Chapter No. 3

Research Design
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RESEARCH DESIGN

3.1 Introduction

In this chapter the researcher is going to deal with the procedure and method of research work.

The research Started with both Theorical and Practical concerns and certain questions, these questions determined the direction and design of the research, which was placed with in framework of background data supplied by information obtained through a postal questionnaire distributed to. Muslim minority Educational Institutions in the Maharashtra state. Within the research design there were four phases.

First phase: - to gather any documentary evidence such as minority Commissions report, literatures, Research theses, Research Projects, Books, Articles from magazine, School / College Magazines. New papers etc. as well as conduct a postal questionnaires of management HM/Principle and Teacher in the selected Muslim minority educational institutions in the Maharashtra State.

Second phase: - was to interview the management, the head master / Principal and teachers a representative sample. The interview with the management and head master /principal were aimed at obtaining in–depth information about the approaches of each education to policy and practice in the educational provision for growth and development of Muslim students both academically and socially.

The interview with teachers was concerned with their teaching experience and educational background, their view on their present educational institution, the need of their Muslim students, and issues of equal opportunities. This interview aimed to obtaining different level of information in terms of attitudes, awareness, acceptance and working definitions of opportunities regarding Muslim minority educational Institution.

The Third phase: - was to visit selected Muslim minority educational institution for observation to know the real and true situation of Muslim minority educational institution in the Maharashtra state.

The fourth phase: - was to meet informally as well as to conduct interviews of some personality from Muslim community to know their
views regarding Muslim minority educational institutions in the Maharashtra state

The fifth phase: - Finding the impact of the Maharashtra state with respect to different aspect.

The main stages of this research work are:

a) Construction of the questionnaire and planning the questions of the interview.
b) Administration of the questionnaire to Teacher, Head Master / Principal and Chairman of the Muslim minority educational institutions and conducting the interview of Teachers, Head Masters / Principals and Chairmen of Muslim minority educational institutions of Maharashtra state.
c) A Visit to different Muslim minority educational institutions in the Maharashtra state to understand the real situation of these institutions of well as to know real performance of Teachers, Head Master / Principal and the managements.
d) A visit to minority Commission office to conduct the interview with members of Commission to know the growth and development of minority institutions in the Maharashtra State.
e) A visit of some personality from Muslim community to know their view regarding Muslim Minority education institutions.
f) Finding the impact of Muslim Minority educational institutions of Maharashtra State with respect to different aspects.

3.1.1 Method of Research

"A critical study of growth and development of Muslim minority education institutions in the Maharashtra state during the post independence period"

This study demands to gather detailed information regarding the Muslim minority educational institutions in the Maharashtra state so the researcher employed the descriptive survey method because descriptive survey method describes, ‘what is’, describing recording, analyzing and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables.¹

Besides the researcher also used historical method to some extent to gather detailed information regarding the past of the Muslim minority educational institutions during the post independence period from the articles, magazines, reports research theses, research projects etc, because " Historical method, describes ‘what was,’ The process involves
investigating, recording, analyzing and interpreting the events of the past for the purpose of discovering generalizations that are helpful in understanding the past and the present and to a limited extent, in anticipating future."

This research study is concerned with the growth and development of Muslim minority educational institution. Growth of educational institutions deals with quantitative descriptions, i.e. in terms of numbers and development of the educational institutions deals with qualitative descriptions of infrastructure, teachers, Head Master and Management and all facilities. " Descriptive research was divided into two broad categories one as quantitative research and another as qualitative research. The quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers and qualitative research describes events, persons, and forth scientifically without the use of numerical data. A Study consisting of interviews,"

3.1.2 Selection of Sample

The purpose of this study is to discover whether there is growth and development of Muslim minority educational institutions in the Maharashtra State. Geographically Maharashtra is a big state. The population of Maharashtra is 7,89,37,187 (as per the 1991 census). The researcher think that the study the growth and development of Muslim minority educational institutions in the Maharashtra state required long span of time and which is also impracticable because if some one starts to study the characteristic of each and every educational institution in Maharashtra state which required long span of time before arriving to generalization the characteristic would have changed. Therefore the researcher used a sample for this study.

The Maharashtra State is divided into six administrative divisions for the convenience of state administration. These six divisions are I) Konkan division, ii) Pune division, iii) Aurangabad division, iv) Nagpur division, v) Nashik division, vi) Amravati division.

