

**INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN
ELEMENTARY SCHOOLS: PERCEPTION OF
STAKEHOLDERS, CLASSROOM PRACTICES, AND
LEARNERS' EXPERIENCES**

*A Thesis submitted to the University of Hyderabad in partial
fulfilment of the award of the degree of*

**DOCTOR OF PHILOSOPHY
in
EDUCATION**

By

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DECLARATION

I, Sanjeevani Sudha Jena, hereby declare that the thesis entitled, “**Inclusion of Children with Special Needs in Elementary Schools: Perception of Stakeholders, Classroom Practices and Learners’ Experiences**” submitted by me under the guidance and research supervision of **Prof. G. Bhuvaneswara Lakshmi and Prof. J.V. Madhusudan** is a bonafide research work.

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1. Jena, S.S., & Lakshmi, G.B. (2022). Mainstreaming in education: A systematic literature review and Bibliometric analysis. *ANVESAK*, 52(10), 16-27.
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The student has made presentation in the following seminars/ conferences:

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LIST OF ACRONYMS

Acronyms	Definition
ABEOs	Additional Block Education Officer
BCVI	Belize Council for the Visually Impaired
BEOs	Block Education Officer
CABE	Central Advisory Board of Education
CP	Cerebral Palsy
CSEnS	Children with Special Education Needs
CWDs	Children with Disabilities
CWSNs	Children with Special Needs
Govt.	Government
HI	Hearing Impairment
HTs	Head Teachers
ICT	Information and Communication Technology
IECYD	Inclusion in Education of Children and Youth with Disabilities
IED	Integrated Education for Disabled
IEDC	Integrated Education for Disabled Children
IEDSS	Inclusive Education for Disabled at Secondary Stage
IEP	Individualized Education Plan
IEVs	Inclusive Education Volunteers
IQ	Intelligence Quotient
JAWS	Job Action with Speech
LD	Loco motor Disability
MHRD	Ministry of Human Resource Development
NCERT	National Council of Educational Research and Training
NEP	National Education Policy
NITI Aayog	National Institution for Transforming India Aayog
NPE	National Policy on Education
OSEPA	Odisha School Educational Program and Authority
PD	Professional Development
PH	Physically Handicapped
PIED	Project Integrated Education Development

PWD	Person with Disabilities
RBSK	Rastriya Bal Swasthya Karyakrama
RCFCE	Right of Children to Free and Compulsory Education
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RPWD	Rights of Person with Disabilities
RTE	Right to Education
SD	Standard Deviation
SEN	Special Educational Needs
SIS	State Implementation Society
SSA	Samagra Siksha Abhiyan
SSA	Sarva Siksha Abhiyan
SVNIRTAR	Swami Vivekananda National Institute of Rehabilitation Training and Research
SWDs	Students with Disabilities
SWSNs	Students with Special Needs
TLMs	Teaching Learning Materials
UDHR	Universal Declaration of Human Rights
UEHP	Universal Eye Health Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UPE	Universalization of Primary Education
VI	Visual Impairment

ABSTRACT

There has been a journey from exclusion through segregation and integration to inclusion. In addition, without successful inclusion it is impossible to achieve quality, equitable and inclusive education which has been emphasised internationally (i.e., SDG-4) and nationally (RTE Act-2009, SSA-2018, NEP-2020 etc.). Again, for inclusion to be successful, the roles and responsibilities of stakeholders administrators, teachers, parents, non- disabled peers, and children with special needs (CWSNs) is significant. Therefore, present study aimed to find out the perception of teachers, education personnel (i.e., Head Teacher, BEOs/ABEO, RPs [CWSNs]), and experiences of learners (i.e., Children with special needs [Children with Visual impairment & Loco motor disability] & non- disabled peers of children with hearing impairment). In addition, an attempt was made to observe the classroom practices in the classes having CWSNs. Descriptive survey design with both quantitative and qualitative method was used for the present study. The target population of the study consists of 873 teachers, 141 Head teachers including teachers kept in charge of Head teachers, 374 CWSNs including their non-disabled peers (peers in case of children with hearing impairment), parents of those CWSNs, spreading over 141 schools of three blocks of Ganjam district, Odisha. Perception scale was used to collect data from 150 teachers from 25 schools who were selected through simple random sampling technique. Interview schedule was used to collect data from the Block education officers (BEOs)/ Additional block education officer (ABEO), Resource Persons (RPs), Head teachers (HTs), Parents of CWSNs, non- disabled peers of CWSNs in case of children with hearing impairment who were selected through purposive sampling techniques and interview schedule was used for the CWSNs who were selected through Criterion sampling technique. Data collected through the perception scale were analysed through percentage analysis, Chi- square test of independence, & Fishers Exact Test, and the data collected through interview schedule were analysed through percentage analysis and content analysis techniques. The major findings of the study indicates that majority of the teachers were positive towards the inclusion of Children with special needs. Further, no significant association was found in between gender, teaching experience, and training on inclusive education of the teachers and their perception towards inclusion of CWSNs.

However, statement wise analyses show significant association in some of the statements. Similarly, majority of the education personnel reported positively with regard to accessibility of CWSNs to schools/classroom, training attended by teachers, collaboration between RPs & teachers, provision of assistive devices & teaching learning materials & scholarship facilities for CWSNs, transaction of curriculum, parental involvement, peer sensitization, monitoring of implementation of inclusive practices, and organizing of camps & programs for CWSNs at block or district level. However, majority of the HTs showed their concerns regarding increase of workloads through inclusion of CWSNs, infrequent collaboration between RPs and teachers, inadequate RPs, and inflexible assessment practices for the CWSNs. It is found that majority of the parents preferred general school over special school. In addition, though majority of the parents were positive regarding attending training, 47% of them were not giving attention to the reading and writing of their children. Further majority of the parents reported regarding interest of their children to go to school, security & social adjustment of their children in school, and discussion with the teachers about the education of their children. During classroom observation it is observed that sitting arrangements of the classes for children with LD & VI was satisfactory but not satisfactory for children with HI. Most of the classes were found as spacious along with positive attitude of peers & teachers. Majority of the classes were found learner centred in general, and six classes were found to be target specific to CWSNs. Mostly teachers were using TLMs which were being used for normal students. Majority of the CWSNs reported positively regarding accessibility to school environment, interest to go to schools, positive attitude of teachers & peers, participation in different activities, and positive social relationship. The findings of the present research will be helpful for all the stakeholders to know the status of inclusion of CWSNs in elementary schools, and take initiatives (i.e., ZERO period for developing creativity of the students, recruitment of RPs, effective & frequent training for parents, monitoring of classroom practices) for achieving the equity and inclusion which has been emphasised by NEP-2020.

Keywords: *Children with Special Needs, Elementary School, Inclusion, stakeholders, Education Personnel, Parents*

CHAPTER-I

THE PROBLEM AND ITS CONTEXT

1.0 Introduction

Every child has the potential to learn and the right to get education. This right has been recognized and mandated globally in the Universal Declaration of Human Rights of 1948 (Article- 26) and nationally in India with the insertion of Article 21(A) in the Indian Constitution in 2002. Free elementary education is a right that children are entitled to. Children with special needs are also no exception to this right. In recent years, the Samagra Siksha Abhiyan-2018, a national program, has emphasized the importance of inclusive education for all children. This was later reaffirmed by the National Education Policy (NEP-2020) which also focused on inclusivity. The policy initiatives and legal rights regarding education for all in an inclusive environment have led researchers, policymakers, and stakeholders to take these issues seriously. Although many policies have been enacted and implemented both nationally and internationally to ensure equity, quality, and inclusion, the progress in this regard can be seen only in government reports and different research reports. But a reality check doesn't confirm their progress. Research conducted in India, specifically in Odisha, indicates that various factors such as the attitude of stakeholders, lack of skilled teachers, fewer special educators, non-flexible curriculum, and lack of proper assessment are some of the reasons for the gap between policies and practices. Besides this, policy initiation and its implementation status, gaps in policy practices, and personal experience stirred the researcher to plan and undertake the present study. The personal experience with the researcher is as follows:

While the researcher was pursuing her Master's studies, she resided in a hostel where she came across Lima (Pseudonym), a girl with blindness who was studying in a higher secondary school and residing in the same hostel. She used to request the researcher to record audio versions of her printed learning materials on her [Lima's] mobile device for her study purposes. She sometimes shared her experiences with the researcher regarding how she was facing different challenges related to her studies. Such challenges were related to classroom transactions, non-availability of subject-based braille books, and arrangement of a scribe to write in her examinations etc.. The researcher was wondering if the same things are happening with higher secondary students, what would be happening with elementary students, who are in their very early years of schooling.

In view of the foregoing description, the researcher intended to gain a comprehensive understanding of the perspectives and practices of various stakeholders involved in the education of children with special needs (CWSNs). Stakeholders include teachers, head teachers, block-level resource persons, block education officers (BEOs), additional block education officers (ABEOs), parents of CWSNs, and learners. By exploring their views on the inclusion of CWSNs in regular classrooms, and by observing the classroom practices, the researcher aims to identify effective strategies and practices that can promote inclusion so as to enrich the learning experience of CWSNs.

1.1 Background of the Study

Worldwide nearly 240 million children have some form of disabilities (UNICEF, 2021). The official estimates of the Census of India (2011) reported the disabled population of India as 2.68 Crores which was 2.21 per cent of the country's population having some kind of disability. Internationally, there have been clear progresses with initiation of different frameworks and policies. However, millions of children are excluded from education at primary level because of poverty, ethnicity, language and disability (UNESCO, 2015, p. 76) and education of CWSNs is still addressed inadequately by systems of schools around the world (UNESCO, 2019). Further, One of the sustainable development goals (SDG-4) aimed at “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” which denotes that every child should have access to inclusive and equitable quality education without any exception. At national level also the Govt. of India has enacted various initiatives (see section 1.1.3.2 of this chapter) for ensuring inclusive growth of the society by providing education to children with disabilities and to the under privileged section of the society. Therefore, inclusive education is crucial to upholding every child's right, such as education for all, which accepts and supports all students regardless of their differences and encourages them to participate in school. Numerous factors are necessary for an inclusive education program to be implemented successfully. Among the variables teacher is the most important variable in the implementation of inclusive education programs in India whose work has undergone a remarkable change (Das *et al*, 2012). Along with the teachers, the participation of administrators, parents and peers of CWSNs and CWSNs in the process of education can't be ignored or less emphasised if successful inclusion is to be assured. Therefore, there is a necessity for collaborative efforts within the schools,

between the schools, and various educational stakeholders to implement inclusive education in general schools. Further, besides the stakeholders' attitude and participation, modification of the structure of education system, and adaptation of teaching learning materials and curriculum are essential components to address the varied educational needs of children in the sphere of inclusion.

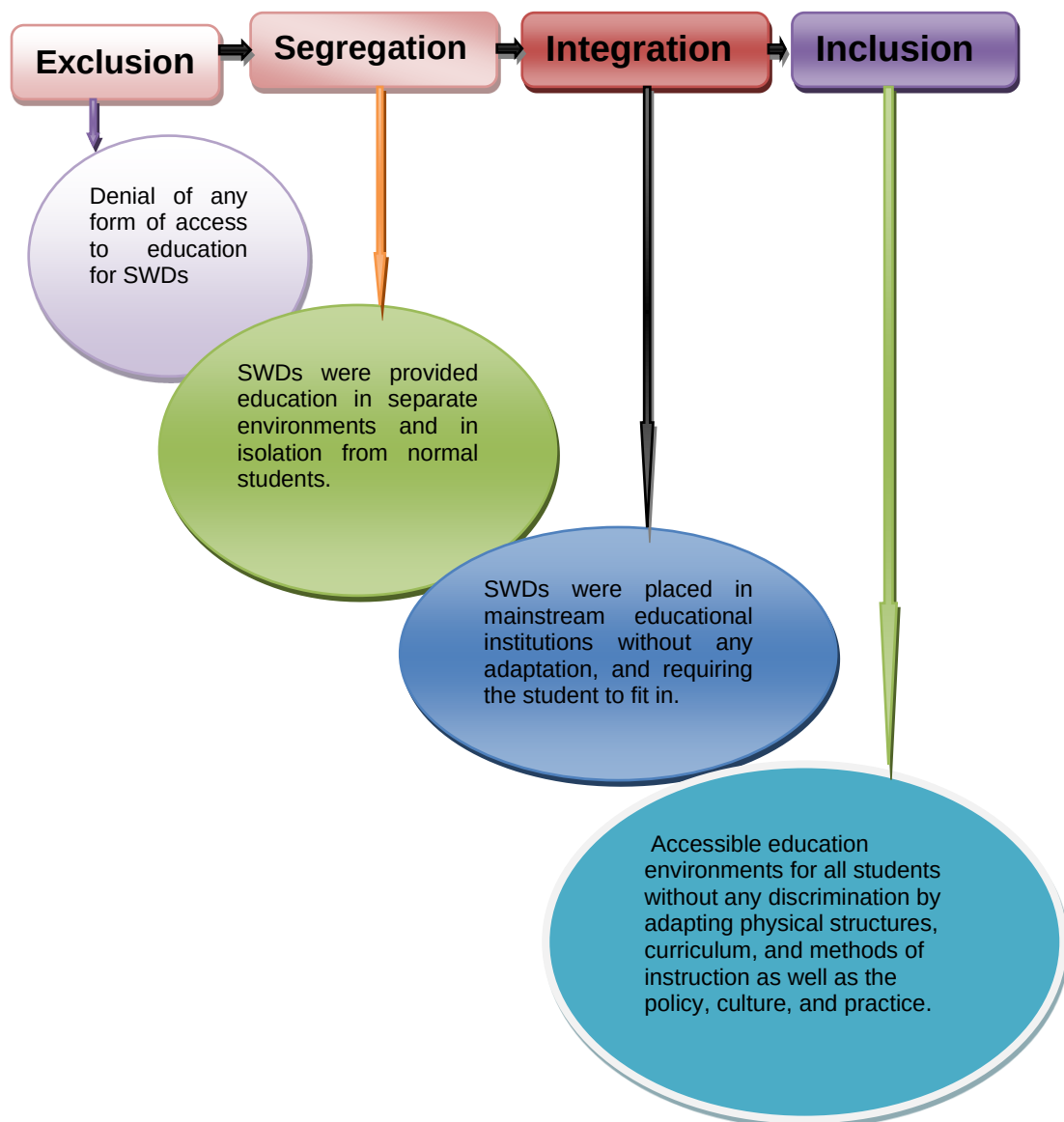
There has been a journey from exclusion through segregation and integration to inclusion. In this context, without successful inclusion it is impossible to achieve quality, equitable and inclusive education which has been emphasised internationally (i.e., SDG-4) and nationally (RTE Act-2009, SSA-2018 etc.). Imperfection is with everybody and every human life is precious to undertake a journey from imperfection to perfection. All disabled learners have a right to fulfil their mission which can be possible when concerted and collaborative efforts are made by all stakeholders in line with research perspective.

1.1.1 Historical Perspective: A Journey towards Inclusive Education

Inclusion has started its journey from exclusion to inclusion through segregation and integration which is depicted in following figure.

Figure 1.1

Journey from Exclusion to Inclusion



Source: Compiled by researcher (data from UNICEF, 2017)

Note: SWDs-Student with Disabilities

Disability in Historical Perspective

Since the time immemorial the notion of disability has been changing and the approach or model of disability for constructing the meaning of disability has also been changing. Generally different laws, policies, programs, and rights led to two approaches such as disability as an individual pathology and social pathology. Specifically, four major models (i.e., the charity model, bio- centric model, functional model, and the human rights model) of disability have been identified within these two paradigms (NCERT, 2006).

The **charity model** viewed people having disabilities as they are victim of their impairment by which their situation was regarded as very tragic because of their suffering (Duyan, 2007 as cited in Retief & Letšosa, 2018) and depicted PWDs as depressed, helpless, and dependent on others' care which contributed to the preservation of stereotyped conceptualization of PWDs (Seale, 2006 as cited in Retief & Letšosa, 2018). Therefore, for their tragic situation they need assistance from normal people (Duyan, 2007 as cited in Retief & Letšosa, 2018). So, the approach instigated extreme isolation and marginalisation of people having disabilities by originating a model of custodial care (NCERT, 2006).

The **bio-centric model** of disability viewed disability as a medical or genetic condition (NCERT, 2006). It also regarded disability as a defect in bodily system or failure of a bodily system that is not normal and inherently pathological (Olkin, 1999 as cited in Retief & Letšosa, 2018). This implies that, despite medical miracles and cures, PWDs and their families must strive toward normalizing their disability (NCERT, 2006).

In the **functional model**, rights are entitled differently by assessing the individual incapability and the degree to which an individual is thought to be capable of exercising his/her rights on his/her own (NCERT, 2006). Because of disability of the person, person's ability is limited to perform the specific functions of daily life (Byrnes et al., 2002). The similarity between medical model and functional model could be seen based on the focus on the basis of rehabilitation of individual rather than society, is rehabilitated (Imrie, 1997 as cited in Disability Models, n.d.), and the difference can be seen in between these two models where the functional model places more emphasis on functional restrictions and disabilities where as the medical model is more concerned with pathology and cure (Nagi, 1965 as cited in Disability Models, n.d.). Advocates of this functional model view disability as a deficiency which could be overcome with the assistance of professionals whose role was to treat the medical and social problems faced by these children (Burch & Sutherland, 2006).

The **human right model** of disability sees disability as a human right issue that affirm the inalienable rights of all human being. This model is based on diversity where disability is regarded as a common aspect of human condition where value-differences are respected and disability is accepted as a part of human diversity and humanity. Another aspect of this model is breaking down the barriers which restrict the participation of disabled person in the society. For example this model examines

the accessibility (physical and pedagogical accessibility) to schools for the individuals, labelled as not educable formerly. In addition to this, the model also includes equality and non- discrimination. This aspect of the approach is based on the idea that while considering to extend equality, the concept of non- discrimination and reasonable differentiation must be taken into account. Differentiation is to be made for those who require specialized services or support. Individual treatment differences that are supported by reason and objective reasoning do not constitute discrimination. The requirements for equitable participation could be accomplished through reasonable accommodation which is another aspect of human right model. As an additional component of the human rights approach, equal participation and inclusion respect the PWDs' freedom and autonomy of choice by putting the individual at the centre of all decisions that have an impact on them. Therefore, in order to achieve the ability for the unrestricted engagement and participation that are essential to an inclusive society, people with disabilities, as well as other essential individuals and institutions, must be made possible to acquire the ability.

