

## CHAPTER III

## APPROACH AND METHODOLOGY

This chapter deals with the approach, nature of data, sources, sample, tools and techniques of data collection and procedure followed in conducting the field work for the purpose of this study.

Approach

The qualitative and quantitative methodological approaches are useful depending upon the context, nature and perspectives of the research enquiries. In the context of the illiterate and primitive tribal groups who have peculiar socio-cultural characteristics, mere quantification of data may not be of much help to unravel social realities existing in their societies. Rather the peoples' own understanding of their situation when expressed uninterruptedly will unravel many facts which can not be obtained through administration of structured tools. Moreover, their unfamiliarity with outsiders and the difficulty to follow written questionnaires or scales make the quantitative methods of study inappropriate in such contexts. On the other hand to take full resort to the qualitative methodological approaches with all its procedural precision is not possible for many reasons. One, the present investigator is not professionally trained to conduct participant observation, two, the constraint of time, feasibility and the climatic conditions, etc., do not favour the present investigator to take full resort for this kind of approach. However, for studying many objectives, such as objectives two, five and six as stated in Chapter I of this study, the qualitative approach was

appropriate and hence by the investigator for the purpose. But for objectives one, three and four, where numerical figures are necessary, the quantitative research methodologies were followed.

The present study, therefore, was an intensive field study involving both quantitative and qualitative approaches. Unstructured interview schedules, observation and interaction with the concerned people and the officials were resorted to for the purpose of gathering information as per the requirements of the study as stated earlier.

#### Nature and Types of Data

As spelt out in the objectives, the data pertaining to physical facilities such as number of rooms, size of the room, number of table, chair, desks, gardens, wells, compost pits, etc; enrolment of children in Class I to Class VII found in different formal institutions and non-formal institutions, rate of dropout and absenteeism, enrolment of adults in Adult Literacy Centre (ALC) as studied from the inception of such institutions in the area till the present time along with the growth of the institutions and strength of enrolment in each institution are regarded as quantitative in nature. The data pertaining to the staff pattern, staff background, students' background, economic level of parents such as high, middle and low, size of the family viz., large, medium and small, demographic features such as number of family members in each household, population in villages taken as the sampling units, number of males, females, adults and children, etc., are considered as quantitative data. Besides, the data in regard to the supporting facilities, viz., dress materials, books, slates, pens, pencils, etc. and the administration and supervision work, particularly, its frequency, etc. are also regarded as quantitative.

Apart from that, the data in relation to the number of indigenous practitioners and the data pertaining to the number of beneficiaries in agricultural extension programmes, family planning programmes, nutritional educational programmes and health educational programmes, etc., are considered here as quantitative data.

