CHAPTER III

METHODOLOGY

3 .0 INTRODUCTION:

In the preceding chapters, introduction, rational of the study, objectives, review of the related study were discussed. The present chapter had been devoted to the method employed, sample and population drawn, tools and design of the research procedure and scoring procedure as well as statistical techniques used.

The methodology of social science has involved the continuous interchange of ideas, information and criticism made it possible to firmly establish or institutionalized, commonly accepted rules and procedures and to develop corresponding methods and techniques within this evaluation.

The present study was a sample survey data based research conducted to collect detailed information on current burning problems of child labour and their education. Data were collected on the educational level of the child labourers studied in different special schools opened in different places of Nagaon and Dimapur Districts and all the available educational measures of these schools supplied by the National Child Labour Project sponsored by the Ministry of Human Resource Organisation. Data was collected specially in two ways with the help of two tools developed by the investigator. Therefore, some of these data were collected to investigate present condition of child labour, factors responsible child labour, educational attainment and problems of education to in terms of the first tool. On the other hand, some data were collected to investigate the problems of the schools especially on condition of the teaching staff, infrastructural facilities

of the schools, facilities provided for the scholastic area, facilities provided for the non - scholastic area and miscellaneous facilities of the Special schools for the child labourers.

3.1 PURPOSE OF THE STUDY:

The purpose of the survey has two main categories. Firstly, survey may be conducted to obtain descriptive information about a target population. Occasionally the entire population may be included in the survey. More commonly a sample is selected and results obtained from the sample are generalized to the population. Examples include survey to provide norm of standardized tests. Secondly, a survey may be designed to examine relationship between various factors typically seeking to explain differences among the respondents, no some criteria in terms of a range of explanatory factors. For example to explain differences in the mathematics achievements of students in terms of their age, sex, exposure to the mathematics curriculum and amount of time spent in class on learning mathematics.

3.2 RESEARCH METHOD:

Taking into consideration of the merits of the survey, Descriptive Survey method was used for this study. The descriptive research or normative survey has undoubtedly been the most popular method in Education. This survey method is conducted to collect the detailed description of existing phenomena to employ data to justify correct conditions and practices in order to furnish guidance in the justification or improvement of present status. A survey is a method of research as a method of systematic collection, analysis, interpretation and

reporting of pertinent facts concerning an enterprise, population, an institution and some aspects there. In this studies the survey method was conducted which involves the collection of information from different members of different groups associated with the field study and the analysis of information.

The starting point for survey was a clear statement of the questions which the survey was designed to answer. The finishing point was a set of results which addressed these questions. There was a logical set of procedures which was usually adopted in order to proceed from question to answer.

3.3 TARGET POPULATION:

Prior to preparing plans for selecting respondents it is necessary to define the target population carefully in order to set the administrative limits for the survey as well as to satisfy the population to which the results of the survey may be generalized where the child labourers studied at different special schools are to be the unit of sampling; a typical population may be initially defined as all sixteen years of old students**.**

