CHAPTER - III
PLAN AND PROCEDURE

3.0 Introduction

The plan and procedure of a research is the design, structure and strategy of investigation conceived so as to obtain answers of research questions and to control variances. The plan is the overall scheme of the research. Anything to be done properly must be planned beforehand. This helps the researcher to proceed, directly without confusing with the concomitant events. A well thought out plan of action in advance follows by a systematic execution brings out fruitful results. Research is not haphazard task but it requires to proceed in definite direction done in with define intention of taking a specific problem and try to find solution in a scientific manners on research. Plan and procedure constitute an important part of research. No research project can be undertaken successfully without proper thinking and planning. Research design provides framework for adequate tests and relations among variables. Research plan also suggests the direction of observations and analysis. A plan furthermore, tells us which type of statistical analysis to use and outlines possible conclusions to be drawn from statistical analysis.

In the light of discussion made above, study at hand purpose is to evaluate programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at Elementary School Level. The first chapter defines the problem and concept, while the second chapter deals with review of related literature. Now the present chapter deals with the method of study, the sample selected, tools used, procedure for data collection and the statistical techniques applied to accomplish the objectives of the study. The detail of plan and procedure adopted by the investigator is given below.

3.1. Research Method of the study
3.2. Population and Sample
3.3. Tools used for Collection of Data
3.4. Collection of data
3.5. Scoring Procedure
3.6. Statistical techniques used
3.1 Research Method of the Study

There are several methods of conducting research. The method used to conduct the research is determined by the nature of the problem. Keeping in the view the nature and need of the present study, the descriptive survey method was considered to be the appropriate. The descriptive survey method provides sure evidence concerning existing situations and current conditions. The descriptive survey method of research has been found to be the most popular and widely used research method in social sciences because of the ease of this method. Information can be gathered by a questionnaire or interview schedule. The survey method or survey studies are conducted to collect detailed description of existing phenomenon with the intent of employing data to justifying current conditions and practices or to make intelligent plans for improving them. That is why descriptive survey method is adopted for the present study. In this method data collected at a particular point of time with the intention of describing the nature of existing condition or identifying standard against which existing condition can be compared or determined.

3.2 Population and Sample

A population is usually defined as, ‘ all the members of any well-defined class of people, events or objects’ it represents a complete enumeration in which all the units listed or at least theoretically conceived to have been reached. The population needs to be defined clearly by identifying the nature and form of units that it consists of. Thus for the present study, District Functionaries i.e. District Project Coordinator (DPC), Assistant Project Coordinator (APC), Block Resource Coordinator (BRC), Assistant Block Resource Coordinator (ABRC) working under SSA, Teachers and Students (Children without Disabilities and Children with Disabilities) of IED Schools from Harayana State were constituted the population of the present study.

3.2.1 Sample

Sample is essential part of research procedure. Sampling is both necessary and advantageous. A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, the researcher can, ascertain inferences about the characteristics of the population from
which it is drawn. According to Good, “A sample is miniature population”. To be true sample must be representative of a population and must be adequate in number. It is physically impossible to work with the total population in a systematic investigation. Moreover, to work on a sample saves time, energy and money of the investigator but it also helps him to study the problem in hand intensively. Therefore, sampling makes it possible to draw valid generalization by studying a relatively small portion of the population selected for observation and analysis.

In the present investigation random sampling technique has been used in order to select four districts out of twenty one districts of Haryana State. At the first stage, four districts namely, Fatehabad, Kaithal, Karnal and Kurukshetra out of 21 districts were selected on random basis.

