CHAPTER 3

METHODOLOGY

The preceding chapters have given a background for the study. Chapter I dealt with the thematic framework and Chapter II presented a review of related literature. This chapter details out methodology adopted for the study. It is presented under the headings - the statement of the research problem, objectives of the study, sample and the sampling techniques, tools for data collection, process of data collection, analysis and interpretation of the data.

3.1 Statement of the research problem

Understanding beneficiaries and their participation in schools under RTE Act, 2009 in Vadodara city

3.2 Objectives of the study

The objectives formulated for the study are as follows:

1. To develop profile of beneficiaries of RTE Act, 2009 in Vadodara City

2. To study participation of beneficiaries in school with respect to academic and socio-cultural aspect

3. To study the role of the school in developing conducive environment for participation of beneficiaries of RTE Act, 2009

3.3 Explanation of the terms

In the context of the present study, the researcher has explained the following terms:

Beneficiaries: In general, beneficiary is a person who derives advantage from something that affects his/her life. In the context of present study, the beneficiaries refer

to students who have taken admission to school under Section 12 (1) (c) of the RTE Act, 2009.

Participation: In context of the study, participation means participation of the beneficiaries in the school in two ways specifically: academic and socio-cultural aspect. Academic means engagement in teaching learning process as observed in their regularity in school with respect to the attendance, their interaction with teacher and non-RTE students in the teaching learning process, taking part in school activities, and academic achievement denoted by grades. The socio-cultural aspect refers to the interaction of beneficiaries with the teachers and non-RTE students about academic and non-academic matters.

Conducive environment: The term conducive environment refers to role of teachers, the role of non-RTE students, administrative changes and facilities provided by school to the beneficiaries with respect participation and initiative taken by the schools for parents to help beneficiaries. It also refers to the role of beneficiaries' parents with respect to participation of beneficiaries.

School: A school is any recognized institution of formal education of K-12 system in India. In Section 2(n) of the RTE Act, 2009 four categories are defined:

1. Funded and managed by the government or local authority.

2. Private but aided by the government or local authority.

3. Schools defined under special category, like Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik Vidyalaya.

4. Private unaided schools

For the purpose of the study, school refers to private unaided schools in Vadodara city.

3.4 Research design of the study

A descriptive survey was chosen to gain an understanding of the status of the participation of beneficiaries of RTE Act.

3.5 Variables of the study

Independent variables

Socio-economic background of beneficiaries

School environment.

Dependent variable

Nature of participation of beneficiaries of RTE at school

3.6 Data needed for the study

Data needed for the study were pertaining to beneficiaries' socio-economic background, their general details, academic achievement, attendance of the beneficiaries, participation in co-curricular activities, participation in classroom teaching learning process, their relationship with the teachers and non-RTE students and the type of conducive environment provided by the school for the effective participation of the beneficiaries with respect to teachers role, parents role, non-RTE students role and administrative changes and facilities.

3.7 Nature of data

The nature of data for the present study is described below:

- The data related to profile of beneficiaries was numerical.

- The data related to participation of beneficiaries was descriptive and numerical.

- The data related to the conducive learning atmosphere provided by the schools was descriptive and numerical.

3.8 Sources of data

The sources of data for the present study are described below:

- The data related to beneficiaries' name, age at the time of getting admission, address, category under which the admission was taken, parents' education and occupation, was obtained from District Education Officer (DEO) and schools record.

- The data related to beneficiaries' family background were obtained from the beneficiaries' parents, beneficiaries and schools record.

- The data related to beneficiaries' academic achievement and attendance from Class 1 to 5 was obtained from school records.

- The data related to beneficiaries' participation was obtained from teachers teaching, non-RTE students, Principals and beneficiaries. The data was also obtained from documents like school records, beneficiaries' diary, notebook and test papers.

