

## **METHOD**

The chapter focuses upon the details of the methods employed to conduct the study under the following heads –

- Research Design
- Sample
- Tools
- Data Collection
- Data Analysis

### **Research Design:**

An Exploratory and Descriptive Research design with an Ethnographic Approach was employed in the study.

### **Sample:**

To meet the objectives of the study the sample was Purposively selected.

### **Categories of Sample:**

1. Select National and State level Policy Documents of ECCE.
2. Anganwadi Centres (AWCs ).
3. Integrated Child Development Scheme (ICDS )Personnel- These included
  - a) Anganwadi Workers (AWWs).
  - b) Supervisor
  - c) Child Development Project Officer (CDPO).
4. Members of Village Education Committee (VEC).
5. Parents of Children attending Anganwadi Centres (AWC).

## **Sample Size:**

### **1. Select National and State level Policy Documents of ECCE.**

Key documents in Early Childhood Care and Education (ECCE) that present the government's conceptions, Policy and Program directives at National and State level were selected.

#### **National Level Policy Documents included:**

- a) Integrated Child Development Service, 1975.
- b) National Policy on Education, 1986 and Plan of Action, 1992.
- c) Learning without Burden, 1993 (Yashpal Committee Report).
- d) Convention on Rights of the Child, 1997.
- e) National Curriculum Framework, 2005 (NCERT).

#### **The State level Policy Documents included:**

- a) State Education Policy of Haryana- 2000
- b) Compulsory Primary Education Act- 1960-61

### **2. Anganwadi Centres (AWCs )(4)**

- To get an idea about how preschool programme is transacted, four AWCs from four different villages of Gurgaon block namely- Silokhara, Sikanderpur, Chakkarpur and Jharsa, were selected.
- Focal children (n= 12). Within the preschool setting three children from each AWC were randomly selected (age group 3to 6 years) as focal children.

### **3. ICDS Personnel**

#### **a) Anganwadi Workers (AWWs) (4)**

Four AWWs formed the subject of the sample for the purpose of the study.

#### **b) Supervisor (1)**

#### **c) CDPO (1)**

### **4. Members of Village Education Committee (VEC)( 9)**

Focus Group Discussion was held with members of Village Education Committee (VEC) together. The sample was taken from Chakkarpur Anganwadi centre (AWC).

### **5. Parents (40)**

20 Mothers and 20 fathers formed the subject of sample. These were the parents of children in the age group of 3 to 6 years, attending the AWC. These parents were native of same village and did not belong to migratory population. Majority of the parents lived in joint families (more than 7 members). In terms of the educational background, 40% of mothers had education up to 8<sup>th</sup> class and 30% of father's up to 10<sup>th</sup> class. The income level ranged from Rs 3000 to 5000 per month.

### **Pilot Study**

In order to check the feasibility of Research, a pilot study was conducted with the following objectives;

- a) To anticipate problems and difficulties that can be faced while conducting the Research.**

- b) To gain familiarity with the setting of the study.
- c) To modify the Interview schedules and to develop the Observation checklist.
- d) To help minimize the errors usually made at the time of data collection.

During the pilot study, parents were interviewed and Naturalistic Observation was carried out in one of the Anganwadi Centre (AWC). This helped in developing the Observation Checklist and also in modifying the Interview Schedules.

### **Tools and Techniques of Data Collection:**

Naturalistic Observations along with the Checklist and Semi-Structured Interview Schedules were used to collect the data.

**1) Observation Checklist and Naturalistic Observations** were used as the main methods for studying the two key aspects of the study.

1. To understand the context of each setting, key domains and general teaching learning program in the classroom.
2. To understand child's involvement and behaviour with the AWW, the material, and the resources through observations of focal children.

The Ongoing running observations in naturalistic settings were carried out with the aim to make detailed record of the events that occur and without having any effect on their occurrence. It was aimed to gain generic idea of the context and the key components of the preschool program, such as arrival, indoor free play,

classroom activity, meals, outdoor free play and departure. Naturalistic observations alongwith the observation checklist gave a comprehensive picture of the context and key domains of the teaching learning programme. The key areas that were included in Observation checklist are as follows:

- Location of the centre,
- Physical facilities (available and being used),
- Indoor and Outdoor games equipments (available and being utilized),
- The extent of utilization of pre-school education programme by the community,
- Pre-school programme (activities that were being performed)
- Classroom organization,
- Display of the centre and Teaching- learning materials present and being used.

**2). Semi structured Interview schedule** were formulated to understand the adult's conceptions of ECCE on the following broad domains

- Views about ECE in Child's development and learning.
- Purpose of pre-school.
- Role of play
- Role of picture books and story books in pre- school education.
- Views about the Best Practices in ECE.
- Awareness and understanding of government policies in ECE.
- Gender difference in Education.
- Parental Aspirations for their children.

- Training of ICDS Personnel.
- Strategies adopted to establish linkage between ECE centers and primary schools.

