

3 CHAPTER III: RESEARCH METHODOLOGY

3.1 INTRODUCTION:

As indicated in the title, this chapter deals with the research methodology of the study. In more details, this part outlines the research method, population, sample, tools and techniques used, and procedure of data collection.

3.2 RESEARCH METHOD:

The purpose of the present study was to inquire critically about the functioning of SMDCs in the field of Universalisation of Secondary education. Hence to achieve the objective of the study survey method was used. Both Qualitative and quantitative approaches were used to conduct the research.

3.3 POPULATION:

In research terminology the population can be explained as a comprehensive group of individuals, institutions, objects and so forth which have common characteristics that are the interest of the researcher. The common characteristics of the groups distinguish them from other individual, institutions, objects and so forth.

All the members of the School Management and Development Committees of Secondary Schools in Deogaon block of Balangir District, Odisha were the population for the present study. In Deogaon block different categories of schools like Govt. school, Aided school, permitted or unrecognized school and recognized schools are working for providing education to children. But the Govt. schools only get the support of RMSA for the all-round development. Only the Govt. High schools managed and funded by Department of Education have School Management and Development Committees. Total of 28 High schools in Deogaon Block of Balangir district were the population of the study.



Figure 3.1 (Map showing location of Deogaon Block, Balangir Dist., Odisha)

3.4 SAMPLE:

A sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole.

The method of random sampling was used to develop the sample of the research under discussion. There are total 14 Govt. High Schools in Deogaon Block of Balangir district, Odisha. Out of which 12 High Schools were selected by random sampling. The 12 SMDCs of 12 Govt. high schools were the sample of the study. Within this context, the participants of the study were the Headmaster and 2 teacher members of SMDCs of each school.

Table 3.1 : Government High Schools managed by DOE in Deogaon Block, Balangir District, Odisha:-

SL NO.	NAME OF THE HIGH SCHOOLS	CATEGORY
1.	Arjunpur High School	Govt. HS
2.	Karuanjhar High School	Govt. HS
3.	Bandhapara High School	Govt. HS
4.	Singhamunda High School	Govt. HS
5.	Brahmanijor High School	Govt. HS
6.	Panchayat Samiti High School, Deogaon	Govt. HS
7.	Jarasingha N.B. High School	Govt. HS
8.	Salepali High School	Govt. HS
9.	Kuturla Sura Dhanu High School	Govt. HS
10.	Bandhpali UGHS	Govt. HS
11.	Ramchandrapur SSD Govt. Girls High School	Govt. HS
12.	Gaibahal Govt. UGHS	Govt. HS
13.	Uparjhar Anchalik Govt. High School	Govt. HS
14.	Phatamunda UGHS	Govt. HS

*The highlighted schools in table 3.1 were the sample of the study.

3.5 TOOLS:

For each and every type of research we need certain instruments to gather new facts or to explore new fields. The instruments thus employed as means for collecting data

are called tools. There are various research tools that can be used in a study, for example, observation, interview schedule, questionnaire, rating scale, achievement tests, FGD, etc.

For the present study the tools were prepared by the researcher and corrected by the expert after that the tools were piloted in order to get a better insight into the functioning of School Management and Development Committees.

For fulfilling the purposes of this research following research tools were used for data collection:

3.5.1 SCHOOL INFORMATION SCHEDULE

The School Information Schedule was developed by the investigator to gather factual information from the secondary schools about the school and SMDC i.e. school name, type of school, establishment of the school, number of students enrolled, number of teaching and non-teaching staffs, details about the SMDC members of the school, agendas of the SMDC meetings, Infrastructure facilities, etc.

3.5.2 INTERVIEW SCHEDULE FOR THE HEADTEACHER

Interview schedule is used for the Head Master/Head Mistress only. The purpose of the interview was to find out the perception of the Head teacher about the SMDC of the school, its functioning, and its role towards universalization of secondary education and as the Secretary of the committee what are the contribution of the head towards the functioning of SMDC. Some certain questions were prepared, so as for the researcher to guide the interview towards the satisfaction of research objectives. The interview schedule consists of open ended questions.

3.5.3 QUESTIONNAIRES

A questionnaire is a form prepared and distributed to secure responses to certain questions. It is a systematic compilation of questions that are submitted to a sampling of population from which information is desired. The information from questionnaires tends to fall into two broad categories- 'facts' and 'opinions'. It is worth stressing that, in practice, questionnaires are very likely to include questions about both facts and opinions. Questionnaires are an effective tool for collection of data. A questionnaire for the teacher SMDC member was prepared and used by the researcher for the study.

