3.0 Introduction

The plan and procedure of a research is the design, structure and strategy of investigation conceived so as to obtain answers of research questions and to control variances (Kerlinger). The overall scheme of a research is known as a plan. It is a framework or plan for a study that guides the collection and analysis of the data. Research design can be thought of as the structure of research-it is the glue that holds all of the elements in a research all together. Investigators often describe a plan using a concise notation that enables them to summarize a complex design structure efficiently. A research is a specification of methods and procedure for acquiring the information. It is the overall operational pattern or framework of research that stipulates what information is to be collected from which sources by what procedures. (Green and Tull)

The decisions regarding what, where, when, how much, by what means concerning a research project constitute a research design. It is the arrangement of conditions for data collection and ultimately its analysis that aims to match relevance to the research purpose with economy in procedure. In fact, plan and procedure is the conceptual structure in which research is carried out. This chapter frames the blueprint for the collection, measurement and analysis of data.

In the light of discussion made above the research work in hand with the purpose of study of elementary education in
Haryana with special reference to Right to Free and Compulsory Education Act, 2009 was carried out. The first chapter defines the problem and concept. Second chapter deals with review of related literature. Third chapter i.e. plan and procedure deals with the method of study, the sample selected, tools used, procedure for data collection and statistical techniques applied to achieve the objectives of the study. The detail of plan and procedure adopted by investigator is as follow:

3.1 Research Method of the study  

3.2 Population and sample  

3.3 Tools used for collection of data  

3.4 Collection of data  

3.5 Statistical techniques used  

3.1 Research Method of the Study  

There are several methods to conduct a study in a precise manner. Nature of problem define under study determine the type of method to be adopted by investigator. For present study, the investigator decided to adopt descriptive survey method. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and whenever possible, to draw valid general conclusions from the facts found. It is most popular and widely used method to conduct a study. In this method various tools like questionnaire or interview schedule can be used easily to collect the data. A large sample of population can be covered using survey method to collect plenty of useful data. Thus for present study descriptive survey method was found to be most suitable.
3.2 Population and Sample

A group of individuals is known as population. Thus we can define a population as any entire collection of people, animals, plants or things on which researcher may collect the data. It is the entire group of interest, which researcher wish to describe or about which he or she wish to draw conclusions. The population needs to be defined clearly by identifying the nature and form of units that it consists of. Thus for present study, all the government elementary schools of Haryana along with head teachers, teachers and SMC members in those schools constituted the population of the present study. The sample was selected in different stages.

Selection of Districts

At the first stage, out of whole state of Haryana including 22 districts, the investigator selected four districts of Ambala division (i.e. Ambala, Kaithal, Kurukshetra and Yamuna Nagar) along with one district of Rohtak division (i.e. Karnal). These districts were selected purposively.

Selection of Schools

At the second stage, from each district 10 schools providing elementary education were selected by using lottery method. Thus in total 50 schools comprising 25 primary schools and 25 upper primary schools were selected randomly.

Selection of Head Teacher, Teacher and School Management Committee Members

In continuation of the sampling procedure at third stage, one head teacher from each school was selected. One teacher and
three members of school management committee were also selected randomly from each school. Thus the sample was comprised of 50 schools, 50 head teachers, 50 teachers and 150 SMC members for administration of the tool. The sample constituted for the present study is given in the Table 3.1.

The list of fifty elementary schools of five districts of Haryana is given in the Appendix-I.

**TABLE NO. 3.1**

**SAMPLE OF DISTRICT WISE ELEMENTARY SCHOOLS OF HARYANA**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>District</th>
<th>School</th>
<th>Head teacher</th>
<th>Teacher</th>
<th>SMC member</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ambala</td>
<td>10</td>
<td>1x10</td>
<td>1x10</td>
<td>3x10</td>
</tr>
<tr>
<td>2</td>
<td>Kaithal</td>
<td>10</td>
<td>1x10</td>
<td>1x10</td>
<td>3x10</td>
</tr>
<tr>
<td>3</td>
<td>Kurukshetra</td>
<td>10</td>
<td>1x10</td>
<td>1x10</td>
<td>3x10</td>
</tr>
<tr>
<td>4</td>
<td>Yamuna Nagar</td>
<td>10</td>
<td>1x10</td>
<td>1x10</td>
<td>3x10</td>
</tr>
<tr>
<td>5</td>
<td>Karnal</td>
<td>10</td>
<td>1x10</td>
<td>1x10</td>
<td>3x10</td>
</tr>
<tr>
<td>Total</td>
<td>05</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>150</td>
</tr>
</tbody>
</table>

3.3 **Tools used for collection of data**

After selection of sample, investigator needs to select suitable tools to collect the desirable data from the sample selected for the data. The following tools were developed for the collection of data in the present study:

1. A self developed questionnaire for the head teachers and teachers of the school was used to examine the constitution and functioning of SMC of elementary schools, process of
identification of children of age group 6-14 years in neighbourhood for their enrolment in elementary school along with responsibilities performed by schools. It was used to examine the norms of pupil teacher ratio, educational qualification of teachers, infrastructural facilities of school and duties performed by teachers in elementary schools. All the factors were examined with reference to Right to Education Act, 2009.