Emergence of Inclusive Education

The evolution of the concept of education began with exclusion. This was the era of abandonment where people with disabilities were treated as useless and burden on society.

Then, people started realising that persons with disabilities (PWDs) are not liabilities for the society. They can contribute to the cause of the society and play their roles. Sharma (2021) reported that the renaissance movement originated in the 16th century from Italy and spread out in whole western world in 17th century because of which there had been a lot of changes in the mind set of people. Afterwards, people with disability started getting recognised and capable of being educated. The idea of educability was based on the premises that humanity is associated with education and every human in the world deserves to be educated. This was the time when special education as another system of education was established in segregated setting which were referred as special schools (Sharma, 2021).

As a segregated system of education special education for children having disabilities was evolved way back in India in 1880s outside the mainstream system of education. Special education was based on medical model of disability as that focuses on disability of the individual (i.e., all learning problems occurs due to some organic disorder or disease). The first school was set up for the deaf in 1883 in Bombay, and

in Amritsar for the blind in 1887 (Pandey, 2020). The numbers of schools were increased in 1947 (i.e., schools were increased to 32 for blind, to 30 for the deaf and to 3 for mentally retarded) and rapidly expanded to around 3000 by the year 2000 (Department of Education, 2000 as cited in Sanjeev & Kumar, 2007). Until the 1970s, segregation was encouraged by the policy (Advani, 2002 as cited in NCERT, 2006).

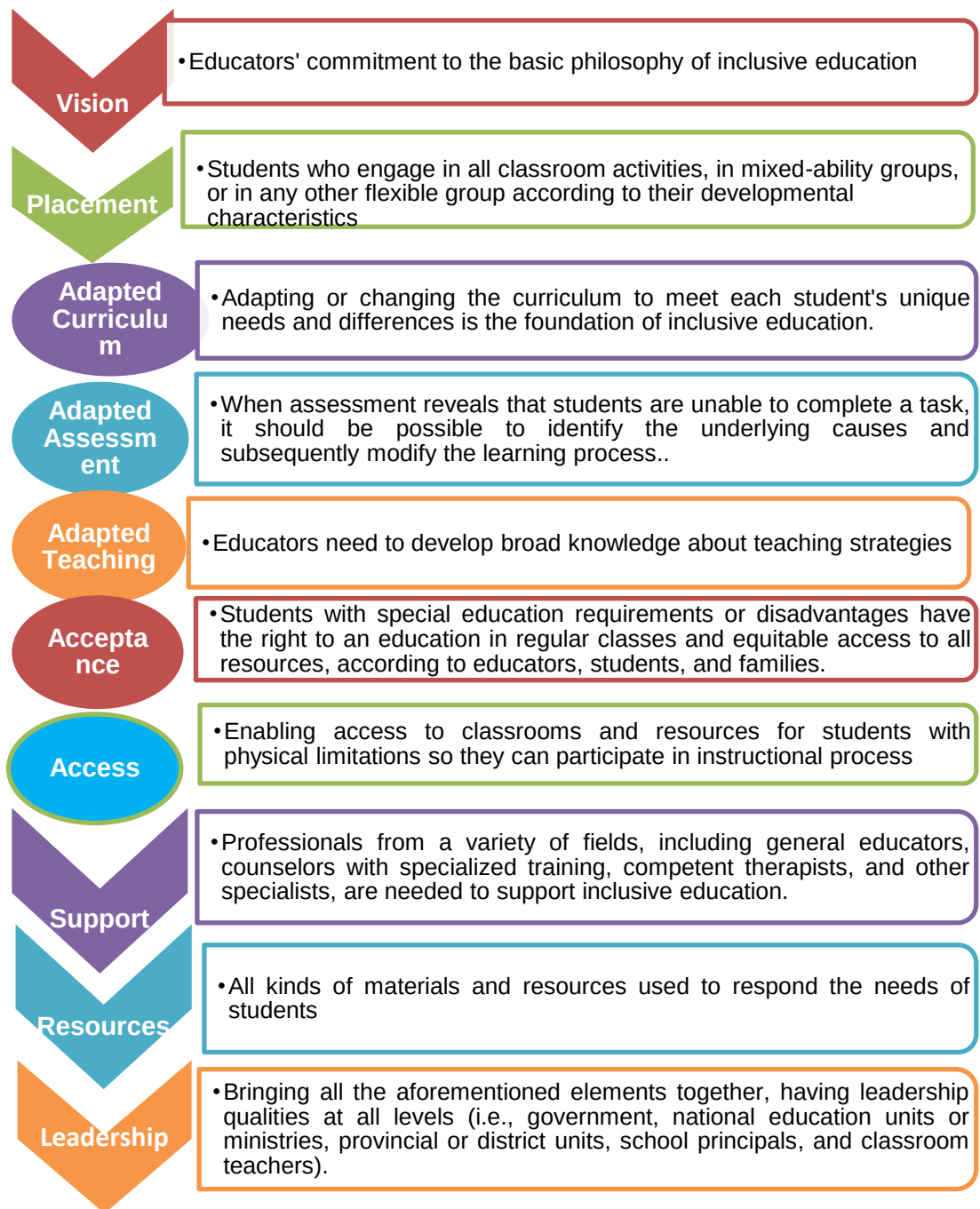
The idea of integrated education first surfaced in the middle of the 1950s. It is likewise based on the medical model of disability and stresses enrolling only children with special needs in normal schools, with a focus on attendance (Sanjeev & Kumar, 2007). The Integrated Education for Disabled Children (IEDC) program was initiated by the central government in 1974. Its objectives were to give disabled students access to education in mainstream schools, support their academic progress and retention, and give facilities and financial assistance to children with mild disabilities. In a bid towards the implementation of this scheme, Project Integrated Education Development (PIED) was launched by the Government in the year 1987, which focused on providing teacher training, identification of children and support services.

The idea didn't work effectively as the school culture and environment couldn't adapt to their unique needs. Thus, As a result, the idea of inclusive education was developed to meet the diverse learning needs of CWSNs, with an emphasis on those who are more likely to experience exclusion and isolation. So, the structural modification and improvement were considered as key to cater to the needs of diverse learners in an inclusive setting.

The concept of inclusive education has been elaborated in figure 1.2. Mitchell (2014) gave one formula for Inclusive education as follows.

Figure 1.2

V + P + 5A + S + R + L formula for Inclusive Education



Source: data from Yılmaz & Yeganeh (2021) & compiled by the researcher

1.1.2 Persons with Disabilities/Children with Disabilities:

There is a need to understand the clientele before planning and executing any strategy for their inclusive education. It is worthwhile to know the nature of such

children who are the subjects in the study. This is required to identify them and collect data from them and related to them.

“Person with benchmark disability” means “a person with not less than forty per cent of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority” (RPWD Act, 2016).

“Person with disability” means “a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others” (RPWD Act, 2016).

According to RPWD Act-2016, 21 types of disabilities are there. In this study only children with loco motor disabilities, visual impairment and hearing impairment were taken for study purpose. (**Note:** Children with disabilities termed as Children with special needs [CWSNs] in the present study)

Loco motor disability: Loco motor disability means “a person’s inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both”.

Visual impairment: According to RPWD Act-2016: visual impairment includes both blindness and low vision.

According to RPWD Act (2016):

(a) **“blindness”** means “a condition where a person has any of the following conditions, after best correction— (i) total absence of sight; or (ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or (iii) limitation of the field of vision subtending an angle of less than 10 degree” (RPWD Act, 2016).

(b) **“low-vision”** means “a condition where a person has any of the following conditions, namely:— (i) visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 or up to 10/200 (Snellen) in the better eye with best possible corrections; or (ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree” (RPWD Act, 2016).

Hearing impairment: According to RPWD Act-2016: “Hearing impairment includes both deaf (a person having 70 DB hearing loss in speech frequencies in both ears) and hard of hearing (person having 60 DB to 70 DB) hearing loss in speech frequencies in both ears”.

1.1.3 Policy and Legislative Frameworks:

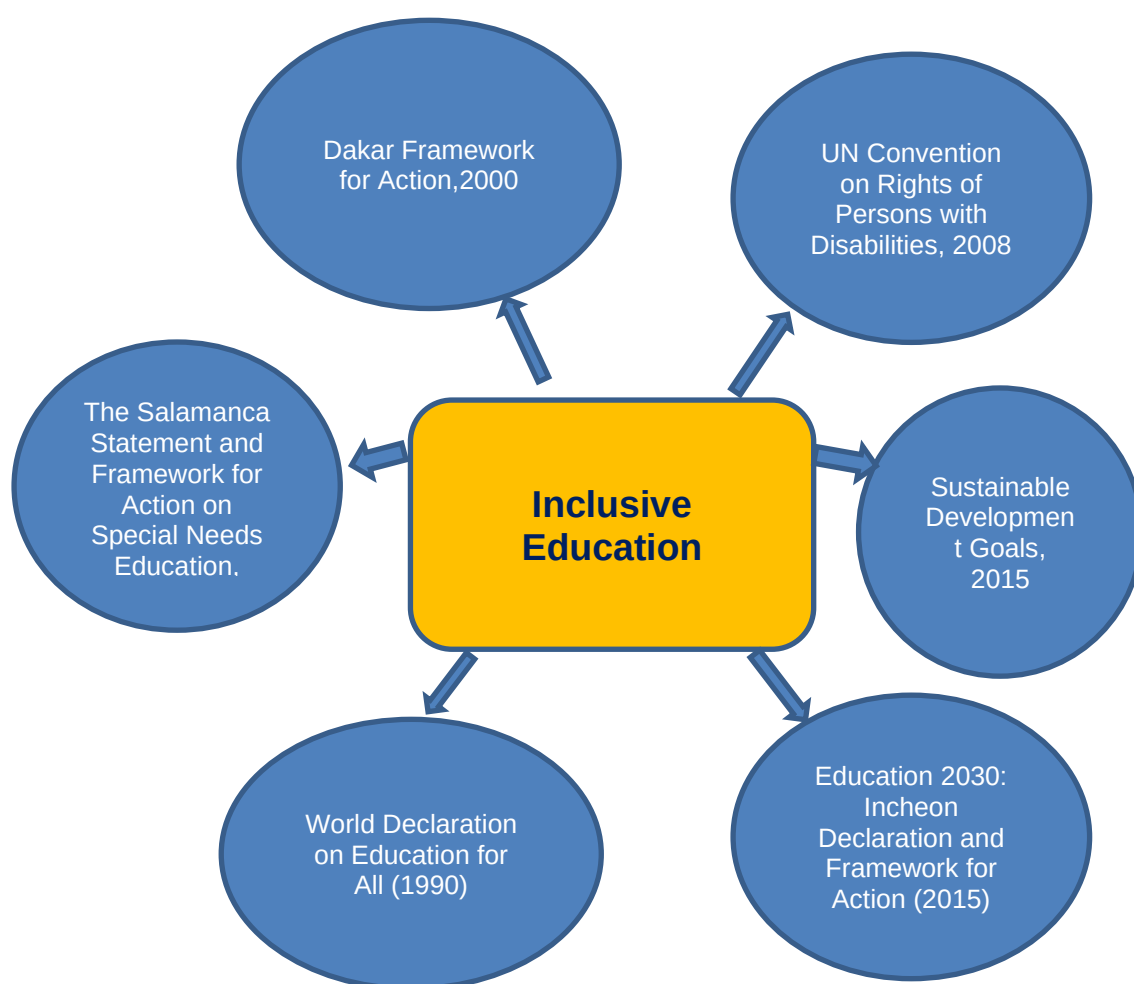
Internationally and nationally various policies, legislative frameworks and declarations have been initiated to ensure education for all and to support education of CWSNs in particular which are presented as follows:

1.1.3.1 International Treaties/Declaration and political commitments

Various policies, treaties and legislative frameworks have been initiated internationally for education for all and especially for including the children from marginalised section in the education system.

Figure 1.3

International Treaties/Declaration and Political commitments



Source: UNESCO, 2017 (modified)

Some of the committees, commissions, Acts and schemes those have been made and implemented for universalization of elementary education and for enabling school to access and welcome the children from various grounds irrespective of gender, caste, socio-economic condition and special needs are discussed as follows.

World Commitment on Education as a Right: The right of every child to education is proclaimed in the Universal Declaration of Human Rights (UDHR) in 1948 and was strongly reaffirmed by the **World Declaration on Education for All and Framework for action to meet basic learning needs (5-9th March 1990)** held at Jomtien, Thailand. The declaration intensified that large numbers of vulnerable and marginalized group of learners were excluded from the education system worldwide. The world conference on education for all was organised to address the issues regarding decline of basic education during 1980s, deterioration of quality and effectiveness of learning, closing of rural schools for extended periods and irregular pay of teachers.

The declaration aimed that every person shall be able to benefit from the educational opportunities which were designed to meet the basic learning needs (i.e., essential learning tools [literacy, oral expression, numeracy, and problem solving] and the basic learning content [knowledge, skills, values, and attitudes]) required for the survival of human being, development of their full capacities, living & working in dignity, full participation in development, making informed decisions and continuation of learning. In connection with this Article-III (5) stated that “The learning needs of the disabled demand special attention. Steps- need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system” (p.5) .

The Salamanca Statement and Framework for Action on Special Needs Education (1994) adopted by World conference on special needs education held at Salamanca, Spain (7-10th June 1994) reaffirmed individuals’ right to education as enshrined in UDHR(1948) and world conference on education for all (1990). The conference observed “*Those with special educational needs must have access to regular schools which should accommodate them within a child centred pedagogy capable of meeting these needs* (p.viii).”

The framework for action on special needs education endorsed the practice of mainstreaming of children with disabilities to be an integral part of national plans so as to achieve education for all. It also recommended for the attention to be paid to the education of children with severe & multiple disabilities for the fullest development of their potentialities.

Flexibility in curriculum (i.e., curriculum adapted to the need of CWSNs, additional instructional support in the regular curriculum not a different curriculum,

pupils' own experience & practical based teaching, continuum of support , appropriate and affordable technology) recommended to suit different needs of the learners.

The special responsibility of head of the schools and collaborative responsibility of educational team (teachers, parents and volunteers in school work) was recognised in promoting positive attitudes throughout the school community, in developing effective co-operation between class teachers & supporting staff, and for education of CWSNs.

Training (i.e., pre-service training, in-service training, and specialised training) of educational personnel (i.e., local administrators, head teachers, supervisors, and senior teachers), and external support by resource personnel (i.e., educational psychologist, therapist, and advisory teachers) were also recommended in the framework as the factors for promoting successful inclusive practices.

Dakar Framework for Action (2000)

Another framework of action of declaration on education for all was adopted by World Education Forum (26-27th April 2000) by reaffirming the vision of the World Declaration on Education for All (Jomtien, 1990) which targeted access to and completion of quality free & compulsory education by all children (i.e., girls, children in difficulty circumstances, children belonging to ethnic minorities) by 2015. It is specified in the framework that “The inclusion of children with special needs, from disadvantaged ethnic minorities and migrant populations, from remote and isolated communities and from urban slums, and others excluded from education, must be an integral part of strategies to achieve UPE by 2015” (The Dakar Framework of Action, 2000, pp.15-16).

UN Convention on Rights of Persons with Disabilities (UNCRPD) (drafted in 2006, ratified by India on 1 October 2007 and entered into force on 3rd May 2008):

Article 7 of the convention stated that all measures to be taken by state parties so as to ensure full enjoyment of children with disabilities (CWDs) by enjoying their human rights & fundamental freedoms as like other children.

Article 24 of the UNCRPD stated that inclusive education system need to be provided at all levels with the focus of non- exclusion of PWDs on the basis of their disabilities, non- exclusion of CWDs from free and compulsory primary education or from secondary level education, support in general education system. State parties were recommended to take measures such as Braille learning & sign language

learning, learning of alternative script, augmentative & alternative modes, means & formats of communication, orientation & mobility skills, and facilitating peer support & mentoring. The article also stated for the state to ensure the use of most appropriate language, modes & means of communication to deliver the education of children with blind, deaf or deaf blind for maximizing academic and social development. Along with these, it states to take appropriate measures by the state parties to employ teachers trained in braille & sign language and teachers with disability.

The UN's Sustainable Development Goals (SDGs) were adopted in 2015 by all United Nations member States. Among those 17 goals, Goal 4 set inclusion, elimination of disparities, and universal pre-primary, primary and secondary education by 2030. The goals also aimed at building and upgrading disability sensitive educational facilities and provide non-violent, safe, effective and inclusive environments for all.

Education 2030: Incheon Declaration and Framework for Action 2015:

Incheon Declaration, which was adopted on 21 May 2015 at the World Education Forum (WEF 2015) held in Incheon, Republic of Korea, constituted the commitment of the education community to Education 2030. The Education 2030 Framework for Action, which provided guidance for implementing Education 2030 outlined how to translate the commitment made in Incheon into practice, at different level (i.e., country/national, regional and global level). It was committed to make necessary changes in the educational policies by focusing on disadvantaged section of the society, especially on those with disabilities so as to ensure that nobody gets left behind.

1.1.3.2 National Policies/ Legal Frameworks: An Overview

Various legal frameworks and policies have been enacted at national level to ensure inclusive education. Some of them are presented as follows:

The Sargent report, 1944: The Sargent report published by Central Advisory Board of Education (CABE) recommended for sending handicapped children to special schools only when the extent and nature of their defects made this necessary (NCERT, 2006).

