

CHAPTER – 3

METHODOLOGY

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3.0.0 INTRODUCTION

The study of any subject essentially includes structured methodology. The present study of participation of tribals of the Dangs in elementary school activities, after reviewing the literature, as detailed in the previous chapter, now proceeds to consider various aspects of methodology. This includes the rationale of the study, statement of the problem and objectives of the study. Further, the tools employed in the study, sample, data collection and data analysis are presented in the following sections of this chapter.

3.1.0 RATIONALE

In order to enhance the standard of living of the people, their social and economic development is essential. This indicates that education must be relevant to the community. If this has to be done, then, community participation in the educational system will be necessary. It is more so at elementary level, where all learning has to be concretized more meaningfully with the help of work situations existing in immediate community and environment. Community participation is needed even to bring first generation learners to school. Even to ensure regular attendance of children in the school and guiding educational activities of children out of school will require community involvement. In order to maintain quality of school education at elementary level community involvement in school management and other activities appear to be inevitable.

Education takes place not only in schools but also within families, communities and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take hundred percent responsibilities for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing and educating their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate by equipping them with skills important in society. Schools cannot and should not therefore operate as separate entities within society. Since each group plays a different role in contributing to children's education, there must be efforts

to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when each member of the society collaborates. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools and parents and communities.

Community participation is the approach adopted at the national level not only for retention and enrolment but also for providing quality elementary education. Dube (1969), Jones (1991), Naik (1992), Williams (1994), Colette and Perkins (1995), Mehrotra (1995), Heneveld and Craig (1996), Epstein (1997), Swain (1998), Menon (1999), Muzzamil (1999), Benson (2001), Carlvaho (2002), Menon (2003), Reddy and Reddy (2003) and Sinha (2008) studied community participation and school effectiveness taken together pointed that community participation developed a feeling of belongingness in the activities of the school which included contributions in enrolment, retention, strengthening school infrastructure, organizing functions and festivals and also brings regularity in student attendance, raising enrolment, retention and achievement of students. All the studies reviewed on community participation in elementary schools have accorded that the positive relationship was there between school, parents and community. But, in studies community participation was thought in a narrow context, only in terms of involvement of community for enrolment drive, utilization of grants or at the most celebration of some festivals. This means the concept of participation as equal partners or ownership of school by community members fundamental to community participation and school development were conceptually missing in the researches.

The review of related literature depicts very sad picture of academic aspects of school education in tribal areas. Most of the studies were carried out to find the problems existing in tribal areas, the studies related to community participation were rare. Even in these studies also community participation has been only small segment of the study. The review showed that the governmental efforts through different programmes and non-governmental efforts (NGOs) in remote and tribal area had increased the level of education through community participation in different activities. Thus, an analysis in to current status of participation of tribal community in elementary education will help us in knowing ground level realities.

The review of studies on tribal education has shown that several efforts were made to raise the level of tribal education but the results have remained far from the expectations. Although, various educational schemes, scholarship, free hostel scheme, ashram schools, book bank facility, special scholarship, tribal sub-plan etc had positive impact on raising level of education among tribals, it is with slow pace. Even, there is no serious analysis of the slow progress of educational development among tribals. Further, various educational schemes and facilities were available for the tribals, but they had been not in a position to utilize it fully because of their educational backwardness. The education among tribals is still lagging behind the non-tribals. The rate of wastage, stagnation, low literacy and low academic achievement were high among the tribals. The problems such as enrolment, utilization of financial assistance in inappropriate way, medium of instruction, supervision, and monitoring, negative attitude of teachers, parents and administration were also found in the schools. Ashram schools are the special efforts in the direction of tribal education but, teaching learning process in these schools was not found to be satisfactory. The educational programmes and interventions were planned at the state level instead of in accordance with nature, need and culture of tribals. However, it must be mentioned that all the comments made in this section stem from the review of studies. The review of studies reveals that majority of the studies are limited in scope, they describe how the things are but there is a lack of rigorous attempt why things are as they are among the tribals. This depicts a very sad picture of tribal education and thus in the context of tribal education both the types of studies are essential. The macro level studies will provide valuable inputs for policy planning while micro level studies will be helpful in providing the needed educational inputs in the local specific context. It is a fact that tribal people are lagging behind in the sphere of education compare to the other advanced section of the population. This phenomenon has been witnessed by all of us both in the pre-independence and post-independence India. Even now also education has not penetrated deep in to the tribal life. Such a situation raises two pertinent questions. One how far the tribal people have come forward and benefited from the prevailing education system? Second, what are major stumbling blocks coming in their way? While response to the previous question can be given through large scale survey type studies (macro level studies), response to the latter can be given by micro level in-depth study. Thus in the context of tribal education

