CHAPTER - III

METHODOLOGY

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3. Introduction:

In the previous chapter a review of the related literature on the effects of programs and policies of primary education in the context of study was presented. This review has helped to situate the present study in the proper perspective by examining the nature of the studies conducted so far, their scope, their findings as well as observations along with the research gaps. All this helped in defining the present study and its methodology. The terms methodology refers to the process and procedures one adopts while carrying out the study in order to achieve the particular objectives specified. This chapter gives details about methodology followed in this study. The description of tools and techniques used, design of the study, the sample, the procedure of data collection and the out line of the analysis of the data are described under appropriate heads.

The purpose of the study is to get insight into the efforts made by the government to promote education in tribal area and also in girls with various education initiatives since 1996 in the form of DPEP program and later on from 2002 SSA program. Therefore the study focuses on the educational backward block namely limkheda of Dohad district of Gujarat state as it has low female literacy rate compared to national female literacy rate. For this study it was decided to study the experience of the ultimate beneficiaries (students- girls and boys, their parents, their school and community environment and related local administrator of the concern schools).

3.1 Statement of problem:
A study of the effect of interventions in primary education with gender perspective in Limkheda block of Dohad district of Gujarat state

3.2 Objectives of the study:

Objectives of the study are as follows:

1. To study the effect of interventions in primary education with gender perspective on enrolment, cohort, dropout rate, completion rate and repetition rate after the implementation of the program in 1997 till 2007.

2. To study the opinion of parents, teachers, VEC, MTA and PTA, members for education and especially for girl's education after 1997.

3. To analyse the opinion of students and their parents who has completed the primary education.

4. To analyse the opinion of dropout children and their parents

5. To study the status of students enrolled in standard I in 1996-97 and 2001-02.

6. To analyse the opinion of government functionaries

3.3 Operationalisation of terms:

Operationalisation of terms are as follows:

1. Intervention: In this study the intervention means all the programmes implemented in the limkheda block of Dohad district for primary education with gender perspective.

2. Primary education: Class I to V is considered as primary classes. education

3. Gender perspective: In this study it refers to the nurturing process of girls and boys through different academic and other activities provided in primary education.

3.4 Population and Sample:

The strategy of selecting sample used for the study is purposive sampling.

Table 3: Population:

Total number of Schools			
Limkheda Block	263		
Agara CRC	21		
Limkheda CRC	15		
Teachers			
Limkheda block	**936**	**437**	**1373/1374**
Agara CRC	**104**	**48**	**152/145**
Parmar na khakhariya School	5	2	7/11
Vishlanga school	12	2	14/14
Chaidiya school	5	2	7/9
Limkheda CRC	**46**	**47**	**93/90**
Limkheda school	5	7	12/12
Palli school	1	6	7/8
Vateda school	7	3	10/10
Committees	**VEC**	**MTA**	**PTA**
Limkheda block	**152**	**263**	**263**
Agara CRC	**12**	**21**	**21**
Parmar na khakhariya School	1	1	1
Vishlanga school	1	1	1
Chaidiya school	1	1	1
Limkheda CRC	**8**	**19**	**19**
Limkheda school	1	1	1
Palli school	1	1	1
Vateda school	1	1	1
Literacy Rate (Census: 2001) in percentage			
	Male (%)	Female (%)	Total (%)
Limkheda block	63.17	31.40	47.29
Lowest literacy Village in CRC Agara			
Vishlanga Village	29.33	9.40	19.51
Parmar na khakhariya Village	23.88	9.48	16.07
Chaidiya Village	31.57	10.30	20.67
Highest literacy Village in CRC Limkheda			
Palli Village	54.97	29.07	41.48
Vateda Village	68.49	46.55	57.54
Limkheda Village	67.33	58.01	62.90

The sample consisted 3 schools of CRC having highest literacy rate and 3 schools of CRC having lowest literacy rate.

