METHODOLOGY OF THE STUDY

3.1 Introduction

In the foregoing two chapters, the background of the present study and review of literature have been presented. This chapter consists of description of the methodology which was adopted and the research design. According to Schumacher and McMillan (2001), "research design is described as the procedures used in conducting research including how, when, from whom and under what conditions the data will be gathered". It also includes the methods used for the collection of data and the procedure in general for completing the research procedure.

Methodology helps in exploring the research problem from various possible angles so as to lead to the discovery of truth. The success of a research study depends upon the appropriateness of selected methods and tools for the study. Research is defined as systematic and intensive process of carrying on an in-depth method of analysis. It was done with the intention to find out what exist at present in a particular context. This facilitates the collection of data from a relatively large number of cases at a particular time. The Qualitative type of research design, procedure of sampling and the collection of data strategies that were used in this research are explained in the present chapter.

3.2 Research Design

The research design is the contextual design and where the research is conducted. It reflects the blue print of the data collection and data analysis. To write appropriate designe of research helps in finding out the appropriate result. It helps in making research as efficient as possible. Selection of specific design is eventually depending on the purpose, type and nature of research.

Best and Kahn (1985) have made scientific classification of educational research which is wide and comprehensive and all researches are likely to fall under one of the following three types or a combination of these types of research design:

a) Historical research

b) Descriptive research

c) Experimental Research

In the present study qualitative descriptive methodology of research was used. Qualitative descriptive methodology of research study is described as the method uses the qualitative description and non-quantifiable relationships between given variables without any manipulation under qualitative descriptive method of research. It aimed with finding out the existing present social and educational structure. The present study was intended to study the social and educational implementation of equal educational opportunities for the children with special needs. The views of special educators, teachers and children with special needs studying in regular schools were investigated. Qualitative research design was used by the researcher to study the nature of discrimination against the children with special needs. According to Cloete (2002), "a qualitative approach is relevant to an investigation into inclusive education. The approach is used for gathering information about special education. Due to the uniqueness of learners having different types of disabilities as well as within them the approach allow/permited researchers to collect required information. Hence the researcher opted for the qualitative research design".

The present study examines the discrimination in social and educational environment of schools between normal and special children. Children's having special needs were given a platform to share their experiences regarding different behaviour

and opportunities transfer to them in inclusive setups. They were also asked to identify the barriers they experienced.

The site of research work

The researcher has selected four schools of Govt of NCT of Delhi as the learning site for research purposes. The researcher selected these schools in particular because of the numbers of students and teachers, which represent a wide social-educational environment. Another purpose behind selecting these schools in particular by the investigator is connectivity to schools and availability of permission to work with a big number of children with special needs for a deeper understanding or insight of the inclusive education in these schools.

School – 1: Government Boys Sr. Sec. School Baprola New Delhi-43

This school is located in Baprola village, Zone -17, West-B district of Delhi. The school is a boy's school under Govt. of NCT of Delhi. School has 3148 students, out of which 27 are children with special needs (CWSN). The school employs about 125 teachers with one special educator. The school is located on main Nangloi-Najafgarh road, which gives easy access to the school by public and privet vehicles to all.

School – 2: Government Girls Sr. Sec. School Baprola, New Delhi-43

This school is also located in Baprola village, Zone -17, West-B district of Delhi. The school is a girl's school under Govt. of NCT of Delhi. School has 2911 children, out of which 25 are children with special needs (CWSN). The school employs about 132 teachers with one special educator. The school is located on main Nangloi-Najafgarh road, which gives easy access to the school by public and privet vehicles to all.

School – 3: Government Co-Ed. Sr. Sec. School Baprola vihar, New Delhi-43

This school is located in Baprola vihar, Zone -17, West-B district of Delhi. The school is a co-ed. school under Govt. of NCT of Delhi. School has 2011 children, out of which 18 are children with special needs (CWSN). The school employs about 82 teachers with one special educator. The school is located on main Nangloi-Najafgarh road, which gives easy access to the school by public and privet vehicles to all.

School – 4: Government Sarvodya Bal Vidhyalya Matiala, New Delhi-43

This school is located in Matiala village, Zone -18, West-B district of Delhi. The school is a boy's school under Govt. of NCT of Delhi. School has 2422 children, out of which 15 are children with special needs (CWSN). The school employs about 86 teachers with one special educator. The school is located on main matiala road, which gives easy access to the school by public and privet vehicles to all.

