CHAPTER II

METHODOLOGY
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Social sciences and their research methodology are very young in India and other Asian countries. The UNESCO Round Table Conference, on the teaching of social sciences in South Asia, recognized the fact that these sciences have only recently claimed academic independence as disciplines in their own right.

Sciences, natural or social, give us knowledge, not judgement, power not vision, strength, not sanction. Therefore it can be emphasized that the fundamentals of scientific method are universal and not regions, but even so the western style of thought cannot be transplanted straight from one area to another, it must be interpreted and adapted.

The study of communication is increasingly being dominated by the social sciences. Browner and Dandt (1956) have observed integration of the various media into one discipline is largely an accomplishment of the social sciences approach.

"Communication research", in the words of Wilbur Schramm (1957), is concern with how to be effective in communication, how to be clear, how people use the mass media and other channels of communication, how nations can be understand one another, how society can use the mass media to its greatest good and in general,
The basic process of communication works. The efforts of specialists in this field have led to the proposition, such as "some kinds of communication on some kinds of problems attracts some kinds of people in some kinds of conditions and have some kinds of effects". This has led to the evolution of the cycle of communication with the key formula; who says what to whom and with what effect? Researches on the relative effectiveness of different media of communication include:

1. What role the Media play for the people?
2. How they motivate the people to bring about a change in their value orientation and perception?
3. Which media are relatively more effective?

The objectives and theoretical approach of the study are in line with the above trends.

The present study is categorized as a study in communication research giving emphasis in evaluation, especially upon the functioning of Government and Voluntary Organisations Ashram Schools. This also includes the performance of students from both the Ashram Schools.

The direct communication method has proved to be effective in establishing communication links where tribal people participate and agencies, institutions are involved. More, participation and no recognition do not produce desired results. The tribals should be given
an opportunity to express themselves and participate in the development of planning process.

Lack of closer network between urban and tribal (rural) leads their educational development procedure to go slow.

A. RESEARCH OBJECTIVES

Aims & Objectives: The study was designed with the aim to evaluate the working of Ashram Schools and the performance of students from both Government and Voluntary Organisations Ashram Schools to find out how far the tribals have been benefited by this scheme and also to observe the students' performances and then to compare their performances from both the Ashram schools. The study was carried out with the help of following objectives:

1. To know the present working of Ashram Schools.
2. To assess the role of Ashram Schools in educating the tribals.
3. To study the administrative set up in these schools.
4. To study the performance of students from both the Ashram Schools.
5. To study the rate of drop out and the major reasons of dropout.
6. To suggest remedial measures to reduce the drop-out rate.
7. To find out the utilization of various facilities in these schools.
8. To point out the difficulties faced by these schools.
9. To find out whether the very idea of Ashram Schools is a perfect misfit in the total structure of tribal culture.
10. To assess the performance of students in both the Ashram Schools and find out where the students performs better. (In GAS or in NGO's ashram school)
To study how Ashram schools work as a communication media and spread education amongst tribals.

**OPERATIONAL DEFINITIONS:**

**Comparative study:**

Comparative study means the study of the similarities and differences in the structure, functions and performances of students studying in government and voluntary organisations ashram schools.

**Government Ashram Schools:**

The state philosophy of tribal education adopted a model whereby children were envisaged to be the future carriers of social change and would be responsible to bring the isolated tribal communities into the main stream of Indian culture. That is how the concept of Ashram schools emerged as an ideal way to attract the tribal children. The government of Maharashtra sanctioned the scheme of "Ashram schools complex". The social and educational advancement was the main objective of this scheme.

**Voluntary Organisation Ashram Schools:**

Local voluntary organisations had undertaken the work of spreading education through Ashram schools established by them.

**Voluntary Organisation Or NGO**

Voluntary organisation Non-Governmental organisations play the role of assisting the under privileged communities like slum dwellers, the economically backwards, handicapped people etc.
Tribal context:

The present study has been carried out in one of the most poorly developed predominantly tribal district of Dhule in Maharashtra, India. Here we find that there are two major tribal groups namely Bhils the and Pawaras residing in the mountainous and forest clad ranges of this district. These, rather innocent, humble people with very simple technology and their families were the target group in the present study.

Communication Approach:

By communication approach the investigator means, the approach of the target group using various communication medias appropriate to the setting.

Definitions: Gordon (1971) defines communication as "a process whereby the sense and substance of a happening (objects, event, idea, motion) is wholly or approximately perceived (by the sensors of the happening itself or externally).