At the second stage, two blocks each of these four districts were also selected randomly. Thus eight blocks finally constituted the sample of the present study. These blocks were Bhuna and Tohana of district Fatehabad, Kalayan and Kaithal of district Kaithal, Indari and NiloKheri of district Karnal, Pehowa and Thaneshar of district Kurukshetra. At the third stage, District Functionaries of SSA were selected also as the sample of the study. Since District Functionaries i.e. District Project Coordinator (DPC), Assistant Project Coordinator (APC), Block Resource Coordinators (BRC) and Assistant Block Resource Coordinator (ABRC) has an important role in Sarva Shiksha Abhiyan, the investigator selected them as respondents from these sample districts (total number covering 4 DPCs, 8 APCs, 8 BRCs and 43 ABRCs). At the fourth stage, IED schools selected as the sample of the study. Since there was 1 IED school in each block and therefore total 8 IED schools were selected in the sample (Two schools of two block each of all four districts-2x4=8 IED schools), all the teachers of IED schools (49 general teachers and 17 special teacher) and 240 students (25 Children Without Disabilities from each school-25x8=200, and 5 Children With Disabilities from each school-5x8=40) were selected as the sample of the study.

In the first instance, the investigator personally visited the office of State Project Director (SSA), Panchkula. A list of the eight IED schools of the selected districts was obtained from the office. The list of those IED sample schools is given in the Appendix -I.
3.2.2 Sampling Design

The present study was undertaken in four districts of Haryana state viz. Fatehabad, Kaithal, Karnal and Kurukshetra out of 21 districts. Since District Functionaries i.e. District Project Coordinator, Assistant Project Coordinator, Block Resource Coordinator, Assistant Block Resource Coordinator has an important role in Sarva Shiksha Abhiyan programme, the investigator also selected them as respondents. The following Table No. 3.1 and 3.2, show the sample of the study. All the teachers and students (25 Children without Disabilities and 5 Children with Disabilities) of the IED schools covered under present study were selected as respondents. The total number of teachers and students selected as respondents is given in Table No. 3.2.

Table No. 3.1
Sample of Functionaries of SSA of Districts

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>District</th>
<th>Block</th>
<th>DPCs</th>
<th>APCs</th>
<th>BRCs</th>
<th>ABRCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fatehabad</td>
<td>Bhuna</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tohana</td>
<td></td>
<td></td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Kathail</td>
<td>Kathail</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kalayat</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Kurukshetra</td>
<td>Thanesar</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pehawa</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Karnal</td>
<td>Indari</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nilokheri</td>
<td></td>
<td></td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>43</td>
</tr>
</tbody>
</table>

Table No. 3.2
Sample Teachers, Children Without Disabilities and Children With Disabilities

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>District</th>
<th>Block</th>
<th>General Teacher</th>
<th>Special Teacher</th>
<th>Total</th>
<th>Children without Disabilities</th>
<th>Children with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fatehabad</td>
<td>Bhuna</td>
<td>9</td>
<td>1</td>
<td>10</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tohana</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Kathail</td>
<td>Kathail</td>
<td>8</td>
<td>3</td>
<td>11</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kalayat</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Kurukshetra</td>
<td>Thanesar</td>
<td>8</td>
<td>3</td>
<td>11</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pehawa</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Karnal</td>
<td>Indari</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nilokheri</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>49</td>
<td>17</td>
<td>66</td>
<td>200</td>
<td>40</td>
</tr>
</tbody>
</table>
3.4. **Tools used for collection of data**

After the selection of sample, next step before the researcher was to select suitable tools in order to achieve the objectives for the data collection. In the present study, the following tools were used for collection the data:

1. A self-developed Non Directive Interview Schedule for Teachers
2. A self-developed Opinionnaire for District Functionaries and Teachers to know their views regarding programmes and activities under SSA with reference to education of Children With Special Needs at Elementary School Level.
3. A self-developed Opinionnaire was used to know the views of District Functionaries and Teachers regarding the problems faced by them in implementation of programmes and activities under SSA with reference to education of Children With Special Needs at Elementary School Level.
4. A self-developed Opinionnaire was used to know the suggestions of District Functionaries and Teachers regarding proper implementation of programmes and activities under SSA with reference to education of Children With Special Needs at Elementary School Level.
5. Schedule for Children without Disabilities.