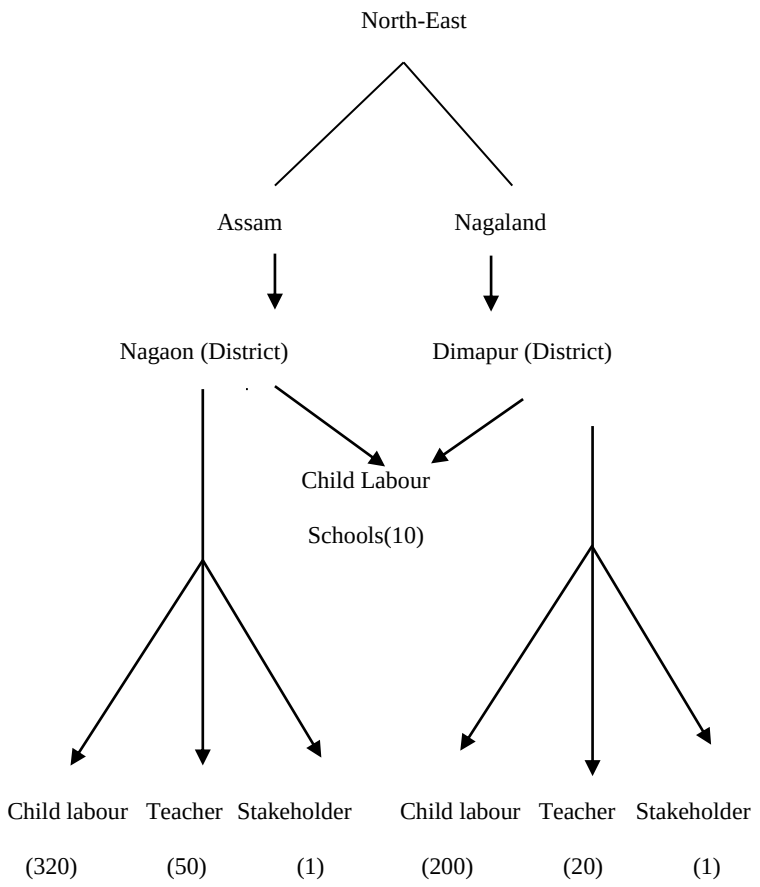
The population of the present study has been defined as the child labourers of the different categories such as domestic, restaurant, hawkers, brick kiln and jewellery studying at special schools conducted by the NGO like Grammya Puthibhral Kendra, Nagaon and Red Cross Society Dimapur run under the guidelines of National Child Labour Project sponsored by the National Child Labour Policy under the aegis of Ministry of Labour and Employment Govt of India.

3.4 DESIGN OF THE PRESENT STUDY:

Research design is the conceptual framework within which research was conducted. It consist the blueprint for the collection, measurement and analysis of data. Research design was needed for the smooth sailing of the various research operations, thereby making research as efficient as possible. Choosing design for a study basically involved selecting the most appropriate methods and technique to solve a particular problem under investigation. Keeping in view the objectives of the study the present study had been designed in the following way.

3.4.1 Sample Design:

Figure No. 3.4.1.1



3. 5 Selection of sampling:

The selection of the respondents of the target population was based on a sampling plan or design of the present study; except where, information was to be collected from all the members of the population. Most sampling plan assumed random sampling; so that each member of the sampling was selected with a known probability. It was than possible to use data derived from the sample itself to estimate statistical characteristics of the population.

3.5.1 Selection of the Final Sample:

The present descriptive research investigation was carried out on the problems of child labourers and their education taking from selected districts. The final sample was selected through following three stages:

3.5.1.1 First Stage: Selection of the States in North - East

Out of eight States (including Sikkim) in the North – East the researcher selected two States namely Assam and Nagaland on the basis of availability of special schools running for child labour.

Figure no : 3.5.1.1.1: Map of North East

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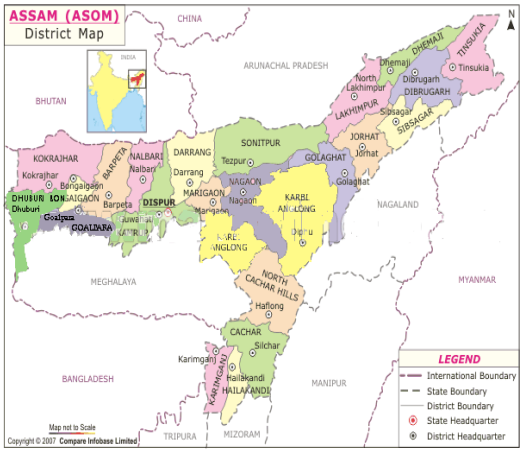
Selected two States in North-East India viz. Assam and Nagaland



