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Chapter-3

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METHODOLOGY

The study was carried out to explore the causes that lead to a problem of social stratification, education, and mobility in India, with particular reference to the higher secondary schools in Guwahati city. Hence it follows a descriptive research design. The study area is Guwahati city in Kamrup metro district of Assam.

3.1: Universe:

For the present study, the universe is the 55 higher secondary schools (private-29 and vernacular medium government-26) taken where a total of 10174 students are enrolled in Guwahati city in the Kamrup metro district of Assam.

3.2: Methods and tools of Data Collection:

Both primary and secondary data are collected for this study.

a) The primary data is collected from students, teachers, management authorities, and parents. Separate interview schedules are prepared for students, teachers, management authorities, and parents. The data are collected from 6 schools out of 55 higher secondary schools (29 private schools+ 26 government vernacular medium schools) (Source: RMSA, UDISE REPORT 2016-17, of Guwahati city) which is selected by disproportionate stratified purposive sampling, 3 each from English medium private schools and 3 for vernacular medium government schools to see the comparative status of education and mobility among the students in these schools. The schools are selected based on students' enrollment i.e. the highest enrolled schools from both the categories. From each school, 50 students (25 male and 25 female) are selected from the last two batches by simple random sampling. 5 teachers and 5 parents from each school together

with the one management officials (Principal) for each school are selected by convenient sampling for interviewing.

b)   3.3: Sample size:

Table 3.1: Sample of the study

Schools in Guwahati City	Universe (55H.S. Schools)	Sample Size (6)
Private Schools	29	3
Government Schools (Vernacular Medium)	26	3
Total	**55**	**6**

Table: 3.2: Sample Schools selected based on the highest enrolment in the Higher Secondary level

Sl. No	Category of School	Name of the School	No of Enrollment
1	**Private School**	Gurukul Grammar Senior Secondary School	509
2		Srimanta Sankar Academy	512
3		Don Bosco School, Panbazar	492
1	**Government School (Vernacular Medium)**	Rajdhar Bora H.S School	526
2		Arya Vidyapith H.S and M.P School	467
3		Sonaram H.S School	316
		Total	**2822**

Source: UDISE (Unified District Information System for Education) Report 2016-17, RMSA, KAHILIPARA GUWAHATI

340 sample of students are selected by using sample size formula

$$\text{Sample size} = \frac{Z^2 * (p) * (1-p)}{c^2}$$

Where:

Z = Z value (e.g. 1.96 for 95% confidence level)

p = percentage picking a choice expressed as a decimal

(.5 used for sample size needed)

c = confidence interval expressed as a decimal

(e.g., .04 = ±4)

Hence

Sample size=338

Total students =	{(57x4) + (56x2)}=340 (170 male +170 female)
Total teachers =	5x6=30
Total Parents =	5x6=30
Total Principal=	1x6=6

The tools of data collection are interview schedules, voice recorders, and cameras.

c) The secondary data are collected from different journals, books, seminar papers, periodicals, published, and unpublished materials. The area taken for the study is Guwahati (Metro) of Kamrup district.

3.4: Development of the tool of data collection:

To formulate a scientific interview schedule for the present study, the researcher has consulted and reviewed literature that is available on stratification, education, and mobility highlighted in the objectives of the study.

The items under each objective were finalized after proper examination of the objectives which is established on the in-depth analysis of the available literature. In the process, the investigator utilized a lot of time reviewing the various books, journals, periodicals, abstracts, and research articles. Thus taking into account the norm of selecting items, the investigator as a whole selected 362 items in four categories of interview schedule (principal, teacher, parent, and students) fitting into the three objectives of the study for developing the schedule for the understanding level of stratification in education in the selected higher secondary schools and its impact on the mobility of the students in the study area.

3.5: Editing of the items:

 After selecting 362 items for the three objectives for understanding the existence of social stratification with particular reference higher secondary school in Guwahati city of Assam and its impact on the mobility of the students in the study area, the next step was editing. For this purpose, the schedule was offered to the subject experts for their scrutiny, experts in the field of sociology of education (departmental professor specializing in the field). The content and purpose of the study were also explained to them. Based on their perspectives and suggestions, 13 items were rejected and some items were altered. The rejections and modifications were done on the doctrines of language disability, content, and technical paucities. The items which could not fit to satisfy the purpose of the present study were also taken into account for their rejection from the schedule. Thus after editing of the scale, a total number of 349 items were retained in the schedule as depicted in Table No. 3.3

Table No 3.3: Distribution of the number of items after editing the four categories of interview schedules taken for the study.

Sl. No	Objectives	Category of Respondents				No. of items Before editing	No. of items After editing
		Principal	Teacher	Student	Parent		
1	To investigate and compare the diversity in education among the private and vernacular medium government schools in Guwahati city.	45	59	50	04	158	154
2	To find out the impact of the family on the performance of the students.	11	30	17	51	109	104
3	To find out how the education provided at these different schools affects their mobility.	25	26	23	21	95	91
	Total	81	115	90	76	362	349

3.6: Pilot study:

The subsequent step in the development of the schedule was the pilot study. The test involves the condition of the responses from fifty students, five teachers, five parents, and two principals of the respondents. While selecting the sample for the tryout of the scale, due importance was given for the proportionate inclusion of respondents from different categories. Thus the total 62 respondents were selected from representing different

categories for the study as mentioned in Table No 3.4

Table 3.4: Distribution of Sampling Procedure adopted for the tryout

Students	Teacher	Parents	Principal	Total
30	5	5	2	42

3.7: Consideration in the administration of the interview schedule:

To fill up the schedule, the investigator took the help of principals, teachers, parents, and students. The only essential condition of the administration was based on cooperation and understanding.