Population

As per the Census 2011,

- In India out of the 121 Cr population, 2.68 Cr. Persons are 'Disabled' which is 2.21% of the total population.

Population, India 2011			Disabled persons, India 2011		
Persons	Males	Females	Persons	Males	Females
121.08Cr	62.32 Cr	58.76 Cr	2.68 Cr	1.5 Cr	1.18 Cr

- Among the disabled population 56% (1.5Cr) are males and 44% (1.18Cr) are females. In the total population, the male and female population are 51% and 49% respectively.

- Majority 69% of the disabled population resided in rural areas (1.86Cr disabled persons in rural areas and 0.81Cr in urban areas). In the case of total population also, 69% are from rural areas while the remaining 31% resided in urban areas.
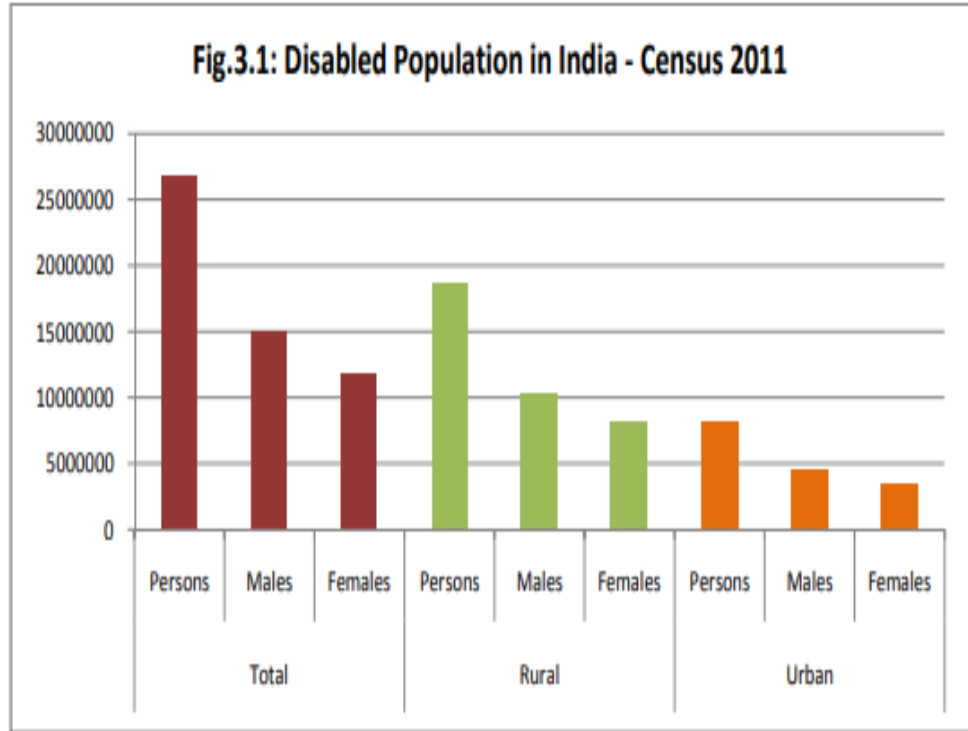
Fig.3.1: Disabled Population in India - Census 2011

Table 11: Literacy rate among disabled person vis-à-vis population literacy rate

State/UT	% Literates to total disabled	Literacy rate population
NCT of Delhi	65.32	86.34

Table 12: Disabled persons by age group- NCT of Delhi- Census, 2011

Age Group	Total Number of Disabled Persons		
	Persons	Males	Females
Total	234882	138379	96503
0-4	8333	4576	3757
5-9	14142	8263	5879
10-19	38188	22702	15486
20-29	40038	24922	15116

Table 13: Annual Report 2018-19

Classification of Persons with Disability by Residential Area is as under:

Population of Persons with Disabilities by Residential Area India, 2011			
Residential Area	**Persons**	**Males**	**Females**
Rural	18631921 (69.49%)	10408168	8223753
Urban	8178636 (30.51%)	4578034	3600602
Total	**26810557**	**14986202**	**11824355**

Source: Office of the Registrar General & Census Commissioner, India

Educational Level of Persons with Disability is as under:

Educational Level	**Persons**	**Males**	**Females**
Literate	14618353	934835	5270000
Illiterate	12196641	5640240	6556401
Literate but below Primary	2840345	1706441	1133904
Primary but below Middle	3554858	2195933	1358925
Middle but below Matric	2448070	1616539	831531
Matric but below Graduate	3448650	2330080	1118570
Graduate and above	1246857	839702	407155
Total	**26814994**	**14988593**	**11826401**

Source: Office of the Registrar General & Census Commissioner, India

The population of this study consisted all children with special needs students of class 6 to 11 studying in schools with inclusive setups under Govt. of NCT of Delhi.

