

CHAPTER -IV
ANALYSIS
AND
INTERPRETATION

CHAPTER – 4

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and the interpretation of data collected by the researcher with the help of the research tools developed. Major findings are concluded through interpretation based on the finding of the three research tools used. The collected data are analyzed under the head of the four objectives as mentioned in chapter-1. Thus, the following chapter is divided into four sections, each section corresponding to each of the four objectives of the study. Each section contains concluding remarks and interpretations are done through data triangulation

Section A: Examining the current status of ECCE in Anganwadi centres of Khantapara.

This section deals with the first objective of the study which is to examine the current status of ECCE in Anganwadi centres of Khantapara. The 'status' here implies where the current position of the AWCs in Khantapara with respect to ECCE.

In order to determine the current status of the AWCS, their current situation was observed using the checklist cum observation for ECCE. Data collected using this checklist cum observation schedule for quality standard in ECCE are analyzed under the five categories of the checklist and also taking into consideration the responses of the stake holders from the interview guides. The analysis and interpretations are presented below using each category as a heading and base of interpretation.

Category 1: Student- teacher and teacher-parents relation and interaction.

Interaction is a mode of communication. Anganwadi centres are the lowermost strata of our education system. As in this strata deals with the small childrens ,so the interaction should be more informal based with affection, childly care etc.

Most of the cases it has seen that the interaction between parents, children and the workers are very cordial. The workers are easily reachable.

The observations made by the researcher has been organized and presented in table 4.01.

Table 4.01 Findings For Category 1

Sl. No	Dimension	Yes(%)	No(%)
1	Teacher greet every child on arrival.	1(10%)	9(90%)
2	Children greet the children on arrival.	4(40%)	5(50%)
3	Teacher greets every child on departure.	0	10(100%)
4	Children greets every child on departure.	10(100%)	0
5	Teacher is easily approachable	6(60%)	3(30%)
6	Use of physical punishment	0	10(100%)
7	Use of verbal abuse	3(30%)	7(70%)
8	Interaction with children with special needs	0	0
9	Teacher interact with children during meal time.	7(70%)	3(30%)
10	Children interact with each other freely at the centre	10(100%)	0
11	Children interact with peers during meal time	10(100%)	0
12	Teacher interact with parents/guardians.	10(100%)	0

Results:

From the above table it can be state that ,the interaction between children and the teacher is good. Most of the cases we can se the students greet their teacher almost 100% ,but from teacher side it is very rare.

Interactions during meal time between the children and the workers or amongst the children is very good.Infact the workers used to wash the hand of the students before meal and sometimes they feed the.the measures 7(70%) and 10(100%) shows the result.

Item no. 4 of the interview guide for teacher was asked to the respondents to find out the no of centres having differently abled child.But according to the responce no differently abled child enrolled in the the centre.

The interaction between the worker and the parents were found to be excellent in most of the cases,almost 100%.According to the researcher,the parents are more involved and anxious about their children as they are very young.so the worker developed rappo with the parents.

Table 4.01.1 : Status of home visits.

Sl. No	Status of home visits	Frequency
1.	At least once a year	64 (64%)
2.	Two or more visits	18 (18%)
3.	Regular visit every month	18 (18%)
	Total	100

From table 4.01.1 it can be observed that 64(64%) respondents reported that they were visited by the workers at least once a year while 18 (18%) respondents reported a frequency of two or more visits a year. 18(18%) respondents reported that the workers would visit their homes every month on a regular interval.

Note: Here most of the parents denied for home visit because, according to the as it is present in their village only, and the worker was from their village, so she can keep all record usually without home visit. And some data collected through the help of ASHA.

The use of physical punishment or verbal abuse was observed to be absent in almost all the centres except for 3(30%) centre found in which the worker was verbally abusing the children. Further probing into this situation led to the finding that the worker was unaware that what was being said was verbally abusive. Item no. 11 of the interview guide for parents was asked to supplement this observation to which all respondents reported that they had not observed any case of physical punishment or verbal abuse at the centres.

Category 2: Physical Infrastructure

Physical infrastructure includes not only of buildings size, type and the place it located. It also includes furnitures it have, cleanliness, hygiene, safe drinking water, toilets etc. This category contains 18 dimensions .

According to the Quality Standards for ECCE, each centre should have at least one classroom measuring 35 square meters for a group of 30 children. ECCE centres are required to be properly lighted and properly ventilated. Electricity is required to provide light and to operate equipments inside the centres. The Quality Standards Framework wanted to ensure that the ECCE centres were located in a place which was at a distance from sources of excessive pollution like heaps of garbage, cattle shed/animal shelter, slush and stagnant water and uncovered drains. The reason behind this is that if the centres are located near places of excessive pollution it could be detrimental to the health of the children enrolled at the centre. The framework also includes the provision of providing environment for disabled children. The infrastructure also include place for cooking area. This was necessary because each centre has been provided with supplementary nutrition which they are to cook and distribute to the children.

