

## CHAPTER 4

### THE RESEARCH CONTEXT

#### 4.0 Introduction

The researcher has taken a case study which is purposive in nature. This purpose of her can be justified when the area or the context is clarified. Whenever a research is conducted it has an impact on the society. The research is meant for the society in order to identify and fulfill the needs of the society, similarly society helps individual to achieve his/her goals. That is why it is important to find out in what context a research is being conducted. Every research has some implications for the society. Thus, when the researcher conducted the study in 'My Apple School' it was necessary for the researcher to be familiar with the socio-economic, geographical, political and academic setting of the area under investigation.

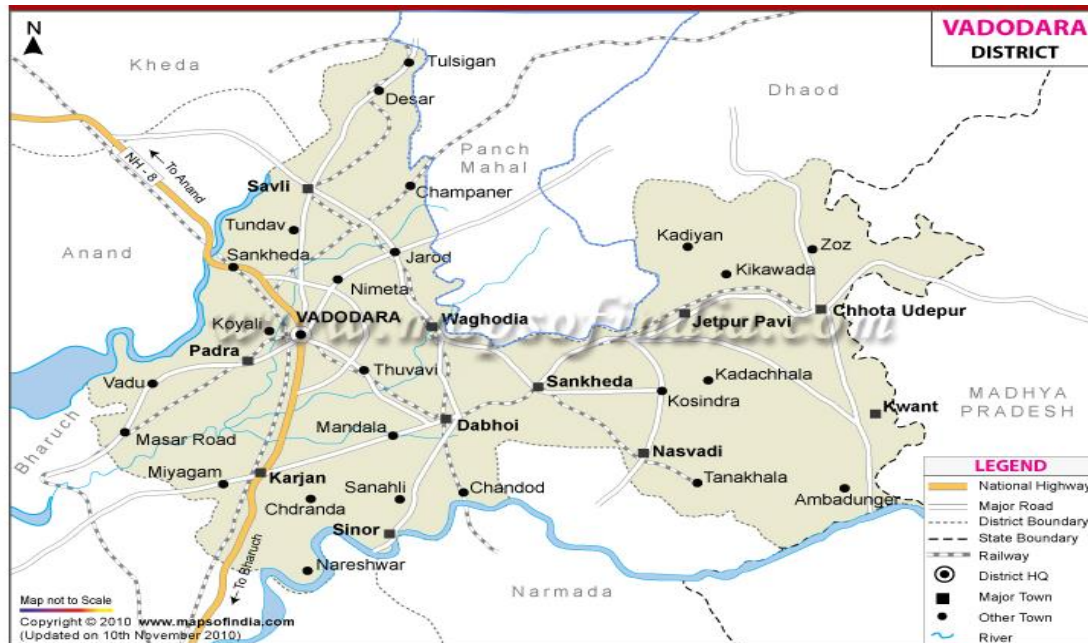
#### 4.1 Location and context of study (State/ District/ Ward)

The present study was conducted in 'My Apple School' a pre-primary school attached to primary school with grades 1 to 5, in Manjalpur, Vadodara in Gujarat. Gujarat is a state with 33 districts and 251 talukas. Vadodara is one of its districts.

