CHAPTER III

METHODOLOGY: PLAN AND PROCEDURE

* NORMATIVE SURVEY METHOD
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CHAPTER - III

METHODOLOGY : PLAN AND PROCEDURE

• NORMATIVE SURVEY METHOD

For the present study the normative survey method was used to investigate different social and educational problems of mentally retarded children. Rehabilitation was another major concern of the investigation. A survey was conducted for the present study to know the existing problems and facilities of mentally retarded children in different special schools of the North-East. Quantitative and qualitative information like infrastructural and behavioural problems, academic information and the working condition of the schools were emphasised.

• PLAN OF THE STUDY

The present study is well planned and divided into six chapters. First is concerned with introductory chapter, Second chapter is concerned with review of related literature, third chapter deals with methodology- plan and procedure, Four chapter is related to analysis and interpretation of data, fifth chapter was findings of the study and sixth and last chapter contained the action plan and suggestions for further study.

• POPULATION AND SAMPLE OF THE STUDY

Population of the study covers the mentally retarded children of six North-East states studying in the special schools of Assam, Manipur, Meghalaya, Mizoram, Tripura and Nagaland. The area of the present research study is too large. But the population in regard to special schools are small. Sample selected
Looking into the nature of population and its non-availability the purposive sampling method was used. Out of 12 special schools 9 had been selected for the present study. Sample selected within the institutes were 9 Principals and 20 special teachers, 6 parents of the mentally retarded and 4 psychiatrist from three psychiatry department and one director from the directorate of social welfare was also selected purposively. The sample of the study is shown in the following table.

<table>
<thead>
<tr>
<th>Table 3.1 Sample of the population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sahayika - A special school to help children with special needs, Guwahati</td>
</tr>
<tr>
<td>Shishu Saroothi - Special School, Guwahati</td>
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<tr>
<td>Monvikash Kendra - Special School for mentally retarded, Guwahati</td>
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<tr>
<td>B.B. Paul Mental Development Home, Imphal</td>
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<td>Ch. iibohal institute for mentally retarded, Imphal</td>
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<tr>
<td>Dwarjinkyrmen - Special School, Shillong</td>
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<tr>
<td>Marry Rice Centre for Special education, Shillong</td>
</tr>
<tr>
<td>Swabalamban - An institute for mentally retarded children, Agartala</td>
</tr>
<tr>
<td>Gilead Special School - Aizwal</td>
</tr>
<tr>
<td>Department of Psychiatry, Guwahati Medical College and Hospital, Bhangagarh</td>
</tr>
<tr>
<td>Psychiatric Clinic, Panbazar, Guwaahti</td>
</tr>
<tr>
<td>Mental Hospital, Kohima</td>
</tr>
<tr>
<td>Directorate of social welfare, Govt. of Manipur, Imphal.</td>
</tr>
<tr>
<td>Number of Principals of the selected institutes of the North-East is 9</td>
</tr>
<tr>
<td>Number of Teachers of the special schools of the North-East is 20</td>
</tr>
<tr>
<td>Number of Psychiatrists of the Department of Psychiatry is 4</td>
</tr>
<tr>
<td>Number of parents of mentally retarded children is 6.</td>
</tr>
</tbody>
</table>
CONSTRUCTION OF RESEARCH TOOLS FOR THE PRESENT STUDY

The research tools had been constructed by the researcher after going through related literature on mental retardation. Necessary instruction was given by the guide to develop the research tools. In the first try out and after the construction of the tools the researcher consulted with experts. After considering the suggestions given by the experts, necessary modification was made and few items of the questions were deleted from the tools. The final draft of the research tools used in the present study are enclosed in appendix No. II, Appendix No. III, Appendix No. IV.

QUESTIONNAIRE:

The questionnaire is an important data collection tool for socio-psychological information which consist a number of printed questions each logically connected with the central task of the research. Compilation of a questionnaire is essentially a translation of the principal objectives into the language of questions in a complex and painstaking procedure. The questionnaire consist of the following two types of questions.

i) Closed type questions:

The closed type of questions were constructed to collect definite type of information where respondents replied in either "yes" or "No". Putting tick mark against the options. For example; Do you get assistance from voluntary organisation? Yes / No.

ii) Open type questions:

In case of open questions the respondents were given the opportunity to reveal their experiences through the questions by expressing their views. The motive of the questions were to get detail information. The respondents had to comment for the questions. For example do you have uniform syllabus for educable
and trainable group of mentally retarded? Yes/No Comment.

 CONTENTS OF THE QUESTIONNAIRE:

The contents of the questionnaire consists of three main sections i.e. section (A) and section (B) and section (C). Each section had some sub-sections.

Section (A) Problems of Education in the institutes:

It's sub-sections are as follows.

