numeracy as a goal.

Concerning the fact that the literacy in the urban areas is comparatively better, only rural and tribal areas were considered under the purview of the study. To build a variance in the data and have an adequate representation of both rural and tribal school population situation, two districts from each segment, rural as well as tribal were selected using a lottery method. Two districts comprising tribal populations- viz. Banaskantha and Dangs and two districts comprising rural population viz. Surat and Vadodara were selected through lottery method.

Stage 2- Selection of Block on the basis of Lottery Method.

Table 5: Number of Blocks under selected Districts

Sr. No	District	Total no. of Blocks in District*	Blocks selected
1	Banaskantha (Tribal)	14	Palanpur
2	The Dangs (Tribal)	3	Ahwa
3	Surat (Rural)	10	Umarpada
4	Vadodara (Rural)	8	Vadodara (Rural)

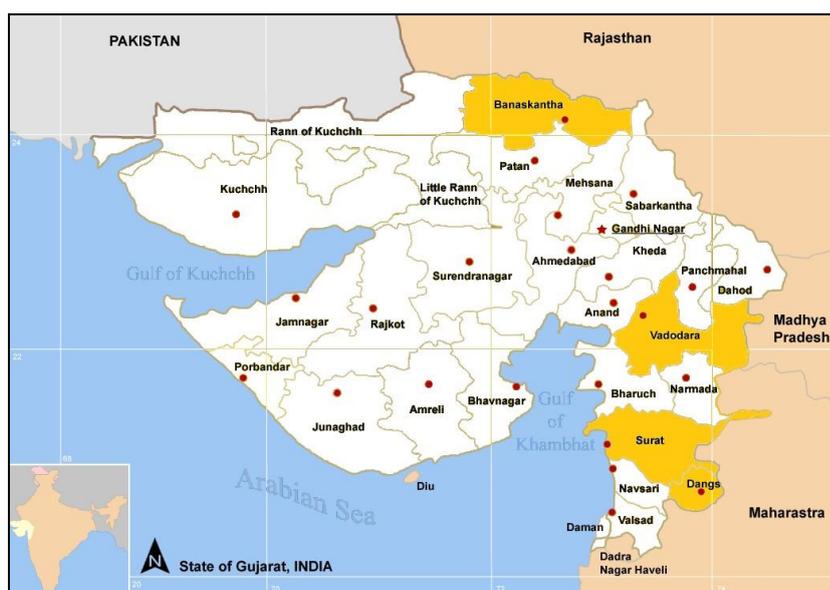
**Data as per District Administration website of respective districts for the year 2018*

One block was selected from each district keeping in mind the limitation of the researcher with regard to time and monetary constraints as it was a self supported research. Accordingly, four blocks were selected from four districts selected in stage 1.

Stage 3- Selection of Villages on the basis of Lottery Method

Five villages, for frequency count facilitation were selected from each block using the Lottery method. Thus in all, the study included 20 villages, spread across four blocks of four districts of the state of Gujarat.

Figure 17: Map of Gujarat State



**Selected Districts highlighted in yellow*

Table 6: Literacy rate of selected Districts

Sr. No.	District	Literacy Rate
1.	Surat	85.53%
2.	Vadodara	78.92%
3.	The Dangs	75.16%
4.	Banaskantha	65.32%

**Data as per Census 2011*

The above table gives a picture of literacy levels of the four selected districts of Gujarat. The table is representative that the literacy levels are still need to work their way up. While universalization of elementary education has been achieved, literacy is still a question. The reason for this slow progress can be dated back to the partition of the erstwhile Bombay State into present day states of Gujarat and Maharashtra in May 1960. After being granted statehood, growth was seen in the economic and agricultural sector but progress in education was slow. Primary education in Gujarat was made compulsory long back but the progress in primary education was not noticeable (Shah, 2001). As per Census 2011's calculation of Education Development Index (EDI), Surat was categorized as the state with highest EDI, Vadodara and Dangs were categorized as having moderate EDI while Banaskantha was categorized as having the lowest EDI. (Census of India, 2011)

It thus becomes imperative to understand the perspectives of various stakeholders regarding whether the educational development plans and programmes have had any impact in enrolment, retention and quality of education in various districts at the primary education level.

