

CHAPTER
III
RESEARCH
METHODOLOGY

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3.1 Introduction

The methodology is considered the heart of any research as it decides the study's fate and its outcome. The study of any subject includes structured methods. After reviewing the literature, the present study of children with disabilities in inclusive education in the elementary schools of Bangalore urban and rural districts, as detailed in the previous chapter, now proceeds to various aspects of the methodology. This includes the study's research method, population and sample, tools employed in the study, sample, data collection and data analysis are presented in the following sections of this chapter.

3.2 Methodology

This study has defined objectives and is conducted by survey method. The present research intends to study the children with disabilities in inclusive education in the elementary schools of Bangalore urban and rural districts. Further, the survey method was employed to study the enrollment and retention of children with disabilities, problems faced by administrators such as BRCC, BIERT, BRP, CRP, HM in implementing the policies and provisions for children with disabilities in inclusive education, opinion of teachers towards policies and provisions for children with Disabilities, opinion of parents of children with disabilities towards the policies and provisions with regards to benefits received and problems faced while receiving this benefits.

3.3 Population and Sample

In 1986, the Bangalore district was split into two, urban Bangalore and rural Bangalore. Two deputy commissioners head the district administration for rural and urban Bangalore. They play a central role in coordinating the implementation of developmental programs.

Figure_3.1: Map of Karnataka State



For academic governance, the Karnataka state is divided into four divisions, namely Bangalore, Mysore, Dharwad, Gulbarga (Kalaburagi). Bangalore Divisions has Eleven districts, the Mysore division has Eight districts, the Dharwad division has nine districts and Gulbarga has six districts. In the Bangalore division, Bangalore urban district is divided into Bangalore north district and Bangalore south district. Bangalore rural district remains unchanged.

3.3.1 Population: Elementary Schools

Bangalore urban and rural districts of Karnataka state were the geographical area of the present study. There are 246 elementary schools where children with disabilities were admitted in the year 2017-18 and this constitutes the total population for the present study. Also, the population includes BRCC, BIERT, BRP, CRP, HM, Teachers, children with disabilities and their parents. The population was divided into

three districts, namely Bangalore north district, Bangalore south district and Bangalore rural district, as per the division made by the government of Karnataka for academic governance purposes.

The following table describes the blockwise population of Bangalore North district, Bangalore South district and Bangalore Rural district.

