CHAPTER 3

MAINSTREAMING ASSESSMENT DESIGN

3.1. INTRODUCTION

The researcher has worked with hundreds of children from the streets and many of them have been mainstreamed. His experience helps him to state that psychosocial interventions have healed and empowered them. As he is familiar with deprived children of Kolkata he makes the particular study based on Kolkata and its surrounding areas which include the suburbs of Kolkata and Howrah. He is familiar with many of the organizations working with children in street habitat. He visits nine social organizations from fifth to ninth June 2012. They are involved in various services: organizing various social groups to bargain for their rights, promoting deprived children with open-shelters and street contact centres, assisting children in the slums to help them in their education and health, having night shelters and contact centres to support children, assistance for urban deprived children from Sealdah Railway Station and regular school children, homes for destitute children, rehabilitation programme for destitute children, assistance to mothers and children from railway stations, help children and adults from the streets with nutrition and medical facilities. In all the discussions with the directors or other staff members they all spoke about various reports made regarding numbers and activities. As far the information received no study has been conducted to assess the psychosocial situation of children in their care and so a study seems urgent. However they supplied the researcher with their own publications.

The present chapter explains the research methodology that is followed in the study. As it explains the methodology it also justifies it for the particular study of children in street
habitat. The research design is explained with the limitations of the study. It includes sampling procedure, data collection and data analysis. The review of literature in the previous chapter explains the various findings associated with the current topic and takes the researcher to the new learning. The present study is phenomenological and ethnographic. The researcher justifies the approaches in this chapter. For the purpose of triangulation the researcher uses tool of Schutz (1966): Fundamental Interpersonal Relationship Orientation (FIRO) using 54 questions each which are assessed as per guidelines given. This tool is used after having verified it through a pilot study.

The current study is qualitative. The research takes into consideration that adolescents are ‘social actors’ and they model their identities from their experiences. Children need space, time and opportunities to evaluate critically their ever changing world and proceed on to their future (Wood et al. 2006). As a qualitative and descriptive study it uses ethnographic and phenomenological approaches. As an ethnographer the researcher has fifteen years of experiential living with children in and from the street habitat. He spends two years of study period visiting children in the streets and in the foster care homes to relive his past experiences following the guidelines of ethnography.

The researcher observes the life of children living in street situations; he shares food with them, joins them in games, study and shares the same open shelter for night’s rest. He joins them for the daily chores in which the children take care of their place of stay, including cooking food and marketing for the daily requirements of a foster care home. Besides, he spends time in the various situations where children are found, railway stations, streets and slums observing their behaviour patterns which give deep insights into the life of children especially their behaviour patterns. Field notes are gathered while the study is in progress. The observations are participatory and non-participatory. He conducts a number of interviews with children, care givers and key informants.

The second approach for the study is phenomenological to help the researcher describe the rich experiences that children has had in the process of rehabilitation or mainstreaming. He has the possibilities to share the experience of other care-givers who have spent over ten years working with children. The selected group is studied very specially through content writing, interviews and focus groups discussions to understand their progress as they grow
into the main stream. Phenomenology gives the basis for experience-learning of individuals as they live and experience life (Aspers 2009). The field work is for a period of 24 months. The researcher studies the population individual interview, content writing, description of experiences of children and staff members and other written documents. As he has lived their life sharing everything as in a family he is able to get into their life and get valid, deep, rich and reliable data.

The study is assessed basing on the instrument proposed by Schutz, a psychologist of the twentieth century. He used the FIRO-B and FIRO – F questionnaire to assess mental health which affects behaviour patterns (Schutz 1966). The details of the study are explained in chapter five. A comparative study of children in the streets, children who have left the streets and got mainstreamed can validate further the new knowledge that is proposed.

3.2. RESEARCH DESIGN

The research design deals with a logical problem. The problem of street children is alarming. Children need assistance and it is their right to belong to the mainstream society. It is possible to help them. That becomes the starting point of this research. Once the research topic is stated it follows a logistical plan suiting to the problem and the field of study. On having learnt about the different methods of research in social science the most apt for the current research is qualitative method which is explorative and descriptive. Further reading and study lead the researcher to use phenomenological and ethnographic approaches. It is further explained in the second part of the chapter.

The researcher starts the study in street situations. He follows them in their different experiences. The second stage is accompanying them to the open shelter and later to the various process of rehabilitation in the foster care homes, schools and different social setting. Children who have accepted the interventions are listened to and the experiential sharing leads to the new knowledge. Researcher at times finds that children in street situations tend to manipulate outsiders by giving them false data. It is taken care of by ethnography (Mhizha 2010) and experience sharing with senior trainers of children who have years of experience with children.
The researcher explains phenomenology as a study tool to understand the children in their process of healing and empowerment. Phenomenology would prevent or restrict the researcher’s biases as it has its origins in philosophy (Groenewald 2004). It is an approach, an attitude and an investigative posture with a set of goals (Hycner 1985). Ethnography has its roots in anthropology while phenomenology is grounded in the early twentieth century continental philosophy particularly of Heidegger and Husserl (BreslerLiora 2010). The beginning and end point of such a research is lived experience. Lived experience is temporal in structure and it can never be grasped in its immediate manifestation but reflectively as past presence. Experience should be understood in the context, taking the part and the whole. Understanding is always in a context as human experience is context bound. It is always so in a social world as there cannot be a context free or neutral scientific language to express what happens in a social world.

Phenomenology studies phenomena through the experience of persons. Every person is unique. Persons are incomparable, unclassifiable, uncountable and irreplaceable. To understand a person one can use open ended interviews and reflective journals. It differs from ethnography as it is not field-oriented. Close scrutiny of single case, matters to gain knowledge. The person is never an individual. He is a universal singular. He is part of a whole group and his behaviours are to be seen in the context and the analysis lead to knowledge (BreslerLiora 2010).

3.2.1. Field and the Population
Children are found in street situation in different parts of the world. The current study is done with the assistance of children of Kolkata and its surrounding areas. The researcher observes children in street habitat as they live, earn, spend and save from the streets. He is with them in their struggles for survival and in their adventures of street life. The researcher visits different parts of the city especially where there are children living with families and in peer groups. He visits the number of railway station platforms and surrounding areas where children live. He spends quality time with them participating in their life through group discussions and sharing. He offers them assistance that they require to survive in street situations, especially medical facility and food. He accompanied many
to the mainstream. The foster care homes where children form part of the mainstream become part of the study where children share their experiences.

3.2.2. Pilot Study

Various street corners and railway stations are visited in the city of Kolkata. Many children are met. A number of them are staying alone, some with parents and others having their own small shanties along the streets and railway lines. A few observations, participant and non-participant are conducted analyzing the situation of children, their behaviour patterns, especially behaviour towards the main stream. During the observation care is taken to see the reaction of stake holders and various groups of people in the mainstream: vendors, shop keepers, officers, travellers and others who are in the vicinity of the child’s environment. He spends many hours observing the lives of children. He follows children in their working time, playing time and resting time. He shares meals with them and conducts meetings in street corners. He participates in different children’s gatherings in the street spaces and in regular monthly festivals. He spends time in the open shelters, and foster care homes. He takes part in de-addiction camps for children living in the streets and assists them as a resource person. These are residential camps of one week duration.

