CHAPTER IV

METHODOLOGY OF THE STUDY

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CHAPTER-IV

RESEARCH DESIGN

When human rights are violated, the doors to creating statelessness are opened. And statelessness is at the nexus of human rights and displacement.

4.1 INTRODUCTION

Research aims at the discovery of the relationships that exists among the phenomena of the universe. While educational research, a specific category of research, is the planned and orderly activity or activities to discover such relationships in the phenomena concerned with the theory and practice of education. It may further be described as the application of the principles and procedures of scientific inquiry to enhance our understanding related to the education of the young and the old and also to develop a sound and rational base for the practice of education.

While there are different methods and techniques employed to investigate such relationship among the phenomena related to education, the purpose or purposes underlying a research study guide the choice of the specific research methods that are used. Any individual research study may address multiple questions, not all of which share the same purpose. Consequently, more than one research method may be incorporated into a particular research effort. Because methods of investigation are not pure (i.e., free of bias), several types of data and methods of gathering data are often used to "triangulate" on the answer to a specific question.

A major weakness of the educational research in India is it’s over dependence on the use of questionnaires and tests. The reasons are not difficult to trace. The principal reason is the facility they would provide for quantification and further processing, possibly through computers. Very few studies are found to adopt other methods such as observation, case study, content analysis and participant observation. Besides, most of the studies are descriptive surveys.
In view of the said enigmatic situation, the proposed investigation entitled “Education of the Chakmas in India: A critical Study” has been investigated by means of a multiple approach of research methodology called Socio-Anthropological Research approach. Although the study intends to investigate into the educational status of the Chakmas but to reveal the same along with its causes, consequences and remedies one has to address the relevant issues/questions that may influence the participation of the community under consideration in education. Having said that the investigator employed a multi-method of investigation involving survey research method as well as anthropological approach to enquire into the issue proposed for a productive result having implications for the future policy decisions with reference to the refugees or to the tribal in general and the Chakmas in particular.

Among the various methods and techniques of research, survey research is the most common and widely used. It is concerned with those techniques and procedures which are used to ascertain and establish the present status of things, situations, communities, individuals, relationships or any other phenomena. Such type of research is designated under a broad nomenclature called ‘descriptive research’. It is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. The primary concern of this type of research is present but surveys for retrieving past information may also be carried out if the objective of the study is to investigate into a comparison between the past and the present or to assess the growth of a particular phenomena.

While with reference to ethnographic approach Wiersma (1986) states that ethnography is concerned with what people are how they are and how they interact. Furthermore it tries to reveal what lies beneath. Recently, ethnography has also become of considerably interest to linguist who sees the need to study human behavior in social context. There are two basic characteristics of ethnography: first, the observation takes place in natural setting and 2nd researchers must understand how an event is perceived and interpreted by the people in a speech community. In other words, the researchers try to interpret the situation being observed from the perspective of the participants.
Ethnography also relies on observations of interactions and interviews with participants in naturally occurring situations. The next characteristic of ethnography is the characteristic of "holistic" which means seeing the data as a whole in order to get a basis for explanation about the observable fact.

Ethnographic research has one main drawback related to reliability. It is difficult to replicate ethnographic research because an event in natural setting cannot be reproduced. There is also one main problem dealing with validity. Unlike another research where the researcher can maximally control external variables, the ethnographic research does not have this facility because the research is carried out in natural setting and due to the long time period of observation.

Despite the limitations of the ethnographic approach, it has benefits for research in naturalistic setting such as classroom research, language learning process in a particular speech community, and so forth because the finding is more real than a research that manipulates variables by using external experiments. Ethnographic studies are usually holistic, founded on the idea that humans are best understood in the fullest possible context, including: the place where they live, the improvements they've made to that place, how they make a living and providing food, housing, energy and water for themselves, what their marriage customs are, what language(s) they speak and so on. One of the most common methods for collecting data in an ethnographic study is direct, first-hand observation of daily behavior. This can include participant observation. Another common method is interviewing, which may include conversation with different levels of form and can involve small talk to long interviews.