Table_3.1 District wise population

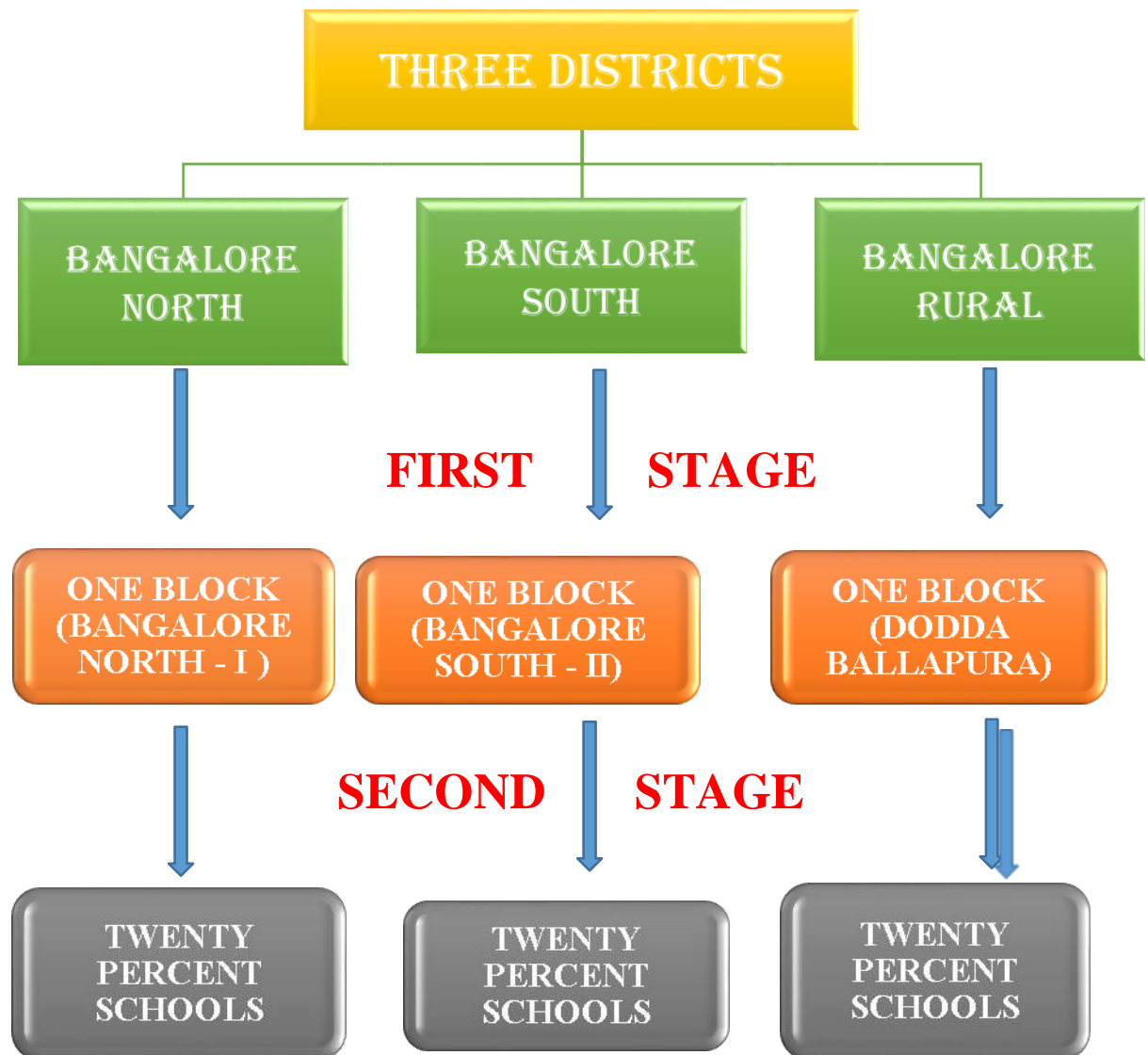
Sl. No	Block	Total no. of schools where CwD were admitted	Total no. CwD admitted in Govt school		The total no. of teachers working in govt schools where CwD were admitted	Total no. of Block Inclusive Education Resource Teachers (BIERT)	Total no. of Block Resource Persons (BRP)	Total no. of Block Resource Centre Coordinator or (BRCC)	Total no. of Cluster Resource Persons (CRP)
			Boys	Girls					
Bangalore Rural District									
1	Devanahalli	106	140	103	436	0	5	1	17
2	Doddaballapur	143	189	182	665	2	5	1	27
3	Hosakote	172	256	176	485	2	5	1	22
4	Nelamangala	77	132	91	300	2	5	1	22
	Total	498	717	552	1886	6	20	4	88
Bangalore North District									
1	Bangalore North-1	64	109	84	520	2	4	1	18
2	Bangalore North-II	32	56	41	170	0	3	1	11
3	Bangalore North-III	38	88	50	199	1	2	1	5
4	Bangalore North-IV	78	143	94	583	0	1	1	12
	Total	212	396	269	1472	3	10	4	46
Bangalore South District									
1	Anekal	102	139	117	492	1	3	1	22
2	Bangalore South-1	109	157	86	625	2	3	1	25
3	Bangalore South – II	39	50	51	261	1	3	1	15
4	Bangalore South –III	69	89	67	532	0	3	1	17
5	Bangalore South –IV	77	126	89	429	0	3	1	18
	Total	396	561	410	2339	4	15	5	97

All the HMs, teachers, BIERTs, BRPs, BRCCs, CRPs and parents of children with disabilities constitute the population of the present study.

3.3.2 Sample

For the present study, the researcher adopted Multi-stage sampling. The detailed description of multi-stage sampling is as follows:

Figure: 3.2: Description of Multistage Sampling



Stage 1: Out of 13 blocks from three districts – Bangalore North, Bangalore South and Bangalore Rural, three blocks from each district – Bangalore North- I, Bangalore

South – II and Doddaballapur were selected randomly as samples for the present study.

Table_3.2: Distribution of sampled schools

Sl.No	Selected Block	Total no. of schools where CwD were admitted
1	Bangalore Rural Doddaballapur	143
2	Bangalore North-1	64
3	Bangalore South -II	39
	Total	246

Stage 2: Twenty per cent of the schools were selected randomly from each block. Samples consist of Administrators, teachers and parents of children with disabilities.