The second part of pilot study is phenomenological. Some of the children who left the streets for the mainstream are asked to pen their experiences. As children living in the streets cannot write and express, they are interviewed with the assistance of recorder and it is transcribed. Children in the streets and mainstream are asked similar questions which help them to express themselves.

For triangulation the tool of Schutz is used following the standard questionnaire and the analysis as per guidelines. Five each children are selected from the streets and from the foster care homes for a pilot study. The tool of Schutz of FIRO – B and FIRO- F is administered to the children who are willing to be part of the study (Schutz 1996). The study proved valid and successful and that leads the researcher to further study.
3.3. RESEARCH PROCEDURES

The various steps of the research are planned meticulously to make sure that the research is scientific and bring forth results that are logical, relevant and useful in the social field. The methods followed take care of technical rules and define proper procedures. The methodology considers the theoretical and philosophical framework into which the procedural rules fit in well. The procedural rules take care of the scientific nature of knowledge to make it reliable and objective (Creswell 2003).

3.3.1. Selection of the Area of Study
The researcher chooses the city Kolkata as the area, as he is familiar with the situation. He has been working in the field for 15 years and he is well in contact with many in street situations. He knows many children in the process of rehabilitation, who can be called the mainstreamed from street life. While mentioning Kolkata it includes Howrah which is a twin city of Kolkata, very closely linked to each other. Children in street habitats have free and easy access to the various facilities of Howrah and Kolkata. Kolkata is the capital city and as estimated it accommodates 15.3 million people (Lake 2012) and a large number of children living in street environment. The areas are extended to the outskirts where the researcher finds children who are rehabilitated from the street situations. Both cities have large railway stations and surrounding markets and slums. Therefore, there is scope for people from different neighbouring states to come for business or jobs. Thus, different groups live in this area: people of different linguistic background, castes, creed and culture.

Kolkata is connected to different parts of India by rail and road. This adds to the reason for huge number of children to move to this city from the villages of the state and its neighbourhood as they face difficulties of survival. The researcher has met many children from the northern and north eastern part of the country taking shelter in Kolkata. The study is on Kolkata based children who live in street situations.
3.3.2. The Study Population

The population consists of children in street habitats and children rehabilitated from railway stations, markets and slums of Kolkata. The first group is from the street itself. Child who lives every day in the streets and earn their daily living with all the troubles they face while they eke out their living. Many take to the streets as they do not have an option. Once they get addicted to the street life it is not easy for them to be in the mainstream. However, psychosocial interventions help them to wean away from the street. The second group belongs to the children who are weaned from street life and presently are in the mainstream society building their future.

In the course of the study the researcher gets the help of key informants. He identifies persons who have spent seven years or more in offering psychosocial interventions to heal and empower children living in street situations. They have been with the children in street situations. They have accompanied them from the street to the main stream. Interviews are conducted with them to enrich the study.

3.3.3. Size of Sample

The number of the sample is based on the requirement of the study with its objectives. The population for the study is infinite; however the numbers are limited for an in-depth study following the earlier mentioned approaches. Hence, the researcher finds out rehabilitated children from the street habitats and children who are still living in the street situations and who are willing to be part of the study. The number of the population for study is fixed as the study proceeds following snowball sampling. The sampling size is determined by principle of saturation. It is the point where there is no new/further information is available from the respondents.

3.3.4. Sampling

After having decided the area of study the researcher considers the details of the procedure for the selection of the sample population. The study involves participation of the population. They need to be part of the interview, focus group discussion and write their experience for the phenomenological study. Taking the above into consideration he keeps the sample group with the age of 15 to 20 years. They seem to be old enough to express themselves as well as able to reflect on their own life situations.
The samples are selected in a proportionate manner from two groups. The participants are purposefully chosen from the areas described earlier to achieve the objectives of the study. The first group is that which is still in street situation that did not accept or have the possibility for psychosocial interventions. The second group is that which accepted the various psychosocial interventions. This initial selection process is continued until the researcher reaches a saturation point of samples for the data collection. In order to gather more information besides what is given by the participants, the researcher selects key informants, who have been part of the process of rehabilitation of children in street habitats. He gets the help of care givers, supervisors, training personnel and others who have contributed in one way or other to the development of the target population.

As mentioned earlier snowball sampling is seen as the most suitable due to the large numbers of children in the street habitats that are mostly unorganized. The sampling is purposive, keeping the objectives and thus limit the number. Being a qualitative study which is in-depth, number selected by the researcher for the phenomenological approach is twelve as respondents. They are children who have had sufficient time period in street situations and in rehabilitation process to contribute to the data collection.

The researcher visited the streets and the railway stations with its surrounding areas many times during the time of research. Many children are met and talked to regarding their life situations. They are invited to be part of the study. Some of them responded. They are informed of a meeting point decided with their consent where they feel safe and happy to meet. Some of them gave consent to be present at the meeting point and a few on their own accept to be part of the study. As the study began the first child who is interviewed suggests the next child. Once his turn is over he proposes the next and the study continues as per convenience. Once he finds that there is point of saturation he focuses on to three boys and three girls who live in street situation.

Similarly he takes the written experiences of three boys and three girls from the foster care homes that have gone through similar period of interventions and with similar street background. Gender balance is maintained by selecting boys and girls in the different
groups. Research assistants are part of every step to take care of objectivity and transparency.

The researcher in the ethnographic study chooses different situations where children live with street addictions. He spends quality time observing and living with children in the open shelter and foster care homes.

### 3.3.5. Methods and Tools for Data Collection

Being a qualitative design the tools used are interview, focus group discussion, content writing and observation which are apt in ethnographic and phenomenological approaches. These methods focus on personal accounts, observations, and individual insights. This study employs the combined approach to overcome the limitations of different approaches. Questionnaire is used to collect data for FIRO-B and FIRO-F. The language which children speak is Bengali. The researcher being in the field for years he is familiar with the language with its various streets terms for their daily living. All the data collected in Bengali is translated into English for data analysis. Interviews are recorded transcribed and translated.

### 3.3.6. Guidelines

To make the study in an orderly manner guidelines are prepared for interview, observation, content writing and focus group discussions. The focus of the researcher during the research is that he remains as objective as possible in the various statements or reports. Regular notes are taken to make sure that every detail is taken care of for the final report. The researcher makes all efforts possible to keep the participants at ease to get the best results in the various tools used.