Random Sampling method: In this study population was the group of Muslim minority educational institutions and " Sample is a Small proportion a population selected for observation, the researcher used vandon sampling as well as stratified sapling method for observation and analysis for " Random Sampling method all the units are given equal importance. Every unit has the possibility of being included in the sampling. It is also Known as Proportionate sampling, because in it each class of items is in the same proportion as the universe of entire population"
The Researcher used lottery method for selection of the sample randomly. In Lottery method, a lottery is drawn by writing the number of the names of various units and putting them in a container. They are thoroughly mixed and the certain numbers are picked up from the container and these, which are picked-up, are taken up for sampling.5

The Maharashtra State is divided into six administrative divisions for the convenience of state administration. The researcher has also divided the all-Muslim minority educational institutions into six divisions similar to Maharashtra state’s administrative Division for the convenience of the research study the six divisions are as follows:

The six divisions are:

Konkan division: Mumbai, Mumbai urban, Thane, Raigarh, Ratnagiri, Sindhudurg.
Pune Division: Pune, Satara, Sangli, Kolhapur, Solapur.
Amravati Division: Amravati, Budana, Akola, Wasim, Yavatmal
Aurangabad division: Aurangabad, Jalna, Beed, Osmanabad, Latur, Nanded, Parbhani, Hingole.
Nashik division: Nashik, Ahmednagar, Nandurbar, Jalgaon, Dhule
Nagpur division: Nagpur, Wardha Bhandara, Gondia, Chandrapur, Gadchiroli.

The Researcher selected one district from each administrative division of Maharashtra State by lottery method. The six randomly selected Districts are as follows:

1) Thane district, 2) Sangli district, 3) Akola district, 4) Nagpur district, 5) Osmanabad district, 6) Jalgaon district

After selection of six districts, the Researcher selected 10% of the minority educational institutions randomly from each district. There after questionnaires were distributed among the teachers Head Masters/ Principals and Managements of Randomly selected minority educational institutions.
3.2 Tools and data collection

The researcher used various tools and methods to collect the adequate data in order to avoid the counter act bias.

These tools are questionnaires, interview and observations of the institutions in real situation.

3.2.1 Interviews of Teachers, HM / Principals and Management of Muslim Minority Educational institutions

The researcher used Interview method because this is popular method of coming in contact with people. As the researcher came to contact with Teachers, Head masters and Management of Muslim minority educational institutions to know their views and ideas. So rightly defined by Young that “the interview is a technique of field work which is used to watch the behaviour of an individual or individuals to record statements, to observe the concrete results of social or group interaction. It is therefore, a social process which usually involves interaction between two persons.”

In order to achieve the afore-mentioned objectives of the research, the researcher used the interview method for necessary data collection from Muslim minority institutions of Maharashtra State. The researcher took the interviews of Managements members, principals or Head masters, teachers. The researcher also conducted the interview of President of minority federation and also educational officer.

3.2.2 Questionnaires for Teachers, HM / Principals, Management of Muslim Minority Educational Institutions

The researcher used questionnaire for collection of data. G.A. Lundberg said that “Fundamentally, the questionnaire is a set of stimuli to which literate people are exposed in order to observe their verbal behaviour under these stimuli.” even though the exchange of questions and answers by mail is the most economical of all other research method of data collection. (C.A. Moser observes. “ Without doubt the mailed questionnaire is generally quicker cheaper than other method”)

The Researcher sent questionnaires to randomly selected Muslim minority educational institutions by mail. But he received very limited response. Then he took the cooperation of his students as well as friends who resided in the respective area.
3.2.3 Preparation of Tools

Pilot study of questionnaires:

The researcher constructed questionnaires for managements, Head Masters or Principals and Teachers. These constructed questionnaires were sent to well known Personalities in the field of education. The researcher had received the corrected copies of questionnaires from well known personalities in the field of educational research. These corrected copies of questionnaires helped the researcher to construct new refined questionnaires. After construction of New refined questionnaires, he distributed to Teachers. Head masters/ Principals and Managements of selected Muslim minority educational institutions in the Maharashtra State.

3.2.4 Observation Technique

“Observation is fairly common term. But scientific observation means much more than a casual glance or true observation must systematic, discriminating and comprehensive and needless to say, it must be done honestly. One can think, “In questionnaire people may write what they think they do, but this is often different from what they actually do. Similarly in interview they may tell well what they think they do but that may also be different from their actual behaviour. The average person is not a very accurate observer of himself.” So the researcher used the scientific observation technique, which is a more natural way of gathering data. Data collected through observation may be often more real and true, therefore the researcher preferred the direct observation of Muslim selected Muslim minority educational institutions”

Mrs. P.V. Young said, “Observation is a systematic and deliberate study, through the eye or spontaneous occurrences at the time they occur. The purpose of observation is to perceive elements within complex social phenomena, cultural patterns or human conduct.”