Sampling

The objective of this study was to examine the social and educational environment of schools considering the right of equal education and educational opportunities for CWSN in schools. It was necessary to select a sample of schools with inclusive setups, which were having a large number of children with special needs. In this regard McMillan and Schumacher (2001), "maintain that qualitative researchers investigate in-depth small, distinct groups as the researcher is concerned with

understanding the social phenomena from the research participants' perspective. McMillan and Schumacher (2001) further recommended purposeful sampling because the samples that were selected were expected to be knowledgeable and informative about the phenomena the researcher was trying to investigate. Makhado (2002) stresses the fact that it is important to select information- rich cases, as this will help the researcher to address the purpose of the research". Thus, for the purpose of this research a three-stage sampling procedure was followed as shown in Figure 3.1
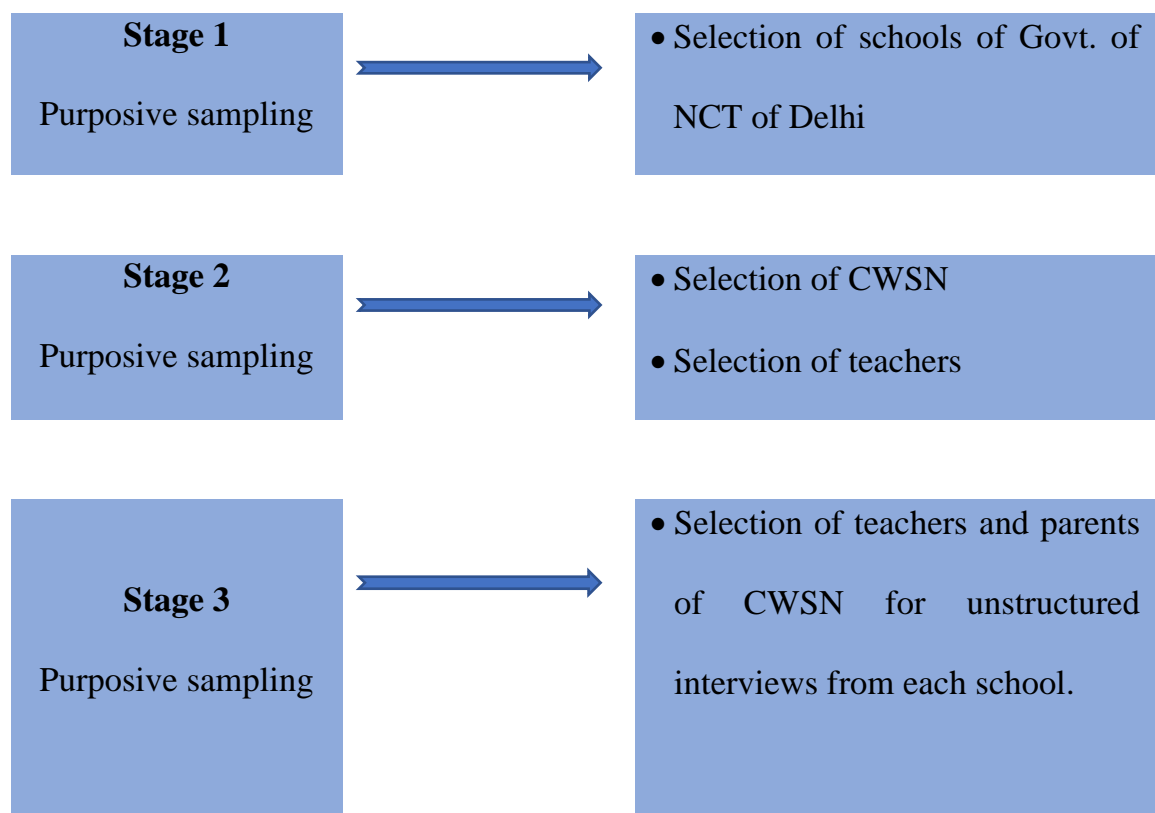
Stage 1 Purposive sampling	→	• Selection of schools of Govt. of NCT of Delhi
Stage 2 Purposive sampling	→	• Selection of CWSN • Selection of teachers
Stage 3 Purposive sampling	→	• Selection of teachers and parents of CWSN for unstructured interviews from each school.

