CHAPTER - III

DESIGN OF THE STUDY
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Design of the Study

Significance of the study:-

With the adoption of the democratic form of the Government by free India, education became an important responsibility of the central and state governments in the country. Today it is universally recognised that education is not merely a service activity but an investment in the development of human resources. Education develops human capital, the pool of knowledge and skills required for the development of the standard of living of the people.

It is now being increasingly recognised that the general quality and productivity of a nation depends upon the quality of its citizens and the quality of the citizens depends largely upon the quality of education that is imparted to the individuals in the schools and colleges. This is why in its report, the Kothari Commission (1964-66) has said that "The destiny of the nation is being shaped in its class rooms".

As education is considered as a catalyst for economic and social development, it cannot and should not remain as a privilege of a few classes, but it must reach all the sections of the society. Keeping this in view the Government has taken several steps to universalise elementary education and to provide safeguards to the educational interests of the minorities and the weaker sections of the society. The government has also taken steps to equalise the opportunity at all levels and in all sectors.
Inspite of several steps taken by the central and state governments and the growing realisation of the need and importance of education, unfortunately in the post independence period the Muslim education has not advanced to the extent it should have. The muslim community has remained educationally and economically more backward than the scheduled castes and tribes. This fact has been brought out by several studies undertaken by eminent persons in different parts of the country, some of these studies have already been referred to in the second chapter.

India which is one of the developing countries of the world connot afford to ignore the backwardness of the education of muslims who constitute as much as 12% of the Indian population. Indifference or deliberate neglect on the part of the government or on the part of the Indian people in general and that by elite Muslims in particular, will be detrimental not only to the Muslim community but also to the nation as a whole.Adequately educated muslim community minority like anyother group can participate in national affairs , secure its own development and can contribute to the development of the nation.

The education of the Muslims, both formal and informal, by educational institutions as well as by other agencies is important not only for economic reasons, but also for other reasons like communal harmony, peaceful, co-existance, co-operation and the general welfare of the country as a whole. Education should contribute towards removing the sense of insecurity from the common Muslim mind, enabling him to join the main stream and to remove the lethargy and apathy among the Muslims with regard to education.
From the above discussion it is clear that the problem of Muslim education is a national problem of great importance. Therefore, the investigator decided to select, for her research work, a problem connected with Muslim education in the Gulbarga city and District.

As mentioned earlier in the second chapter the Gulbarga city and district has a large percentage of Muslims in the total population, ranging from 36% to 40%. In the city there are a few private Muslim managements which run Urdu Medium/high schools and other institutions in the city and also at the taluka places. The Urdu Medium is limited only up to the secondary level and usually only Muslim schools have classes from the standard I to the standard X and some from standard VIII to standard X. Hence, any investigation into the problems of Urdu Medium institutions in this region will have to be to the urdu Medium high schools and primary schools.

Secondary education is a very important stage for many reasons. It is the stage which prepares students for higher education. In a country where more than fifty percent of the people are illiterate and where more than 50% of the students drop out of the schools, the secondary stage happens to be the terminus of education for many children.

This stage which prepares students for the matriculation examination supplies candidates to be recruited as clerks, primary teachers and other workers in the government and private services. The Indian Education Commission (1964-66) regarded the high school education as the minimum of education for the citizens of this democratic country. The curriculum stage is expected to impart the minimum knowledge and skills necessary to be an average citizen. Only a few Muslim students like the students of other
communities go beyond this stage of education. Considering the importance of the secondary level of education, the present investigator decided to take up a critical study of the Urdu Medium High Schools in the city and District of Gulbarga.

Statement of the Problem:-
"A Critical Study of the Urdu Medium Secondary Schools in Gulbarga District".

Operational Definition:-

The term "Critical" is used in the sense of evaluational. The investigator intends to take both quantitative and qualitative study of the above mentioned problems.

The "Secondary Schools" means and includes secondary schools recognised by the state government and having classes either from lst to VII (or Xth or class from VIIIth to Xth). The term also includes Urdu Medium Classes from VIIIth to Xth in the multi-media high schools. It also includes the Urdu Medium classes from VIIIth to Xth running in composite pre-university colleges.

The term 'Gulbarga' means the city as well as the District of Gulbarga in the northern part of the Karnataka State.

