

## **CHAPTER-III**

### **RESEARCH METHODOLOGY**

This chapter has been devoted to the whole methodology of the present research work having the title “Role of Gender Budgeting in Development of Women”. The present chapter is divided into three sections. Section-I contains research design, sample design and profile of sample districts. Section-II focuses on collection of data. Section-III presents data processing and statistical techniques for data analysis. A complete detail of all these sections with reference to our study has been presented here.

#### **SECTION-1**

##### **RESEARCH DESIGN AND SAMPLE DESIGN**

###### **Research Design**

The research design is an integral part of any research study. This is the way to solve the research problem in a scientific manner. In the present study, descriptive-cum-analytical research design has been adopted by the researcher to describe the role of gender budgeting in the development of women. The present study is based on both primary and secondary data.

###### **Sample Design**

A sample design is a definite plan for obtaining a sample from a given population. Thus the procedure to select districts, blocks, villages and then beneficiaries in a definite way construct the sample design. In the present study, purposive sampling has been used.

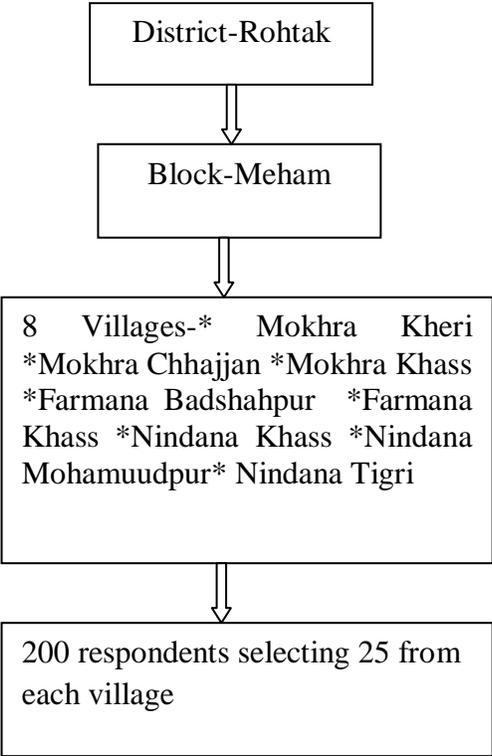
###### **Selection of Districts**

The selection of districts was based on purposive sampling where Support to Training and Employment Programme for Women (STEP) and Women Training-cum-Production Centres and Stipend Scheme (WTPCSS) were implemented by government. The researcher visited the concerned implementing agency office i.e. Haryana Nav Yuvak Kala

Sangam for STEP. The implementing agency informed that there was only one block where STEP was working in Rohtak district. Therefore, Rohtak district was selected. The researcher also visited the Bal Bhawan Office to get complete list of all the districts as per coverage of beneficiaries under WTPCSS. For WTPCSS, Jind District was selected on the basis of a maximum number of craft centres under WTPCSS in operation in Jind District. Therefore, two districts were i.e. Rohtak for STEP and Jind for WTPCSS. In this way, eight villages for STEP and eight craft centres for WTPCSS were taken purposively for drawing the sample. At the final stage, a sample of 25 beneficiaries from each village and each craft centre were taken by simple random sampling method. In this fashion, a total number of 400 (200 for STEP and 200 for WTPCSS) beneficiaries were taken in eight villages and eight craft centres in two districts for the survey.