Table 4: Sample size

Sample	Sample details			Total
Block	1 block Limkheda			1 block
Clusters	2 Clusters Limkheda and Agara	Highest literacy cluster Limekheda	Lowest literacy cluster Agara	2 clusters
Villages	6 villages (3x2) 3 villages in each cluster	1.Limkheda 2.Vateda 3.Palli	1.Vishlanga 2.Chaidiya 3.Parmar na khakhariya	6 villages
Schools	6 Schools. One in each village (1x6=6)	1.Limkheda 2.Vateda 3.Palli	1.Vishlanga 2.Chaidiya 3.Parmar na khakhariya	6 schools

Table 5: Details of people who were interviewed

Name of School	Chaidiya		Vishlanga		Parmar na khalhariya		Limkheda		Palli		Vateda		Total
Attributes	M	F	M	F	M	F	M	F	M	F	M	F	
Teachers	2	2	4	1	3	1	3	2	1	4	2	3	28
VECmem	2	1	2	1	2	1	2	1	2	1	3	0	18
MTAmem	0	2	0	3	0	3	0	3	0	3	0	3	17
PTAmem	2	0	3	0	3	0	3	0	3	0	3	0	17
Parentsof dropout children	4	3	2	3	4	3	3	3	3	3	3	2	36
Parents of children completed pri. Edu.	3	3	3	3	2	3	3	3	3	3	4	3	36
Students completed pri. Edu.	3	5	3	3	3	1	3	3	3	3	3	3	36
Students dropout from school	2	3	3	3	4	2	3	3	3	2	3	3	34
FGD with students	2	2	2	2	2	2	12						
Government functionaries	8 male												8
Total sample													242

The details of sample-interviewed are given in annexure: Vishlanga –annexure 10, Parmar Na Khakhariya- annexure 13, chaidiya- annexure 16, Palli- annexure 19, Vateda- annexure 22, Limkheda- annexure 25.

3.5 Delimitation of study:

1.Only one block limkheda of Dohad district in Gujarat state,

2. Two CRCs Highest and lowest literacy (Census: 2001) in limkheda block and

3. Three schools of CRC having highest literacy rate and three schools of CRC having lowest literacy rate.

3.6 Tools and Techniques:

Educating children is a social process, which is influenced by a range of social variants, which involves multifarious activities. The process is subtle, complex and anchored in local specificities. It is for this reason that relevant information was collected on pupil's socio-economic and home background apart from carrying out school-based observations of classrooms, assembly and lunch break/ recess. Opinion of teachers, parents, committee members and the children is a part of the study.

Therefore to understand the above dynamics and inter linkages between school, home and the community, the profiles of school, responses and views of children, parents, VEC, MTA and PTA, teachers and government officers has form essential components of the study. To understand the trends and effect of the interventions in primary education the enrolment, survival rate, repetition rate and dropout rate of the students also forms an important component of study.

3.6.1 Tools:

The tool for the study was developed on the bases of issues and problems, practices, opinions, inputs of the program and their views for the same. The tools were developed by the researcher and validated by the expert. The tools developed with the gender perspective are as follows:

3.6.1.1 School profile:

The school profile was developed to understand the environment for girls and boys in the school. This includes the information related the school environment, geographical situation of school, physical and infrastructure facilities for the students especially for girls etc. This also included information about enrolment, cohort, survival rate, dropout rate and repetition rate since of cohort 1996-97 to 2001-02 and 2001-02 to 2006-07.

3.6.1.2 Interview schedules:

- Interview schedule for teachers: This includes opinion of teachers on primary education specifically for girl's education, the information about the classroom transaction etc. (Annexure: 1)

- Interview schedule for VEC, MTA and PTA members: This includes the information regarding the perception for education and specifically girl's education and their commitments. (Annexure: 2)

- Interview schedule for parents: This includes the information regarding the social and family problems, issues, and their perceptions for primary education and specifically for girl's education etc. (Annexure: 3)

- Interview schedule for the dropout children includes the information about the reasons for dropouts; does education makes any difference in their life etc. (Annexure: 4)

- Interview schedule for the students who have completed the primary education after 1997: This includes their opinion about the primary education, the benefits of education, suggestions and expectation from the school. (Annexure: 5)

- Interview schedule for the government functionaries (Implementing agency): This includes the officers- DPEO, OIC TT, BRCC, CRCC and head master of the schools, their concerns and suggestions about the programs and interventions to encourage girl's education. (Annexure: 6)

3.6.1.3 Checklists:

- Classroom observation check list: This includes the information of teacher and student, students - students interactions, opportunities provided by the teachers to the girls and boys, teaching learning process with gender perspective. (Details of observation and its catagoirisation is discussed in 3.8 data analysis of this chapter)

- Check list for pre assembly/ assembly and recess observation: a check list were developed for collecting the information related to pre assembly preparations, assembly and recess which included information regarding the cleaning, play, games of boys and girls, group of children, behaviour and activities of students, assembly responsibilities etc. to understand the environment of school for girls and boys. (Annexure 7b.)