### 3.3.7. Gaining Consent

To obtain the consent of the participants the researcher explains the aims of the research to all the selected participants. Each participant or a legal authority is offered a consent form stating the various activities involved and the purpose of the study. They further are informed of the reasons for being selected which can elicit better cooperation and collaboration for the success of the study. The details of the study are well explained so that the participants are clear about the aim, methods and the reasons for the study.
The researcher’s experience with children helps in the research process. This facilitates rapport to get the required information. The rapport ensures cooperation and willingness of the participants to give dependable and sufficient data that are relevant to the study. The participants are given the freedom to withdraw during the research process if they wish to do so. This makes them more spontaneous and free to participate in the process.

Throughout the study the researcher practices openness and honesty to assure the research participants that their security and safety is of utmost priority. In the initial discussion all these matters are discussed freely to their level of understanding using the local language as per requirement. The researcher, being fluent with the local language as used in the street context and knowing the life styles of children living in the street contexts finds easy to understand the population with the various issues that are associated with children, families and the process of rehabilitation.

3.3.8. Confidentiality
The members of the population are assured of complete confidentiality which is maintained through the entire research and even after the research is completed. To secure confidentiality the names are changed and kept away from the findings. The final report carries only whatever that may concern the study. The researcher keeps the participants informed of the progress and a copy of the findings is sent to them and the guardians to emphasize that all the information obtained has been accurate and properly credited. Basically it is a process of trust building which is achieved and kept going right through the project giving due respect to individuals.

3.4. DATA COLLECTION

Data collection took a period of two years. The various procedures have been followed to keep the research norms to get the best desired result. Observations have been conducted in street situation, open shelters and in foster care homes. Interviews are done and later focus group discussions are conducted. Children who are able to write also are asked to write their experience of their earlier life, street life and the process of mainstreaming. Thus, the
methods used are interview, focus group discussion and observation. These methods focus on personal accounts, observations, description and individual insights. This study employs the combined approach to overcome the limitations of different approaches.

3.4.1. Field Work

The researcher begins spending time in street situation. He starts observing children while they do various jobs or play games. Slowly he becomes part of their group for discussions and assistance in essential care especially medicine. He assists many of them to get back to their own homes or to get them admitted to open shelter and to foster care homes where they can be mainstreamed. As the study progresses the researcher visits the drop-in centers, open shelters and foster care homes. His familiarity with the children and the staff members makes the work easier as they accept him as part of their life. Required permissions are sought for while meeting children in care situations.

The field work is limited to street areas, drop-in-centres, open shelter and foster care homes. Close accompaniment enables the researcher to collect valid data very systematically. The field is well known to the researcher as he has been in it for the past fifteen years. Many of the people including children are familiar with the researcher. Some children have had long experience of the street and then got mainstreamed. As there are senior children in the study the study is more relevant and credible.

Cross-sectional study is organized of children who are still living in street situations and children who have welcomed interventions. The first group has street life experience while the second group has experiences of the street situation and mainstream life experiences through psychosocial interventions. The data collected is used for a comparative study. Interviews and focus group discussions are conducted with the selected population.

By and large street children are known to be unsteady, restless and constantly on the move. At times they do not fully cooperate in the project. However, the support of staff members who have been with them and the senior children who have a good rapport, assist in getting the required data. From the second group which is rehabilitated street children, the researcher gets more cooperation and study is well enriched as they have developed sufficient mental powers to share about their life and experiences. The researcher uses
multi-method approach to collect the data from the children in street situations such as semi-structured in-depth interviews, informal interviews, focus group discussions and observations.

3.4.2. In-Depth Interview (IDI)
For the current study interview technique is with structured and semi-structured interview schedule. In structured interview the entire process of interview is conducted in a formal atmosphere with proper recording facilities. This is done with due permissions and giving sufficient space for the participant for easy interaction with breaks and snacks taking care of their requirements. Semi-structured interview is in street situation where they actually live, to get the best details in their context. Only people who give permissions are allowed to be part of the interview. The researcher started with structured interview but with the experience he realized that in dealing with children from the street it is more effective to have semi-structured interview.

3.4.3. Focus Group Discussion (FGD)
Once the first phase of interview is over focus group discussion are organized with the participants of the interview. They are briefed once again the purpose of the study and the interview. Lively discussions are created which substantiates the earlier findings. The children are selected as per their willingness, cooperation and interest in the research.

FGDs are conducted at different levels of the study discussing the findings of the study as the study progressed. Once the study is completed all the findings are shared with the group and the researcher finalizes the topic with the consent of the children. Initial FGD is with six children from the specified groups. Later on the same children do not form the FGDs as they are not available; however the categories of children are the same in all the FGDs. It is also noted here that some of them are part of the study in all the FGDS.

3.4.4. Observation Method (OM)
While interviews and focus group discussions are in progress, observation method is applied to understand the children more deeply. A checklist is made to make the observation easier. The researcher choses appropriate places where children do move around freely and get engaged in various activities to make the study more objective. The
application of observation method is done with careful planning and proper written guidelines. The researcher finds it easy as he has been part of the street life observing many cases that he comes across while he spend long hours in street situation.

3.4.5. Experience Writing
Many of the children in the street situation are unable to write. Children who left the street and who are mainstreamed are able to read and write. They are able to assess and evaluate their life with the education they received. They are given a set of guidelines and they do write their experiences which helps the researcher in the phenomenological method. Children who volunteered to be part of the study are called to a room. Once they are informed of the purpose, the topic and work expected of them they are offered paper and pen and time as per their requirement to write their past and present experiences. Once the researcher reads through the writings of 19 boys and 15 girls he realizes that many of the themes are repeated. To make the study more in-depth he selects the children who have the longest experiences of street life. To keep gender balance three writings of boys and three wirings of girls are taken for analysis.

3.4.6. Interview with Key Informants
Key informants are people who have spent seven years or more with children in street situations and in the rehabilitation process, inspiring them towards mainstream life. Interviews are organized with them to discuss the study procedures, the topic and the findings of the study. The interviews with them further corroborated the experiences of the children and the researcher. Their contribution is of much value as they accompanied many children from the street to the mainstream.

3.4.7. Field Work Conclusion
The data gathered is assessed on a regular basis. After sometime there is repetition and the data collection gets saturated. Once the researcher realizes that the data collected are being repeated he concludes the data collection. He thanks all the participants and assures them that he would get back to them on regular occasions to share the progress of the study. He knows that he is not able to meet all of them but representatives can be met to get the required accompaniment for the study.
3.5. INTEGRITY SAFEGUARDS

The researcher takes into consideration different aspects of respect and integrity as regards the participants and the findings. Assistance from grass root level workers in the street context is sought to assist the researcher at various stages. They accompany the research right up to the last stage and they are also informed of the findings. The children are given timely information regarding the process and the progress.

3.5.1. Ethical Issues

The researcher made initial approach to gain the consent of the participants. No one is forced to be part of the study and everyone had the freedom to leave the study group at any point of time. The care givers are actively involved in the study and they assist children in their care to make them understand the need, value and purpose of the study to get their full consent. Every child participant is informed of the study and they are old enough to understand and make a decision to be in the group. In fact, all those contacted in the beginning are not part of the study.