3.9 Population, target population and sample

3.9.1. *Population*

The population of the study comprised of:

1. The population of the study comprised of all the beneficiaries admitted under RTE Act, 2009 in Vadodara City.

2. All the teachers teaching beneficiaries.

3. The non-RTE students of the class in which the identified beneficiaries were studying.

4. All the Principals of schools in which beneficiaries were studying.

5. All the parents of the beneficiaries.

3.9.2. *Target Population*

The target population of the study comprised of:

1. All the beneficiaries admitted under Section 12 (1) (c) of the RTE Act, 2009 in the academic year 2013-14 in Vadodara city. There were 89 beneficiaries admitted in 43 Private unaided schools in Vadodara city. [Appendix D]

2. All the teachers teaching English, Hindi, Math, Science and Gujarati to the beneficiaries mentioned in (1).

3. All the non-RTE students of the class in which the beneficiaries mentioned in (1) were studying.

4. All the Principals of 43 schools in which beneficiaries mentioned in (1) were studying.

5. All the parents of 89 beneficiaries mentioned in (1).

3.9.3 *Sample*

The target population was the sample for the study. Thus, the sample of the study comprised of:

1. All 89 beneficiaries studying in 43 schools were selected as sample. The sample was reduced to 77 beneficiaries studying in 37 schools because of 12 drop outs from six schools. Out of which four schools having eight beneficiaries did not permit to conduct research. Therefore, the sample was comprised of 69 beneficiaries studying in 33 schools. At the time of data collection these beneficiaries were in class VI that is in the Academic Year 2018-19. They passed a period of five years with non-RTE students. Period of five years was quiet enough to see their progress in academic and non-academic matters. Even they were capable enough to share their experiences. For developing to profile of the beneficiaries the data was collected from 77 beneficiaries studying in 37 schools. For studying the

beneficiaries' participation in schools the sample of 69 beneficiaries studying in 33 schools.

2. 165 teachers teaching English, Hindi, Math, Science and Gujarati to 69 beneficiaries.

3. Ten non-RTE students from each section were randomly identified from the section beneficiaries were studying. 69 beneficiaries were studying in 33 schools in 39 sections. Therefore, 10 non-RTE students from 39 sections were 390 non-RTE students studying with the beneficiaries.

4. All the principals of the 33 schools in which beneficiaries were studying.

5. 68 parents of 69 beneficiaries (2 beneficiaries are twins)

Thus, the sample comprised:

- 33 schools

- 69 beneficiaries studying in Class VI

- 165 teachers who had taught sample beneficiaries

- 390 non-RTE students

- 33 principals of the schools and

- 68 parents of 69 beneficiaries (2 beneficiaries are twins)89

-Details related to beneficiaries were given in Appendix.

3.10. Tools for data collection

In view of the nature of data and sample, the tools were developed. Description of the tools is given below.

The Proforma was developed by the researcher to capture the profile of the beneficiaries. It focused on details of the beneficiaries and their socio-economic status.

It consisted of twenty four categories divided into two main groups' namely general details of the beneficiaries and socio-economic status of their family. General details include name of beneficiary, school's name in which the beneficiary is enrolled, year of joining the school, to age at the time of getting admission, gender, current height and weight, any illness, category of taking admission, initiatives taken by for the admission, distance from home to school (in Kilometres) and mode of commuting to school. The socio-economic status of the beneficiaries' family is presented in terms of education qualification of the parents, occupation of the family members, family income, type of family, number of siblings, number of family members, type of house and number of rooms, facilities available at home, availability of electronic gadgets and availability of vehicles at home. Draft of Proforma was presented before five experts in the field of education. Based on the opinions and suggestions from experts which were mainly in the form of making it compact, the researcher finalized the tools. The tool was administered on the 20 RTE students studying in 10 schools in Vadodara city who took admission in the academic year 2014-15 to ensure that these students were not part of sample. After this, the tool was finalized and it was ready for administering. The Proforma is given in Appendix E.

Beneficiaries' participation in teaching leaning process was captured by the researcher through non-participant observation in the classroom, in the playground, during recess, in the assembly, in the corridors, in the library, in the auditorium, activity room and in the laboratory. Broad pointers for observation developed were their behaviour in the class, their interaction in the classroom with teachers and their interaction with peers.

For the comprehensive understanding of the beneficiaries' participation, the researcher conducted semi-structured interview with the beneficiaries, non-RTE

students, teachers, Principals and beneficiaries' parents. Broad pointers for the semi structured interview were developed to capture the nature of participation and role of teachers', principals and parents in creating conducive environment for RTE beneficiaries and these were validated by the experts. Broad pointer for the questions were their opinion and experience of the beneficiaries' participation in classrooms and outside. Some specific questions were about their interaction with the teachers, with the peers, teaching learning tasks they do and the difficulties they face.