3.6.1.4 FGD questionnaire:

Points for discussion with students were developed which included information regarding the behaviour of students in classroom when teacher was not present and when teacher was present, participation in classroom, teacher's priority for girls and boys future plan for their career. (Annexure: 7a)

3.7 Data collection:

Stage I: Contacted the BRC coordinator of the Limkheda block.

Stage II: Selected the two CRC one having lowest girl's enrolment and another having highest girl's enrolment in the block.

Stage III: Principal of the school of the CRCs were contacted personally and the school profile was developed to understand the environment for the girls. To understand the trend of enrolment, the enrolment data from 1996-97 to 2007 and to understand the effect on dropout rate, survival rate and repetition rate the cohort data of 1996-97 to 2001-02 and 2001-02 to 2006-07 were obtained from the school registers.

Stage IV: Classroom observation was done for 4 days in each school i.e. 4x6= 24 days from arrival to the departure of students from the school. The arrival, departure, assembly, recess observations were recorded for all the days using the checklist. The classroom observation of standard II and V were taken alternately for four days to

study the situation before and after lunch break. i.e. if in morning class II is observed in afternoon class V was observed on the same day then on second day morning class v and afternoon class II.

However, as this study is being conducted with a gender perspective, it was necessary to look out for human behaviour (manifested through postures, language used, tone of statement's made etc.), interactions between teacher and students and among students and general attitude towards each other in the process of lesson transaction.

While recording observations in the classroom a balance between pedagogical process and other classroom processes and culture was also taken care of. While teaching, teachers tend to be governed by certain attitudes, which often manifest in biased treatment of particular segments of children. e.g. if a teacher believes that girls are not meant for mathematics or are inherently weak in mathematics, this attitude is likely to be evident while this teacher teaches mathematics. Details of this nature was very important for this research study and was captured in the course of observation.

As the research was qualitative in nature, two-person, researcher and observer took the observation at a time to eliminate individual bias to the extent possible. The analysis plan was such that equal importance was given to the records of both observers. Thus it was the equal responsibility of both the observers to observe and record the details with care. It was supposed to capture all the details whatever happened in the classroom, during assembly and lunch time/recess.

The observer was trained for the observation in respect to checklist and given instruction to note the observations and not the opinion about the observation. The observation of one day was checked by researcher and then preceded for next observation to minimize the gaps in observation

Stage V: The prepared questionnaires were executed to conduct the interviews with parents of dropout children, parents of children completed primary education, committee members-VEC, MTA, PTA, teachers and government officers, dropout

students, children completed primary education. FGDs were done with the group of 12-15 students.

For collecting data at stage IV and V, the triangulation method was adopted. The triangulation method was adopted for data collection. Using the triangulation methods suggested by the Denzin (1978b) the data was collected by four basic types of triangulation: (1) Data triangulation- use of variety of data sources in a study; (2) Investigator triangulation- the use of several different researchers or evaluators; (3) theory triangulation- the use of multiple perspectives to interpret a single set of data; and (4) methodological triangulation- the use of multiple methods to study a single problem or program.

The triangulation was achieved with in qualitative inquiry strategy by combining different kinds of qualitative methods, mixing purposeful samples and including multiple perspectives, cut short inquiry approaches and also achieved triangulation by combining qualitative and quantitative methods.

3.8 Data analysis:
The type of data collected was both qualitative and quantitative. The collected data was analysed both content wise and statistically. The data collected from the enrolment and cohort data obtained from school, interviews, group discussion, school/classroom profiles and school documents of six schools, three of each CRC having highest and lowest literacy in limkheda block of Dohad district were appropriately qualitative and quantitatively analysed.

3.8.1. School profile:
The data collection for enrolment and cohort was done from the school records with the help of teachers and CRCs. The cohort data and enrolment data were obtained from school records. The cohort data were used for calculating the dropout rate, survival rate and repetition rate.

Survival rate:

To achieve universal elementary education, it is necessary that children be retained in the schools to complete grade 8. However, it is a common knowledge that substantial percentages of children dropout of the system without completing it. Grade specific dropout rate refers to the percentage of students, who leave the system without completing the grade to the total number of students originally enrolled in the grade. In this study the survival rate is calculated for the enrolment in sixth standard i.e. those students completed fifth standard.