The researcher used the information obtained from the study of various documents as a basis for preparing the questionnaires. The researcher also used the conceptual understanding of the different components of SMDC e.g. context of its formation, role and powers, other similar bodies functioning in different schools etc. Purpose of using questionnaire was to gather factual information as well as the opinions of the participants regarding different dimensions of functioning of the SMDCs such as their role in functioning of SMDC, anticipated level of knowledge about the SMDC, their opinions about the current SMDC, etc. The questionnaire consisted of close-ended (multiple choice type) questions. In the close-ended questions three options of Yes, No, and can't say were there, from which the respondents could choose one option according to his/her understanding of the questions.

3.6 RELIABILITY AND VALIDITY OF THE TOOLS USED:

Validity of the tools was ensured after thorough discussion with the Supervisor, incorporating his suggestions and adhering basic characteristics of a good questionnaire and interview schedule. The investigator thereafter, edited the tools taking the following points in to consideration:

- ✓ Items should be short and simple.
- ✓ The items should be unambiguous.
- ✓ The item should convey the same meaning to all the subjects.
- ✓ The language should be clear and simple.
- ✓ Close-ended questions to be used in questionnaire.

The reliability of the tools however, could not be measured due to scarcity and nature of items.

3.7 PROCEDURE OF DATA COLLECTION:

For data collection the researcher personally visited the schools and met with the head of the school and took permission for collection of data and asked for his/her support for the same. After that the researcher met with the teachers who were SMDC members and explained the nature and scope of the study asked them to participate in the research. Then the researcher administered the tools to the respective respondents and collected the required information.

3.8 ANALYSIS AND INTERPRETATION OF DATA:

Analysis of the data in the present study was done in both qualitatively and quantitatively. The voluminous data obtained through documents was organized by classifying them under various heads. The data analysis was done item-wise. The data

collected by administration of tools was organized independently or by grouping (if required) the answers together across the respondents on the basis of objectives they served. Overall, the data had been analysed and interpreted according to the nature of the data. Analysis and Interpretation of Data has been explained and presented in detail in next chapter (Chapter-4 Data Analysis and Interpretation).

3.9 CONCLUSION:

The present chapter gives details about the methodology used in this study. Both Qualitative & quantitative approaches were used with survey methodology. Secondary schools of Deogaon block of Balangir District were the population of the study from which the sample had been selected randomly. The school information schedule, interview schedule, and questionnaires were used in this study as tools in order to collect necessary data regarding the SMDC.

4 CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION:

C.V. Good has given the definition of Analysis as —The process of resolving any problem or situation into its component elements. Interpretation is —An explanation or exposition of meaning from a given point of view or school of thought. The organisation, analysis and interpretation of data are necessary steps to get a meaningful picture out of the raw information collected.

This chapter deals with the analysis and interpretation of data collected as per the objectives of the study. The following objectives have been taken for the study under discussion:

1. To study the composition and process of formation of School Management and Development Committees.
2. To study the awareness of SMDC members towards their roles and responsibilities.
3. To study the contribution of SMDC members for achieving Universalization of Secondary Education.
4. To study the status of SMDC in Deogaon block of Balangir district in Odisha.

4.2 ABOUT THE SAMPLE SCHOOLS SELECTED FOR THE STUDY:

There are total 28 high schools in Deogaon Block, Balangir District, Odisha. Out of the 28 High Schools only 14 schools are managed by Department Of Education. So only these schools are supported by RMSA and fund is provided to these schools for construction of SMDC. Due to the current pandemic situation the researcher was able to collect data from 12 high schools which were selected as the sample of the study.

1. Anchalik Govt. High School, Uparjhar, Balangir. The school was established in 1984. Total no. of teaching staffs in the school is 09 & no. of non-teaching staffs is 04. At present 386 students are enrolled in this school.
2. Gaibahal UGHS, Balangir. The school was established in 1966. The total no. of teaching staffs in the school is 05 and no. of non-teaching staff is 01. At present 180 students are enrolled in the school.
3. Gopabandhu Govt. High School, Salepali, Balangir. The school was

established in 1984. Total no. of teaching staffs in the school is 13 and non-teaching staff is 03. At present 264 students are enrolled in this school.

