

CHAPTER II : METHODOLOGY

2.0.0 INTRODUCTION

As it has been already stated in Chapter I, the present study is an indepth survey research. It is an attempt to study the place of education in a rural community i.e., to know how education has influenced the rural life (social, economic, political, health and sanitary, cultural, religious and educational aspects of life) and also to know how various factors of life are affecting the very processes of formal, non-formal and informal education. In other words, the study has tried to look into the place of education from sociological and anthropological perspectives. This means that it is an attempt to look into the various societal factors of a rural community affecting the various processes of education both positively and negatively. The study has also made efforts to trace the origin or the root cause/s of negative influences of societal factors so as to draw meaningful conclusions and further to give suitable suggestions to organise the educational programmes in the particular rural community under study. The study has largely utilised informal talks and discussions to collect data, although participant observation technique, census records, panchayat records, school records have also been used in various proportions

to collect data. This chapter contains an outline of the different methods and procedures followed in conducting the whole survey. In what follows are given different steps of designing the study in terms of the tools used, procedures of data collection and a concise and precise account of the actual field surveys of both pilot and the final studies.

2.1.0 TOOLS USED AND PROCEDURES OF DATA COLLECTION

According to the objectives of the study (Caption 1.4.0, p. 24), to collect data on how education has influenced the rural community and to know the various factors affecting the very processes of formal, non-formal and informal education, to collect data on school's activities to understand their influence on the village life and to know the various factors affecting school's activities, to collect data on the non-formal educational activities conducted by official and voluntary agencies and further to identify the resources available in the community for betterment of education, six schedules were developed and used by the investigator. Adequacy of these tools for the purpose of data collection was established first by getting them thoroughly checked up by a number of experts, and subsequently by a try-out through pilot survey. Although informal talks and discussions were predominantly used by the investigator to collect data on various

processes of education, participant observation was also used in a large way to observe the various aspects of actual life and school education as far as possible and also to cross-validate the data got by informal talks and discussions. The various schedules along with the concomitant aspects of data collection procedure have been briefly outlined in the following sections 2.1.1 to 2.1.6.

2.1.1 GENERAL LIFE CONDITIONS SURVEY SCHEDULE

Schedule '1' was used to collect data on various conditions of life of a rural community in a general fashion (Appendix A, pp. 321 to 351). It consists of items relating to general information, formal and non-formal educational conditions, social conditions, economic conditions, religious conditions, cultural conditions, political conditions and health and sanitary conditions of a village. The various items of this tool are in the form of questions that require answers in the form of statements excepting a few questions in between that need 'yes' or 'no' type of answers. In addition, there are a few more items in the schedule that need answers in the form of quantitative indices. The various procedures involved in data collection on different aspects of rural life are outlined below.

The data with regard to different conditions of rural life were collected through various techniques. Informal talks and discussions with the adult members of

the village including the leaders and the educated members formed the main tool to collect data for most of the items under each aspect of life. Census records and panchayat office records were looked into to trace the growth rate of literacy and population. Location code number of the village, total area of the village, area available for cultivation, were also known from census reports. To collect data on the history of the village, inscriptions available in the village (writings on a few palm leaves) and at a nearby village, Mahadevapura by name, (writings on a stone piece) were referred to. Besides these, observation formed an important technique to collect data on items like caste relations, interaction process, untouchability, cleanliness of roads, streets, tanks, houses, surroundings of temples and physical condition of temples. In addition, it was also planned to collect data through participant observation for items like jatras, melas, sammelanas, exhibitions, dances, dramas, group singing, group festivals and plastic, graphic and synthetic arts. As many of these do not exist in the village, the investigator had no opportunity to observe and get first hand data. And as jatras are conducted during different periods in a year, the investigator got data through informal talks only. The data for all other items on all aspects of life

including that of general information were collected through informal talks and discussions and in fact, informal talks and discussions formed the main tool of collecting the data for most of the items in schedule '1'.

2.1.2 SPECIFIC LIFE CONDITIONS SURVEY SCHEDULE

Schedule '2' was utilised to collect data on various life conditions of different households of a village in a depth manner (Appendix B, pp.372 to 373). It has items relating to general information of different households, educational conditions, social conditions and religious conditions. The various items of this tool have been put in the form of questions that require answers in the form of statements excepting a few questions in between that need 'yes' or 'no' type of answers. In addition, there are also a few items in the schedule which require answers in the form of quantitative indices. The various procedures involved in data collection for different items are given below.

The data with regard to different conditions of life of different households were collected through observation and informal talks with the heads and adult members of each household. Observation was used to collect data on items like caste relations and leisure-time activities. The data for all other items on all aspects of life were collected through informal talks and

discussions and in fact, informal talks and discussions formed the main tool of collecting the data for most of the items in the schedule '2' as well as in schedule '1'.

2.1.3 NEEDS AND PROBLEMS SURVEY SCHEDULE

Schedule '3' was utilised to collect data on the needs and problems of different households (Appendix C, pp.374 to 376). It has items relating to educational aspects, social aspects, economic aspects and health and sanitary aspects. The various items of this tool demand answers in the form of statements i.e., as to why adult people consider some of the things as their needs and why they consider they have problems with regard to some other items. The data for the needs and problems of different households were collected through informal talks and discussions with the heads and other adult members of each household.