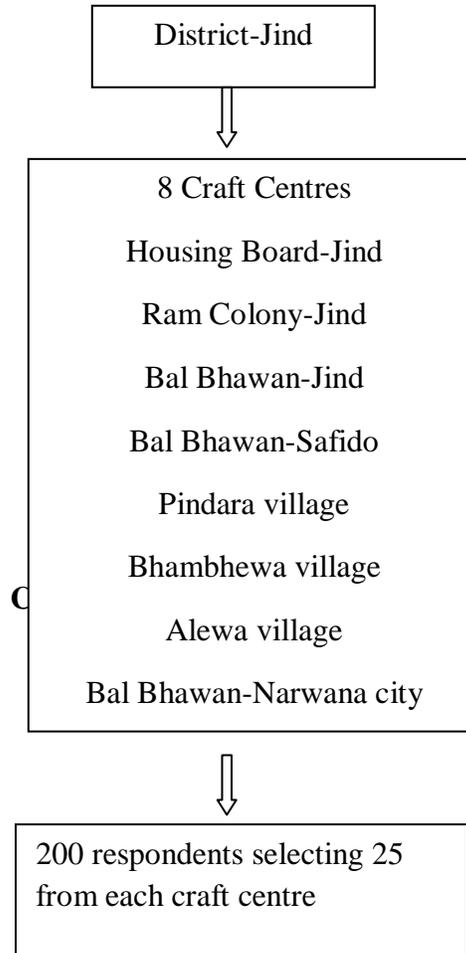
**Flow Chart-3.1**

**Profile of Sample Villages for STEP**



### Flow Chart-3.2

#### Profile of Craft Centres for WTPCSS



#### Profile of Rohtak District

“The district lies between 28<sup>0</sup> 40’ 30” to 29<sup>0</sup> 05’ 35” north latitude and 76<sup>0</sup> 13’ 22” to 76<sup>0</sup> 58’ 20” east latitude. The district derives its name from its headquarter’s town Rohtak which is said to be a correction of Rohtashgarh, a name still applied to the ruined site (also called Khokrakhot) of two older sites, one lying immediately north of the present town and other about 5 Km towards the east. The present district was formed in 1997 after bifurcating Rohtak district into Rohtak and Jhajjar. District Rohtak lies in the South East of Haryana state. It is bounded by Jind and Sonipat on the East and Hisar and Bhiwani districts on the West side” (Statistical Department of Government of Haryana). The

economy of the district is primarily agrarian. About 52 per cent of the population is engaged in the agriculture and allied activities.

**Table-3.1**

**Profile of Rohtak District**

<b>Area</b>	<b>1745 Sq. Km</b>
<b>Population</b>	<b>1061204</b>
<b>Population Density (Per Sq. Km)</b>	<b>608</b>
<b>Tehsils</b>	<b>4 (Rohtak, Meham, Sampla and Kalanaur)</b>
<b>Blocks</b>	<b>5 ( Rohtak, Lakhan Majra, Meham, Sampla and Kalanaur)</b>
<b>Villages</b>	<b>143 (136 inhabited and 7 uninhabited)</b>
<b>Rural Population</b>	<b>57.96 per cent</b>
<b>Urban Population</b>	<b>42.04 per cent</b>
<b>Literacy Rate</b>	<b>80.22 per cent</b>
<b>Sex Ratio</b>	<b>867</b>

*Source: Statistical Abstract of Haryana (2014-15)*



## Profile of Meham Block

Meham is situated about 32 km in the north-west of the district on Rohtak-Hisar road. The total area of this block is 414.97 km<sup>2</sup> consisting of 25 inhabited villages. The total population of the block is 134102 consisting of 73063 males and 61039 females. The literacy rate in the block is 66.45 per cent. Agriculture is the main occupation of this block.

Table-3.2

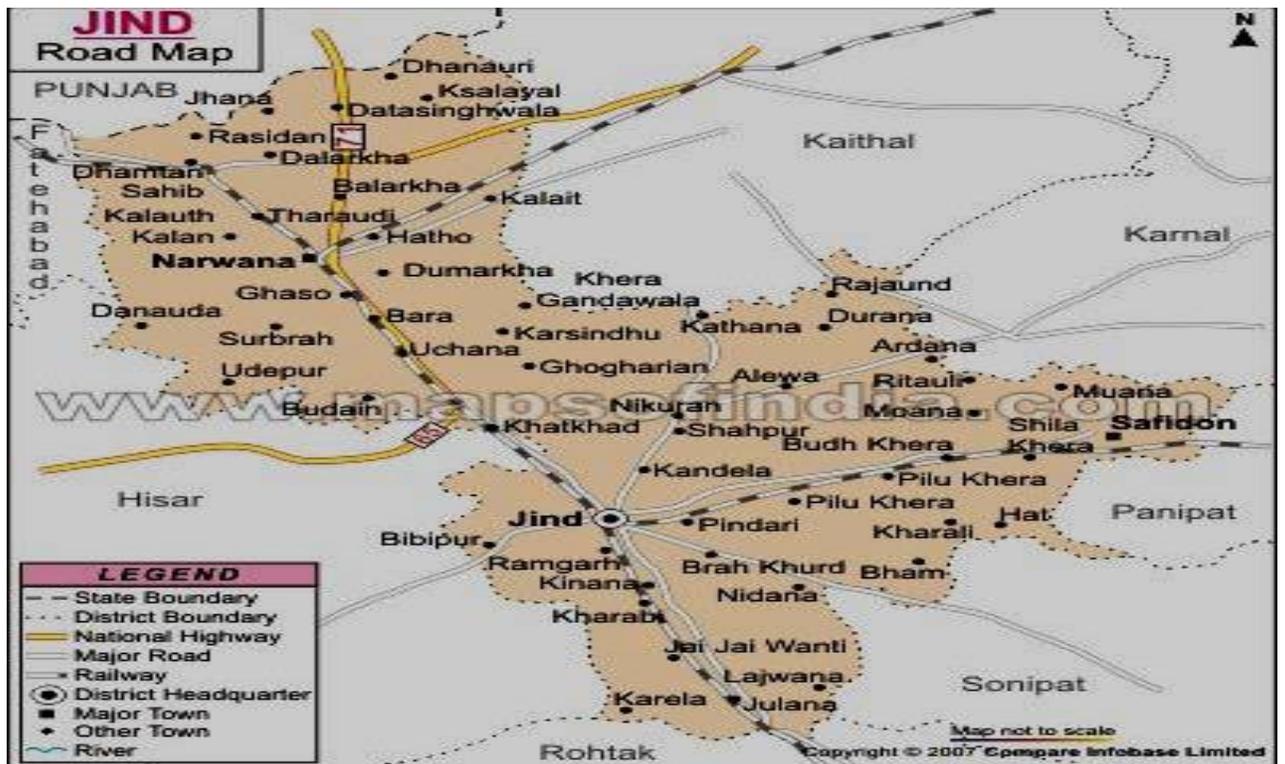
## Profile of Sample Villages in Meham Block