Table_3.3: Distribution of twenty percent schools selected from each block

Sl. No	Selected Block	Total no. of schools where CwD are admitted	Twenty Percent of the School selected as a sample
1	Bangalore Rural Doddaballapur	143	29
2	Bangalore North-1	64	13
3	Bangalore South -II	39	08
	Total	246	50

3.3.3 Sample: Administrators

The sample was drawn from the identified population through a multi-stage sampling technique. Accordingly, using the 'paper slip and container technique', 20% of schools were selected randomly from each block in the second stage of sampling. All the Administrators in these schools available on the school's visit were chosen as a sample of the study.

Table_3.4: Distribution of Sample: Administrators

Sl.No	District & Block	Total no. of Block Inclusive Education Resource Teachers (BIERT)	Total no. of Block Resource Persons (BRP)	Total no. of Block Resource Centre Coordinator (BRCC)	20% of Cluster Resource Persons (CRP) selected as sample	20% of the schools were selected as sample (HM)
1	Bangalore Rural	2	5	1	5	29
2	Bangalore North-1	2	4	1	4	13
3	Bangalore South -II	1	3	1	3	8
	Total	5	12	3	12	50

The sample of administrators consisted of three Block Resource Centre coordinators, five Block Inclusive Education Resource Teachers, twelve Block Resource Person, twelve Cluster Resource Person, fifty Head Master/Mistress. Therefore, the sample consisted of Eighty-two administrators.

3.3.4 Sample: Teachers

The sample comprised fifty schools. In these schools, all the teachers were the sample of the present study. The following table describes the number of teachers selected in the sample.

Table_3.5: Distribution of Sample: Teachers

Sl. No	District & Block	20% of the schools were selected as sample (HM)	Teachers working in selected govt schools where CwD were admitted
1	Bangalore Rural	29	197
2	Bangalore North-1	13	94
3	Bangalore South -II	8	63
	Total	50	354

The final sample comprised fifty schools and there were 354 teachers in the sample.

3.3.5 Sample: Parents of Children with Disabilities

The sample comprised fifty schools. In each school, one parent of children with disabilities was selected as a sample of the present study. The following table describes the number of parents of children with disabilities selected in the sample.

Table_3.6: Distribution of Sample: Parents of Children with Disabilities

Sl.No	District & Block	20% of the schools were selected as sample (HM)	One parent has been chosen as a sample in each school
1	Bangalore Rural Doddaballapur	29	29
2	Bangalore North-1	13	13
3	Bangalore South -II	8	8
	Total	50	50

The final sample comprised fifty schools and there were fifty parents of children with disabilities in the sample.

3.4 Tools

The present study required both quantitative and qualitative data on enrollment and retention of children with disabilities in elementary schools, problems faced by the administrators in implementing the policies and provisions for children with disabilities, opinion of teachers working in CwD admitted schools towards the policies and provisions and problems faced by the parents of children with disabilities while receiving benefits. Accordingly, the investigator constructed the following tools to collect valid and reliable data to fulfil the requirements of the present study. Information Schedule, semi-structured interview for administrators and parents of children with disabilities and Opinionnaire for teachers were the tools and techniques used in the study.

3.4.1 Document Analysis

The researcher has analyzed the various documents, Policies and reports of the Karnataka state government for children with disabilities in inclusive education. Most of the provisions were drawn from the Act, such as the Rights of the Persons with Disabilities Act 1995, National Trust Act, 1999 and Rehabilitation Council of India Act, 1992. In 2019, the Government of Karnataka enacted a rule called "Karnataka State Rights of Persons with Disabilities Rules, 2019; this rule was made based on the Act, Rights of Persons with Disabilities Act, 2016. Karnataka government implemented the policies and provisions related to the education of children with disabilities through Sarva Shiksha Abhiyan, Karnataka.

3.4.2 Information Schedule

Information schedules were developed to collect the data regarding enrollment and retention of children with disabilities in elementary schools. Information was collected from the academic year 2010-2011 to 2017-2018 for eight years. Information schedule consisted of questions related to the Name, Age, Gender of children with disabilities, Type of disability, Reason for disability (accidental/from birth), Level of disability, Year and the class in which the CwD took admission, Standard in which the CwD was presently studying, Eligible CwD to be enrolled in the academic year 2017-18.

3.4.3 Semi-Structured Interview schedule for Administrators

The semi-structured interview schedule was developed to collect information from the administrators like Block Resource Centre coordinator, Block Inclusive Education Resource Teacher, Block Resource Person, Cluster Resource Person, Head Master/Mistress. The researcher has identified important provisions for children with disabilities at the elementary level, such as:

- ☐ Access to Education
- ☐ The disability-friendly infrastructure of the school
- ☐ Inclusive Education training programmes
- ☐ Scholarships
- ☐ Escort and Transport facilities
- ☐ Aids and Appliances
- ☐ Books & Uniforms
- ☐ Medical camps

Responsibility for implementing identified provisions have been entrusted to administrators. While implementing these provisions, administrators come across various problems. The administrators were selected based on their preparedness to share the difficulties faced while implementing these provisions.

3.4.4 Semi-Structured Interview for Parents of Children with Disabilities

Parents of children with disabilities are entitled to receive the benefits mentioned in the policies. As per the identified important provisions by the researcher, it is also the responsibility of the Parents to provide accessibility to the quality education for children with disabilities, provide education in infrastructural disability-friendly setup, attend an inclusive education training programme conducted by the education department and receive the benefits such as scholarships, escort and transport facilities, aids and appliances, Books & Uniforms and take the child to Medical camps. The parents were selected based on their preparedness to share their experience in receiving benefits for children with disabilities and problems faced while receiving these benefits.

3.4.5 Opinionnaire for Teachers

The Opinionnaire was developed to collect information from the teachers teaching children with disabilities in inclusive education. The Opinionnaire had different dimensions related to the teaching-learning process and other provisions for children with disabilities, such as:

- ☐ Resource Room
- ☐ Including Children with Disabilities in a general classroom
- ☐ School Infrastructure
- ☐ Inclusive Education Training Programme
- ☐ Scholarships
- ☐ Escort and Transport facilities
- ☐ Aids and Appliances
- ☐ Books and Uniforms
- ☐ Medical camp

3.5 Data Collection

All the HMs, teachers, BIERTs, BRPs, BRCCs, CRPs and parents of children with disabilities constituted the population of the present work. Accordingly, the samples were selected based on the multi-stage sampling method as mentioned above (section 3.3.2). The investigator visited the sampled schools and administrators' offices to study the children with disabilities in inclusive education at the elementary level through various documents, information schedules, semi-structured interviews and Opinionnaire. The data collection was done in the year 2017-2018. The information schedule was developed to get the data related to enrollment and retention for eight years from the academic year 2010-2011 to 2017-2018. Schools are supposed to maintain the record of each child with a disability separately. The investigator personally visited the school and obtained the data from the school record related to the Name, Age, Gender of children with disabilities, Type of disability, Reason for disability (accidental/from birth), Level of disability, year and class in which the CwD took admission, Standard in which the CwD was presently studying. The data regarding Eligible CwD to be enrolled in the year 2017-18 was obtained from BRCC office. Investigator developed separate semi-structured interview schedules for administrators like Block Resource Centre coordinator, Block Inclusive Education

Resource Teacher, Block Resource Person, Cluster Resource Person, Head Master/Mistress as per the roles and responsibilities assigned and personally collected the data by visiting their offices. The semi-structured interview schedule was prepared based on the eight essential provisions for children with disabilities as mentioned in the Acts and policies. A semi-structured schedule developed for parents of children with disabilities were regarding benefits accrued and problems faced while receiving the benefits. Investigator collected data from the parents of children with disabilities when they brought their child to medical camp, which has been conducted block wise by the Education department. Investigator developed Opinionnaire for teachers and administered it personally by visiting the sampled schools. Questions were prepared based on the provisions for children with disabilities. The data were both qualitative and quantitative. The investigator had maintained personal notes as per requirement, which helped in day to day analysis. Based on this analysis, simultaneously, the investigator prepared for the interview to probe into the depth of the state.

3.6 Data Analysis

Documents analysis was done based on the existing reports, policies, Acts brought out by the government of Karnataka and identified the important provisions available for children with disabilities. The factual information collected through objective two and Opinionnaire administered on teachers through objective four was analyzed quantitatively using frequency and percentage analysis. Information obtained through a semi-structured interview schedule was qualitatively analyzed by following two stages.

In the first stage, the following qualitative data analysis technique (a) Data reduction, (b) Data display (c) conclusion drawing and verification was used.

In the second stage, qualitative content analysis technique (a) summarizing, (b) explicating (c) structuring was used.

The conclusive findings were drawn based on data obtained on information schedules, semi-structured interview schedules and Opinionnaire from administrators, teachers and parents of children with disabilities of the present study. Detailed analysis of data obtained on the entire sample was presented for further discussion and interpretation in the following sections of the next chapter.