CHAPTER-III
METHODOLOGY
3.1. Introduction:

The term methodology refers to the set of methods and principles that are used when studying a particular subject or doing a particular kind of work. Methodology is concerned with the processes and procedures adopted to achieve the particular objectives of a research study.

In this chapter, an attempt has been made to present the details of procedures and steps taken in conducting the research work in order to achieve the particular objectives of the study under titles, namely need of the study, statement of the problem, definition of key terms, objectives of study, hypotheses, delimitation of the study, pilot study, sample for final study, tools, data collection, analysis and interpretation of data and scheme of chapterisation. Each of these are discussed in what follows:

3.2. Need of the study:

It needs no explanation that the problems faced by the child of a tribal family differ to a considerable extent owing to their standard of living, food habit, facilities and atmosphere available in their houses for obtaining proper education, their mental make-up etc. In view of such a situation, it cannot be expected that the same and similar motivation being practised by DPEP may not react to the same and similar extent in comparison to other categories.
population of the district. Hence it is essential that special investigation should be made in regard to the school going children of this special group of population with special reference to the problems being faced to continue their studies at the primary level of education and learning. If these problems could be properly and carefully identified, special remedial measure could be taken for improvement of the result of the exercise being made by DPEP to the desired level.

As the investigator had the opportunity of spending a period of her life in Morigaon district, she came in contact with the tribal people, more particularly the Tiwa community and developed an urge to make a critical and indepth study of the plans and programmes being taken up by DPEP and its magnitude and extent of impact actually achieved on the tribal people. It is thereby hoped that such a study will throw light on success or failure of the steps so far taken and also provide enough tool for further thinking of the implementing agency on their performance to achieve the desired goal, not in the tribal areas alone, but in other areas of the district as well.

3.3. Statement of the problem:

In Morigaon, a sizeable section of people is covered by tribal belt and block inhabited mostly by Lalung (Tiwa) people, which necessitated the creation of Tiwa Autonomous Council. In the field of education, tribal people are lagging far behind. The literacy rate among tribal woman was only 8% during 1994-95 and it was below 2% among woman in the age group of 35-55 years and 5% in the age group of 20 plus. (According to a study made by Mrs. P. Khatoon, Programme Officer, DPEP, Morigaon)

During 1996-97, enrolment of tribal pupil in class I was only 20.60% and 0% in class IV which produce a very dark picture. However the enrolment rate has been increased from

Being a part and parcel of Morigaon District and closely associated with the tribal people and taking into account the low participation and low retention in tribal areas, the investigator considered it necessary to make an in depth study of the impact of DPEP on tribal areas—tribal population in Morigaon District during the last few years of implementation.

As the majority of tribal population live in Mayong Block of Morigaon District, it would be convenient to make a detailed survey and of various aspects of the scheme in this area and hence the investigator select the topic under the following head—“IMPACT OF DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP) ON TRIBAL POPULATION OF Morigaon District of Assam with special reference to Mayong Block”.

3.4. Definition of the key terms:

District Primary Education Programme (DPEP):-

DPEP is a project mainly funded by the World Bank with the chief aim to universalise primary education by revitalising the existing system. Its main objective is to reduce difference in enrolment, drop-out and learning achievement between gender and social groups to less than five percent, and to provide access for all children to primary schooling or its equivalent non-formal education. It also seeks to strengthen the capacity of national, state and district institution and organisations for the planning, management and evaluation of primary education.

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Tribal population:

According to the New International Websters Students Dictionary tribal population means a group of people, under one chief or ruler, united by common ancestry, language and culture.

Longman Dictionary of Contemporary English defines tribal population as a social group consisting of the same race who have the same beliefs, customs, language etc and usually live in one particular area ruled by a chief.

According to Advanced Learner's English Dictionary tribal population means a group of people united by race and customs under the same leader.

Morigaon:

Morigaon is one of the districts of the state of Assam. Earlier, Morigaon was only a subdivision of Nawgaon district. Morigaon was given district status in the year 1984.

Mayong:

Mayong is one of the educational blocks of Morigaon district. It is the most backward block among the four educational blocks of the district. The block is mainly inhabited by the Tiwa people.

3.5. Objectives of the study:

Keeping in view the definition of the terms, the following objectives are spelt out for the present study:

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1. To study the impact of DPEP in respect of enrolment of students among tribal population in the primary level of education in the Mayong block.

2. To study the impact of DPEP in respect of teacher training in the Mayong block.

3. To study the activities taken by BRC (Block Resource Centres) CRC (Cluster resource Centres), VECs (Village Education Committees) in the Mayong block specially for the tribal people.