According to Lasswell (1948) communication is considered to be an effort on the part of a person or persons to influence other person or persons in bringing about a change in their knowledge, attitudes or beliefs or behaviour.
Thomas R. Nilson, "On defining communication" The problem of defining "communication" is not unlike that of defining "education". In a sense, all learning experiences are educational (perhaps all experiences beyond reflex action), but to make learning and in general limit the term "education" to an application to learning under such conditions. But to see what is conventionally termed "education" in the proper perspective we must see it in relationship to the vast number of other experiences of which it is a functionally inseparable part. And so, too must we see communication, particularly process of communication we all speak.

Communication means that information is passed from one place to another (Miller, 1951, P 6)

Communication occurs whenever the behaviour of one organism acts as a stimulus (or the behaviour of another. (Munn, 1962, P 430)

Communication is that which links any organism together. (Cherry 1966, P36)

Communication is a double edged weapon. It may be used to accelerate the social and economic development by expanding mental horizons of the people or used to provide avenues of escape and dream fulfillment by way of popular entertainment.
Communication is defined as the giving, receiving or exchange of information, opinions, or ideas by writing, speech or visual means - or any combination of the three - so that the material communicated is completely understood by everyone concerned.

**Definition of Drop out:**

It deals with leaving the study either at the beginning or at the middle or in the last because of various reasons which are to diagnosed. A R. Kamat (1951) defines educational wastage as "By wastage we mean all those students who joined --- the first year class, but for some reasons or the other could not or did not pursue education to obtain --- the intended qualification".

The NCERT define educational wastage as follows:

"If a child leaves the school without completing the primary course or it fails in a class, then the investment does not give commensurate returns. As such, both the manly and human resources are wasted. This is what we call educational wastage. The educational wastage has two components:
1. Failure or grade repetition and
2. Drop - out which means permanent withdrawal ".

G.W. Miller has defined the term "educational wastage" as following:

"The simplest criterion of wastage is whether or not the student has left his institution --- without gaining the degree or other qualification intended --- student has gained nothing from the institution ---- "
C. SAMPLING DESIGN

Of the total number of thirteen Ashram schools i.e. seven government Ashram schools, the researcher identified a sample of six Ashram schools i.e. three government Ashram schools and three voluntary organisations Ashram schools for detailed analysis. The criteria for the selection of these schools for detailed analysis can be outlined as follows:

a. The proximity of the school to the taluka head quarters.
b. The school which was most isolated in nature.
c. The best performing school.
d. The school with maximum facilities.
e. The school with maximum drop-out rate.
f. The school for the past five years in succession.

D. METHODOLOGY ADOPTED

In this chapter an attempt has been made to present the details of methodology adopted for this research work. In the present study, tables and figures are used to present the quantitative aspects of the problem. More emphasis is given on the qualitative aspects of the problems rather than the quantitative aspects. The researcher has adopted communication and Anthropological methodology in the field of investigation. more weightage is given to direct communication method to collect the quantitative and qualitative data.
SAMPLING PROCEDURE:

For a topic like this the state of Maharashtra covers forty eight district having a tribal population from which Dhulia district has indicated for 38 percent of tribal population. With this objective, the Dhulia district was selected purposively. On the second level, two talukas of Dhulia district namely Akrani and Akalkuwa indicated the highest percentage of tribal population. Hence they were selected for a study on Ashram Schools. On the third level three Government aided Ashram Schools and three Voluntary Organizations Ashram Schools were identified for further study. In a nutshell the researcher has used multistate sampling.

The participant observation method was found to be a very effective communication method to win the confidence of the target group and it has also helped to extract their views about education.
THE AREA OF STUDY

The present study was conducted in the Akrani Mahal and Akkalkuwa Talukas of Dhulia District in Maharashtra, India. The major reasons for selecting this very area for this research are as follows:

1. The Akrani Mahal and Akkalkuwa taluka has about 95% tribal population, an ideal situation to study the selected problem.

2. Being predominantly tribal districts and also inhabited chiefly by the Bhils and Pawara tribes considerable numerical strength.

3. New educational institutions have been established in this area for the benefit of the tribals by both the government and voluntary agencies.

4. The investigator being a person from the field of communication methods and established very good rapport with the target group.

5. The investigator also being an anthropologist has undertaken many field study tours and surveys in this area and thus has made good rapport with the people in these areas.

6. The investigator feel that it is the need of the hour to have a wide range of communication network without restricting the flow of information to educate the tribals and bring awareness about the objectives of various developmental programmes, develop necessary motivation for tribal people to take advantage and participate actively in the developmental process in the area.
Fig. 1. Map of Akrani Mahal & Akalkuwa Talukas with the villages considered for the present study.
While the total population of Dhulia district is 135/236 (1991 census) the percentage of tribal population to the total population works out to be 38%, however the percentage of scheduled tribe population in Akarani and Akkalkuwa taluka is 95%.