Figure 5: Details of stages of sampling

Observation of schools

a) Government Boys Senior Secondary School, Baprola New Delhi

b) Government Girls Senior Secondary School, Baprola New Delhi

c) Government Co-ed Senior Secondary School, Baprola vihar New Delhi

d) Government SBV Matiala New Delhi

Table 14: Details of selected schools and sample

Schools	No. of Students	Teachers	Parents
Government Boys Senior Secondary School, Baprola New Delhi	27	25	5
Government Girls Senior Secondary School, Baprola New Delhi	25	10	5
Government Co-ed Senior Secondary School, Baprola vihar, New Delhi	18	15	5
Government SBV Matiala New Delhi	10	10	5
Total	**80**	**60**	**20**

At the first stage the list of all schools of district west-B of NCT of Delhi was collected from the directorate of education's records. Purposive sampling was carried out, to select the schools having large number of children with special needs. Further purposive sampling procedure was used to select four schools of Delhi in which children with special needs were available in large numbers. Out of these four schools were in west-B district of Delhi.

At the second stage, teachers of the four selected schools and the children having special needs from class VI to XI were selected purposefully. In the third stage purposive sampling was done on the basis of availability, consent and interest of teachers and parents to participate in research, for the selection of parents of CWSN and teachers teaching in inclusive classroom setups from class VI to XI from each school.

"Several groups of people were engaged to procure information to achieve the objectives of the study. The study targeted subject teachers, physical education

teachers, special educators and other staff involving in teaching- learning process and all the children having special needs studying in class VI to XI. The information acquired from these groups was used for triangulation to establish the validity of the research findings, since the major part of the study involved collection of qualitative data".

Table 15: Details of selected schools and sample with their disability

Schools	No. of Students	Intellectual Disability	Specific Learning Disability	Hearing and Speech Disability	Low Vision	Locomotor Disability	CP & LCP	Multiple Disability	Total
Government Boys Senior Secondary School, Baprola New Delhi	27	15	1	6	1	0	3	1	27
Government Girls Senior Secondary School, Baprola New Delhi	25	11	0	2	2	7	2	1	25
Government Co-ed Senior Secondary School, Baprola vihar New Delhi	18	5	3	2	1	4	1	2	18
Government SBV Matiala New Delhi	10	4	2	2	0	2	0	0	10
Total	80	35	6	12	4	13	6	4	80