Thus, the tools used for the present study were:

1. The Proforma for beneficiaries in terms of their general details and socio-economic background.

2. Non-participant observation of beneficiaries in and out of classroom.

3. Semi-structured interview with beneficiaries, teachers, non-RTE students, Principals and beneficiaries' parents. [Appendix J]

3.11 Data collection

3.11.1. Gaining access to site

The DEO, Vadodara was approached with the letter seeking permission to conduct study in Vadodara city [Appendix A]. After receiving permission from the DEO, the Principals of 37 schools were approached with permission letters from the District Education Office (DEO) [Appendix B], the university, and an official handwritten letter with a confidential letter [Appendix C]. The researcher explained the purpose of the research to all Principals in detail. Except for the four Principals who provided only details of the beneficiaries, all Principals allowed researcher to conduct study in their schools. Eighteen Principals immediately introduced the researcher to the supervisor. The Principal told the investigator to ask the supervisor for the required detailed information, such as the beneficiary's class and section, course schedule, and the name

of the class teacher. The researcher explained her research purpose to the supervisor again. The supervisor uses different methods to notify the head teacher of the existence of the researcher. Fifteen supervisors called the principal in the staff and staff room, explained the purpose of the study, and assured the teachers that presence of researcher would not affect their teaching learning in class. The investigators ask all principals, supervisors, and teachers not to inform the beneficiary that he/she was being observed by the researcher. Therefore, all teachers have adopted different ways of pointing out who the beneficiary was and where he/she was sitting, some teachers called them by name, and few teachers pointed toward the beneficiaries from distance. Many teachers are curious about what researcher was going to do in class, had they also been observed? Before entering the actual research site that is the classroom, twenty-five class teachers introduced the researcher with the teacher teaching in the beneficiary's classroom. Five class teachers did not introduce the researcher with any of the teachers. The teachers and students were curious to see the researcher in the class. The researcher settled herself on place from where she had clear vision of beneficiary. The researcher was asked by many students – *"Ma'am aap ka naam kya hai? Aap yaha kyo aye ho?"Kya aap hamare nae teacher ho? Aap hame marks doge? aap roz aoge?* " (Ma'am, what is your name? Why have you come here? "Are you our new teacher? Do you mark us? Will you come daily?) Within a day or two, the students and staff accepted the presence of the researcher in and out of the classroom. The researcher build rapport not only with teachers and but also with the students in the class. The researcher fixed appointment based on interviewees' availability. During fieldwork the researcher adapted to the rules and norms of the site like dress formally, address teachers formally using Ma'am/ Sir, obtain permission to take photographs during observation etc.

3.11.2. Location for observation and interview

The researcher with prior permission used classroom, assembly, library, laboratory, playground, auditorium and corridors for the non-participant observation of the beneficiaries. Setting for interview depends on the comfort of the teachers, peer and beneficiaries. Each interview lasted for 45 to 60 minutes. The researcher met teachers in the staffroom or in library or in Principal's room or in an empty class. Different teachers were interviewed on the different days. The location for the interview was decided by the teachers. The beneficiaries were interviewed in the library, or in the office, or in the playground or in computer room. The non-RTE students were interviewed during the free period or in the recess. The researcher interviewed the Principal in his/ her office. The researcher interviewed the parents in home visit with prior permission.

3.11.3. Procedure for data collection

The data have been collected as follows:

Data collection for objective one that is developing profile of the beneficiaries
The data for developing profile of the beneficiaries was collected through Proforma. The profile of the beneficiaries was developed from the information given by the schools and in case of denial from the school the researcher visited District Education Office (DEO). Therefore, profile of 77 beneficiaries studying in 37 schools was developed by the researcher. The details about the beneficiaries general details like name of the beneficiaries, gender, age at the time of taking admission, parents details like education qualification , occupation, annual income, category of taking admission, distance from home to school.

The data was collected in person by the researcher from the District Education Office, Vadodara, School's record, beneficiaries and parents of beneficiaries.