2. The investigator used an interview schedule to evaluate the impact of RTE Act, 2009 on achieving the goal of Universalization of elementary education in Haryana (as perceived by members of SMC of elementary schools).

3.3.1. Development and Description of questionnaire for the head teachers and teachers

Tools are the instruments in the hand of researcher to obtain facts about current conditions and practices. On the basis of information provided in RTE Act, 2009 about the constitution and functioning of SMC, process of identification of children of age group 6-14 in neighbourhood, responsibilities of school as mentioned in Act, along with norms of pupil teacher ratio and educational qualification of teachers, infrastructural norms and duties of teachers, a list of items was developed. While framing items information and suggestions from school teachers, education officers, parents and SMC members was taken in to consideration. Some of the items of questionnaire were adopted from Sarva Shiksha Abhiyan Shiksha Ka Haq. The questionnaire was divided into ten sections comprising 76 items divided in to
further sub items. The ten sections are as follow:

I. Enrolment
II. Neighbourhood survey
III. Special Training
IV School Responsibilities
V School Management Committee
VI Age Proof
VII School Development Plan
VIII Infrastructural Facilities
IX Identification and Enrolment of CWSN
X Teaching Learning Process

Final list of prepared items was given to language expert to make sure that language of items was clear, understandable and error free. It was given to block resource coordinator for their comments and suggestions. The feedback given by officer was taken in to account and after a discussion with supervisor items were modified as per requirement.

Try-out and Revision

The questionnaire was administered to head teachers and teachers of the elementary schools to find out its workability after receiving permission letter from the concerned authorities. It was properly checked whether the respondents understood and responded with ease without any ambiguities. Further refinement in the tool was carried out after this tryout. The responses of the respondents were to be recorded either in ‘Yes’ or ‘No’ , multiple
responses of the options, check list, tick the option and descriptive form.

Final draft of the questionnaire was prepared after tryout and revision.

3.3.2 Development and Description of an interview schedule for SMC members (including parents, teachers, educationists, and members of municipal committees/ Gram Panchayat)

An interview schedule was second important tool for finding the impact of RTE Act, 2009 on achieving the goal of Universalization of elementary education in Haryana (as perceived by members of SMC of school). On the basis of information from study of review of literature, people in the field of education, education officers, employees of education department, parents, social workers, teacher and personal experience a list of determinants predicting Universalisation of elementary education was prepared. These determinants were taken in to consideration while framing the item for interview schedule. Further suggestions from the experts in field of education were considered while framing the statements for the interview schedule.

The tool was comprised of nineteen items related to following seven sections:

1. Provision of Free Elementary Education
2. Identification and Enrolment of Children of Weaker Section of Society
3. Education of children of Migrant Labourer
4. Enrolment of Girl Child

5. Access, Enrolment, Retention and Dropout

6. Provisions for CWSN

7. Community Participation and goal of UEE

After that preliminary draft of the schedule was prepared. It was given to the language expert for further correction in language of items, grammatical mistake or any error. Feedback from expert teachers was taken in to consideration for further improvement in the schedule.

Try-out and Revision

The interview schedule was administered on SMC members in order to find out its workability and removing any error. It was properly checked whether the respondents understood and responded with ease without any ambiguities. Further refinement in the tool was carried out after this tryout. The responses of the respondents were to be recorded either in ‘Yes’ or ‘No’. Final draft of the interview schedule was prepared after tryout and revision.

3.4 Collection of Data

First of all permission from Department of Education Kurukshetra University Kurukshetra was taken in form of authority letter to conduct survey for research. Permission letter was submitted to each school before conducting study.

1. Then Investigator visited personally to the selected fifty elementary schools of selected five districts (i.e. Kurukshetra, Yamunanagar, Ambala, Karnal, Kaithal) of Haryana state one by one.
2. The investigator discussed in detail with the head teachers, teachers and SMC members of the school visited. The researcher explained the purpose and significance of the study to the respective head teachers, teachers and SMC members.

3. During survey self developed questionnaire was administered and distributed to head teacher and teacher of each school. They were asked to read the instructions carefully before filling up the questionnaire. Responses of questionnaire were analyzed to examine various objectives.

4. Respondents were conveyed that their responses will be kept strictly confidential.

5. Each respondent was contacted individually to obtain required information through the interview schedule. They were asked to be frank while responding to the items.

6. The interview schedule was used to record views of local authorities, parent, and teacher members of SMC. They expressed their views in yes or no responses. Majority of SMC members were uneducated (unable to read the items) thus questions of interview schedule were read to them and their responses were recorded.

7. After completion of the data gathering process, the investigator thanked them for their kind cooperation.

3.5 Statistical techniques used

In the present study the researcher used percentage and frequency distribution method to analyze and interpret various provisions included under RTE Act, 2009 in schools of Haryana.
up to elementary level. Extent of objectives achieved was analyzed by determining the % of head teachers and teachers of schools responded positive on an item. For purpose of analysis of data, the frequencies and percentages were calculated of each item responded ‘yes’ of interview schedule.