CHAPTER - III

APPROACH AND METHODOLOGY

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Introduction:

The contending perspectives on development and the different approaches to tribal development in India followed by the empirical studies to support the rationale of the study have been presented in the previous chapters. The scope of the remaining chapters, however, will be limited to discussions on the educational development of tribals in Thuamul Rampur (Th, Rampur) Integrated Tribal Development Agency (ITDA) block of Kalahandi district of Orissa. Considering the geographical differences and uneven level of development prevailing in different tribal regions of the district and the state, there may be variations in the prevalent trends in educational development too, which the present study would reveal. Nevertheless, the findings of the present study may at best be indicative of the total picture of educational development, and may help to generate certain hypotheses rather than arriving at definite statements on the district as a whole. With this assumption the present chapter presents the methodological details that were adopted to comprehend the development of education within the local context.

Approach:

In the context of tribal groups who have unique socio-cultural characteristics, mere quantification of data may not be sufficient to discern and understand the social realities existing in their societies. Rather the people's own understanding of their situation when expressed uninterruptedly will unravel many facts which cannot be obtained through administration of structural tools. At the same

time some of the educational data like, number of institutions, enrolment, dropout etc., can very well be quantified. Hence taking into consideration the objectives of the present study, a combination of both quantitative and qualitative approaches have been followed.

Data Required for the Study:

In order to achieve the stated objectives, both quantitative and qualitative data were required. The quantitative data included the growth of formal and non-formal educational institutions in the block since 1962 in terms of number and distribution of schools in different gram panchayats, enrolment, dropout and performance of tribal students in formal and non-formal educational institutions, teacher-student ratio in formal institutions, qualification and training of teachers in formal education institutions, number of development ment programmes/ launched, and the physical facilities available in formal and non-formal educational institutions. Descriptive data pertaining to the organization of curricular and extra-curricular activities in formal and non-formal educational institutions, nature of educational inputs provided in the development programmes, media used to introduce the educational inputs in the development programmes, were also necessary. In addition, the reactions of functionaries in charge of implementation of formal and non-formal educational and developmental programmes, reactions of beneficiaries about the problems in adopting the benefits provided to them, and their reactions towards the utilization of the various types of development programmes, were also required.

Sources of Data:

The data required for the present study mentioned above were available from various sources mentioned below:

(1) <u>Official documents and records</u>: - Fourth Educational
Survey of Orissa, 1982, Kalahandi District Statistical
Hand Book, 1979 and 1981-82, Annual Administration
Reports of Scheduled Areas in Orissa, 1980 to 1988,
Official records available in the office of Circle
Inspector of Schools, District Inspector of schools,
Bhabanipatna education circle, Block Development
Office, Th. Rampur block, District Welfare Office,
Kalahandi district, Project Officer, Rural Functional
Literacy Programme, Kalahandi district, Th. Rampur
Integrated Tribal Development Agency, District Rural
Development Agency, Kalahandi district, District
Industrial Centre, District Agriculture, Horticulutre,
Soil Conservation Office, Th. Rampur Block Medical and
Veterinary office, and Th. Rampur Large Size Agriculture
Multipurpose Co-operative Society. From these sources
data pertaining to Th. Rampur block were collected.

(2) <u>Functionaries</u> : School Headmasters, teachers, Sub-
Inspector of schools, Circle and District Inspector
of schools, Project officer, District Rural Functional
Programme (RFLP) Adult Education) Supervisors and Instru-
ctors of Adult Education and Prathamik Chatsalis
programme, and Officers and Extension workers of
Development Programmes were served as sources of data.
Reactions of these functionaries with regard to the
educational development of tribals of Th. Rampur Block
were collected.

(3) <u>Beneficiaries</u>: For formal education, adult education
and Prathamik Chatasalis two categories of beneficiaries
viz., students who had completed the terminal stages
of these courses and dropouts from these courses, were
served as sources of data. In addition to these benefi-
ciaries, parents of tribal students who were studying
in schools were also served as sources of data.

Apart from these sources, investigator's field diary, informal discussions and observation reports also served as sources of data.

