CHAPTER IV

METHOD AND PROCEDURE
Despite the rapid expansion of education, the rural population, especially the under-privileged have not benefitted much. They have a little access to education for various social, economic and cultural reasons. Since independence the tribals have been provided many incentives by the Central and State Governments so as to fulfil the constitution obligation of compulsory, free and universal education of children in the age group of 6-14 years. Some concessions in the form of reservations in the institutions of technical, medical and higher education and also in employment are provided to these people so that they may gain status and become productive members of society and participate in programmes of social and national development through many possible ways.

In spite of all this, the tribal children have not been able to benefit much. It may be because of many reasons. The enrolment is poor and drop out rate is quite high. This leads to wastage of resources available which are already meagre. A number of studies have been conducted to study the factors responsible for wastage and stagnation in primary schools due to drop out and failures and also for non-enrolment of the children.
ince the governmental programmes designed to uplift the under-privileged sections including scheduled castes and tribes have involved large outlays of expenditure and will call for more funds, it is essential to have a factual assessment of the situation — in which various in-school and out-school factors are impeding the expansion of education of various tribes in a particular region — if these investments are to yield more returns. It is in this background that the present study was conceived.

The problem of tribes has been universally acknowledged as a major educational problem. The state has made a large effort evolving multi-dimensional educational policies with high hopes of bringing about radical changes in the condition of the tribal communities in the shortest possible period.

A view of the related literature reveals that there are no comprehensive studies of this nature. Studies made by a few sociologists contain marginal and incidental references to the educational constraints of the tribal communities in Jammu and Kashmir. But there is absolutely no study dealing with such a problem in Jammu region.

The present study has been conceived with a view to fill up this gap partly. It seeks to understand and explore various constraints which hamper the expansion of education among tribal communities and the factors which facilitate the programmes of compulsory education.
Keeping in view the above stated in-school and out-school factors as constraints in the educability of tribal children, the following procedure was employed for the conduct of the present study.

4.2 Methodology

The study adopted the analytical approach for the collection of data. Field study, survey, interview, and questionnaire methods were used. Both primary and secondary data pertaining to different aspects of educability among tribal children were collected.

4.2.1 Instruments

Data has been collected from primary and secondary sources.

Primary data were collected with the help of the structured interview schedules and questionnaires. Two separate questionnaires were constructed to collect data from the students of secondary schools and teachers of all the selected schools. An interview schedule was prepared to collect data from the heads of the families.

An attempt was made to construct the questions keeping in view the observations made by Travacs (1973):

The most obvious point is that questions should be clearly stated in the simplest possible terms...

The questions must be such that inferences can be made from the respondents to responses obtained in other situations.

.... All questions asked in the survey method must be such that it is reasonable to assume some generality of the response.
A number of questions were kept open-ended so as to give maximum option to the respondents for expression in terms of general information, comments and suggestions. Questionnaires and a schedule were just tried out on a sample of 50 subjects each and they were revised on the basis of experience gained in the preliminary tryout. The revised questionnaires and the schedule are given in the appendices.

Besides, the data related to the socio-cultural background of the community, the family, the school, the pupil, and the teachers have been gathered through perceptual observation and informal discussions with the officials and non-officials in the area.

Data from secondary sources were collected from the census hand books, records of Education Department, Inceptorate of economics and statistics and various small and large socio-economic surveys/studies concerning education and other related aspects of tribal communities.

4.2.2 Description of the Interview Schedule

An interview schedule was prepared to collect the relevant information from the heads of the families. The main aim of the schedule was to seek information about the family background of the heads, its structure and composition, the education of their children and the reasons which forced them not to send their wards to the school or call them back for some odd job at home as well as those factors which are either helpful or may
prove to be helpful in sending their children to school. Though the interview schedule was in English, questions were put to the respondents in the language depending on the need. The following information was collected through the interview schedule:

1) General Information
   It includes questions pertaining to the total number of family members, income, occupation, educational level etc. of the respondents.

ii) Information about the Enrollment of Children
   This part seeks information about the number of children in the age group 6-14, number of school-going children, number of children who are not enrolled etc. and reasons for not sending the children to school.

iii) Involvement in the Educational Programs
   This part includes items which seek information from the respondents with regard to their attitude towards education, interest in school programmes, satisfaction with the working of the school and option for the medium of instruction in the school.

iv) Information about Factors Related with Education of the Children
   In this section, certain items were included only for those heads whose children go to the school. Here, information was sought from the
needs of the families about regularity of the school going children, mode adopted for motivating the children to be in school, relationship with the teachers, opinion about the teachers, educational and vocational aspirations for the children and financial assistance, if any, from the government etc.