4. To study the opinion of the teachers towards DPEP.

3.6. **Hypotheses**:

Keeping in view the above objectives, the following hypotheses are formulated:

1. DPEP is successful in making full enrolment of students among tribal population in the primary level of education in Mayong block.

2. DPEP is successful in providing training to all teachers on various topics in the Mayong block.

3. The VECs, CRCs, BRC have played a very active role in the process of implementation of various programmes of DPEP.

4. The teachers have positive opinion towards DPEP Programme.
3.7. **Delimitation of the study:**

The study is delimited to the Mayong block of Morigaon district. As special emphasis has been given on tribal population, the study is also delimited to the tribal people of the area.

3.8. **Pilot Study:**

In a research project, pilot study is very important to check the validity and authenticity of the tools and procedures to be used for the final study. The investigator also conducted a pilot study for which ten schools were taken as sample within the area of Mayong block of Morigaon district. They were selected at random basis. From each school, two teachers, the Headmaster and one assistant teacher were interviewed with the help of a questionnaire. Five District Primary Education Programme activists were also interviewed personally by the investigator who worked for the proposed area. Their responses were then interpreted and analysed by the investigator which helped a lot to prepare the tools for final study. (The findings of the pilot study are presented in the next chapter)

3.9. **Final study:**

3.9.1. **Sample :-**

By simple random sampling procedure, the sample for the final study was selected. As there were 291 schools in Mayong block, 20% of them, i.e. 58 schools were taken as sample school. From each school, the Headmaster and two Assistant Teachers were selected to serve the purpose. In some schools, there were only one Assistant Teacher. In that case, both the Headmaster and the Assistant Teacher were taken as sample population. The sample population also consisted of 20% DPEP activists of the area which included members and
Informal interviews with the parents and guardians were also conducted by the investigator to know their opinion.

Schematic Presentation of the Sample:

Mayong Block

Total No. of Schools - 291

Sample School - 58 (20%)

Sample teachers - 119 Nos.

Headmasters 58 Nos.  Asst. teachers 61 Nos.

VEC 35 Nos.  CRC 8 Nos.  BRC 2 Nos.

45 Nos. DPEP activists (20%)

VEC: Village Education Committee
CRC: Cluster Resource Centre
BRC: Block Resource Centre

The name of the schools, taken as sample are presented in the table given below.
### Sample Schools of Mayong Block

<table>
<thead>
<tr>
<th>S.L. No.</th>
<th>Name of the School</th>
<th>S.L. No.</th>
<th>Name of the School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Barukata L.P. school</td>
<td>19</td>
<td>Kumai Binapani L.P.</td>
</tr>
<tr>
<td>2</td>
<td>Konwar Gaon L.P.</td>
<td>20</td>
<td>Kumari Kachari Gaon L.P.</td>
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<tr>
<td>3</td>
<td>Madana Bori L.P.</td>
<td>21</td>
<td>Amkata L.P.</td>
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<tr>
<td>4</td>
<td>Suntala L.P.</td>
<td>22</td>
<td>Misamari L.P.</td>
</tr>
<tr>
<td>5</td>
<td>Hatiutha L.P.</td>
<td>23</td>
<td>Purani Bangalbori L.P.</td>
</tr>
<tr>
<td>6</td>
<td>Hatiutha Bangalbori</td>
<td>24</td>
<td>Saratpur L.P.</td>
</tr>
<tr>
<td>7</td>
<td>Buha Gaon L.P.</td>
<td>25</td>
<td>Gayan suburi L.P.</td>
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<tr>
<td>8</td>
<td>Barnalani Janata L.P.</td>
<td>26</td>
<td>Rowmari L.P.</td>
</tr>
<tr>
<td>9</td>
<td>Khartala L.P.</td>
<td>27</td>
<td>Deusal Refusee L.P.</td>
</tr>
<tr>
<td>10</td>
<td>Kathalguri L.P.</td>
<td>28</td>
<td>Tegheria L.P.</td>
</tr>
<tr>
<td>11</td>
<td>Katahguri L.P.</td>
<td>29</td>
<td>Ghunusha L.P.</td>
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<td>12</td>
<td>Bori Gaon</td>
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<td>Markangkuchi L.P.</td>
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<td>13</td>
<td>Dalbari L.P.</td>
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<td>Bhomoraguri L.P.</td>
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<td>14</td>
<td>Belguri Tribal L.P.</td>
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<td>Pachim Nagaon L.P.</td>
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<td>Borbori L.P.</td>
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<td>Sita Jakhala L.P.</td>
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<td>16</td>
<td>Nabahatia L.P.</td>
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<td>Jagiroad L.P.</td>
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<td>17</td>
<td>Sankarpur L.P.</td>
<td>35</td>
<td>Nakhula Govt. L.P.</td>
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<td>18</td>
<td>Kumai Sanjukta L.P.</td>
<td>36</td>
<td>Agrakuchi L.P.</td>
</tr>
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</table>