Sample :

The sample of the study is restricted to the tribal people of Th. Rampur block. There were four major considerations in selecting Th. Rampur block for investigation. First, it was deemed necessary to conduct the study in a predominantly tribal area. For selecting this, all the eighteen blocks of Kalahandi district were taken into consideration. It was found that only two blocks viz., Th. Rampur and Lanjigarh have been included in the Scheduled Areas of Orissa (details regarding the Scheduled Areas have been presented in Chapter-IV). According to Census 1981, the tribal population in these two blocks was 57 per cent and 36 per cent respectively. On examining the census record it was found that Th. Rampur block had registered five per cent growth in tribal population and Lanjigarh block had shown eight per cent decrease in tribal population, between 1971 and 1981 Census. Secondly, the entire tribal population of 23,758 (Census, 1981) of Th. Rampur block were residing in rural areas and almost ninetyfive per cent villages out of the total 295 villages of Th. Rampur block were not linked with pucca roads. Thirdly Th. Rampur block was the least educationally developed block in the Kalahandi district. According to Census 1981, the literacy rate was 5.44 per cent as against 19.42 per cent for the Kalahandi district and 34.23 per cent for the Orissa state as a whole which was still below the national average of 36.23 per cent. Finally, it was necessary to ensure researchers' case of understanding the language and the socio-cultural practices and a familiarity with the geography of the area. Thus the preceding four reasons accounted for selecting Th. Rampur block for investigation. Map-1,

presents the Scheduled Areas in the district of Kalahandi and indicates the block under investigation.

In order to collect data from different sources as mentioned above, sample at different stages has been drawn.

Functionaries :- Three types of functionaries, who were in charge of implementation of different programmes, were selected. For formal education programme, seventyseven functionaries from all the schools were selected. They include all the Headmasters of schools and teachers from single teacher schools. The other functionaries of formal education include two Sub-Inspectors of Schools, one Circle Inspector of schools, and one District Inspector of schools. For functionaries of non-formal education, all the forty-seven Instructors (thirty Adult Education Centres and seventeen Prathamik Chatasalis), One Supervisor, and one Project Officer, District Rural Functional Literacy Programme, were selected. The Supervisors of Prathamik Chatasalis were the same Sub-Inspectors of schools of formal education. The functionaries of Development Programmes, include nine Officers and eight Extension Workers/Village Level Workers. Details about the functionaries selected have been presented in Table 3.1

Beneficiaries :- The benefits accrued through the programmes of education and development are reflected by the extent to which they were perceived by the benefi-ciaries. For this purpose sampling of villages was done. By the time the study was carried out the block had twelve Gram Panchayats consisting of 295 villages (both inhabited and uninhabited) with a tribal population of 23,758. Keeping in view the focus of the study, villages with beneficiaries who have been the reciepient of formal,

TABLE - 3.1

Types of Functionaries Included in the Study

Formal Education	N	Non-Formal Education	N	Development Programmes	N
Headmaster and Teacher	77	Adult Education Instructor	30	Extension Worker/ Village Level Worker	8
Sub-Inspector* of Schools	2	Prathamik Chatasali Instructor	17	Project Administrator & Special Officer	2
District Inspector* of Schools.	1	Project Officer RFLP,Kalahandi	1	Th.Rampur ITDA Block Development officer**	1
				Agriculture,Horticulture,Soil Conservation,	
Circle Inspector of Schools	1	Supervisor	1	Veterinary and Medical Officer	5
				Managing Director LAMPS	1

* Functionaries are included in both formal education and Prathamik Chatasali programme
** also included in formal education programme.

non-formal education and development programmes were identified. For selecting the villages the ITDA beneficiary list of 1983-84 and 1984-85 was examined and villages were identified. From among the identified villages, those which had at least one school or Prathamik Chatasali and one Adult Education Centre were selected. On the whole seventeen such villages were selected. Table 3.2 (see page no.), presents the list of villages showing the concentration of tribal population and the facilities available in those villages.