The children in streets have their spokesperson adults who are already working with them since years. They have full trust in them and they depended on them for many essential facilities. Anonymity and right to withdraw are well explained initially. The finding is not to bring any harm to anyone and there was assurance of respect for every individual person.

3.5.2. Reliability

Children in the street are spontaneous. They express freely with people who have shared their lives and more with people who have contributed to their life. Focus group discussions add on to reliability. Interviews are conducted in the presence of other children or care givers. Many children are part of the study but only some are selected as most of the information is being repeated after some interviews or content writing. The researcher uses limited number interviews, focus group discussions and observation reports as he finds the
saturation point. The results are reliable as it is emerged from three different types of study methods. In similar situations a different type of study would bring out similar result. The researcher re-checked the data with others who are in the field.

3.5.3. Validity
The researcher kept the key informants in regular contact to assess the validity of the test done and the procedure. Care is taken for maximum objectivity. As the selection is done without prejudices and that all are given sufficient freedom to express their experiences the findings are valid. The participants are met in friendly and free atmosphere according to their convenience. They are met two times or more during the time of the research at different occasions. Children are offered full freedom to express themselves. The care givers are part of the field study. Their presence assists the participants to be open and sincere.

3.6. DATA ANALYSIS

The data gathered is analyzed based on the different themes that have evolved. The selection or formulation of theme is an ongoing process. The phenomenological assessment and the ethnographic assessments are used to explain the themes that have evolved. Ethnographical study included personal experience of the researcher, observations and interviews. It is done in various stages.

Having done the data collection the researcher follows phenomenological and ethnographic methods for analysis and interpretation of the relevant data from the field. This assesses the measure to which psychosocial interventions have healed and empowered street children of Kolkata. Thus, the researcher is lead to the statement of facts and fulfills the objectives of the research. The findings seem relevant and the proposals are meant for similar situation to assist children. The triangulation tool assessment which is explained in chapter five further confirms the findings of the research.
3.6.1. Process
The process began by getting familiar with the recorded data, written data and observation reports. Further observation, ordinary conversation and various assistance offered helped in the process to become familiar with the data and the people who lived in street situations. Special focus is given to children as they are the targets of the study. The study population with others related to the field is regularly consulted as the research analysis was in progress. People who are more familiar with the language and street situation contributed their share in transcribing and translation.

3.6.2. Basis of Analysis
The researcher keeps the focus on the statement of problem of children in street habitat. Their future which is linked to a nation’s progress continuously assists the researcher for a deeper study.

3.6.2.1. Research Problems
Three questions guide the whole research process. The first seeks to know the status the children in the street with all its stings that affect their growth process as human beings. It assesses the negative impacts and the ways in which they can be mended. The second question is based on the experience of the researcher that psychosocial interventions can heal children. He makes a study of his statement through phenomenological and ethnographic methodology. The third question poses the steps that can empower children to be part of the mainstream society.

3.6.2.2. Objectives
People do have rights. The structures of society offer proper ambience for people to avail of their rights which eventually leads people to fulfilment. The study comes across many who are deprived of their rights and they suffer in the absence of protection of human rights. The focus of the study is children who are living in street situation who are socially excluded and marginalized. The main objective is to search for interventions that can bring fullness to the life of such children by healing and empowering them. The research is regarding children who are forced to live in negative social situations that prevent them
from wellness. Those who suffer with acute problems need professional support and it is not part of this study.

The study assesses the mental health of children which affects their social living. It goes on to study the possibility of healing through psychosocial interventions. The search is also made to assess the possibility for empowerment of children living in street habitat. The study result is verified by assessing the emotional wellness of children in street habitats and children who are in the mainstream having left the street habitats through psychosocial interventions.

3.6.3. Exploration of Themes
The researcher keeps reading and reflecting over the data being collected regularly. Many themes emerge from the writing of the children and the data collected from the field. The interview and the writing of the group assist the researcher to explain the different themes of the study.

3.6.4. Re-examining Themes
The themes compiled are re-examined. They are fine-tuned to avoid repetitions and to merge or eliminate the minor themes. The researcher met the respondents to discuss with them the different themes that emerged. Being a close group they are free in talking about their experiences. Every theme is discussed and those themes that all of them or most of them accepted are made part of the thesis. To explain them the groups suggested the various parts of the field data and it is accepted by the researcher. Children are able to suggest apt passages from their own writings as they became familiar with the themes and their writing.

3.6.5. Compiling Report
The final analysis is done keeping in mind the principles of validity and reliability. The researcher makes use of the field work notes, data collected from the phenomenological and ethnographic methods and extracts from the review of literature to explain the themes that have evolved. They are explained relating them to the research objectives. The research questions are answered in the course of the explanation of the themes.
3.6.6. Evaluation

The study is evaluated basing on the methods used and finally with the tool of Schutz. Ethnography by its nature is fundamental and exploratory. It is a study based on the grass root level work where the researcher shares the life of the study population. Hence it is a valid study. Together with ethnography, phenomenology enriches the study as it takes care of the experiential learning of the individuals concerned. Every human being having the capacity to reason is able to add on to the knowledge bank.

During the final stage of the research the findings of the study are shared with the population and the key informants. They added their suggestions and it is incorporated into the thesis to give the final touches to the writing. The key informants contributed much as they are adults who lived or accompanied the process of rehabilitation.

3.7. SOURCES OF DATA

The researcher finds sources of data in the field as well as in libraries. His experiences of the past enable him to get into the lives of people who helped in the process of collection of the data. The libraries visited in the different part of the country and the interactions with the professionals in the field helped the researcher to have access to sources in different places.

3.7.1. Primary Data

The primary data is derived from the field work extended to two years at different intervals. The researcher visits different streets and its surrounding many times during the research period. He meets many children and adult street dwellers, shop keepers and other stakeholders who collaborate with him for the study. He conducts interviews, observations (participant and non-participant) and focus group discussion in the streets, open shelters and in foster care home situations. The researcher meets key informants who have lived with and accompanied many children from the street to the mainstream.
3.7.2. Secondary Data
The secondary data is gathered from the findings stated in published articles and books. The researcher consults various write ups from reports, magazines, newspapers, films and internet sites which are related to the research topic. He visits the libraries of different universities, colleges and other public places in search of information from various sources. As the researcher is involved in teaching allied subjects he comes across relevant information from the students and his colleagues.

3.8. LIMITATIONS

The numbers are large as regards the existence of children in street habitats. The researcher takes data only from a limited number as sample population following the methods. The area is limited to Kolkata with its twin city Howrah. As the children living in street situations are mostly illiterate, some of the responses seem limited. Though it is an in-depth study, the respondents may not reach up to the expectations and so the result may have its own limits. Since the study is based with children in street habitats and many of the respondents are not able to express, the care givers assisted them and they may have had their own biases.