Altogether 6 Ashram schools were selected for the detailed study, three government Ashram schools and three voluntary organisations Ashram schools.

Table 2.1.
Table showing the population figures in the villages studied and that in Akrani and Akalkuwa taluka of Dhule district

1. Total population (Dist) 1,351,236
2. Total tribal population 513,344
   Total tribal population Akarani Taluka ?
3. Percentage of Sch. Tribe Pop.
   to the total pop. (dist) 38%
4. Percentage of Sch. Tribe pop
   in Akarani taluka 95.0
5. Total No. of Ashram schools 09
   a) Govt. Ashram schools 05
   b) Private Ashram schools 04
The following categories of informants have been included under the present research.

a. students
b. parents
c. teaching and administrative staff

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>AKRANI TALUKA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Asli</td>
<td>716</td>
<td>923</td>
<td>893</td>
</tr>
<tr>
<td>2. Belgaon</td>
<td>267</td>
<td>254</td>
<td>470</td>
</tr>
<tr>
<td>3. Chulwad</td>
<td>362</td>
<td>490</td>
<td>811</td>
</tr>
<tr>
<td>4. Dhadgaon</td>
<td>84</td>
<td>471</td>
<td>540</td>
</tr>
<tr>
<td>5. Dhanaja</td>
<td>1000</td>
<td>1300</td>
<td>1436</td>
</tr>
<tr>
<td>6. Kakaddha</td>
<td>361</td>
<td>389</td>
<td>826</td>
</tr>
<tr>
<td>7. Mundalwad</td>
<td>911</td>
<td>964</td>
<td>1096</td>
</tr>
<tr>
<td>8. Rajhardi</td>
<td>306</td>
<td>381</td>
<td>492</td>
</tr>
<tr>
<td><strong>AKKALKUWA TALUKA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Asli</td>
<td>1339</td>
<td>1775</td>
<td>2461</td>
</tr>
<tr>
<td>10. Jamana</td>
<td>457</td>
<td>533</td>
<td>829</td>
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Teaching and administrative staff are always in mutual communication link with each other. They are capable of giving lots of information regarding the administrative and academic set up of the school. As they were easily accessible, very valuable information was collected from them.

DATA COLLECTION TOOLS

The investigator used the following tools for the data collection.

1. Interview schedule for assessing drop-out causes and rate, was given to the students, parents teachers and administrative staff. Individual and group indepth interview was also taken by the investigator.

2. Different communication medias like printed materials, pictures, films, slides and demonstrations were used for self learning among scheduled tribe learners.

3. Statistical analysis helped to present the data quantitatively.

HYPOTHESIS

The investigator has formulated the following hypothesis for the study:

1. The very high rate of drop out among the tribals is not merely due to failure / stagnation.

2. Through effective communication the reasons of drop- out can be clarified and can also find out remedial measures to reduce the number of drop-outs.

3. Schools in the tribal areas do not function properly.

4. Ashram schools are ideal medias to educate tribal children.
5. The performance of students from voluntary organisations Ashram schools is better than the performance of students from Government Ashram schools.

AIM OF COMMUNICATION AND DETAILED NATURE OF DATA

First of all to establish contact and rapport with the tribal students, teachers, administrative staff and other concerned people from government and voluntary organisations Ashram schools, which in turn helped the investigator to get all the details regarding the functioning of the Ashram schools and the performance of students.

The researcher used oral and written communication methods and received the feedback through participant and non-participant observation, in-depth interview (individual, group) questionnaire, asking oral questions etc.

The effectiveness of the communication was measured (1) Quantitatively (2) Qualitatively. The percentage of the content received was expressed in quantitative terms. The expected result is observed qualitatively.

The need of communication was to understand the academic and administrative and the Voluntary Organisations Ashram School.

J. QUANTITATIVE DATA

The school records, which were available gave information about students. Some of the students from the respective villages,
from where the suspected cases of drop-out also hailed, have also been very helpful in giving the information.

The Quantitative data also consist of secondary data already published by the directorate of education, Pune. Efforts have been made to provide graphs, histograms, and pie diagrams to highlight certain tables which otherwise does not highlight the observation trends.

The case studies presented in this research have been recorded with an accepted format to maintain consistency between cases.

