CHAPTER 3
DESIGN OF THE STUDY
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3.1. Overview:

The present chapter deals with the design of the study. As an Analytical Survey Research the study was conducted to estimate the present condition of the various Implementational Aspects of Inclusive Education for the Physically Challenged students of primary and secondary schools of West Bengal. Keeping this in view the study was designed to estimate the present conditions of Inclusive Education at the Inclusive Schools of West Bengal.

3.2. Objectives of the study:

The following objectives are laid down for the study:

- To estimate the effects of Implementational Aspects on the Physically Challenged Students of different levels of Inclusive Education.
- To estimate the effects of the various components of Implementational Aspects on the Physically Challenged Students of different levels of Inclusive Education.
- To compare the micro level Implementational Aspects on the Physically Challenged students of primary and secondary level Inclusive Schools.
- To find out the relationship between the various components of Implementational Aspects and achievement of Physically Challenged Students of different levels of Inclusive Education.
- To compare the attitude of the parents of normal students and the parents of Physically Challenged students towards the present conditions of Inclusive Education.
- To compare the achievements of the Physically Challenged students and normal students of Inclusive Schools.
- To estimate, how far the teachers are trained and guided and aware to successfully handle inclusive classes.

3.3. Assumptions:
- Implementational Aspects of Inclusive Education can be measured through standardised test.
- Physically Challenged students can response academically at par with the normal students.
- The various components of Implementational Aspects can be identified through a standardised questionnaire.
- The attitude of the parents towards Inclusive Education can be measured through attitude scale.

3.4. Hypotheses of the study in the Null form:
- $H_01$ The effects of the Implementational Aspects on the Physically Challenged students of different levels of Inclusive Education do not differ significantly.
- $H_02$ The effects of various components of Implementational Aspects on the Physically Challenged students of different levels of Inclusive Education do not differ significantly.
  - $H_02(i)$ The effects of physical component of Implementational Aspects on the Physically Challenged students of the primary and secondary levels of Inclusive Education do not differ significantly.
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- H02 (ii) The effects of social component of Implementational Aspects on the Physically Challenged students of the primary and secondary levels of Inclusive Education do not differ significantly.
- H02(iii) The effects of moral component of Implementational Aspects on the Physically Challenged students of the primary and secondary levels of Inclusive Education do not differ significantly.
- H02(iv) The effect of economical component of Implementational Aspects on the Physically Challenged students of the primary and secondary levels of Inclusive Education do not differ significantly.
- H02(v) The effect of educational component of Implementational Aspects on the Physically Challenged students of the primary and secondary levels of Inclusive Education do not differ significantly.

- H03 The effects of the micro level Implementational Aspects on physically challenged students of primary and secondary level of Inclusive Education do not differ significantly.

- H04 The relationship between the Implementational Aspects and achievement of Physically Challenged students at different levels of Inclusive Education is not significant.
  - H04(ia) The relationship between the physical component of Implementation Aspects with respect to achievement of the Physically Challenged students at the primary level of Inclusive Education is not significant.
  - H04(ib) The relationship between the social component of Implementational Aspects with respect to achievement of the Physically Challenged students at the primary level of Inclusive Education is not significant.
  - H04(ic) The relationship between the moral component of Implementational Aspects with respect to achievement of the...
Physically Challenged students at the primary level of Inclusive Education is not significant.

- $H_0A(id)$ The relationship between the economical component of Implementational Aspects with respect to achievement of the Physically Challenged students at the primary level of Inclusive Education is not significant.

- $H_0A(ie)$ The relationship between the educational component of Implementational Aspects with respect to achievement of the Physically Challenged students at the primary level of Inclusive Education is not significant.

- $H_0A(iia)$ The relationship between the physical component of Implementational Aspects with respect to achievement of the Physically Challenged students at the secondary level of Inclusive Education is not significant.

- $H_0A(iib)$ The relationship between the social component of Implementational Aspects with respect to achievement of the Physically Challenged students at the secondary level of Inclusive Education is not significant.