Beneficiaries' parents were approached through home visit. Admission details of beneficiaries and schools in which they were enrolled were obtained from DEO's office, beneficiaries general details were obtained from schools record, details of beneficiaries' socio-economic profile were obtained from beneficiaries and their parents.

Data collection for objective two

Data related to beneficiaries' participation was collected with respect to their academic and socio-cultural aspect.

Data related to the academic participation of beneficiaries was collected in terms of their academic performance, their attendance, participation in co-curricular activities and engagement in co-curricular activities was collected by the researcher from the school records. The data was collected from 69 beneficiaries studying in 33 schools. The researcher gathered data related to beneficiaries participation in and out of the classroom through non-participant observation. Some of the documents identified were the school diary, notebook, test papers, assignments, chart paper, and certificates. Each beneficiary was observed for a period of 10 days and had continuous observation of 4 periods (45 minutes per period). Therefore, the total number of observation in hours for 69 beneficiaries studying in 39 sections of class VI in 33 schools are 1170 hours (4 periods×45 minutes×10 days×39 sections). The beneficiaries were observed pre-recess, during the recess and post recess. The time slots identified by seeing the timetable of the class. Classroom of the beneficiaries being the primary site was observed on daily basis. All other sites like assembly, library, corridors, auditorium, activity room and laboratory were observed at least once in 10 days.

Data related to socio-cultural aspect with respect to beneficiaries' relationship with their peers and teachers were collected from the non-participant observation in and

out of the class. Semi-structured interview with beneficiaries, beneficiaries' teachers and peers was also conducted to collect data relating to their beneficiaries interaction with their teachers and peers. Each beneficiary and teacher was interviewed individually. Peers were interviewed in groups. The interview was for minimum of forty five to sixty minutes and in written form.

Data collection for objective three

Data related to the schools role in creating conducive environment for the beneficiaries' participation were collected from the beneficiaries' school Principal, beneficiaries' teachers, non-RTE students and beneficiaries' parents through semi-structured interview. The interview with the school principal was initiated in person about the administrative changes and facilities provided to the beneficiaries with respect participation and initiative taken by the schools for beneficiaries' teachers, non-RTE students and beneficiaries' parents to help beneficiaries in participation. Each interview was for a minimum period of one and half hour with each principal. The interview of beneficiaries' teachers and non-RTE students about their role in beneficiaries' participation was recorded in written form. The data collected was triangulated with the data gathered from non-participant observation. The interview with the beneficiaries' parents to was conducted at their residence and in few cases in school.

3.11.4. Data recording

The researcher recorded data related with the profile of the beneficiaries were filled in the form filled developed in excel sheet. And the data obtained from interview and observation were recorded in a notebook. Minute details were recorded and exacts words of conversation was recorded.

3.12. Data analysis and interpretation

The data collected were analyzed in three stages as per the objectives of the study. At first, the researcher coded all the schools, principals, teachers, beneficiaries, non-RTE students and parents. Each 33 schools were coded as initial letter of the School that is "S" and serial number 1 for school number 2 and school number 3 code is 'S2'and 'S3' respectively. Each beneficiary was coded as 'code of the school followed by the letter 'B' of Beneficiary' and serial number based on the number of beneficiaries in the school. For example, in School 3, there were three beneficiaries in the class, thus they were coded as S3B1, S3B2 and S3B3. The teachers were coded as beneficiary's code followed by initial letter of the teacher 'T' followed by the first letter of the subject they taught. For example English teacher of the school 3 was coded as S3B1TE. Principal of the school was coded as beneficiary's code followed by AH (Administrative Head). For example Principal of school 7 was referred to as S7B1AH. Non-RTE students were coded as Peer1, Peer2, Peer3 followed by beneficiary's code. For example S4B1Peer1. The beneficiary's parents were coded as beneficiary's code and initial letter of Parents 'P' for example parent of only 1 beneficiary studying in school 4 is coded as S4B1P.

Data analysis and interpretation for first objective that is to develop profile of the beneficiaries

The profile of the 77 beneficiaries was developed on the basis of data obtained from Proforma. The profile was developed to include general details related to age, gender, height, weight, distance of school from home and mode of commuting and their socio-economic status.

