CHAPTER III

TECHNIQUES OF STUDY

1) PART I

THE SAMPLE

3.1.1. In any investigation of this type the sample selected plays a very important role, because the conclusions are derived from the sample. If the sample is biased or vitiates the conclusions will also be unreliable. If the conclusions should be applicable even to other areas, the sample should be representative and therefore, care must be taken in selection of samples. The usual methods of selection of samples are by random procedure. In such a procedure all the items in a sample might be written on pieces of papers and then shuffled in a hat; and selected at random for a required number. There are also other methods: one of them would be to arrange in an alphabetical order and take every fifth in the list. Procedure of giving random number is also described in some books.

3.1.2. The sample, here is taken from Ratnagiri
District. This district is a coastal district, stretching along the west coast of India, as a narrow strip covering a length of 300 miles. One side of this strip is mounted by Aghadiri hills and, the other by Arabian Sea. The district is generally an agricultural one; there being a few industries in this district.

The occupational survey was undertaken and, very recently some small industries are being started. Even in respect of agriculture, the district is not self-sufficient, as land available is not very fertile. Most of the people leave for Bombay for service in factories or establishments, etc. In a way we can say that, this district is a hinterland of Bombay for providing labour for industries. Even Ratnagiri, the largest town in the district, has a small population and, fits in more with rural population than urban population. Ratnagiri City is not even included in the 17 cities of Maharashtra, where population is less than a lakh. In another table, of the all India Census Report, 1971, it has been pointed out the urban population is only 8 % of the total population of the district, which is 1865076. My investigation therefore, which is limited to rural areas, admirably suits this small district.


* Figures taken from All India Census Report 1971.
3.1.5. This district has a total number of 220 secondary schools. But all of these are more or less of a similar type. Hence, it is not considered necessary to study all the 220 schools. Taking each school and studying it with reference to its finance would not appreciably increase the liabilities of our results. Hence I decided a sample of 26 schools should be selected.

3.1.4. The sample represented the whole district, and at the same time typical of the rural areas. The sample works out as 12% of the total or 1/8th of the number.

3.1.5. The names of these schools which were selected at random by lots, are given in Table 1. Whosoever a need may arise to mention a school in the sample, the serial number allotted to it may be read as the school.

3.1.6. It will be seen that, the 26 schools come from villages, with an average population of 5,600 and, an average enrolment of pupils in these schools is also 319. Every effort, therefore, has been made to secure a fairly good sample of rural schools.
<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Name of School</th>
<th>Village Population</th>
<th>Average Enrollment</th>
<th>Number of Feeding Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>S.D. Rama High School, Narangra</td>
<td>1645</td>
<td>299</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Czar Vidyamandir, Kamalgona</td>
<td>4525</td>
<td>387</td>
<td>5</td>
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<tr>
<td>3.</td>
<td>Rajpur High School, Rajpur</td>
<td>9017</td>
<td>614</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Sheth M.M. Vidyalaya, Tharupatam</td>
<td>3533</td>
<td>493</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Muni Vidya Mandir, Med</td>
<td>5955</td>
<td>167</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>New English School, Deorak</td>
<td>6144</td>
<td>694</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>S.L. Desai Vidyalaya, Pat</td>
<td>6816</td>
<td>575</td>
<td>5</td>
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<tr>
<td>8.</td>
<td>New English School, Manja</td>
<td>5863</td>
<td>339</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>New English School, Kanwar</td>
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<td>131</td>
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<tr>
<td>10.</td>
<td>Shivaji Vidyalaya, Kalse</td>
<td>2923</td>
<td>195</td>
<td>5</td>
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<td>11.</td>
<td>Madhyamik Vidyamandir, Amadi</td>
<td>2925</td>
<td>446</td>
<td>8</td>
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<tr>
<td>12.</td>
<td>United English School, Chiplun</td>
<td>20942</td>
<td>1319</td>
<td>7</td>
</tr>
<tr>
<td>13.</td>
<td>M.G. Vidyamandir, Akhorda</td>
<td>2424</td>
<td>146</td>
<td>3</td>
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<tr>
<td>14.</td>
<td>Navjyothi High School, Rajpur</td>
<td>9017</td>
<td>74</td>
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<td>15.</td>
<td>Shivaraj M.V. Mandir, Salgama</td>
<td>5422</td>
<td>261</td>
<td>5</td>
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<td>16.</td>
<td>Pragatik Madh Vidyalaya, Malvan</td>
<td>17579</td>
<td>520</td>
<td>4</td>
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<tr>
<td>17.</td>
<td>Saraswati V. Mandir, Gawrai</td>
<td>1924</td>
<td>156</td>
<td>3</td>
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<tr>
<td>18.</td>
<td>Union English School, Nagorna</td>
<td>5811</td>
<td>251</td>
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<tr>
<td>19.</td>
<td>Kalsali English School, Kalsali</td>
<td>3933</td>
<td>205</td>
<td>3</td>
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<tr>
<td>20.</td>
<td>Palasund Mag. School, Sabghemshwar</td>
<td>2550</td>
<td>236</td>
<td>4</td>
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<td>21.</td>
<td>Neetam Vidyamandir, 0 mi</td>
<td>2229</td>
<td>63</td>
<td>2</td>
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<tr>
<td>22.</td>
<td>Kalsambhar V. Mandir, Merur</td>
<td>1427</td>
<td>154</td>
<td>2</td>
</tr>
<tr>
<td>23.</td>
<td>S.V. Mandir, Kanhan</td>
<td>1427</td>
<td>144</td>
<td>2</td>
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<tr>
<td>24.</td>
<td>K.A.G. Vidyalaya, Jalewali</td>
<td>3986</td>
<td>196</td>
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<tr>
<td>25.</td>
<td>Soni G.C. Gadkar, Kanyashala, Vengur</td>
<td>11808</td>
<td>289</td>
<td>5</td>
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<tr>
<td>26.</td>
<td>Milind High School, Kempur</td>
<td>1946</td>
<td>286</td>
<td>4</td>
</tr>
</tbody>
</table>
3.1.7. The locations of the schools in this district, perhaps indicate the random nature. It is shown in Figure 1, which gives a map of Ratnagiri. In this district we will find some tehsils bordering Arabian Sea, while some are bordering Sindhri hills. It will be seen that the bulk of the schools selected are from hilly area, though a few schools in the south part bordering on the sea have been selected. One feature that will be noticed is that, the sample covers almost all the tehsils right up from north to south. And this provides the sample represented the whole district.

