CHAPTER – IV

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4.1 INTRODUCTION

After selection of appropriate method for the study, proper tools for data collection were constructed. Data needed for the investigation were collected through primary and secondary sources. The Primary data are those which are collected afresh and for the first time and thus happen to be original in character.\(^1\) the Secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process.\(^2\)

In Descriptive and survey method there are several methods of collecting Primary data. The important methods are: 1) observation


\(^2\) Ibid \(^1\)
method, ii) interview method, iii) questionnaire method, iv) through not used for a number of reasons. It is very likely that the questionnaires it mailed may not returned and the reliability of the data may also be schedules v) inquiry forms and vi) some other methods. As descriptive survey method has been selected for the present investigation, data were collected through these techniques although questionnaire technique was doubted. On the other hand, information regarding school enrolment and drop-out are to be searched in school records which is a very tiresome activity. So for the present investigation an inquiry form and three separate schedules were prepared to collect data about drop-out and schools and socio-economic condition of parents of dropouts academic environment of the schools where the dropouts studied causes of dropout etc. Following tools were developed to get the data-

a) School Information Blank

b) Self Developed Interview schedule for Dropouts

c) Self Developed Interview schedule for Teachers

d) Self-Developed Interview schedule for parents of Dropouts.

Besides the collection of primary data for the investigation, a variety of secondary data were also collected from publish and unpublished research documents available in various libraries, from government departments such as the Directorate of Economics and Statistics.
Statistical Hand Books, Bulletin of S.C. & S.T. Departments, Assam Block Development offices, Block Elementary Education offices of the district etc. After careful scrutinisation, data collected from these secondary sources were used for the study.

4.2 DESCRIPTION OF THE TOOLS

4.2(a) School Information Blank (SiB)

The School information blank was used to collect data of lower primary schools of the sampled block of the district. Information in respect of class wise enrollment and school leavers, present strength of trained and untrained teachers, physical facilities available in the schools etc. during the period from 2000 to 2003 are taken. Data on medium of instruction, number of teachers in the school, provision of co-curricular activities in the schools are collected through school information blank. In addition, provisions of incentive schemes in the schools are also recorded. This information blank was consists of 12 major questions with a number of sub questions and it was given to the Head Masters/Head Mistresses to filled up. This School Information Blank is appended in Appendix-A.
4.2(b) SELF DEVELOPED INTERVIEW SCHEDULE FOR DROPOUTS

Interview schedule for drop-out attempts to study the socio-economic and academic condition that led the students to leave the school before completion of the lower primary stage. This schedule was supposed to give reliable data indicating the real socio-economic and academic factors of drop-out behaviour of the students among scheduled tribes. The investigator made an attempt to study the causes of irregular attendance of the children, causes of failure in different classes, parents and guardians attitudes towards their education, their adjustment difficulty in school, distance of school from home, their duties in home with the help of this schedule. In addition, the investigator also made an attempt to know whether the teachers are students friendly or not, the use teaching methods in the classroom or not, their engagement at present and whether they were the beneficiaries of various incentives schemes provided by the govt. or not. The responses given by the drop-outs regarding causes of leaving the school were recorded in the schedule. The English and Assamese version of the interview schedule is appended on Appendix-B and Appendix-B.1. This schedule consists of a total of 28 questions selected to collect information on various factors of drop-out, such as- their interest in education, their attitude towards the school, family condition of drop-out etc. For example-

1. How old were you at the time of leaving the school? (Give V mark)
   a) 5-7 yrs.
b) 8-9 yrs.

c) 10-11 yrs.

d) 12-14 yrs.