The cycle in ethnographic research begins with the data collection. The next stage is analyzing the data. The data collection can be carried out through observation and interviewing. Other complementary methods of data collection are reviewing other sources.

Observation in ethnography is a comprehensive and ongoing process. Researchers have to record all relevant information all the time during the observation, for example: the study of classroom interaction requires the researcher to be at school every day for a particular period. The primary
objective of the observation is to capture the perspective of the participants being observed.

There are two types of observation, namely participant observation and non-participant observation (Woods 1986 and Burns 1999). Participant observation requires the researcher to take part in the daily activities of the individual being observed. The field notes are taken on the spot or as soon as possible. The researcher may also use tape or video recorder as an additional instrument in observation. The central idea of participation is to enter the experiences of others within a group or institution and to experience the thought process of the group (Woods 1986).  

The attempt to be both member and researcher might lead the researchers to be subjective. To overcome this problem, Woods (1986) suggests the researchers to combine personal involvement and a measure of objectivity. Without the latter, the researcher will identify strongly with the members of the group and support their values instead of studying them. Another disadvantage is that it greatly demands energy and time of the observer. Researchers must meet the subject on a regular basis on the prescribed time and at a long period of time. Next, it is difficult not to have an effect on the situation under observation, for example when a teacher becomes observer, his/her colleague’s perception of his/her role changes so do their behavior. Despite its drawbacks, there is one advantage of participant observation: the description will be accurate since it reports researchers’ own experience and behavior.

Non-participant observation requires the researchers to watch and record the event on the spot. Furthermore, Burns (1999) states that non-participant observation exists when the interaction is viewed from cameras or recorders. The advantage of this type of observation is that it is not difficult for the observers to be objective because their interaction with the subjects is limited through the use of video or tape recorder.

The last phase in ethnographic research is the analysis. Researchers scan the data for categories of phenomena and for relationship among phenomena. After that, researcher must describe the data and interpret them. According to Burns (1999), to avoid bias of the interpretation, the researchers must provide
detailed field notes which include reflection on their own subjectivity. It is important to guard against their own bias because the objective of ethnographic research is to give facts and information not to pass judgment on a setting.

The proposed investigation involves the application of survey research which is descriptive in nature as it proposes to investigate into the relationship between Chakmas and their educational attainment with reference to certain parameters stated in the statement of the problem at Chapter I. Besides, the proposed investigation also involves the application of the ethnographic approach towards exploring the objectives framed. This is a relatively new approach to investigation and is expected to have a wider applicability in near future. A detailed analysis of the methodology proposed for the present research work is presented in this chapter under the following sub-heads:

4.2 **EXPLORATION OF DOCUMENTS**

In order to construct a basic platform for the proposed investigation the basic information pertaining to the past and present socio-economic and educational status of the Chakmas were collected from the exploration of various documents, the names of which has been listed below:


ii) Result Register, Kamalanagar College, Mizoram

iii) Statistical Handbook of Mizoram, 2006 (Published by the Directorate of Economics and Statistics, Mizoram, Aizawl)

iv) Monthly Report Register of the schools, submitted to the Education Department CADC, Mizoram

v) Population Register of the villages, Local Administrative Department, CADC, Mizoram

vi) Boundary Cell, Directorate of Land, Revenue and Settlement, Govt. of Mizoram

vii) Annual Report, 2005-06, 2006-07, Mizoram University

viii) Letter No.A12030/49/2005-06/CADC(G)/445 dated, 5th Sep. 2005 from the Office of CEM, CADC, addressed to Director(NE-III), Ministry of Home Affairs, Govt. of India, New Delhi

ix) [http://www.hrdc.net/sahrdc](http://www.hrdc.net/sahrdc)
4.3 Method

As stated, the proposed investigation is a descriptive survey type of research which aims to investigate the educational attainment of the Chakmas in India and make a comparison among the Chakmas of Arunachal Pradesh, Mizoram and Tripura on their educational achievement. The study so undertaken also fits to the features of a case study as it deals with a particular community whose educational attainment is investigated in the light of their large scale frequent displacement from CHT of the then East Pakistan and later Bangladesh.

4.4 Population

The investigation accommodates a single community, called the Chakmas, who were displaced during difference course of time from CHT. Bangladesh to the north-eastern states of India, particularly Arunachal Pradesh, Mizoram and Tripura.

4.5 Sample

Since the Chakmas in Arunachal Pradesh and Tripura have no exclusive settlement with an administration of their own, it is difficult to judge the educational facilities available to them. Even in Mizoram it is only in CADC that the Chakmas enjoy autonomy, although limited, and establishment solely for them. The investigator, thus, has selected the educational institutions under the administration of CADC and within their territorial jurisdiction. The level of such educational institutions ranges between primary schools to the College and the number of such educational institutions selected were 50(fifty). It may be worth to mention here that the authority of the District Council is empowered to regulate the practices up to upper primary level (Class-VII) only.

Besides the educational institutions, 200 teachers of different level working within the territorial capacity of CADC were also selected.

4.6 Sample Technique Employed

The proposed investigation required to administer two sets of Information Blank, one meant to investigate into the sum and substance of the
educational institutions of different levels while the other set involves an information blank and a problem check-list constructed for the teachers. Quite naturally the sample required for the investigation was of two kinds:

i) educational institutions within CADC and

ii) teachers serving in those educational institutions

The selection of the sample for the first set of questionnaire was made through stratified random sampling technique while the samples for the second set of questionnaire were made in two stages. In the first stage the whole population was divided into two cluster groups viz: sex and hierarchy of education followed by selection of the samples for the specified category on the basis of purposive and random sampling technique.

4.7 Sample selection

The sample of this study includes 50 educational institutions of all levels out of 118 functioning educational institutions of different categories. Statement 15 spells the institution-wise break-up of the selected samples against their total population:

**STATEMENT: 18**

**Level-wise classification of the selected educational institutions**

<table>
<thead>
<tr>
<th>Category</th>
<th>Primary</th>
<th>Middle</th>
<th>High</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>76</td>
<td>32</td>
<td>10</td>
<td>118</td>
</tr>
<tr>
<td>Sample Selected</td>
<td>30</td>
<td>15</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

Statement 16 presents a break-up of the samples according to a sex-wise classification of teacher respondents under consideration for the study:

**STATEMENT: 19**

**Sex-wise classification of the sample**

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>327</td>
<td>53</td>
<td>380</td>
</tr>
<tr>
<td>Selected Samples</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Further, the break up of samples for the level-wise classification of teachers is presented in the table number 4.3

**STATEMENT: 20**

**Level-wise classification of the selected teacher respondents**

<table>
<thead>
<tr>
<th>Category</th>
<th>Primary</th>
<th>Middle</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>197</td>
<td>99</td>
<td>84</td>
<td>380</td>
</tr>
<tr>
<td>Selected Samples</td>
<td>36</td>
<td>43</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

**4.8 Development of Tool**

In order to assess the educational scenario of CADC and draw a quantitative view of the same the investigator framed a list of questions or interview schedule, called Information Blank, covering socio-economic and pedagogical aspect. Separate questions were prepared for teachers, schools, etc. The information blanks were of the following types:

1. School Information Blank: Addressed to the Heads of the educational institutions
2. Teacher Information Blank: Addressed to the Teachers working in the educational institutions within CADC
3. Problem Check List: Enclosed with Teacher Information Blank

The following table presents a summary of the information blank drafted followed by a description on the nature and type of contents included in the information blank:

**STATEMENT: 21**

**Summary of the Information Blank**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Information Blank</th>
<th>Number of Items</th>
<th>Type of Responses</th>
<th>Nature of Options of Response</th>
<th>Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>School Information Blank</td>
<td>18</td>
<td>Multiple Choice type</td>
<td>Open-Closed ended</td>
<td>Head of the Institution</td>
</tr>
<tr>
<td>02.</td>
<td>Teacher Information Blank</td>
<td>25</td>
<td>Multiple Choice type</td>
<td>Open-Closed ended</td>
<td>Teacher</td>
</tr>
<tr>
<td>03.</td>
<td>Problem Checklist</td>
<td>5x5=25</td>
<td>Multiple Choice type</td>
<td>Closed ended</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
School Information Blank, consisting of 18 items, was stated to illicit responses related to the establishment of the institution, physical facilities available, nature of its construction; availability of library resources and teaching faculties; enrolment, wastage and stagnation of students, etc. While Teacher Information Blank, prepared with 25 items, was related to the academic qualification of the teachers, their class loads, involvement in the decision making activities of the institution, curriculum involvement, problems faced by them, etc. Besides, the teacher information blank was supplemented with a problem checklist intended to illicit objective responses or opinion from the teachers related to the physical facilities available, curriculum construction and transaction, job, students and evaluation system.

The draft of the information blank was prepared in consultation with the experts keeping in mind the adequacy and appropriateness of the items and a preliminary draft of the schedule was administered on a small group. And on that basis some vague items were dropped and some were modified. The tools were then subjected to a pilot study in actual situation.

4.9 Pilot Study

Since information blank was administered on teachers of all level and category and most of the teachers not being familiar with such tools, the investigator planned and administered a pilot study on 15 schools and 25 teachers. Subsequent to the analysis of the responses of the pilot study, the tools were modified and further developed by adding or deleting a response and shaping it ready to administer. Thus prepared the school information blank, teacher information blank and the problem checklist and the same is enclosed at the Appendices as Appendix C, D and E respectively.

4.10 Data Collection

After the preparation of the tools was over, the step followed is the administration of the tools. The investigator divided the total territory into four
zones to ensure equal representation of the samples and visited the targeted educational institutions. While the School Information Blank was distributed among the head of the respective educational institutions to collect data pertaining to educational infrastructure and educational facilities, both Teacher Informational Blank and Problem Checklist was distributed among the teachers to collect data related to their personal information, working condition and their participation in the curriculum transaction, evaluation and decision making of the usual academic activities. In most of the cases, the tools were transacted in the presence of the investigator and in some cases he himself filled up the questionnaires after obtaining necessary information from the respondents

4.11 Process of Analysis and Interpretation of Data

The data collected through the administration of the self-developed tools were treated separately and meaningful interpretation was drawn. These tools consisted of different type of items having the options before the respondents to choose their response from either multiple choices given or from a yes/no type of option or to respond to an open-ended ended item. The first two categories of responses (multiple choices and yes/no type) were analysed in terms of the frequency of the occurrence of respondents' agreement or disagreement against a particular item of the information blank. The frequencies were further converted into percentages to show their share of occurrence. However, the items of the tools requiring an open-ended response were analysed qualitatively. Finally, the items of the Problem Checklist were consistent in the sense that it required the respondent to response from an Always/Sometimes/Not at all type of options. These options were given numerical value as 3 for an Always, 2 for a Sometimes and 1 for a Not at all and after scoring the sum value of each item were obtained and analyzed.
While concluding, the researcher presented a summary of the methodology adopted for the proposed descriptive survey research entitled “Education of the Chakmas in India: A critical Study” in the following page:

**STATEMENT: 22**

A Brief Sketch of the Methodology of Study

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Data gathering Tools &amp; Techniques</th>
<th>Nature of Tools &amp; Techniques</th>
<th>Sources of Data &amp; their number</th>
<th>Nature of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>To study the sequential development of education of the Chakmas</td>
<td>Questionnaire &amp; Documentary Survey</td>
<td>Self developed</td>
<td>Secondary sources/office documents</td>
<td>Quantitative</td>
</tr>
<tr>
<td>To evaluate the educational facilities available to the Chakmas</td>
<td>Questionnaire, observation and interview</td>
<td>Self developed</td>
<td>Educational Institutions in CADC/50</td>
<td>Quantitative</td>
</tr>
<tr>
<td>Assess and compare the educational attainments of the Chakmas in Mizoram, A.P. &amp; Tripura</td>
<td>Questionnaire, documentary survey and interview</td>
<td>Self developed</td>
<td>Secondary sources, village authorities</td>
<td>Quantitative as well as qualitative</td>
</tr>
</tbody>
</table>

**REFERENCE:**