Financial Information:

It was concerned with the nature and type of assistance given to the institute. The role played by Center, state, local body and other NGO's were also emphasised. Example: Do you get financial assistance from the Central government? Yes/No.

Classroom Information:

It includes number of Classroom, duration of class, number of male and female student, problems of attention and interest of M.R.S. students and wastage and stagnation. Example: Do you have any problem of wastage and stagnation? Yes/No.

Information about Curriculum:

It is concerned the nature and type of Subjects included in the Curriculum, whether the Curriculum is uniform for educable and trainable M.R. Children or different Curriculum is followed in different institutes.

Teaching-learning method:

It consists of information of different teaching learning methods used in special schools. Whether lecture method, individualised instruction, playway method, reward and punishment, Cues and prompt etc.

Behavioural Problems:

This problem is related to daily living activities. It is concerned
with behaviour disorder, habit disorder, adjustment Problem, hyperactivity, agressiveness, urination and eating problem are important items.

Information about teaching Staff:

It includes number of teacher in the institutes. Male and Female number, and teacher pupil ratio in the special schools of the North-East.

Section (B)- Existing facilities of Education:

It's sub-sections are as follows:

It includes the information like age of admission and up to which level the education is given, and number of seats available in the institutes etc.

Infrastructural facilities:

It is related to the physical facilities available in the institutes. The nature and type of school, whether the school is government, government aided or private, residential or day Care Center, special or integrated. Other facilities like Common room, library sanitation facility, Water supply, light facility, furniture and equipment are the concern of the study.

Extra Curricular Programmes:

It is Concerned with the Co-curricular programmes available in the institutes like playground, indoor and outdoor games, provision of excursion etc.

Guidance and Counselling:

The supporting services available in the institute like parent teacher Association, guidance and Counselling services for students and parents of M.R. children, parents attitudes to M.R. children etc.

Medical Service:

The nature and type of services rendered to M.R. Children are
The purpose of case study was to know the causative factors of mental retardation in the North-East states. The questions of case study was

**CASE STUDY:**

In questionnaire.

**INTERVIEW SCHEDULE:**

Interview Schedule had four section.

**Section (A) Information from Home:**

Family income, characteristics of M.R. Children, field of interest of M.R. Children are the subjects of it.

**Section (B)- Educational Information:**

Whether the M.R. Children can pass the examination or interest in study and get pleasure in school.

**Section (C)- Environmental information:**

It included the attitude of the neighbours to M.R. Children and their parents, whether M.R. Children are inferior to others.

**Section (D)- Behavioural Information:**

It is same as with the behavioural information mentioned earlier in questionnaire.

**CASE STUDY:**

The purpose of case study was to know the causative factors of mental retardation in the North-East states. The questions of case study was

**Vocational training:**

The existing vocational training programme, scholarship, loan facilities, vocational training facilities for girls Example. Do the retarded have Sheltered workshop? Yes\No.

**Employment Programmes:**

It is Concerned with the existing programme of employment in the institutes for M.R. Children in the North-East States. Example. Does the M.R. Children have any service quota? Yes\No.
concerned with prenatal causes, neo-natal causes and post natal causes. Socio-economic condition of the family and intelligence quotient of M.R. Children was also the concern of case study. Few examples: (i) Is the mental retardation in your child is inherited? Yes/No.

Was the mother too old at the time of birth of the child? Yes/No. if yes mention the age.

Was mother under mental shock and tension during pregnancy period? Yes/No.

**ADMINISTRATION OF RESEARCH TOOLS:**

In the first trial the researcher used the mail service for the data collection. Trial for data collection through postal communication failed as no positive response was send back the authorities of the institutes. Therefore the researcher had to visit personally the institutes of six North-East" states. A Certificate was issued by the supervisor in favour of the concerned authorities. The researcher approached the authorities of the institute to give a hand of co-operation in data collection programme. Before administration of tools the respondents were instructed that this is “A study of the problems of mentally retarded children and provisions for their education in the North-East. Some information related to the topic are wanted from you. The questionnaire and case study proforma were distributed to the concerned person and authorities and instructed to go through the questionnaire and case study proforma carefully so that valid information could be expected. The interview schedule was dealt by the researcher himself while interviewing. The respondents were assured on the eve of data collection that the information given by them would keep confidential and will be used only for research purpose. Each tools and techniques and its administration procedures are discussed as follows:
CASE STUDY:

The case study of the mentally retarded children studying in special schools of the North-East was made to prove in depth the causes of mental retardation. Mentally retarded patient who visited psychiatric clinic, mental hospital and department of psychiatry was also the concern of case study. The sources of information for case study were the parents of the mentally retarded children, principles of the special schools, psychiatrist of mental hospital and the department