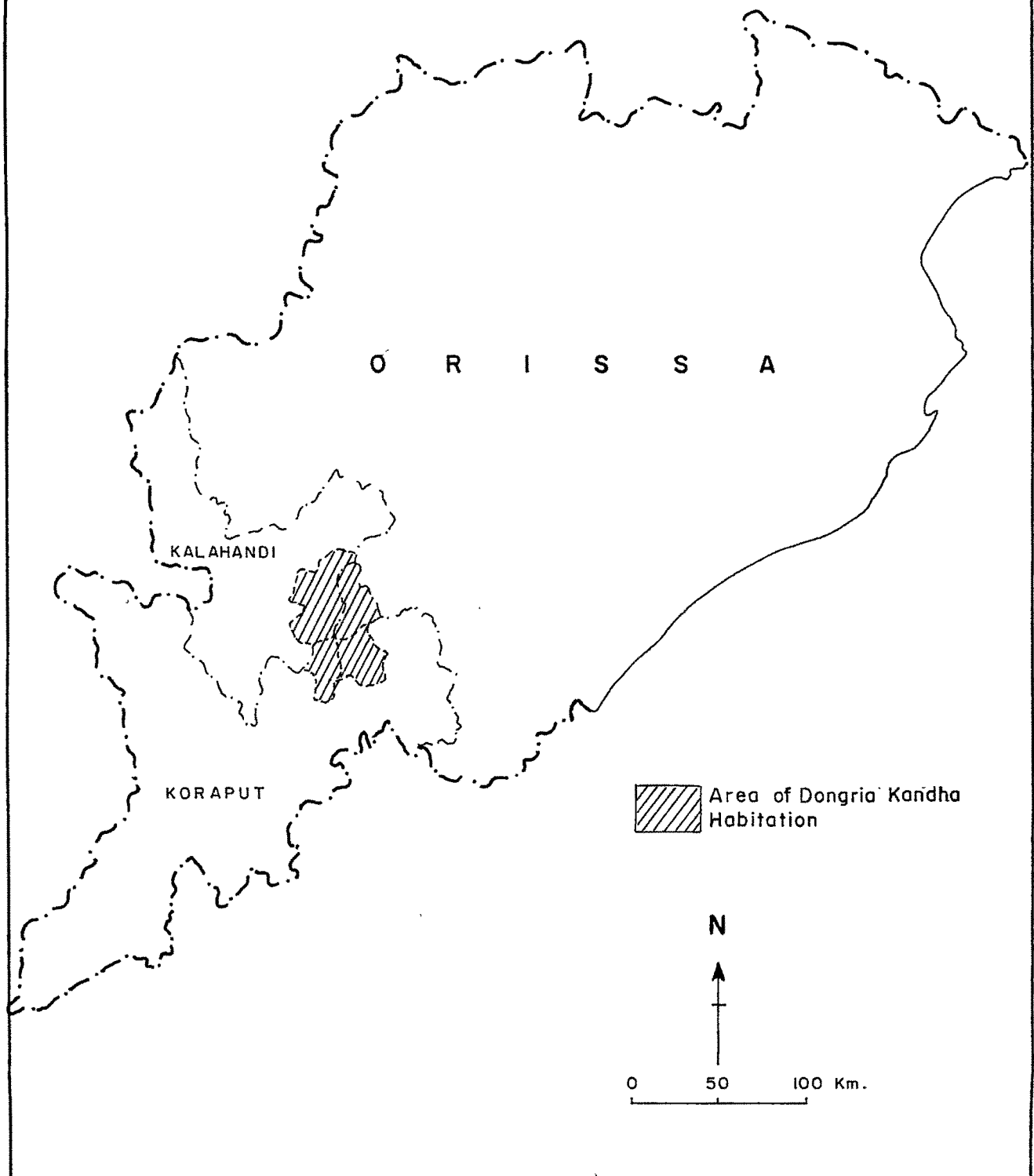
But the information received from the expression of the needs of teachers, parents, pupils, administrators and non-participants with regard to the functioning of the educational institutions and the problems indicated by each of the above categories of respondents are considered as qualitative.

The problems experienced and pointed out by the tribal beneficiaries and the concerned officials with regard to the programmes, viz., agricultural extension, family planning, nutritional and health are regarded as qualitative data in this study. The information and responses received from the tribal people as to whether, how and to what extent education has influenced their socio-cultural condition, cultural practices, political consciousness, health and agricultural practices, etc. are also treated as qualitative data.

#### Sources of Data

The quantitative data pertaining to the physical facilities, <sup>students' enrolment, drop-outs, supporting facilities</sup> provided to students, administration and supervision of educational institutions were collected from the admission registers, attendance registers, school inspection book, diary maintained by the teachers, stock registers and mid-day meal registers available from the schools and the same information were also collected from the office of the Sub-Inspector of schools, Bissam Cuttack and the office of the Block Development Officer, Bissam Cuttack and from the WEO of DKD Agency.

CONCENTRATION OF DONGRIA TRIBE



Data pertaining to the teacher's background, status, qualification, number of students, growth of educational institutions in the Agency area were collected from the concerned files, from the office of the WEO and Educational Supervisors and the special officer of DKD Agency. The sources of qualitative data were the different categories of respondents as detailed out in the sample of the study. Map 3.1 shows the Concentration of Dongria Tribe in Orissa.