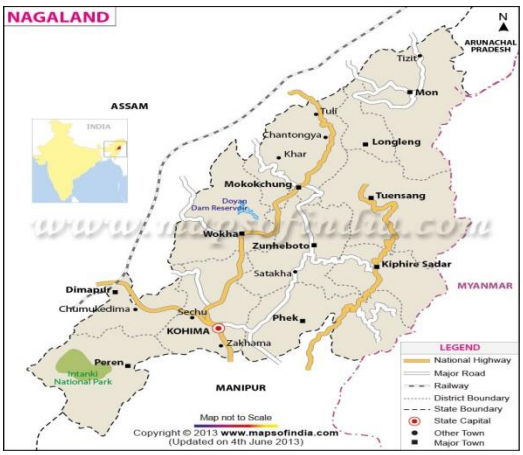
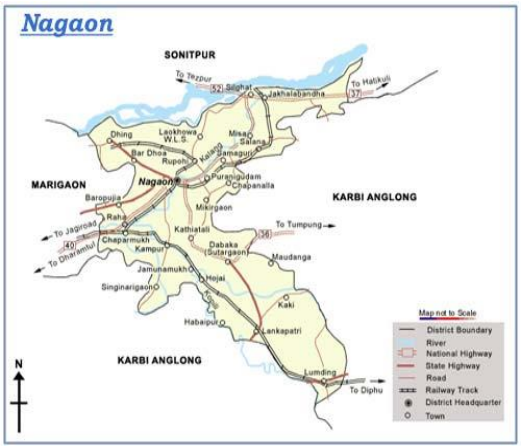


Figure no: 3.5.1.1.2 : Map of Assam

Figure no : 3.5.1.1..3: Figure Map of Nagaland

3.5.1.2 Second Stage: Selection of Districts in each two States



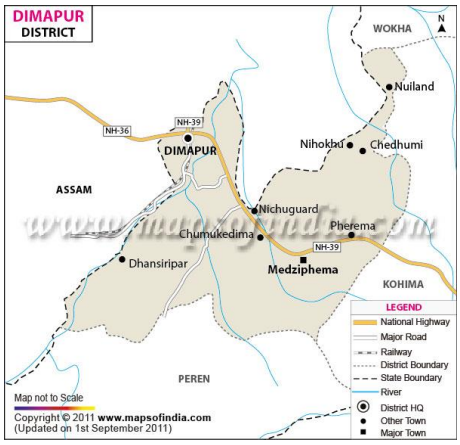


Figure no : 3.5.1.1.4: Nagaon District

Figure no : 3.5.1.1.5. Dimapur District

Out of the selected two States viz. Assam and Nagaland, the researcher selected two Districts viz. Nagaon District in Assam and Dimapur District in Nagaland on the basis of the availability of child labourers in different hazards and special school run by the NGO under the National Child Labour

Project of National Child Labour Policy sponsored by the Ministry of Labour and Employment.

The investigator selected Districts Nagaon and Dimapur respectively on the basis of the problem of the working children, their potentiality etc. The investigator selected this area of the problem to draw the inferences regarding the progress on education of the weaker section but it was impracticable to interview each of the population for observation in order to arrive at certain conclusions and having universal reliability. Such population were so large that their study would be very expensive in terms of time money, effort and manpower. Therefore, for the present study the investigator selected the samples from Nagaon and Dimapur District only.

3.5.1.3 Third Stage: Selection of the Sample:

The selections of the sample followed by three certain groups' .These are:

(i) Selection of the Special Schools for child labour, Teachers and Child Labour

(ii) Selection of child labourers in different Hazards

(ii) Selection of Stakeholders

3.5.2 (i) Selection of the Special Schools for Child labour, Teachers and Child Labour .

3.5.2.1 Sample of Special Schools for Child Labour, Teachers and Child Labourers in Nagaon District:

Table No -3.5.2.1

Serial on	Name of the Schools	No of the teachers	No of pupils
1	Gayanjyoti NSV	5	40
2	Banga NSV	5	20
3	Parijat NSV	5	30
4	Balmiki NSV	5	40
5	A.D.P NSV	5	30
6	Aminpatty NSV	5	30
7	Radhika NSV	5	35
8	Hedayat NSV	5	35
9	Dhakaptty NSV	5	30
10	Dhing Gate NSV	5	30
Total		50	320