Constitutional Safeguards: In India the constitution states that everyone has the right to equality of status and opportunity. It ensures for all its citizens equality before law (Article 14), to freedom of speech and expression (Article 19), Protection of life and

personal liberty (Article 21), make effective provision for safeguarding right to education in cases of disablement (Article- 41).

Based on 86th amendment of the constitution in 2002, Article 21-A stated education as a fundamental right of all children within the age group of 6-14 years.

Education Commission (1964–66): Officially the Kothari commission first addressed the issues of access and participation by all through the ideas of common schooling and neighbourhood schooling. It stressed a common school system open to all children irrespective of caste, creed, community, religion, economic condition and social status.

National policy on Education (NPE)- 1968: On the basis of recommendation of education commission, the National Education Policy-1968 suggested the educational facilities for the children with physical and mental handicapped, and supported an integrated model where handicapped students were to be studied in regular schools which shows that the idea of inclusion was not existed at that time.

Integrated Education of Disabled Children (IEDC-1974): The scheme was launched by the Ministry of Welfare, Central Government in the year 1974 and transferred over to Department of Education, Ministry of Human Resource Development in 1982. The IEDC scheme provides educational opportunities for the disabled children in common schools, to facilitate their retention in the school system.

The IEDC scheme provides a wide range of incentives and interventions (i.e., preschool training, counselling for parents, allowances for books and stationery, uniforms, transport, readers and escorts, hostel facilities, and other assistive devices) for the education of children with disabilities. The scheme also recommended regarding appointment of one special teacher for every eight children with disabilities (CWDs), involvement of community members, and establishment of resource room in a cluster of eight to 10 schools (NCERT, 2006).

National Policy on Education (NPE) – 1986: The policy emphasised on the removal of disparities and equalizes the educational opportunities by attending to the specific needs of the students who have been denied equality. Section 4.9 of the policy stated regarding integration of students with physically and mentally handicapped with the general community so as to prepare them for their normal growth and enable them to face life with courage and confidence. The policy recommended different schools for the children with disabilities on the basis of their disability category and severity of disability i.e., common education for children with motor handicap & other mild

handicapped and special schools with hostel facilities for enrolment of severe handicapped. Teacher training for primary school teachers was also recommended to deal with the special difficulties of those handicapped children. From this recommendation, we could infer that like previous national policy-1968, this policy also focused on integration.

Plan of Action (PoA) – 1992: The NPE-1986 was followed by POA (1992) had a section entitled as “Education in special schools” showed that focus was given to special schools rather than focusing on modification of general schools (Sharma,2021). Further it was suggested that a child with disability who can be educated in a general school should be educated in a general school only. The students whose need can’t be met in regular schools were to get enrolled in special schools with the circumstance that they would be integrated into general schools after acquisition of basic life skills, communication skills and basic academic skills.

The POA was strengthened by the enactment of the **Rehabilitation Council of India Act RCI Act, 1992**. In 1992, Parliament of India enacted the RCI Act and came into force with its amendment in 2000, to establish a statutory mechanism for monitoring and standardizing courses for the training of 16 categories of professionals/personnel in the field of special education and rehabilitation of persons with disability.

Project for Integrated Education for the Disabled (PIED): In 1987, to fulfil the provisions for disabled children in the NPE (1986), the government launched the Project for Integrated Education for the Disabled (PIED). It was a joint venture of MHRD and UNICEF. It states ‘wherever feasible, the education of children with motor handicaps and other mild handicaps will be in common with that of others’.

Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act- 1995:

The act was a significant step for people with disabilities for ensuring their equal opportunities and full participation in the nation building. This act (section 26 (a) of chapter-V) stated that every child with disability have the right to get free education in an appropriate environment till the age of 18 years in integrated schools or special schools and section 26 (b) stated for integration of student with disabilities (SWDs) in general school. The act covered seven types of disabilities such as blindness, low vision, hearing impaired, loco motor impaired, mental retardation, leprosy cured and mental illness. Section 28 of the said act required appropriate

government to initiate research either through officials or through non- government agencies to design and develop the materials, assistive devices and other items required for providing equal opportunities to children with disability in education. Additionally, Section 29 of the act stated that appropriate government are to set up training institutions for developing manpower for the schools (both for special schools and integrated schools) for children with disabilities (CWDs) and section- 30 of the act specified appropriate government to make a comprehensive scheme so as to provide transport facilities, distribution of books, uniforms & other materials, financial incentives to parents of CWDs, scholarships to SWDs, provision of barrier free environment, adapted examination system, restructure of curriculum etc.

Another Landmark in legislation was the **National Trust for the welfare of (Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability) Act–1999** passed by Indian Parliament. This Act seeks to protect and promote the rights of persons those who have been more neglected and marginalized than others. Though the National Trust Act of 1999 did not directly deal with the education of the specified disabilities but as the part of their welfare one of its thrust areas is to promote programmes, which foster inclusion and independence by creating barrier free environment, developing functional skills of the disabled and promoting self-help groups.

District Primary Education Programme (DPEP): The District Primary Education Programme (DPEP) included the inclusive education paradigm in the late 1990s (i.e., 1997). Additionally, DPEP addressed fundamental curriculum-related questions, such as what circumstances prevented some children from accessing the curriculum and what adjustments were required to guarantee wider curriculum access. Therefore, DPEP created a frame where children with special needs may get learning opportunities catered to their needs through its child-centred pedagogy. By 1998, several DPEP states had developed methods for offering resource support to special needs students enrolled in DPEP schools, by conducting surveys, assessment camps, and other initiatives. "DPEP will fund interventions for IED of primary school-going children with integrable and mild to moderate disabilities," according to the explicit language of the IED (Integrated Education for Disables) criteria in the DPEP. In order to do this, DPEP provided support for early detection and community mobilization, as well as for in-service teacher training, resource support, the provision of educational

appliances and aids, and the removal of architectural impediments (Pandey, 2020, p.49).

Sarva Shiksha Abhiyan (SSA, 2000-2001): SSA shared by union government and state governments aimed to achieve the goal of Universalization of Elementary schooling and retention by 2010. The program also adopted ZERO rejection policy to ensure meaningful and quality education for every child with special needs irrespective of the kind, category and degree of disability so as to ensure that no child is deprived of right to education. It covers different components under education for children with disability (i.e., Early detection and identification, Functional and formal assessment, Education placement, Aids and appliances, Support services, Teacher training, Resource support, development of Individual Educational Plan [IEP], Parental training and community mobilisation, Planning and management, Strengthening of special schools, Removal of architectural barriers, Research, Monitoring and evaluation, Girls with disability).

There after **The National Action Plan for Inclusion in Education of Children and Youth with Disabilities (IECYD)-2005** made by ministry of human resource development (**MHRD**) emphasized the inclusion of children and young person with disability in all general educational settings from Early Childhood to Higher Education. The action plan ensure the provision of available, accessible, affordable and appropriate learning environment for inclusion of children and youth with disabilities in all available general education setting.

National Curriculum Framework-2005 recommended for the implementation of the policy of inclusion in all schools and all over educational system. School need to become centres that prepare children for life and ensure that all children especially the differently abled and children from marginalized section get the maximum benefit of this critical area of education (NCF-2005,p.85).

The Right to Education Act- 2009: The 86th Amendment of the Constitution of India (2002) introduced new Article 21A by making the right to education of children from 6 to 14 years of age a fundamental right. Article 51-A (K) was added to Part IV- A of the Constitution as a fundamental duty of parents to provide opportunities for education to their children aged between 6 and 14. The Right of Children to Free and Compulsory Education (RCFCE) Act, 2009, commonly known at RTE Act, 2009 was finally passed by the parliament on the 26th August, 2009 (notified on February 16, 2010 to come into effect from April 1, 2010). The RTE Act

tries to safeguard the rights of the children belonging to the disadvantaged groups and the weaker sections, protect them from any kind of discrimination and ensure their completion of elementary education. As per Amendment in the RTE Act (2010), children with disabilities have been included in the definition of child belonging to disadvantaged group in the Section 2(d) of the RTE Act.

RPWD Act- 2016: Under Chapter-VI of the act it is stated that Every child within the age group of six to eighteen having benchmark disability shall have the right to free education in a neighbourhood school, or in a special school, of his choice. The duties of appropriate Government and local authorities was also highlighted which would ensure accessibility of free education by every child with benchmark disability in an appropriate environment till the child attains the age of eighteen years. The act included 21 types of disabilities by including Blindness, Low-vision, Leprosy Cured persons, Hearing Impairment (deaf and hard of hearing), Loco motor Disability, Dwarfism, Intellectual Disability, Mental Illness, Autism Spectrum Disorder, Cerebral Palsy, Muscular Dystrophy, Chronic Neurological conditions, Specific Learning Disabilities, Multiple Sclerosis, Speech and Language disability, Thalassemia, Hemophilia, Sickle Cell disease, Multiple Disabilities including deaf blindness, Acid Attack victim and Parkinson's disease which has been expanded from seven types as per PWD (Equal opportunities, protection of rights and full participation) act-1995.

Samagra Siksha Abhiyan, 2018 was India's flagship education programme implemented at the state/union territory level throughout the country through a single State Implementation. The program subsumes three schemes: 1. Sarva Shiksha Abhiyan (SSA) 2. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and 3. Teacher Education (TE). This program treats school education as a continuum and is in accordance with Sustainable Development Goal for Education (SDG-4). Ensuring equity and inclusion at all levels of school education was one of the objectives of this program. For achieving this objective, new interventions were incorporated on the basis of recommendation of NEP 2020 where the scheme recommended for annual identification camps for CWSN at block level @ Rs. 10000 per camp and equipping of Block Resource centres for rehabilitation and special training of CWSNs (https://samagra.education.gov.in/docs/samagra_shiksha.pdf). Provision of up to Rs. 3500/ Annum per child with special needs, studying in government, government aided

and local body schools as per specific proposal. Girls stipend of Rs.200/Month for 10 months in a year was also recommended for girls with special needs.

NEP- 2020 is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education considering inclusive education as a system of education where students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities. Section-6 under part-I (i.e., school education) of the policy entitled as “Equitable and inclusive education: Learning for all” discussed regarding relevance of inclusive education for developing an equitable society and creation of enabling mechanisms for providing CWSNs or Divyang, the same opportunities of quality education like any other child. The following are some of the recommendations made by NEP-2020:

- **Barrier free access** for all children with disabilities
- **Assistive devices and appropriate technology-based tools**, adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille)
- **Choice of schooling and equity in education:** Children with benchmark disabilities to choose between regular or special schooling and Home-based education (for children with severe and profound disabilities who are unable to go to schools).
- **Resource centres** to support the rehabilitation and educational needs of learners with severe or multiple disabilities and centre to assist parents/guardians in achieving high-quality home schooling

The Policy also recognizes the importance of creating enabling mechanisms for providing CWSNs or Divyang, the same opportunities of obtaining quality education as any other child. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. Children with benchmark disabilities shall have the choice for choosing regular school or special school as per RPWD Act-2016. Resource centre along with Appointment of trained special teachers and trainers to cater to the various needs (i.e., rehabilitation and educational needs) of was recommended by the policy.

1.1.4 Profile of Enrolment of CWSNs in Elementary schools of India and Odisha

Since various legislative frameworks and policies have been initiated and implemented in the country in general and in the state of Odisha in particular, it is worthwhile to present the enrolment of CWSNs over a period of time (2018-22) and their representation in overall enrolment. The profile of enrolment of CWSNs is given in table 1.0.

Table 1.0

Enrolment of CWSNs in Elementary Schools of India and Odisha

Year	India			Odisha		
	Total Enrolment	Enrolment of CWSNs	% of CWSNs	Total Enrolment	Enrolment of CWSNs	% of CWSNs
2018-19	184497196	1785061	0.967527441	5732582	96859	1.689622582
2019-20	186560090	1906498	1.021921677	5664883	83348	1.471310175
2020-21	187875490	1805343	0.960925238	5692354	82389	1.44736255
2021-22	188632942	1841995	0.97649699	5590908	123668	2.211948399

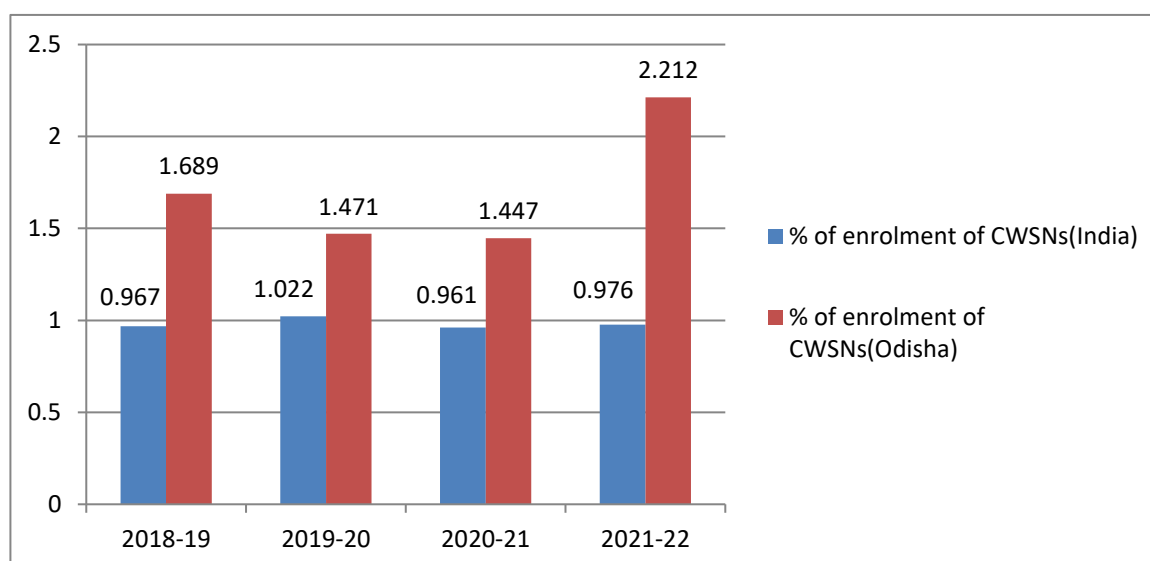
Note: Total enrolment shows enrolment of all children in Elementary Education

Source: UDISE+ (2018-2022)

Table 1.0 depicts enrolment of all children in elementary schools in general and enrolment of CWSNs in elementary level education in particular in India and Odisha. The table shows an increasing trend of total enrolment of elementary level students in India over the years from 2018 to 2022. Further, it shows that in India, total enrolment of CWSNs in elementary school during 2021-22 stands at 18.41 lakhs (approx.), 18.05 lakhs (approx.) during 2020-21, 19.06 lakhs (approx.) during 2019-20 and 17.85 lakhs (approx.) during 2018-19 showing an increase of 2.03% & 3.18% during 2021-22 from the years 2020-21 and 2018-19 respectively but a decrease of 3.38% during 2021-22 as compared to 2019-20. In Odisha, total enrolment of elementary level students decreased from 2018-2019 to 2021-22 through 2020-21 and 2019-20. Total enrolment of CWSNs in elementary schools of Odisha stands at 1.23 lakhs (approx.) in 2021-22 showing an increase of 50.1% as compared to 2020-21, 48.37% as compared to 2019-20 & 27.67% as compared to 2018-19.

Figure 1.4

Percentage of Enrolled CWSNs of Total enrolled Elementary level students



Source: UDISE+ (2018-2022)

Figure 1.4 depicts that Of total enrolled elementary level students in India during 2018-19, 0.967 % students were CWSNs which slightly increased during 2019-20 (1.022%) but decreased to .961% (2020-21), and again slightly increased to .976% (2021-22). It shows that in India from 2018- 2022, more percentage of CWSNs enrolled during 2019-20. But in Odisha the enrolment of CWSNs was more during 2021-22 which was 2.212% of total enrolled elementary level students as compared to 1.447% during 2020-21, 1.471% during 2019-20 and 1.689% during 2018-19 (see Fig.1.4). It is observed that there is an increase in percentage of the enrolment of CWSNs during 2021-22 both in India and Odisha as compared to 2020-21.

1.1.5 Status of inclusive education in Odisha under Samagra Siksha Abhiyan

The Integrated Scheme on School Education i.e., Samagra Siksha Abhiyan sought to ensure inclusive and equitable quality education starting from pre-school stage to senior secondary stage of education in accordance with sustainable development goal-4 (i.e., ensure inclusive and equitable quality education and promote life- long learning opportunities for all). The scheme covered all CWSNs with one or more disabilities as mentioned in the Right of the Persons with Disabilities (RPWD) Act, 2016 studying in Government, Government-aided and local body schools. As a Centrally Sponsored Scheme, the Scheme has been implemented by the Department through a single State Implementation Society (SIS) at the State

level. The state of Odisha also has been implementing the scheme and the achievement during 2019-20, 2020-21 & 2021-22 are presented as follows:

Table 1.1

Implementation status of Inclusive education in Odisha

Activities	Progress during 2019-20	Progress during 2020-21	Progress during 2021-22
Distribution of aids and appliances	314 medical assessment camps and vision screening camps	57 medical assessment camps Distribution of aids & appliances/ devices/ equipment to 11510 CWSN	299 medical camps, distribution of aids /appliances to 12,741 CWSNs
Surgical correction	708 nos. of CWSNs	143 nos. of CWSNs	—
Parents Training	93,604 nos. of parents oriented through one day training	Training to 82,793 parents on Inclusive education	Orientation training to 35,854 parents
Large print books	-	-	4574 sets
Braille books	2,569 sets	2,145 sets	1885 sets
Escort Allowances	17,000 no. of severe CWSNs 1500 nos. secondary CWSNs	2,536 secondary CWSNs	10322 students of elementary and 3026 of secondary schools students
Transport Allowances	4000 nos. of secondary school CWSNs	5,099 nos. of secondary school CWSNs	12,993 nos. of elementary and 6,189 secondary school students
Reader allowance	—	—	484 nos. of elementary & 228 nos. of secondary students
Block resource persons for CWSNs	632 nos.	632 nos.	632 nos.
Physically Handicapped (PH) Inclusive Education volunteers (IEVs)	1158 nos. of PH IEVs	1133 nos. of PH IE	1133 IEVs
Therapy services (Physiotherapy, speech therapy & occupational therapy)	9164 CWSNs	1662 CWSNs	15,639 CWSNs
Sports & Cultural meet/ Sports Meet	269 blocks	33 blocks	30 districts
Books & Stationary allowances (1000/-per	8000 nos. of CWSNs	7329 nos. of CWSNs	—

annum) to the CWSNs of secondary schools (Govt. & Govt. aided schools)			
Stipend (2000/- per annum) for girls having special needs (class I-XII)	3,800 nos. secondary school girls	12,590 elementary school girls and 5,443 secondary schools girls	12,150 elementary school girls and 4,632 secondary schools students
distribution of low vision device, ICT devices & TLM kits	—	—	distributed to 6563 CWSNs

Note: ‘—’ indicates non-availability of data

Source: (Odisha School Education Programme Authority, 2019-22)

Table 1.1 depicted the status of implementation of inclusive education during 2019-2022 under Samagra Siksha Abhiyan and the data depicted in the table shows regarding progress of inclusive education for CWSNs (from class I to XII) in Odisha. With regards to medical camps and distributions of aids & appliances it was found that there was a decrease of organising medical assessment camp from the year 2019-20 (314 nos.) to 2020-21 (57 nos.) though again the number of the camps was increased during the year 2021-22 (299 nos.). Those camps included eye screening program named as ‘SUNETRA’ programme which was conducted in all districts by Universal Eye Health Programme (UEHP) of Odisha. The decline may be due to spread of COVID-19 in the state.