4.3.3 Description of the Questionnaires
Two questionnaires were developed for gathering information from:
(a) the school going tribal children; and
(b) the teachers working in the schools, catering to the educational needs of these groups of Gaddi, Gujjar and Bakarwal tribes.

4.3.3 (a) Description of the Questionnaire for School Going Tribal Students
The brief description of the three parts of the questionnaire, developed for tribal students is given as under:
(i) General Information
This section of the questionnaire includes items regarding the general background of the students i.e. sex and grade, mother tongue, educational level and occupation of father/guardian, size of the family and its income and mode of living i.e. with parents or away from them while studying etc.
(ii) Information about school facilities

In this part of the questionnaire, items pertaining to the location of the school and its distance from the residence of the child, medium of instruction in the school, problems in the classroom learning with regard to keeping pace with the teaching in the class, difficulties in general or of specific subject or subject groups, relationship with the teacher and participation in school activities etc. were included to be responded by the tribal students.

(iii) Socio-psychological factors affecting education of tribal students

Information on the socio-psychological factors related with the education of the tribal students was sought with the help of the items pertaining to the attitude of tribal parents towards education, prime motivation for students to learn, educational and vocational aspirations of students, the financial assistance and its rate of availability during the session, interest in knowing more about the local tribal culture and about the provision of such learning in the school
The questionnaire for the school teachers is divided into four parts. The brief outline of each of the parts may be given hereunder:

(i) **General Information**
This part of the questionnaire seeks information about the name, sex and age of the school teacher, caste group, native place, academic and professional qualifications etc.

(ii) **Experience and Involvement in the Profession**
In this section, items pertaining to the teaching experience and duration of stay in the present school, securing of a house in the locality, and interest in staying in the area and about special training in teaching tribal children were included.

(iii) **Satisfaction About Teaching Job and Educational Programmes**
This part of the questionnaire seeks information regarding their commitments to the teaching profession and liking to change to some other job, necessity of special training for teachers in teaching...
the tribal children, satisfaction/dis-
satisfaction about enrolment of children and
reasons for the poor enrolment etc.

(iv) Factors promoting extension of

This section of the questionnaire included
items with regard to medium of instruction,
suitability of the textbooks for tribal
children, along with their views about parental
attitude of tribal students towards education,
interest of tribal leaders in educational
activities as well as about their own percep-
tion of the problems in the extension of formal
education among the tribal communities.

4.3 Sample

To provide adequate coverage to the Gaddi, Gujjar
and Jakerwal tribes inhabiting the Jammu Region in the
sample drawn for the present study, three districts,
namely, Jammu, Udhampur and Reasi were purposively
selected keeping in view the concentration of these
tribal groups in the region. Further, three target
groups viz:

(i) Tribal community from feeding areas of
the schools;

(ii) School going children in the grades 7-12 to
from the selected schools; and

(iii) Teachers working in those schools.
Sampling procedure adopted for these groups may be explained as under:-

4.2.1 Sampling Procedure for Tribal Community

It could not be convenient for the investigator to make a list of heads of the families for taking a random selection. Therefore, four types of tribal heads of the families were selected viz, parents whose children go to the school, non-parents whose children had gone earlier to the school, tribal leaders who were enjoying command over the community members and important heads of the families. The purposive sampling technique was employed to select the tribal heads from the above stated four types found in the catchment areas of the schools. They were contacted personally with the help of panchayat members of the villages. The distribution of the sample may be shown in Table 4.1.