2. Did you go regularly in the school?
   a) Yes
   b) No

3. Were your parents showed any reaction when you are irregular to go to school?
   a) Yes
   b) No

4. What are your duties at home?
   a)
   b)
   c)

5. Did you fail in any class?
   a) Yes
   b) No

4.2 (c) SELF-DEVELOPED INTERVIEW SCHEDULE FOR PARENTS OF DROP-OUT

This schedule was prepared to collect information about economic educational and social condition of the parents of drop-outs and thei
attitudes towards education, readmission efforts to their drop-out children and consciousness towards their children etc. The viewpoint of the parents or guardians regarding causes of drop-out are recorded with the help of the schedule. The English and Assamese version of the interview schedule is appended on Appendix-C and Appendix-C.1 This schedule consists of a total of 19 questions.

Example:

1. What is your (father) level of education?
   a) Illiterate
   b) Can sign
   c) Lower primary passed
   d) Secondary school passed
   e) Graduate level education

2. What is your view about education of your children?
   a) Important
   b) Unimportant

3. What is your monthly income (please √ to the slab given)
   a) Rs.1001-2000
   b) Rs.2001-3000
   c) Rs.3001-4000
   d) Rs.4001-5000
   e) Above Rs.5001
4. What is your occupation (Note the name of the occupation)

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5. Why did your child leave the school? Give reasons.
   
a)  
   b)  
   c)  

4.2 (d) SELF-DEVELOPED INTERVIEW SCHEDULE FOR TEACHERS

This schedule was prepared to collect data on teachers' training application of teaching principles in classroom situation, difficulty in teaching their efforts towards irregular students, their views regarding parents of drop-outs and their response to the causes of drop-out. This schedule consists of a total of 11 main questions. The English and Assamese version of the interview schedule is appended on Appendix-D and Appendix-D-1.

Example:

1. Do you have desirable training of teacher?
   a) Yes
   b) No

2. What method or methods did you apply in classroom teaching
   a) Lecture method
b) Activity method  
c) Presentation method  
d) Other  

3. Did you find any difficulty in teaching when mother tongue and medium of instruction was different?  
a) Yes  
b) No  

4. Did you take any measures against irregular students?  
a) Yes  
b) No  

5. What were the causes that in general led the students to become drop-out?  
a)  
b)  
c)  

4.3 MECHANISM OF DATA COLLECTION AND ADMINISTRATION OF THE TOOLS  

The investigator administered the tools personally. School information blank, self developed interview schedule for Dropouts, teachers and parents of Dropouts were given to the to filled up. To identify the drop-outs in the sample schools, the relevant data are gathered by the investigator herself
through the School Information Blank. The investigator takes the initiative of
distributing all the Performa to the Head masters/Head mistresses of the
sample schools. The School Information Blank were filled up in presence of
investigator as far as possible otherwise a time limit of 7 days are given to
filled up the Performa. Since most of the school records have not been kept
properly, the investigator herself assisted as well as takes full initiative of
filing out the proper records. In tracing a record, sometimes it takes two days
at least since the records have been kept in a hazardous way. Although they
are reluctant at first to fill up the SIB, after a lot of persuasion and the need
for such data to tackle the problem, they became cooperative and filled up it.
The Performa are collected personally.

After collecting information through the SIB from all sample schools
the interview schedule are administered to drop-outs. The schedule were
given to fill up in the presence of the investigator. In case of drop-outs those
were not in the home at the time of survey, were filled up by the investigator
with the help of their parents or guardians.

The interview schedules are administered to the parents of drop-outs
and in their absence to their guardians. These were administered with the
help of school teachers and local educated youths. Since most of the
parents or guardians were illiterate and uneducated, the questions in the
schedules were asked orally and answers were tick marked by the
investigator herself. In dealing with the parents the investigator interviews
technically and psychologically. Some parents of drop-outs were found who expects the investigator is one who can provide monetary help as well as employment to their wards.

The interview schedules for teachers were administered to the teachers of the sample school. A time limit of one week was given to them to filled up the schedule. The teachers were very cooperative and they returned the schedules on time to the investigator.

With the administration of the SIB, and three interview schedules, the field study was complete. The entire data collection took fifteen months.

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