3.1.8. A large proportion of schools come from the south of Ratnagiri, while the proportion of schools from the north side is less. This represents the number of schools also because, a number of schools in the district are crowded in the southern part. Hence a stratified sampling was taken from some of the tehsils in the north, where it could be had. It will be seen that coastal tehsils in the north do not have any representation. But this is compensated that they have been concentrated by indicating schools in the tehsils, by hill rugged side.

3.1.9. Another feature of the data is the range
Of years, for which the figures are collected, I have collected figures for a range of five years, commencing from 1970 to 1971. This shows that, the schools main selected had a study of at least 5 years. One may question, why it was necessary to collect the data for five years? Would it not be sufficient if only one year was taken? I have, from the very beginning tried to make the sample as random as possible. As such the various angularities which differentiate from one another, can be smoothened.

Taking the data for five years is also one special measure, to secure the objectives. It is possible that some schools may have lean year and rich year sometimes. The data for continuum span of five years was taken in order that, the abnormalities will be merged and a fairly normal data will be available.

By taking five years, it may be said that, I have taken five samples of the same schools and, on the 26 schools, this sample would represent 150 schools (26 x 5). In order that, the sample selected would give a true representation of rural secondary schools in the district, I have summarised the sample schools in the following chapter.
ii) BRIEF NOTES ON THE SAMPLE SCHOOLS

3.2.1. To give our readers an idea of the type of the sample, I am giving below brief notes on the 26 schools selected. These notes cover the location, enrolment and some other characteristics which will bring out in relief the type of work that is being done. To begin with I start, from the southern part of the district.

3.2.2. Saraswati Vidya Mandir, Kudneem, Taluka Sawantwadi, is a rural secondary school situated at the extreme end of Sawantwadi tehsil, near Goa border. The school is run by the Banda Navabharat Educational Society which conducts other five schools in rural area, in Banda Petha formerly a zone of Sawantwadi princely state. The founder trustee of this school is a veteran solicitor, Mr. Soudagar who is practising at Bombay. He is very keen on the progress of this school and, has donated almost all his property to this school. Though the management is sound enough to develop the school, an average enrolment of the school represents as 144, which means that the school has to struggle for keeping minimum average attendance. The school has its excellent buildings and
a boarding too. The village Kudasan is surrounded by a river, which prevents the neighbouring villagers to take advantage of this school in rainy seasons. Buses ply to and from the village during summer only and in the monsoons village becomes completely a blocked one. The population of this village is 1427 according to 1971 Census. The feeder primary schools to this school are two in number, which is sizable to the total population.