Map - 2, shows the block and sample villages. From these selected villages sample of beneficiaries was drawn by following incidental sampling procedure. For selecting the beneficiaries of formal education programme, school records of the sample

TABLE - 3.2

List of Villages Included in the Study

	Name of the Gram Panchayats	Name of the Villages	1981 Census			Facilities available		
			Total Population	Total ST Population	% of ST Population to total population	School/ Prathamik Chatasali	Adult Education Centre	Beneficiary of Develop. Program of 1982-83 & 1984-85
1	Badchhatrang	Dabriguda	313	175	56%	LPS	AEC	1983-84
		Jamguda	232	172	74%	LPS	AEC	1983-84
		Tasiguda	274	193	70%	LPS	AEC	1983-84
2	Karlopat	Permanji	132	115	87%	LPS	AEC	1983-84
		Purunagumma	179	95	53%	UPS	AEC	1983-84
3	Mahulpatna	Khamarpader	198	162	82%	LPS	AEC	1983-84
4	Dumerpader	Uperjhapi	384	288	75%	LPS	AEC	1983-84
5	Th. Rampur	Jaragasil	138	104	75%	PC	AEC	1983-84
		Pokhara	212	126	59%	PC	AEC	
6	Gopalpur	Dakota	202	118	58%	LPS	AEC	1983-84
7	Gunpur	Kathaghara	236	211	89%	LPS	AEC	1984-85
8	Jubrajpur	Badbaffla	531	278	52%	LPS	AEC	1984-85
9	Kanigumma	Jabang	233	179	77%	LPS	AEC	1984-85
10	Ghutrukhal	Bhardanga	325	196	60%	LPS	AEC	1984-85
11	Nakrundi	Nakrundi	172	125	73%	LPS	AEC	1984-85
		Chulibhadi	235	146	62%	LPS	AEC	1984-85
12	Kerpai	Podapadar	158	136	86%	LPS	AEC	1984-85

LPS = Lower Primary School ; UPS = Upper Primary School; MES = Middle School
AEC = Adult Education Centre; PC = Prathamik Chatasali.

villages were examined and teachers help was sought to identify
the tribal students who had completed the terminal stages of
schooling and those who had dropped out before completion.
After that all the available fortyeight students who had
completed the terminal stage and sixtytwo dropouts were
contacted and interviewed. Proper care was taken to see
that at least three to four students per school were selected.
Similarly for selecting the beneficiaries of Adult education
and Prathamik Chatasali programme, the same procedure was
followed. For Adult education programme thirty six adults
who had completed the course and sixty dropouts were
available and all of them were selected. For Prathamik
Chatasali programme from the two Chatasalis of the selected
villages all the available twelve students who had completed
the course and seventeen dropouts were selected. For selecting
the beneficiaries of development programmes, the ITDA
programme list of 1983-84 and 1984-85 was examined and found
that a large number of development programmes were going on
in the block. The investigator , taking the help of ITDA
Officials, classified all the programmes under five major
areas namely, Agriculture, Horticulture, Soil Conservation,
Animal Husbandry, and Health. But, as all the programmes were
not operating in each of the selected villages, it was
decided to select at least ten beneficiaries per programme.
Accordingly a total of fifty beneficiaries were selected.
Apart from these, in order to understand the perceptions
of actual benefits accrued through formal education sixty
tribal parents were selected. This was done, in order to
find substantiation for the perception of beneficiaries
who were young children. Table - 3.3, (see page 131),presents
the details about the different Categories of beneficiaries
included in the study.

TABLE - 3.3

Different Categories of Beneficiaries Included in the Study

Formal Education	N	Non-Formal Education	N	Development Programmes	N
Parents	60	Adult Learners	36		
Students	48	Dropouts	60		
Dropouts	62	Prathamik Chatasali Students	12	Tribal People	50
		Dropout	17		
Total N = 170			125		50

Tools and Techniques of Data Collection:

Information schedule, Questionnairs, Interviews, Observation, informal discussion and Field notes were the tools and techniques used in the study. The following tools were developed and used to gather the required information from various sources as mentioned earlier. A complete set of these tools have been given in Appendix A-1-A-2/.

Information Schedules:- These schedules were developed to collect information regarding, the growth of formal and non-formal educational institutions, physical facilities available, enrolment, dropout and retaintion figures, number of teachers, instructors, supervisors, in formal and non-formal educational institutions, nature and number of development programmes launched, educational inputs provided in the development programmes, media used in the educational inputs, etc.