2.1.4 ATTITUDE SURVEY SCHEDULE

Schedule '4' was used to collect data on the attitudinal pattern of male head and female head of each household (Appendix D, pp.377 to 389). It consists of items relating to different aspects of life such as economic aspects, educational aspects, social aspects and religious aspects. The various items of the tool have been put in the form of statements which require answers

in the form of 'agree' 'disagree' or 'neutral' responses. The procedures involved in data collection are given below.

The data with regard to different attitudinal patterns of adults were collected on a three-point fashion (agree, disagree, neutral), by administering the items in a very informal way to the village household heads. Respondents were asked to respond to the items after hearing to them in the translated version of Kannada language. In addition, for many of the items adults were asked to explain as to why they have such an answer. The items were also explained to the village adults whenever and wherever the need was felt.

2.1.5 SCHOOL EDUCATION SURVEY SCHEDULE

Schedule '5' was utilised to inquire into the formal and informal educational processes in schools (Appendix E, pp.39 to 42). It has items relating to different aspects such as general information including the history of the school; physical facilities of the school, school improvement organisations, pupils, teachers, aspects of administration, supervision, inspection and guidance. The various items that have been included under these heads have been put in the form of questions which need answers in the form of statements excepting a few questions in between that require 'yes' or 'no' type of answers. In addition, there are also a few more

items that need answers in the form of quantitative indices. The various procedures involved in data collection on different aspects of the school life are outlined below.

The data with regard to general information including the history of the school were collected through informal talks and discussions with the village leaders and the educated people. To know the year of starting the school, official records of the school were looked into.

The data with regard to the various physical facilities of the school were collected through observation and informal talks. Observation was used to collect data on items like location of the school, cleanliness of both outside and inside of the school, disturbance from outside to the activities of the school, school garden, drinking water facilities, latrine facilities, playground facilities, number of school rooms, sitting arrangement, lighting and ventilation conditions, conditions of blackboards and furniture present in the school. For all other items, data were collected mainly through informal talks and further were cross-validated by observation.

The data with regard to compulsory primary education and other related aspects were collected mainly through informal talks with parents, teachers and pupils.

In addition, school records were also looked into to collect data on items like enrolment, wastage, stagnation and absenteeism. Besides these, observation also formed an important tool in collecting the data on absenteeism.

The data with regard to different activities of the school were collected through observation and informal talks with parents, teachers and pupils. Observation was used to collect data on items like punctuality of the teachers, fullest utilization of the time by the teachers, shift system, mid-day meal programme, cleanliness of dishes, cleanliness of the area where the food is served, cleanliness of the person who prepares and serves the mid-day meals. For all other items, data were collected through informal talks. In addition to these, data collected through informal talks on items like special courses to girls, conduction of adult education by the school teachers were also cross-validated by observation to account for the reliability of the responses.

The data with regard to different items on pupils were collected through observation and informal talks with pupils, parents and teachers. Observation was used to collect data on items like uniform dress of the children, relationship between teachers and pupils/pupils and pupils and play activities of children. For all other items, data were collected through informal talks.

The data with regard to school improvement organizations were collected through informal talks with parents and teachers, and further, were cross-validated by observation.

The data with regard to various items on teachers were collected through observation, school records and informal talks. Observation was used to collect data on items like period of stay of the teachers everyday in the school, orderliness, activeness and the way of speaking the Kannada language by the teachers, methods of instruction, nature of questioning; use of black board, teaching accessory materials, stories in teaching etc. Official records were looked into for collecting data on various items like allocation of finances and expenditure pattern of the school. For all other items, data were collected through informal talks with teachers, pupils, parents and supervising authorities.

The data with regard to the aspects of administration were collected through informal talks and discussions with the teachers. Records were also looked into to know their maintenance.

With regard to supervision, inspection and guidance, data were collected through informal talks with the teachers.

The data with regard to the opinion of the assistant educational officer and the concerned supervisor were collected through informal talks and discussions with the concerned personnel.

2.1.6 OTHER EDUCATIONAL PROGRAMMES SURVEY SCHEDULE

Schedule '6' was utilised to probe into different non-formal educational programmes that have been conducted by official and voluntary agencies (Appendix F, pp.427 to 429) in the village community. It has items relating to block development programmes (national-extension activities, nutrition education programmes, family welfare educational activities), objectives of the programmes, actual activities carried out under each programme with the resultant impact of such programmes on rural life, on the activities of the Village Level Worker, Basic Health Worker and Auxiliary Nurse-Midwife and the opinion of the villagers on various non-formal educational activities. The various items that have been included under these heads are in the form of questions that need answers in the form of statements. The different procedures involved in data collection for different items are given below.

The data with regard to the activities of the Village Level Worker, Basic Health Worker and Auxiliary Nurse-Midwife were collected through informal talks and discussions with such personnel and also with the leaders

and the educated people of the village. The data with regard to national-extension activities, family welfare educational activities and nutrition education programmes could not be got, as such programmes have not been conducted so far either by official or voluntary agencies in the village under study.