(58)
<table>
<thead>
<tr>
<th>S.L. No.</th>
<th>Name of the School</th>
<th>S.L. No.</th>
<th>Name of the School</th>
</tr>
</thead>
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<tr>
<td>38.</td>
<td>No. 2. Palahguri L.P.</td>
<td>49.</td>
<td>Dhekia Bari L.P.</td>
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<td>39.</td>
<td>Dabarghat L.P.</td>
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<td>Dayang Belguri L.P.</td>
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<td>40.</td>
<td>Kamarkuchi L.P.</td>
<td>51.</td>
<td>Udmari L.P.</td>
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<td>41.</td>
<td>Kuthari Shah Bagisha L.P.</td>
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<td>Hatiamukh L.P.</td>
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<td>42.</td>
<td>Kuthari L.P.</td>
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<td>Bihita L.P.</td>
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<td>Belguri L.P.</td>
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<td>Thakurdova L.P.</td>
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<td>Diprang L.P.</td>
<td>56.</td>
<td>Kapili L.P.</td>
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<tr>
<td>46.</td>
<td>Banmuri L.P.</td>
<td>57.</td>
<td>Boralash L.P.</td>
</tr>
<tr>
<td>47.</td>
<td>Dighali Janpar L.P.</td>
<td>58.</td>
<td>Howlabheti L.P.</td>
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3.9.2 Tools:

Tools for final study consisted of two sets of self-structured questionnaires. One for the Headmaster/Teacher and other for the DPEP activists. A questionnaire is a form of systematic compilation of questions that are submitted to the sample population which the respondent fills by himself. It is one of the most commonly and popularly used data gathering devices as it saves time, effort and cost of both the sender and the respondent. The questionnaires were prepared in such a way that they could meet the objectives of the study. In this case, suggestions from experts were also taken. The conduction of pilot study also helped...
lot to identify the errors or inadequacies inherent in the questions of the questionnaires. The questionnaire for Headmaster/Teacher presented at appendix-I was prepared with a view to meet the objective Nos. 1.2 & 4 while the questionnaire for DPEP activists, presented at appendix-II was to meet the demands of objective No.-3.

### 3.9.3 Data Collection:

Questionnaire procedure is generally used when it becomes impossible to see personally all of the people from whom one desires responses or when there is no particular reason to see them personally. The investigator also could not meet the entire sample population personally for collecting data. But so far as possible, she visited the schools and met the Headmaster and teachers personally and explained them the purpose of her visit. The questionnaires were then presented to them for filling up the answers. The questions of the questionnaires were of both, closed and open type. In the close form, the respondent had to mark Yes or No or give short responses. In the open form, the respondent was free to express his responses in his own words. The investigator also could not meet personally all the DPEP activists taken as sample as it was high-time for cultivation. In such cases, the investigator collected data by sending the questionnaire to whom she could not meet personally. In this way the opinions of the Headmasters, teachers and DPEP activists of the area were studied to know the extent of impact of DPEP on the people of the area.

### 3.9.4 Analysis and Interpretation of data:

Keeping in view the objectives of the study, the data collected, were classified, tabulated and analysed in a very simple way. Each question of both the questionnaires meant for the Headmaster/Teacher and DPEP activists were analysed separately. The questions were first interpreted in terms of frequencies and then converted them into percentages. On the
basis of these percentages qualitative analysis was made. As both open and close-ended questions were there; analysis of both these types were done separately. For closed type of questions, percentages were used to interpret. For open ended questions, responses of each question was noted down from all the questionnaires and then an attempt has been made to generalise it.

In this way both the questionnaires were analysed and interpreted according to the need of the objectives.

3.9.5 Scheme of chapterisation:

Chapter- I – Introduction

Chapter- II – Review of Related Literature.

Chapter- III – Methodology.

Chapter- IV – Analysis and Interpretation of Data.

Chapter- V – Summary, Findings and Conclusion.

Chapter- VI – Suggestions for further research in this particular area.

The Bibliography is then provided. In the Appendices, tools of the study have been included.

The next chapter "Analysis and Interpretation of Data" presents an analysis and interpretation of the entire data collected during the period of investigation.