Further, it could be seen from the table that again there was a drop (from 2019-20 to 2020-21) regarding provision of surgical correction to CWSNs, where it was reported that during the year 2019-20, a total of 708 numbers of CWSNs were provided surgical correction in convergence with different organisations, institutions, and hospitals whereas the number was reduced to 143 nos. of CWSNs provided with surgical correction in convergence with Rastriya Bal Swasthya Karyakrama (RBSK), Swami Vivekananda National Institute of Rehabilitation Training and Research (SVNIRTAR) and other institutions, organisations, and hospitals (i.e., Smile train, Life line express, medical colleges and other hospitals).

Again there was a decline trend regarding number of parents provided with orientation programme. Table shows that during the year 2019-20, Total of 93, 604 numbers of parents of CWSNs were given one day orientation training whereas during the year 2020-21 total of 82, 793 parents were oriented regarding inclusive education which again decreased to 35, 854 numbers of parents trained in inclusive education during the year 2021-22.

Regarding books table shows that 4,574 sets of large print books were provided to students with low vision studying from class I to XII. 2,569 sets of braille books during the year 2019-20 followed by 2,145 sets in 2020-21 and 1,885 in 2021-22 were provided to the blind students.

Escort allowances were provided to Children with severe disabilities such as orthopedically impaired, cerebral palsy, visual impaired and mentally retarded having 75% or more than 75% of disability. Above table 1.1 shows that during 2019-20, 17,000 numbers of students with severe disabilities were provided escort allowance. Along with this in that same year 1500 numbers of secondary CWSNs were provided escort allowances (Rs. 3000/- per annum) whereas during the year 2020-21, there was an increase of providing escort allowances to 2,536 number of secondary students (Rs. 1800/ per annum) and during the year 2021-22, 10,322 elementary level CWSNs and 3,026 secondary level students were provided with escort allowances (Rs. 1800/ per annum).

Transport allowances were provided to the CWSNs of all categories having disability within 60-75% studying from class I to XII during the year 2019-20 & 2020-21 but during 2021-22, CWSNs having 40-75% were being provided transport allowances. It was found from the table that during the year 2019-20, 4,000 CWSNs studying in secondary schools were provided Rs. 1000/ per annum which was increased (both the allowances and number of CWSNs) to Rs. 1200/annum to 5,099 and 6,189 secondary level CWSNs during the year 2020-21 and 2021-22 respectively. Further, it was found from the table that 12,993 elementary level CWSNs were also provided transport allowances of Rs. 1200/ annum.

Reader allowances were provided to 484 elementary school students and 228 secondary school students. It is also found from the table that during 2019-22, 632 number of block resource persons have been working at the block level to provide support to CWSNs by attending the schools, and providing on-site support to the CWSNs along with the teachers & parents of CWSNs regarding different learning issues of CWSNs. Additionally, 1158 numbers of physically handicapped inclusive education volunteers (PH IEVs) were there during the year 2019-20 and 1133 numbers of PH IEVs were working at Gram Panchayat level during 2020-22 to provide support services to the children with special needs through state government budget provision.

It is also observed from the table that Physiotherapy, speech therapy, and occupational therapy were given to 9,164 CWSNs during 2019-20 and to 1,662 CWSNs during 2020-21. And 15,639 CWSNs were provided with physiotherapy, speech therapy, occupational therapy and braille training to CWSNs.

The table shows that sports & cultural meet or sports meet have been conducted at block level to identify the hidden potentialities of CWSNs and to encourage them to show their extra- curricular activities where the games and activities were conducted according to the needs of the disabled children. Table depicted that Sports meet were conducted in 269 blocks of Odisha during the year 2019-20, 33 blocks of Odisha during the year 2020-21 and 30 districts of Odisha during the year 2021-22.

It is observed from the table that Books and stationary allowances were provided to the CWSNs studying in class IX- XII in government and government aided schools of Odisha. 8,000 and 7,329 numbers of secondary school CWSNs were provided books and stationary allowances during the year 2019-20 and 2020-21 respectively.

It is also depicted in the table that 3,800 secondary school girls with special needs were provided a stipend of Rs. 2000/-per annum during the year 2019-20. During the year 2020-21, 12,590 girls of elementary schools and 5,443 girls of secondary schools having special needs were provided stipend. During the year 2021-22 12,150 girls studying in elementary schools and 4,632 girls studying in secondary schools having special needs were provided the stipend of Rs. 200/-per annum.

Besides these practices, training for block resource persons, observation of international days for the disabled (i.e., deaf day, world disability day, white cane day, cerebral palsy day, braille day, autism awareness day) have been observed for creating awareness among the people regarding the ability of children with disabilities (OSEPA,2019-20).

1.2 Rationale of the Study

A total of 2,68,14, 994 people with disabilities were there in India. Of them, Majority of the PWDs belong to rural areas (1,86,36, 358) as compared to urban areas (81,78,636) in India (Census of India, 2011). A total of 5,572,336 children with disabilities (CWDs) within the 0-14 years age group were there in India. Of them, 72 % reside in rural areas where as 28 % live in urban areas (UNESCO, 2019; P.52). Similarly census report shows that in Odisha, there are 12, 44, 402 people with

disabilities. Of them, majority of PWDs (10, 67, 739) belongs to rural area as compared to urban area (1,76, 663) (Census of India, 2011). Further, as per Census (2011), among CWDs below the age of 14 years, the highest number fall under the 'any other' category that includes conditions i.e., autism which don't appear in the list of specific disabilities in the census. After 'any other' disability, 'in hearing' is the second largest category followed by disabilities 'in seeing' and 'in movement' (UNESCO,2019; P.53). Therefore, the present study was undertaken in rural elementary schools and three categories of CWSNs (i.e., children with visual impairment, hearing impairment and loco motor disability) were taken into consideration.

Though various policies and programmes (i.e., DPEP, SSA etc.) have been implemented, and different activities have been carried out by Govt. of Odisha under Samagra Siksha Abhiyan (see section 1.1.5 & table 1.1), according to report 58.35% of the children with disabilities (CWDs) within the age group of 5-19 years attended educational institutions in Odisha which was less than the percentage of attendee in India (61.18%) (UNESCO, 2019)]. Additionally, though various activities are being undertaken by Government of Odisha and reported in annual reports (see section 1.1.5 and table 1.1), the actual outcome (i.e., transition, progress and placement) at the ground level within the school set up is not visible in the report. Therefore, there is a need to undertake a study to unveil the ground reality of the implementation of those provisions.

Role of educational office is allocating budget for school improvement, building teachers' capacity, providing appropriate teaching learning materials and society motivation to send the CWSNs to schools (Geleta, 2019) , resource persons (Das & Kattumuri, 2010), but the support of the educational office was found unsatisfactory (Geleta, 2019). The role & responsibility of resource persons is also essential for successful inclusion of CWSNs in regular schools as perceived by teachers (Das & Kattumuri, 2010). However, some of the researchers found inconsistency in the findings of previous researches which show different issues regarding resource persons such as time gap between visits (Bansal & Kaur, 2021), shortage of resource persons(Taneja-Johansson, Singal, & Samson, 2023) and satisfaction of mother with the resource person (Das & Kattumari, 2010). Head of the schools have an essential role in improvement of the school environment and in implementation of educational policy (Geleta, 2019). From the literature review it is

found that the attitude of administrators were multi-dimensional where some of the studies found that administrators showed positive attitude (Nguluma *et al.*, 2017; Sharma & Chow, 2008), some found to be negative (Ball & Green, 2014; Wangari, 2009) & slightly negative attitude (Sharma & Chow, 2008) and some of the studies reported neither positive nor negative attitude (Ira, 2015; Muega, 2016) towards inclusion. Researches also revealed that though head of the institutions showed their positive attitude towards inclusion of CWSNs in their school (Nguluma, *et al.*, 2017; Sharma & Chow, 2008), and were more concerned than the classroom teachers (Sharma & Desai, 2002), they were in favour of including only mild disabled students than severe disabled (Sharma & Chow, 2008). Non-availability/ availability of lack of resources (Kundu & Rice, 2019; Sharma & Desai, 2002; Wangari, 2009) & non-availability of instructional facilities/ support services (Kundu & Rice, 2019), lack of knowledge/ skills/training among the head teachers to deal with CWSNs (Bansal & Kaur, 2021, Nguluma *et al.*, 2017; Wangari, 2009) and insufficient content specifically related to disability/ non-inclusive curriculum (Wangari, 2009) were found to be some of the grey areas for unsuccessful inclusion.

Along with head of the institutions, attitude, concerns and perception of teachers towards inclusive education affect the implementation practices (Agbenyega, 2007; Das & Kattumuri, 2011) and teachers' high level perception of competence can be considered as a basic component to create successful inclusive classroom environments (Yilmaz & Yeganeh, 2021) because teachers have important position in the system of education and they seem to be the key element for successful inclusion (Forlin & Chambers, 2011) and they serve as intermediaries between state, stakeholders of education and policies and legislation as they are responsible for implementation of the policy in inclusive environments and in sharing & promoting principles of the inclusion in the classroom (Pappas *et al.*, 2018). But the attitude of teachers were found to be multidimensional from the literature review where studies found teachers' positive attitude (Ahmmed *et al.*, 2013 as cited in Pappas *et al.*, 2018; Avramidis & Norwich, 2002; Aydin & Kuzu, 2013; Batsiou, *et al.*, 2008; Bhatnagar & Das 2014; Tsakiridou, & Polyzopoulou, 2014), negative attitude (Hofman & Kilimo, 2014), moderate to favourable attitude (Singh, Kumar & Singh, 2020) towards CWSNs and neither favourable nor unfavourable with moderate attitude (Bhakta & Shit, 2016; Chanda & Behera, 2018; Parmanik & Barman, 2018) towards inclusive education. With regard to different background

variables, Male teachers were found to have less positive attitudes towards including persons with disabilities in the regular classroom than their female counterparts (Alghazo, & Naggar Gaad, 2004; Prakash, 2012; Tsakiridou & Polyzopoulou, 2014) whereas some studies found that male teachers had more positive attitude towards inclusive education as compared to their female counterparts (Guria & Tiwari, 2016) and some studies found no differences between the attitude of male and female (Bhakta & Shit, 2018; Chanda & Behera, 2018; Parmanik & Barman, 2018; Singh, Kumar & Singh, 2020). Further, with regard to teaching experience of the teachers some studies found that teachers having more teaching experience found to have more positive attitude towards inclusive education as compared to the teachers having less teaching experience. (Alghazo & Naggar- Gaad, 2004; Prakash, 2012) whereas other studies found no significant difference in between less experienced and more experienced teachers (Paramanik, & Barman, 2018). Further, Requirement of appropriate training regarding individual needs of the student with disabilities (SWDs) was expressed by the teachers since they were having lack of training to deal with those children (Ahmme et al. 2013 as cited in Pappas et al., 2018; Azueta & Kamenopoulou, 2018; Bhatnagar & Das 2014; Cox, 2009; Das *et al.*, 2013; Hofman & Kilimo, 2014; Taneja-Johansson et al., 2023; Tsakiridou & Polyzopoulou, 2014; Yilmaz & Yeganeh, 2021) and teachers were found to have some issues and barriers in implementing inclusive practices though they were having positive attitudes towards inclusion (Pappas *et al.*, 2018). Teachers' acceptance of inclusion was determined by a variety of factors i.e. physical environment, class size, resource/ materials, the type of disability, and the effects of cultural belief and geography on inclusion etc. Failure to establish trusting and collaborative relationships between teachers, parents, and professionals have serious impact on the outcomes of inclusion (Hunter- Johnson *et al.*, 2014; Winis, 2013). Lack of educational material/ resources, poor building infrastructure creates a barrier for implementing inclusive education properly and these lacking also mould them to perceive inclusive education negatively (Mitiku *et al.*, 2014; Johnson *et al.*, 2014) because of financial inadequacies to buy the instructional materials (Coskun *et al.*, 2009). Teachers also were facing many challenges like Lack of knowledge and skills in inclusive education, large class size, lack of collaborative support system within the school and the education system along with lack of incentives. (Singhal & Rouse, 2003). From the related literatures it can be seen that results were found inconsistent in terms of attitude of teachers, with regard

to their gender & teaching experiences. However less study was found on the differences of perception of teachers with regard to training attended and previous studies was also found various barriers as stated by the teachers. Therefore, it is worthwhile to study the perception of teachers towards inclusion of CWSNs.

Parents' attitude towards including CWDs into mainstream education was reported as important to accomplish the goal of inclusive education (UNESCO, 2019). Parents' perceptions have equally significant impact on their disabled child's education (Cox, 2009; Owusu et al, 2018) since they are the driving force for inclusive education (Korkmaz,2011). Though parents' perception and participation was significant in the process of successful implementation of inclusive education, less number of studies was found by the researcher with focus on perception of parents about implementation of inclusive education.

Further studies reported that the voices and opinions of CWSNs (Bishton,2007; Cox,2009; Watson et al., 2000) and the non-disabled student (Cox,2009) need to be examined and heard, since they act as the major stakeholders of inclusive education (Cox,2009). Another study reported that students with disabilities face many challenges regarding accessibility and engagement in the formal education system (Brydges & Mkandawire, 2017). Since peer group role is important and the own view of the CWSNs assumes much more significance, their voice was considered in the present study.

From the literature studies it is found that although teachers attitude towards inclusion is a widely researched area, the available evidences are found to be inconsistent and teachers attitude, concerns and perception towards inclusion with regard to the categorical variable i.e., gender and teaching experiences was also found to be multidimensional. Further, although teachers attitude towards inclusion is a widely researched area in many countries, researches in the state of Odisha is still a grey area as found by the researcher. More studies were found related to teachers' attitude, perception in comparison to studies related to head teachers, block level administrative officials, resource persons, parents, learners experience in general & experiences of CWSNs in particular regarding inclusion of CWSNs and on-going practices in general classroom. Further, though different studies found in the area of attitude/ concern/ perceptions of different stakeholders on various aspects of inclusive education, less studies were found in the dimensions of curriculum, and involvement of resource persons, and assessment/examination practices of CWSNs. Further,

assessment of CWSNs was reported as a dilemma in school either from teachers/parents/pupils point of view (Hussu & Strle, 2010). In previous researches students view were emphasised and challenges faced by the CWSNs were reported though those found as very limited. Further, recommendation to study the attributing factors (i.e., lack of training, adapted curriculum, availability of support, materials and equipment) affecting inclusion was made by the research conducted by Prakash (2012). Therefore, to verify the inconsistency of results, fill in the knowledge gaps and add to the existing literatures, the present study was undertaken to study the perception of education personnel (i.e., Head Teacher, Resource Persons [CWSNs], Block Education officers [BEOs]/ Additional Block Education officers [ABEOs]), teachers, parents and experiences of the learners (i.e., children with visual impairment & loco motor disability and non-disabled peers of children with hearing impairment) regarding inclusion of CWSNs in the general schools and on-going classroom practices in the general classroom.

1.3 Statement of the Problem

Early researches in the area suggest that successful implementation of inclusive education requires collaboration among different stakeholders, including administrators (Korkmarz, 2011), teachers with high qualities (Bhatnagar & Das, 2014; Forlin & Chambers, 2011; Pappas *et al.*, 2018), parents' role (Cox, 2009; Korkmaz, 2011; Owusu *et al.*, 2018), the voices and opinions of children with special needs (Bishton, 2007; Cox, 2009; Watson *et al.*, 2000), and the non-disabled students (Cox, 2009), and other professionals (Broderick *et al.*, 2005; Geleta, 2019). There have been numerous studies conducted by researchers worldwide on the concept of inclusion for children with special needs. These studies have examined the views of head teachers, teachers, parents, and the children themselves. However, there is a variety of opinions on the subject, with some supporting inclusion while others expressing reservations. Again, inclusive education has been implemented by the Government of Odisha since long but there have been only a few studies conducted to investigate the perception of teachers, administrators, Block Education Officers/Additional Block Education Officers (BEOs/ABEOs), and parents of children with special needs (CWSNs) in rural Odisha.