Village Name	Area in Hectares	No. of Households	Total Population			Literacy Rate in Percentage
			Persons	Males	Females	
<b>Farmana Khas</b>	2522	1845	9707	5232	4475	64.71
<b>Farmana Badshahpur</b>	796	2373	12760	7016	5744	60.15
<b>Mokhra Kheri</b>	1269	890	5018	2765	2253	64.62
<b>Mokhra Chhajjan</b>	1287	320	1742	938	804	66.93
<b>Mokhra Khass</b>	1780	2044	10780	5916	4864	67.47
<b>Nindana Khas</b>						
<b>Nindana Mohamudpur (107)</b>	3534	2373	12760	7016	5744	64.33
<b>Nindana Tigri (98)</b>	959	707	3556	1903	1653	65.77

*Source: District Census Handbook Rohtak, 2011*

## Profile of Jind District

“The district lies in the North of Haryana between  $29.03^{\circ}$  and  $29.51^{\circ}$  north latitude and  $75.53^{\circ}$  and  $76.47^{\circ}$  east longitude. On its East and North-East lie the districts of Panipat, Karnal and Kaithal respectively. Its boundary line on the North forms the inter-state Haryana-Punjab border with Patiala and Sangrur districts of Punjab. In the West and South-West, it has a common boundary with district Hisar and Fatehabad and in its South and South-East lies the district of Rohtak and Sonipat respectively. The district derives its name from its headquarters town Jind that is said to be derived from *Jaintapuri*. Jind town is the administrative headquarters of the district. The economy of the district is primarily agrarian. About 54 per cent of the population are engaged in the agriculture and allied activities” (Statistical Department of Government of Haryana).



**Table-3.3****Profile of Jind District**

<b>Area</b>	<b>2702 Sq. Km</b>
<b>Population</b>	<b>1334152</b>
<b>Population Density (Per Sq. Km)</b>	<b>494</b>
<b>Tehsils</b>	<b>4 (Jind, Julana, Narwana, Safido)</b>
<b>Blocks</b>	<b>7 (Jind, Julana, Alewa, Narwana, Uchana, Safidon and Pillukhera)</b>
<b>Villages</b>	<b>306 (302 inhabited and 4 uninhabited)</b>
<b>Rural Population</b>	<b>77.10 per cent</b>
<b>Urban Population</b>	<b>22.90 per cent</b>
<b>Literacy Rate</b>	<b>71.4 per cent</b>
<b>Sex Ratio</b>	<b>871</b>

*Source: District Statistical Abstract, Jind (2012-13).*

**Table-3.4**

**Profile of Sample Craft Centres in Jind District**

Craft Centre Name	Area in Hectares	No. of Households	Total Population			Literacy Rate in Percentage
			Persons	Males	Females	
<b>Bal Bhawan, Jind Ram Colony, Jind Husing Board, Jind</b>	461.86	603	176373	95534	80839	62.8
<b>Pindara (Jind Block)</b>	471	493	2555	1356	1199	68.10
<b>Bal Bhawan Safidon</b>	308.09	434	203948	63498	53908	64.48
<b>Bal Bhawan, Narwana City</b>	644.40	748	203948	1091100	94848	63.36
<b>Alewa (Alewa Block)</b>	3158	2536	14004	7531	6473	59.52
<b>Bham Bhewa (Pillukhera Block)</b>	1389	824	4393	2364	2029	60.43