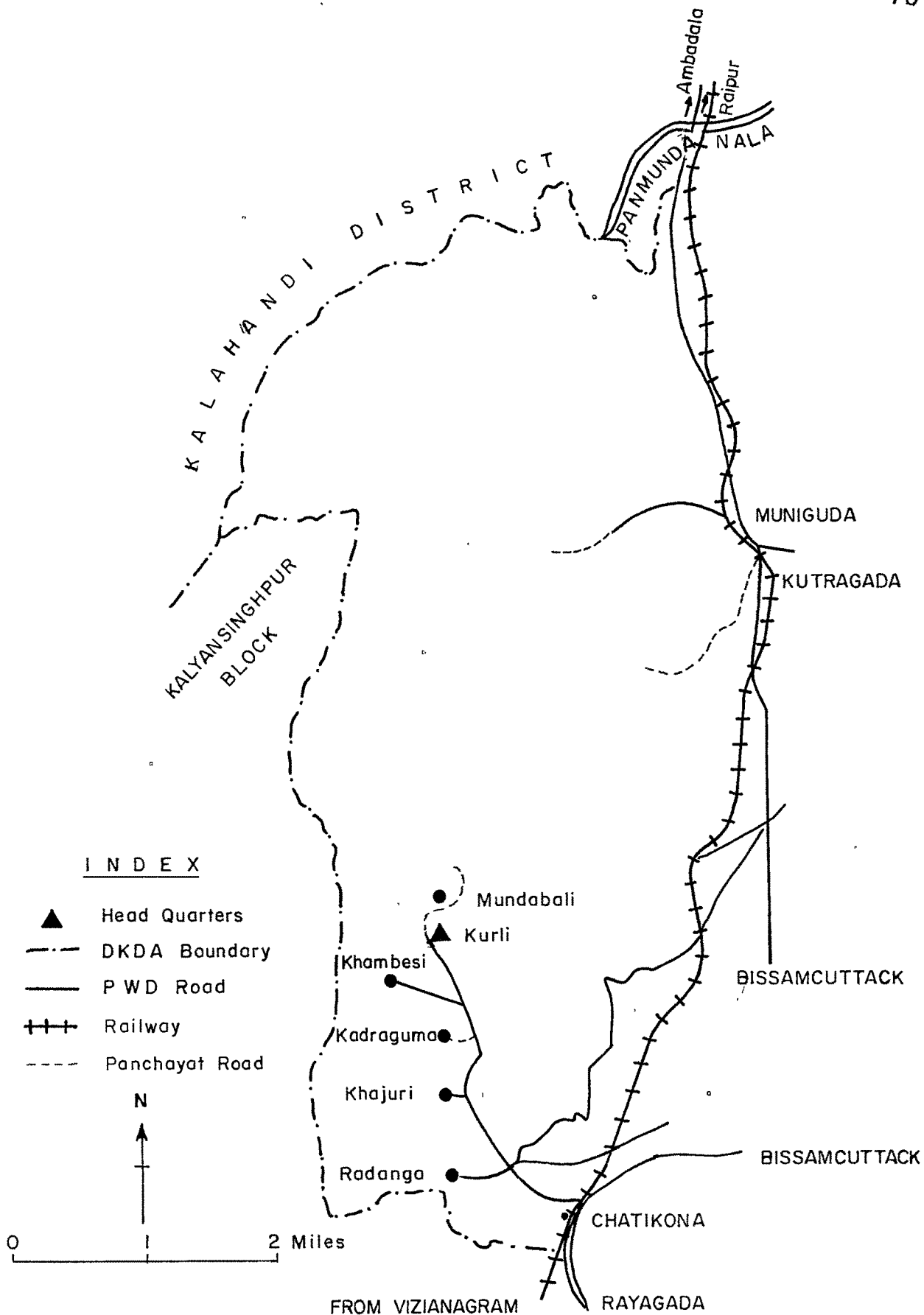
Sample

The sample of the study is restricted to a primitive community. The community is known as Dongria Kandha - a section of the Kandha Community inhabiting in the Orissa state. Dongrias are found in two blocks, Bissam Cuttack and Munigada of Gunupur sub-division and Kalyansinghpur of Rayagada sub-division in Koraput district and Biswanathpur block of Kalahandi district. Out of the total sixty seven villages predominantly inhabited by the Dongria Kandhas a cluster of six villages of Bissam Cuttack block was selected from a contiguous area. These six villages are situated on the Niyamgiri hill ranges and are predominantly populated by Dongrias, though a few scheduled caste (Damba) families are living with them. Most of the beneficiaries of the Dongria community as the Dongria Kandha Development Agency (DKD) belong to these villages. These six villages are easily accessible in comparison to other villages in the hills. Considering the cost, convenience of access and feasibility for conducting investigation, the investigator selected six villages namely, Kurli, Khambesi, Kadruguma, Radanga, Khajuri, Mundabali for intensive study. Another criterion for the selection of these villages was the consideration of mutha or padar (ancient administrative unit among the Dongrias consisting of villages having particular clan group) administration. Of the above six villages, Kurli and Mundabali villages are under Jakasika Mutha; Khambesi and Khajuri are under Wadeka Mutha;