3.3 Tools and Techniques

Tools are the instruments that are employed to find out the new facts from the collected data and which helps in exploring the the different dimensions of the collected data. The selection of tool is directly related to to the objectives framed for the study, time duration of the study, availability of of related software and personal efficiency. In the present research study, the researcher was unable to find relevant standardized tool to understand the nature of discrimination in educational status and opportunities given to the CWSN in schools environment. Therefore, the objectives of the study may be achieved and it was decided to develop appropriate tools for the study to investigate and to examine the perception of various persons directly involved in teaching learning process of CWSN. The tools were developed by the researcher under the guidance of supervisor through literature analysis and a pilot study was also conducted. In the present study the tools and techniques was used for the CWSN studying in inclusive education set up. The tools developed by the researcher are mentioned below: in figure 6.
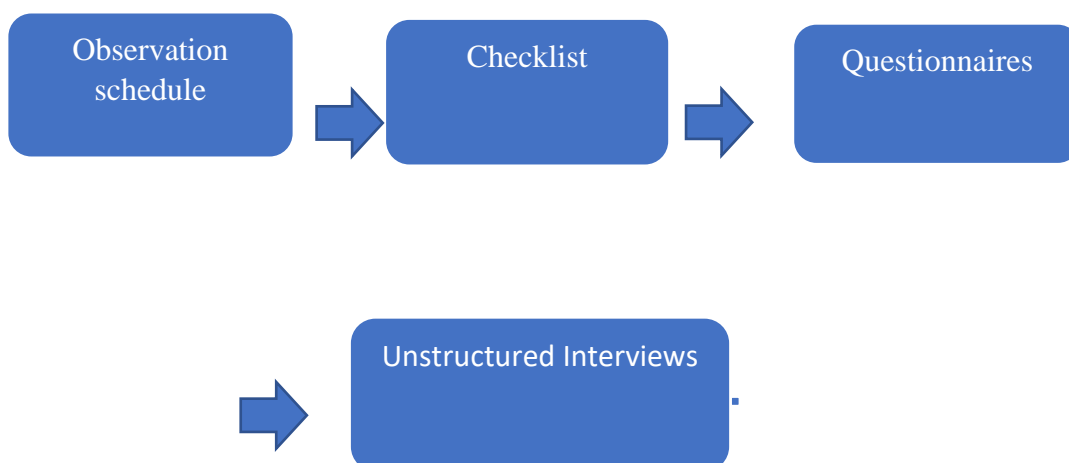
```
┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│ Observation  │ ──▶  │  Checklist   │ ──▶  │Questionnaires│
│  schedule    │      │              │      │              │
└──────────────┘      └──────────────┘      └──────────────┘


              ┌──────────────────────┐
        ──▶   │ Unstructured Interviews│
              │                       │
              └──────────────────────┘
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Figure 6: Tools of the study

John W. Best (1992) commented that, "like the tools in the carpenter box, each is appropriate in a given situation, to accomplish a particular purpose". Every tool of research is appropriate in the given situation to fulfill the specific purpose. Each tool was administered to a specific target group. The details about the tools and target groups are given in the

Table 16: *Data collection tools and the targeted perspectives*

Observation-Schedule	• Observation schedule for physical verification of children with special needs.
Checklist	• Amenities for children with special needs
Questionnaire	• Educational experiences and views of CWSN • Educational barriers (social and academic) • Perceptions of teachers regarding education of children with special needs
Unstructured Interviews	• Verify answers given in questionnaire • Discover unexplained views and experiences • Explanation for unclear answers • Personal views and perceptions regarding education of CWSN • Triangular verification

Observation schedule

During the research work the observation was recorded because this is the descriptive research where the voices children with special needs were collected. During the collection of of the words of subject the observation is very essential to record. McMillan and Schumacher (2001) suggest that the "…observational method relies on a researcher's hearing and seeing things and recording these observations, rather than relying on subject's self-report responses to questions or statements". Engelbrecht (2003) believed that, "…observation is a major means of collecting data in

qualitative research". Observation of the voices collected provides an insight of original situation of researcher and the sample. There is one objective in the study that whether resources are available as per the norms or not. For this objective meaning of the subject says that yes but it while answering they have certain kind of unnatural fear that maybe the school personnel may not like there reply. Here the facial expression and the extent of tone matters.

The researcher could not find any standardized tools for the physical verification of the children with special needs. Therefore, the researcher used enrolment data of CWSN Provided by the Special educators of each school and designed a tool for structured observation to provide systematic description for the physical verification of children having special needs. The observation schedule is attached as Appendix - A. The observation schedule was constructed and finalized after taking news of various experts. The Pilot study was conducted, literature was analysed and then the observation schedule was prepared to adopt in this research work. There are some functional and some non-functional was taken like, in class, seating arrangement, dialogue/discussions between CWSN and general students- teachers, classroom behaviour, access to learning facilities, resources- labs, participation in school activities, curricular and co-curricular activities.

The researcher was concerned with the physical verification of children having special needs. Thus, the school data was also observed for further verification. A manual was attached with the observation schedule to identify the categories of children having sensory and locomotor disability considered under each type of disability. The details for collection of data under each category are described below:

Table 17: Types of Disability

Hearing disability	• Mild: Between 26-40DB • Moderate: Between 41-60DB • Severe: Between 60-70DB • Profound: Between 71-90DB • Total Deafness: 91DB and above
Visual disability	• Partially Sighted: The Visual impairment was corrected to the maximum possibility but child is not positively give educational performance • Low Vision: Vision between 20/70-20/60 and cannot be corrected • Profound/ Legally Blind: Vision between 20/400-20/1000 is profound • Totally Blind: Lack of light perception.
Locomotor disability	• Deformity of Limb • Dysfunction of joints of limb • Polio • Paralysis • Deformity of Body
Intellectual disability	• Mild (Educable): Mental age 8-12, learn to approximately 6th grade level • Moderate (Trainable): Mental age 5-8, can-not learn academic subjects in school • Profound/Severe: Require life-long care and supervision and are often confined to institutions
Specific learning disability	• Dyslexia • Dysgraphia • Dyscalculia • Dyspraxia • ADHD • Oral/written language disorder

| Cerebral palsy & LCP | • Spastic
• Athetoid
• Hypotonic
• Ataxic
• Mixed cerebral palsy
LCP:-
• Loss of sensation in hands or feet; or paresis in eye and eye-lid
• Extreme physical deformity as well as advanced age |
| Multiple disability | • More than one significant disability, such as physical, sensory, behavioural, psychological issues. |