The **cohort dropout rate** (for primary level) is calculated by determining the survival rate at the primary level (consisting of grades I to V) for the year t+4 as follows:

$$SR(t+4) = \frac{\text{Enrolment in grade V in year t+4}}{\text{Enrolment in grade I in year 't'}} \times 100$$

Dropout Rate:

$$\frac{[(\text{Enrolment in grade g in year 't'}) - (\text{No. Of repeaters in grade g in year t+4}) \times 100 - (\text{No. of promotes from grade g in year 't' to grade g+4 in year t+4})]}{(\text{Enrolment in grade g in year 't'})}$$

In the above formula the number of promotes in grade g+1 in year t+4 can be calculated by subtracting the number of repeaters in grade g+4 in year t+4 from enrolment in grade g+4 in year t+4.

Repetition rate

The repetition rate is the percentage of students who repeat in the same grade in the next year to the total number of students enrolled in the original grade in the base year. The grade wise repetition rate can be calculated by the following formula:

Repetition rate for the grade g in the year t

$$\frac{\text{No. of students who are repeaters in the grade g in the year t+1}}{\text{Total no. of students enrolled in the grade g in the t}} \times 100$$

Also the over all repetition may be defined as

No. of students who are repeaters in grade I to V in year t+1

-- X 100

Enrolment in grades I to V in year 't'

3.8.2. Classroom Observation:

For the observations there are three tasks involved in the analysis of data, and these are as bellow:

- Inter-rating of observations
- Categorization of observations
- Computing frequencies and percentages of categorised observations.

Inter-rating of observation:

Researcher and observer recorded the situation in classroom and assembly at the same time. They recorded observations independently, without consultation. The observations recorded by them were used for data analysis.

The observations of both researchers have taken to identify the incidents/happening/situations that have been mentioned by both. The observations of each day and each class was compared and highlighted in the text to see if there are any common points of observations. The process of identifying the common incidents/happening/situations in both the recorded observations is what inter-rating is all about.

The reports of both researcher and observer were taken line by line. The common instances happening situations recorded as observations were underline / highlighted in the text. While the wording and phrases in the descriptions of each researchers might differ, the inter-rated observations were the same instances/ happening / situations.

Classification of observations in different categories:

The inter-rated observation of every class on all four days in a formal school; the morning assembly was classified in to the categories that have been evolved. Only those observations that are common/ inter-rated were categorized.

The idea was to generate the categories from the data. An exercise was under taken with all six schools, using the data of the school to generate the core set of categories. The core set of categories was applicable to all schools. The categories evolved for the classroom observations, observations of assembly are given as below:

The classroom transaction data obtained and was classified under following points:

Pre assembly:
- Arrival of students in school
- Sweeping and cleaning of school premises
- Opening and cleaning the classroom
- Arranging the assembly court
- Filling the water etc.

Assembly observation:
- Who led the Assembly?
- Participation of boys and girls in assembly activities
- Sitting arrangement etc.

Teacher's activity:
- Use of black board
- Asking questions, how many times and to whom?
- Giving instruction to students
- Giving classifications
- Disciplinary strategies
- Use of activities- how many times, involving whom? Etc.

Student's response:
- Writing on teacher's black board
- Seeking clarification, how many times and by whom?
- Answering the question by the students. How many times and by whom?
- Reaction on disciplinary strategies
- Student's activity in presence of teacher while teaching and not teaching, in absence of teacher
- Participation in activities- How many times, involving whom? Etc.

While inter-rating if researcher come across a sentence with two instances that may fall in to separate categories these will be treated as a separate unit of analysis. Sometimes long description may not be possible to break up in to, separate or disparate incidence/ happening/ situations. In such case the description was treated as one unit of analysis.

Inter-rating and categorizations of the inter-rated observations was done to ensure the objectivity of study findings. Basically researcher took for analysis only the common observations made by observer and herself.

Instances were quoted to enliven the research.

The categories were coded. Each category had separate code, which was used throughout. Only inter-rated observations were categorized with the help of the codes for categories, sub categories/ sub- sub categories. It was possible for a single sentence to have more then one units of inter –rated observations.

An inter-rated sentence was taken as one unit of observation- the category was marked on the text at the end of the sentence. Where there were series of questions and answers (e.g. Teacher asking questions, children answering), each inter-rated was categorized separately.