Questionnaire:- There was only one questionnaire used in this study. It was related to the headmasters of all formal education institutions. This questionnaire had thirty-four items with mostly open ended questions. This was done with a view to allow free response from the teachers. Since almost all the schools are situated in hilly and forest area without the access of a proper link road to the main road, the problems that is obtained in these schools are totally different from any other school situated in plain area. In such a situation, the teachers has something more to say than what is normally expected from a pre-structured questionnaire.

Items of the questionnaire had broadly focused on the following aspects viz., general information about the teacher and school, choice of taking a job in tribal area, use of training received in teaching and motivating tribal children to attend the school, medium of instruction used, reaction about the text books, administration and supervision of the school, participation of village leaders and parents in organizing educational activities outside and inside the schools. Above all, at the end they were asked to give their comment about the educational activities as a whole in the school.

Interview Schedules :- Six sets of interview schedules were developed in order to collect reactions from different categories of functionaries and beneficiaries of formal and non-formal education, and development programmes. Details about the developed tools have been presented below:

Interview Schedules for Functionaries of Formal Education Programme:

These include schedules for Circle Inspector of schools /District Inspector of schools and Sub-Inspector of schools.

Interview schedule for the Circle Inspector/District Inspector
of schools consisted of items relating to their background
information which includes age, sex, qualifications, experi-
ence in working in tribal areas, etc., their role and
responsibilities in performing different activities like,
inspection and supervision of schools and sub-ordinating
authorities, opening and upgrading of schools, recruitment
and transfer of teachers and so on. The problems faced by
them in performing their activities, their perception about
the tribal peoples' response towards school education
programme, comments and suggestions. Interview schedule for
the Sub-Inspector of schools consisted of items relating to
their personal data, reasons for opting the job of inspector,
organization of visits to schools, discussion of school
problems with the teachers, tribal parents, village school
committee members, attending to their other official duties.
The items were designed to collect information with regard
to the problems they face in carrying out their activities,
their perception about tribal peoples' response towards
school education programme, and suggestions for the improve-
ment of school education programme.

Interview Schedules for Functionaries of Non-Formal Education Programme:

These include schedules for Project Officer, District
RFLP Officers, Supervisors and Instructors of Adult Education
and Prathamik Chatasali Programme. Interview schedule for
RFLP Project officer consisted of items relating to his
background information which includes his age, sex, qualifi-
cation, experience in working in tribal areas, special
training received, etc., his role in starting Adult Education
Centres, organization and supervision of Centres, inspection
of the works of supervisors, instructors, attending to his

other official duties, discussion of problems with the
supervisors, instructors and learners. The items were
designed to elicit information about the problems faced by
the Project officer, while carrying out his activities, his
perception about tribal learners' response towards non-
formal education programme, suggestions for the effective
functioning of the programme. The interview scheme for
instructors of Adult Education and Prathamik Chatasalis
centres contained items to elicit responses regarding their
personal data, reason for opting the job as an instructor,
adequacy of the training received, their role in the organi-
zation of NFE Centres, problems faced by them in performing
their activities, and their suggestions for effective
functioning of the NFE programmes. Similarly the interview
schedule for the Supervisors of Adult Education programme
had similar items with an addition of one more dimension
namely the organization and supervision of centres.

Interview Schedule for Functionaries of Development Programmes:

These include schedules for District and Block level
functionaries and Extension Workers/Village level workers.
The schedule for District and Block level functionaries
consisted of three parts. Part-I, was used for the ITDA
officials, Part-II, was used for B.D.O., and Part-III was
used for other functionaries of Agriculture, Horticulture,
Soil Conservation programmes. However, it may be mentioned
here that, all three parts were not mutually exclusive.
Depending upon the programme and the functionaries, items
from the three parts were used to elicit their reactions.
The dimensions covered in these three parts of the
Schedule are:

(1) <u>Background of the functionaries</u>:

- Name, Age, Qualification, Experience in the same position, Experience in working with tribals, Knowledge about different languages, especially the tribal language of the area (Kui) etc.

(2) <u>Distribution of benefit to people</u>:

- Criteria for selecting the beneficiaries, sources and types of benefits,

- Knowledge about the infrastructure facilities available for execution of the programmes, etc.