κ. QUALITATIVE DATA

The qualitative data has been dealt and presented as follows:

1. Five typical drop-out cases have been presented for evaluation in the thesis.
2. Fifteen regular student cases have been presented here.
3. Detailed information (cases) from three parents of dropped out children.
4. Eight typical cases have been presented here of parents of regular students.
5. Detailed interview report of two Ashrams superintendents have been considered here.
6. An open ended interview with the president of Adivasi Satpuda Shikshan Prasararak Manda (ASSPM) at Dhadgaon, Akrani, Dhule etc.
PROCEDURE FOLLOWED IN THIS RESEARCH

A description of the social characteristics of the target group gave their specific background, which helped the investigator to put the findings in a proper perspective.

The interview schedule had been translated into the local dialect, to avoid communication gap while collecting information. Experience in the tribal area proved that information could also be obtained by using personal contact communication method, informal chart, discussion and observation rather than by asking straight questions.

To make communication meaningful; pre-media field studies to obtain the maximum results in the communication investigation were done for the present research.

A pilot survey and an interview schedule was administered in the same tribal area after which it was corrected and modified to suit the thesis.

Simple and easy communication techniques which were used in the tribal areas, proved more communicative with the uneducated tribal audience. For instance, for illiterate and semi literate tribals with
small size of land holdings and low level of adoption, demonstration of farmer's fields, use of audio-visual aids like cassettes, videos, slides and film strips or inter-personal communication through informal local leaders and progressive farmers appeared to be more effective and rewarding. Spoken words used were very simple, (common man's language) suited to the personalities of the informants (participants).

As the literacy rate is comparatively low among the tribes and their life style and languages are also different, the investigator deployed observation, interview and genealogical method in general. Other methods like questionnaire, case study etc, were used among educated informants.

Both participant and non-participant observations methods are used by the investigator. As a participant observer, the investigator made herself part of the group study, freely mixed with the social activities of the group, their normal and natural functioning, their feast and festivals, not as an outsider but as a member of the group. Under participant observation the actual purpose of participation which was the critical study of the problem through their folklore, dance, music, customs and traditions. (Traditional Communication methods)

This method gave an account of the actual behaviour in genuine life situations as contrasted with the behaviour which an individual thinks he has performed or would perform under actual or hypothetical conditions. This method allowed objective observation by the investigator. This method also helped to eliminate errors that
arise from understanding and misinterpretations of words and the bias present in a verbal report secured from a person. Since this is the method of physical science, it has all the advantages of accurate observation and measurement. As a participant observer, the investigator received a hearty welcome form the target group and they were very willing to explain everything, whatever information the investigator wanted to collect from them through participant observation.

The investigator, being an anthropologist and also being a person from communication, used non participant methods too. Here, the investigator watched the phenomenon. This method helped to eliminate fallacies that enter in the question - answer approach i.e. it helped the investigator to get full and true information and also respect and co-operation from all the members of the target group. As a non-participant observer, the investigator was aloof from the community at that time and studied the situation peacefully.

By considering few limitations of participant and non-participant methods of investigation, the investigator used some other methods of investigation also. Interview method is one among them. Here the investigator put the relevant questions, also the interviews from the target group and recorded their responses. Under this method set of question were asked and answers were recorded in a standardized form.
With the prior consent and goodwill of some concerned authority and other members in the target group, the investigator explained the purpose of the present research to all concerned and persuaded them to agree on the desirability of carrying out this research. Prior to the interview, the investigator obtained adequate knowledge about the problem, in order to be able to give answers to their questions. The investigator also kept an interview guide with her, which contained the broad outlines of the research and interview. It helped to have continuous interview with the informants. This guide was a break upon the investigator which always checks the investigator from crossing her jurisdiction. This reminded her of important matters to be collected by her in the field.

The object of research was well defined and accordingly the informants were selected well in advance and were divided into various age and sex groups. The investigator's familiarity with the field in which she was working helped to select suitable informants without employing trial and error method. In order to get both welcome and information the investigator used to take prior appointment with the informants. The investigator established rapport with the informants by winning their confidence through very friendly behaviour and also assured them that all information will be treated as confidential, and will never be used to the informants disadvantage.

After the preparation of proper ground for the interview, the investigator started interview with easy and conventional questions which no one objects to, and the proceeding stage which is technically
known as the "interview proper" was handled with caution both for academic gain and physical security.