Where there was demonstration, activity organized in classroom, which could not be broken into separate, disparate sentences, was taken as an exclusive category. It was not marked in two categories. Often inter-rated observations were difficult to classify, as they appear to fit into more than one category. In such situations, to arrive at the most suited category, the researcher considered the context in which the incidents/ happening/ situation had occurred. In such situations it was helpful to take the opinion of other observer involved.

Computing frequencies and percentages of observations:
Having finalized the Broad Categories and sub –categories it was taken up for computing frequencies and percentages of the categorized observations. It was seen

how often each of this categories was repeated in the course of four days of observations of classrooms in the schools. This has given the frequency of the incidents/happening/ situations in each school. The computation of frequency and percentages was carried out in stages.

Stage 1: Compilation of frequencies and calculation of percentages for sub categories on any given day for a class in the school was done.

Stage 2: Compilation of frequencies and calculations of percentages for sub categories over all the days spent in the school was done.

Stage 3: School wise compilation of frequencies and calculation of percentages for all sub categories under each broad category was done.

Stage 4: Individual school wise compilation of frequencies and calculation of percentages for all the sub categories under each broad Category was done.

The principle for compiling the frequencies and percentages is explained below:
The number of times a category occurs in the text i.e. it was inter-rated in the sentences was added –this gave the frequency.

Stage I: It was attempted for each day in a class in a school and assembly. Tally tables were added to collate the categories of one class in each school based on the observations made by two researcher and observer. Which was the base for analysis. The tables gave us the school wise situation. This computation for each category for each school was done for all four days for each class observed. A similar process was followed in the case of observations of school assembly.

Stage II and III: Stages two- evolved compilation of the frequencies of all sub categories under each broad Category for the four days. For calculating the percentages per school the total of the frequencies of a sub category on all four days was done and calculated the percentage for each day using this as the denominator (to arrive at the percentage of sub category to the total frequency). At the end of this exercise researcher had school wise analysis for all the sub sub/sub and broad categories.

Stage IV: The frequencies of occurrence derived from observations were converted into percentages. This is important to understand the environment available to girls in the school/classroom. As a variety of activities go on in the school/classroom, the

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calculate percentages of frequency for each of the finer categories- the sub- sub categories. In case the sub category or sub categories of a broad category do not have sub- sub categories, the percentage calculated on the basis of total occurrence in that sub category. In this way, clear understanding of what girls face in the different element of pedagogic practice, interaction with children, teachers' interaction with children, etc.

Apart from the school analysis the situation of girls as compared to boys by different types of school, e.g. schools with lowest literacy and highest literacy areas with reference to teachers opinions, parents opinions, VEC/MTA/PTA members opinions, students-dropout and completed primary education opinions, FGDs with students, classroom observation, Recess and assembly observations etc. was done.

School assembly:

Through a participatory process, as in the case of classroom observations, the categories for observations made in the course of school assembly, was developed as listed in (Annexure 7).

Lunch break/recess and pre- assembly happenings in school:

As the two researchers and observer were mobile while recording the observations during lunch break/recess, it is not possible to inter-rate from reports. Each researcher and observer observations for the four days were read and the emerging pattern of incidents among and behavior of teachers and children was listed. These were quantified. Qualitative statements spelling out the situation during lunch break/ recess were included in the report. A similar approach was adopted for the pre assembly situations. For the lunch break and pre assembly situations, a list of possible happenings/ incidents / situations had been listed in Annexure 7.

3.8.3 Analysis of interviews:

To understand the dynamics working behind the literacy level of particular area one has to study all the factors affecting it such as social, family and classroom. Here the teachers, parents, students, committee members and government officers are the key

players. All of them were interviewed. Following details were collected from the interview schedules and analysed for interpretation.

The interview schedule of each parents, teachers, VEC, MTA, PTA and focus group discussion were collected and was scrutinised to identify the gaps, inconsistency, inadequacies and anything that was not clear. Once these were identified, the help of observer, BRCC, CRCC and head teacher were taken to minimize the above. Accordingly the researchers again visited the school and tried to fill the gaps or get the clarity.

A list of all the possible responses were identified for all the questions of each questionnaire and coded for the same. Reponses of the each interview schedules were coded according to the code list and entered for computation. The responses were quantified in percentage for analysis.

The analysis of the information's collected through the use of the different tools was planed as follows.