For observation purpose the researcher visited selected Muslim minority educational institutions personally and observed the actual conditions of these institutions.
3.2.5 **Informations**

The Researcher collected the information regarding last fifty years of growth and development of Muslim minority educational institutions by visiting to Jaikar library of Pune University, Pune, Shivaji University library, Solapur, Social B.Ed. College Library, Kasturabai B.Ed. College Library, Dayanand B.Ed. College Library. And also various minority Commissions Report, literatures, research theses, Research projects, Books, articles from magazines and Newspapers etc.

3.3 **ADMINISTRATION OF THE QUESTIONNAIRE**

3.3.1 **Construction of Questionnaires:**

The Researcher framed the questionnaire while keeping the objectives of the Research study. While constructing the questionnaire the researcher kept all criteria of good questionnaire. The researcher used the language, the wordings of the questions suitable and stimulating to the respondents to gives replies. The questionnaire was framed keeping in view the factors that are likely to encourage the respondents to give correct answers. P.V. Young has said in the following lines “A Questionnaire is answered at a distance without assistance or supervision of a field worker. It is, the essential to keep constantly in mind the factors which are most likely to estimate an accurate reply.”\(^{11}\) Such constructed questionnaires were sent for pilot study. New refined questionnaires were constructed and printed. These printed questionnaires were distributed to various selected minority institutions.

The researcher selected one district form each administrative division of the Maharashtra State by lottery method. After selecting six districts randomly only 10% of the Muslim minority educational institutions were selected randomly from. Total number of Muslim minority educational institutions of that district. They are:
Table no. 3.1
Randomly selected Muslim minority educational institutions

<table>
<thead>
<tr>
<th>Name of District</th>
<th>No. of Muslims Institutions</th>
<th>Randomly Selected 10% Institution</th>
<th>Actual no. of positive respondents Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akola</td>
<td>27</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Jalgaon</td>
<td>55</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Nagpur</td>
<td>47</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Osmanabad</td>
<td>11</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Sangli</td>
<td>11</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Thane</td>
<td>52</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24</td>
<td>23</td>
</tr>
</tbody>
</table>

The Researcher concentrated his attention on randomly selected six districts and randomly selected Muslim educational institutions. He sent a questionnaire to every selected Institution with post stamps affixed to envelopes to send that questionnaire back. Then the response started slowly. The responses started on 4 Dec. 2001 and completed on 8 Aug 2002.

The Researcher prepared a plan to visit the selected district and selected institutions for interview purpose, and as well as to collect questionnaires. There were six stages of data collection by questionnaire, interview and observations.

a. In the First stage the researcher sent the questionnaires to randomly selected Muslim minority educational institutions and data were collected. In the stage the researcher visited Kalyan of Thane district where he was visited to Educational uplift society, Kalyan Dist. Thane, collected questionnaires from Chairman, Head masters and teachers of primary School, High schools and Jr. colleges and took interview of Chairman in informal situation, interview with principal/head Master, and teachers and observation of Educational Uplift society Kalyan was done and noted down.
b. In Second stage the researcher collected the questionnaires, conducted interviews and observations were done and noted. The researcher first visited to National Ahle-sunnat questionnaires from H.M. & teachers and conducted interviews with H.M. & teachers then he visited Urdu education society Bhusawal collected questionnaires H.M., Management and teachers as well as interviews were conducted and observations were noted. Then he visited to Bazme-e-Irtaka education society, Bhusawal, Collected the questionnaires and conducted the interviews and observation was done. Next day the researcher visited to Jalgaon Millat education society, Jalgaon, and observation was done. The researcher visited to Iqra education society Jalgaon, collected the questionnaires from the college, conducted interview with the principal, head Master and teachers of Iqra education society Jalgaon. Next the researcher visited to Akola K.M. Asgar Husain High School and Jr. College, Akola. The researcher conducted interview with B.Ed. College Principal and Head Master, some selected teachers and collected the questionnaires, and observation was done and noted.

c. In the Third stage the researcher visited to Osmanabad. He visited to Dr. Zakir Husain education society Murum, dist. Osmanabad, he took the interview of Chairman and Head Master and some selected teachers and collected questionnaires and observations was done and noted.

d. In the Fourth stage the researcher visited to Asta, he visited to Mohammdiya Anglo-Urdu High School Asta as well as Sangli, collected questionnaires and conducted interview of H.M.

e. In the Fifth stage there researcher visited to Nagpur division in end of April months when there was hot temperature. The researcher has experienced the highest temperature in his life. Due the temperature the all institutions, timing was change. The working hours were in morning up to 2 PM. First the Researcher visited the Anjuman-e-Hami Islam education trust which is the biggest in Nagpur Area. The researcher conducted the interview with the Secretary Ansari and Principal head Master and some teachers and then collected questionnaires from them and observation was done and noted.