3.8: Items selected for the final draft:

For selecting the items under each objective, all the items having significant differences were selected for the final schedules. All the items having no significant difference were rejected. The items were found mostly of medium difficulty but there were some high and low difficulty items. The selected items were arranged and serial numbers were assigned to the items selected for the final draft of the scale based on their value. The distribution of the number of items in each objective of the scale is given in Table no 3.5.

Table 3.5: Number of items selected (After the pilot study)

Sl. No	Dimensions of Scale	No. of Items Selected				Total
		Principal	**Teacher**	**Student**	**Parent**	
1	**Objective-1**					
	To investigate and compare the diversity in education among the private and vernacular medium government schools in Guwahati city.	42	58	49	03	152
2	**Objective-2**					
	To find out the impact of the family on the performance of the students.	08	27	16	49	100
3	**Objective-3**					
	To find out how the education provided at these different schools affects their mobility.	23	25	21	18	87
	Total	**73**	**110**	**86**	**70**	**339**

3.9: Statistical techniques employed:

For the present study, the percentage method was used.

3.10: Rationale for selecting the study area:

The reason for selecting Guwahati as the study area for my research is that the city of Guwahati has emerged as one of the fastest-growing cities in the country in general, and the North East in particular. The city has become the educational hub of the State of Assam as well as for the North-Eastern region over time, and in the process, it has provided grounds for the emergence and growth of different categories of educational institutions. Here we can witness different categories of educational institutions from the best to the worst educative value. In other smaller townships of the North-Eastern region, we can mostly find government or semi- government-run educational institutions, whereas, the city of Guwahati presents an array of elite/private educational institutions as well as government and semi-government run educational institutions.

3.11: Objectives:

- To investigate and compare the diversity in education among the private and vernacular medium government schools in Guwahati city.
- To find out the impact of the family on the performance of the students.
- To find out how the education provided at these different schools affects their mobility.

3.12: Research Questions:

- What is the socio-economic background of the students studying in these both categories of schools?
- What are the different facilities that these schools are providing to the students?
- What are the challenges that these both categories of schools are facing?
- What is the impact of family on the level of academic performance of the students in these both categories of schools?
- Where are these students absorbed after getting their education in these both categories of schools?

3.13: Operational Definition:

Stratification in Education- is defined as a system by which society ranks categories of education in a hierarchy. The different level of distinction between the quality of education as provided by the public and the private sectors has consequently produced a highly stratified human resource. Hence stratification in education is the hierarchical arrangement of different levels of educational stratification from-

➢ Elite /Private institutions
➢ Vernacular medium state government schools or schools waiting for government recognition, popularly called Venture schools.

Education- in this study refers to the level and quality of education as provided by the different educational institutions to their students belonging from higher secondary level (standard eleven to standard twelve) as this level of education mostly determines the future of the students concerned.

Mobility – By mobility in the study we mean the mobility of students after getting an education from the different categories of schools, where they are absorbed (weather continue education or not, if yes, the quality of college they get admission) after getting the diverse level of education.

3.14: Significance of the Study:

Education is an important determinant of the economic and social development of a nation. The quality of education in a society indicates the quality of its human resources. Expenditure on education is considered as an investment in human resource enrichment, which ultimately adds to the overall socio-economic condition of the nation at large. The developed countries spend a lot of money for the provision of quality education to its people, while developing countries like India, especially Assam (regionally), also has starting to focus on spending money according to their resources to provide education at minimal cost to the citizens. But we can see that though both the private and the public sectors in the region strive to provide quality education to its students, yet, the former has surpassed the later in fulfilling the proper standards. The difference in the level of education as provided by both the educational sectors has significantly marked a distinction between the qualities of human resources as produced by the respective sectors; the private sector being the dominant educational sector. So it has been evident that the students who belong to the privatized educational sector are better qualified, trained, and updated as compared to the students belonging to the government education sector of the region. This has led the former to gain access to better job opportunities and better standards of living, which has ultimately led them later to either struggle in lower socio-economic standards in the society, or distress. Thus, this study tries to bring out the

major structural as well as the functional differences between the privatized and the public educational sectors which provide the nation with a biased and unequally skilled human resource. The study is also aimed to find out the problems at different levels faced by the different categories of schools in the area. Moreover, the study is also important as it will be carried out to find out where the students produced from these diverse qualities of institutions are absorbed?

3.15: Delimitation of the Study:

1.   The study is delimited to only one district of the state of Assam. (Kamrup Metro)

2.   The study is delimitated to only higher secondary schools.

3.   The study is also delimitated to only 340 students, 30 teachers 30parents, and 6 principals.

4.   Another delimitation of the study is that it is only confined to a comparison of vernacular medium government school and English medium private schools.