Phenomenological and ethnographic studies have their own limits which are explained below. Absolute uniformity in the samples is not possible as some children have lived for a long time in the streets, while some have lived only for a short while. The researcher may have some biases as he has lived in the situation for 15 years. To reduce the influence of such a bias the children and the key informants assist him in the final analysis. In the same way some children take longer time to complete the process of rehabilitation through psychosocial interventions. However, the children who are healed and empowered are able to contribute much to the study.
3.9. PHENOMENOLOGY

Phenomenology is a reflection of lived experience of human existence. The reflection is expected to be free from theoretical, prejudicial and suppositional intoxications. Phenomenology helps the researcher to see meaning within the action by entering into the heart of things (Manen 2007).

3.9.1. Origin of Phenomenology

Historically phenomenology is seen as a movement that progressed from philosophy to social sciences (Laverty 2003). It is dynamic and evolving. It has its origin in Kant and Hegel. However it is taken forward more clearly by the German Philosopher Edmund Husserl (1859 – 1938) who is often known as the father of phenomenology (Laverty 2003). It is in the context of ideological crisis in Europe with capitalism having its breakdown with the world war one (1914-1918). The ruling ideologies and cultural values were in deep trouble. Philosophy is caught between positivism and subjectivism. Forms of relativism and irrationalism are rampant and the answer to the problems of the time seemed to be phenomenology (Groenewald 2004).

Husserl did not accept the methods of natural sciences for psychology as human beings do not react automatically to external stimuli but responds to their own perception of what these stimuli mean. He felt that researchers need to go beyond the external, physical stimuli and accept them in the specific context (Laverty 2003). Phenomenology is basically the study of lived experience of the life world. It emphasizes the world as lived by a person and not the world or reality as something separate from the person (Laverty 2003). Husserl does not accept that objects in the external world exist independently and he also holds that the information about them as not reliable. On the contrary he accepted that people can be sure of the object as they appear to their consciousness. He talks about the external world as valuable in as much as they become contents of personal consciousness. He begins with pure ‘phenomena’ as the starting point of knowledge (Groenewald 2004).
Thus, the aim of phenomenology is to return to the concrete reality which is linked to intentional nature of consciousness or the internal experience of being conscious of something. The person needs to be there and dialogue continues between the person and the world around which can lead to new knowledge. For Husserl study of phenomena is to focus as they appear to the consciousness. He viewed consciousness as co-constituted dialogue between a person and the world. He considers grasping as an intentional process thus assuming intentionality and essences as the keys to the researcher’s understanding of phenomenology. Intentionality lead the mind to the object of study thus conscious awareness becomes the starting point in building one’s knowledge of reality (Laverty 2003).

3.9.2. Social Phenomenology

Martin Heidegger (1899-1976), a student of Husserl introduces the concept of ‘Dasein’ or ‘being there’ and the dialogue between a person and the world around. He with Husserl talks about exploration of the “lived world”. The idea is taken further to the social field by Alfred Schultz (1899 – 1956), stating the idea that the human world comprises of various types of meaning. Heidegger is the proponent of existential phenomenology and it is taken forward by Jean-Paul Sartre (1905 –1980) and Maurice Merleau-Ponty (1908 – 1961). In Phenomenology the researcher describes the facts as accurately as possible without any addition or pre-conceived ideas. It is an understanding of social and psychological phenomena from the perspective of the people involved and in the current study it is children who have been in the street habitat (Groenewald 2004).

Husserl talks of phenomenology as pure philosophy while Alfred Schultz turns it towards the way in which ordinary member of the society attend to their everyday lives. He develops social or empirical phenomenology. In this study the lived experience of people is taken into consideration. Phenomenal always communicate as we come across poets and painters. They can be called phenomenologists. Everyone who is able to share insights with others can be in the group of phenomenologist (Groenewald 2004). Phenomenology does not talk of or prescribe techniques or steps as it would go against the integrity of phenomenon. However it follows some guidelines. It starts with the synopsis, description of the location of the research participants followed by the data gathering methods leading to data storage (Hycner 1985 & Finlay 2009)).
3.9.3. Guidelines
Phenomenology involves the use of thick description of experiences as lived by people. The description is analyzed to create meaning following logical step which can elicit scientific knowledge (Starks & Trinidad 2007).

3.9.3.1. Field Work
Field work is in two parts: interviews and content writing. Interviews help the participants to express themselves as they are assisted by the interviewer. This helps children still in street situations as they are not able to write much due to illiteracy and lack of patience or consistency. Those who are able and willing are asked to write about their experiences. Some of them know writing while others do not have the patience to write about themselves and their experiences. Hence the researcher chooses to have in-depth interviews which is recorded, written and translated (Larsson & Holmstrom 2007). In the interview they are asked to relive their experiences prior to street life and their street life. The second group is asked to write about their experience of being in the village, street situation and the process of rehabilitation or mainstreaming. They share their experiences of hurt, healing and empowerment.

For the current study the language mostly used is Bengali and few children are found to be more at ease with Hindi. Most of them are not able to understand and speak in English. Thus, most of the writings and interviews are in Bengali or Hindi which are commonly used in the city. As the researcher is proficient in both the languages the interviews are easy. While interviewing the girl children, they seemed hesitant to talk freely of their experiences. Hence female care givers who are familiar to them assist the researcher in the interviews and focus group discussions.

3.9.3.2. Transcription
Once the field work is done the recorded materials are transcribed into the local language noting significant non-verbal and para-linguistic communications. Once transcribed it is counter-checked by a care giver for clarity. Then the matter is translated into English. The translations are done as literal as possible. A margin is kept for comments and to add notes (Kafle 2011 & Hycner 1985). The translated work is given sufficient space for comments.
and notes which can eventually help as the analysis progresses. The translated work is further scrutinized by a language expert who knows both the languages to get the maximum benefit by keeping the translation as faithful as possible to the original text.

3.9.3.3. Bracketing
The data gathered is accepted with openness to whatever meaning that emerges. The researcher with his mind set is prone to spontaneous responses. They are bracketed or kept aside for the event to emerge as a meaningful whole. It is important to enter into the world of the research with total openness and understand the world as he understands rather than what is expected by the researcher. A presupposition-less state helps the research (Hycner 1985). The researcher brackets the outer world as well as individual biases to achieve successful contacts with essences. He is aware of his knowledge of the situation. He makes an effort to receive the knowledge as the text communicates without adding his own background and experiences. The researcher gives great emphasis on the intuition as he understands the experiences of children. When he finds similar intuitions or thoughts as regards experiences of children he makes a synthesis and that helps integration of the variation in the essences of interest (Laverty 2003).

3.9.3.4. Phenomenological Reduction
It is a conscious and effortful opening of the researcher to the phenomenon as it is experienced. It is not compared to any past experience or existing theories. The phenomenon gets its own right with its own meaning and structures. An attitude of openness helps the researcher to know the inherent meaningfulness. It is to be noted that pure objectivity is considered impossible unlike in natural science. In social science it is a radical reflection which means consciousness of its own dependence on an unreflective life and it can be checked with others in the committee or other care givers who have similar experiences of working with children in street habitat (Hycner 1985).