<table>
<thead>
<tr>
<th>No. of District</th>
<th>Number of Heads of Families</th>
<th>Duddy</th>
<th>Jaller</th>
<th>Bakerwal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hathua</td>
<td></td>
<td>80</td>
<td>-</td>
<td>-</td>
<td>80</td>
</tr>
<tr>
<td>2. Najouri</td>
<td></td>
<td>-</td>
<td>124</td>
<td>37</td>
<td>161</td>
</tr>
<tr>
<td>3. Conch</td>
<td></td>
<td>-</td>
<td>76</td>
<td>43</td>
<td>119</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>80</td>
<td>200</td>
<td>80</td>
<td>360</td>
</tr>
</tbody>
</table>
4.2.2 Sampling for School Students

The sampling is restricted to three districts viz., Katun, Najouri and Sooch. The investigator procured a list of middle and high schools from the respective selected districts. Further, the number of students belonging to different tribes were located against each school. The maximum number of tribal students differed in each school. Hence, to maintain uniformity in all the three selected districts, 12 schools from each district were taken representing the maximum concentration of tribal students.

Each selected school was considered as a cluster for choosing the number of tribal students studying in different classes from grade VI to X. The sample was comprised of the students belonging to Gaddi, Gujjar and Bakarwal tribes of the selected secondary schools. The distribution of the sample (grade-wise) is presented in Table 4.2.
<table>
<thead>
<tr>
<th>Tribal Group</th>
<th></th>
<th>1st Std</th>
<th>2nd Std</th>
<th>3rd Std</th>
<th>4th Std</th>
<th>5th Std</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sady</td>
<td>Male</td>
<td>38</td>
<td>44</td>
<td>21</td>
<td>20</td>
<td>5</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>42</td>
<td>48</td>
<td>24</td>
<td>23</td>
<td>7</td>
<td>144</td>
</tr>
<tr>
<td>Sijjar</td>
<td>Male</td>
<td>27</td>
<td>63</td>
<td>54</td>
<td>67</td>
<td>81</td>
<td>292</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>66</td>
<td>58</td>
<td>69</td>
<td>82</td>
<td>305</td>
</tr>
<tr>
<td>Bakarwal</td>
<td>Male</td>
<td>3</td>
<td>15</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>19</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>Male</td>
<td>68</td>
<td>122</td>
<td>82</td>
<td>95</td>
<td>92</td>
<td>459</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>7</td>
<td>11</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>75</td>
<td>133</td>
<td>92</td>
<td>102</td>
<td>97</td>
<td>499</td>
</tr>
</tbody>
</table>

Note: Institution-wise distribution of students belonging to different tribes is shown in Exhibit 4.1.
4.3.3 Sampling for School Teachers

The sample for the school teachers were comprised of all the teachers from 12 selected middle and high schools which were chosen for maximum concentration of tribal students. In addition to this 8 other primary schools were also taken which fell in the catchment area nearer to the 12 schools chosen earlier for having views of all types of school teachers. In total, a cluster of 20 schools were selected from each district. All the teachers teaching in each of the 20 schools in each district comprised the sample of the study. The distribution of the sample is shown as given in Table 4.3.

### Table 4.3

**Sampling Distribution of Teachers**

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sathy</td>
<td>25</td>
<td>--</td>
<td>25</td>
</tr>
<tr>
<td>Bajjar</td>
<td>35</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>Dakerwal</td>
<td>were not available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Tribal</td>
<td>167</td>
<td>25</td>
<td>192</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>25</td>
<td>252</td>
</tr>
</tbody>
</table>
The interviews with the heads of the families belonging to Satty, Gujjar and Bakarwal tribes were held by the researcher himself for the purpose of data collection.

The school teachers were distributed the questionnaire by the investigator. To ensure their quick and complete return, the investigator collected the questionnaires personally. The teachers were assured that the purpose of data collection had nothing to do with their promotion or transfer but to seek their valuable opinion regarding the constraints in the educability of Satty, Gujjar and Bakarwal tribes of Jammu region.

The school-going children from grade VI to VIII, belonging to Satty, Gujjar and Bakarwal tribes were administered the questionnaire personally and provided the necessary guidance required to complete it.

The data gathered with the help of primary and secondary sources were tabulated separately for the heads of the families, school-going children belonging to three tribal communities and school teachers pertaining to the factors related with the growth and development of formal education among these communities by counting frequencies for each of the items in order to analyse the data to fulfil the objectives of the study. Similarly, the
Data gathered from the secondary sources were tabulated to study the existing educational facilities and progress made so far in the direction of universalization of education among the tribes of the Jammu region in comparison to the general population.

Chi-square test was applied to test the significance of differences wherever it was possible. For analysis of other data percentages have been calculated. The outcomes of empirical testing have been interpreted in the light of current theoretical and empirical literature.