- $H_0A(iic)$ The relationship between the moral component of Implementational Aspects with respect to achievement of the Physically Challenged students at the secondary level of Inclusive Education is not significant.

- $H_0A(iid)$ The relationship between the economical component of Implementational Aspects with respect to achievement of the Physically Challenged students at the secondary level of Inclusive Education is not significant.

- $H_0A(iie)$ The relationship between the education component of Implementational Aspects with respect to achievement of the
Physically Challenged students at the secondary level of Inclusive Education is not significant.

- **H₀5** The attitude of different groups of parents towards the present condition of Inclusive Education do not differ significantly.
  - **H₀5(i)** The attitude of parents of normal students and the parents of the Physically Challenged students of the primary level towards the present condition of Inclusive Education do not differ significantly.
  - **H₀5(ii)** The attitude of parents of normal students and the parents of the Physically Challenged students of the secondary level towards the present condition of Inclusive Education do not differ significantly.

- **H₀6** The achievement of Physically Challenged students and normal students on common school subjects at different levels of Inclusive Education do not differ significantly.
  - **H₀6(i)** The achievement of Physically Challenged students and normal students on common school subjects at the primary level of Inclusive Education do not differ significantly.
  - **H₀6(ii)** The achievement of Physically Challenged students and normal students on common school subjects at the secondary level of Inclusive Education do not differ significantly.

- **H₀7** The percentages of trained and untrained teachers (in Inclusive Education) at the primary and secondary level do not differ significantly.

### 3.5. Scope and Delimitation of the study:

Inclusive Education is a burning issue in the Comprehensive Action Plan of “Education for All”. Thus there is a wide scope of research with the plan and activities of Inclusive Education. But for intensive and in depth study it is necessary to delimit the areas, such as schools, number of samples, etc.
Keeping this in view the study will be conducted on 12 selected primary and secondary government and government aided Inclusive Schools of Kolkata, West Bengal.

3.6. Tools used in the study:

- A Comprehensive Questionnaire: To measure the views of the Physically Challenged students towards the various Implementational Aspects of Inclusive Education of both the primary and secondary levels of education.
- An Attitude Scale: To measure the attitude of the parents of the Physically Challenged students towards Inclusive Education of both primary and secondary levels of education.
- An Attitude Scale: To measure the attitude of the parents of the normal students towards Inclusive Education of both primary and secondary levels of education.
- An Achievement Test: To measure the achievement of the primary level (class IV) students on common school subjects.
- An Achievement Test: To measure the achievement of the secondary level (class IX) students on common school subjects.

3.7. Population and Sample of the study:

Population of the present study includes all the Physically Challenged students, along with the normal students and parents of both the groups of students of primary and secondary levels of Government and Government aided Inclusive Schools of West Bengal.

The sample of the present study comprises of 76 Physically Challenged students along with 92 normal students, and parents of all these students of primary and secondary levels of government and government aided Inclusive Schools of Kolkata.
3.8. Action Plan:

- Selection of Inclusive Schools of primary and secondary levels of education.
- Identification of Physically Challenged students of primary and secondary levels of education.
- Construction of tools.
- Administration of tools and
- Collection of data.

3.9. Operational Definitions of the terms used in the study:

- **Inclusive Education:**

  The researcher has accepted the term Inclusive Education as stated in the UN Convention on Persons with Disabilities 2006 Article 24 as children with disabilities are not excluded from free and compulsory primary education, or from secondary education on the basis of disability and can access to inclusive, quality and free education on an equal basis with others in the communities in which they live.

  Inclusive Education not only cater to all learners but also to resist exclusionary pressures. Inclusion means much more than integration, it signifies that the child with disability is provided a similar environment and experiences as his/her non-disabled peers.