both the types of studies are essential. The macro level studies will provide valuable inputs for policy planning; micro level studies will be helpful in providing the needed educational inputs in the local specific context.

Examining the literature on participation of tribals in elementary schools, it was observed that adequate efforts have not been made both by planners and academicians in the area of primary education particularly pertaining to the people's participation. The studies conducted by Das (1991), Sathyabalan (1993), Banwasi Seva Ashram (1994), Ambasht and Rath (1995), Panda (1995), Roy (1995), Wilson (1997), Gandhi Vidyapeeth (2004) and Sahoo (2004) revealed that tribal community participation was found to be essential to sustain quality education in schools. However, whatever information is available; it is quite encouraging to note that community participation enhances school effectiveness (Kumar, 1998). Furthermore Das (1991), has found that community participation is essential for sustaining qualitative performance of the school. From this point of view it would be worthwhile to know about the participation of tribal people in the activities of the school. Such efforts will provide empirical base line data about their participation in primary education. Also existence of such type of studies in primary education among tribal community in Indian context will facilitate planners to design appropriate policies for the improvement of education among the tribal people.

Moreover, Enhancement of tribal community participation in elementary education not only helps in improvement of primary education of tribal areas but also helps in achieving the goal of UEE. With this end in view, it is highly advisable to conduct research and experiment on tribal community participation in different aspects of elementary education in educational context.

In Gujarat, Dang is the only district having 98 % of tribal population. When DPEP was launched first time in Gujarat in selected three backward districts that require special attention under SSA based on six criteria, Dang is the only district that fall under three criteria viz. special focus districts (Ministry of Human Resource Development), Districts with ST population more than 50% and special focus districts (Tribal Welfare Department), (Annual Work Plan and Budget Dang 2009-10). Dang is smallest district on southern fringes of Gujarat State, comprises mainly of a single rural hilly forested taluka at the edge of Sahyadries. The total area is 1,778 Sq. Km. Ahwa is headquarter of the Dang district covering extreme

length of 59 Km from North to South and 50 Km from East to West. Scheduled tribes called 'Dangies' predominantly inhabit Dang. According to the 2001 census, the total population of the district was reported to be 1, 86, 712 out of which males were 50.35 % and females were 49.65 %. 98 % of the total population of the district is Tribal; there are 311 villages in the district and 70 group panchayats functioning in the district. The total number of literate reported as per 2001 census was 91, 275, out of which males were 59.56 % and females were 40, 44 %. Dang district consist of only rural schools with single block. The female literacy rate is the third lowest from amongst all the districts in the state of Gujarat. Thus, an analysis in to tribal community participation in primary education yields significant insight into the current situation of tribal community participation in primary education of Dang district. It may give idea of current status of primary education in Dang. So such a study has great practical value as it helps in improving the status of elementary education among tribals as well as making guideline for curriculum renewal / development in education pertaining to community participation for making primary education more thorough, realistic and practical.

3.1.1 Research Questions

The theoretical framework presented, followed by the empirical support for the present research endeavor has generated the following research questions. Having witnessed the field realities covering varied aspects of elementary education, the causes for the same, the problems, the possible solutions, the experimentation at few places, the success of the schools with community participation in the past and the research evidences supporting community participation in education, whether present communities know their role in school activities? What is the general trend of their participation? What is the level of their participation? Does such participation benefit tribals? One can summarize all such research questions in the following way.