Map 3.2

# AREA OF DONGRIA KANDHA DEVELOPMENT AGENCY

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and Kadrakuma and Radanga are under Kadraka Mutha. Each family in these villages was considered as a unit for collection of data. There were 225 households in these villages when the study was carried out. All learners, dropouts, parents, teachers, officials working in Dongria Kandha Development Agency and staff members of agency and social workers working in these villages were considered as the population and it was intended to collect data from all of them. The Area of DKD Agency is seen from Map 3.2.

The following categories of respondents were selected purposively for eliciting information.

- (a) Students : Fifty Dongria Kandha students reading at upper primary and lower primary levels in the village schools and the schools outside the village such as Gatiguda Sevashram school, Gatiguda, Thakkarbappa Ashram School, Rayagada, Kujendri High School, Kujendri were selected for interview and observation when necessary.
- (b) Non-Participating Adults: Sixty non-participating adults who dropped from the Adult Literacy Centres opened by the DKD Agency with the same village schools were also selected for interview, observation and informal discussion.
- (c) Parents : One hundred and ten parents of the students in all the selected villages were also the subjects for the study and were observed and interviewed wherever necessary.
- (d) Teachers : Nineteen teachers in the formal and Non-formal schools and ALCs in the village and also those, who are connected with Ashram schools, were approached for eliciting data from them.
- (e) Non-school Goers: Thirty children belonging to the Dongria Kandha community who dropped from the school/chatashalis and not attending the schools/chatashalis were treated as the respondents and necessary information was collected from them.
- (f) Officials: Twenty officials in all including the staff members of the DKD Agency who are directly connected with the education and over all development of the Dongrias and the officials and staff members of the Block Development Office, Bissam Cuttack who are indirectly connected with the Development of the Dongria

people, were also treated as the respondents for the purpose of gathering information.

- (g) Voluntary Workers: Workers of Kasturba Memorial Trust serving in the Dongria region were also approached for eliciting necessary information from them.
- (h) Beneficiaries: All the Dongria Kondhas who benefited from different developmental programmes were the beneficiaries. However, 225 household heads were taken for the study. Out of 225 heads, 35 were the leaders in these six villages.

### Tools and Techniques of Data Collection

Interviews, Participant and non-participant observation, informal discussion, collection of information from the official records, school records, etc., were the tools and techniques used in the study. The following tools were developed and used to gather the required information.

1. Informations<sup>blanks</sup> : These were prepared to collect information from formal and non-formal educational institutions regarding physical facilities, enrolment, supporting facilities as given in Appendix A.
2. Village information schedule : This schedule was used to collect data on various aspects of tribal villages. It consists of items relating to general information about the village- the distance of the village from DKD Agency office, the structure of the village, viz., physical as well as demographic and the landed properties, educational institutions established in the village, students strength, other institutions in the village, economic levels of people and other infrastructural facilities provided to the village. This schedule can be seen in Appendix B.
3. Family information schedule : This schedule was used to elicit information on various aspects of family life of the Dongrias. It consists of items relating to specific information of different households, the name, age and marital status of each household member, the dwelling condition, the household articles, mode of



income, expenditure pattern, property owned, loan incurred, literacy position, dietary habits, cropping pattern, child rearing practices, mode of preparing food, measures against diseases, health care, number of literates, marriage etc. This tool is given in Appendix C.