All these above mentioned tools were the aids for the investigator to collect data on various aspects of education in a rural community of Karnataka (Map of the Karnataka State, p. x). To collect data for objective '1', schedules 1,2,3, and 4 were used; for objective '2' schedule 5 was used; and for objective '3', only a part of schedule 6 was used, as the data for other part was not available in the village. The various tools that were developed by the investigator in English were translated into Kannada language and then, they were utilised in surveying the pilot study village to test the adequacy and validity of the tools.

2.2.0 PILOT SURVEY

The pilot survey was conducted for a period of eight weeks in a small village Gowripura by name (Location of the village, pp. xii and xiii) belonging to Challakere taluk (Map of the taluk, pp. xi and xiii) of Chitradurga district

(Map of the district, p.xi). The village is not a very interior one nor is it adjacent to the state high way. In the beginning days of his stay in the village, the investigator got himself introduced to the people with whom he used to talk about the life conditions of the people of different castes very informally throughout the day. The purpose of his stay was made clear to the villagers to eliminate all sorts of suspicion which any villager may have for a new comer in the beginning. After the villagers came to know that the data are being collected for research purposes only, they felt free to communicate to him. The investigator initially visited all the households of the village to get general information data like educational status, caste, income, occupation, membership in organizations and the family type. Thirtyone households were selected on a purposive basis covering all backgrounds and were studied in depth. The investigator mixed well with the people of all backgrounds and also participated in the community activities. The investigator also met some persons in the neighbouring village such as Primary School Teachers and children of Mahadevapura village, Village Level Worker, Basic Health Worker, Auxiliary Nurse-Midwife, Panchayat Officials and some other persons at Challakere town like Block Development Officer, Cooperative Extension Officer, Sericulture Extension Officer, Welfare Officer, Adult Education Officer, Assistant Educational Officer

and School Supervisor to collect data from them to understand the place of education in the rural life of Gowripura.

On the basis of the data got in the pilot survey, tools were suitably modified and the modified tools were utilised in collecting data for final field survey,

2.3.0 FINAL SURVEY

i. Selection of the Village:

The final field survey was conducted for a period of 12 weeks i.e., from 1st May 1981 to 30th July 1981 in an interior village of Karnataka 'Kadehude' by name (Location of the village, pp.xii and xiii) in the Challakere taluk of Chitradurga district. The village is situated towards the east of Challakere town at a distance of about 32 miles. The village hand-post¹ is located between Parashuramapura village of Challakere taluk and Amarapura village of Kalyanadurga taluk of Andhra Pradesh, at the 9th milestone from Parashuramapura and at the 5th milestone from Amarapura. The entire route from Parashuramapura to Amarapura is a Kachha route on which 5 buses run regularly. From the 9th milestone of Parashuramapura and from the 5th milestone of Amarapura, one has to walk a distance of 3 miles to reach the village Kadehude, as buses do not reach the interior of this village. To account for the general mannerism, accent of the language

spoken and also to lessen the element of strangeness, the Challakere taluk was selected for a village study, as the investigator is also from the same taluk.

ii. Data Collection:

The investigator stayed for a period of 12 weeks in the village to collect relevant data to understand the place of education in the rural community of Kadehude. During his initial days, the investigator as in the pilot study village got himself introduced to the people with whom he used to talk about the life conditions of different castes very informally throughout the day. The purpose of his stay in the village was made clear to the villagers in the initial days to eliminate all sorts of suspicion which any village people would have for such a situation in the beginning. There was no problem of getting the data from the villagers, as the villagers did develop confidence in the investigator after they came to know that the data are being collected for academic purposes only. The investigator visited all the households of the village to study them in a depth manner and he mixed well with the people of all backgrounds to get reliable responses. The investigator was further keen to cross-validate the data or the answers given by the villagers by observation for as many items as possible. During the field survey, the investigator met some persons in the

neighbouring village like Village Level Worker, Basic Health Worker, Auxiliary Nurse-Midwife, Panchayat Secretary and Chairman and some other persons at Challakere town like Block Development Officer, Co-operative Extension Officer, Sericulture Extension Officer, Adult Education Officer, Welfare Officer, School Supervisor and Assistant Educational Officer to collect data from them to understand the place of education in the rural life of the village Kadehude.

2.4.0 ANALYSIS OF THE DATA

The data that were got in the final field survey have been analysed both qualitatively and quantitatively so as to draw meaningful conclusions on the place of education in the rural life of the village Kadehude. Quantitative indices were obtained with regard to population figures, literacy percentage, enrolment, wastage, stagnation, absenteeism figures, income and expenditure pattern of the households, while the qualitative analysis of the data with regard to the various aspects of the village life has lead to the findings in the form of factual statements. The details of the analyses of the data have been presented in the subsequent sections.

Note: 1. The term 'hand-post' in Chitradurga district area is used to refer to the place or spot which connects an interior village to the road/s, which are often bus routes.