The researcher elicits knowledge from the experiential sharing of children. He shares and discusses his findings with children and adults in the context. This is to clear the biases that the researcher may have regarding children and their experience. As the study progresses the children, the care givers and key informants travel along with him which helps in the objectivity of the findings.
3.9.3.5. Listening to the Interview
As a first step to listening, the researcher brackets his interpretations and meanings and then he listens to the data several times. Special effort is made to listen to the non-verbal communication, which include intonation, emphasis, the pauses and the various specialties pertaining to each person. A journal follows these to help bracketing. The researcher meets the participants many times during the period of the research. Since children from the street are not always easy to contact on a regular basis he meets other children who have given consent to be part of the study. He sits with them and shares his findings. In all the talking and discussions the ideas evolved are same and confirming certain amount of commonality in their views of life, past experiences and experiences of the mainstream society. This helps the researcher to know how children experience and understand the world around them (Larsson & Holmstrom 2007).

3.9.3.6. Delineating Units of General Meaning
It is a tedious process to know the mind of the participants. In the rigorous process every word, phrase, sentence or paragraph is pondered over to elicit participants meaning. In the meantime the researcher takes care to keep side presuppositions through bracketing. Through this process the researcher tries to understand what the client meant in his communication. He stays very close to the data. Care is taken to keep the research question in mind to keep focused to get the relevant data. He tries to interact with the phenomena as expressed by children and strives to create meaning. The phenomenon can be perceived in an infinite number of ways. In the process of creating meaning only limited number of ways of understanding can remain. The researcher keeps the ‘what’ aspect to know the subject’s focus while the ‘how’ aspect to describe the meaning created (Larsson & Holmstrom 2007).

3.9.3.7. Triangulation
Phenomenology can be termed as subjective since human interactions are not possible or very difficult bracketing the mind of the researcher. However, due respect is given to the knowledge elicited from the analysis. To verify further key informants are brought into the research field in terms of discussions or interviews. This helps the researcher further to filter the true or valid knowledge from the research process. The informants are people
who have been part of the rehabilitation process of children from street habitat for more than five years. They have the sufficient time and expertise to help the researcher to eliminate whatever may be subjective and get to keep the focus on the real findings from the research. Data that may seem redundant are eliminated. The informants participate voluntarily and they could leave the study at any time. They are also assured of confidentiality (Larsson & Holmstrom 2007).

3.9.3.8. Cluster Units of Relevance
This study puts into words the experiences of people. The phenomena that the researcher comes across are described as suffering, wellness, learning, alienation, anxiety, loneliness and such similar experiences. It is important to take into consideration the language which takes the researcher closer to the phenomena and its essence. At times these can take the researcher away from it. However language is the vehicle that communicates meaning and allows us to understand the lived experience of people (Dahlberg 2006).

While analyzing the text similar words or words with similar meaning emerge. Wherever required the participants are called back again to know what they really meant to verify the understanding of the researcher. Once the ideas are verified they are clustered into group for better understanding.

3.9.3.9. Phenomenology of Children in Street Habitat
The researcher in his life with children with varied interaction and presently involved in theorizing practical or field data is convinced that children in street habitat and children who are mainstreamed have enough data for a new knowledge and that lead him to be with the group to collect the necessary data. Phenomenological methodology is considered very apt to elicit experiential knowledge from the field actors. In the current type of study the he is part of the study with his own presuppositions. He keeps himself off as far as possible from the presupposition and steps are taken to collect objective data. He intends to gather data regarding the way children have progressed to the mainstream from a street situation.

3.9.3.10. Choice of Research Participants.
According to Hycner (1985) phenomenon dictates the method and not vice versa. Snowball sampling is used to select participants who have the experience of street life and
psychosocial intervention experiences. After discussion with caregivers, street workers and NGO the process and the type of participants was finalized. The pilot study directed the researcher to the further choice of participants. The numbers are not decided in the beginning. As the research goes on, a point of saturation is reached. However, he continues discussion with more and more similar category of children and adult for the two years of research.

Children who are able to express in writing are selected and asked to write down their own experience of being in the village situation, street situation and foster are home situation. Most of them are still studying, and as they are academically sound, they are able to express their feelings. Their writings are interpreted following the guidelines of phenomenological method. The children are told the purpose of the study. They are promised the necessary confidentiality so that they feel easy and free to be part of the study.

### Table 3.1

<table>
<thead>
<tr>
<th>Data collection method</th>
<th>SHG</th>
<th>SHB</th>
<th>FCHB</th>
<th>FCHG</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>FGD</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Writing personal experiences</td>
<td>x</td>
<td>x</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

### 3.9.3.11. Ethical Consideration

Ethical consideration is seen with consent being taken from every participant in the following points.

a. The children involved are told that they are participating in a research
b. The aim of the research is communicated to them.

c. The participants are made aware of the procedures followed in the research.

d. They are told of the expectations of the researcher which involve their time and efforts leading to the possible benefits.

e. The participants are given the freedom to join, continue and discontinue with the research programme.

f. The participants are assured of confidentiality which give them full freedom and that elicit free interactions (Groenewald 2004).

g. Being an in-depth study it is time consuming and a limited number is required following snowball and purposive sampling. Interviews, observation and content writing are used as tools. The caregivers are involved in different setting as a form of triangulation to validate the date collected. Data-collection continues until the topic is exhausted or saturated, that is when interviewees (subjects or informants) introduced no new perspectives on the topic (Groenewald 2004).

3.9.3.12. Data-gathering Methods

The specific ‘phenomena’ (from the Greek word phenomenon) means something that is shown, or revealed, or manifested in experience (Blackburn 2008). In the study phenomenology is used for rich descriptions of the phenomena and their setting. Actual research questions are put to the participants with all its explanations for eliciting the data for the new knowledge. It is important to mention here that the findings may or may not prove the statement as enquiry does not mean looking for answers (Groenewald 2004).

Structured and non-structured in-depth phenomenological interviews are conducted with the children and caregivers based on life in the street and the various interventions given at different stages or occasions. The questions are directed to the participant’s experience, feelings, belief and convictions about the theme proposed through the title of the research.

Bracketing in this study entails in asking the participants to set aside their interpretations of the past while in the process of rehabilitation and the values they have imbibed or see as they lived together with care givers and peer group taking part in the various activities that are internal and external. The researcher focuses on the changes in the participants and the
mental process that goes on within them. He helps them to describe the lived experience free from the constructs of the intellect and society.

The second form of bracketing is where the researcher brackets himself with his preconceptions and enters into the individual’s life and uses the self as an experiencing interpreter (Groenewald 2004). Husserl called this as the freedom from the suppositions (Groenewald 2004). It is a process of thinking away from the natural interpretation of an experience to concentrate on its intrinsic nature (Blackburn 2008). The interview conducted is reciprocal and details vary from person to person. It is a dialogue that leads to collection of data regarding the theme of mutual interest.