Picture\_4.1: The Map of Gujarat

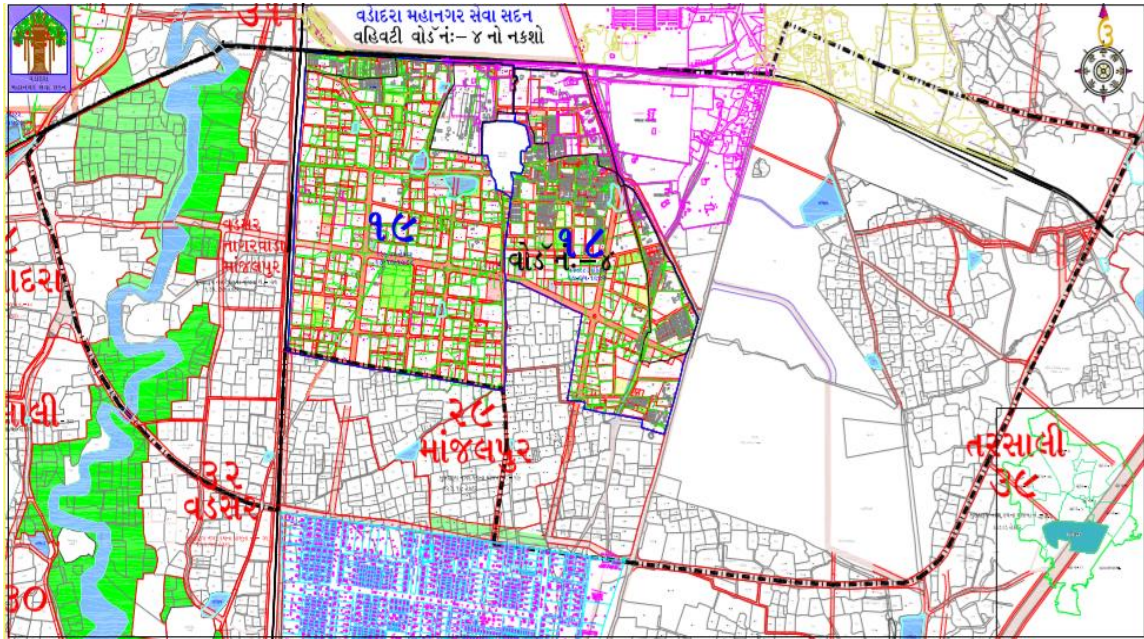


**Picture\_4.2: Map of Vadodara District**



The literacy rate in Gujarat is 79.31% wherein male literacy rate is 87.23 and female literacy rate is 70.73%. The literacy rate of Vadodara district is quite high when we compare it with other districts. The total literacy rate is 81.60%, where males' literacy percentage is 84.18 and females is 78.89. There are thirteen wards in Vadodara city and it makes a total population of 16, 70,806 out of which 8, 69,647 are males and 8, 01,159 are females. The area where this school is located is Manjalpur area which comes under Ward 4 of Vadodara Municipal Corporation (VMC). This area is near GIDC Makarpura which is an industrial area of Vadodara. Thus, most of the residents found in the area of Manjalpur works for Private national and international companies. Thus, the people found here in this area are those having jobs in these companies. It is also a growing commercial area with many people being self-employed or having their own businesses. Thus, there is a mixed population of service class and business community. It has a large catchment area, the area from which school pupils are drawn because the entire ward being a residential and growing commercial area. It has a total population of 1, 60,969 with 83,688 of males and 77,281 females. Thus 9.63% of population of Vadodara resides in Manjalpur which makes it a very important ward of the city.

**Picture\_4.3: Map of Manjalpur Area**



Out of total population of Manjalpur, 4.62% are Schedule Caste & 3.99% are Schedule Tribe. 84.29 % of population is literate, 86.05% of males and 82.37% of females which is quite high. It used to be a village long back which merged with the urban city, with the expansion of city. There are total 46 schools in ward No. 4 out of which 33 are Private unaided schools, five Government aided, six municipal board schools, one Kendriya Vidhyalaya central school and lastly one school which is aided by tribal welfare department (according to the information obtained from Vadodra Mahanagar Seva Sadan). Thus, the area has reasonable amount of schools where 71.73% of schools are Private, My Apple being one of them.

#### **4.2 School Context**

The researcher had already covered eight schools prior to this for pilot study. And thus, had one of the schools from the list of eight schools of pilot study, in her mind for the study i.e. Mother's school on Vasna Road but the school started construction of a new building and the ongoing construction made it difficult & the school a misfit for research. Rest of the schools didn't excite the researcher or didn't fell into the criterion of researcher i.e. Good infrastructure facilities, a garden or a ground, open classrooms, A-V Room, Art & craft room and the biggest of all, freedom to let the researcher use her creativity with



children. Researcher also didn't want any restrictions of time limit on her with children because if she was to work on enhancing their learning and development there has to develop a strong bonding with preschoolers and somebody whom they could trust on. The children of this age group 0-6 years, they trust on the primary care givers so if there was to be some time boundaries then researcher wouldn't be available to children all the time and then there would have been trust issues. Thus, finally the researcher made visit to this 'My Apple School' after hearing about it from advertisements. Just visiting it once the researcher knew it was the school that fit, into the criterion from every point of view. Additionally, the principal was very happy to help and gave the full freedom to the researcher to work with Jr. K.G section A for the one full academic year, 2015-2016 and be with them all the times in all the classes even if it was not taken by the researcher. The school timings for preschoolers were from 8.30 'o' clock to 12.30 'o' clock. The researcher used to be with the children for this entire time. The slot given to the researcher was after 10.30 a.m. which varied from 10.30 to 12.00 p.m.