(3) <u>Publicity of various programmes and Organization of Orientation programmes for the beneficiaries of various programmes</u>:

- How do people know about the different programmes? How are they benefited? How the orientation programme is organised? What are the different media used in the orientation programme? How to ensure that they have understood the programme well? Whether any follow-up work is done or not?

(4) <u>Problems faced by the functionaries in implementing the programmes</u>:

- What kinds of problems they have faced so far and are facing at present? Whether the problems emerge from the vary nature of the programme or from the peoples' side? What steps they have taken to solve those problems? Whether there is any need to change the structure of the programme or not?

Interview schedule for grass-root level functionaries was designed to elicit the responses regarding their role as extension workers. The items include their personal background data, help render to the beneficiaries in developing their awareness about the programmes, in choosing a scheme, help render to the higher level functionaries in organizing and implementing the educational inputs in various development programmes, organizaticn of their official duties, consistent guidance to the beneficiaries, problems faced by them in performing their duties, their perception about the tribal beneficiaries, and possible suggestions to bring improvement in the programmes.

Interview Schedules for Beneficiaries of Formal Education Programme:

These include schedules for tribal parents, students and dropouts. The schedule for tribal parents had the items related to the reasons of sending or not sending the children regularly to school, purpose behind educating their children, difficulties in sending their children to school, problems related to teacher, parent and teacher student relationship, educational aspirations of tribal parents, problems related to their involvement in the school education programme, and suggestions for the improvement of school education programme of their village.

The interview schedule for successful learners of school education programme had the items related to their background data, present occupation, objectives with which they had completed certain stages of schooling, hurdles in the attainment of their educational objectives, problems in continuing further studies, and suggestions for improving the school education programme of their village. The interview schedule for dropouts of formal education had items related to their

background data reasons for dropping out, the factors that led to the reasons, nature of activity presently engaged in, intention of rejoining either in formal school or adult education classes, and suggestions for redesigning the school education programme of their village.

Interview Schedules for Beneficiaries of Non-Formal Education and Development Programmes:

The Schemes for Beneficiaries of NFE include schedules for Adult learners, learners who had completed completed Prathamik Chatasali course, and dropouts from adult education and Prathamik Chatasali Centres. The schedule for adult learners has the items related to their background data, benefits derived from the programme, problems in utilizing the benefits in their daily life, and suggestions for effective functioning of the adult education centres. The tool which was used for the formal education students was also used for eliciting responses from the successful learners of Prathamik Chatasalis. The schedule for Adult Education and Prathamik Chatasali dropouts had similar items as items as mentioned for the formal education dropouts. Interview Schedule for the beneficiaries of development programmes had items related to sources of information, help received in getting the benefit, knowledge about orientation, Problems faced, perception about adequacy of the programmes and their suggestion.

Observation Schedule for Development Programmes and Non-Formal Education Centres:

The observation schedule for the development programmes had four major dimension to be observed. They are i) Publicity of the programmes, ii) the process of organizing the orientation programme for the beneficiaries, iii) step-wise assistance given to the beneficiaries, iv) responsiveness of the beneficiaries in utilizing the knowledge received through the orientation programmes. The observation schedule for non-formal education centres had the aspects like basic

information regarding the location of Centres, physical facilities available, availability of teaching-learning materials, organization of extra-curricular activities, etc.

At the end, it may be mentioned that all the schedules were semi-structured with a heavy dependence on open ended questions. This was done with a view to wide the scope of discussion to get more penetrative responses by carefully putting the subsidiary questions.

Organization of Data Collection : The Field Work.

The field work for the study was carried out in three phases spread-over a long period of time from November 1983 to February, 1986. However, in order to up-date the quantitative data and to gather more information, investigator had been in the field twice between September, 1987 and November, 1988. The phasewise field work completed has been presented as under:

PHASE - I

In the first phase of field work the information schedule pertaining to formal and non-formal education programmes and development programmes were filled up by the investigator with the help of two teachers attached to Sub-inspector of schools, Th. Rampur block, official staff of the district adult education and district welfare office, and Th. Rampur ITDA office. Information pertaining to objective-I and II were primarily collected during this phase. In addition to this, the incomplete questionnaire and interview schedules, already developed by the investigator was completed with the help of the functionaries incharge of formal, non-formal and development programmes. Besides, the investigator visited some of the villages in order to gain first hand experience about the development programmes. Personal notes and observation reports were

also prepared by the investigator.