Characteristics and Suitability of the Survey Method:-

Survey method is the method for collecting and analysing data, obtained from large number of respondents representing a specific population, collected through highly structured and detailed questionnaire, or interviews. The researcher is usually interested in describing the population she is studying. The survey approach to educational problem is one of the most
commonly used approach. It is followed in studying local, as well as state, national and international aspects of education. It goes beyond mere gathering and tabulation of data. It involves interpretation, comparison, measurement, classification, evaluation and generalisation are directed towards a proper understanding and solution of significant educational problems. Survey Studies collect three types of information.

1) Of what exists by studying and analysing important aspects of present situation.

2) Of what we want by classifying goals and objectives possibly through a study of the conditions existing elsewhere or what aspects are considered to be desirable, and

3) Of how to get there through discovering the possible means of achieving the goals on the basis of the experiences of others or the opinions of experts.

Some important characteristics of the normative/descriptive survey method are as follows:

1) It gathers data from a relatively large number of cases.

2) It is essentially cross sectional, mostly of the what exists type.

3) It is concerned not with individuals but with generalised statistics of the whole population or a sample there of. It is an important type of research method involving clearly defined problems and definite objectives.

4) It does not aspire to develop an organised body of laws, but provides information to the solution of local problems.

5) Surveys may be qualitative or quantitative.

6) Descriptions may be verbal or in mathematical symbols.
7) The educational surveys may pertain to:
   a) Physical conditions related to learning (building, furniture, libraries etc)
   b) Behavioural conditions related to learning (behaviour of pupils and teachers parents etc).
   c) The results of learning or the pupils ability to learn (achievements of basic skills, information or attitudes).

Significance of the Method :-

The type of information gathered by this method renders important services because it determines the present trends and helps to solve current problems. It suggests the course for future developments by focusing attention on the needs by providing relevant data to persons engaged in planning for the future. It also provides penetrating insight into the nature of what one is dealing with. In this way the survey method is of great significance.

Thus a school survey may commonly be conducted in order to determine the services that the school can render to a community and also to compare these services with those provided by other schools. The ultimate aim of all school survey is educational progress which they achieve by focussing attention on unfulfilled needs or unrecognised evils of a school system.

Method of Research :-

The investigator has decided to adopt the survey method for her research work. This method has been extensively used in educational research for surveying the existing conditions of an object or system. Many studies have undertaken to observe, record and describe one or more aspects of school education. The method has been used both for quantitative and
qualitative studies. In view of the effective and fruitful adoption of the survey method in various types of educational surveys, the investigator decided to adopt this method for her study.

Objectives of the Study:

The investigator kept before herself the following objectives for her study.

1. To collect evidence about the school plant i.e. building, playground accommodation for the laboratory, library, staff-room, class rooms etc. In respect of the selected Urdu Medium schools in the city and district of Gulbarga.

2. To gather information about the physical facilities like a) Laboratory equipment, b) Library books and c) Teaching aids.

3. To collect data about the staff, its adequacy in number and qualification and the mode of recruitment.

4. To collect evidence about the role of the management and its relationship with the staff, officers of the Z.P. and the Department of public instruction.

5. To collect evidence about the nature of administration of the headmaster and his/her relations with the staff.

6. To gather information about the performance of the students in the matriculation examination during the last three years.

7. To collect evidence about the financial condition of the selected schools and the aid received by them from the government.

8. To collect information about what the teachers, parents and local leaders think about the objectives of Urdu Medium Schools. And their opinions regarding the attainment of these objectives.
9. To get information on the opinions:-
   a) Of teachers about the motivation and performance of the students.
   b) Of parents and local leaders about the performance of teachers.
   c) Of teachers about the management.
   d) Of the management about the attitude and role of the Z.P./Dept. of public instruction.

10. To collect suggestion from different categories of respondents for improving the working of Urdu Medium high schools.

Hypothesis:-

The investigator framed the following hypothesis for testing through the collection of relevant data and the interpretation there of:-

1. Hypothesis of Physical inputs:-
   a. Not all managements of Urdu Medium high schools in the city and district of Gulbarga have their own buildings for their schools.
   b. Some Urdu Medium schools are not able to provide good library facilities to their students.
   c. Not all Urdu Medium schools have adequate teaching aids they do not make an effective use of them.
   d. Some Urdu Medium schools do not have well equipped laboratories.
   e. As the preparation and production of school text books has been taken over by the government, books of good quality are made available in time to the students and teachers.
f. Many of the Urdu Medium schools do not have a play ground for major games.

2. Hypothesis of Heads of the institutions:-
   
a. The Headmasters are well qualified and experienced headmaster.
   b. Who maintain good relationship with teachers, management, parents and others;
   c. Who face no problems while dealing Z.P/Education department officers;
   d. Who are working efficiently and their students are producing commendable results in the public examinations.