INTERVIEW SCHEDULE:

Interview Schedule is a set of questions which were used to supplement the objective information and evidences on mental retardation by a first hand knowledge of the behavioural characteristics, feelings and sentiments. The researcher first made a good rapport with the interviewee. When the atmosphere was favourable, the interview was started. Interview Schedule was administered to parents of the mentally retarded children. The researcher administered the interview schedule while visiting Imphal, Gauhati, Shillong, Agartala and Aizwal. Formal interviewer was conducted and questions were asked from the interview schedule. Respondents responses were recorded by the interview immediately. Mentally retarded children were not selected for interview as they had very low comprehensive power, low intellectual capacity, poor verbal communication and inadequate adaptive behaviour. The interview schedule consists of both open and closed questions.

QUESTIONNAIRE:

Questionnaire is a list of questions related to various aspects of the study which were sent to a number of person for them to answer. It is an important device for securing answers to questions by using a form. The questionnaire were administered on 9 principals and 20 special teacher of the special institute. The responses were recorded by the principals and teachers. Before administration of the questionnaire the questions were explained by the researcher to avoid invalid responses.
of psychiatry. The purpose of case study was to know the causes and factors that contribute to mental retardation. The ultimate aim was to suggest the preventive and remedial measures to combat the problems of mental retardation. The original diagnostic record was also taken from the diagnostic center, department of psychiatry, Gauhati medical college and Hospital. The content of the case study was to know the pre-natal, neo-natal and post-natal causes. Environmental, Socio-economic condition, intelligence quotient and hereditary factors were also emphasised as the important issue of case study.

Total number of case studies conducted were twenty seven. The researcher visited Gauhati, Imphal, Agartala, Shillong, Aizwal and Kohima to conduct case studies. The list of case studies conducted are shown in the following table.

**Table 3.2 showing case studies in different states**

<table>
<thead>
<tr>
<th>State</th>
<th>Deptt/ Institute/ Association</th>
<th>No of studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assam</td>
<td>Deptt of psychiatry, G M C, Bhangagarh (Gauhati)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Psychiatric Clinic, Panbazer, (Gauhati)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sahayika, Bamunimaidam (Gauhati)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Shishu Saroothi, Birubari (Gaughati)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Directorate of Social Welfare, Govt. of Monipur</td>
<td>1</td>
</tr>
<tr>
<td>Manipur</td>
<td>The All India Parents asseccion of Mentally retarded, (office) Imphal</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B.B. Paul Mental Development Home, Imphal</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Ch. Ibohal Institute, Sangai parou Imphal</td>
<td>1</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>Dwarjinkyrmen, Stony land (Shillong)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Marry Rice Centre, Laithumkhrah (Shillong)</td>
<td>2</td>
</tr>
<tr>
<td>Tripura</td>
<td>Swabalamban, (Agartala)</td>
<td>3</td>
</tr>
<tr>
<td>Mizoram</td>
<td>Gilead Special School, (Aizawl)</td>
<td>1</td>
</tr>
<tr>
<td>Nagaland</td>
<td>Mental Hospital, Aradura, (Kohima)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total = 27**

5 Case studies were conducted in outdoor patient of the department of psychiatry, Gauhati Medical College and Hospital, 1 Case study was conducted in the psychiatric
Observation Technique is systematic viewing and consideration to the larger unit of activity on specific observed phenomena. Participant and non-participant observation techniques were administered for data collection. The researcher got the privilege to participate different educational programmes and co-curricular activities with mentally retarded students in special schools of the North-East. He observed their behaviour, personality characteristics, level of adjustment etc. Perhaps the greatest validity of observation techniques were that of recording the observed behaviour of the students as it occurs during the normal activities they performed. Finally it can be remarked that the whole administrative procedure of data collection in different states were painstaking for researcher regarding money, time, labour and stamina. But the overall result was a total success.

The case studies stated above were found very significant for the present study. These case studies were exclusive type and information were precise and authentic regarding the causes of mental retardation.
Some of the special institutes and mental Hospital are shown in the following pages.

Sahayika - A special school (building) to help children with special needs (Guwahati)
Sahayika - A Special School to help children with special needs, Guwahati.

Shishu Saroothi (School building) located at Birubari, Ramkrishna Mission Road, Guwahati.
Shishu Saroothi (School bus)

School building (Shishu Saroothi)
Mental Hospital located at Aradura (Near tourist lodge) Kohima, is Shown above.
The samples of the study are indicated by sign against the institutes in the above North-east Map.
REFERENCES:

Koul, Lokesh. Methodology of Research in Education. Sterling Publisher, Private limited, New Delhi, 1984, pp 142 - 143.