Checklist

One another important tool named as checklist in this research work. This checklist is prepared on the basis of the directions given by the government. This checklist helps researcher to record various amenities for children with visually impairment in the physical environment of the school. It helps in finding out the amenities for children with locomotor disability in the physical environment of the school, amenities for children with hearing and speech disability in the physical environment of the school and immunities for children with mental disability in the physical environment of the school. It provides first and information about the physical facilities and resources available in the school. The given table as discussed, the same.

Table 18: Component and items wise details of the Checklist of amenities for children with special needs in physical environment of school

Tool	Main Components	Items
Check list for provisions in Physical Environment	**Part-A:** Checklist of amenities for children with visual disability in physical environment	21 Items
	Part-B: Checklist of amenities for children with locomotor disability, cerebral palsy & LCP in physical environment	19 Items
	Part-C: Checklist of amenities for children with hearing and speech disability in physical environment	7 Items
	Part-D: Checklist of amenities for children with mental disability in physical environment	7 Items

Furthermore, the first and experiences on the basis of of the pilot study and checklist the expert has finalize the draft of given Checklists of amenities for children with special needs in physical environment for ensuring barrier free environment of school was constructed. The details of the important components and their related items in the checklist which must be present in the physical environment of the school are mentioned as above. The checklist is attached as Appendix-B.

Questionnaires

According to **Van Rensburg, Landman and Bodenstein (1994)**, "a questionnaire is a set of questions dealing with some topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration'. the questionnaire as a measuring instrument has the greatest influence on the reliability of research data". In the present research study the questionnaire was adopted as per the objective of finding the views, perception of educators regarding the education of CWSN in their school.

According to Dane (1990) the detailing of of every question, responsive in the given format of the questionnaire are determined by the following:

a) Choice of the subject taken for the research study.

b) Aim of the research study.

c) Size of the sample for study.

d) Method of collecting data.

e) Analysis of the collected data.

There are various questions which was written in the questionnaire but 800 to understanding the level of the subject the researcher has explained the question differently. There was no hesitation and destruction in changing the the structure of question number of times. The questionnaires were reviewed rigorously by experts. After regular and meaningful changing in the questionnaire; it was designed for the research purpose in following manner:

- Designing of questionnaire was discussed with the supervisor and various related experts' number of times which takes lot of time and finally constructed.

- This question was used for pretest to reduce the the maximum possible errors.

- The researcher's avoided prejudice, ambiguity, bias, and technical language used in the questions. The questions made very simple so that it can understand by every one.

- The questionnaire-A consisted of two sections. Section-I required biographical information about the students which is mentioned as below:

• Name of the School

• Student's Name

• Class

• Gender

• Type of disability

Section-II consisted of forty-eight items which were categorized into groups of common themes in order to have a clear understanding and flow of information.

The questionnaire-B consisted of two sections. Section-I required biographical information about the teachers and special educators which is mentioned as below:

• Name of the School

• Teacher's Name

• Gender

• Total Experience of teaching

• Educational Qualification

Section-II consisted of eight groups of common themes in order to have a clear understanding and flow of information.

Unstructured Interview

The unstructured interviews were organised after reviewing the data collected with other tools of study. For the present study the unstructured interviews of teachers and parents were undertaken to achieve the objective of finding the views and perception of teachers, special educators regarding teaching-learning process for CWSN and parents about the education of their children in their school. The questions which were asked were in order to have a clear understanding and flow of to understand their opinion and views.

3.4 Validity and reliability of the tools

In qualitative research the researcher has accountability to collect the data according to the objectives designed. the findings of the pilot study fix the validity and

reliability of the tool. Khumalo (2000) stressed that, "to establish the trustworthiness of the data in qualitative research it is important that the researcher should use different procedures". The reliability and validity stablish trustworthiness in the research and therefore its measurement it is essential to get proper result.

Validity of the tools

Ary, Jacobs and Razavieh, Best and Kahn, (2001) describe validity as "… the extent to which an instrument or procedure measures what it is supposed to measure". In essence reality is multidimensional, ever-changing and in a sense subjective. Therefore, it is very difficult to ensure the validity of the tool. In the year 2002 Smit says that quality of research is depend on its internal validity. It is not depending on the external validity. The internal validity reflects logical internal relationship which give genuine reason to the data. It says that how the findings of the data maid real. In the year 2002 Makhado give different dimensions to address validity. He says that researcher only observe that item which they want to observe. The researcher only here that items which the wants to hear. These questions need to to be taken into consideration. The strength of the present research study is depending on its internal validity and therefore, the validation process was executed where is systematically.

a. The researcher findout and identified different items and components for the study tools.

b) Items were counstructed and developed which was related to the components.

c) The tools was discussed among the experts for their observation and specific comments and suggestions.

d) The suggestions on the tool was provided by experts and the same was incorporated in the respective tools.

e) The validity of the prepared interview was findout by comparing the interviewee's response with other source of data.

f) The items in the checklist were phased in such a way that they were discriminative in quality.

g) Best (1977) is of the opinion that the validity of observational measurements are improved when observation are made at frequent intervals by the same observer. Thus, the researcher did observation in the selected schools frequently.

h) The pilot study was done to enhance the validity of all the tools, some items were changed, some items were rephrased and some repositioned. However, no statistical analysis was entertained to prove the validity and reliability of the tool.

i) Facts were recorded, photographs were taken while administering the personal interview wherever possible. Thus, it can be observed that the validity of each tool is inbuilt and therefore reveals the context and purpose for which it was designed. In other words, each research tool possessed the content validity. The tools validity was again confirmed by making each tool appraise critically by the supervisor and expert of the field.

Triangulation Method

The researcher has used and adopted triangular methods concept to ensure the the different applications. It refers to to the use of various approaches to enhance self motivation. According to Sethosa (2001) "… triangulation refers to the use of multiple

methods in the collection of data in order to compensate for the limitations of each method". In the present study data triangulation comprising of gathering data from different stakeholders was done along with it methodological, between method involving various tools and use of qualitative research methods was undertaken to arrive at convergent findings was undertaken. The method of triangulation was used in establishing validity of the tools like.

- Checklist for physical verification of available amenities, support and services for CWSN in schools

- Questionnaire on teaching learning process of children with special needs for teachers and students

- Observation schedule for physical verification of children with special needs

- Personal interview on teaching learning process of children with special needs for teachers and special educators

- Pilot testing and other relevant documents to enhance the credibility of interpretations.

The process of triangulation method ia sa follows:

- The validity of research study depends on the different sources use for data collection.

- Data was observed from different angles and it was used by various techniques of experiences of the voices collected, observation schedule and interview.

- The reliability and accuracy is depend on the records of facts and transcripts collected.

- The records of facts and transitive collected as an important implication to find out the the reliability e and accuracy.

- The data was cross checked by different methods

- By asking parallel questions to ascertain clear response.

- Observation was frequently done

Reliability of the tools

Reliability is a concept of statistic which co relates the consistency and obtaining the same result having the same variables which were not changed. Silverman (2002) defines reliability as "… the degree to which the finding is independent of accidental circumstances of the research". In addition to that reliability as Sethosa (2001) puts it "… is the degree of consistency with which the instrument or procedure measures whatever it is supposed to measure."

Pilot testing

Dane (1990) opinions that, "A pilot study is an abbreviated version of a research project in which the researcher practises or tests the procedures to be used in the subsequent full-scale project". For the purpose of this study the researcher conducted a pilot run at a very successful and renowned inclusive Sr. sec. school located in west Delhi. The above school had implemented inclusive setups. Educators at the pilot school had experience in implementing inclusive education in their classrooms. The researcher selected sixth to eleventh class children having special needs, six teachers and one special educator of the school. The six teachers and special educator in the pilot school were trained and qualified. The purpose of the pilot study was to determine the way the tools would be comprehended by the populations to be surveyed. No quantitative analysis of the data was carried out. The samples were motivated and encouraged to give any kind of suggestions and comments on the specific items given in the questionnaire. The feedback was collected from the the subject, and then the

observation was recorded by the researcher. On the basis of of the commons came from various experts the draft was prepared. Plug, Meyer, Louw and Gouws (1991) list some of the purposes of the pilot study. The Pilot study of the research develop and Insight in the researcher about various approaches of the area. The various areas which was not covered by the researcher was also identified. The error during the data collection was reduced to the maximum in the present study. The item and their language was reframed in a simplified manner. The researcher has utilise lot of time in preparing the different questionnaires. Therefore, the pilot testing is essential, as Marshall and Rossman (2001) emphasized that "… questions have to be pilot tested on a small group to determine the usefulness and reliability of the information before it is administered to a larger group of respondents".

3.5 Administration of The Tools

