

**CHAPTER – III**  
**METHODOLOGY**

## CHAPTER III

### METHODOLOGY

According to the **The American Heritage Dictionary** of the English Language, Methodology can be defined as, "Methodology can properly refer to the methods appropriate to a field of study or to the body of methods and principles particular to a branch of knowledge".

According to **Collin English dictionary**, "the system of methods and principles used in a particular discipline"

A research methodology involves specific techniques that are adopted in research process to collect, assemble and evaluate data. It defines those tools that are used to gather relevant information in a specific research study. Surveys, questionnaires and interviews are the common tools of research. Different methodologies can be applied based on what type is needed for the solution of a particular problem.

In this chapter, researcher is going to present the methodologies applied for the collection of data and representation of result.

#### **: METHOD**

For the present study, as descriptive survey method is applied as the main objective of the study is to find out the current situations of the AWCs of Khantapara with respect to ECCE and to provide suggestions for improvement in problem areas, if any.

"A descriptive research is a type of research which aims to describe things or events under investigation; it deals with what the present situation is rather than dwelling much on the past. A descriptive study describes and interprets what is. It is concerned

with the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present, although it often considers past events as they relate to current situations.” (Best and Kahn ,2007)Therefore, if a study is leaning towards describing situations exactly as it is a descriptive type of research has to be undertaken.

Koul(2009) classifies descriptive research into three categories:

1. Survey Studies
2. Interrelationship Studies
3. Developmental studies

Among this the survey study is described as “the type of study that is conducted to collect detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them.”

Thus, this study applied the descriptive survey method in which a survey was held by the researcher using tools developed by the researcher in order to describe the present situation of ECCE in AWCs of Aizawl City and to discover areas of challenges faced by the AWCs

## **: POPULATION AND SAMPLE**

In any research study, the investigator first has to define exactly what he/she will be studying, which group of people , objects or things , human or non- human entities he will consider in his/her study. This group that the researcher defines is known as the population of the study. As Best and Kahn (2007) defines,

*“A population is any group of individuals that have one or more characteristics in common and that are of interest to the researcher.”*

In the present study, the population comprises of all Anganwadi centres under Khantapara Rural ICDS project which is 30 centres in number. Simple random sampling technique was used to draw a sample from the population. This technique is the simplest technique that a researcher can employ for selecting a sample by making use of the technique of randomization. The lottery method under the simple random sampling technique was used in this study.

Here ,for this paper the researcher have taken 10 AWCs,from 3 circles which are under Khantapara Community Health Centre (CHC).These 10 AWCs was selected as the sample for this study.

**Table 2.01 Methods included for data collection.**

Sl no.	Methods
1	Interview of workers (10)
2	Interview of parents (100)
3	Observations of centres (10)
4	Interview of co-workers (10)

**Table 2.02 Name of the Anganwadi centres.**

Sl no.	Name of the Anganwadi centres
1	No.4 Gadabhang AWC
2	Suthang AWC
3	Bhagatpur AWC
4	Khantapara AWC
5	Chakkajagannathpur AWC
6	Ramnagar AWC

7	Attapur AWC
8	Kaspa jaipur AWC
9	Basuberhampur AWC
10	Mulakudhei AWC

### **.TOOLS AND TECHNIQUES:**

In order to get relevant and adequate data it is necessary to use appropriate data collection devices. The data-gathering devices that have proven useful in educational research include tools. A researcher depending upon the nature of the research may select one of these devices or may employ a number of them in combination. The present study being qualitative in nature requires qualitative tools. For this purpose the researcher had prepared the research tools keeping in view the Quality Standards for Early Childhood Care and Education formulated in 2012 by the Ministry of Women and Child Development in light of the National ECCE Policy 2012 and the National ECCE Curriculum Framework 2012.

Three tools were developed by the investigator for collecting relevant data. They are:

#### **i) Checklist cum Observation Schedule for Quality Standards in**

##### **ECCE:**

The main purpose of this tool was to check the current status of the ECCE centres that were visited. The checklist is divided into 5 sub topics and each topic had a maximum of 12-18 items. The purpose of this checklist was to find out exactly where the ECCE centres stand with regards to the standards as proposed by the Quality Standards for ECCE. A copy of the checklist is appended in Appendix A.

**ii) Interview guide for workers in AWC for checking Quality of ECCE:** This interview guide was developed to enquire into the workers opinion of the status of ECCE at their centres as well as to find out problem areas or challenges faced by them. This interview guide contains 21 items.

**iii) Interview guide for teachers/ guardians of children in AWCs for checking Quality of ECCE:**

This interview schedule was developed to enquire into the opinions of the parents/ guardians of the children enrolled at the AWCs regarding the status of ECCE and areas of improvement. This interview guide contains 16 items. Eight standards were proposed by the Quality Standards for ECCE and these eight Standards were the basis for preparing the tools for the present study.