1. What is the level of tribal people's participation in the school activities?
2. How far or how well do they perceive the participation as beneficial to them and school as well?
3. Does the existing school education programme encourage them to take part in the school activities?
4. What difficulties do the tribal face in pertaining in school activities?

Keeping in view the research questions mentioned above the following study is proposed for detailed investigation.

3.2.0 STATEMENT OF THE PROBLEM

Participation of Tribal of the Dangs in Elementary School Activities

3.3.0 OBJECTIVES OF THE STUDY

- 1) To study the structure of different committees in the context of community participation in the elementary school activities
- 2) To study the functioning of different committees in terms of
 - a) nature and number of meetings held
 - b) awareness of tribal with regard to their roles and responsibilities
 - c) participation of tribal
- 3) To study the perception of functionaries with regard to
 - a) organization of programmes for tribal
 - b) involvement of tribal in programmes
 - c) problems faced
 - d) needed improvements
- 4) To study the perception of beneficiaries with regard to elementary education
 - a) benefit accrued
 - b) problems faced in adopting the benefits
 - c) perceived long range usefulness
 - d) needed improvements

3.4.0 EXPLANATION OF THE TERM USED

Tribals: Tribes or the tribal communities or parts or groups within tribes or tribal communities which are listed in schedule V appended to constitution of Indian and/ or which the president of India may specify by public notification under the provision of Article 342 of constitution.

3.5.0 OPERATIONALISATION OF THE TERMS USED

School Activities: All the activities carried out for development of school in all aspects namely planning, implementation, management, monitoring and supervision.

Functionaries: All the district primary education officer, block resource center coordinator, cluster resource center coordinator, head teacher, teachers, members of VEC/ MTA/ PTA and VCWC.

Beneficiaries: All the students enrolled in elementary school, their parents and community at large.

3.6.0 DATA REQUIRED FOR THE STUDY

In order to achieve the stated objectives, both quantitative and qualitative data were required. The quantitative data included the personal information of the members on different committees, number of meetings conducted, agendas discussed, attendance in the meeting, agenda, the decision taken, record of expenditure made, teachers personal information, the initiatives taken, organization of training, aspects covered in training, participation in training, orientation programmes conducted, the activities conducted for achievement of goals of universal enrolment, retention and quality education, the physical and academic facilities at the school, the achievement scores, the records of teachers and students attendance, the educational inputs, the media used to introduce, the involvement of community members in it.

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

School Records: The VEC, MTA, PTA, VCWC agenda book, the minute book, the accounts register, the teacher and students attendance register, the academic achievement register and record of other activities conducted at school.

Functionaries: District primary education officer, block resource center coordinator, cluster resource center coordinators, school headmasters, teachers, members of different committees like VEC/ PTA/ MTA/ VCWC.

Beneficiaries: Parents, students and community at large.

3.7.0 RESEARCH METHOD

This study, which has clearly defined objectives, was conducted by survey method. The present investigation intends to study the participation of tribals of the Dangs in elementary school activities. Further, the survey method was employed to study constitution of committees, functioning of committees, maintenance of village education committee agenda book, awareness of tribals with regard to their roles and responsibilities, organization of programme for tribals, problems and difficulties faced by functionaries and beneficiaries, needed improvement, benefits accrued, problems faced in adopting the benefits, perceived long range usefulness.

3.8.0 POPULATION

The objectives identified for the present study (Section 3.3.0) indicate the domain of the population identified for the study undertaken. In other words, all the functionaries and beneficiaries of the Dang district in the year 2008-09 and 2009-10, constitute the total population, for the present study. The population was stratified in to thirty two cluster resource centre identified by District Primary Education Office based on their location.

3.9.0 SAMPLE

Gujarat has well developed agricultural sector as well as fairly developed industrial base. In fact, along with Maharashtra its neighboring state, Gujarat is one of the frontline states in matter of industrial development and capital investment. The educational growth in Gujarat is also steady.