3.2.5. Mahatma Gandhi Vidya-Mandir Satara, Inuka Sawantwadi, is a school situated at the southern end of Sawantwadi taluk, near Goa border. Only a river namely Terakbol has divided Goa and Maharashtra near the village. The village population is 2426 and there are 3 primary schools to feed the secondary school. Most of the people here are backward and, they depend upon agriculture and cashewnuts. The people here in this village are always suppressed in the rainy seasons due to the floods which cause a great damage to their crops. The sample school in this village is run by the management, Aronda Panahokroshi Shikshan Prasarak Mandal which runs a secondary school at Aronda. The school, as it seems, is not keeping
pace, perhaps due to the outside management. Average enrolment of pupils of this school is 165, which is not a considerable figure for keeping minimum number required of average attendance.

5.2.4. The third sample school from the southern part of the district is situated at Redi, Taluka Vengurla, namely Ahri, Murli Vidyaa-kandir Redi. The village population comes to 5955 according to 1971 Census. However, the population according to 1961 Census represented as 10,545. This area is a mining area and due to closure of some mines the population might have been reduced in 1971. This has created fluctuations in the enrolment of the school. The average enrolment of the school in question comes to 167, which indicates that, though the village population is considerable enough for enrolment, the school is just keeping the minimum average attendance. The feeder primary schools to this secondary school are four in number.

5.2.5. Sou. Sundarabai Gadkar Kanyashala, Vengurla is also a typical sample in Vengurla tahasil. The school by its name, is purely a girls' school and as such the average enrolment of this particular school (girls' school) is 259, which is not considered
a remarkable figure in spite of the fact that
the school is situated at the tehsil head-quarters.
The school is situated at the central place of
their taluka place. The population of Vengurla is
11,805 and because it is a coastal area and, this
tehsil place, the pupils belong to almost all the
communities. This very school can be regarded to be
a representative sample of a few girls' schools in
the district. The rest two girls' schools are situat-
ted at the coastal tehsil places vis., Malvan and
Ratnagiri.

5.2.6. Shri. Shivraj Naratha Madhymik Vidyalaya
Salgaon, Taluka Kudal is situated at the heart of
the village Salgaon, but away from the 'diz and
bustle'. As such the school atmosphere is pleasant
one. The village population is 3492, and the feed-
er primary schools are five in number. The people here
mostly depend upon agricultural crops, which is a
single crop in this locality, due to the scarcity
of water. The area is economically is a back-ward
one. The average enrolment of pupils in this second-
ary school in sample is 361, which indicates the
school is in a position to maintain its fulfledged
classes.
3.2.7. The next sample school is situated at Mangama, in Kudal tehsil; namely The Union English school, Mangama. The village area is known as a vally situated at the foot of Syhadri. The area cultivates rice as a single crop. The population of this village is 6311, and the number of the feeder primary schools, to this secondary school is 5, which indicates that the average enrolment of the secondary school is 351 is rather inadequate, to progress the school, as far as the enrolment is concerned.

3.2.8. Shri. Kaleshwar Vidya Mandir Narur, Taluka Kudal, is situated just four miles from tehsil place Kudal. The population of this particular village is 1487 and the number of feeder primary schools is only 2, which has represented to an average enrolment of 154 students in the secondary school, which also shows that the school may always have a problem of keeping the minimum average attendance. The forward class community has left for Bombay some time in the past and as such the majority of backward class community is there in this village. The poverty of the village is so remarkable, that the school building is not provided at all and the very school is actually accommodated in a temple.
5.2.9. The Narmada Bhai Anant Shivaji Desai Vidyalaya Walawal, is perhaps one of the senior schools in Kudal tehsil. The school building is situated on a hill, properly ventilated and lighted and, specially built for the purpose. The building was constructed by a rich merchant namely the Topiwala. The name of the school itself shows the source of finance to come to school, i.e., from Topiwala ancestry. The population of the village is 5,396. The village Walawal was aptly described as 'Kashi' (a place of knowledge) in the princely Sawantwadi State. The Vedic literature has been transferred through generations by clergies. The village is famous for its temple of the Lord Laxmi-Narayan, where some festivals like Ram Navami are celebrated with great enthusiasm. Another special feature of the village Walawal may be mentioned by the same name Walawalkar Circus, which is famous throughout the world. The Walawalkars are also financing the school for the progress of it. The school was established in the princely Sawantwadi State. It was also run by the said State out of its funds. But when the State was merged to Indian Sovereign Republic, the school was handed over to the trust namely Narmada Bhai Anant Shivaji Desai Topiwala Vidyalaya Trust. Since then the thrust under the presidentship of the Topiwala is running the school. The school has an
agriculture bias. However, the average enrolment of pupils in the school is 196, fed by 4 primary schools in the village. This large enrolment may be perhaps due to opening of other secondary schools in the neighbourhood.