Additionally, dearth of studies was found with regard to the experiences of children with special needs in Odisha particularly in rural Odisha, though it has been studied more internationally. Researches conducted in Odisha unveiled a number of

inhibiting factors to the successful inclusion of children with special needs (CWSNs). These included the indifferent attitude of head teachers towards enrolment of CWSNs, a lack of teaching and learning materials and resources, insufficient training for head teachers (Mohanty & Nanda, 2017), and a lack of comprehensive knowledge among head teachers, lack of training for teachers on curriculum adaptation and passive parental involvement in the implementation of inclusion (Pathy, 2013). It is worth mentioning that though parents were found to be positive towards inclusive education, but they showed their concern regarding the lack of trained teachers, large class size (Pathy, 2013), and unwillingness of teachers (Dash & Mallick, 2018). Although the Odisha School Education Program Authority (OSEPA) has been providing annual reports on the progress of inclusive education in terms of identifying and enrolling children with special needs (CWSNs), conducting training programs, offering support services, etc., these reports do not include the stakeholders' perceptions.

It is important to consider that in order to understand the realities of inclusion for children with special needs (CWSNs), it is necessary to gather perspectives from various stakeholders who are directly involved in the inclusion process, including those involved in teaching and learning practices within general classrooms and study teaching learning practices in the classroom having CWSNs. Without these perspectives, the true nature of inclusion may not be fully understood. Therefore, conducting a study in this context is essential to gain a comprehensive understanding of inclusion for CWSNs. Furthermore, there is a growing trend towards reducing segregated education and promoting inclusive education. In light of this trend, it is crucial to conduct research to identify any previously unrevealed facts and add to the existing literature regarding the perceptions and experiences of stakeholders. This piece of research is specifically focused on the inclusion of children with special needs in elementary schools located in rural areas of Odisha. Thus, the present study was undertaken and titled as **“INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN ELEMENTARY SCHOOLS: PERCEPTION OF STAKEHOLDERS, CLASSROOM PRACTICES AND LEARNERS’ EXPERIENCES”**.

1.4 Objectives of the Study

The following objectives are formulated for the present study:

1. To find out the perception of teachers about inclusion of CWSNs in elementary schools
2. To study the association between gender of the teachers and their perception towards inclusion of CWSNs
3. To study the association between teaching experiences of the teachers and their perception towards inclusion of CWSNs
4. To study the association between training on inclusive education of the teachers and their perception towards inclusion of CWSNs
5. To find out the perceptions of the education personnel (Head teachers, BEOs/ABEOs, RPs) about inclusion of CWSNs in elementary schools
6. To explore the perception of parents about the inclusion of CWSNs in elementary schools
7. To examine the on-going teaching learning practices from the perspective of inclusion of CWSNs as observed in the classroom
8. To explore the experiences of Learners at elementary level on inclusion of CWSNs

1.5 Hypotheses of the Study

The following hypotheses (i.e., alternative hypotheses and null hypotheses) are formulated for the objectives two, three, and four.

H_{a1}. There is a significant association between the gender of the teachers and their perception towards inclusion of CWSNs in elementary schools

H_{o1}. There is no significant association between the teaching experiences of the teachers and their perception towards inclusion of CWSNs in elementary schools

H_{o2}. There is no significant association between the training on inclusive education of the teachers and their perception towards inclusion of CWSNs in elementary schools

1.6 Research questions

The following research questions are formulated on the basis of objectives one, five, six, seven and eight.

1. How do teachers vary in their perception towards inclusion of CWSNs in elementary schools?
2. What do the education personnel perceive about inclusion of CWSNs in elementary schools in elementary schools?
3. What are the teaching learning practices followed in an inclusive classroom?

4. What do the parents perceive regarding inclusion of CWSNs in elementary schools?
5. What do the learners in elementary schools experience on inclusion of CWSNs with regard to varying categories of disabilities?

1.7 Operational Definitions of Key terms

Inclusive education

In this study, inclusive education means inclusion of children with special needs in regular schools where normal students are there by providing a welcoming and conducive environmental situation where all pupils participate in all activities in a school setting that recognizes and addresses their individual needs as much as possible.

Elementary level

Elementary level consists of both primary and upper primary level which is from class-I to VIII.

Elementary level teacher

Elementary level teachers refer to the teachers who are teaching to the students from class-I to class VIII. In this study, The teachers who were teaching only at primary level/ only at upper primary level/ both at primary & upper primary level/ both at upper primary & secondary level were taken under the study.

Teaching Experience

Teaching experience refers to the experience of the teachers in teaching which include teachers having ≤ 10 years, 11-20 years and, >20 years of teaching experiences.

Training on Inclusive Education

In this study Training on inclusive Education refers to the in-service training program (i.e., Master Trainers Training program on “Udyam Inclusive Transaction model”, Teachers’ training on RPWD Act-2016, Training on Inclusive Education etc.) organised at the state level, district level and block level related to CWSNs or inclusive education attended by the elementary school teachers.

Educational personnel

Educational Personnel covers three categories i.e., teaching staff, other pedagogical & administrative personnel (headmasters, school administrators, supervisors, counsellors, school health personnel, librarians, curriculum developers, as well as educational administrators at the local, regional and central levels.) and

support personnel (i.e., clerical personnel, building operations and maintenance staff, security personnel, transportation workers, catering staff etc.) (UNESCO, 2023).

In the context of this study, educational personnel include Head teachers, Block Education Officers (BEOs), Additional block education officer (ABEO) and Resource Persons for CWSNs (RP-CWSNs).

Learners

In this study, learners refer to CWSNs (Children with loco motor disabilities & children with visual impairment) and non-disabled peers of children with hearing Impairment.

Loco motor disability

In this study, children with loco motor disabilities refers to the children who were certified by medical authority as having loco motor disabilities with the percentage of disabilities under different categories of loco motor disabilities. Only the children with loco motor disabilities recognised by Govt. of Odisha were taken for this present study.

Visual impairment

In this study, the elementary schools children who were certified by the medical authority as visually impaired (both children having blindness and low vision) were taken under children with visual impairment. Only the children with visual impairment recognised by Govt. of Odisha were taken for this present study.

Hearing impairment

In this study, the elementary schools children who were certified by the medical authority as hearings impaired were taken under children with hearing impairment. Only the children with hearing impairment recognised by Govt. of Odisha were taken for this present study.

1.8 Delimitations of the Study

The study was delimited to the following aspects:

- Govt. elementary schools of Ganjam district of Odisha
- Govt. elementary schools in rural areas of three blocks of Ganjam district
- Children with special needs (i.e., children with visually impairment [blindness & low vision], hearing impairment and loco motor disability).
- Elementary level teachers teaching only in the schools having specified categories of disability

1.9 Organisation of the Study

This dissertation includes following five chapters.

Chapter-One: The Problem and Its Context: This chapter began with the introduction to the topic and was followed by historical perspective of inclusion. Next, types of disabilities taken in this study were reported followed by policies and legislative frameworks (both international and national) for ensuring inclusive education. Further, enrolment of CWSNs in elementary schools of India and Odisha over a period from 2018-19 to 2021-22 followed by status of inclusive education for CWSNs in Odisha under Samagra Siksha Abhiyan during the year 2019-2022 was reported. This chapter also includes rationale for the study followed by statement of the problem, objectives of the study, hypotheses of the study, research questions, operational definitions of the key terms used in the study, and delimitation of the study.

Chapter-Two: Review of the Related Literature: This chapter includes various studies (both international and Indian) related to perception of head teachers, resource persons, teachers, parents of children with and without disabilities, learners (both children with and without disabilities) about inclusion of CWSNs and practices of inclusion in different schools. This chapter also includes methodological overview of the reviewed studies followed by the conceptual framework for the present study.

Chapter-Three: Methodology of the Study: This chapter includes design of the study followed by setting of the study, population, sample, tools used, procedure of data collection, trustworthiness of data, ethical consideration for research and procedure of data analysis.

Chapter-Four: Data Analysis & Interpretation: This Chapter reported analysis of both qualitative and qualitative data.

Chapter-Five: Summary, Major Findings, Discussion and Implications: This chapter includes summary of research, major findings, discussion, educational implications and recommendation for further study, limitation of the study, and conclusion.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter deals with the related literature in the area of study conducted in India and abroad, showing how other scholars have studied and approached the area with what findings. The review of related literature helps the researcher to build a rationale for the study, and to determine methodology, hypotheses and research questions. Besides this, the related literature also help the researcher to build the conceptual framework comprising different factors contributing to the successful inclusion of CWSNs in elementary schools. This chapter includes theme- wise findings of previous researches (section-A to E) along with the summary of the research findings, and critical appraisal. The chapter also includes methodological overview of the related literature (section-F), and conceptual framework of the study (section-G). The sections of this chapter are as follows:

Section-A: Studies related to Views of Education Personnel (Head teachers/ Resource persons/ administrators)

Section-B: Studies related to views of School Teachers

Section-C: Studies related to views of Parent of Children with Special Needs

Section-D: Studies related to perception and experiences of Children with Special Needs and Children without Special Needs

Section-E: Classroom Practices

Section- F: Summary of the findings, critical appraisal, Methodological Overview of the reviewed Literature

Section-G: Conceptual Framework of the study

Section-A

2.1 Studies related to Views of Education Personnel (Head teachers/ Resource persons/ administrators)

The role of the principal is that of a pedagogical leader who plans educational goals in school and leads those goals along with establishing a school community where professional knowledge is shared and a sense of belongingness is ensured (Shani & Ram, 2015). However, it was observed that principals who claimed to have more knowledge about inclusion on the administrative factor were making more

provisions in their schools to ensure inclusion (Kyuni & Desai, 2007). The involvement of resource persons should also be addressed as they are the key to the successful inclusion of CWSNs. So, it is essential to study the perception of the administrators and resource persons in the context of inclusion. Various studies regarding the perception/attitude/concerns of heads of the institutions and few studies related to the perception of resource persons or special educators and other officials towards/about inclusive education were found with regard to the following dimensions, which are discussed in this section.

- General view of educational personnel towards inclusion
- Support Services/Facilities
- Training & competence of Teachers/Head Teachers/Resource Persons
- School/ Classroom Environment and Curriculum
- Support of Resource Person
- Involvement of Parents
- Assessment

General views of education personnel towards inclusion

The positive attitude and perception of head of the institution towards inclusive education plays a greater role in establishing an inclusive school. In connection with this, studies found that principals have a positive attitude towards the implementation of inclusive education, but the actual implementation of inclusive education in general schools was not satisfactory (Geleta, 2019). In line with this study, another study conducted to study the attitudes of administrators toward the Inclusion of Children with Disabilities in General Education Classrooms showed favourable attitudes towards inclusive education for children with disabilities, although their attitudes seemed critical, not just for the success of inclusive education, but also for the success of all students outcomes (Nguluma *et al.*, 2017). School principals from Chandigarh, India, had a good understanding of the concept of inclusion. However, most of the principals perceived the unpreparedness of their schools to be established as inclusive schools, and unexpectedly, rural areas principals were found to be more concerned about the education of disabled children than the principals of urban areas (Bansal & Kaur, 2021). In a comparison between the principals and the teachers, principals were found to be more concerned about the acceptance of disabled children than the teachers (Sharma & Desai, 2002), which

shows the concern of principals towards children with disabilities. In connection to this, generally, administrators were in favour of mainstreaming children with special needs in general schools, which was evidenced by their willingness to build an inclusive system and interest in supporting their students' learning, though they were accustomed to the previously segregated system (Franck & Joshi, 2017). A study was conducted to evaluate mainstream practices in primary schools found that some of the administrators viewed in favour of integration in terms of the socialization of CWSNs, which was inferred from their perception where 30% of the administrators specified that mainstreaming allows CWSNs to be socialized and 20% of the administrators viewed regarding the development of cooperation and support skills of "normal" children in the mainstream classroom (Dagli & Öznacar, 2015). In a study conducted in Taiwan, Head teachers showed differential attitude towards inclusion of disabled students in mainstream school where out of twenty five head teachers, twelve showed uncertain attitudes, nine of these showed favourable attitude and four showed unfavourable attitude towards inclusion of disabled students (Chang, 2011).

However, little deviation was found in the attitude where in a study, over half of the principals of Hong Kong Primary Schools were found to be in favour of integration of students with mild disabilities and showed negative attitude in integration of the students with severe disabilities in regular classrooms (Sharma & Chow, 2008). Whereas another study conducted found the negative attitude of head teachers towards inclusion. It is observed from a study conducted by Mohanty & Nanda (2017) that head teachers had a deep sense of segregation for CWSNs while responding regarding the admission of children in elementary schools on the basis of different categories of students.

To sum up, education personnel in general are not found to be unanimous in showing their acceptance for inclusive education.

Support Services/Facilities

Head of the institutions were also concerned about the support services provided to the children with special needs in their schools for the betterment of the education process of those children. It is evident from their perception that the leaders of the schools were concerned about the limited financial provision for assistive devices, food for students with hunger and language support (Mullick, *et al.*, 2012). In connection with this, head teachers reported as having less resources in their schools of Nairobi West District (Wangari, 2009). Head of the institutions' perception was

taken to study the inclusive practices in secondary schools of West Bengal where they did not have resources and instructional facilities to support students with special needs (SWSNs) in their schools (66.1%) and availability of special services & materials for SWSNs (70%) (Kundu & Rice, 2019). In line with this, major concern was showed by primary school principals regarding non-availability of resources (Sharma & Desai, 2002). Mixed findings were reported in a study which can be inferred from the result of a study where one school was found to having no sufficient resources (i.e., non-availability of special equipment & materials, braille reference books in the library) as stated by the surveyed principals but another school (i.e., Chilga School) was found to having adequate stylus & slate, abacus & braille paper though students didn't have chance to use those materials because teachers didn't have skills to manipulate those materials (Mitiku, *et al.*, 2014). Head teachers in a study conducted in Odisha reported that the teaching learning materials (TLMs) for effective teaching of CWSNs were not available in their respective schools (Pathy, 2013).

Whereas some studies found positive perception regarding support service where head of the institutions reported that support services were provided to children with disabilities through special education teacher and resource room. Further the head teachers also stated for inclusion of children with hearing impairment (10% of head teachers), orthopaedic impairment (10% of head teachers), autism (20% of head teachers), mild mentally retarded (80% of head teachers), learning disabilities (100% head teachers) in mainstream school since those children get benefit from the mainstream system of education (Dagli & Öznacar, 2015).

To sum up, most of the studies reported head teachers' concern regarding lack of support services such as limited financial support for assistive devices, lack of resources, instructional facilities etc., whereas very less studies showed HTs' positive view regarding resources, and support services.

Training & competence of Teachers/Head Teachers/Resource Person

Training of teachers/head teachers plays an important role in preparing the teachers for inclusive classroom. The perception/concern of the administrators regarding their training and teachers training for successful inclusion of CWSNs were reported by many researchers.

Mullick et al. (2012) observed that though teachers were given practical experiences and experience of 7 days professional development (PD) program, they

continued to be resistant to inclusive education with a wish of exclusion of various students from their classrooms. Head teacher reported that some of the teachers opposed the enrolment of a child with behavioural difficulties in the general classroom. This statement from the head of the institutions regarding the teachers in the school shows that teachers did not favour the enrolment of students with behavioural difficulties. This resistance of teachers might be related to teachers' workload where the school leaders believed that the workload of the teachers was increased by including children with special needs and indigenous children from disadvantaged groups, and they were getting complaints from teachers regarding the workload (Mullick et al., 2012) whereas another study found that the educators are not too much concerned regarding the increase of workloads associated with integrated education (Sharma & Desai, 2002).

Another research found administrators' positive belief regarding benefit of mainstreaming for regular teachers by reporting that mainstreaming allowed the teachers for their development and gaining new experiences. But concerns of the administrators regarding teachers can be seen from their statement where 30% of the administrators reported that regular class teachers didn't want SWSNs in their class or school and they were having insufficient level of information (as stated by 10% administrators). Therefore, administrators (40%) suggested that teachers of regular schools need to accept CWSNs by showing patience towards them (Dagli & Öznacar, 2015).

In another study principals of schools of Chandigarh, India reported that though different training programmes were organised for the teacher by the Department of education every year and compulsorily two teachers from the schools had to register for those in-service programmes (3/5/7/10/15 days duration training), yet main concern was related to lack of well- equipped teachers as most of the teachers were not confident in teaching CWDs. Teachers were found to be struggling to adapt the curriculum to the needs of the children & balance between teaching regular students and special need students with individualised instruction. Therefore, a need of extensive training on inclusive education for the teachers was observed by the principals (Bansal & Kaur, 2021).

Regarding their own knowledge, training and skills to deal with CWSNs in inclusive classroom administrators viewed differently. The administrators reported that though they were having teaching experiences and administrative experiences in

general, they have insufficient knowledge and skills in special education and regarding children with disabilities (CWDs). Regarding their training administrators reported that they neither had opportunity to join any in- service training nor seminar on leadership regarding special education (Nguluma et al., 2017). In line with this, it was found by Bansal & Kaur (2021) that no training was specifically designed for the principals of schools and most of the principals had no clue regarding addressing the needs of CWDs along with other general students in school. Further, they stated that they were having a lot of commitment to help in accommodating CWSNs but lack of training created hindrance in developing vision for an inclusive setup. Another study also reported headmasters view regarding lack of proper training in special education where headmasters also found to be not involving teachers and parents in decision making on the matter of CWSNs (Wangari, 2009). In connection with this, special educators perceived them as overloaded with different work since they had to train other teachers to teach the special needs children, maintain data regarding those students under particular block and to contact the parents to receive the allowances for their children and special needs students were also fully dependent on them (Sharma, 2021).

In line with this, none of the principals showed their concern regarding development of guidelines for teachers with respect to children with disabilities (Bansal & Kaur, 2021). Headmasters also reportedly found lack of training and experience as major issues for controlling inclusive classrooms (Mohanty & Nanda, 2017). A study by Pathy (2013) in Odisha found that majority of the headmasters viewed that though they were receiving training conducted by the Department of School and Mass Education, Government of Odisha for implementation of inclusive education, they did not have comprehensive knowledge regarding conceptual background and rationale behind the implementation of the inclusive education. Though, they were receiving support of trained teachers, which helped them to address different barriers to inclusion, they showed their concern regarding short term training/orientation which was given to a few of their teachers to implement the inclusive education in schools. So, head teachers stated that the teachers had lack of sufficient knowledge and training regarding Inclusive education.