Plate 3.1 The map of Gujarat



Gujarat does have considerable size of STs and other backward castes in total population. Out of the total population of Gujarat, the population of tribal is almost 14%. About 10 percent of the total tribal population of the country is accounted by Gujarat state alone (Sahastrabudhe, 1995). SCs and other backward castes are spread over almost whole state, while tribal are more concentrated in districts like

Sabarkantha, Panchmahals, Vadodara, Bharuch, Surat, Dang and Valsad. Among these Dang is the only districts having 98 % of tribal population. Even when DPEP was implemented in Gujarat in 1997, the most backward districts selected were Banaskantha, Dang and Panchmahals. The criteria followed for the selection of these districts were (1) educationally backward districts with female literacy below the national average and (2) the districts where Total Literacy Campaigns have been successfully leading to an enhanced demand for elementary education.

The Dangs district comprises of 311 villages, 70 Panchayats and one administrative block (sub-district). The villages are small in size. According to the 2001 census, the total population of the district was reported to be 1, 86, 712 out of which males were 50.35 % and females were 49.65 %. 98 % of the total population of the district is Tribal. The average population of the villages is 600 persons and the village consists ^{of} ~~on an average of~~ 117 households.

Dang is having only one Block Resource Centre with thirty two Cluster Resource Centers. The clusters were made based on the location by District Primary Education Office and therefore, these were considered as different strata, which were considered as basis for stratification of the sample. Therefore, thirty two clusters were considered as the strata for the sample. The stratified random sample was drawn from the identified population. Accordingly school was considered as unit of sample. By using the 'paper slip and container technique' 10 % schools were selected randomly, from the identified strata for the sample. However, to give due consideration to maintain semblance in the proportion of the size of the sample, from each cluster one school was selected randomly and those clusters having more than fifteen schools, two schools were randomly selected. Therefore, total forty schools were selected and all the functionaries and beneficiaries in these schools available on the visit of the school were selected as sample of the study.

The sample consisted of one district primary education officer, one block resource center coordinator, thirty two cluster resource center coordinator, forty head teacher, one hundred sixty-six teachers, one hundred seventy-three members of VEC/ MTA/ PTA and VCWC and two hundred six parents including grandparents and six thousand one hundred forty eight students. Therefore, the sample consisted of six thousand seven hundred sixty seven functionaries and beneficiaries. The informal discussions were conducted in each school with students, to reach in depth reality regarding benefits they had received from school. Only few of them

were able to answer and ask questions. The students had answered only basic questions related to benefits, they received from school like mid day meal, cloths, library, garden, infrastructure, activities of the school, water facility etc.