The data related to age were grouped into two categories viz. five to six years and six to six and a half hours. The collected data were analyzed using frequency percentage method. From the analysis, interpretation and conclusion were drawn.

The data related with the gender were grouped into male and female. The data were analyzed using frequency percentage methods. From the analysis, interpretation and conclusion were drawn.

The data pertaining with the beneficiaries' height at the time of data collection were grouped into three categories viz. less than 130, 131 to 140 and more than 140 in centimeters. The data collected for weight of beneficiaries in kilograms were grouped in three categories weight less than 30, 31 to 40 and more than 40. Data related to beneficiaries' illness were grouped with the height and weight of the beneficiaries. The data presented were analyzed using frequency percentage method. From the analysis, interpretation and conclusion were drawn. The data presented in Table were analyzed using frequency percentage method. From the analysis, interpretation and conclusion were drawn.

The data related to the category of beneficiaries' admission under RTE Act, 2009 were collected under four groups namely Schedule Caste, Schedule Tribe, Socially and Educationally Backward Class and Below Poverty line. The data presented in Table were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The data pertaining to who initiated for the admission process were presented in three categories namely parents, guardians or any organisation. The data presented in were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The data collected about the distance from beneficiaries' home to school is grouped in six categories from less than 1 kilometre, 1 to 2 kilometres, 2.1 to 3 kilometres,, 3.1 to 4 kilometres, 4.1 to 5 kilometres,, and 5.1 to 6 kilometres. The data presented were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The data collected for beneficiaries' mode of commuting to the schools is grouped in six categories namely walking, bicycle, two wheeler (motorbike/ scooter), auto- own or rental, van and school bus. The data presented were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The socio-economic background is terms of their parental educational qualification , occupation, annual income, type of family, number of family members, number of siblings, type of house and number of rooms, facilities available at home, availability of electronic gadgets, availability of vehicles at home.

The data for beneficiaries' parents' education qualification were collected from the school records and parents. Collected data were grouped in five categories namely illiterate, primary, secondary, higher secondary and graduate. The data presented in Table were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The data for the parents' occupation were collected from school records and parents. It was grouped in five categories viz. Private companies, government service, daily wage earners, house wife (Mothers) and self-employed. The data presented in Table were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The data for the type of beneficiaries' family were collected from beneficiaries and parents. It was grouped in three categories viz. joint, nuclear and single. The data

presented in Table were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The data related to number of siblings, siblings studying under RTE Act and the total members in the family were collected from the beneficiaries. The data presented in Table were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The data related with siblings were grouped in zero, one, two and three siblings. The data related with the number of family members were grouped in six categories viz. two, three, four, five, six and seven members. The data presented in Table were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The data related to the kind of house the beneficiaries' lived in and number of rooms in the house were defined as own kuchcha house, own pucca house, rental kuchcha house or rental pucca house. Space availability in house in terms of number of rooms grouped in two categories viz. one and two rooms. The data presented in Table were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The data related with the beneficiaries' availed facilities of electricity, water supply, kitchen, bathroom and toilet were also collected. The data presented in Table were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The data collected for availability of electronic gadgets at the beneficiaries' home were revealed in eight categories namely television, refrigerator, air conditioner, cooler, landline phone, mobile computer and internet in mobile. The data presented in Table

were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

The data collected for the availability of vehicles at the beneficiaries' home were grouped in four categories bicycle, scooter, and auto rickshaw- own / rental and four wheeler. The data presented in Table were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn.

Data analysis and interpretation for the second objective that is to study participation of beneficiaries with respect to academic and socio-cultural aspect

Academic participation of the beneficiaries consisted of attendance record of the 69 beneficiaries (From Class 1 to V), academic performance denoted by school examination of the beneficiaries in the first five academic year that is 2013-14 to 2017-18. (From Class 1 to V), participation in co-curricular activities and engagement in teaching learning process.

The average attendance beneficiaries from Class I to Class V (academic year 2013-14 to 2017-18) were arranged in a table. The data presented in Table were analyzed using frequency percentage. From the analysis interpretation and conclusion were drawn. The data related to academic achievement of the beneficiaries from Class I to Class V (academic year 2013-14 to 2017-18) were arranged vertically showing Grade A1, A2, B1, B2, C1, C2, D and E in a table and horizontally the Classes from I to V. The data presented in Table were analyzed using frequency and percentage. And from the analysis interpretation and conclusion were drawn.

