

CHAPTER III

PLAN OF RESEARCH AND SELECTION OF TOOLS

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RURAL AREA

As the title of the problem denotes, the present study is confined to the rural area. The connotation of the term 'rural area' in the Indian situation requires some clarification to start with. To get the clear idea of what can be considered as rural area, the Report on the Census of India, 1961, was referred to. In the Report attempt is made to distinguish urban areas from the rural. No exact definition of the term 'Rural area' has been given in the report. But the definition of town is given. R.K.Trivedi, Superintendent of Census Operations(1961), Gujarat, in the report remarks :

' During the past census there was no uniformity in the criteria prescribed for distinguishing urban areas from the rural. The definition of 'town', therefore, varied from State to State, and the places were treated as towns if, in the opinion of the State Government or the Superintendent of Census Operations, they were found to possess urban characteristics...

In view, however, of the increasing importance of studying urbanisation in all its varied aspects, the Registrar General, at the very outset of 1961 Census, emphasised the need for a uniform treatment by strictly defining the concept of town.¹

According to the same report, the town is defined as :

' The place having a municipality or a cantonment or a place with a population of 5000 and over, if 75 per cent of its male population is dependent on non-agricultural pursuits.'²

In the above description, it can be noted that in defining 'town', two aspects are emphasised, viz., the population and the occupation of the people. As the present study is confined to the Secondary Schools only, it cannot be undertaken without the existence of a Secondary School in a village. It becomes a necessity. So, this aspect is also introduced in the concept of 'rural area,' as far as this study is concerned. The term 'rural area' is considered with respect to the following three dimensions, viz.,

- (a) the population,
- (b) the occupation of the people, and
- (c) the educational provision.

¹Census of India : 1961, Vol.V, Gujarat, Para II-A, p.26.

²Ibid., p.26.



Regarding the definition of 'town', described above as a base; with some modification, the 'rural area' is described in the present programme as follows :

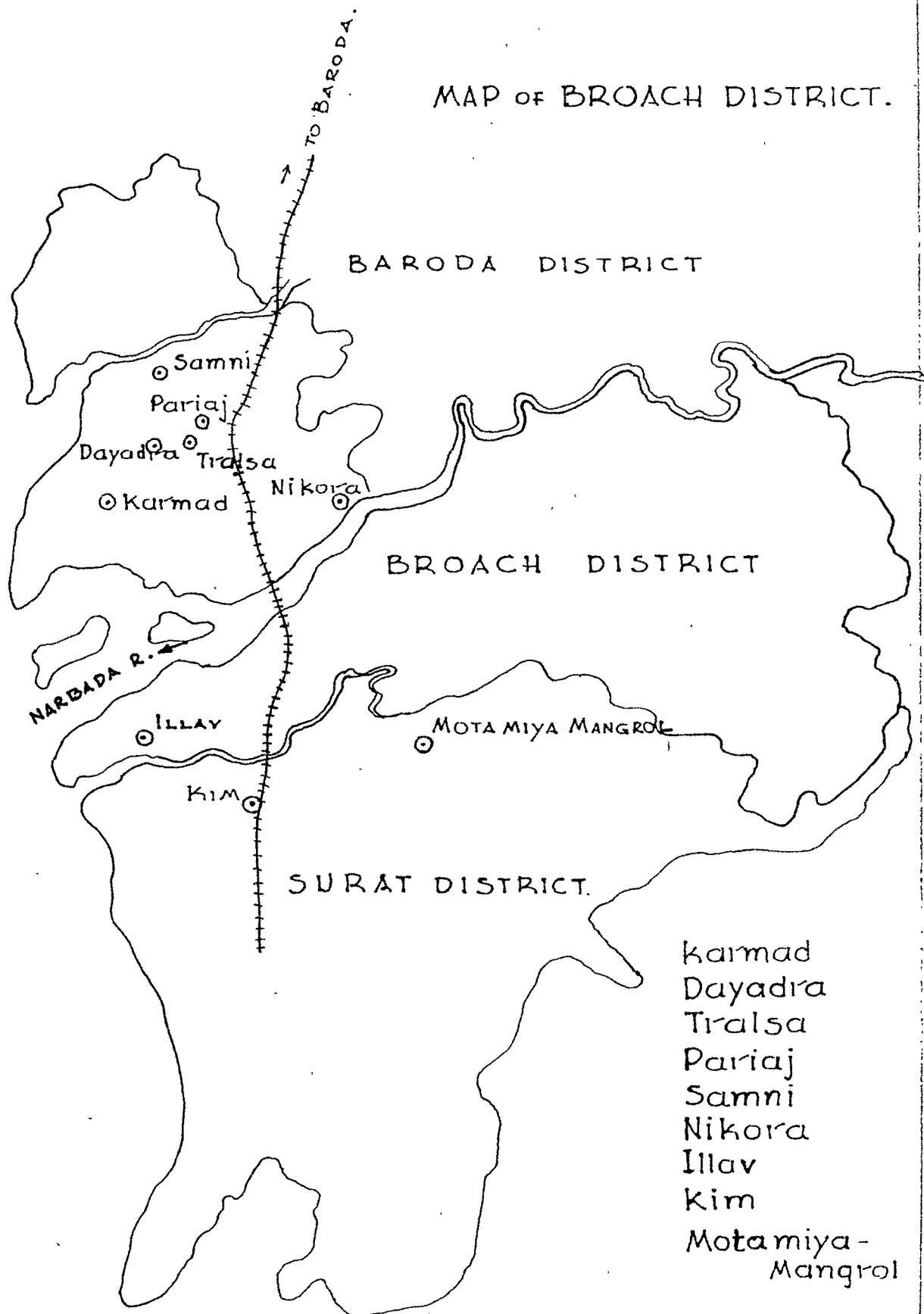
The village having (a) population of less than 5000 ;
(b) of which more than 75 percent of male population is dependent on agricultural pursuits; and (c) a secondary school which provides education at least upto pre-S.S.C. class, may be considered in the rural area.