NSV: Nabajiban Sisu Sramik Vidyalaya

3.5.2.2. Sample of Special School for Child Labour, Teachers and Child Labourers in Dimapur District:

Table No – 3 .5.2.2

Serial no	Name of the Schools	No of teachers	No of the child labourers
1	Lhomithe colony NSV	2	28
2	Mid – Land NSV	2	21
3	Duncan NSV	2	19
4	Natun Basti NSV	2	25
5	Westyard NSV	2	20
6	Burma NSV	2	22
7	Mid land -2 NSV	2	17
8	Front Land colony NSV	2	17
9	Natun Basti NSV	2	18
10	Rabi basti NSV	2	13
	Total	20	200

3.5.3 (ii) Selection of child labourers in different Hazards :

3.5.3.1 Child Labour Students of Special Schools in different categories in Special schools of Nagaon District:

Table No – 3.5.3.1

Sl. No	Name of the School	Domestic	Restaurant	Hawker	Brick kiln	Jewellery	Total
1	Gyanjyoti NSV	25	11	2	2	0	40
2	Banga NSV	8	5	3	2	2	20
3	Parijat NSV	11	7	2	7	3	30
4	Balmiki NSV	19	9	4	5	3	40
5	A.D.P NSV	21	8	0	1	0	30
6	Aminpatty NSV	15	8	3	2	2	30
7	Radhika NSV	15	10	3	5	2	35
8	Hedayat NSV	15	8	5	3	4	35
9	Dhakapatty NSV	14	5	5	4	2	30
10	Dhing Gate NSV	12	10	3	3	2	30
	Total	155	81	30	34	20	320

Here, NSV.Nabajiban Sisu Sramik Vidyalaya

3.5.3.2.Child Labour Students of Special schools in different categories in Special Schools in Dimapur Dirstict :

Table No. – 3.5.3.2

Serial no	Name of the School	Domestic	Restaurant	Hawker	Brick Kiln	Jewellery	Total
1	L C NSV	15	8	3	2		28
2	M L NSV	10	8	2	1		21
3	DC NSV	12	6	1	0		19
4	N B NSV -1	16	8	1	0		25
5	W C NSV -2	10	7	2	1		20
6	B NSV	10	10	1	1		22
7	ML NSV	8	6	1	2		17
8	FLC NSV	10	6	1	0		17
9	N BC NSV	8	8	1	1		18
10	RBC NSV	10	3	0	0		13
	Total	109	70	13	8	0	200

LC : Lhomithe Colony , MD : Mid Land , DC : Duncan Colony ,
NC : Natun Basti -1 , WC : Westyard Colony-2 , B : Burma ,
ND : Mid land , FLC : Fargan Colony , NB : Natun Basti ,
RBC : Rabi Basti Colony , NSV. : Nabajiban Sisu Sramik Vidyalaya

3.5.4. Sex and Class wise total Sample with different categories of child labourers in Nagaon and Dimapur Districts:

Table No. 3.5.4

Category	Class	Nagaon		Dimapur		Total
		Male	Female	Male	Female	
Domestic	I	3	1	19	11	34
	II	13	8	11	9	41
	III	26	14	7	1	48
	IV	33	16	22	12	83
	V	18	8	9	4	39
	VI	12	3	2	2	19
	VII					
Restaurant	I	7	2	6	5	20
	II	19	6	10	1	36
	III	9		5	2	16
	IV	13	4	14	4	35
	V	4	2	8	3	17
	VI	9	1	7	3	20
	VII	4	1	2		7
Hawker	I	1		2	2	5
	II	3	4		2	9
	III	4	1			5
	IV	6	3	3	2	14
	V	2	1	2		5
	VI	2	3			
Brick Kiln	I	4	2	3		9
	II	7	2	2		10
	III	3	3			6
	IV	8	2	1		11
	V	1				1
	VI	1		1		2
	VII		1	1		2
Jewelry	II	4				4
	III	3	2			5
	IV	5	1			6
	V	1				1
	VI		1			1
	VII	2	1			3
Total		227	93	137	63	520