The researcher administered the tools in four schools of inclusive setups of Govt. of NCT of Delhi. In the present study the researcher has selected the respondent which includes teachers, special educator and children with special needs of its convenience. The observation of the schools for physical verification of available amenities, support and services for CWSN in schools was conducted by the researcher himself using Observation schedule for physical verification of available amenities, support and services for children with special needs. The observer himself observed each section of class VI to XI in each school and verified the total number of children with special needs. Moreover, the register was consulted for further verification of the students. The verification of schools in terms of available amenities for CWSN in physical environment was done by the researcher himself using checklist of amenities for children with special needs in physical environment of schools.

The children with special needs from sixth to eleventh class were identified and the researcher himself took their statements after taking permission from the authority. Answers writing in questionnaire was held in the classroom in all the schools. The children with special needs were briefed about the procedure. They were asked to be open and truthful about their experiences in school environment as their input was of significance to the research. The researcher took the help of the special educator in this process. The method used for administration of the questionnaires was discussed.

Questionnaire of teachers was administered to at least 30 teachers of six to tenth class who were teaching children having special needs and Questionnaire of CWSN was administered to all special children of the school. For conducting the research, the researcher has taken permission in advance from the school authorities that the purpose is to collect the data for research. The teachers were taken into confidence and discuss the objectives of the research. The research tool i.e. Checklist, questionnaire, observation schedule and the questions to be asked was shown to the teachers as well as to the competent authority. It was also explained that how inclusive education is essential and now it needs to be implemented completely. The classroom activities are very essential in inclusive education. Teachers were made aware the sensitivity of the research. Whenever they required they were free to ask any question to the researcher. The venue for the personnel interview for teachers was in classroom or staffroom after school teaching hours in each school. However, venue for the personnel interview of parents was in staffroom or available separate room of school after school teaching hours in each school. The interview schedule was screened to observe the teaching learning process which was used to teach the children with special needs in inclusive setup and during the interview different type of notes was recorded by the researcher.

The interview questions were based on the responses, collected before with other tools from all the participants for the sake of clarification.

3.6 Difficulties faced during data collection

Since, the study involved purposive sample, therefore, locating school that serve the purpose of researcher was a tedious task. However, once the sample school was finalized, the first round of problem was sorted out. The second major problem that I encountered was related to recording the responses from the respondents. The dilemma was pertaining to how to select the relevant response out of several responses. This dilemma remained in the beginning phase of data collection and hence, I recorded all the responses manually. These were recorded in pointers and later elaborated in the evening before retiring to the bed. However, the above-mentioned dilemma remained short lived as while elaborating and going through the objectives of the research. I understood the distinction between relevant and irrelevant information.

The next difficult task was handling and processing the huge data collected during the entire fieldwork that extended for around sixteen months. There were several aspects that were recorded from the field. Going through these aspects of the entire data multiple times was a tedious job. Therefore, the difficulty was related to what to incorporate and what to leave out. This difficulty was sorted out once a master sheet of responses were prepared and categorized according to objectives on the one side and sample respondents on the other. Afterward, the data was read out and placed according to these categories. Similar and dissimilar responses were recorded with whatever number of times it was occurred.

3.7 Handling ethical issues

In the qualitative research, especially in context of research utilizing descriptive methodology, ethical considerations, such as, confidentiality, safety and well-being of the respondents remain prime concern of the researcher in the entire process of data collection. Since the major informants were CWSN, hence, I maintained the confidentiality of the respondents. Even in the process of report writing, the confidentiality of the respondents has been maintained and their original identity has not been disclosed. In the beginning, many CWSN respondents were little apprehensive to disclose the information, however, with the development of personal bonding such apprehensions faded away. They came to realize that the information provided by them will remain a secret with me and will not be disclosed. Once this realization came to them even those children wanted to interact who were not included in the sample. I also assured them, that, their participation would not put them in any kind of trouble, awkward situation, pain or injuries. The respondents were also assured that their revelation of perceptions and experiences which will be published as a report will hide their identification and complete anonymity will be maintained. Thus, the identity of the respondents has been disguised in writing the report so as to maintain their confidentiality and do justice with the ethical issue.

3.8 Conclusion

In this chapter the researcher has discussed about the descriptive research design which was used for the research study. The researcher has also discussed how the observation schedule was prepared, what precautions were taken while preparing checklist, and in the same way what precautions were taken while constructing questionnaire. The researcher also discusses about the Waves of taking personal

interviews and changing of language during the personal interviews. It was also mention that observation was recorded on the basis of of the expression of the reply. The checklist gives the quantitative data only but the questionnaire and voices of children collected provides the qualitative description of the research area.