3.2.10. The next sample school in Nandur tehsil is the S.L. Desai Vidyalaya, Pat. The village Pat is situated just near the coastal border. A remarkable feature of the very school is that, it is founded by the then food minister of the Union Cabinet Mr. F.K. Patil, who is very keen on progress of the school. One of his successful efforts can be mentioned as the construction of a spacious building. This very school building has become an attraction to the neighbouring villagers by its design. The village population is seen as 5,618. Though the school has been started recently it has an average enrolment of pupils to 373, which indicates that the school is progressing as far as its enrolment is concerned.

3.2.11. Now coming to Molva tehsil, I make a mention of the name of the sample school, as Shri. Shivaji Vidya Mandir Kalse. The school is situated in the village Kalse at the extreme end of Molva Taluka, on the banks of river Karli. The area cultivates rice and coconuts. The population of the village is 2923 and they belong to back-ward communities. The feeding
primary schools to the secondary school are 5 in number. Average enrolment of the school is 105. Majority of the younger generation of population is engaged in armed forces, along with their families. Consequently, the average number of enrolment is just on the lines.

5.2.13. The second sample school, selected at random in Malvan Tehsil, is Saraswati Vidya-Mandir, Oswari, Sukalwad, situated nearly 30 k.ms. away from the tehsil head quarters. The population of the village is 1284 and the average enrolment of pupils in the secondary school is 166, fed by 5 primary schools. Mostly the people here are economically backward, and neither the land is fertile nor the fruits such as cashews, mangoes can be cultivated in this locality. Naturally, people here depend entirely upon Bombay.

5.2.15. The third sample school in Malvan Tehsil is the Pragatik Madhyamik Vidyalaya, Malvan. The place Malvan is famous in history for its fort Sindhudurga. The Great Shivaji, had his naval establishments at this place. The population of Malvan is represented as 17,579 and there are other two secondary schools. However, all of them are of similar type. The management of the very school
had started a G.P.Ed Institute and due to the closure of it, the same has been converted into a secondary school according to the needs of the locality. Though the place is a tahasil head-quarters, majority of population depend upon Bombay. The average enrolment of the very school is 350.

3.3.14. The fourth sample school in Malvan tahasil, is Ozar Vidya Kendir, Kondalgoan. The village is situated at the north coastal border of Malvan taluka. The village is surrounded by two creeks, and as such the buses do not reach up to the village. Even in monsoons it is very difficult to the villagers to go to the tahasil head-quarters, for their official work. The village population is represented to 4535. The majority of the population are fisherman. The average enrolment of the secondary school is 387 which are fed by 5 primary schools in the neighbouring villages.

3.3.15. Now coming to the Devgad Taluka, I make a mention of a representative sample school, which is named as S.B.Rama High School, Maringre, situated nearly 30 kms. away from the tahasil place. There are only two other schools in the taluka. The place Maringre, is a coastal area surrounded by two creeks, and due to the floods in monsoons, the
area becomes completely blocked. The cultivations of the locality are mango, rice and fish. The majority of the population belong to backward classes communities. The population represented of this village is 1645, and there are 4 primary feeder schools to the secondary school. Average enrolment of pupils in the secondary school is 298.

3.3.16. Coming to Kankawali taluka, I may mention here the name of the representative sample school Kalsali English School, Kalsali and it is situated at the extreme south end of Kankawali tahasil, at the hill side. The village is also surrounded by rivers, which prevent the villagers to go far in monsoon. The S.T. buses ply over this village during summer only. The population of the village is 5632 and the number of feeding primary schools to the secondary school is 5, which feed the average enrolment of pupils to the school to 208. Thus enrolment is on average lines. The majority of the people here are backward and they mostly depend upon Bombay.

3.3.17. The Madhyamik Vidyalaya Kamadi, is also situated at hill side area of Kankawali taluka. The village population is represented as 2935, and there being no other secondary school in the vicinity the
school has enrolled an average number of pupils as 486. The pupils come nearly from 10 miles. The main cultivation is agriculture, and it being a single crop, the people in this locality depend on the work of bamba crafts.

3.3.10. The school Setha Navinahand Mafatlal Vidyalaya is situated at Ahrepattam at the extreme north end of Kankawali taluk. The population of the village is represented as 3593. The villagers are mostly depend upon Bombay. The land here is not fertile one. There is a creek near the village. Formerly, the village was a bazar to Ghata, from east. The abovonamed school is started by a veteran thinker and a freedom fighter Mr. Shankarno Pendharker, who is also the head master of the school. He is developing the school. Very recently he could succeed in getting a bulk of financial help, from an industrialist. The school building has become an attraction to the surrounding villages. The school also provides boarding facilities for poor pupils. There are facilities for earning and learning at the same time to the boarders. The average enrolment of pupils in the secondary school is 495 fed by 5 primary schools.