In a conference Dr. Seema, the director of Gurugram centre of Haryana Welfare Society for Persons with Speech and Hearing Impairment stated that little emphasis or no emphasis was given to sign language in India and 98% of the special

educators were having limited or no sign language skill by the result of which despite years of schooling, students with hearing impairment remained deprived of language and education (Rahar, 2019).

To sum up, Head teachers had lack of knowledge and training in inclusive education. Further, though some of the head teachers received training in inclusive education, they were not able to show any impact in leading inclusive practice, proving the failure of in- service training.

School/Classroom Environment and Curriculum

With regard to school environment school leaders reported their failure in creating inclusive school though they tried to build a culture of respect, understanding of and acceptance of all children in general and children with disabilities & indigenous children in particular within their school community. The reasons for failure were attributed to non- consideration or intolerance of general students regarding the behaviour of student with disabilities (SWDs) and general students also found to feel reluctant to play with them and, SWDs often found to be an object of fun and were bullied by the general students (Mullick et al., 2012). Regarding conducive physical environment of the schools, principals reported that school premises were not suitable for wheel chair users and student with visual impairment which can hinder the teaching learning process (Mitiku *et al.*, 2014). Bansal & Kaur (2021) also reported principals' concerns regarding inappropriate infrastructure in their schools as per the children's requirement.

Result from another study found that range of quality teaching learning activities were negatively impacted by high teacher student ratio and large class size was considered to be disadvantageous for the new comers in schools (Mullick et al., 2012). Because of overcrowded class, the class teachers were not able to give individual attention to the special students (Bansal & Kaur, 2021). Another study also found large classroom size as an issue in practicing inclusive approach in elementary schools (Mohanty & Nanda, 2017).

The views of primary schools administrators were captured on mainstreaming schools within the Northern Cyprus education system where administrators reported that normal students help disabled students in socialization by helping in different activities in class (i.e. helping in holding pencil) (Dağlı & Öznacar, 2015). In this line, another study in Kenya found that inclusion in general schools modified the behavioural, social, communication and academic skills of CWSNs which is

evidenced from a study where the head teachers responded that pupils (66.7%) improved their social skills, 55.6% improved their academic skills and 68.3% improved their communications skills (Wangari, 2015).

Regarding curriculum, headmasters though reported the need for differential instruction in common classroom for the purpose of inclusive practices. Since they were having inadequate knowledge regarding inclusive education, an overloaded curriculum put additional pressure on them. Lack of teaching learning materials and resource rooms in elementary schools were also reported by several head teachers which they felt were very much essential for curriculum transaction (Mohanty & Nanda, 2017). Curriculum of regular schools of Nairobi West District was also found to have no specific content for CWSNs and syllabus was also found as non-inclusive (Wangari, 2009).

Though principals showed positive attitude towards acceptance of CWSNs and took steps for ensuring availability of CWSN friendly toilets, sitting of CWSNs along with their non-disabled peers with segregated setting for CWSNs during pull-out sessions by the counsellor or special educator, they were not very much concerned regarding curriculum adaptation which can be seen in a study conducted by Bansal & Kaur (2021) where the principals hardly found time to see the curriculum adaptation needs or proposed teaching strategies in the inclusive classrooms for the benefit of CWSNs.

Principals of North Gondar Zone schools reported different views regarding use of Individualised Education Plan (IEP). Principals of Chilga responded that teachers in their schools tried to use IEP but the use of IEP was not as per the expected level and due attention was not given to that whereas principals of Tikil dingay responded that their school teachers didn't use IEP because of few number of CWSNs in their schools and those CWSNs were integrated with other general students. Further the principals reported that individual needs of those few CWSNs could be addressed without using IEP (Mitiku et al., 2014).

Regarding curriculum Resource Persons reported that they didn't follow any curriculum rather they framed curriculum according to the need of the children and there was no provision for a proper curriculum for those students with special needs (SWSNs) (Sharma, 2021). From this view point of the resource person, it can be inferred that though there was no separate curriculum for SWSNs they frame the curriculum to suit the needs of SWSNs.

To sum up, In some of the studies head of the institutions reported regarding non- conducive environment in school which are attributed to different reasons such as negative attitude of general students towards SWDs, inappropriate infrastructure, large class size where as in some of the studies head teachers were of the view regarding improvement of the socialization process of SWDs because of inclusion. Additionally, the views extended by head teachers two problems were pertinent- curriculum adaptation, and individualization of instruction.

Support of Resource Person

Head of the institutions viewed regarding scarcity of the resource persons in India. It is seen from their views when they reported by showing their concern for requirement of special educators and Para- professionals (i.e., physiotherapist and speech therapist) because extremely limited number of resource persons are available for guiding inclusive practices (Sharma & Desai, 2002).

In line with this, another study also reported concern of principals regarding requirement of permanent resource teachers since the special educators were visiting the most of the schools once in a week. Because of huge time gap in between the visit of the special educators, school students were found to be lagging behind in their learning. Again, since only one special educator was catering to need of all the children with disabilities in that particular school along with children with neighbourhood schools under that cluster, giving personal attention in the school particularly when the class size is large was a big challenge as perceived by the principals (Bansal & Kaur, 2021).

Another study conducted in Odisha by Mohanty & Nanda (2017) also reported for requirement of special educators in elementary schools which is evident in a statement by head teachers: “Classroom instructions are still a big problem in elementary school like us. There is no time for Individualized instruction and we don't have any skill for teaching a Blind, Deaf and Mentally Retarded student individually (p. 19)”.

Resource teachers were unable to provide on-site classroom support for teaching in every single class and for each student, since they were required to take care of a many students in different schools. Integrated education facilitators reported that they were providing braille kits to the students with visual impairment (VI) but many integrated education resource teachers were not providing those facilities to students with VI (Bhan,2012).

It is observed that there is dearth of Resource persons in this field and there is a need for preparing a research group who can guide all children across the system.

Involvement of Parents

Role of parents in shaping the education of children can't be avoided. Studies found Parental support and involvement as an important factor in facilitating inclusive education (Palmer *et al.*, 2001 as cited in de Boer *et al.*, 2010). But in a study conducted by Bansal & Kaur (2021) principals stated that parents of CWSNs were not cooperative. The reasons of this non-cooperation reported by the principals are illiteracy and daily wages of the parent which hinders the parents from understanding the reading writing problems faced by their children. Parents were not giving any kind of support at home but expected their children to perform equally well as normal students. Irregularity of parents in attending the meeting and not doing any follow-up activities as per suggestions given by the special educators was also reported by the principals. These parental issues create problems in identifying and getting certificate for the children with disabilities. A study conducted by Pathy (2013) in Odisha also found that Resource teachers faced problems regarding lack of parental involvement.

Parents' negative attitude towards the children with disability was reported by the school leaders where school leaders stated that parents were not accepting their children's diversity and inclusion of CWDs. It was reportedly perceived by the school leaders that parents thought that their children would not be successful in life which would be burden for them and parents didn't have high expectations for those CWDs in school (Mullick *et al.*, 2012).

In a study conducted regarding CWDs in private inclusive schools of Mumbai by Das & Kattumuri (2010) where the resource persons reported that most of the mothers were visiting the schools daily or at least once in a week so as to keep track the progress of their children, help in completing class notes, and help them through physical support (when required). But Mothers were sometimes pressurised because they had to visit to the schools or help their children along with their household works and to help those children at home which sometimes resulted in their inability to groom the children's abilities with necessary support.

To sum up, most of the reviewed studies reported negative perception of institutions' head regarding parental involvement.

Assessment

Headmasters under study reported that common assessment was followed for all students along with CWSNs. Most of the head masters didn't have knowledge regarding different evaluation system to evaluate those CWSNs according to their type that reflects their training inadequacy though some of the headmasters suggested for requirement of teacher centric and activity oriented evaluation process (Mohanty & Nanda, 2017). In contrast to this finding, a study reported that principals were in favour of flexible assessment strategies (Need-based assessments/preparation of separate question papers) for education of the CWDs (Bansal & Kaur, 2021). In line with this, special educators stated that they were evaluating special needs students by observing the behavioural changes (i.e., comparing past behaviour with present behaviour) of the special needs students rather than evaluating according to the prescribed curriculum (Sharma, 2021).

Moreover, head of the schools were of view of flexible assessment strategies though one study reported regarding common assessment practices.

Section-B

2.2 Studies related to attitude and Perception of Teachers

Concerns and perception of teachers towards inclusive Education affect the implementation practices of inclusion (Agbenyega, 2007; Das & Kattumuri, 2011) and teachers' high level perception of competence could be considered as a basic component to create successful inclusive classroom environments (Yılmaz & Yeganeh, 2021). This is because teachers occupy an important position in the system of education and they seem to be the key element for successful inclusion (Forlin & Chambers, 2011) and they are regarded as responsible for implementation of the policy in inclusive environments and in sharing & promoting principles of the inclusion in the classroom (Pappas et al., 2018).

A widespread body of research has been documented regarding teachers' attitude, perception, concerns regarding inclusion of CWSNs in general and various dimensions of inclusion in particular which are presented and discussed under this section.

- General attitude & perception of Teachers towards inclusion
- Classroom Environment
- Curriculum

- Parental Involvement
- Teachers Training and Competency
- Collaboration with Head teachers and resource teachers
- Assessment

General attitude & perception of Teachers towards inclusion

Researchers found positive attitude of teachers towards inclusive education specifically regarding inclusion of CWSNs. It could be depicted from the study conducted by Eriks-Brophy, & Whittingham (2013) that teachers' attitude was found to be favourable towards inclusion for students with hearing loss with the feeling of confident in their ability to teach them, and knowing about the effects of loss of hearing on language and learning. Similarly, other studies (Mantry & Pradhan, 2023; Tsakiridou, & Polyzopoulou, 2014) reported most of the teachers' attitude as favourable attitude towards inclusive education. It could also be seen in another study where majority of the teachers viewed inclusive education as a good approach where rights of impaired individuals were equally acknowledged like rights of other general students and equal educational opportunities were provided to those SWDs whereas few teachers disagreed with the placement of student without disabilities with students with VI because they believed that placement of students with VI in general class hampers the academic achievement of normal students (Asamoah et al., 2018). Another study shows that most of the teachers though previously accustomed to a segregated system for students with disabilities shown their willingness to help in building inclusive system and demonstrated their interest in learning to support their students better (Franck & Joshi, 2017) which shows their positive attitude towards inclusion. A study in Kenya shows that teachers supported education for CWDs and showed their willingness to have those children in their Schools (Mutisya, 2010). Similarly, most of the teachers were found having moderate to favourable attitude towards inclusive education though very less (19%) teachers' attitude was below average (Singh et al., 2020). Again in a study (Paramanik & Barman, 2018) moderate attitude of the teachers of Purulia, West Bengal towards inclusive education was reported which is in consistent with the study conducted by Bhakta & Shit (2016) where they found teachers were having moderately favourable attitude towards inclusion. This is also in consistent with the other research findings where primary schools teachers were found to show neither favourable nor unfavourable attitude

towards inclusion (Bansal,2018; Chanda & Behera,2018). Mainstreaming was viewed by the teachers as an effective approach for socialisation of CWSNs where they get new friends through collaboration, group work and sharing (Dağlı & Öznacar, 2015) which indicates teachers' positive attitude towards inclusion. A study in Spain also found that school teachers value the inclusive philosophy in their schools in terms of values and practices (Rosado-Castellano *et al.*, 2022).

Some of the studies though depicted positive attitude of teachers towards inclusive education found unsatisfactory implementation of inclusive education because of teachers' difficulty in addressing the CWSNs and in catering to the varied learning need in classrooms. This can be evident from a research where teachers have positive attitudes towards implementation of inclusive education but the actual implementation of inclusive education in general schools were not satisfactory (Geleta, 2019). At the same line, another study found that although surveyed teachers showed a great love for all the students but they were unhappy by having children with hyperactive behaviour in the classroom (Obeng, 2007). Though overall teachers demonstrated moderately positive attitude towards inclusive education, over a half of the teachers were not willing to teach SWDs in their class (Hwang & Evans, 2011) which indicates their reluctance to include those SWDs in inclusive classroom. In line with this, though a majority of teachers agreed or strongly agreed that individual differences of the students were more accepted because of inclusion and teachers agreed or strongly agreed that social development (86.6 %) and emotional development (75.6 %) of CWSNs was improved because of inclusive education, many roadblocks (i.e., lack of support from administrators, lack of resources etc.) creates hurdles in achieving cent percentage of inclusion (Cox,2009). Similarly, though in general teachers had positive attitude towards inclusion, they showed some of the issues in its implementation (Pappas *et al.*, 2018). In connection with this, though most of the teachers agreed regarding positive effect of inclusive classroom on socio-emotional development of SWDs at the same time they reported education of children with severe disabilities to be in separate setting since special teachers were trained in using different teaching methods to teach those students (Bansal, 2018). Research revealed that most of the teachers reported they (93.4%) would include the CWSNs in their class, out of them 44% teachers though accepted the inclusion believed in segregated education for those SWDs and teachers who believed in education of SWDs in segregated setting indicated that inclusion of these students

would not be beneficial for their cognitive, social and psychological development (Zoniou-Sideri & Vlachou, 2006). The findings from study by Zoniou-Sideri & Vlachou (2006) deviated on one point where in a study conducted by Bansal (2018) teachers found improvement in social development of SWDs in inclusive classroom whereas in another study teachers found no benefits of inclusion with regard to social development of SWDs (Zoniou-Sideri & Vlachou,2006). Though findings revealed that teachers were having positive attitude towards inclusion, but their attitude were affected by the nature and severity of disability of the students (Avramidis & Norwich, 2002). It may be interpreted from this that teachers were more positive towards inclusion of mild level of disability than the severe category of disability. In connection with this, teachers were of opinion regarding benefit of inclusion only for the students with mild learning disabilities, mild mental disability, mild hearing impairment, mild hyperactivity, and orthopaedic impairments (Ceylan & Aral, 2016) which shows that teachers were reluctant to include severe categories of CWSNs in their class. Another study also found that though teachers had positive attitude towards inclusion they were not ready to practice without any prior training regarding teaching of the hearing impaired (Kiriungi *et al.*, 2014). The teachers stated that they didn't have clear understanding regarding the meaning of inclusive education within educational context though most of the teachers were in favour of including CWSNs in mainstream school and few teachers were against the mainstreaming of CWSNs because of increase of workload and non- availability of appropriate and sufficient infrastructural facilities (Paathy,2013).

Negative attitudes of teachers were stated as a major barrier to inclusive education in a study (Bhatnagar & Das, 2014). In connection with this, teachers were found to have a negative feeling regarding inclusion of children with disabilities in their class where they regarded those children as disturbance for the class as they caused distractions that delayed course completion. Therefore, they choose to ignore the presence of those children and concentrate on their lesson plans execution (Das & Kattumuri, 2010).

All teachers regardless of their gender differences play a vital role in the learning styles, learning environment and learning strategies of diverse learners (Shrivastava & Sharma, 2021). Studies found no significant differences in the attitude of teachers towards inclusive education with regard to their gender (Bhakta & Shit, 2016; Kumar & Patel,2021; Mantry & Pradhan, 2023; Paramanik & Barman, 2018;

Radojlovic et al., 2022; Singh, Kumar & Singh, 2020). In a study no significant difference was found in between the male and female teachers with regard to the psychological, administrative related, curricular & co-curricular, and society & parents related aspects of inclusive education (Mantry & Pradhan, 2023).

Contrast to above findings, significant difference was found between male and female teachers attitude or perception towards inclusive education (Alghazo, & Naggar Gaad, 2004; Chandra, 2021; Guria & Tiwari, 2016; Kiriungi *et al.*, 2014; Mngo & Mngo, 2018; Prakash, 2012; Romi & Leyser, 2006 as cited in Pappas *et al.*, 2018; Schwab, 2018 as cited in Alnahdi & Schwab, 2021). Some studies found that male teachers were having more positive attitude towards inclusive education than those of their counter parts (Chandra, 2021; Guria & Tiwari, 2016), and male teachers were having more positive perception regarding benefits of inclusion and integrated classroom management than the female teachers (Mngo & Mngo, 2018), and male teachers were found to be more positive to teach learners with hearing impairment than their female counterparts (Kiriungi *et al.*, 2014). Similarly male teachers from Greece and Cyprus found to have more positive and greater experience in inclusive classroom than the female teachers (Batsiou *et al.*, 2008).

In contrast to this, other studies found that female teachers had more positive attitude towards inclusion than male teachers (Alghazo, & Naggar Gaad, 2004; Romi & Leyser, 2006 as cited in Pappas *et al.*, 2018; Schwab, 2018 as cited in Alnahdi & Schwab, 2021). Similarly, female teachers were having more positive attitude towards including hearing impairment in general schools than those of their counterparts (Prakash, 2012). Similarly, specifically in the factor of 'behavioural problems' women showed more positive attitude than men teachers (Tsakiridou, & Polyzopoulou, 2014).

Studies found no significant difference in the attitude or perception of teachers towards inclusive education with regard to their teaching experience (Dupoux *et al.*, 2006; Paramanik & Barman, 2018; Radojlovic *et al.*, 2022). Similarly, general teaching experience didn't seem to be a factor for determining attitude of the teachers towards inclusive education (Malinen *et al.*, 2012). Whereas other studies found significant difference in the attitude of teachers with regard to their teaching experiences (Alghazo, & Naggar Gaad, 2004; Kumar & Patel, 2021; Mngo & Mngo, 2018; Prakash, 2012) where teachers having more than 10 years of teaching experience were found to have more positive attitude than the teachers having less

than 10 years of teaching experience (Kumar & Patel, 2021; Prakash, 2012). Additionally, a study in United Arab Emirates found that teachers having one to five years of teaching experiences were found to have more positive attitude towards inclusion of students with hearing impairment & mental disabilities than those teachers having six to eleven years of teaching experience and teachers having 12 & more teaching experience have more positive attitude towards including students with specific learning disability & visual impairment than those having six to eleven years of teaching experience (Alghazo, & Naggar Gaad, 2004). Similarly, another study found that teachers in their early years of teaching (six to twenty five years) showed more positive attitude towards inclusive education but the support gradually felled after thirty years of teaching (Mngo & Mngo, 2018).