The observations made by the researcher has been organized and presented in table 4.02

Table 4.02 :Findings of category 2

Sl. No	Dimension	Yes(%)	No(%)
1.	1 classroom measuring 35 square meters for a group of 30 children.	6(60%)	4(40%)
2.	30 square meters of outdoor space for a group of 30 children.	7(70%)	3(30%)
3.	Provision of adequate light and ventillation in the rooms.	10(100%)	0
4.	Provision for electricity .	3(30%)	7(70%)
5.	Centre is located in a place away from sources of excessive pollution.	8(80%)	2(20%)
6.	Centre is disable friendly.	0	10(100%)
7.	Equipment for outdoor play/ activities for all children.	0	10(100%)
8.	Allocated space for cooking meals.	6(60%)	4(40%)
9.	Allocated space for storage food items.	6(60%)	4(40%)
10.	Availability of shelves or a place for children to keep their belongings.	6(60%)	4(40%)
11.	Proper storage for teachers to keep their material and records.	0	10(100%)
12.	Allocated nap time for children.		
13.	Cleanliness of classroom.	10(100%)	0

14.	Furniture's in the classroom are clean.		
15.	Toilets are clean.	3(30%)	4(40%)
16.	Separate toilets for boys and girls.	2(20%)	5(50%)
17.	Facility for safe drinking water.	7(70%)	3(30%)
18.	Communication facility.	10(100%)	0

Table 4.02.1: Enrollment of children at the centres.

Sl. No	Number of children enrolled	n
1.	0 - 20	1
2.	21 - 50	3
3.	51 - 70	5
4.	71 - 90	1
	Total	10

Table 4.02.2 No of Children present during the time of visit.

Sl No	No of Children present during visit	n
1.	<30	4
2.	30 - 50	3
3.	50 - 70	1
4.	70 - 90	2
	Total	10

Table 4.02.3: Age group of children

SI No	Age group	No of children
1.	5 years and above	15
2.	4 years	21
3.	3 years	17
4.	2 years and below	43

Category 3 : Health, Nutrition and Safety

Table 4.03: Findings for Category 3

SI No	Dimension	Yes	No
1.	Device for measuring height		N
2.	Device for measuring weight	Y	
3.	Records for health checkups and immunization.	Y	
4.	Supplementary nutrition		N
5.	Availability of first aid kit for children		N

Table 4.03.1 : No. Of occurrence of health checkups

Sl. No	Number of Occurance of health check ups	n
1.	Once a year	4
2.	Twice a year	3
	Total	7

Category 4 : Children Experience and Learning opportunities**Table 4.04 : Findings of category 4**

Sl No	Dimensions	Yes	No
1.	Teaching learning materials and adequate materials for playing.	3(30%)	7(70%)
2.	Opportunities provided for exploration.	3(30%)	7(70%)
3.	Opportunity provided to ask question	9(90%)	1(10%)
4.	Opportunity for active participation for outdoor games	6(60%)	4(40%)
5.	Co - curricular activities / creative activities	3(30%)	7(70%)
6.	Activities for gross motor development	10(100%)	0
7.	Activities for development of reading readiness	10(100%)	0
8.	Activities for development of writing readiness	7(70%)	3(30%)
9.	Activities for development of number readiness	7(70%)	3(30%)
10.	Opportunities provided for field visit.	2(20%)	8(80%)

Category 5: Organisation and Management

Table 4.05 : Findings of category 5

Sl. No	Dimension	Yes	No
1.	ECCE programme is conducted for 4 hour daily (with 1/2 hr snack/break time)	2(20%)	8(80%)
2.	1 adult for every 20 children in 3- 6 years age group.	8(80%)	1(10%)
3.	Does the centre conduct rote - learning activity or formal teaching of 3Rs(reading, writing and arithmetic) .	7	2
4.	Documentation o child's performance.	0	10
5.	Records of children's attendnce.	4	6
6.	Display of materials, children's artwork and handicrafts on the walls at the eye level of children or on a table.	3	7
7.	Medium of instruction (mother tongue)	10	0
8.	Flexible sitting arrangement.	10	0
9.	Class wise sitting arrangement	0	10
10.	Weekly and daily schedule followed by teachers.	0	10
11.	Learning /Activities corner available,	2	8
12.	Individual attention toward children.	6	4

Table 4.05.1: Educational qualification of Workers

Sl. No	Qualification	n
1.	HSC	3
2.	CHSE	1
3.	Graduate	6
	Total	10

Table 4.05.2: Educational Qualification of helpers.

Sl No	Qualification	n
1.	Below HSC	4
2.	HSC	5
3.	Above HSC	1
	Total	10

Table 4.05.3 : Training Provided to workers

Sl. No	Training	n
1.	Anganwadi worker refresher program	6 days
2.	Job training	1 month
3.	Food and nutrition training	2 days
4.	Orientation for helper	8 days

Table 4.06 : Responses of teachers regarding problem / challenges faced by them at the centres.

Sl . No	Areas of challenges /problem	n
1.	Small area classroom	3
2.	Lack of outdoor space	3
3.	Lack of teaching learning material	6
4.	Lack of training	6