The eight Standards are :

Standard I: Interaction

Standard II : Health, Nutrition, Personal Care and Routine

Standard III: Protective Care and Safety

Standard IV: Infrastructure/ Physical Environment

Standard V: Organization and Management

Standard VI: Children Experiences and Learning Opportunities

Standard VII: Assessment and Outcome Measures

Standard VIII: Managing to Support Quality System

Each standard was described under different sub-standards aiming at providing the best quality childcare at a low cost. The Quality Standards for ECCE have also laid down non-negotiable indicators which must be made available to all children attending an ECCE centre. These are:

- An ECCE programme of 4 hours duration with snack/break time of half an hour .
- 1 classroom measuring at least 35 square meters (carpet area) for a group of 30 children and availability of adequate (at least 30 square meters) outdoor space for a group of 30 children
- Adequately trained staff
- Age and developmentally appropriate, child centric curriculum transacted

in the mother tongue/local vernacular

- Adequate developmentally appropriate toys and learning materials
- The building should be structurally safe and within easy approach. It should be clean and should have surrounding green area
- Adequate and safe drinking water
- Adequate and separate child-friendly toilets and hand wash facilities for girls and boys
- Separate space allocated for cooking nutritionally balanced meals and nap time for children
- Immediate health service in terms of First Aid/ Medical Kit available at the centre
- The adult/ caregiver: child ratio of 1:20 for 3-6 year old children and 1:10 for under 3 yrs should be available at the ECCE Centre. Children should not be unattended at any given point of time.

Building on these foundations, the researcher first prepared a draft of items which could be presented in the checklist cum observation schedule or interview schedule. Although eight standards were used as a foundation for the tools, the researcher, with the help of experts summarized the items into five categories which would represent the eight standards as well as the non-negotiable indicators. The observation cum interview schedule was first drafted and after consultation with experts a final tool could be developed. The two interview schedules were developed by arranging the items drafted under the five categories of the checklist cum observation schedule. Language experts were consulted and a final tool could be produced. The main research tool used in the present study for the purpose of data analysis is the Checklist cum Observation Schedule for Quality Standards in ECCE. The items of the interview guides are presented as follows:

**Interview Guide for Teachers/ Workers in Anganwadi Centre's for checking quality of Early Childhood Care and Education**

1. At what time do you open and close the centre?
2. How many children are enrolled in your centre?
3. How many children are present at the centre today?
4. Do you have any differently abled child enrolled in your centre? If yes, how many?
5. How many workers are there in the centre?
6. What are the educational qualifications of the workers?
7. How often do you attend trainings?
8. In what language do you teach the children?
9. How do you evaluate a child's performance?
10. Do you keep a progress report card of the child?
11. Are the children taken for field trips or excursions?
12. Are health check-ups held at the centre? How often?
13. Do you have any training in first aid?
14. Are you aware of the nearest hospitals or health centres from the centre?
15. Do you hold parent teacher meetings?
16. Do you visit the children's homes?
17. Are you provided your basic office need (tables, chairs, books, learning materials etc.)
18. Do you get paid regularly?



19. Do the parents make any financial contributions towards the welfare of the centre?
20. What are the challenges/problems faced by you at the centre?
21. What measures can be taken to improve the conditions of the centre?

**Interview Guide for Guardians of children in Anganwadi Centre's for checking quality of Early Childhood Care and Education**

1. Do you send your child to the Anganwadi ?
2. How old is your child?
3. At what time does the centre open and close?
4. What language is being used to teach the children?
5. Do you visit the centre often?
6. Can you easily approach the teachers when you need them?
7. Do the teachers visit your homes? How often?
8. Are parent teacher meetings conducted?
9. Have you notice any of the children being verbally abused or being physically punished?
10. Do you think your child is safe at the centre?
11. Are health check – ups and immunization held at the centres?
12. Are the children taken for field trips and excursions?
13. Do you think the centre is well maintained and clean?
14. Do you think the toilets and the kitchens are clean?
15. What areas of the centre do you think requires improvement?
16. What measures can be taken to improve the conditions of the centre?

## **COLLECTION OF DATA**

Data is an important part of any type of research. Without data the researcher can not reach to its conclusion. Collection of data is an inseparable part of any research programme. For the present study data was collected from 10 AWCs. Researcher collected data by applying two methods like observation and interview.

During collection of data, some problem faced by the researcher. Stake holders hesitated to give some confidential data assuming as the researcher was from government and taking their inspection. After convincing them and showing the document the researcher carrying with them, they agreed to share their data which helped the researcher for the process of collection of data.

## **ORGANIZATION OF DATA**

In order to arrive at conclusion it is very important that the data that has been gathered by the researcher is organized properly and systematically. For the present study data was organized under 5 categories as is mentioned in the checklist.

These 5 categories are:

- i. Student – Teacher- Parents Relation and Interaction
- ii. Physical Infrastructure
- iii. Health, Nutrition and Safety
- iv. Children Experiences and Learning Opportunities
- v. Organization and Management

## **ANALYSIS OF DATA**

The data collected by the researcher was analyzed quantitatively using descriptive statistics like frequency and percentage. Analysis was based on the objectives of the study mentioned in Chapter I and the results are presented under the five categories of the Checklist cum Observation schedule for Quality in ECCE centre.