Plate 3.2 The map of the Dang

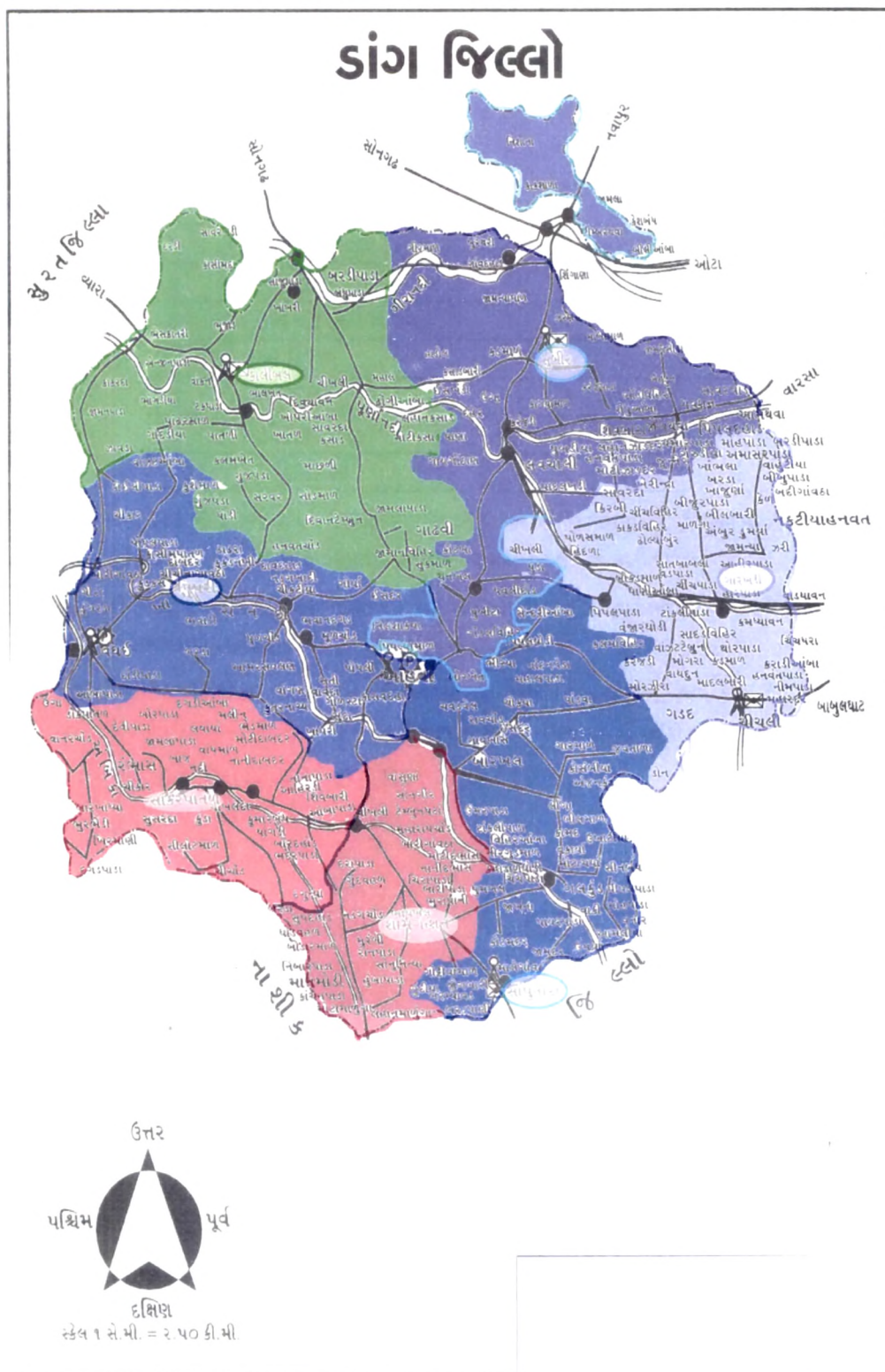


Table 3.1 Distribution of sampled schools

| Sr. No. | Cluster | Total schools | Sample schools | Total |
|--------------------------------|----------------|---------------|-------------------------|-----------|
| 1 | Ahwa | 13 | Bandharpad | 1 |
| 2 | Bardipada | 09 | Bardipada | 1 |
| 3 | Bhavandgad | 11 | Dhulchondh | 1 |
| 4 | Borkhal | 13 | Timbergatha | 1 |
| 5 | Chikar | 12 | Borigavtha | 1 |
| 6 | Chikhli | 08 | Chikhli | 1 |
| 7 | Chinchli | 12 | Chinchli | 1 |
| 8 | Dagdiamba | 05 | Borpada | 1 |
| 9 | Dhavlidod | 07 | Dhubita | 1 |
| 10 | Gadhvi | 08 | Jamblapada | 1 |
| 11 | Galkund | 21 | Pipalpada Vakarya | 2 |
| 12 | Garkhdi | 10 | Garkhdi | 1 |
| 13 | Kalibel | 19 | Bheskatri Patli | 2 |
| 14 | Khambhla | 07 | Mohpada | 1 |
| 15 | Lavchali | 09 | Ghana | 1 |
| 16 | Linga | 09 | Linga | 1 |
| 17 | Mahal | 08 | Dhongiamba | 1 |
| 18 | Mahalpada | 10 | Bharadivarg | 1 |
| 19 | Malegaon | 12 | Malegaon | 1 |
| 20 | Morzira | 12 | Gadad | 1 |
| 21 | Nadak Chondh | 16 | Nadagchond Darapada | 2 |
| 22 | Naktiya Hanwat | 12 | Kel | 1 |
| 23 | Pimper | 16 | Davdahad Nadagkhadi | 2 |
| 24 | Pipaldahad | 24 | Shapuamba Pandharmad | 2 |
| 25 | Piplaidevi | 19 | Piplaidevi Pipalpada | 2 |
| 26 | Rambhas | 13 | Devipada | 1 |
| 27 | Sakarpatal | 19 | Kunda Sadadmad | 2 |
| 28 | Samghan | 11 | Jakhna | 1 |
| 29 | Sarvar | 12 | Kalamkhet | 1 |
| 30 | Singana | 18 | Timberthava Singana | 2 |
| 31 | Subir | 12 | Subir | 1 |
| 32 | Waghai | 11 | Dungarda | 1 |
| Total number of Schools | | | | 40 |