In the present research, for selecting dull backward students, the following nine rural secondary schools were selected where the Headmasters were in acquaintance with the investigator and the school authorities were completely willing to co-operate fully in the study.

1. The Dayadra High School, Dayadra.
2. Karmad Sarvajanic High School, Karmad.
3. The Tralsa Vibhag Vidyamandir, Tralsa.
4. Samni Satral High School, Samni.
5. The Pariej High School, Pariej.
6. Vinay Vidyamandir, Nikora.
7. R.K.Vakil High School, Ilav.
8. S.P.M.High School, M.M.Mangrol.
9. Lok Vidyalaya, Kim.

The actual location of the above mentioned villages can be seen in the Map.

MAP of BROACH DISTRICT.



LOCATING DULL BACKWARD STUDENTS

In selecting dull backward students, as said on Page 47 the following three criteria, taken together, were considered:

- (a) Intelligence Quotient.
- (b) Achievement in School Examination.
- (c) Opinions of Experienced Teachers.

:A: In consideration of the first criterion, a standardised group test of intelligence is necessary. There were only two tests available to the investigator, viz.,

- (i) K.G.Desai's Group Test of Intelligence.
- (ii) T.P.Lele's Group Test of Intelligence.

The first one can be got from the market and the other through personal favours. T.P.Lele's test was preferred to Desai's test for the following reasons :

- (i) Desai's tests are standardised some 10 years back and hence require re-adjustments. The other one is still not out though the standardisation procedure is over.
- (ii) The test is very simple to administer and score. The test administrators have not to explain the test instructions. So the variations in the method of giving instructions will not arise.
- (iii) The question-booklets and the answer booklets can be kept separate. So, the question booklets can be used again and again.

Moreover, T.P.Lele, the test constructor is easily available for guidance and suggestions regarding the test administration and scoring. So, Lele's test was selected for the present search. A brief description of the test is given below :

The test is constructed and standardised for Gujarati children having age range from 11+ to 16+. The standardisation sample consists of more than 4000 pupils of 39 schools in the various districts of the State of Gujarat, including Broach and Surat districts from which the sample of the present study is drawn. The test had been validated against Dr.K.G.Desai's Group Test of Intelligence and against the rating given by the teachers. This test had also been validated against Raven's Progressive Matrices, a non-verbal test of intelligence. The validity co-efficient was found to be 0.55.

:B: To fulfil the second test of the sample, the total marks obtained in the Terminal Test, October, 1964, were made use of.

It was preferred to use Terminal Test marks to Annual Examination marks because of the following reasons :

- (i) Promotion of the student depends mostly (i.e. 80%, as 20% of marks are kept reserved for internal marking) upon the achievement in the Annual

Examination. So, naturally, the teachers will be lenient so as not to come in the students' way to progress.