Stage 4- Selection of Schools on the basis of Lottery Method

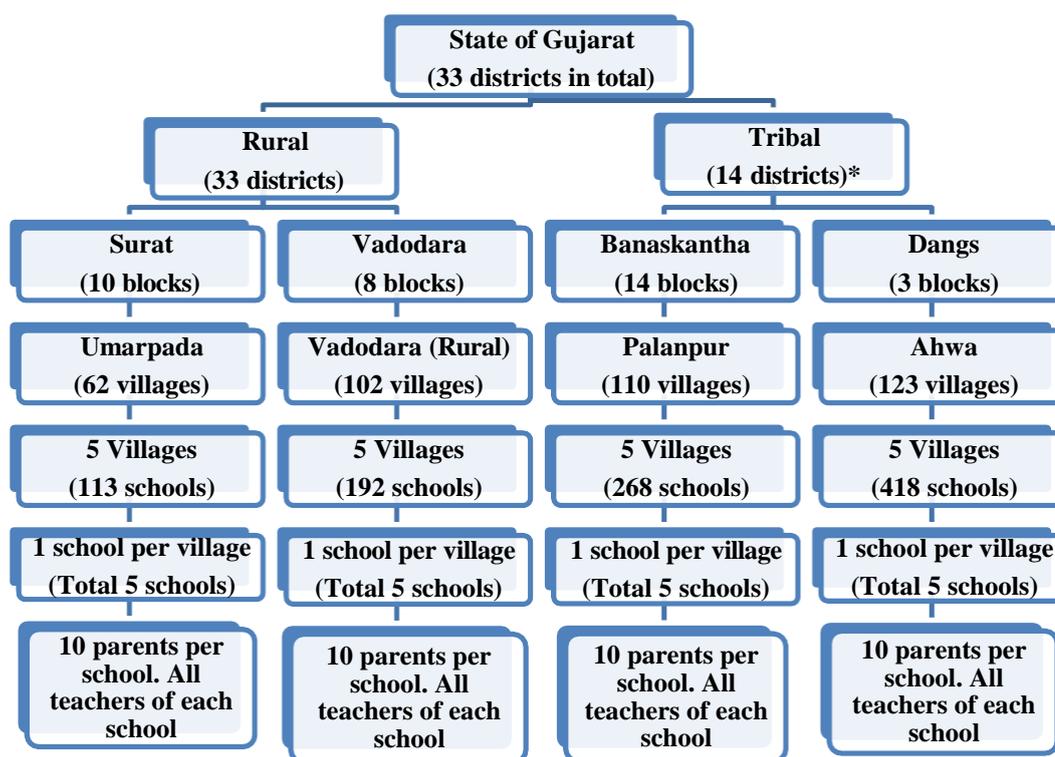
A list of schools was procured from the School Directory of the DISE (District Information System for Education) website and one school from each village was selected using lottery method from each block. Schools which were private, unaided, were not considered as a part of the sampling frame. 1 school from one village was selected, thus comprising of 5 schools from one block of one district each, leading to 20 schools from four districts.

Stage 5- Selection of Respondents

Teachers: The Teachers were selected using the Census method where each teacher from the selected schools was requested to participate in the research.

Parents: Quota of ten parents per school was decided. The parents were selected using snowball sampling where only those parents were included in the study whose children were studying between first to eighth standard in the Primary Government Schools of the selected villages.

Figure 18: Sampling design at a glance



*Districts having sizeable tribal population

Inclusion criteria for Sample selection:

Inclusion criteria for selection of the respondents were as follows:

- Only the Government aided primary schools were considered.
- Data was collected from the teachers who were teaching in the selected government primary schools only.
- Only those parents were taken into the purview of study whose children were studying in 1st to 8th standards in the selected Government Primary Schools of the selected villages.

Tools and Methods of Data Collection

For the *primary data*, Researcher has used self-designed Interview Schedule. The interview schedule was prepared on the basis on literature review and was later modified on the basis of experts' content validation and pilot testing. A reliability test was administered to check the reliability of the tool. The finalised tools were double translated from English to Gujarati and Gujarati to English to ensure that the meaning of the questions does not change.

The *secondary data* was obtained in the form of published journals and annual reports, which was found to be authentic to a certain extent. The secondary data included from the historical and current data collected from books, reports, newspapers, journals, magazines and other published and unpublished sources in this field.

Table 7: Tools and methods of data collection

Target Group	Tools and Methods of Data Collection	Sampling Design
Parents	Interview Schedule	A quota of 10 Parents per school selected using Snowball Sampling 10 parents*20 schools Total 200 Parents
Teachers	Interview Schedule	All Teachers present in the selected schools were taken as a part of the study using Census Method On an average 5 Teachers participated from each school Total 112 Teachers were interviewed

The tool for the Teachers included the following sections:

- Section I- Profile of Respondents
- Section II- Implementation of Government Plans and Programmes for Primary Education
- Section III – Perception of Teachers regarding Government Plans and Programmes for Primary Education
- Section IV – Problems faced in Implementation
- Section V – Suggestions for Effective Implementation

The tool for the Parents included the following sections:

- Section I – Profile of Respondents
- Section II – Awareness and Implementation regarding Government Plans and Programmes for Primary School Children
- Section III – Perspectives of Parents regarding Government Plans and Programmes for Primary Education

- Section IV - Difficulties faced in availing the facilities under the programmes
- Section V – Suggestions

Reliability of Tools used for Data Collection

The tool was given to 7 experts for content validation. 5 experts belonged to various academic disciplines and 2 were from civil society organisations. Their comments and feedback were taken into consideration and the tools were edited.

Reliability of the tools was checked through Cronbach's Alpha test. The test rating for the tool used for teachers was 0.778, indicating that the tool had an acceptable level of reliability, thus making it valid to be considered as a standardized tool for data collection.