The analysis of data as done in following framework to understand the classroom environment, social environment, opinion of teachers, parents committee members and students in respect to primary education and especially girls education. The data analysis and interpretation was followed for all the school in same pattern.

The data analysis and interpretation of all the six schools are presented in order of first three schools of lowest literacy and then the three schools of highest literacy.

3.8.3.1. Social environment:

The key persons creating and affecting social environment for primary education are parents, VE, MTA and PTA members and teachers. Here the social environment is taken in terms of approach, attitude and behaviour of parents, teachers and VEC, MTA and PTA members towards educating the children and especially girls. To understand it, opinion on following questions were taken and analysed for the interpretation.

- Parents Opinion: Motivation for sending the children to school

- What are the Educational issues in the village and school?
- Risk factors to be dropout from school
- Children likely to be dropout from school
- Reasons for dropout
- Risk period for children to be dropout
- Activities of children after being dropout from school

3.8.3.2. Social status for girl's education:

The most effecting persons for the social status of girl's education are the family, society, school environment and the children themselves. Their opinion are taken on series of questions related to the the marriage age, discriminatory practices, deterrents to girls education, reasons for dropouts enabling factors and hindering factors for education, motivation for education and were analysed and interpreted on the bases of following points:

- ~~common~~ age of marriage for boys and girls
- Education level of girls in the village
- Information about any girl's dropout and discriminatory practices
- Teacher's opinion on parent's priority for education of boy or girl, deterrent factors for girls education
- Opinion of students on being dropout and it's effect on life, opinion of students on importance of education in life, motivation factors for the completion of primary education etc.

3.8.3.3. Role of parents and VEC, MTA and PTA in school:

To understand the role, responsibilities and commitments of parents and committee members opinion on series of questions related to the interaction with the teachers for school management, participation in decision making, in what way they support the school, what are their opinion about the good school etc were asked, and the responses were analysed and the interpretation was done on the bases of following points:

- Involvement of parents in school activities
- School visit

- Participation in enrolment drive
- Work activities under taken by the committee members
- Objectives to visit the school
- Role performed by committee members in school
- Issues discussed in meeting

3.8.3.4. Involvement of parents in their children's education:

To understand the role of parents in their children's education, opinion of parents on series of questions were taken related to the interaction with the children, initiative for support, sparing the children from housework to complete the task given by teacher, and the responses were analysed and. the interpretation was done on the following points:

- Sharing about school experience by children with parents
- Parent's inquiry for studies
- Support of parent's in their children's studies

3.8.3.5. Initiatives for girl's education:

The parents, VEC, MTA, PTA members and teachers are the influencing persons for encouraging the girl's education, parents provides family support, committee members in society and teacher in school. To understand the commitments of them and interest in promoting the girls education, opinions on series of questions were taken related to the activity taken up for promotion of girl's education, Steps taken to solve the problems etc, and the responses were analysed and interpretation was done on the following points:

- Problems faced by school
- Opportunity provided to students in school
- Factors hampering the quality of education
- Special initiative for the promotion of girl's education
- Opinion on any change in girl's education

3.8.3.6. Priorities for girls and boys:

The parents, committee members and teachers who as a part of family and society reinforce the gender specified norms and which have the utmost effect on the children. This reflects knowingly and unknowingly in the behaviour and attitude of them when the time of priorities comes. To understand their gender specific priorities opinion on a series of questions related to work priority, work assigned or taken, future plan, for daughter and son etc were taken. The focus group discussion was done with children to understand the influence of the society on them in choosing the career. Responses for the same were analysed. The interpretation was done on the bases of following points:

- Priorities for girls and boys by parents, committee members and teachers
- Activities of girls and boys before and after school time
- Opinion of parents and teachers desire for future of their children
- Responses of students on the desire to be when they grow up

3.8.3.7. Expectation, opinion and suggestion about school:

The opinion of parent's, teachers, committee members, government officers and students were taken and analysed for interpretation on the following points:

- Expectation from school
- Concept of good school
- Impression about the school
- Suggestions for the school, teaching learning method etc

3.8.3.8. Opinion of government officers on the education programmes and schemes:

The opinion of officers were taken on the following points and analysed and interpreted.

- What are the educational schemes and programmes implemented by government in the study area?
- What are the positive aspect of the schemes and programmes?
- What are the negative aspect of the schemes and programmes?
- Suggestions for the schemes and programmes