The investigator conducted study in 10 different special schools separately each from Nagaon and Dimapur Districts where 50 child labourers were enrolled in each schools. But due to irregularity of 20 child labourers at schools and cancellation of 160 incomplete questionnaires filled up by the respondents the remaining 320 representative samples were taken randomly as respondent sample in Nagaon District and after cancellation of 100 incomplete questionnaires filled up by the respondents in Dimpur District, 200 samples were taken randomly as representative sample of child labour for this study. These representative samples were drawn to study the problems of child labour and their education in both the selected Districts in terms of tool - I (Interview Scheduled –

(Questionnaire type) for Child Labour on the bases of different dimensions of labour and Education-Developed by the Investigator). On the other hand, out of 50 teachers in 10 total schools, 5 teachers were taken from each school of Nagaon District and out of 20 teachers (less number of teachers are recruited in Dimapur District) in 10 total schools, 2 teachers were taken from each school of Dimapur District as representative samples for this study in terms of tool – II (Questionnaires for Teachers on the bases of different dimensions of Governmental Measures).

In addition to these, the secretary of Non- Government organizations of both Nagaon and Dimapur Districts who conducted the special schools under the National Child Labour Policy was taken as representative sample to get their opinion on available facilities provided to the child labour special schools under this study. The opinion was based on Quality teaching, Infrastructural facilities, Vocational Education, Mid- day Meal, Health Check up and Supervision. Investigator produced their opinion in last part of Data analysis against objective no.VIII.

3.6 TOOLS USED:

As regards the tools used for the purpose of investigation, the following tools were developed by the investigator.

(I) Interview Scheduled (questionnaire type) for Child Labour on the bases of different dimensions of Labour and Education-Developed by the Investigator-Appendix-I

(II) Questionnaires for Teachers on the bases of different dimensions of Governmental Measures and initiatives taken by the NGO under National Child Labour Policy, developed by the Investigator - Appendix - II

3.6.1 Description of the Tools: The tools which were used for the purpose of collection of data have been described below:

3.6.1.1 (i) Interview Scheduled(questionnaire type) for Child Labour on the bases of different dimensions of labour and Education (Appendix – I) Developed by the Investigator:

The interview scheduled (questionnaire type)was developed by the investigator for the child labourers in the present study with the idea of John W. Best and James V. Khan , Book "Research in Education"(1989,VIIth ed.). The investigator used closed type questions to interview the Child Labour. She developed this interview scheduled in English but due to lacking of knowledge in English of Child labourer ,it was translated in Assamese language .Investigator distributed all the papers to the respondents and discussed all the questions orally in English, Assamese and Bengali languages as per respondents requirement. Respondents were asked to answer against each question with (√). There was no time limitation. In the front page respondents were asked to fill up about their personal information viz., Name, School Name, Class, Age, Sex and Category of labour etc. for the purpose of the study.

In the first draft investigator developed approximate 60 questionnaires based on different dimension of child labour working categories, problems and education etc. in English language. The draft was given to 2 teachers of 'Habargaon Nabajiban Sisusramik Vidyalay' for expert comment. Both the

experts suggested omitting those questions which were repeating same meaning and purpose. Experts also suggested translation the interview scheduled in Assamese language.

In the final draft of the interview scheduled (questionnaire type) was 54 items (omitted six items after experts suggestions) under 4 dimensions viz., Factors responsible for child labour (1-14 items), Present working condition of child labour (15-39 items), Educational status (40-43 items) and Problems of education of child labour (44 -54 items) . Each question was used Likert type three point Scale 'yes', 'No' , and 'Can not Say' and scoring procedure was '3', '2', '1'scale respectively.

3.6.1.2 Reliability: The final draft was administered over (10) male and (10) female child labour approximate age 8-10 years at Haibargaon Nabajiban Sisusramik Vidyalay in Nagaon District. It was administered separately to each group twice with a gap of 15 days. For this purpose Test Retest Method was applied for the standardization. The reliability was .94 of male and .92 of female respectively.