- **Inclusive School:**

  The researcher has accepted the term Inclusive School as a place where everyone belongs, is accepted, supports and is being supported by their peers and other members of the school community in the course of having his or her educational needs met. Inclusive schooling is the process of operating a classroom or school as a supportive community where the needs of all members are met and people support and accept responsibility for each other.
• Implementational Aspects:

For successful implementation of Inclusive Education the researcher has considered the following Implementational Aspects in the study:

- Physical Aspect: The researcher has considered provision for easy access to school from home, proper infrastructural support by the school conducive to the Physically Challenged students, remodelling of classroom layout is another important area considered under this aspect which ensures easy mobility of the Physically Challenged students. And provision of proper resource-room facilities to the Physically Challenged students so that they can cope up with the academic activities of the school are important area under physical aspect.

- Social Aspect: In this study the researcher has considered social recognition of the Physically Challenged students to be very important area under Implementational Aspect. Discriminatory atmosphere in the school environment is discouraged, hence healthy relationship amongst all students is highly encouraged. Adequate social participation, interaction amongst all students and social recognition through participation in various social activities should be provided by the school. Lastly social and community awareness programs by the school is considered an important area under this aspect.

- Moral Aspect: Moral support, encouragement, motivation and moral booster to the Physically Challenged students are considered by the researcher to be very important under this aspect. Reward, positive reinforcement and continuous stimulation are considered helpful in motivating the Physically Challenged student towards Inclusive Education. Normal students must be encouraged to help and co-operate with the Physically Challenged students in and outside the classroom. The teacher must also be caring and considerate. The Inclusive School must help the challenged students to become more self-confident and self-dependent.
Economical Aspect: The schools must provide cost free education to the Physically Challenged students. The various adaptive equipments must be provided to the students by the school. The school must also provide proper facilities for the maintenance of the equipments. The resource room of the school must be well equipped. The school can also provide special financial support to the challenged students who have economical problems in attaining education.

Educational Aspect: Positive reinforcement must be provided in the class to the Physically Challenged students. The school must also provide flexibility in curriculum for the challenged students. Teaching methods should be appropriate and based on the need of the challenged students. Homework of the challenged students must be regularly checked and evaluation should be done periodically and recorded to understand the progress of the students. Lastly the parents of the Physically Challenged students must be guided and empowered properly so they can handle their child and guide the child properly at home.

- **Physically Challenged Students**

In the present study the researcher has considered the visually challenged students, the hearing challenged students and the orthopedically challenged students under the category of Physically Challenged students.

The researcher has accepted visual impairment as stated in the definition of Rehabilitation Council of India Act 1992. Visually handicapped means a person who suffers from any of the following conditions, namely:

(i). Total absence of light.

(ii). Visual acuity not exceeding 20/200 (snellen) in the better eye with the correcting lenses, or

(iii). Limitation of the field of vision subtending an angle of 20 degree or worse.
The researcher has accepted the term hearing impairment as some damage or malformation of the hearing mechanism or defects in the hearing apparatus. As a result of such impairment, the affected child may get disabled in terms of the functional use of his hearing senses. In other words, if a child suffer from some or the other type of hearing losses making him disabled wholly or partially and affecting his quality of functioning in a particular set-up – daily living, educational or vocational, etc.

The researcher has accepted the term orthopaedic impairments as one of the most common or more prevalent physical impairment in the human beings. The term orthopaedic impairment generally refers to condition of the muscular or skeletal system and sometimes to physically disabling condition of the nervous system. Orthopaedic / Locomotive disability means a person’s inability to execute distinctive activities associated with moving, both himself and objects, from place to place, and such inability resulting from affliction of either bones, joints, muscles or nerves.

- **Primary and Secondary Levels of Education**:

In the present study the researcher has considered the primary and secondary levels of Inclusive Education. The researcher has accepted the period of primary and secondary level as stated in the Kothari Commission. According to Kothari Commission primary education includes the classes I to VIII which also includes lower and upper primary levels. In regard to age groups primary education includes the age of children from 6 to 13 years. Whereas secondary education is from class IX to XII.
3.10. References:


