CHAPTER III
METHODOLOGY

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Research in social sciences is the direct outcome of man's urge to understand his society, its nature and working. New knowledge, new methods and new inventions created by research methodology illuminate the path of man's progress. Therefore, this chapter outlines the kind of methodology that has been adopted for conducting the present enquiry. It describes the theoretical framework and the design of study. The design of the study is related with the sampling techniques by which five slum-areas and households within these areas in Kolhapur city have been selected for further research. So far as data-collection is concerned, the tool such as interview-schedule was used. The methodology has had a bearing on general and specific objectives of the research - study.

1) THEORETICAL FRAMEWORK:

Education is described as an instrument of bringing about social change. Education should serve the members of society by way of acquiring knowledge on the one hand and for achieving skills and capacities on the other hand which will be useful for members to earn their livelihood.

In any society, the educational system plays an important role in the training, development and allocation of its man-power resources. Education enables people to choose their ways of training and develop their interests
and capacities. Due to educational process, people can fulfill the demands of their occupational roles on one hand and to meet society's needs for trained man-power on the other hand.

In a developing country like India the educational system becomes a powerful instrument of transforming the traditional way of life into that of a modern and industrial society.

The Indian Constitution has recognised the significance of education for social transformation. Hence the provision of education to the citizens has been guaranteed to the citizens under Articles - 29, 30, 45 and 46. Under the Directive Principles of the State Policy, The Article - 45 states-

"The state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years".

A definite aim of education is to endow a student with the necessary skill and capacity to be a responsible member of society. Education is essential for an individual to earn his or her livelihood. Therefore formal together with non-formal education is useful to the student from deprived sections at large. Therefore suggestions for the deprived children have been made. Drop-outs, working children, economically disadvantaged children, poor children, children living in slum-areas should be provided with non-formal education so that they can earn their livelihood.

Functionalisists have often viewed the educational system as offering opportunities of mobility for individuals. Several programmes of special
assistance to the children of scheduled castes, scheduled tribes, children in slum-areas have been implemented to gain upward mobility in social structure. For retaining their presence in classes and for minimising drop-out rate among them, a number of incentives and schemes such as post-matric scholarship, attendance scholarship, mid-day meals, provision of stationery, uniforms have been provided.

The Conflict theorists have generally stressed the role of structural inequality. Social structure is seen primarily as a system of class inequality and the key institutions by which its effects are transmitted are the family and the school. Slums are a product of economic inequality. This inequality is seen in the physical environment existent in slums. This physical environment plays an important part in determining educational development of slum-children. The physical environment in slum-areas is not conducive to the educational development of slum children. Sometimes school facility is not present in this area, at other times even though there is school facility, many of the children in slums do not attend the school because there is lack of motivation on the part of their parents and lack of interest on the part of children. Children in these areas get enrolled in the schools but due to socio-economic reasons these children discontinue their education in the schools. There are low rates of literacy and enrolment among the slum children as compared to other children in better off parts of the city. The fact is attributed to the role played by physical environment in the educative process of children.
In spite of several programmes of special assistance to the children of deprived sections of society, a positive and strong relationship between socio-economic status and educational attainment of the deprived sections has been reported. The Education Commission was of the view that it is the responsibility of the educational system to bring the different social classes and groups together and to create an egalitarian society. But on the other hand, education has tried to create class distinctions among different sections of society.

**General information about the five slum-areas in the Kolhapur city.**

The universe of the present study consisted of all the households from five selected slum-areas of the Kolhapur city located in southern Maharashtra of India. It is proposed to conduct a study of 200 households from five slum-areas in the Kolhapur city. For this purpose, five slum-areas having schools, providing primary education have been selected. They are as follows: Lakshatirth Vasahat, Vichare Mal, Kotitirth Vasahat, Daulatnagar and Rajendranagar.

The study is set in the Kolhapur city. The population of the city is estimated to be 4,05,509 at present by Kolhapur Municipal Corporation (1991 census data). The slum population, according to 1991 census data, is estimated to be 77,841 at present. According to Kolhapur Municipal Corporation, there were 58 slums in the Kolhapur city (1991 census data). Out of the 58 slums in the city, one slum-area namely Rajendranagar has been set up on the rehabilitation pattern. Information about socio-economic
conditions of respondents, availability of educational facilities, motivational factors for children to take education was collected through interviews with the respondents.

Out of the 58 slum-areas in the city, 37 slums are approved slums and 21 slums are unapproved slums. So far as 37 approved slum-areas are concerned, 17 slums are set up on the government land, 8 slums are set up on the land owned by the Municipal Corporation and 12 slum-areas are set up on the privately owned land. So far as 21 unapproved slum-areas are concerned, 5 slums are set up on the land owned by the Municipal Corporation and 3 slums are set up on the privately owned land.

According to 1991 census data, information about the population figures of the slums chosen for the present research work is as follows - Daulatnagar 10,000, Kotitirth 9,500, Vichare Man 8,283, Lakhatirth Vasahat, 8,130 and Rajendranagar 6,900.

Primary services such as provision of latrines, electricity, water-taps, roads and gutters are provided to the dwellers of approved slums through the scheme of MHADA. The necessary grant for providing these services is released by Poona Housing Board, Maharashtra.

Particularly in Kotitirth (Yadavnagar), for the improvement of slum-area, a loan of Rs. 3000 to Rs. 5000 has been provided to every slum-dweller through slum Upgradation Scheme. Kolhapur Municipal Corporation is the first one in the state of Maharashtra to provide property cards to the residents of the approved slums in Kolhapur city.
This research work is purely exploratory. The main purpose of the present study is to explore the various aspects of educational development of the children living in slum-areas. There were no other studies which could highlight the educational development of children except one by Tara Patel. She had published her research work namely educational development of tribal women in Gujarat. (Patel, 1984:7,162). Therefore, hypotheses were not drawn from the present study i.e. educational development of children living in slum-areas—with a special reference to five selected slum-areas in Kolhapur city. The general and specific objectives of the present study were stated as follows.

II) THE OBJECTIVES OF THE STUDY:

The general objective of the study was to understand educational development of children in slum-areas and to relate it with their socio-economic background and educational facilities provided to them. The specific objectives of the study are as follows.

1. To identify the children of slum-areas by sex, age, caste, religion with their level of education.

2. To study educational deprivation of slum children.

3. To find out and analyse the factors responsible for educational deprivation and development of slum children.

4. To study availability of educational aids as a factor which encourages children to attend school.
5. To study the poverty of parents as a factor responsible for educational deprivation of slum children.

6. To study ignorance, vices such as alcoholism and gambling of parents as major factors of educational deprivation of slum-children.

7. To study child labour which may be a factor of educational deprivation of children.

8. To study the interest of parents in educating children.

III) LOCALE OF THE STUDY:

The present study has been conducted in the city of Kolhapur which is head quarters of Kolhapur district in Southern Maharashtra bordering with Karnataka. The Kolhapur district lies between 15° and 17° North Latitude and 73° and 74° East Longitude with an area of 3,188.4 Square miles. The district is bounded on the North by the district of Satara, on the West by the district of Ratnagiri and on the South and the East by the district of Belgaum of Karnataka State. A map of Kolhapur district is attached herewith.
Five slum-areas have been selected for the present study. They are as follows- Lakshatirth Vasahat, Vichare Mal, Kotitirth Vasahat, Daulatnagar and Rajendranagar. Approximately, considering Bindu Chowk as the centre point of the Kolhapur city, the following slum-areas with their distances from the centre point are located in the following way. Lakshatirth Vasahat is located 10.41 Kilometres away from Bindu Chowk. Vichare Mal lies 9.05 K. metres, Kotitirth Vasahat 1.56 K. metres, Daulatnagar 5.89 K. metres and Rajendranagar 7.69 K. metres respectively from Bindu Chowk. The map of the Kolhapur city is attached herewith.
IV) THE DESIGN OF THE STUDY:

Sampling - Sampling involved selection of the slum-areas and the selection of households from the selected slum-areas of the Kolhapur city.

Selection of slum-areas - Five slum-areas were selected from the Kolhapur city by random sampling method with a view to representing all major parts of the city. The inhabitants of these slum-areas vary in terms of occupations, caste-groups, religions and income groups.

Selection of households - Next step in the sampling was to select the households, as the household was conceived to be the unit of analysis in the study. The method applied for the selection of households was quota-sampling. The present work consists of a study of 200 households. Forty households (respondents - the head of the family was a respondent) were selected from every slum-area. Thus, the total number of households selected for the present work was two hundred respectively.

Selection of teachers as respondents - 50 teachers were selected from the various schools established by
K.M.C. as well as by private institutions.

Interview schedule was prepared to collect information from the teachers.

**Data Collection** - For collecting primary data from heads of the households interview schedule was used as an instrument of data collection. Another interview-schedule was used to collect information from 50 teachers from various schools established in slum-areas. For collecting secondary data, the N.S.S. reports and school records have been used.

**Tools** - In any scientific investigation the validity of the findings depends on the quality and appropriateness of the tools used. In this study also, utmost care was exercised in selecting valid and reliable tools. The main considerations that weighed with the investigator in selecting tools are noted below -

1. The relevance of the objectives of the study.
2. Reliability and validity of the tools.
3. Suitability of tools in the present study.

A preliminary study was made in a selected slum i.e. Rajendranagar. Basic information about the children in slum-areas and the activities carried on in the schools established by K.M.C. was collected through interview with the teachers in the school established in the same slum-area. Using this information and on the basis of the study of literature on education relating
to the different sections of society, an interview - schedule was framed.

The interview - schedule was framed in five sections. Section I dealt with the general information about the respondent families. Section II dealt with the socio-economic conditions of the respondent-families. Section III concerned with the motivational background of the children. Section IV dealt with the encouraging factors which were responsible for educational development of slum children.

The section V dealt with the availability of adult education classes in the slum-areas.

The questions pertaining to the interview-schedule were grouped under the following headings, a brief description of which is given below:

I Personal information : This item mostly included questions on caste, religion, age, sex and attendence or non-attendance of the child in school.

II Familial background : This portion was concerned with educational level, occupation, income, marital status of the parents. It dealt with the atmosphere in the family, the availability of facilities in the house.

III Motivational background : This section of the interview-schedule included the questions on the attendance and non-attendance of the child at the schools and his/her success or failure in the class. The questions pertaining to this section dealt with causes of failure and attitude of parents towards their children's education and children's interest in learning activity.
IV **Encouraging factors of educational development**: This section of the interview-schedule concerned with the factors such as provision of educational aid and mid-day meals which encouraged educational development of children living in slum-areas.

V **Establishment of adult education classes**: Questions were asked to get the information about availability of the facility such as adult education classes.

Pilot Study:

A pilot study of 25 households in the selected five slum-areas was undertaken. Taking into consideration the data collected through the interviews, the interview-schedule was improvised. It was discussed with the guide and other teachers in the department of sociology in Shivaji University. Then it was finalised.

Coding and tabulation:

Soon after the field work, the investigator consulted the Department of Research Methodology, T.I.S.S., Bombay, in preparing a coding plan. The data were coded manually by the investigator and punched on the IBM Cards and processed in the Machine Data Processing Unit of T.I.S.S., Bombay.
V) EXPERIENCES AND DIFFICULTIES ENCOUNTERED:

In order to conduct this study, I interviewed 200 respondents in five slum-areas in Kolhapur city. I received good response from these respondents. As I entered their houses, these respondents, let it be either man or a woman, they enquired about the object of interviews. They were anxious to know about the benefits, they would get by giving information through the talks with me. They were also optimistic enough to receive the educational aids from the schools. They also stressed the need to receive educational aid either in cash or in kind from the schools and the private institutions established for social service.

In Vichare Mal, I found that three respondents were reluctant to give information about their economic matters. They thought that if they would provide me information about their economic matters, I might use it for other purpose than that of the research one. Some of the respondents asked me whether I was a government officer or an Income-tax officer. When I answered to their questions negatively, they began to give details about their occupations and earnings. In the same slum-area I had an interview with a woman who was sincere enough to tell me that her husband was engaged in gambling.

In Kotitirth Vasahat, one woman quarrelled with me on the grounds that I had interviews with tenants only and that did not take her interview even though she was the owner of the hut. I tried to convince her that it was not my intention to exclude her from interviewing programme, but she did
not listen to me. I found that the persons engaging in illegal ways of acquiring money, were not ready to give details regarding their income. One family in this slum-area was engaged in illegal liquor business. But the head of the family informed me about the earning of two servicemen in the family. He did not tell about the liquor - business. But I saw some plastic cans were filled with liquor in the room. I recorded the occupation of this family in the category of illegal means of livelihood in the interview-schedule. So while interviewing the respondents, the observation of surrounding objects is very important. Another experience from this slum-area which exhibited the cooperation given by these people was that one boy, 10 years old came with me to show the houses of my respondents and served me lemon juice at his house. She provided me with the information about her family income. She expressed her views regarding education imparted by corporation's school.

In Lakshatirth Vasahat, I interviewed some heads of the families who were working in Kolhapur Municipal Corporation. They were very cooperative in providing me information through these interviews. The respondents were hospitable enough to serve me with tea, biscuits, fruits and lemon juice.

In Daulatnagar, a large number of respondents are Vadars by caste. They were sincere enough to give information through the interviews which I had with them.

My house is near Rajendranagar slum, so many respondents from this slum-area know me personally. The problem to solicit cooperation from these people is not difficult for me. Among these 40 respondents I found
only one Brahmin family from Uttar Pradesh in this slum-area.

One respondent from Kotibhir Vasahat is a social worker. He opined that the educational facilities provided by the Corporation's school were very meagre. The teachers in the schools were not cooperative and sincere. He complained about the method of teaching of the teachers as they were not prompt enough to complete the portions within a stipulated period of time. The parents in these slum-areas were satisfied with the teaching of the teachers in schools established by private institutions. But they were not contended with the provision of educational facilities and method of imparting education by the teachers of the corporation's schools, these opinions of the respondents help me to study the various Corporation's Schools in slum-area with regards to availability of educational facilities and efforts of the teachers to raise the enrolment of the standard as well as to raise the standard of teaching in the schools.

Apart from interviewing the respondents who were family-heads in these selected five slum-areas, I had talks with teacher-respondents in the various schools established in these slum-areas. I interviewed 50 teachers from various schools established by K.M.C. and private institutions. Almost all teachers except a few were very cooperative to provide information about their teaching methods, their expectations about their students and the difficulties encountered by them while imparting education to their students. Head-masters of these schools expressed their opinions about the difficulties in receiving good response about the students' regular attendance in schools.
and their administrative problems. The views and opinions expressed by these teachers helped me to think over the suggestions about minimising wastage and dropping-out rate of students, improving the student's attendance at schools, encouraging the students to study, solving familial problems of the students.

The four teachers were reluctant to respond to my questions. According to me, they thought that this interviewing work was of no use. They were not ready to talk to me about their problems in teaching-profession. One lady-teacher expressed that this research work regarding educational development of students was hopeless. According to her, the teachers themselves did not receive any kind of help from K.M.C. so, what would be the use of putting forth their difficulties before a researcher like me. In her view, the researcher did not have the authority to solve the problems of the teachers as well as of the students. After having heard their views about utility of such research work I convinced them with my capacity, I would do something for the students. I at least could put forward some difficulties of the students and teachers before the concerned authorities. After having heard this, they were ready to respond to my questions which I have included in the interview-schedule.

VI) PRESENTATION:

The thesis is presented with seven chapters; i.e. Introduction, Review of literature, Methodology, Socio-economic profile of slum dwellers, motivational
and encouraging factors of educational development of slum children, case-studies of unique families in selected five slum-areas, summary, conclusions and suggestions. The detailed chapterisation is as follows:

**Introduction**: This chapter introduces the subject-matter of the study and the importance of the study.

**Review of literature**: This chapter reviews a literature concerned with education of several segments of society with special emphasis on education of slum children in India and as well as in other countries also.

**Methodology**: In this chapter, it is explained as to what the objectives of the study are, how the samples were drawn and how data were collected and analysed.

**Socio-economic profile of slum dwellers**: This chapter concerns with the socio-economic conditions of slum dwellers. The data relating with socio-economic conditions is presented in tabular form with interpretation.

**Motivational and Encouraging factors of educational development of slum-children**: This chapter is related with the motivational and encouraging factors which are conducive to educational development of slum children. The collected data with respect to encouraging and motivational factors is presented in tabular form with interpretation.
Case-studies of unique families in five selected slum-areas in the kolhapur city: The chapter presents the special characteristics of the families which are proved to be useful for educational development of the children in slum-areas. The chapter also provides the characteristics of some families which are proved to be unfavourable for educational development of slum children.

Summary, conclusions and suggestions: The chapter sums up the findings from the analysis of data. The chapter also includes some suggestions for providing educational facilities to poor section of society i.e. slum children.

Apart from these chapters the thesis also has two Appendices as Interview-schedules.
REFERENCES