3.6.2.1 (ii) Questionnaire for Teachers on the bases of different dimensions of Governmental Measures in regards to educational facilities provided by the NGO under National Child Labour Policy (Appendix- II) Developed by the investigator:

The questionnaire was developed by the investigator for the teachers in the present study with the idea of John W. Best and James V. Khan , Book "Research in Education"(1989,VIIth ed.). The investigator used closed type questions for responding. She developed this questionnaire in English but due to poor understanding in English of the teachers, it was translated in Assamese

language. The investigator distributed all the papers to the respondent teachers and discussed all the questions orally in English, Assamese and Bengali languages as per respondent's requirement..Respondents were asked to answer against each question with (√). Time was given one hour to complete the prepared sheets. In the front page respondents were asked to fill up about their personal information viz.,Name, School Name, Sex, Academic Qualification, Professional Qualification etc. for the purpose of the study.

In the first draft investigator developed approximate 50 questions based on different dimension of Government measures in regards to educational facilities provided by the NGO under NCLP viz. appointment of teachers , scholastic materials, facilities for non – scholastic activities, facilities for miscellaneous activities etc. in English language .The draft was given to 2 teachers of 'Haibargaon Nabajiban Sisusramik Vidyalay'in Nagaon District for their comment. Both the teachers suggested omitting those questions which were not relevant to the purpose. The teachers also suggested translating the questionnaire in Assamese language.

In the final draft of the questionnaire was 41 items (omitted 9 items after experts suggestions) under 6 dimensions viz., Status of teaching staff (1- 6 items) Infrastructural Facilities (7-12items), Facilities for Scholastic Materials (13 – 22items) Facilities for Co Scholastic Activities (23 – 29), Facilities for miscellaneous Activities(39 -40) and Suggestions of the teachers to raise educational attainment of the child labour (item no.1) Each question was used Likert type three point Scale 'yes', 'No,' and 'Can not Say' and scoring procedure was '3', '2', '1' scale respectively.

3.6.2.2 Reliability: The final draft was administered over (8) male and (8) female teachers worked at Haibargaon Nabajiban Sisusramik Vidyalay in Nagaon District. It was administered separately to each group twice with a gap of 15 days. For the purpose ,Test Retest Method was applied for the standardization. The reliability was .94 of male and .92 of female respectively.

3.7 DATA COLLECTION PROCEDURE:

The data required for the present study were obtained from both primary and secondary sources .In the primary sources; the investigator has collected data in to two phases likely first phase and second phase. In the first phase she visited child labour schools both the Nagaon and Dimapur Districts and selected child labour schools, child labour students and teachers.

In the second phase investigator distributed Tool-I (Interview Scheduled -questionnaire type) for Child Labour on the bases of different dimensions of labour and Education) and Tool – II (Questionnaire for Teachers on the bases of different dimensions of Governmental Measures and initiatives taken by the NGO under National Child Labour Policy) to the child labour students and teachers of selected schools respectively. After completion of the interview schedule (questionnaire type)by the child labour students and questionnaire schedule by the teachers, investigator collected distributed sheets from them. In this phase investigator met with Secretary of locale NGO under NCLP of both the Districts to collect their opinion for the purpose.

3.7.1 Design of the Data collection :

Table No. 3.7.1

Research Activity	**key informants**	**Purpose**
1.standardized two tools	(i)Child labour students (ii)Teachers of special schools	To study the present condition, causes and factors contributing to child labour, attainment in education, problems of education at school. To study the environmental condition to explore and probe into Governmental measures provided to the special school pertaining to education and to study about curriculum process especially for both scholastic and non-scholastic area. The scholastic area viz, text books, teaching learning materials, audio-visual-aids quality of instruction, infrastructural facilities, learning achievement of the child labour etc. On the other hand, to ascertain the information about the non-scholastic area available at the school for the child labour viz, co-curricular activities such as organization of sports and games,