3.4.1. **A self-developed Non Directive Interview Schedule for Teachers**

Tools are widely used by the researchers and educators to obtain facts about current conditions and practices. On the basis of study review of literature, information collected from the special educators, teachers and administrators and also on the basis of personal experience as teacher a list of items was developed. Some of the items were adopted from Rehabilitation Council of India (RCI) Schedule for Head Teachers and Teachers. Items adapted from these two scales were combined with self-constructed items, particularly in terms of making it suitable for this study. While framing the items, some suggestions given by teachers, experts, administrators were taken into consideration. Each item has few alternative options.
The schedule has ninety-two items, divided into twelve sections of the study. These are as under –

(i) Identification and assessment  
(ii) Educational placement  
(iii) Aids and appliances  
(iv) Support services  
(v) Teacher training  
(vi) Resource support  
(vii) Individualized education plan  
(viii) Parental training and community mobilization  
(ix) Strengthening of special schools  
(x) Removal of architecture barriers  
(xi) Sports and cultural activities  
(xii) Evaluation and monitoring

Final list of prepared items was given to language expert for vetting to make sure that language of the items was clear, understandable and free from errors. It was given to special education expert for their comments and suggestions. Their feedback was taken into consideration and after discussion with the supervisor items of schedule were modified.

3.4.1.1 Try- Out and Revision

The investigator administered interview schedule on teachers in order to find out its workability and removing any ambiguities. To check whether the respondents understood and responded with ease. This tryout led to further refinement of the tools for their effectiveness in attaining the intended purpose. The responses of the respondents were to be recorded either in ‘Yes’ or ‘No’ or rated on three points, i.e. ‘Good’, ‘Average’ and ‘Poor’ or ‘ Adequate’ , ‘In-adequate’ or Multiple responses of the options and descriptive form. After the tryout and revision, the final draft was prepared for the purpose of data collection.
3.4.2. Description Opinionnaire for District Functionaries and Teachers to know their views regarding programmes and activities under SSA with reference to Education of Children With Special Needs at Elementary School Level

The second important tool required for the study was a schedule for district level functionaries and teachers to collect their views on various aspects of programmes and activities under Sarva Shiksha Abhiyan with reference to education of Children With Special Needs at Elementary School Level. On the basis of study review of related literature, information collected from the special educators, teachers and administrators and also on the basis of personal experience as teacher a list of items was developed. While framing the statements, suggestions given by teachers, experts and administrators were taken into consideration. Each statement have few alternative options. The schedule has fifty-six items, divided into ten sections of the study. These section were –

(i) Awareness
(ii) Identification and Assessment
(iii) Educational placement
(iv) Aids and appliances
(v) Resource support
(vi) Support services
(vii) Teacher training
(viii) Removal of architecture barrier
(ix) Parental training and community mobilization
(x) Evaluation and monitoring

It is evident from the schedule that it seeks factual information. After that preliminary draft of schedule was prepared, it was given to language expert for vetting to make sure that language of the items was clear, understandable and free from errors. It was given to special education expert for their comments and suggestions. Their feedback was taken into consideration and after discussion with the supervisor the items were modified.

3.4.2.1 Try- Out and Revision

The investigator administered interview schedules on district functionaries
and teachers in order to find out its workability and removing any ambiguities. To check whether the respondents understood and responded with ease. This tryout led to further refinement of the tools for their effectiveness in attaining the intended purpose. The responses of the respondents were to be recorded/rated on three points i.e., ‘Good’, ‘Average’ and ‘Poor’. After the tryout and revision, the final draft was prepared for the purpose of data collection.

3.4.3 A self- developed Opinionnaire was used to know the views of District Functionaries and Teachers regarding the problems faced by them in execution/implementation of programmes and activities under Sarva Shiksha Abhiyan with reference to Education of Children With Special Needs at Elementary School Level.

The opinionnaire was used to study the views of district functionaries and the teachers regarding the problems faced by them in execution/implementation of programmes and activities under Sarva Shiksha Abhiyan with reference to education of Children With Special Needs at elementary school level. It consisted of 18 statements/ items related to different problems that are being faced by the district functionaries and the teachers. The details of the statements/ items of this Opinionnaire are given in appendix-VI.