The researcher’s effort is to understand the world from the subject’s point of view to unfold the meaning of their experiences. The root of phenomenology is to understand the phenomena in their own terms to understand in the way the person has experienced to allow the essence to emerge keeping the maxim of Edmund Husserl ‘back to things themselves’ (Groenewald 2004, p. 13).

Memos and field notes are used with discretion as part of data collection. While analysing the data the required difference is maintained between descriptive notes and reflective notes such as impression and feelings.

3.9.3.13. Data-storing Methods
Written materials are organized with names and dates. It is maintained in a file. Audio recording is done with proper labelling per name, time and date to transcribe them. Key words and phrases are selected. Possible failure of the equipment is taken care by having copies. Field notes are taken to support memory that can fail. It is taken without delay for better accuracy. Recordings are done without judgment.

3.9.3.14. Explicitation of the Data
In phenomenology the term data analysis is substituted with the term explicitation. Data analysis may not see the phenomenon as a whole. The term analysis normally understood as breaking the whole into parts for easy understanding. For an effective interpretation of the data in phenomenology, the phenomenon has to be understood as a whole.
Explicitation involves investigation of the constituents of a phenomenon keeping the context of the whole (Groenewald 2004, p. 13).

Phenomenological reduction ‘to pure subjectivity’ is a deliberate and purposeful opening by the researcher to the phenomenon ‘in its own right with its own meaning’. It is seen as suspension or bracketing out by which the person does not take any side but keeps his own presuppositions to enter into the unique world of the informant or participant. The researcher does not allow his own interpretation and meaning to influence the interpretation. He listens to or reads the data gathered to understand the unique and personal experiences of the research participants (Groenewald 2004).

The researcher extracts statement that illuminate the researched phenomenon keeping away his or her own presuppositions to avoid inappropriate subjective judgments. Careful scrutiny helps to keep only relevant meaning. The researcher analyzes the content a number of times keeping in mind the non-verbal clues that are taken note of during the interview or collection of data (Groenewald 2004). Rigorous examinations and interpretations help him to cluster them according to different themes. He brackets his presupposition in order to remain true to the phenomenon. Creative insight of the researcher adds to the quality of the research by proper choice of the themes that occur in the experiences of the different participants (Groenewald 2004).

The researcher reconstructs the inner world of experience of the subject. Each individual is unique and the experiences are unique. However, through validity check by considering the informants or caregivers he makes summary statements (Groenewald 2004). The next is to find the common themes in different individuals as well as find out variations in them. Thus, he is able to transform the information into knowledge. The subjects study the summary and they further validate it to make sure that the researcher has been true to the experience of the subjects (Groenewald 2004).

Once themes have emerged they are further discussed with the respondents. They add on to enrich the set of themes and to offer apt passages from their writings to explain the themes.
3.10. ETHNOGRAPHY

Ethnographic approach to the research helps qualitative data collection and analysis. It is useful to delineate patterns of human action in the field work (Altheide 1987). To be an ethnographer the researcher has to be part of the group. He volunteers as a staff member and he gets into the life of the children. Being with them and taking part in different activities he makes scientific observations which are used for the study. He plays with them, eats with them and works with them. Observation is conducted as a participant and as a non-participant. As a volunteer he takes part in various activities.

3.10.1. Applicability of Ethnography

Ethnographic research emerges from the discipline of social and cultural anthropology. It offers a thick description and interpretation of a group keeping in relation to the society. Human behaviour evolves in a cultural context. It analyses the beliefs, practices, artefacts, knowledge and behaviours of any group of people (Bresler 2010). Here it is important to understand culture as a context within which social events, behaviours, institutions or process can be intelligibly described (Harrington 2002 & Bresler 2010). Ethnographer writes about people. He needs to decide how the story is to progress. He is able to explain the richness of the data.

The process of examining practices and behaviours of a group of people implies that ethnography is field-oriented and naturalistic. In it one gets immersed in the culture and balances the insider and outsider perspectives. The researcher stays at the site for considerable amount of time observing, interviewing and participating in various events of the group that is being studied (Bresler 2010). The issues uncovered are derived from a combination of two perspectives – insider’s and that of the researcher. Nothing is to be taken for granted. Ethnographer begins from very ordinary events. The researcher/ethnographer discerns the details and the generality that are necessary for credible descriptions (Bresler 2010).
To keep an outsider’s perspective the ethnographer is expected to examine cultures/groups other than their own. In the present study the researcher has been part of the social organization for rehabilitation for children in street habitats for fifteen years. He continues that by visiting the street situation on a regular basis and having regular interactions through observation, interviews and content analysis.

3.10.2. Presence in the Context

The ethnographer is required to spend a significant amount of time in the field. Ethnographers immerse themselves in the life of people; they study and seek to place the phenomena studied in their social and cultural context (Myers 1999). There needs to be prolonged engagement in the setting. He needs to stay long enough to see the activities or life style. He uses different methods to collect the data from the field and the strength lies in ‘triangulation’ (Bresler 2010). Researcher is the key instrument in ethnography. He spends prolonged engagement in the settings. In ethnography the data sources are supplemented by data collected through participant observation. Ethnographies usually require the researcher to spend a long period of time in the field with the population (Myers 1999). Ethnographers involve abstractions of actual experience. They choose that phenomena that are worth putting them into words. Ethnographer chooses the content and the validity is clear as the process is well defined (Aptekar 1992).

In ethnography the researcher is permanently the research tool. All data are filtered directly through the eyes of the data collector, and the results may seem personal and individualistic. It is overcome with personal discipline which recognizes that the observers are also research instruments (Borman 1986). The researcher makes explicit the subjective aspect of interaction with the study participant building in into the research design. He constantly monitors the participant perspective on conceptual as well as concrete phenomena. Use of external criticism helps in objectivity (Borman 1986). The researcher seeks commentary from other researchers, mentors and colleagues for further clarification of the concepts which can regain insight into phenomena to which the investigator is too familiar (Borman 1986). He, being very familiar, constant interaction is maintained with the others who are in the field. Initial information gained or conclusions reached are considered tentative for further verification. There is constant need for triangulation to avoid subjectivity.
3.10.3. Data Collection

Data is collected through participant-observation, interviews, documents and informal social contact with the participants. Ethnographic research is one of the most in-depth research methods as the researcher stays at the site of a long time. He sees what they do and what they say about what they do. Thus this method is well suited to provide good information which give insights into the human and social aspects of human beings (Myers 1999). Each child can be seen as a product of circumstances (Aptekar 1992) and the person evolves characteristic that can help survival in the given situation. Thus a child in street situation gets into street habits which are not wanted in the mainstream society. The study analyses the different reasons why the child is seen in the streets and the various habits that are formed by being in the streets.

In participatory observation the researcher discusses various issues that caused them to reach the street. They discuss their past and that enables the researcher to understand them well. They exhibit the various problems they face in different situations. Meeting children and being with them in different situations and at different times helps the researcher to understand them better. The children live on their own facing the various adversities that confront them in the street situation. They develop skills for survival and eventually if the child is helped those skills could probably be used in the mainstream society (George 2014).