		cultural activities, literary activities, project work, workshop etc. The provision in other aspects on vocational training use of the skills in other creative work monetary assistance, health supervision, mid-day meal etc. To study the educational measures to raise educational attainment of the child labour.
3 Opinion of the teachers	The teachers appointed at the special schools of Nagaon and Dimapur Districts.	To study the initiatives taken for education of the child labour and implementation of Governmental policies
4. Focus Group Discussion	Secretary of Non Government Organization (NGO)	To study about the facilities of education provided by the locale NGO to the child labour students under the NCLP.
5.Documentary Analysis	Thesis, Internet Government policies census report, news papers, journals, research papers etc.	To investigate the previous research studies to study problems of child labour as well as their education and measures implemented by the Government .To get the substances from result of the previous research.

For secondary data the scarcity of related materials compelled the researcher to depend on few research publications as research journals of national and international, different websites from the internet , survey-reports, commentaries and Ph.D, M.Phill and M. Ed research studies as well as various research articles available in different universities such as , Gauhati University, Assam University Silchar University, Amio Kumar Das Institute Gauhati, IIBM Gauhati, Grammya Puthibharal Kendra Nagaon, Zila Puthibharal, Nagaon and Institute such as District Elementary Education Department and Office of the Sarva Siksha Abhiyan Nagaon, Rastrita Madhyamik Siksha Abhijan Gauhati, State Council of Educational Research and Training, Kahilipara, Gauhati etc.

3.8 SCORING PROCEDURE:

The researcher found total scores of responses for different variables in regard to each objective and proceeded to analyze in percentage under this study. As the Tool-I was administered in this investigation in terms of Likert scale; it was scored by giving the different weightage to the alternative responses. The Liker type scale was scored on a three point scales by giving weights 3, 2 and 1 i.e. for yes, no and can't say respectively. Firstly, the responses were sorted out in terms of scale rated against each of the statements under its variables. Then, it was found the total scores summing up all the highest weights. Similarly, the total scores were also found by summing up all the lowest weights from the responses under the variables. Then, it was found the range from the highest and lowest total scores of the variables and took the no of responses which were above the range to find the result and omitted the result when it was below the range. Then, the responses were converted into percentage in terms of classes with sexes in the respective category of each District. But the samples for objective I from Tool – I

was directly converted into percentage in terms of the total sampling that was shown in table no. 4.1.1, for this the Likert Scale was not used.

The researcher had done the same procedure against Tool-II also. As the Tool-II was administered in this investigation in terms of Likert scale, it was also scored by giving the different weight age to the alternative responses. The Likert type of scale was scored on a three point scale by giving weights 3, 2 and 1 i.e. for yes, no and can't say respectively in the same way like Tool-I. Firstly, the responses were sorted out in terms of scale rated against each of the statements of the teachers under its variable. Firstly, it was found the total scores from the responses summing up all the highest weights. Similarly, the total scores were also found by summing up all the lowest weights from the responses in terms of different variables. Then, it was found the range from the highest and lowest total scores and took the no of responses which were above the range to find the result. Then, the responses were converted into percentage in terms of the variables from every teacher of respective schools of each District. Then, scores were converted into percentage in terms of the total sample teachers from respective District to find the result of every school. All these works were done by the researcher manually. But the respondents from Tool – II in case of dimensions I and II in terms of objective VI were directly converted into percentage in terms of the total samples of respective District where Likart scale was not used. That was shown in the table no. 4.6.1 and 4.6.2. Similarly, the respondents in case of the objectives no VII also directly converted into percentage in term of the total samples of the respective District and shown in the table no. 4.6.8, for this the Likert Scale was not used. Lastly, the investigator collected opinion of secretary of NGO under

NCLP in regards to educational facilities provided by them to fulfil the objective no –VIII.

3.9 STATISTICAL TECHNIQUES USED:

The present study based on data tabulation and it was also based on closed typed questionnaire. The collected data was classified and tabulated according to the objectives of the study. The collected data was analysed with the help of numerical and simple percentage for the study. Investigator used Test Retest Method with Pearson's Correlation Co-efficient for standardization of the prepared tools .