4. Govt. High School Bandhapada, Balangir. The school was established in 1982. Total no. of teaching staffs in the school is 05 and non-teaching staff is 01. At present 211 students are enrolled in this school.

5. Govt. UGHS Bandhpali, Balangir. The school was established in 1959. Total no. of teaching staffs in the school is 10 & no non-teaching staffs is there. At present 45 students are enrolled in the school.

6. Govt. Upgraded High School Singhamunda, Balangir. The school was established in 1958. Total no. of teaching staffs in the school is 08 and no non-teaching staff is there. At present 77 students are enrolled in this school.

7. Govt. Upgraded High School, Brahmanijor, Balangir. The school was established in 1958. Total no. of teaching staffs in the school is 04 and no non-teaching staff is there. At present 49 students are enrolled in this school.

8. N. B. High School, Jarasingha, Balangir. The school was established in 1950. Total no. of teaching staffs in the school is 20 and non-teaching staff is 03. At present 544 students are enrolled in this school.

9. P.S. High School Deogaon, Balangir. The school was established in 1984. Total no. of teaching staffs in the school is 05 and non-teaching staff is 04. At present 155 students are enrolled in this school.

10. Phatamunda Govt. UG High School, Balangir. The school was established in 2013. Total no. of teaching staffs in the school is 0 and non-teaching staff is 0. At present 38 students are enrolled in this school.

11. Sri Ramchandra Nodal High School Karuanjhar, Balangir. The school was established in 1981. Total no. of teaching staffs in the school is 06 and non-teaching staff is 01. At present 127 students are enrolled in this school.

12. Suradhanu Govt. High School, Kuturla, Balangir. The school was established in 1975. Total no. of teaching staffs in the school is 09 & no. of non-teaching staffs is 05. At present 232 students are enrolled in the school.

4.2.1 Composition of School Management & Development Committee

The composition of SMDC should be according to the RMSA report. According to

RMSA report the SMDC should have 17 members including headmaster and the teachers.

Table 4.1: Actual and Intended composition of SMDC

Intended composition	Actual composition
Principal as Chairman	Head master as Chairman
Senior teacher	Senior teacher
Teacher (Social Science)	1 TGT from social science
Teacher (Science)	1 TGT from science
Teacher (Mathematics)	1 TGT from maths
One male guardian	One male guardian
One female guardian	One female guardian
Two panchayat members/ ward member	One Sarpanch One ward member
One representative of ST/SC member	One st.sc member
One representative of Educationally backward cadre	One member from minority group
One Member of Women group	One member from SHG group
One Member of Education Development Committee of every village resaved by school	One VEC member
Three members with science, art and cultural background	Three members with science, art and cultural background (sometimes educationists and retired teachers)
One Education Officer Nominated by DEO	Only 2 schools have

It is found that in most of the schools, the schools are following the guideline of the RMSA for the selection of SMDC members. The above table shows that the actual composition is as similar to the intended composition of SMDC. From the interview of the headmaster it is found that each and every school are following the same guideline provided by RMSA for the construction of SMDC. The information about the details of the SMDC were collected though the School information schedule and these are summarised in Table 4.2

Table 4.2: Tabular representation of data obtained from School Information Schedule on composition of SMDC:

MEMBERS	NAME OF	AGH	GUG	GGH	BGH	BUG	SUG	UGH	NBH	PSHS	PUG	SRN	SGH
	THE SCHOOLS (in short)	S	HS	S	S	HS	HS	SB	SJ	D	HS	HSK	SK

Chairman		1	1	1	1	1	1	1	1	1	1	1	1
Senior teachers		1	1	1	0	1	1	1	1	1	1	1	0
Other teachers	Sc.	1	1	1	1	0	0	1	1	1	3	1	0
	So Sc.	0	1	1	1	1	1	1	1	1	0	1	1
	Maths	0	0	1	1	1	0	1	1	0	0	1	1
Parents	M	5	6	2	2	2	6	3	4	4	3	4	2
	F	2	2	2	1	2	2	2	2	2	3	2	3
Panchayat Members	S	1	1	1	1	0	0	1	1	1	0	1	0
	W	0	0	1	1	1	1	1	0	0	1	0	1
SC/ST member		1	1	1	1	1	1	1	1	1	1	1	1
E.B.M		1	1	1	0	1	1	1	1	1	1	1	0
VEC member		1	0	1	1	1	1	1	1	0	1	1	1
Mahila Dal		1	1	1	1	1	1	1	1	1	1	1	2
Members nominated by DEO/DPO		0	0	1	0	1	0	0	0	0	0	0	0
One Education Officer		0	0	1	1	1	0	0	1	1	1	1	2
Representative of finance		0	0	0	0	0	0	0	0	0	0	0	0
TOTAL MEMBERS IN EACH SCHOOL		15	16	17	13	16	16	16	17	15	17	17	15