Then the Researcher visited Madrasatul Muslemin educational society, Comptee, took interview with the Secretary and Principal, Head Master and teachers and collected questionnaires from all of them and observation was done and points were noted. Next he visited to Hajiyan Khadijaba Educational Charitable Trust Comptee, Nagpur where the researcher conducted interviews Head
Mistress, collected questionnaires from lady teachers, and observations were done. Next the researcher visited to Mujlish Madrasa Islamiya educational Society Mominpur Nagpur, conducted interview with the Head Master and teachers, observation was done and collected interviews with the Head Master and teachers, and observation was done and collected the questionnaires from them.

The next visit of the Researcher was to the Weaver Educational Society Nagpur. Here the researcher conducted interview with the Chairman and Head Mistress and lady teachers and collected the questionnaires and observation was done and noted.

f) The sixth stage, the researcher visited the Bhiwandi Dist. Thane. The researcher experienced highest rain in life as there was heavy rain in Bombay. All daily life was disturbed by heavy rain. In such situation the researcher visited Shad Adam Sheikh Educational Trust, Bhiwandi and conducted interview with the Principal and teachers of the institutions, collected the questionnaires from them, and observation was done. Next day the researcher visited Bhiwandi Weaver’s Education Society, Bhiwandi conducted the interview with Principal, and teachers and then the Chairman very shortly, collected the questionnaire from H M and teachers then researcher visited the next society i.e. People’s Welfare Associations Bhiwandi where he conducted interview with the Head Mistress and some teachers and collected questionnaires, and conducted interview with the Secretary and observation was done.

In this way the researcher personally visited maximum number of Muslim minority educational institutions to get more real and true information for data collection.

3.4 ANALYSIS AND INTERPRETATION OF DATA

After the collection of the data the researcher turns his attention to their analysis and interpretation. It is a process, which consists of closely related operations. These operations involve organization of the data so, that they may be helpful in calculating the correct results. This function of systematic analysis is to build an intellectual edifice in which facts and figures are placed in their consistent relationship.

John and Cook have rightly said, “Scientific interpretation seek for relationship between the data of a study and between the study findings and other scientific knowledge.”12
The data collected by researcher was adequate, valid and reliable. The researcher was aware of objectives of the research, and he carefully edited, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded in the next chapter.

3.5 IMPORTANT FINDINGS

After analysis and interpretation of collected data, the researcher found out some findings of the study, the conclusions the researcher has arrived at and the generalizations he has formulated. In stating the conclusions or findings, the researcher has been indicated what his contribution towards the field of study which was mentioned in the next chapter regarding growth and development of Muslim minority educational institutions.

The finding of research will be helpful to the following factors:

- This research will be helpful to understand the problems of functioning of Muslim minority educational institutions in the Maharashtra State. It will also be useful for further development of institutions.
- This research will be helpful to understand the problems of management of Muslim minority educational institutions in the Maharashtra State and also useful for further development.
- This research will be helpful to understand the problems of the Principals / Head of Muslim minority educational institutions in the Maharashtra State and also useful for further development.
- This research will be helpful to understand the problems of the Teachers of Muslim minority educational institutions in the Maharashtra State.
- This research will be helpful to understand the problems of the students of Muslim minority educational institutions in the Maharashtra State and also useful for further development.
- This research will be helpful to the Govt. of Maharashtra to understand the problems of Muslim minority educational institutions in the Maharashtra State and also useful for future educational planning and to bring minority population at par with the rest of the population for national development.
- This research will be helpful to educationist, social worker to understand the problems of Muslim minority educational institutions in the Maharashtra State and also useful for further study.
- This research will be helpful to minority commission to understand the problems of Muslim minority educational institutions in the Maharashtra State and also useful for further educational planning.
This research will be helpful to researcher, to follow up this research and for suggesting remedies for improvements in growth and developments of Muslim minority educational institutions in the Maharashtra State.

3.6 SUGGESTIONS FOR IMPROVEMENTS: -

In this chapter the researcher gave some suggestions for the growth and development of Muslim minority educational institutions in the Maharashtra state. These suggestions were given to teachers, principals / Head Masters and managements for the further improvement in the Muslim minority educational institutions in the Maharashtra state. These suggestions are helpful to minority Commissions and Govt. of Maharashtra for future educational planning and in policy making.

3.7 BIBLIOGRAPHY

The researcher has gone through various books, literatures, reports, and magazines etc. and arranged them in alphabetically in Bibliography.

3.8 CONCLUDING REMARK

The researcher gave some suggestions for further research.
References