**Picture\_4.4: My Apple School**

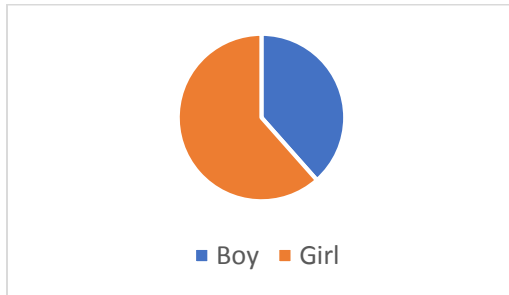


My Apple School is a Private unaided school affiliated to CBSE. So, the curriculum followed has been prescribed by CBSE for preschool too. It lies closer to the older peaceful residential area near the village but not in it. It has 'Vishwamitri' railway station very close to it on its eastern side. Vishwamitri main road on its southern side. For a preschool it is located in a peaceful residential colony, near Avdhut railway crossing in Manjalpur. The pupils coming to this school are mainly from Hindu families as the area Manjalpur is mainly dominated by Hindu religion people. The selected Case of Jr. K.G. section A was taken as it was the class where children between 4-5 yrs. old studied, which was the best age to take the study as they were neither too young to not understand (Nursery), neither too matured (Sr. K.G.) to not learn. Contextual conditions are to be considered in a case as it is believed that they are relevant to the phenomenon under study. So, in order to study the Socio emotional learning of children the classroom, its ambience, the teachers, parents, school environment, school facilities etc was an important matter of concern.

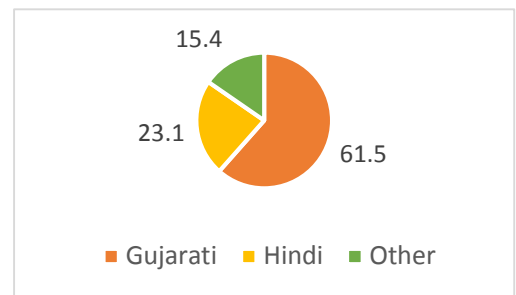
The school had all the things mentioned above good infrastructure, good class rooms, playground, swings, assembly hall or lunch area, AV Room also used as dance and music room, Art & craft room for these children. The environment of the school was very positive and safety and security was very well taken care off. The teacher was worthy with psychology background with the qualification of B.A. in Psychology. The helpers called 'Maasi' were elderly and very caring towards children. The parents also fell in this context as they are the primary care givers. The parents represented the mixed population of service and business class as found in Manjalpur area that has been mentioned above and mostly belonging to Hindu religion. The parents were well educated. The demographic profiles of the Parents of eighteen children studying in Jr. K.G. section A has been presented below in the form of pie charts which causes sometimes direct or indirect influence on children socio-emotional development and learning.