The investigator was at ease with the interviewees & showed interest in everything they told, thus helped them to be at ease with the investigator. Due consideration and seriousness was given to the interviewee's situation, allowed sufficient time to learn the facts which enabled to understand the problems involved. All the problems were viewed and met on their own terms. Assigned social status to the interviewees, gained and kept deserve their confidence. The investigator was frank and straightforward in asking questions and asked simple questions which can be understood easily and also avoided extracting information against the will or knowledge of interviewees, the interviewees were allowed to tell the answer in their own time. They were allowed to think for themselves and were given time for making their own response. The investigator took structured, unstructured, individual and group interviews. In the structured interview a complete schedule was used and the interviewers were asked to get the answer to those questions. Unstructured or uncontrolled interview was useful for gaining the confidence of the informants in the beginning. It was held in the form of a free discussion. In individual interviews only one individual was interviewed at a time by the investigator, to collect confidential and personal information. For collecting more information from group interviews were held. This was less expensive and less time consuming.
Genealogical Method was used as an essential technique in cultural investigation. Since many of the members of the target group were illiterate tribals, genealogical knowledge played an important part. This method has a functional value, because genealogical data are used in regulation of marriage, inheritance of property, succession to chief in ship etc. In a small tribal community it is possible to take the genealogies of all the individuals of one particular village and this census can form the basis of sociological work, for investigation on population and migration. The study of kinship, so necessary to social anthropology, can only be properly undertaken by means of genealogical method.

In addition to the above mentioned methods relevant for working with the tribes, other tools, questionnaires, schedule, case study, life history and statistical methods were also used.

M. ANALYSIS DESIGN

The data collected was systematically analysed both quantitatively and qualitatively. The quantitative data was analysed statistically which led to the presentation of several tables and graphic representations like histograms, pie-diagrams, line graphs etc.

The qualitative data which included case studies of and interviews of:

a. Students who dropped out
b. Students who continued their studies
c. Parents of those students who dropped - out from schools.
d. Parents of those children who continued their education.

e. Teaching and administrative staff i.e. headmasters, teachers, managers, and Ashram school superintendents.

f. President of Adivasi Satpuda Shikshan Prasarak Mandal.

g. Student representatives

This analysis clearly brought out the role of communication and the differences between the Government and the Voluntary Organisations Ashram Schools.
CHAPTERISATION DETAILS

I INTRODUCTION

The first chapter deals with the introduction. This chapter includes title, purpose of study, background information about the tribals, the attributes of tribals, tribal economics, tribal population in Maharashtra, Ashram schools as media of communication, Maharashtra government's area development approach and Ashram schools, organisation of Ashram schools, basic concepts of communication, seriousness of the problem of drop-out definition of drop-out, aims and objectives of this research, limitations of this research and review of related literature.

II METHODOLOGY

Methodology chapter deals with research objectives, sampling design, methodology adopted, the area of study, sample and sample size, data collection tools, hypothesis, aim of communication and detailed nature of data, quantitative data, qualitative data, procedure followed in this research analysis design, operational definitions and chapterisation details.

III PRESENTATION OF Analysed Qualitative Data

This chapter presents the data systematically organised and processed. It includes qualitative data. The data is presented in the form of tables, graphs, histograms and pie diagram wherever possible and found necessary. The salient points emerging out of the data have been dealt separately under the headings 'Qualitative data'. This chapter shows the major factors responsible for discontinuation of
education. Qualitative data is collected from students, teachers, parents, administrative staff, Ashram school superintendents and President of Adivasi Satpuda Shikshan Prasarak Mandal and so on.

IV PRESENTATION OF ANALYSED QUANTITATIVE DATA

Quantitative analysis of the information collected on the six schools (1991-1994) and the responses of the students have been presented here in the form of frequency tables, histograms, bar diagrams, line graphs and cross tables. All the six schools studied are located in the tribal area of Dhule district in Maharashtra, India. The students who responded to the many questions belongs to two main tribal groups namely Bhil and Pawars. Of the six schools studied three were government Ashram schools and the other three were managed by Non-government organisations.

V COMMUNICATION STRATEGY FOR ASHRAM SCHOOLS

This chapter on the communication deals with the communication patterns that help to reduce the dropout rates among the tribals.

Various theories and few communication models are made use of to support the roles played by communication media in the field of education, especially in functioning of Ashram Schools. The investigator observed the following points: As a communication media Ashram School creates the learning environment where materials designed for learning match the abilities of the learner.
Learners like this mediated instruction and it also maintains a desirable level of motivation in learners. Motivation moves the learner to action.

The chapter on the communication deals with the communication patterns that help to reduce the drop-out rates among the tribals.

VI SUMMARY, AND CONCLUSION

This chapter gives a summary of all the chapters, concluding remarks, suggestions for improvement of tribal education and also suggestions for further research.