Table 3.2 Distribution of sampled functionaries and beneficiaries

| Sr. No. | Sample Schools | CRC | School headmaster | Teachers | VEC/PTA /MTA/ VCWC members | Parents |
|----------------|-----------------------|------------|--------------------------|-----------------|-----------------------------------|----------------|
| 1 | Bandharpada | 1 | 1 | 5 | 4 | 1 |
| 2 | Bardipada | 1 | 1 | 7 | 4 | 5 |
| 3 | Dhulchondh | 1 | 1 | 2 | 3 | 11 |
| 4 | Timbergatha | 1 | 1 | 3 | 4 | 4 |
| 5 | Borigavtha | 1 | 1 | 5 | 6 | 5 |
| 6 | Chikhli | 1 | 1 | 6 | 6 | 1 |
| 7 | Chinchli | 1 | 1 | 5 | 5 | 2 |
| 8 | Borpada | 1 | 1 | 5 | 5 | 5 |
| 9 | Dhubita | 1 | 1 | 2 | 6 | 11 |
| 10 | Jamblapada | 1 | 1 | 7 | 2 | 9 |
| 11 | Pipalpada | 1 | 1 | 5 | 2 | 9 |
| 12 | Vakarya | | 1 | 4 | 5 | 3 |
| 13 | Garkhdi | 1 | 1 | 4 | 1 | 5 |
| 14 | Bheskatri | 1 | 1 | 5 | 2 | 1 |
| 15 | Patli | | 1 | 3 | 6 | 4 |
| 16 | Mohpada | 1 | 1 | 2 | 4 | 3 |
| 17 | Ghana | 1 | 1 | 5 | 4 | 4 |
| 18 | Linga | 1 | 1 | 7 | 4 | 4 |
| 19 | Dhongiamba | 1 | 1 | 3 | 2 | 17 |
| 20 | Bharadivarg | 1 | 1 | 1 | 5 | 12 |
| 21 | Malegaon | 1 | 1 | 6 | 6 | 5 |
| 22 | Gadad | 1 | 1 | 4 | 7 | 4 |
| 23 | Nadagchond | 1 | 1 | 6 | 4 | 3 |
| 24 | Darapada | | 1 | 4 | 6 | 7 |
| 25 | Kel | 1 | 1 | 3 | 12 | 4 |
| 26 | Davdahad | 1 | 1 | 2 | 3 | 9 |
| 27 | Nadagkhadi | | 1 | 4 | 4 | 3 |
| 28 | Shapuamba | 1 | 1 | 1 | 5 | 5 |
| 29 | Pandharmad | | 1 | 5 | 4 | 4 |
| 30 | Piplaidevi | 1 | 1 | 6 | 1 | 7 |
| 31 | Pipalpada | | 1 | 2 | 2 | 3 |
| 32 | Devipada | 1 | 1 | 5 | 2 | 4 |
| 33 | Kunda | 1 | 1 | 2 | 6 | 1 |
| 34 | Sadadmad | | 1 | 1 | 1 | 5 |
| 35 | Jakhna | 1 | 1 | 6 | 6 | 4 |
| 36 | Kalamkhet | 1 | 1 | 2 | 7 | 4 |
| 37 | Timberthava | 1 | 1 | 4 | 3 | 5 |
| 38 | Singana | | 1 | 7 | 3 | 4 |
| 39 | Subir | 1 | 1 | 6 | 4 | 4 |
| 40 | Dungarda | 1 | 1 | 4 | 7 | 5 |
| Total | | 32 | 40 | 166 | 173 | 206 |