Significant difference was found in the attitude of the teachers with regard to their training (Bhakta & Shit, 2016; Mngo & Mngo, 2018; Tsakiridou, & Polyzopoulou, 2014) where from the mean score it could be ascertained that trained teachers (120.2) had more positive attitude than untrained teachers (116.2) (Bhakta & Shit, 2016). Another study found difference between trained and untrained teachers in educating special needs students in all factors (i.e., physical disabilities, behaviour problems, social difficulties and academic difficulty factors) identified in 'attitude towards inclusive education scale' (Tsakiridou, & Polyzopoulou, 2014) where mean scores of different factors shows that trained teachers were having more positive attitude towards inclusive education than those of untrained teachers. Similarly, another study found that teachers who had received training in special education were more supportive to inclusive education than teachers who didn't have any kind of training (Mngo & Mngo, 2018).

An analysis of the research studies revealed that mostly teachers have positive attitude towards inclusive education. Majority of the reviewed literatures found significant difference between male and female teachers in their attitude towards inclusive education. Similar number of studies found significant difference and no significant differences among the teachers with regard to their teaching experiences. Exposure to training also makes a difference in perception/ attitude of the teachers towards inclusion and in inclusive practices though very small numbers of studies were found by the researcher.

Classroom Environment

Studies depicted that teachers with more positive attitude towards inclusion and having more knowledge regarding inclusion showed more positive teaching behaviours/practices corresponding with effective teaching in inclusive classrooms (Kyuini & Desai, 2007). Teachers also opined that integration of SWDs in mainstream system of education empower those SWDS to move ahead in all activities even they exceed their non-disabled peers which could be seen from the statement of one female teacher in that study as “including them with those without disabilities encourages them to surpass their peers” (Asamoah et al., 2018, p.6). Majority of the teachers (84%) had interest in teaching/rearing CWSN students in inclusive classroom (Dey *et al.*, 2022).

Though some teachers were aware of the need of appropriate support for the children with special needs to reach their potential but didn't link that how that would be possible within their classrooms but they encouraged normal students to support those with disabilities (Taneja-Johanssona *et al.*, 2023) which could be understood as teachers encouragement of peer teaching. Another research study found that both CWSNs and children without special needs are benefited from the mainstream classroom where mainstreaming was viewed by the most of the teachers as an effective approach for socialisation of CWSNs where they increase their self-confidence and get new friends through collaboration, group work and sharing (Dağlı & Öznacar, 2015) and normal children were also developing their cooperation and support skills because of mainstreaming though it was perceived by only 7% of the teachers under study (Dagli & Öznacar, 2015) where it can be concluded that not only CWSNs but normal students also develop certain skills because of mainstreaming classroom.

Studies found that teachers faced different issues in inclusive classroom. It could be depicted from a study where classrooms with large number of students was found as most possible barrier to inclusion (Pappas et al., 2018) and a main obstacle to fulfil desired objectives in educational activities (Korkmarz, 2011). Similarly, research shows that though teachers tried their best to ensure inclusiveness, non-strategic system (such as overcrowded classroom) prevented them for effective inclusion (Gavish & Shimoni, 2011). A teacher stated that dedication towards those SWDs couldn't be done due to large number of students in class which was difficult to manage (Guanoluisa et al., 2022). Large class size and lack of assistant teacher to

assist the general classroom was found as the barriers by the teachers (Ceylan & Aral, 2016). Similar result was found by the study conducted by Bhan (2016) where teachers indicated that two- three grades were accommodated in one classroom with 40-60 students in one classroom due to shortage of classroom and shortage of teachers which hinders them to pay individual attention to the individual child (Bhan,2012). A research conducted in Ghana by Agbenyega (2007) to examine teachers' attitude and concern regarding inclusive education and result found that teachers showed negative attitude towards inclusive education because of large class size. In another study, teachers stated various problems in including CWSNs in general classroom such as those children were not able to understand the content easily, teaching through Braille, hearing impairment, conversation, , not able to understand the behaviour, repeat in teaching, lack of special Audio Visual aids, etc. (Devi & Reddy, 2016).

In a study, few teachers did not agree with the practice of having the students without disabilities in the same classroom with the visually impaired. They indicated the reasons for their disagreement by stating the practice of inclusion as the cause of slow pace of academics. However, some of the teachers advocated for a special institution for the visually impaired. They argued that visually impaired students made their work difficult, because those students required special attention from them (Asamoah *et al.*, 2018).

From the above findings it can be concluded that some of the teachers showed positive attitude towards teaching in inclusive classroom and teachers were of the view that both children with and without special needs could be benefited from an inclusive classroom. Most of the reviewed studies found that teachers faced different issues (i.e., large class size, lack of barrier free environment, lack of assistant teacher, inability of CWSNs in understanding the concepts in classroom) in an inclusive classroom.

Curriculum

Instead of special curriculum, regular curriculum must provide the appropriate challenges so as to create enabling opportunities for students to experience successful learning and achieve their potential to the fullest. Again, school has the responsibility to provide flexible curriculum accessible to all students. Therefore, According to need, strengths and circumstances of the particular student, necessary balance needs to be made in between regular, developmental and additional curricular areas. The

support of parents, other community members and professionals could also be taken in developing a flexible curriculum (Julka *et al.*, 2014).

Teachers need to plan teaching learning process and explore different positive strategies for providing education to all and to respond to the varied needs of the students (Julka *et al.*, 2014). With regard to modified strategies for education of CWSNs, though teachers had self-doubt regarding facilitating SWDS because of lack of training, they drew on their creativity and skills in teaching those students by modifying the strategies i.e., writing in large letters on the black board, placing the SWDS in the front line of the class, speaking loudly, by giving extra time to complete the task, by minimizing class noise for students with VI, by devising systems of signs to communicate with students with hearing impairment, and by encouraging peers to help the SWDs (Franck & Joshi, 2017). Along with inclusion in classroom, other teachers also encouraged their students with disabilities to participate in extra-curricular activities with their normal peers (Mara & Mara, 2011).

Majority of the teachers didn't perform any activities to diversify the instructional activities though some of the teachers were found to be organising of group works by changing seats of disadvantaged students so as to increase effective inclusive education and some of teachers were also performed different activities (i.e., offering one-to-one teaching, organizing group works, offering compensatory teaching to assist inclusive students, assigning individual homework, developing enriched education plan, and conducting language studies with refugee students) for diversification of their instructional practices according to the diversified needs of the students (Yılmaz & Yeganeh, 2021). In another study, one teacher stated that she developed her own teaching materials i.e., large printed worksheets for VI students having 56% of visual impairment (Guanoluisa *et al.*, 2022). Majority of the teachers were of the view that they were not able to give adequate attention & time to the children with disabilities due to large class size with 1:70/80 teacher pupil ratio, lack of barrier free environment, (Bansal, 2018). Similarly, other studies found that the teachers in different studies were not able to give special attention to CWSNs because of overcrowded classroom (Gavish & Shimoni, 2011; Pappas *et al.*, 2018). In connection with this, teachers also expressed their difficulty to make accessible of different subjects i.e., physical education, technology, mathematics, physics, chemistry, design and craft to children with visual impairment though they had commitment towards teaching those Children (de Verdier, & Ek, 2014). Teachers

(68.96%) in another study also reported that modification in instructional process was problematic for them and 72.4% of the teachers also indicated their difficulty in meeting the needs of certain disabilities in regular classroom. If the adjustment in curriculum and instruction would be considered as a main part of the inclusive practice, the teachers view revealed that they face difficulties in establishing inclusive classroom (Hwang & Evan, 2011). Similarly, most of the teachers in Odisha stated that they were not receiving professional development training regarding the new curriculum and the changes in inclusive education and were not receiving full support from the school authorities and district authorities for making TLMs and updating knowledge to fulfil the requirements of CWSNs. Therefore, majority of the teachers were found to face problems regarding adaptation of curriculum to meet the CWSNs' need (Pathy, 2013).

Teachers were reportedly perceive that there was no disruption in routine activities and no impact on learners progress through the curriculum because of inclusion of students with hearing impairment in classroom, though the need for emphasizing the understanding of those student with hearing loss and their unique educational needs in teacher education program curriculum was reported by the teachers so as to facilitate inclusion of those students in general classroom (Eriks-Brophy & Whittingham,2013). Whereas, another study found teachers' challenging situation in implementing different curriculum for both children with disabilities and children without disabilities simultaneously because of crowded classroom where teachers were of the view that student with disabilities can't follow the regular curriculum which is developed for non- disabled students. So, they are responsible to prepare both regular program and individualised educational program for non-disabled students and disabled students respectively (Korkmarz, 2011). In connection with this, Bhatnagar & Das (2014) teachers reported that curriculum planning for inclusive education is much neglected by educators as being unnecessary. One teacher stated that special program and regular education program must go in a collective way to implement individualized education plans according to individualised educational needs but the teachers didn't have time and any idea to differentiate the two curriculums for two groups (i.e., regular students & CWSNs) of students sitting in their class.

However, in a study, teachers suggested for review of the curriculum to incorporate the special needs students which would have positive impact on the

implementation of inclusive education because that would require the teachers to prepare lessons to meet the need of all students (Geleta,2019). However, teachers reported that they required a prescribed syllabus for CWSNs which would be meant for CWSNs so that teacher would teach only those concepts to those students and they also viewed regarding overburdened syllabus and multiple assignments given to them beyond teaching (Bansal, 2018). Similarly, teachers suggested for the development of a national curriculum by National Council of educational research and training (NCERT) for different categories of disability based on their severity of disability (Bhatnagar & Das, 2014)

Other studies found many challenges in implementation of successful inclusion in their classes. Cox (2009) found many early roadblocks to inclusive education such as, lack of resources in implementing a fully inclusive program for all students which was perceived by the teachers where majority of the teachers (64.6 %) felt that they did not have the necessary materials for successful inclusion of SWDs in their classrooms (Cox, 2009).. This is in connection with the other research where teachers perceived that they were not accessible to different support services (i.e., special education teachers, paraprofessional of resource room services) in their school (Das, Kuyini & Desai, 2013). In line with this research, another study revealed teachers' challenges regarding insufficient teaching- learning materials in implementing inclusive education (Dukpa & Kamenopoulou's, 2018). Additionally, Wangari (2015) found that insufficient appropriate instructional materials and lack of resource rooms for CWSNs affected the access of CWSNs to learning though most of the available materials were useful for normal students. Along with this, no hearing aids were provided to CWSNs as reported by the teachers (Wangari, 2015) which indicate that there were no sufficient assistive devices for CWSNs in schools. Lapena *et al.*(2023) also found that teachers faced challenges in getting learning resources and strongly agreed regarding requirement of teaching learning resources in implementation of inclusive education. Another study also reported inadequacy of abacus, slate & stylus, tape recorder and text books to provide services required for CWSNs although school was having those materials (Mitiku *et al.*,2014). Another study by Hwang & Evan (2011) also found the same where most of the teachers (75.85%) were in view that insufficient support and resources were the barriers for implementing the principles of inclusive education. Kirui (2014) also reported the same findings where more number of teachers (72%) perceived regarding inadequate

special educational resources though very few teachers (5.6%) perceived of having adequate special educational resources in their school. Agbenyega (2007) examined teachers' attitude and concern regarding inclusive education and found that teachers showed negative attitude towards inclusive education because inadequate resources & special materials.

An analysis of research findings related to perception of teacher on curriculum revealed that teachers used their creativity and skills in teaching CWSNs by modifying the strategies though reported of having lack of training. However, teachers were not able to give special attention to CWSNs while teaching in inclusive setting. They also faced difficulties to make accessible different subjects and modify the instructions, in modifying the instruction and curriculum. Teachers reported many challenges in implementation of inclusive education such as lack of resources, TLMs, and resource rooms.

Parental involvement

Parents' role can't be ignored. In case of the education of CWSNs, Parents play most important role since they have to deal with them once they leave the school. But in different studies it has been reported that less involvement of the parents in the education of CWSNs is very less. In a study lack of parental involvement was found as one of the challenges for teachers when teaching children with VI (Azueta & Kamenopoulou, 2018). The lack of involvement of the parents was seen from the rare visit of the parents to the school as reported by the teachers (Wangari, 2015). Similarly, lack of cooperation between the school and family (Yılmaz & Yeganeh, 2021) was reported by the teachers. Parents' attitude was also found as a barrier towards the successful inclusion (Pappas et al., 2018). In addition to this, teachers viewed that parents were found as not caring for their children regarding children's activities in school. Parents were not willing to take their children to school and CWSNs were not well taken care like normal children as perceived by most of the teachers (Wangari, 2009). Interviewed teachers encountered a great difficulty in influencing parents in seeking help of the professionals for diagnosing the disability of the children, with their arguments they [teachers] stated that if they would suspect some issues in child and inform the parents to get checked of those problems, most of the parents didn't do anything regarding the child's problem (Obeng, 2007). In the research, one teacher argued as:

There is no way some of the parents will take their child to the professional for just a check-up. It is only if a child is seriously sick will her parents take her to the clinic. In fact, it is only if the sickness is connected with the child's disability will they seek professional treatment (Obeng, 2007).

In an Indian study, low socio-economic status of the family, lack of motivation of the parents for the education of CWSNs, dis- interest of parents in the performance of their children, non- conducive environment of the family, alcoholic fathers who were not supporting in completing homework of the children, absence of the fathers in parent- teacher meeting were some of the barriers viewed by the teachers. Since they were not getting any cooperation from the parents, they viewed of impossibility of teaching those [CWSNs] in regular schools. A study in Odisha reported that most of the teachers were facing problems regarding parental involvement (Pathy, 2013)

Whereas another study showed favourable findings regarding parental involvement in the education where, teachers of primary schools were of the view that parents' participation were there not only in the educational inclusion of their CWSNs in mainstream school, but also in other activities of educational institutions (Mara & Mara, 2011).

From the above literature, it is found that in most of the studies teachers stated negatively regarding parental involvement in the education of CWSNs where teachers showed their concern regarding parental attitude, unwillingness of parents in the education of CWSNs, lack of parental involvement, and non- conducive environment of the family etc..

Teachers Training & Competency

Training of the teachers is an essential component to equip the teachers to deal with all students in the classroom irrespective of their differences on various grounds such as gender, caste, race, disability etc.. In the schools where CWSNs are there teachers play a greater role in meeting the individual needs of such children along with catering to the others (normal children) need. Avramidis & Norwich (2002) considered training as a vital factor in improving teachers' attitudes towards policy implementation of inclusive education. Further, they emphasised on teacher training by stating that without a clear plan for teacher training regarding educational needs of children with special education needs (CSEnS), attempts for inclusion of those children would be difficult. Another study reported that teacher preparation and training needed for effective inclusion of all students in the classroom and to respond

to a wider set of learning needs, teachers needed to be knowledgeable of learning at different ages, and under different circumstances and they also required to know how and when to adjust their teaching in response to varying needs (Wedell, 2005). If teachers are to respond to a wider range of learning needs, they have to know what determines learning at different ages, and in different circumstances, and they also need to be able to use the evidence of pupils' response to decide how and when they should alter their teaching approaches (Wedell, 2005).

However, study found that about 45 % of teachers experienced biggest challenge in dealing with students with learning disabilities since they have insufficient knowledge and skills to understand the behavioural needs of these students. Extra 35.4 % of the teachers also expressed their incapability in distinguishing the learning activities for those students by which both the teachers and students were feeling high frustration levels due to incompleteness of works (Nadia, 2012). Another study also reported teachers' lack of training which prevents the development of appropriate curricular adaptations, therefore, need for training was reported by the teachers to meet the students' need though teacher who was teaching to students with VI was self-trained and knew the strategies to use for teaching visual impaired students (Guanoluisa et al., 2022). Another study by Geleta (2019) also found that teachers were in need of training regarding different kind of disabilities and developing strategies for varied students by which they would be confident to teach those SWDs. While stating the need of training, one teacher said, "The need for periodic training, workshops, and seminars could be used to relay information to teachers on inclusive education" (p.1368). In connection with this, Interviewed teachers reported that there was absence of sign language in the classroom and though itinerant teachers were there to train the teachers, they [itinerant teachers] were not sufficiently skilled enough in Braille or sign language to provide effective training to other teachers (Franck & Joshi, 2017). Similarly, teachers of Belize stated for requirement of more specialized knowledge and support in the area of inclusive education though in general, they were supportive to inclusive education, they lacked preparation/training on sensory impairment which hindered them from including students with VI in mainstream schools (Azueta & Kamenopoulou, 2018). Cox (2009) also found lack of training as the pervasive problems in full implementation of inclusive program for all students with a requirement for more training. A study by Das et al., (2013) also reported that nearly 70% of teachers were neither trained in

special education skills nor had any experience in teaching CWDs. Another study found that regular school teachers had lack of knowledge and training regarding the education of CWSNs while they relied on their love and experience for those students (Tsakiridou & Polyzopoulou, 2014). Pathy (2013) also found that around 40% of general teachers lacked training to deal suitably to the needs of children with special needs. The teachers also found the task of teaching such children with special needs as an additional responsibility and they were not getting any extra allowances for such additional works. Another study in Ghana also reported teachers concern regarding lack of professional competencies to deal with SWDs in inclusive classroom (Agbenyega, 2007).