In every school the head master is the chairman of the SMDC. Each school should have one senior teacher as SMDC member. Out of 12 schools 10 schools have senior teacher as SMDC member. Besides the senior teacher there should be 3 TGT from social science, science and mathematics background. The table shows that 6 schools have each three teacher members fulfilling the above criteria. But there are 5 schools each having only two teacher representatives and 1 school having one teacher representative. Due to lack of teachers in schools the criteria for the teacher representatives is not fulfilled in each school. No schools have representative of finance for audit and accounts it is mainly maintained by the headmaster. All the 12 schools have at least one member from Panchayat either the sarpanch or one ward member or both. Four schools have selected women for dual purpose to be served; first representative of female guardian member and secondly a member from women

group. Two sample schools do not have member from Village Education Community, it shows that there may not be availability of VEC in the area. Out of 12 sample schools 2 schools each have 2 members nominated by DPO/DEO and other 10 schools have no members nominated by DPO/DEO. In four sampled schools, retired principals/Headmaster was included as educationist member as they are very well known to that particular school from where they have worked for several years and well known to the school environment and the community members of that area so they can give better suggestion for the development of schools. The researcher found that in the provision of selecting 3 members from art, craft, science and humanity background most of the members are the Head Master of nearby secondary High School. 10 schools have members from Educationally Backward Minority. Every school have members from SC/ST background.

It shows that there is particular guideline for the composition of SMDC but there is flexibility in selecting members as per the convenience of the school and the availability of members.

4.3 Objective wise Analysis and Interpretation of Data obtained

4.3.1 Analysis and Interpretation of Objective 1 with regards to Composition and formation of SMDC:

The data found from the school information schedule shows that SDMCs were supposed to be formed between the years of 2010-11 after the formation of RMSA scheme. Regarding the formation of SMDC in school the researcher collected some data from interview with the Head Master of the school.

These data are analysed as the followings:

❖ Guideline followed for the formation of SMDC:

Each of the HM of the sampled schools responded that they followed a particular guideline provided by RMSA for the construction of SMDC. The SMDC constructed for the development of class 9 and 10. They followed the guideline to select total 17 members in a SMDC. From the interview with the HM it is found the focus is given to the RMSA guideline for the selection of SMDC members. But it is not a rigid guideline for the selection of members. There may be little modification according to the availability of members.

❖ Procedure of formation of the SMDC

All HMs of the sampled schools responded that there is no modification of the guideline of RMSA for the construction of School Management Development Committee. According to the guideline, each school first conducted PTA meeting where minimum 40% members were presented in the meeting. All the parents /guardians, teachers and Head Masters collaboratively took decision for selecting members as per the guideline provide by DEO. There is no particular time duration for the member of SMDC. The guardian member remains the SMDC member till their children are studying in that particular school. Then the membership finishes automatically. To fulfil the member post, SMDC meeting conducted and the present member decide the guardian member of SMDC. As well as there are two standing members; sarpanch and ward member. They will remain member till they have power. Like that all the vacant post fulfilled by the collective decision of SMDC members.

❖ Present composition of SMDC

Out of 12 sample schools, 9 chairperson of the SMDC who are the Head Master of the schools opined that the present composition and the process of formation of the SMDC is a good one as it includes members from diverse background. There are Head Master, Senior Teacher of the school, Three other teachers from social science, science and mathematics background, SC/ST members, member from Educationally Backward Minority, VEC member, three members nominated by DPC and one education officer nominated by DEO. Due to this diversification there is scope for getting diverse opinion and suggestion regarding the development of both academic and non-academic aspects of the school which lead to fulfil the need of the students from diverse background. So it helps to take authentic decisions which better suit to meet the need of the school.

Two Head Teachers said that due to lack of teaching staffs in school, majority of the members are outside of the school, So the opinion provided by the teachers for the development of schools are dominated by the other members of SMDC. The members from the community are very much centred towards the community need and they want to use the school and the fund for the use of the community. For example the community members want to use the school for organising functions. So it is found that there is lack of coordination among the teachers of the school and the other members of the SMDC.