PHASE - II:

In the light of the objectives of the study and experience gained from the first field visit, the tools were suitably modified and given to a few teachers and fellow researchers for their comments and suggestions. Thus, with the modified tools, the investigator started his second phase of field work. Before starting the actual field work, the tools which were to be used for the beneficiaries were translated into Oriya with the help of language expert. These modified tools were then tried out on a sample of functionaries and beneficiaries (not included in the sample) selected randomly. On the basis of their responses, the tools were suitably modified and with the final set of tools the field work started. With the help of ITDA officials selection of villages and identification of beneficiaries of development programmes was done. Questionnaire for teachers was administered by personally visiting the schools. In case the teacher was found absent, he was contacted either at the B.D.O. office of D.I. office on a pay day. In addition to this a few interviews were conducted with the instructors of non-formal education centres. Also some district level functionaries who were on tour to the area were interviewed.

PHASE - III:

In the final phase of field work the investigator started visiting the sample villages, in order to conduct interviews with the beneficiaries and grass-root level functionaries. At first the investigator stayed in a village for a couple of days in order to familiarise himself

with the local environment and people of that village. With
the help of village school teachers and extension workers/
WLW's, the investigator identified the beneficiaries and
interviewed them. While conducting interviews he had to
ask questions and to interact with the interviewees in
regional language and sometimes with the help of 'Kui
language'. These interviews were prolonged and provided
more scope to the interviewees to speak freely what they
felt. Since almost all people leave home early in the
morning in search of some means of livelihood, the inter-
views were conducted mainly during evening time and at times
at the working site. During day time the investigator would
busy in a number of activities like observing the tribal
people in their working site, visiting nearby school/s or
Chatasalis, preparing reports of the interview responses,
conducting interviews with the grass-root level functionaries.
Apart from conducting interviews and observing people,
field notes with regard to the daily life style and socio-
cultural practices was also prepared. This was done with a
view understanding the responses and interpret them meaning-
fully. Mention may be made here that during this phase the
investigator witnessed a grand winter festival (Tuki Mara
Parva) of tribals. Although every year, it is organised,
but every twelvth year they celebrate on grand scale. This
festival gave a lot of insight to the researcher with regard
to the socio-cultural practices of the tribals and its
consequential effect on the behaviour modalities adopted by
them.

During this Phase of field work the investigator
attended all the orientation programmes organised by the
functionaries of various development programmes. On such
occasions interviews were also conducted with the functionaries.
Some of the functionaries were very enthusiastic and

co-operative while others showed their reluctance. However, in difficult situations the investigator would persue them at a very personal level to get responses from them. During this phase the investigator had the opportunity to meet the Minister of State, Housing and Urban Development, Government of Orissa who was on tour to the area. Also he met the Community Development Director who had come for inspection of development works. The investigator had a chance to discuss with them informally on certain aspects of development programmes.

PHASE -IV:

Between September 1987 and November 1988, the investigator visited the field twice only for brief period in order to up-date the quantitative data and to collect some more literature from ITDA official records to write the research report.

Scheme of Data Analysis:

The data thus collected were analysed both quantitatively and qualitatively so that meaningful trends could be visualised. However, the details of data analysis procedure is presented hereunder.

Quantitative data pertaining to the growth and distribution of educational institutions, enrolment, dropout, performance of students, teacher student ratio, school teacher ratio, qualification and training of teachers, and infrastructural facilities available have been analysed through frequency and percentage analysis and wherever necessary data have been presented in tabular form.

Data collected from various developmental agencies with
regard to the organization and execution of educational
inputs in development programmes, have been presented in
descriptive form.

Data collected through questionnaire and interview
scheduled from the reactions of functionaries and benefi-
ciaries of formal and non-formal education programmes, have
been presented in descriptive form followed by percentage
analysis wherever necessary.

Information collected through interview schedules
from the reactions of functionaries and beneficiaries of
development programmes has been presented in descriptive
form. Information obtained   through observation,
field notes, and informal discussion have been analysed
both qualitatively and quantitatively. These data have
been used to cross-check and substantiate some of the facts
obtained from the records and responses of the subjects.

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