4. Schedule for learners : This schedule was utilised to gather information from tribal children learning at the primary and middle stage or higher classes. It consists of items that reflect indirectly their needs and problems as felt and experienced by them in home, at school and in their environment at large. Most of the items provided in this schedule were to seek information for cross checking the information obtained through the previous schedules. This tool is found in Appendix D.
5. Interview Schedule for Non-Participating Adults (dropouts) and Non-School Goers (dropouts) : This schedule was divided into two parts. Part I was utilised to collect data for exploring needs and problems of those non-school goers who dropped out from the schools/chatashalis. It included items pertaining to how did they join the school/chatashalis, why did they leave, what were their problems and needs, what changes did they want in the school/chatashalis, etc. Similarly, Part II was utilised to explore the needs and problems of the adults who dropped and did not participate in adult literacy programmes. Items related to problems such as domestic, distance of the centre from the adult's home, inconvenient time-schedule, irrelevance of the curriculum, behaviour of teacher, financial loss, relaxation, disturbances in normal way of life etc. were elicited through different items provided in the schedule, as given in Appendix-E.

6. Schedule for teachers participating in formal and non-formal educational programmes : This particular schedule was utilised to enquire into the activities of the teachers working in formal and non-formal schools established in the Dongria settlement. It consists of items relating to biōdata of teachers, their general and professional qualifications, service experience, salary and emoluments, nature of activities at school and the village needs of the tribal school children, problems encountered in pupils' learning and attending schools, co-operation of tribal parents in school activities, physical facilities provided in the school and other educational and personal problems faced by them in the Dongria settlement. This tool is cited in Appendix F.
7. Interview Schedule for the supervisors and other Officials : The schedule given in Appendix G was used for collecting data from the supervisory officials. It consists of items concerning the bio-data of officials, the mode of planning for supervising different programmes and institutions, aspects of the functioning of the school such as academic, organisational, administrative, class-room teaching, teacher-pupil relationship, teacher behaviour, teachers way of living in the tribal village etc. The needs and problems of tribal learners, concerned teachers, tribal people (beneficiaries) as officials and supervisors were collected through different items provided in the schedule.
8. Interview schedule for indigenous practitioners : This schedule was developed with a purpose to obtain information regarding the nature, scope and utility of various indigenous practices being carried on in tribal society. Items included in this schedule were about the carpentry, weaving, blacksmith, etc. Apart from that,

information pertaining to the training facilities and incentives being provided to the practitioners, the marketability of the products etc., were also sought through this schedule, which has been given in Appendix H.

9. Interview Schedule for the parents : This tool included items to know from the tribal parents about their relations to and perception of various schemes of development operating in their area and also to ascertain their needs and problems in life in general and with regard to education of their children in particular. Certain items were inserted to elicit information for cross checking the validity of the responses gathered from teachers, pupils and officials in different aspects of development of their life. A copy of the tool has been given in Appendix I.

#### The Procedure followed for Conducting Field Work

The study was conducted by the investigator through the intensive field work over a long period from May 1983 to May 1985. The investigator visited the Dongria Kandha Development Agency area in three phases. However, in order to update the quantitative data and to gather more information, the investigator had been in the field from October, 1987 to May 1988 once more.

The field study had been conducted in the following four phases namely:

- |             |                           |
|-------------|---------------------------|
| Phase (I)   | Pre-field work.           |
| Phase (II)  | Entering the field work.  |
| Phase (III) | In the field work.        |
| Phase (IV)  | Final visit to the field. |

### Phase I. Pre-field Work

This phase of field work started from May, 1983 and continued upto July 1983. During this phase the investigator got introduced with the concerned officials and the people mostly the scheduled tribes (Dongrias) and castes (Dombas) inhabiting the Dongria region. He moved around the Niyamgiri hill areas, established rapport with the people and interacted with them wherever and whenever required. Although language difficulty was felt in the initial states, it was overcome gradually with the help of some outsiders (field assistants) working in the Agency area. The educated Harijan students also helped the investigator in understanding and interpreting the situations and responses of people in the field. The investigator collected information regarding the nature, culture and life pattern of the Dongrias from his interaction with the DKDA office staff and also from the available literature on Dongrias. He moved around the hill tract of the Agency area and experienced that the dress, food, manners manifested by the Dongrias in different villages were more or less similar but the education and other infrastructural facilities were not the same in every village. Moreover, accessibility to the villages were different, depending upon distance from the DKD office. Considering the feasibility aspect, the investigator decided to focus his study on a few villages and finally selected six villages as mentioned earlier in this Chapter.