- (ii) Especially in rural areas, the factors, like economic condition of the students as well as of the school, force the teachers to be over lenient, directly or indirectly.

Under these circumstances, the use of Annual Examination marks as an index of achievement of a student, may prove unreliable.

At this juncture, it is essential to point out that the raw scores, on school examination marks, have little absolute significance and cannot be compared from test to test since the size and the equality of the units used are unknown. In different schools, the students are tested by different question papers which differ in every respect, e.g., contents, difficulty value, method of setting questions etc. Moreover, the answer papers are assessed by different examiners having different methods of assessment. So, raw scores may not be considered as reliable scores when the students from different schools are compared for their achievement in an examination. It cannot be definitely said that a student getting 60 percent of marks in a school is a higher achiever than a student in the same standard in a different school, who is

getting 56 percent of marks.

To make the raw scores meaningful, they were converted into the 'Standard Score.'

:C: To fulfill the third test of the sample, experienced and/or trained teachers' opinions were invited.

To select the control group of normal students, the same criteria, as were used for dull backward students, were used with a shift in the selection level.

SAMPLE

The decision in regard to the size of the group to be selected for study was one of the most difficult to make. It was thought advisable and practicable too, to work with a limited sample as the field is almost unexplored in India. After all, the results of such study are something more than mere figures for the sake of figures. The results do possess a practical value. Of course, it does not mean that it would be always proper if the sample is inadequately small. Keeping both the arguments in view, it was only after long consideration that the goal was finally set at 100.

The procedure adopted for getting the requisite number of students was very simple. The investigator went on testing the students, for not more than three divisions in a school, and applying the criteria, until he got enough
and
number of dull backward students/comparable normal students.

PREPARATION OF MAJOR TOOLS

To study the traits no ready made tools were available, which could be made use in the present programme. Hence, the following tools were intended to prepare by following systematic procedures. The detailed procedures are discussed in the next chapter.

1. Character Trait Rating Scale : (CTRS)^{*}
(for Teachers' use)

To collect information about character traits built in students, as observed by their teachers.

2. Case Record Form (Part I) :

To study the background of home life and personal life of the students.

3. Case Record Form : (Part II)

To collect information with respect to school life of the students.

4. An Interview Guide :

To clarify orally the character traits to the parents for rating their child.

5. A Record Sheet :

To record information about character traits built in students, as observed by their parents.

^{*} Henceforth in the Research Report, the abbreviation CTRS will be used for Character Trait Rating Scale.

PLAN FOR DATA COLLECTION

A tentative plan for collecting data was sketched.
It may be given as follows :

<u>Period</u>	<u>Programme</u>
1.1963-64 : Sept. to Sept.	: Review of the Relevant Literature.
2.1964-65 : Nov.to March	: Preparation of Major tools. Location of dull and normal students.
3.1965 : April to October	: Data collection,Rating, Recording,Interviews with students,parents and teachers.
4.1965-66 : Nov. to March	: Scoring,Analysis.
5.1966 : March onwards	: Writing Research Report

SCORING AND ANALYSIS

A method was designed to score the CTRS. In analysing the collected data, appropriate statistical techniques were decided to apply.

SUMMARY

The present study is delimited to the rural area only. In clarifying the concept of 'Rural Area', the Report on the Census of India,1961, was referred to. In the report, the town has been differentiated from the rural area on the basis of two dimensions, viz. population and occupation of the people. The investigator introduced

third dimension to define rural area. In the present programme, the village having (a) a population of less than 5000; (b) of which more than 75 percent of male population is dependent on agricultural pursuits; and (c) a Secondary School which provides education at least upto pre-S.S.C.class may be considered in the rural area.

As regards the location of dull backward students three criteria are to be applied simultaneously. They are I.Q., Achievement in School Examination and Opinions of experienced teachers. For measuring intellectual ability of the students, the Group Test of Intelligence by T.P.Lele et al was selected. Achievement of the students was to be considered on the total marks obtained by them in the Terminal Test, October, 1964.

It was decided to select about 100 dull backward students and 100 comparable normal students for the present inquiry.

The study of the differentiating character traits developed in the students, requires some tools. To collect information about the character traits and other various aspects the following tools were decided upon:

1. Character Trait Rating Scale.
2. Case Record Form - Part I.
3. Case Record Form - Part II
4. An Interview Guide
5. A Record Sheet.

A plan for data collection and analysis was sketched over a period of 3 years.

In the following pages the details of the investigation are given at length.