3.10.0 TOOLS

The present study required both quantitative and qualitative data on constitution of different committees, functioning of different committees, participation of tribals in school activities and perception of functionaries and beneficiaries with regard to participation of tribals in school activities. Further, general information about the functionaries and beneficiaries was required for further analysis. Accordingly, the following tools were constructed and validated by the investigator for the collection of valid and reliable data, to fulfil the requirements of the present study. Information schedule, personal interview, focused group discussion, participant observation, observation schedule, photography, videography, field notes and field diary were the tools and techniques used in the study.

3.10.1 Information schedule:

The seven sets of information schedules were developed in order to collect the responses from different categories of functionaries and beneficiaries. These information schedules were developed to collect general information of functionaries and beneficiaries, constitution of committees, functioning of committees, maintenance of village education committee agenda book, nature and number of meetings, attendance in meeting, agendas discussed, resolutions made during meetings, awareness of tribals with regard to their roles and responsibilities, fund received from government, funds generated from community, programmes and specific activities conducted, orientation programmes for tribals, training for functionaries and beneficiaries, participation of functionaries and beneficiaries, organization of programme for tribals, involvement of functionaries and beneficiaries in programmes, problems and difficulties faced by functionaries and beneficiaries, participation in micro planning, school mapping, school improvement plan and village education plan, library, beneficiaries of the library, maintenance of village education register, position of Sarva Shiksha Abhiyan logo, village education committee account, migration card and its use, evaluation, partnership with other agencies, school repairing, needed improvement, benefits accrued, problems faced in adopting the benefits, perceived long range usefulness. The following seven sets of information schedules were prepared.

- (i) District primary education officer
- (ii) Block resource center coordinator
- (iii) Cluster resource center coordinator

- (iv) School headmaster
- (v) Teachers
- (vi) VEC/ PTA/ MTA/ VCWC members
- (vii) Parents

3.10.2 Observation schedule:

The observation schedule had nineteen dimensions to be observed. They were proper placement of SSA logo, toilets, garden: kitchen garden, Medicinal plants, Layout etc., school ground, infrastructure, students: students cleanliness, hygienic condition, kitchen,; location, kitchen cleanliness, mid day meal, VEC/MTA/PTA board, classroom, school building, drinking water facility, library, books, science kit, mathematics kit, music kit, sports kit, computer and grants.

3.10.3 Focused group discussion:

All the functionaries and beneficiary available on the day of visit of the school were the participant of the focused group discussion. The points discussed in focus group discussion were Sarva Shiksha Abhiyan, community participation, constitution and functioning of different committees, role of functionaries and beneficiaries in development of school, participation of tribals in different school activities, problems and difficulties faced, needed improvement for school development.

3.10.4 Personal Interview schedule:

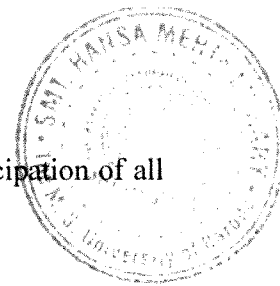
The personal interview schedule was developed in order to collect reactions from different categories of functionaries and beneficiaries of school education. The semi structured personal interview schedule was prepared. The personal interview schedule consisted of different questions on VEC/ MTA/ PTA/ VCWC committees, activities and programmes conducted in school, experiments tried out in school for school improvement, library, steps taken to improve quality of school education, fund generated from community, school repair work, training received for organization of school activities, specific activities conducted in school. The functionaries and beneficiaries for personal interview were selected based on their understanding about elementary education, preparedness to respond, vocal communicating ability and participation of them in focused group discussion.

3.10.5 Participant observation:

The participant observation had following dimensions to be observed. They were.