### Phase.II. Entering the Field Work

In the light of the objectives of the study and experience gained from the first phase of the field work, the investigator developed the research tools. At that time the tools were in ~~crude~~ <sup>crude</sup> ~~initial~~ form. The investigator stayed in the field for a period of five months from March 1984 to July 1984. During this time

he made use of these tools in two villages such as Hutesi and Hundajali, which were not included among the six villages already selected as the sampling area of the study.

Judging the suitability of local conditions, adequacy and appropriateness of items in terms of eliciting the required information, practicability and considering other constraints involved certain items in respect to each tool were modified. Some official records, school records were collected during this phase.

### Phase III. In the Field Work

This phase indicates the actual data collection process as was carried on in the field. The tools needed were finalised before this phase was started. The investigator held discussions with the officials working in connection with the development of the Dongrias and who have anthropological background and practical experiences in the field work. Besides, he held discussions with the guiding teacher, other professors and research fellows in different forums at the Centre of Advanced Studies in Education, Baroda and made certain changes and modified the tools as per the suggestions received from all of them. And thus the investigator was ready to set out for data collection in the field with the tools as given in the Appendixes

While in the field, the investigator tried to win the confidence of the Dongrias and the Dombas (their Scheduled Caste neighbours). In manners, dress and food he was put to hardest of his time to adapt himself. He, at the initial stages did not try to imitate their speech pattern rather trying to understand their language with the help of DKDA field workers and society's sales man and other educated Damba boys. Gradually he was able to hold talks with the young and old persons, sometimes helped by the Agency workers

and volunteers of Kasturba Memorial Trust. By way of mutual exchange of thoughts and information the tribal children and parents were made more free to speak to the investigator at their convenience and will.

The investigator stayed during this phase in the field from November 1984 to May 1985 and collected the data by conducting interviews, observations and interacting with people and participated in their socio-cultural programmes wherever necessary. He resorted here to qualitative approach to gather the relevant information.

While conducting the interviews he had to ask questions and to interact with the interviewees in the regional language sometimes with the help of Kux dialect. He was using the tape recorder sometimes to record the interviews. While he was back at his temporary residence he was transcribing the tape recorded interviews. Data were collected unobtrusively without questioning and arguing, providing more scope to the interviewees to speak freely what they felt. While observing the people, teachers, students, officials at work and different situations, places and contexts, the investigator was noting down in his field notes, and during this phase, he was planning and deciding who, what and where is to be observed. His decision was dependent on the socio-cultural events, the suitability of the weather and the requirements.

Information thus collected from the sites were put in files and systematically arranged objectivewise.

#### Phase.IV Final Visit to the Field

During this phase, the investigator visited the field once again to update most of his previous information and to be confirmed on various findings.

### Data Analysis and Interpretation

The information so gathered was arranged/processed objective wise. Quantified data pertaining to demographic figures, number of learners, non-school goers, dropouts, retention, size of the family and the number of households coming in each category, income and the number of households in each of these categories, enrolment of children and the growth of the institutions, physical facilities, students' background, staff pattern, and staff background, supporting facilities, administration and supervision of educational institutions as per the objective <sup>These data were</sup> ~~one~~ analysed through frequency and percentage analysis as given in Chapter IV in this study.

Perception of the needs and problems as felt and expressed by the teachers, administrators, Dongria parents, non-participant children with regard to the functioning of formal educational institutions and non-formal educational programmes as enumerated against objective ~~one~~ two were analysed qualitatively. In quantitative analysis data were identified, discerned, classified and compared and critically interpreted from the point of view of the objective under study. Objective three, which deals with indigenous practices was analysed quantitatively as well as qualitatively, so far as its nature, extent and utility was concerned. Objective four deals with the developmental programmes was analysed through frequency and percentage analysis. Identification of problems by the tribals and officials with regard to objective five was analysed qualitatively as given in Chapter V. The impact of formal, non-formal and indigenous educational programmes on different aspects of tribal life as perceived by them was analysed in descriptive terms using classification, comparison and case studies and critical assessment and cross validation of the views expressed by the subjects and were reported by the investigator without any bias.

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