The Cronbach's Alpha test score for the tool for parents tool was 0.864, indicating that that the score was good according to the reliability standard and valid to be considered as a tool for data collection.

The tool was first prepared in English and later translated in Gujarati to facilitate data collection. A pilot study was conducted in Vadodara for the purpose of finalizing the Interview schedule. The data collected during the pilot study have not been included in the study result to avoid data error.

Reference Period

The permission for data collection from the Government schools in the state of Gujarat was sought from the appropriate authority. After receiving due permission in August 2018, the data collection procedure was initiated.

Time Period for the data collection was from August 2018 to January 2019. On an average, the researcher spent two weeks in one district, for the purpose of data collection.

3.10 Ethical considerations

The following ethical considerations were taken care of during carrying out this research study:

1. **Informed Consent:** Prior to conducting the data collection and research activities, permission from the concerned authority was procured regarding access to schools and conducting the research. Informed consent was sought from all the respondents under the purview of this study. It was made sure that the schedule of the teachers was not disturbed for the purpose of data collection. The teachers were approached at a time of their convenience when no classes or duties were scheduled; most of the teachers were interviewed before or after the school hours.
2. **Voluntary Participation:** participation of the respondents, for both was voluntarily. Large proportion of parents were daily wage labourers who were working on fields, only the ones who agreed to participate voluntarily were included. A request to teachers was made to participate and only those teachers who gave their consent were included. No force or pressure was used whatsoever on any participant to participate in the study.
3. **Maintaining confidentiality:** Teachers and parents were assured that confidentiality would be maintained. Teachers were a little apprehensive of talking at first but it was assured that neither their names nor the name of the schools would be disclosed.
4. **Anonymity of the respondents during the presentation of the data:** no names of respondents or names of schools are disclosed during data presentation and reporting at any point of time.
5. **Maintaining the dignity and self-esteem of the respondents:** It was assured to the respondents that no judgements or comments shall be passed on their perceptions and interview shall be discontinued if at any point of time during the interview, the respondent felt humiliated, uncomfortable or was unwilling to continue the interview.
6. **Assessing only those components that come under the purview of the research study and not otherwise:** only those components were taken into considerations which were under the purview of the research. Personal

information, biases towards any person or institution which came to light during the interview was ignored.

7. No forced participation: Neither teachers, nor parents were forced to participate in the interview.
8. Voluntary disclosure and discontinuance: the information under the interview was based on voluntary disclosure of information. Participants were not forced to give response to questions that they deemed inappropriate to respond to.
9. Sharing the findings of the research with appropriate authorities and stakeholders: Researcher hopes and plans to submit major findings of the study to the appropriate authorities for the benefit of policy and programme design, implementation and for the benefit of the society at large.

3.11 Plan of Data Analysis

The important variables were formulated and the relevant data collected from the field was coded and analyzed using SPSS (Statistical Package for Social Sciences) software using the following methods:

- The data was simplified by categorisation and responses were coded
- Frequency and Percentage distribution tables were obtained to find major trends.
- Inferential statistics like t-test, ANOVA and Post-hoc tests were applied to examine relationships between variables.

Qualitative data that emerged from the study have been used as anecdotes to support quantitative analysis.

3.12 Chapterization

This report has been divided into six chapters. This first chapter introduces the historical context of primary education in India and gives an overview regarding the efforts made by the Government over the years to improvise the primary education scenario in the country. It also explains the concepts related to primary education as well as establishes a rationale for the study. Chapter two has the literature reviewed relevant to primary education context and is divided into four segments- development and status of primary education in India, literature related to enrolment, quality, equality and infrastructure in primary education, implementation and impact of

primary education programmes and attitudes of parents/teachers related to schooling of children. Literature, both primary and secondary has been reviewed.

The third chapter is the research methodology chapter which contains the aims and objectives of the study and the research design adopted for the present study. Chapter four presents the findings of the study with regard to perception of teachers regarding implementation and impact of government plans and programmes for primary education. Chapter five contains the perceptions of parents regarding implementation and impact of government plans and programmes for primary education. Chapter six contains summary of the results and discussion of the findings and conclusion. The chapter also includes suggestions for ensuring effective implementation of the plans and programmes for primary education.

3.13 Limitations

1. The study was limited to Government Schools within the selected districts only.
2. The data collection was limited to the perceptions of the different stakeholders on the selected programmes and plans for primary education development only.
3. Initially, the District Education Officers were also to be undertaken as one of the stakeholders for the study, however, due to election duties and duties related to Praveshotsav, getting appointments was proving to be quite difficult, keeping in mind the time frame of the research study, the DEO as one of the stakeholder had to be dropped from the purview of the study.
4. Language was a concern in Banaskantha and The Dangs districts while interviewing the parents and thus, a local person, affiliated to a voluntary/local organization was hired on a payment basis to assist in facilitating communication between the researcher and the parents.