3.6.19. The Rajapur High School, Composite is a representative sample of a few multipurpose schools in
the district. The school has also its own history as well as the village has got also its own history right in the past. The village has its history right from Shivaji's times. The area is a hilly area. The population of this tehsil village is 2017. The name of the particular village is also famous for its religious importance. The fountains arise here at once a year and then it is known as the 'Ganja', the holy water of south. During this time the village is crowded by pilgrims. In such a locality, the above-named school has been started by the then minister Mr. Late Mavalankar, of the then Bombay province. Mr. Padaschab Sardeshpande as a veteran educationist had been working in this school as the head-master. Under his leadership the school has become a multipurpose one. Agriculture, typography, carpentry, etc., are same subjects which are taught in this school. The average enrolment of pupils in this school is 814 coming from nearly 6 miles, from neighbouring villages.

3.2.20. The other sample school in Rajapur Taluka is named as Havjeevan High School, Rajapur, which is a representative sample of minority language schools imparting Urdu medium. The very school also situated in Rajapur. However, it has been
started recently by some rich merchants, trading with East Africa. The average enrolment of this school is 74, which is perhaps a representative number of Urdu learning pupils in the district.

3.2.21. The Hooten Vidya Mandir Om is situated at the extreme end of Rajapur tehsil. The village population is 2828, and the main cultivations of the locality are rice and mango. But they are seasonal. Hence, the village people are dependent upon Bombay only. The average enrolment of pupils in the school is 63 and the number of feeder primary schools is two only. The pupils here belong to backward class communities.

3.2.22. Now coming to Lanja Taluka, I make a mention of a sample school as, Naeen English School, Lanja, which is situated at the tehsil head-quarters. There is no other secondary in the locality. The village population is represented as 5663. The average enrolment of pupils in the school is 239, which is fed by surrounding 5 primary schools. In spite of the fact that the place is tehsil head-quarters, the majority of pupils attending the school, are backward. The only cultivation in this locality is that of rice.
5.2.23. Now coming to Sangareshwar taluka I make an account of the school, New English School, Decrukh, situated at the tehsil head-quarters, of Sangareshwar tehsil. The village population is 8114. The number of feeder schools is five and the average enrolment of pupils in the school is 694. The very school has been started some time back in 1935. This is perhaps one of the biggest schools in the locality. In spite of the fact that the place is a tehsil head-quarters, the villagers mostly belong to backward communities.

5.2.24. Another sample school situated in the Sangareshwar tehsil is known as Panifund English School Sangareshwar. The village was famous in history in Shivaji's times. The Great Shivaji had imprisoned his son Sambhaji here, in a fort-like house of Desais for some days. The school is situated on the Bombay Goa highway. The school building is a successful effort of the management, who collected paisa (a coin) every day from the surrounding villages. The population of this village is 8350. The school caters to the needs of nearly 10 villages.

5.2.25. New English School, Kadavai is situated at the extreme north end of Sangareshwar tehsil. The
The population of the village Kedawani is 4680. However, the average enrolment of pupils in the school is 131. The majority of the people here are backward and they belong to 'Kunbi' communities. Mostly they depend upon Bombay. Being the village an isolated due to the hilly area and the river surrounded by the village, it has remained still undeveloped.

3.8.86. The sample school selected in Chipulum tehsil, is known as United English School, Chipulum. The place 'Chipulum' has some religious implications as Varshurama land. There is a temple of Lord Parshuram in the locality near the banks of the river Vashithi. The place Chipulum is a tehsil head quarters, and a bazar place to Koyamnagar. The population of the village is 20,942 and the enrolment of pupils in this school is averaged to 1,519, which indicates that, this is the biggest school in the district. The school has its existence for the last 60 years.

3.8.87. The Milind High School, Rampur is also another representative sample of the recently started schools, from the north of the district. The village Rampur is situated at the extreme northern end of Chipulum taluka, at the foot of Sahyadri hills.
The majority of the people here belong to back-class communities such as 'Kumbi and Girijan' communities. The population of the village is represented as 1946, and the average enrolment of pupils in the secondary school is 206 fed by 4 primary schools in the locality. The main cultivations here are rice and cashew nuts only. However, these are seasonal cultivations. As such the villagers are dependent upon Bombay.

3.2.28. In this way I have tried to give an account of the sample schools representing the whole district. Each sample is unique in its nature.