Under these domains, separate set of questions were formulated for AWWs, Supervisor, CDPO and VEC members, based on their roles and responsibilities.

## **Procedure of Data Collection**

The data was collected from three sources, namely Documents, Classroom and Focal Child Observations and Adult Interviews

### **a) Document Analysis**

The identification of selected documents, both at National (**Secondary data**) and State level was done at the sample identification stage. The data was procured through the individual analysis and review of the document in terms of

- Purpose of the document,
- Areas of focus
- Strategies / plan of action / recommendations, and
- Emerging conceptions of ECCE were derived.

The National Policy Documents were broadly focussed and under that the main emphasis was on State Policy Documents.

### **b) (i) Observations in Anganwadi Centres ( AWCs):**

The study was Exploratory and Descriptive in nature with an ethnographic approach.

The observations were carried out for seven days in each AWC starting from 9.30 am to 12.30 pm. The observations were carried out to gain a generic idea of the context and the key components of the preschool program, such as arrival, indoor and outdoor free play, classroom activity, prayer/ exercise, distribution of Supplementary Nutrition (SNP) and departure. Across these program components, the observations were done for the following salient features; AWW–child interaction, child–child interaction, child–material interaction and AWW–parent interactions.

Table 3 gives an illustration of one AWC, the pattern for all the AWCs were more or less similar.

**Table 3:** Classroom observation – (programme component) *classroom activity*

<b>Salient Features</b>	<b>Observation 1 (20 Minutes)</b>	<b>Observation 2 (20 Minutes)</b>	<b>Observation 3 (20 Minutes)</b>	<b>In total one hr of observations per programme component was carried out.</b>
AWW- Child interaction				
Child -Child interaction				
Child material interaction				
AWW- Parent interactions				

Table 3

Each program component was observed thrice in the blocks of twenty minutes each, therefore, one hour of observations per program component was carried

out. Overall 72 hrs of observations were carried out that was spread over the span of three to four months to capture the variability.

**(b) (ii) Focal Child Observations:**

The focal children were randomly selected. The repeated ongoing observations of each focal child (three children from each setting), was carried out across the program components intended for salient features. This was mainly done to comprehend child's involvement and behaviour with the AWW, the material, and the resources. Each focal child was observed for 1 hr under each program component and this accounted for 6 hrs of observations for each focal child, which was spread over a span of two to three months.

**c) Adult's Interview**

Individual interviews were carried out with Parents and ICDS Personnel. Each interview took 1 hr on an average. Focus Group Discussion was held with members of Village Education Committee. Nine members were involved in the discussion and the discussion lasted for 2 hrs. The data from the interviews lasted four to five months.

The entire data was collected in around one year

## **Data Analysis**

Analysis of the data obtained through documents, interviews and observations were done in the following manner.

- 1) The document analysis was qualitative and descriptive in nature. The documents were individually analysed on the basis of:
  - a) The purpose of the document
  - b) Areas of focus
  - c) Stated goals of ECCE

Based on these, each document was critically studied to derive underlying conceptions of ECCE. An integrated analysis of documents i.e. the National level and State level policy documents was done on the following parameters:

- a) Definition and conception of ECCE
- b) Areas of concern and priority in ECCE
- c) Actions and directives to meet the needs of the children
- d) Stake holders / agencies identified for action

## **2. Interview Analysis**

The Semi-Structured Interview Schedules were analysed descriptively based on their domains, to obtain a comprehensive picture of adult's conceptions about ECCE. Frequencies were calculated. The frequency count was taken mainly to derive an objective interpretation.

### **3) The observation data was analyzed in the following manner:**

- **Observation Checklist**

- 1) The observation was analysed at three levels. At the first level the analysis was based on context and generic view of pre- school program in AWC like extent of utilisation of pre-school programme by the community, duration of Pre-School Program (PSE), programme planning, activities performed (developmentally appropriate activities), curriculum transaction, personnel quality at the AWCs in organization and implementation of various activities, mobilisation of local support, assessment of children by AWW, classroom organization, classroom environment and interactive display.
- 2) At second level the analysis was used, to derive major programme components such as arrival, indoor free play, classroom activity, meals, outdoor free play, and departure.
- 3) Later on, the observations across each program component were analyzed on the basis of salient features that were like-, AWW- Child interaction, AWW- Parent interaction, Child- Child interaction and Child- Material interaction.

- **Focal child observations:** Individual case profiles were prepared with the data obtained from focal child observations. These case profiles were prepared across the program components based on salient features like AWW- Child interaction, AWW- Parent interaction, Child- Child interaction, Child- Material interaction. The interpretation obtained from checklist along with classroom observations and focal child observations

were merged together, to obtain an integrated picture of preschool teaching-learning program across the salient features.

4. Finally the analysis obtained from all the three sources, namely observations, interviews and document analysis were taken and put together to obtain the interface amongst the policy - program directives, actual practice and thoughts of the community. The analysis provided an understanding of varied dimensions and conceptions of ECCE and the points of convergence and divergence across the three sources of information.