### 4.3 Parents Context: Information about Parents

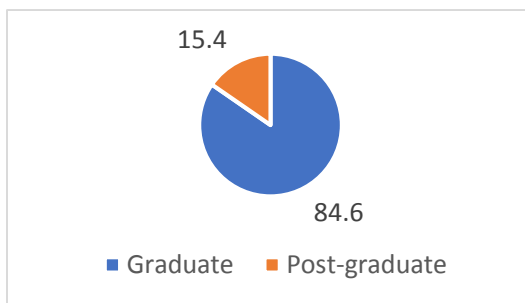
Graph 4.1 – Gender



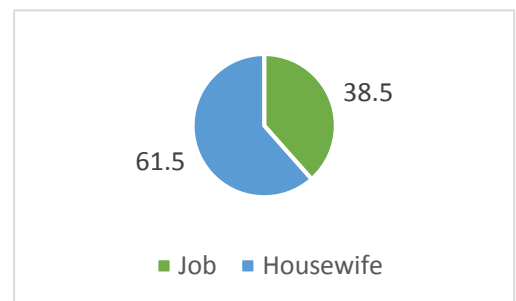
Graph 4.2: Mother Tongue



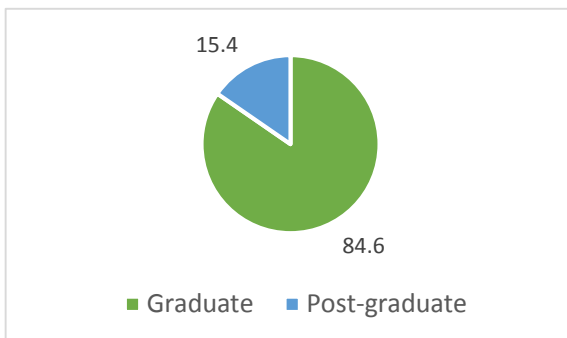
Graph 4.3: Mother Education



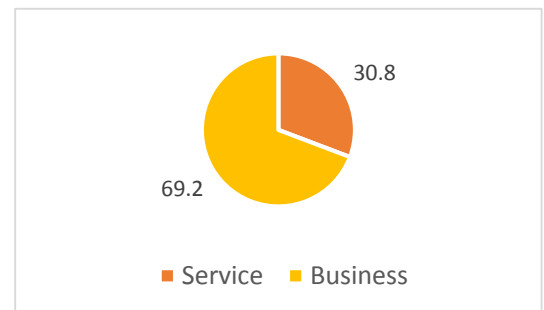
Graph 4.4: Mother Occupation



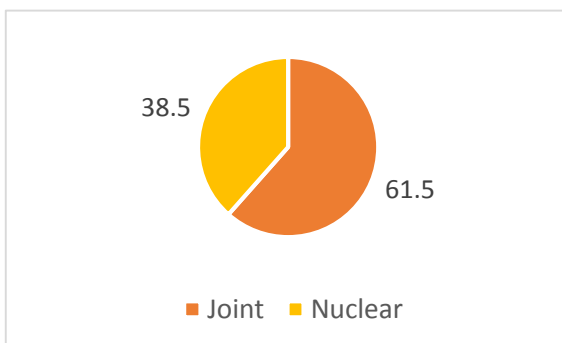
Graph 4.5: Father Education



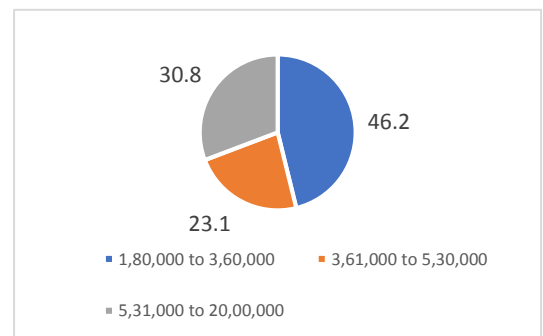
Graph 4.6: Father Occupation



Graph 4.7: Type of Family



Graph 4.8: Annual Income (%)



The females were almost double in strength as compared to males in Jr. K.G. section A. The education background of both the parents was mostly graduate. The occupation of 30.08% of fathers were into jobs while 69.2% were into Business. Thus, it can be said that mostly children coming into this particular class came from Business families. 38.5% of mothers were working while 61.5 % were housewives. Only 15.4% of mothers were post graduates while rest of them were graduates. Since most of the children were coming from business class families, they had joint families. Joint mainly constituted living with grandfather and grandmother. None of them had extended families. 38.5% of families were nuclear families while 61.5 % were joint families. Most of them were single child in their families. They had no siblings except three children out of eighteen.

This presented an alarming situation as researches suggest children with no sibling's face lot of developmental problems or delays. The mother tongue of 23.1% children was Hindi, 61.5% was Gujarati and 15.4% was other languages. The annual income of 46.2% of parents was between 1.8 lacs to 3.6 lacs, 23.1% was between 3.6 to 5.3 lacs and 30.08% was above 5.3 lacs. Hence the socio-economic background of parents varied from lower middle class to parents earning up to 20 lacs. There were children of engineer, doctor, banker etc. in class as well as 69.2% of children were from business class while fathers of few were also into low earning jobs.

The school followed the CBSE curriculum and the curriculum for Jr. K.G. A in My Apple School was Phonics, vowels two & three letter words, sight words (the, in), small sentences like 'I am a Boy' in English. In Mathematics, 1 to 100, greater than and smaller than, 1-10 addition and subtraction, number names. There were 18 children in Jr K.G. A named as S1 to S18) in the study. Environment- My family, myself, my school, healthy and unhealthy food, community helpers, road, water, air transport, uses of plants, wild pet and domestic animals etc. The time table for children included mathematics, language and environment studies on all days from 8.30 a.m. to 12.30 p.m. The Fridays consists of activity day and Saturdays for sports day.