The data relating to the beneficiaries' participation in co-curricular activities were analyzed by grouping co-curricular activities as indoor and outdoor. The researcher grouped 11 activities as indoor which include yoga, chess, cooking, playing musical instruments, singing, dance, drama, clay modelling, rangoli, , knitting decoration of

bulletin board, chalk board, birthday cards etc. The outdoor co-curricular activities were comprised of eights activities which include cricket, skating, Kabbadi, basketball, badminton, hockey, gardening and football.

The number and the type of co-curricular activities participated in by the beneficiaries were also tabulated. The data thus collected and tabulated were analyzed quantitatively with frequency percentage and interpretation were drawn.

The data related to beneficiaries' engagement in teaching-learning process obtained from observation and semi-structured interviews were tabulated in six categories namely manifestation of non-verbal behaviour during teaching learning process, expression of views/ ideas in the class, participation in the class activities, readiness/ preparedness in bringing needed material to the class, completion of the assigned work and following the rules and regulation of the school. The collected data were analyzed using the technique of content analysis. This data was also viewed against the data obtained from different sources like the beneficiaries, the teachers and non-RTE students. The data collected through observation were qualitative in nature, it was transcripted on the same day, and all the observations were noted minutely. The recurrent themes that emerged were quantitatively analyzed through frequency analysis.

Participation with respect to socio-cultural aspects

Participation in terms of their relationship with the teachers were grouped in four categories like approach teachers- often/ rarely, beneficiaries behaviour toward teachers –polite/ sense of trust, like to be in the class and helping and sharing. All the observations-verbal and non-verbal and interviews were noted minutely. The data collected was qualitative in nature, it was been transcripted on the same day. The

recurrent themes that emerged were quantitatively analyzed through frequency analysis.

Participation in terms of their relationship with the peers were grouped in five categories like attitude toward peers- friendly/ unfriendly, supporting/ helping, loving and caring, sharing and sense of trust. All the observations-verbal and non-verbal and interviews were noted minutely. The data collected were qualitative in nature, it was been transcribed on the same day. The recurrent themes that emerged were quantitatively analyzed through frequency analysis.

Data analysis of objective three that is to study the role of school in developing the conducive environment for the participation of the beneficiaries

Schools role in developing conducive environment for the beneficiaries' participation is presented under four categories namely administrative changes and facilities provided to the beneficiaries for their participation, beneficiaries' teacher's role, non-RTE student's role and beneficiaries' parent's role. The data related to administrative changes and facilities provided to the beneficiaries for their participation were grouped in ten categories namely training or orientation programme for the teachers, workshop for the parents, workshop or orientation programme for the students, help parents, holding parents teachers meeting, counselling session, organize various competitions for the students, remedial classes and infrastructure facilities. These data were analyzed by content analysis. And the recurrent themes were quantified by frequency and percentage.

The Data related with the teachers' role were grouped in eight categories namely attitude and gesture, motivating beneficiaries, communication with the parents, problem solver, providing safe and learning atmosphere, behaviour toward the beneficiaries, discrimination in the class and teaching aids used. These data were

analyzed by content analysis. The recurrent themes that emerged were quantitatively analyzed through frequency analysis.

The Data related to the non-RTE students role were grouped in six categories namely attitude and behaviour toward beneficiaries, supporting and helping, sharing nature toward beneficiaries, acceptance, sense of trust and loving and caring relationship. The collected data were analyzed by content analysis. The recurrent themes that emerged were quantitatively analyzed through frequency analysis.

The data related to the parents' role were grouped in seven categories viz. communication with the teachers, participation in school activities, provide learning atmosphere to their ward, helping their ward in teaching at home, communication with parents of non-RTE students, teach values to their ward and follow school's rules and regulations. The collected data were analyzed by content analysis. The recurrent themes that emerged were quantitatively analyzed through frequency analysis.

The present chapter focused on methodology adopted for the study. It elaborated on title of the study, objectives formulated for the study, research design adopted, population, sample, nature and sources of data, data needed, tools for data collection, data collection procedure and details of data analysis. The next chapter presents data analysis and interpretation.