*Source: District Statistical Abstract, Jind (2012-13).*

## **SECTION-II**

### **DATA COLLECTION**

The present study is based on primary as well as secondary data. In order to achieve the objectives of the study, the primary data was collected from 400 women beneficiaries. For this purpose a set of two schedule was used, Annexure-I for STEP beneficiaries and Annexure-II for WTPCSS beneficiaries. The researcher visited the entire sample districts and villages for the purpose of data collection. A list of STEP beneficiaries was obtained from Haryana Nav Yuvak Kala Sangam, Rohtak (Implementing Agency) and a list of WTPCSS was obtained from Bal Bhawan, Jind and women beneficiaries were selected on the basis of purposive sampling.

In the present study, the researcher used schedule-cum-questionnaire as the data collection instrument to collect responses and information of the targeted respondents to achieve the objectives of the study. The researcher constructed two schedules/questionnaire with the help of research supervisor. In the first schedule, which was related to STEP, thirty one questions were framed which covered the socio-economic profile, different aspect of training, raw material, credit facility, impact of STEP on women beneficiaries, the satisfaction of the beneficiaries, problems faced by beneficiaries etc. Whereas in the second schedule, twenty seven questions were framed which also covered the socio-economic profile of WTPCSS beneficiaries, impact of WTPCSS on beneficiaries etc.

#### **Sources of Secondary Data**

The secondary data was gathered from various sources like

- Census of India
- National Family Health Survey, Various Issues
- Sample Registration System Bulletin, Various Issues
- National Sample Survey Organization Report on Employment and Unemployment Situation in India, Various Issues

- Haryana Statistical Abstract, Various Issues
- Economic Survey of Haryana, Various Issues
- Annual Reports of Ministry of Women and Child Development, Various Issues
- Expenditure Budget, Volume 1 (Statement 20), Various Issues
- Various Issues of Draft Annual Plan, Planning Department, Haryana
- District Census Handbook Rohtak, 2011
- District Statistical Abstract, Jind (2012-13).

### **SECTION-III**

#### **DATA PROCESSING AND STATISTICAL TECHNIQUES**

After collecting raw data, the data was arranged according to the particular indicators categorized in the study. The editing was done carefully to arrange and calculate the data in systematic order. For grouping the data frequency tabulation was used. The tabulation work was done to consider the all relevant questions of all the two schedules.

To achieve the objectives of the study, raw data was treated with different kinds of analysis especially percentage, compound annual growth rate, simple linear regression model and paired sample t-test were applied. Pie diagram and bar diagram had also been used.

#### **Compound Annual Growth Rate**

The compound annual growth rate for different variables was computed by fitting the power function to gender budgeting statement during 2005-06 to 2016-17 and to women component plan during 2007-08 to 2015-16. The ordinary least square method was used to fit the power function of the following form

$$Y=AB^t$$

A= Intercept

T= Time variable

B= regression coefficient/constant

Where, Y is a dependent variable. It was converted in log-linear function by the help of logarithmic trends as under:

$$\text{Log } Y = \text{Log } A + t \text{ Log } B$$

T= Time variable

Taking g= Growth rate

$$\text{Log } A = a$$

$$\text{Log } B = b$$

$$\text{Log } Y = y$$

Compound Annual Growth Rate (CAGR) were calculated by using the formula

$$\text{Compound Annual Growth Rate (r)} = (\text{antilog } b - 1) \times 100$$

### Paired Sample 't' Test

Paired sample 't' test was used to test the significant differences between the 'means' of the quantitative variables like annual/monthly income, expenditure, and saving before and after joining of the STEP and WTPCSS beneficiaries. The paired sample 't' test based on paired observations has been defined by the formula:

$$t = \frac{\bar{d}\sqrt{n}}{S}$$

where,

$\bar{d}$  = The 'mean' of the differences

S = The standard deviation of the differences

n = The number of sample women beneficiaries

The value of S is calculated as follows:

$$S = \sqrt{\frac{\sum d^2 - n(\bar{d})^2}{n - 1}}$$

Degrees of freedom = n - 1

## **Simple Linear Regression Model**

To see the impact of expenditure on department of school education and literacy on gender parity index in school education and the impact of expenditure on department of higher education on gender parity index in higher education, simple linear regression model of the following form has been used:

$$Y_i = \alpha + \beta X_i + U_i$$

Where  $Y_i$  stands for gender parity index in school education/higher education

$\alpha$  is constant

$\beta$  is slope coefficient

$X_i$  expenditure on department of school education and literacy/ expenditure on department of higher education

$U_i$  is the random disturbance term.