1. The conduct of VEC/ MTA/ PTA/ VCWC meeting

2. The organization of different school related activities and participation of all functionaries and beneficiaries in it.
3. The conduct of training for functionaries and beneficiaries.



3.10.6 Photography and videography:

The data collection was also done with the help of photography and videography to help the investigator record the existing status, conditions, the participation, enthusiasm, natural expression of functionaries and beneficiaries.

The validation of content through competent judgments is most satisfactory when the sampling of items are wide and judicious, and when adequate standardization groups are utilized (Garrett 1958). Further, Kerlinger (1973) observes: "Content validation, is basically judgmental. The items of the test must be studied, each item being weighed for its presumed representativeness of the universe. This means that each item must be judged for its presumed relevance to the property being measured, which is no easy task. Usually other 'competent' judges should judge the content of the items, judges must be furnished with specific directions for making judgments, as well as with specification of what they are judging". Keeping this in view, the key points of the criterion for tools were identified and accordingly tools were prepared. All the tools prepared were thoroughly checked by the experts on different aspects. All the prepared tools were sent to the seventeen experts in related fields (Annexure - 2) for their scrutiny. Experts were requested to identify each of the items, for their suitability. They were consulted for seeking feedback on language aspect and content aspect. Experts were also requested to offer their critical remarks/ suggestions/ opinions on items, for its development and for its practical use. They shared their field experience in elementary education and research. After studying and taking note of the experts responses, final tools were developed.

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

3.11.0 PROCEDURE OF DATA COLLECTION

All the functionaries and beneficiaries of the Dangs district constituted the population for the present work. Accordingly the functionaries and beneficiaries from the schools were selected on the basis of stratified random sampling method,

as mentioned above (section 3.7.0). The investigator visited the sampled schools of the Dangs to study the existing status of community participation through an information schedule, observation schedule, focused group discussion, personal interview, participant observation, field notes, field diary, photography and videography. The data collection was done in the year 2008-2009. The information schedules developed for District primary education officer, block resource center coordinator, cluster resource center coordinators, school headmasters, teachers, members of different committees like VEC/ PTA/ MTA/ VCWC and parents, tools developed by the investigator to survey the participation of functionaries and beneficiaries in different school activities, were personally administered to the functionaries and beneficiaries. The information collected with the help of information schedule regarding the profile (name, educational qualification, and village) of the community members and their perception regarding participation of tribals in school activities. The observation schedule had nineteen dimensions, observed by the investigator in the schools and observations were recorded. The records were also checked and these are the books, which the school is expected to maintain regarding the agenda of different meetings, the resolutions made during meetings, the record of attendance in the meetings, the accounts books showing utilization of funds etc. The investigator had cross checked the records through observation, interaction with students, parents and members on different committees. The investigator had also conducted focused group discussion and personal interview to reach the depth of reality. The investigator also became participant observer in the different school related programmes, the subsequent community meetings and kept a record of the participation from the different sections. The data were both qualitative and quantitative in nature. The investigator had maintained personal notes and observation reports, photography and videography as per requirement, which helped in day to day analysis. Based on this analysis simultaneously the investigator prepared for interview and focused group discussion to probe in to depth of the state.

3.12.0 PROCEDURE OF DATA ANALYSIS

Factual information collected through objective one was analyzed quantitatively by using frequency and percentage analysis. Information obtained through participant observation, focused group discussion, interview schedule, field notes and field

diary was qualitatively analyzed by following two stage (ongoing analysis and at the end analysis) technique.

- ❑ In the first stage the following qualitative data analysis technique ((a) Data reduction (b) Data Display (c) Conclusion drawing and verification) was used.
- ❑ In the second stage qualitative content analysis technique ((a) Summarizing (b) Explicating (c) Structuring) was used.

The conclusive findings were drawn based on data obtained on information schedules, observation schedule, group discussion and personal interview of functionaries and beneficiaries of the present study, keeping in view the objectives stated earlier in the present study (section 3.3.0). Detailed analysis of data obtained on the entire sample was presented for further discussion and interpretation in the following sections of the next chapter.