3.10.4. Advantages

Ethnographic research is highly valuable as it is an in-depth study. The researcher is expected to be in the field for an extended period of time. He is able to see and experience events in peoples’ lives. With his conscious presence he is able to understand the people, the organization and the context of their life (Myers 1999). The person experiences the joys, sorrows, dilemmas, frustrations, routines, relationships and risks that are part of their daily life. The profound strength of Ethnography is that, it is considered the most intensive and in-depth. The varied information that is gathered can challenge the assumptions. Thus the researcher does not take anything for granted but sees the actual situation and enriches the study with valid information and knowledge (Myers 1999).
3.10.5. Limitations
Though ethnography has many advantages it is also with disadvantages. It takes longer period of time and can be more taxing for the researcher (Myers 1999). In spite of the demands of ethnography it is very productive considering the amount and likely substance of the research findings. As generalization is done from one case study to theory so it is possible to generalize from ethnography to theory. The arguments in favour of case studies can be applied to ethnography as well (Myers 1999). It is said that the researcher is unable to avoid personal impressions and their own biases from the data collection, analysis and interpretation (Borman 1986). Researcher is the filter and interpreter of the data. Personal discipline can assist the process and make the research valid. A rigorous and self-conscious examination of the bias can reduce subjectivity (Myers 1999).

3.10.6. Ethnography in Practice
Ethnography depends on personal experiences and perceptions of individual researcher. The main method used is participant-observation as the researcher immerses himself as part of the group to interpret the group’s experience (Harington 2002). It is important to get credibly authentic account of the participants’ behaviour and beliefs. There has to be a clear path between participation and observation. The researcher needs to be immersed to know what is being talked about and being separate enough to offer critical analysis. He has to gain trust of the research participants. To ascertain credibility depth of participation is required. The longer the time spent the better can be knowledge gained. It is important for the research to be immersed as well as remaining separate which can help in critical view (Harington 2002). The present study is strong on participation and analysis with the help of other researchers, clients and colleagues.

Having discussed ethnography so far it is noticed that there are various approaches to doing ethnographic research. Ethnography is a way of describing the real world. This consists of preparation for field work, taking care of ethical issues and actual writing the situation as experienced (Myers 1999). The field notes are written on a regular basis. They include observations, impressions, feelings, intuitions and questions that may emerge while being in the field. Regular field notes are taken to avoid depending on memory. Field notes are very useful for ready reference and accuracy of information (Myers 1999).
Interviews are written immediately or recorded and written. Delay can lead to forgetfulness. Regular reviewing is important as the research progresses. The ethnographer/researcher has been part of a movement that began in the major railway stations of Kokata and carried on to street situations. He has been part of a group that fends for them. They have had no option but to be marginalized. He spends time with them in street corners, railways platforms, yards, shops, movie halls, restaurants. He has had meetings with them while having meals, while searching the trains, while getting ready to sleep, while cooking. He has taken part in the various activities – rag picking, meals, movies, cooking, playing games, picnics, watching movies, in the general chores, workshops and all activities the children were involved in, while being in the streets, shelters and foster care homes.

3.10.7. Evaluating Ethnography
One of the ways of evaluating is by seeing the novelty in the writings. At times newness can be subjective. But the ethnographer needs to collect the data carefully and be convincing sufficiently with the writings which becomes the challenge (Myers 1999). The researcher takes along with him different participants who have consented to be part of the research. He shares his findings with them in the process of data collection. He is able to meet other adults who have had similar field exposures who are part of the research as informants.

A second way is by checking if the material/data collected is sufficient. It depends on the period of time used for collection. Multiple viewpoints can be helpful (Myers 1999). The period spent by researcher is quite long. He has had living in experience with children in street situation for fifteen years. However the actual field data collection is for a time period is 24 months. His past experiences with children make the work easy as the situation is familiar to him. The many who complied to be part of the research are easily contacted due to the past experience of working with similar people in the field.
3.11. INTERPERSONAL ORIENTATION

The fundamental interpersonal relations orientation is a theory developed by Schutz to aid in the understanding and predicting of how high-performance military teams would work together. In developing the theory, he began with the premise that ‘people need people’. He used the term *interpersonal* to indicate any interaction, real or imagined, occurring between people. He used the term *need* to describe a psychological condition that, if not satisfied, leads to a state of discomfort or anxiety (Schutz 1966).

The three dimensional theory of interpersonal behaviour of Schutz states that congruency is required for every human person in inclusion, control and affection. His basis for the theory is ‘people need people for three kinds of relations’ (Schutz 1966, p.1). He further states that people need people to receive from and to give to and he calls them under two headings: wanted behaviour and expressed behaviour. He explains them as needs that are interpersonal which is inherent in everyone (Schutz 1966). He says that environment affect interpersonal behaviour. The behaviour can be ranging from psychological comfortable relation with everyone to no one. There is also a range between eliciting close relationship from other and never eliciting close relationship.

In the inclusion category there is the under social, over social and social. People having behaviour patterns that are under social and over social may be lead to inclusion pathology. As regards control types there can be *abdicrat* (submissive), autocrat and democrat. Those who are *abdicrat* and autocrat can be led to control pathology. Affection can be under-personal to over-personal or personal and can lead to affection pathology if not in balance (Schutz 1966).

This tool is used to assess the emotional wellbeing of children who are in the street situations and who are in the mainstream from the street life. The study explains the result of psychosocial interventions as it is a comparative study. Children who are deviated in the three areas of inclusion, control and affection get harmonised through the various interventions. The details of the study with its results are explained in the chapter six.
3.12. CONCLUSION

The researcher is motivated due to his experience with children (marginalized, middle and upper middle class) having a right based attitude in all that he has organized with them. Having been in the grass root level, meeting children who are dying in the streets and the few who have been rescued and helped to reach respectable and responsible heights in society, the motivation is stronger. The practical experiences with academic backing can definitely help further the work for young people. He has had ten years of working with privileged youth. They do not have the choice of their ‘privileged-ness’. No child chooses his parents or the childhood situations. This realization adds to understand the child in deprived situation. Home is need for every human person; thus need for a home is stressed all though the study. A hole for an ant, a web for a spider, honeycomb for a bee, a nest for a bird, a hole for a reptile, a cocoon for a worm, cage for a bear and a house for a man is one of the basic necessities for all living beings (Nagaseshamma 2010).

The researcher has experiences of working with three types of children: (a) children in street habitat (b) children mainstreamed from street habitat and (c) education of children of the middle and upper middle class. This varied experience with children in different situations enriches the study to make it socially relevant, academically comprehensive and linked to development, politically welcoming and humanly child friendly to improve prevention and inclusion. A scientific study can challenge the government and general public to a more committed service for the progress of society especially by investing for the county’s biggest assets - its children.