3. Hypothesis about teachers:-
   The condition of Urdu Medium schools is not satisfactory in respect of:-
   
a) Teachers training qualification and professional growth.
   b) Adequacy of number.

4. Hypothesis about Management:-
   The private managements of Urdu Medium school are.
   a) Conscious of the objectives of running Urdu Medium schools.
   b) Regard Urdu Medium schools as comparable to other schools.
   c) Are satisfied with the government grant and the attitude of the Z.P/education dept.
   d) Are satisfied with the academic standard of Urdu Medium school.

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5. **Hypothesis about the social political leaders and educated people:**

a) Are conscious of the objectives of running urdu medium schools.

b) Regards urdu medium schools as comparable to others schools.

c) Are satisfied with the governments grant and the attitude of Z.P/I Educations departmen.

d) Are satisfied with the academic standard of urdu medium schools and.

e) Prefer urdu medium to any other language as the medium of institution.

6. **Hypothesis about parents:**

The parents of the children of Urdu Medium schools:

a) Take timely care about the health and general behaviour, of their children.

b) Show readiness to bear the financial burden for education of children.

c) Render personal help and guidance for children's education.

d) Give encouragement to them in study and other activities.

e) Show interest in the school functions and other matters.

**Selection of Population and sample:-**

As the number of Urdu Medium school in the selected area Viz; the city and District of Gulbarga is quite limited, the investiator decided to select for her study all the 26 (twenty six) urdu medium high schools in the city and Districts of Gulbarga.
In the matter of selecting the teachers from whom information was to be gathered, the investigator decided to contact and serve the relevant questionnaire to all the teachers working in these 26 (twenty six) urdu medium high schools. In the case of the selection of parents for administration of questionnaire she randomly selected five to ten students from each class for their parents. The investigator found that some of these parents were highly educated and some were social and political leaders. The investigator listed these highly educated persons and community leaders for the purpose of serving the questionnaire ment for them. In the case of the selection of the heads of Urdu Medium schools, the investigator did not face any problem, because she selected for study all the 26 Urdu Medium high schools in the city and District of Gulbarga, and accordingly the heads of all these schools formed the sample of the heads of schools.

The following table shows the number of respondents from each category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of schools in Gulbarga city</th>
<th>Number of schools in Talukas</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Urdu Medium High schools</td>
<td>15</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>2. Parents</td>
<td>200</td>
<td>100</td>
<td>300</td>
</tr>
<tr>
<td>3. Teachers</td>
<td>106</td>
<td>35</td>
<td>141</td>
</tr>
<tr>
<td>4. Leaders and educated people</td>
<td>50</td>
<td>15</td>
<td>65</td>
</tr>
<tr>
<td>5. Members of private managements</td>
<td>10</td>
<td>05</td>
<td>15</td>
</tr>
</tbody>
</table>
Tools for Data collection:-

The investigator who has adopted the normative/descriptive survey method for her research work decided to use the questionnaire with both open and closed items, and the interviews schedule as the tools for data collection.

Preparation of Questionnaires:-

The investigator decided to prepare four different questionnaires to be administered to the following categories of respondents.

1. The heads of urdu medium schools. All the 26 head of schools responded.
2. The teachers working in these 26 urdu medium schools, 141 teachers responded to the questionnaires.
3. The parents of students of these 26 schools residing in the city and in the taluka places. Three hundred parents responded to the questionnaire.
4. The leaders and educated people both from the city and outside 65 persons responded.
5. The members of private managements of both aided and unaided Urdu Medium schools in the city and the district, 15 responded to the questionnaire.

The investigator consulted her experienced colleagues in the college where she is working and about a dozen experienced high school teachers in the matter of preparing the above four questionnaires. She then administered the questionnaires to a small group of ten to fifteen respondents of the relevant categories in order to test whether the questions in the questionnaires were understandable. After feed back wherever necessary the investigator modified the wording of the questions, so as to make them clear and direct.
She ascertained that the Questions Cover all the important aspects of the are covered regarding Urdu Medium schools. In this way she prepared and finalised the questionnaires. She further decided to use the questions from these questionnaires for interviewing a few teachers parents, leaders and members of private managements.

**Procedure of Administration of the Questionnaires:**

The investigator personally served the questionnaires to the different categories of respondents as far as possible, and requested them to record their responses carefully to each of the item in the questionnaire. The following are the categories of respondents on whom the questionnaires were served.