3.4.3.1 Try- Out and Revision

The investigator administered Opinionnaire on the district functionaries and teachers in order to find out its workability. To check whether the respondents understood and responded with ease. This tryout led to further refinement of the tools for their effectiveness in attaining the intended purpose. The responses of respondents were to be recorded/rated on three points i.e. ‘To Great Extent’, ‘To Some Extent’ and ‘Not At All’. After the tryout and revision, the final draft was prepared for the purpose of data collection.

3.3.4 A self- developed Opinionnaire was used to know the suggestions of District Functionaries and the Teachers regarding proper implementation of programmes and activities under SSA with reference to Education of Children With Special Needs at Elementary School Level.

It consisted of 26 statements/items regarding the proper implementation of programmes and activities under SSA with reference to education of children with special needs at elementary school level. The details of items/ statements of this
Opinionnaire is given in Appendix –VII.

3.4.4.1 Try- Out and Revision

The investigator administered Opinionnaire on the district functionaries and teachers in order to find out its workability. To check whether the respondents understood and responded with ease. This tryout led to further refinement of the tools for their effectiveness in attaining the intended purpose. The responses of respondents were to be recorded/rated on three points i.e. ‘To Great Extent’, ‘To Some Extent’ and ‘Not At All’. After the tryout and revision, the final draft was prepared for the purpose of data collection.

3.3.5 Schedule for Children without Disabilities

The tool was adopted from Rehabilitation Council of India (RCI) Schedule for Children without Disabilities Studying in Integrated Schools. Items of the schedule were suitable for this study. Typographical/needed corrections have been made by the investigator in the tool. It consisted of 29 items. The details of the items of this schedule are given in appendix-III.

3.3.6 Schedule for Children with Disabilities

The tool was adopted from Rehabilitation Council of India (RCI) Schedule for Children with Disabilities Studying in Integrated Schools. Items of the schedule were suitable for this study. Typographical/needed corrections have been made by the investigator in the tool. It consisted of 27 items. The details of the items of this schedule are given in appendix-IV.

3.4 Collection of Data

After selecting the sample, tools and techniques for data collection, the investigator visited the offices and schools personally district wise. He discussed in detail about the investigation with the officials and the teachers of respective offices and schools. The researcher explained the purpose and significance of the study to the SSA Authorities and teachers of IED schools. Respondents were conveyed that their responses will be kept strictly confidential and each respondent was contacted individually to obtain required information through the interview schedule and they were requested to be frank and easy to response the items. After completion of the
interview schedule, the investigator thanked them for their kind cooperation.

3.5 Scoring Procedure

For the analysis of the data, in the present study the investigator followed a simple way to score the statements/items. The data collected through non-directive schedule two types of scale and three types of scale were used. For purpose of scoring of the data the investigator counted the total number of same responses given on alternative possible choices pertaining to the different aspect of programmes and activities under SSA with reference to education of children with special needs. In same way the three point scale was scored as 2, 1 and 0. The score ‘2’ was given to the response ‘To Great Extent’, score ‘1’ was given to the response ‘To Some Extent’ and score ‘0’ was given to the response ‘Not At All’. The teachers of the schools recorded their responses on three point rating scale as ‘To a great extent’/‘Good’ ‘To some extent’/ ‘Average’ and ‘Not at all’/’Poor’ respectively. Their responses to each of the statement/item were tabulated in the form of frequencies under three categories. The score value for each of statement/item was also calculated by using the formula given below.

Score value of each items= Number of ‘To a great extent’ responses x 2 + Number of ‘To some extent’ responses x 1 + Number of ‘Not at all’ responses x 0.

The score value obtained by the formula mentioned above was further divided by N (total number of respondents). This gave the rating for each response by considering not only the directions of response but also the degree of agreement or disagreement indicating the intensity of responses.

3.6 Statistical Techniques Used

For the purpose of analysis of data, the frequencies and percentages were calculated of each item of the non-directive interview schedules. There were also some open ended items requiring description, those were scored accordingly. Chi-square of equality was also used to test the significance of views expressed by the respondents. Also the score value and the scale value for each item were calculated in order to determine the rank order of the different items/statements.