

**CHAPTER - III**

**RESEARCH**

**METHODOLOGY**

# CHAPTER - III

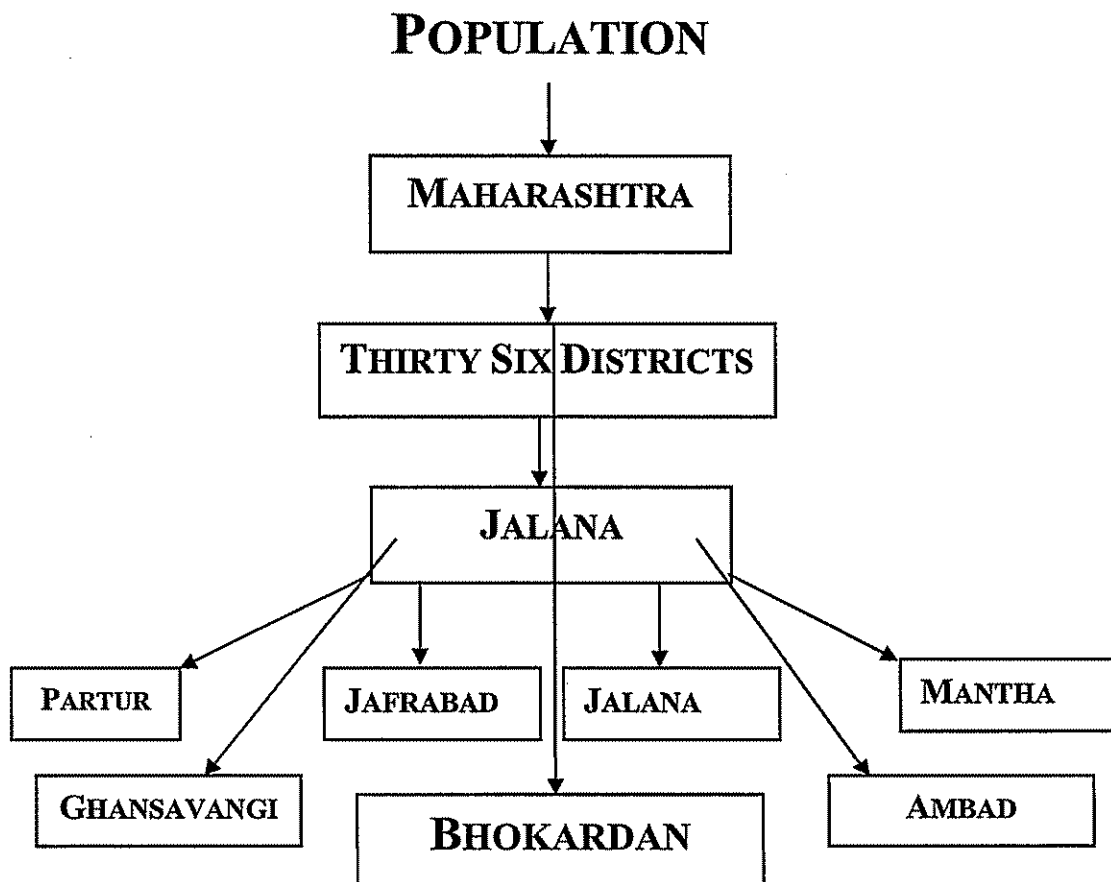
## 3.1.0 INTRODUCTION

The first chapter dealt with the problem rationale, and purpose of the study. The second chapter looked in to studies that have already been done in the area of the problem. Present chapter describes the methodological aspects of the study. It elaborates the sampling technique employed, the tool used, source of data and its collection and statistical technique used.

The chapter will also include the research design. The researcher design is the detailed plan of the investigation design is the detailed plan of the investigation or the blue print of the obtained data.

## 3.2.0 POPULATION

Population of the study is school teachers of Jalna district of Maharashtra.



### 3.2.0 THE SAMPLE

Simple random sampling technique is used in the selection of sample. Total sample of 100 school teachers of various schools of Bhokardan Tahsil was drawn. Details of sample are given bellow:

**Table:1**

Sr.No.	Elementary Teachers				total	Secondary Teachers				Total	All
	SCandST Teachers		Other Teachers			SC and ST Teachers		Other Teachers			
1	SCandST Teachers		Other Teachers		81	SC and ST Teachers		Other Teachers		19	100
2	W	M	W	M		W	M	W	M		
	20	5	18	38		0	02	03	14		

### 3.3.0 TOOLS

Research tools used for the data collection largely influences nature of findings. Keeping the importance of tool in research, researcher used self- constructed tool in the study. Researcher developed and used one tool that has two parts Part – I is a questionnaire and Part – B Opininnaire Part – I i.e questionnaire contained 30 items on RTE Act with multiple choices to assess the awareness of respondents and part II, meant to elicit the opinion of respondents on 3 "contested" provision of RTE Act. Under each contested provision, researcher stated two contradictory statements with three point scale.

### 3.4.0 ADMINISTRATION OF THE TOOLS:

Researcher in person has gone to different schools of selected tahsil and handed over the tool-questionnaire, and opinionnaire-to teachers and asked to fill the tool. After the questionnaire was duly filled by teachers researcher collected the tools.

### 3.5.0 STATISTICAL PROCEDURES:

Researcher used simple and inferential statistics to analysis and interpret the data.