1. The heads of Urdu Medium schools.
2. The teachers working in these schools.
3. The randomly selected parents of the students studying in these schools.
4. Randomly selected leaders and educated persons residing in the localities in which these schools are situated, both in the city and at the taluka place.
5. The members of private managements which are running the Urdu Medium high schools and other institutions in the city and in the taluka places. In case of non-English knowing parents the investigator served the Urdu translation of the questionnaire prepared in English. There were about 110 such parents who were given Urdu version of the questionnaire.

Even though the investigator tried to contact the respondents personally and serve the questionnaires to the majority of the respondents belonging to
the above categories, it was not possible for her to contact some of the respondents in the remote taluka places. She therefore mailed the questionnaires to them along with a stamped and self addressed envelop for returning the completed response sheets. She mailed the questionnaires to the respondents of the following taluka places.

1. Chincholi
2. Gurmitkal
3. Sedam
4. Wadi
5. Yadgir

Interviews with Parents, Local leaders and Members of Private Mangement:-

The investigator decided to conduct short and informal interviews with small groups of respondents belonging to the following categories.

1. The parents:- The investigator contacted twenty (20) parents and used the questionnaire to get a more frank and detailed response to some of the important questions.

2. The local leaders:- The investigator was able to contact ten (10) local leaders and educated people and discussed different aspects and problems of the Urdu Medium schools with a view to obtain their opinions on the present condition of the schools and their suggestions for improvement.

3. Members of the management:- The investigator contacted a meeting of ten (10) members of private management of Urdu Medium schools to obtain their opinion on the existing condition of their schools with respect to staff,
physical facilities, motivation and performance of Urdu Medium students as compared to other media schools.

Analysis and interpretation of the collected data:

Though the investigator served the questionnaires to a sufficiently large number of respondents in each category, she could not get fully completed response sheets from some of them while some of the respondents did not return the response sheets at all. The following table shows the number of respondents on whom the questionnaires were served and the number of respondents who actually returned the response sheets either fully or partially completed.

<table>
<thead>
<tr>
<th>Category</th>
<th>No of respondents to whom the questionnaires were given</th>
<th>No of respondents who returned the completed/partially completed questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Heads of high schools</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>2. Teachers in the 26 schools</td>
<td>141</td>
<td>120</td>
</tr>
<tr>
<td>3. Selected parents</td>
<td>300</td>
<td>250</td>
</tr>
<tr>
<td>4. Leaders and educated people</td>
<td>65</td>
<td>50</td>
</tr>
<tr>
<td>5. Private Managements</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>

(96)
The investigator analysed the response received from the above categories of respondents. While doing analysis of the responses to different queries pertaining to any particular aspect, questions related to this particular aspect were all put together under a caption indicating the particular aspect or problem. It is, therefore, one may find that in many cases the responses to questions that stand at serial numbers far apart from one another been recorded in one single table under a common caption. This kind of clubbing together of the response to different questions has helped the investigator to make her interpretations about a particular aspect or problem properly to reach at important findings about the concerned aspect or problem. The analysis and interpretation of the data pertain in each case to the number of responses actually received from each category of respondents. The analysed data and interpretations are presented in the following chapters.

Limitations:

1. Though the investigator had administered the questionnaire to the heads of all the 26 Urdu Medium high schools in the city and district of Gulbarga, six headmasters did not co-operate whole heartedly. Some of them did not send their response sheets and the others did not record their responses fully and satisfactorily hence the investigator had to ignore these six schools and consider the data received from the heads of 20 Urdu Medium high schools.

2. According to the direction of the union government, the census department does not publish the community wise break up of the statistic collected every ten years. Hence it became very difficult for the investigator to draw
conclusions about the adequacy of the number of Urdu Medium schools in relation to muslim population. This difficulty is often faced by research scholars studying problems pertaining to the muslims community. In the words of Iqbal A. Ansari, "The dry bones of data, though not enough to provide insight into problems, do constitute the necessary pre-requisite. It is the lack of this that scholars and writers on muslim problems always be moan".²

3. Many of the headmasters of Urdu Medium high schools did not provide the information on the extent of grant received from the government and the expenditure incurred on items like science equipments, teaching aids, books, etc. during the last three years.
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   Ltd; New Delhi; P_2
3. John W. Best; James V. Khan; Research in Education, Prentice Hall of
   India, Private Ltd; New Delhi, 1989.