Most of the teachers expressed their views regarding training for limited duration for example Kundu & Rice (2019) reported the teachers view as they [teachers] said they only received two days of training at the cluster resource centre nearest to their block. A teacher remarked: “In those training camps, eating gets priority over training. Basically, no practical gain is achieved except some theoretical definitions of SWDs, inclusive education, etc. Reality is completely different than what we are taught in those camp trainings” (Kundu & Rice, 2019, p.408). It can be concluded from the statement of the teachers that training was given only for small duration and training was focused on theoretical concepts not about practical basis which might be the causes for insufficient knowledge to deal with CWSNs.

Another study by Obeng (2007) found that most of the teachers (about 75%) reported that they did not have any professional training in teaching CWDs though a small portion of teachers (about 15%) reported regarding attending in-service training, training was usually for few days or a couple of months. In line with this, most of the Korean general teachers (89.64%) pointed out that they lacked the training to implement successful inclusion (Hwang & Evan, 2011). The interviewed teachers in a study reported that they lacked formal training, while very few teachers were found to attend the training which was only between 1-3 days and annually one teacher from each school were attending the training by the state (Taneja-Johanssona *et al.*, 2023).

With regard to pre- service training, teachers strongly indicated that their teacher education program and professional development programs were insufficient in preparing them to teach the students with hearing loss successfully in the general classroom. But they [teachers] were found to be showing considerable interest, high level of confidence, which may be attributed to the positive impact of ITDHH

(itinerant teachers of the deaf and hard of hearing) support not because of their previous academic training. Most of the teachers in that study disagreed with the statement “The topic of hearing impairment and its effects on speech, language, and academic development were sufficiently addressed in the curriculum of my teacher education program” which shows that they were not trained properly to deal with children with HI in their pre- service training (Eriks-Brophy & Whittingham, 2013). Similar finding was found in another study where teachers from both Greece and Cyprus expressed their dissatisfaction with their pre- service training by stating that the knowledge they gained during their university studies for teaching students with SENs was not satisfactory (Batsiou et al., 2008). In a Case study conducted in a school having more number of disabled students in Rait block of Kangra district revealed lack of pre- service and in- service training where teachers didn't have any pre- service training and there was no provision of in service training too regarding CWSNs. It was also found from the study that regular teachers lack basic awareness of children with disabilities (Sharma, 2021). Interviews with regular teachers revealed that the teachers did not have appropriate exposure in dealing with children with disabilities during their pre-service training and therefore, lacked appropriate attitude and sensitivity (Das & Kattumuri, 2010). A study found that some teachers were reluctant to include SWDs with the fear of possible failure and inadequacy of training (both pre- service & in-service). Teachers were also of the view that they were not provided with comprehensive training to support SWDs and need for training in psychological dimension of inclusive education was also reported by the teachers (Hettiarachchi et al., 2016). A study by Bansal (2018) reported that most of the teachers were of view that subjects related to inclusion was not included in their pre-service curriculum and even though it was being taught, practical aspects of the inclusion were not covered. They reported difficulties in teaching students with VI and HI with braille and sign language respectively. Though most of the teachers in the study appreciated the in- service training program organised by Sarva Siksha Abhiyan, techniques to incorporate in lessons were not taught practically.

Bhatnagar & Das (2014) found that teachers faced stress and anxiety in the class having CWSNs. While suggesting for conduct of in- service training for all teachers, one teacher stated that though teachers were teaching to all categories of students, they didn't have skills to teach those students. Suggestions were also given

by the teacher for providing rewards, encouragement and compensation to trained teachers to go through the training for successful inclusion in schools.

Though more numbers of teachers believed that they were having competencies in teaching CWSNs, they stated that they did not attend any formal training and majority of teachers would like to receive assistance regarding teaching of CWSNs (Kundu & Rice, 2019). This shows that though teachers were competent to teach still they were in requirement of assistance which indicates they were in need of formal training. Similarly another study by Cox (2009) also reported that around 58% teachers agreed and strongly agreed that they had necessary skills to teach CWSNs while other teachers stated as not having necessary skills to teach CWSNs. The findings of the research also revealed that majority of the teachers (around 75%) were having the strongest feeling of modifying instruction to meet the needs of students with different learning needs whereas around 58% of the teachers were having the feeling that, they had the skills to successfully include student with disabilities in their classroom and around 62% of the teachers viewed that they were not able to meet the needs of students with all categories of disabilities. Similarly, a study conducted in primary and secondary education of Andhra Pradesh revealed that majority of the teachers trained to teach special child and received short durable training (5 days to 3 months) (Devi & Reddy, 2016).

Analysis of literature regarding teachers' perception about their training & skills revealed that most of the studies reported that teachers lack knowledge & training to teach in inclusive classroom, and they were feeling stress & anxiety in a class having CWSNs. Teachers also showed their concern regarding limited duration of training. Most of the studies reported the loopholes in pre- service programmes. Therefore, there is a need for reviewing the pre- service program.

Collaboration with Head teachers and resource persons

Teachers reported that it's the duty and responsibility of resource person or special educators to take care of the SWDs in inclusive schools (Das & Kattumuri, 2010; Gavish & Shimoni, 2011). Lack of support from administrators and additional personnel dealing with SWDs, time for collaboration and consultation were some of the problems in implementing a fully inclusive program for all students (Cox, 2009). In another study, interviewed teachers also showed regarding inactive SNE teachers while indicating gaps in monitoring the activities of itinerant teachers (Franck & Joshi, 2017). Interviewed teachers in a study also viewed regarding rare visit of

integrated education resource teachers to meet students with VI and they were also not sharing the information related to students with VI with the class teacher (Bhan, 2012). Additionally, majority of the teachers in general education were found to be neutral regarding the effective communication between them and special education teachers (Hwang & Evan, 2011). In a study by Taneja-Johanssona *et al.* (2023) teachers also highlighted regarding the limitations of specialists in providing meaningful support to the assigned schools which can be seen in one teacher's statement:

There are special teachers but not more than 2 or 3 and even they are not able to see all the children they have to visit. There are about 2 special teachers for a block with about 100 schools. I think there is more show and little happening on the ground. (p.743)

Similarly, study by Bansal (2018) reported teachers view as though education department appointed one resource teacher and for each cluster there were approximately 5-6 schools and the resource teachers could visit to the schools once in week. Therefore, due to shortage of time, resource teachers were not able to give adequate support to CWSNs by which their [CWSNs'] problems remained ignored and unnoticed. So, requirement of support from speech therapist, occupational therapist, psychologist and other experts were voiced by the teachers.

Teachers reported that head teachers were not well trained to deal with CWSNs since they [head teachers] were not ready to admit the CWSNs in the schools. Teachers were also in view that head teachers were not involving other teachers and stakeholders while making decisions about CWSNs (Wangari, 2009). In another study, majority of the teachers' viewed that head teachers were not caring for the on-going practices (i.e., educational activities) in inclusive classroom and they [head teachers] didn't want to listen to the problems and complaints from the parents, local administrators and superintendents since head teachers were focusing on official paper works because they were more responsible for completion of official requirements rather than the teaching learning activities (Korkmaz, 2011). A study in Odisha by Pathy (2013) found that headmasters lacked leadership quality which was reported by around 66% of the teachers.

From the above studies, it can be concluded that teachers reported some of the issues related to resource persons' involvement in the education of CWSNs. i.e., less support of specially trained teacher, less number of specially trained teachers/

resource persons, shortage of time for RPs. Head teachers were found to be untrained, and uncaring.

Assessment

Assessment of the CWSNs is a challenge in everyday school life from the teachers' point of view (Hussu & Strle, 2010). Some of the studies found that teachers used flexible assessment system for CWSNs where as some studies found non-flexibility of examination for CWSNs. One study found that teachers offered exams orally for students with visual impairment according to the need (Franck & Joshi, 2017). Another study found that the students were given the same assignments, same tests and the same question papers in the examinations (Bhatnagar & Das, 2014). Teachers reported that because of crowded classrooms, they were not able to diversify assessment and evaluation (Yılmaz & Yeganeh, 2021). Other teachers faced difficulty in evaluating those CWSNs with the same syllabus and those CWSNs were not able to perform like other normal children (Bansal, 2018).

Mallick & Mishra (2021) while studying the evaluation practices for students with VI in elementary schools found that teachers were of view that students with VI didn't use braille while writing their examination and they only answered orally in their class test. The oral test was conducted correctly as perceived by 78.48% of the teachers. The students with VI faced difficulty in written examination, assignment works and project works. Teachers also reportedly found to have lack of knowledge to evaluate performance of VI students properly. And they were not properly trained to evaluate curricular subjects and other curricular activities of students with VI.

In a study some of the teachers (both primary and secondary school teachers) viewed that they had little problems while assessing children with hearing impairment, physically impaired and visually impaired but faced major problems while assessing attention deficit disorder. Teachers were of the view that if they were facing any issues regarding assessment, they sought the help from class teachers of CWSNs, special educators and counsellors. It was reported by the teachers that they mostly used the established criteria of assessment along with self-assessment and sharing of ideas with their peers. And generally teachers were not satisfied with the provided answers and therefore adapted different means by taking individual characteristics, personal background, family background and pupils' efforts & cooperation during lessons into consideration. Teachers were found to be faced significant problems in assessing through written test (i.e., essays) and oral exams and

so, they used to extend the time in the written and oral examinations. Teachers sometimes used modified forms of test (i.e., different fonts, larger spaces between lines or prints, extraction of inappropriate and too difficult tasks etc.) according to the impairment of the pupils (Hussu & Strle, 2010).

Teachers of West provinces of Sri Lanka reported that Department of education wanted 100% pass rate of student which is not possible if there would be children with special needs in class room. Therefore, they were not interested to include those children. While concerning about the lack of reasonable accommodations for SWDs which makes unequal system, One teacher stated as “*There are no options available for them, there is no system to test their knowledge, something like a viva system*”. It was evident that Cerebral Palsy Lanka Foundation (2017) offered reasonable accommodations to SWDs regarding modes of response i.e., the use of a scribe or special switches, though flexible mode of examination was not reported. This shows lack of awareness of teachers regarding accommodation for examination provided through department of education (Hettiarachchi *et al.*, 2016).

The above findings related to assessment revealed that majority of the studies reported regarding inflexible, unsuitable assessment for CWSNs though some of the teachers reported regarding oral examination. Some of the teachers attributed overcrowded classroom as a reasons for not diversifying evaluation. Therefore, there is a need of review of assessment procedure for such children.

Section-C

2.3 Studies related to attitude and Perception of Parents of children with special needs

It was seemed that if both the parents of CWSNs and the parents of children having no special needs are positive towards inclusive education, teachers and supporting staff would be more positive to understand the inclusion. Therefore, acquiring knowledge about parents’ attitudes towards inclusive education with it’s related variables could be useful to create inclusion (de Boer *et al.*, 2010). It is important to understand the perspectives of parents concerning their children’s education so as to enable parental involvement in the education of children with disabilities (Swick and Hooks, 2005 as cited in Jigyel, *et al.*, 2018). Study also reported that parents used to have high expectations for their children with disabilities which developed over time during the education of their children, yet little attention was paid to parents of children with disability (Russel, 2003 as cited in Jigyel *et al.*,

2021). Therefore, parents' [parents of CWSNs] perception/opinion/ attitude were studied by different researchers which are discussed below.

- General attitude and perception of Parents of CWSNs towards inclusion
- Perception of Parents on Teachers and Resource Teachers
- Socialisation of CWSNs
- Education of CWSNs

General attitude and perception Parents of CWSNs towards inclusion

A study conducted by Dağlı & Öznacar, (2015) with the aim of exploring the views of parents on mainstreaming in primary schools in Northern Cyprus education system found that 50- 60% of the parents were in view that all types of students with disabilities could be joined in mainstream system of education. Similarly, another study also found as 81% of the parents had positive attitude in sending their children with special needs to the schools (Dey *et al.*, 2022). In connection with this, a study by Temir (2002) found that parents were able to learn which their child wasn't capable of learning and the parents did not face any problems as far as the process of mainstreaming, and parents were of the view that the children with special needs were successful in school (Temir 2002 as cited in Dagli & Öznacar,2015). Additionally, another study found parents positive attitude towards inclusion and in support of mainstreaming (Dimitrios *et al.*, 2008). In connection with this, a study conducted in Bangkok on the attitude of parents without and with disabilities showed a positive attitude of parents towards inclusion (Sharma & Trory, 2019). Similarly a case study in Sidon-Lebanon conducted to study the parents' (whose children were having learning disabilities) attitude towards mainstreaming CWSNs and result depicted that majority of the parents had positive attitudes towards inclusion and mostly, parents were having favourable attitude towards inclusion of students with mild mental retardation and motor handicaps (Chalil, 2015). Additionally, another study in Odisha found that Majority of parents had favourable opinions regarding their CWSNs (Pathy, 2013). A study conducted in Queensland by Elkins *et al.*, (2003) to investigate parents' (354 Australian parents) attitude found that almost all parents were strongly or moderately supportive to the benefits of inclusion for CWSNs in general where majority (53%) of the parents showed favourable attitude towards inclusion because of sufficient training of teachers to teach those CWSNs but the same study also found a negative attitude of limited number of parents towards inclusion of CWSNs by

stating the need for in-service training for the teachers. The study also found that half of the parents were in favour of special classes than the regular classes while asked regarding inclusion of their own children. Further, a survey of 840 parents of students with cognitive and learning disability resulted that majority of the parents were satisfied with the inclusive schooling than those parents of children going special school (Gasteiger-Klicpera *et al.*, 2013).

Study also indicated unsure attitude of parents regarding inclusion where variances were found in the attitude of the parents on item level. Majority (more than 85%) of the parents strongly supported to the general concept of inclusion whereas more than half (53%) of the parents were of the opinion that CWSNs were likely to get hurt in their emotional development by inclusion. Additionally, parents were also concerned about individualised instruction and services available in the general schools (Leyser & Kirk, 2004 as cited in de Boer *et al.*, 2010).

A qualitative study of parents' perception in Wa West district, Upper West Region of Ghana by Owusu *et al.*, (2018) found that majority of the parents were optimistic about the education of CWDs. But with regard to education of intellectual disability, majority of the parents of that category were highly pessimistic regarding their [children with intellectual disability] education where they perceived the child as less human and they cannot simply sit in the classroom to learn, so, no one can teach those children even the parents can't teach. In contrast to this, parents of physical, hearing and visual impairment expressed positive perceptions regarding the education of their children in general schools because disability was not suppressing the learning abilities of their children. Regarding education of physical impairment, one respondent stated: "Though he cannot walk well, it does not mean the sickness is in the head. If only he goes to school he can learn" (Owusu, *et al.*, 2018, p. 679). Some of the parents in that study also added that education of CWDs would serve as the means of reducing burdens of family and as a source of financial support (Owusu, *et al.*, 2018).

A study in Gulbarga, Karnataka reported most of the parents' view that except government supports for education of their children; they may not continue the education of their children (Bhan, 2012) which indicates that parents were happy about the government support they received for the education of their children.

The analysis of above findings showed that mostly parents were of support of the inclusion of CWSNs though few teachers in a study emphasized on requirement of

in- service teachers training. Some of the studies reported parents' concern regarding emotional hurt of CWSNs by inclusion, individualised instruction, and service available in a general school.

Perception of Parents on Teachers and Resource Teachers

Parents' perceptions were studied regarding teachers and resource teachers in inclusive schools. In a study, majority (75%) of the parents stated that teachers in regular class didn't have sufficient knowledge while implementing mainstreaming and most of the parents (92%) stated that teachers should accept those children having special needs while 75% of the parents reported that teachers could develop themselves and gain new experiences from mainstreaming (Dagli & Öznacar, 2015). Similarly, another study in Bangkok, Thailand by Sharma & Tory (2019) revealed that parents of CWSNs expressed that there was a requirement of better training for teachers so as to ensure smooth implementation of inclusive practices along with emphasising (75% of the parents) on presence of special education teacher in classroom.

Greek (Thessaly region) parents' view was unclear about the teachers' ability to teach in class, where 23.5% of the parents reported that teachers were able to help CWDs, 43% stated that teachers were not able to help CWDs and nearly 30% of the parents were undecided regarding teachers ability. But, parents were confident that their children were being treated equally by the class teachers in typical class (Dimitrios *et al.*, 2008). Similarly, another study which studied Australian's parents' perception found parents' concern regarding requirement of training. Parents found that school staffs were willing to support in meeting learner's need, but they [teachers] were lacking understanding or skills required for effective teaching. Some of the Australian parents also held negative attitude towards inclusive practices because of severity of the child with the belief that teachers could be overburdened when CWDs were in the class. (Elkin *et al.*, 2003). Another study in Odisha also reported parents' perception as majority of the parents agreed regarding development of positive attitude of teachers and requirement of teacher training (Pathy, 2013). In a study in Bhutan, 26 parents of students (i.e., students with autism, intellectual disability, Down syndrome, and cerebral palsy who were attending full and partial inclusive schools) were interviewed and the results revealed that nine out of twenty six parents expressed the need for special education teacher by stating the reasons that

their children were attending the school only for one- two hours a day because of shortage of special education teachers (Jigyel et al., 2021).

Parents of Odisha alleged that regular government school teachers lacked empathy and their children were being neglected. It could be drew from the mother's (i.e., mother of a class- two child with deafness) statement to a news channel Career360 that she sent a legal notice to the government of Odisha for appointment of special educators as the special educators are trained to understand her child and help the child learn. The parents also stated that disabled children were dropping out due to lack of special educators. Another mother of a deaf student also sent legal notice to the government officials with the demand of appointment of special educators and other equipment & facilities. She also complained about non-attention by the teachers towards disabled students and lack of inclusive learning activities in schools which create disinterest in learning (Sanjay, 2023). A research in Odisha also found similar findings where parents reported unwillingness of teachers as the barriers of educational inclusion (Dash & Mallick, 2018). Contrast to these findings, another research found parents positive statement regarding teachers where most of the parents stated that teachers were dedicated to CWSNs who used special TLMs, used innovative methods, taking special classes, preparing and purchasing braille books etc.(Devi & Reddy, 2016).

It can be concluded that parents reported about insufficient knowledge and training of teachers, lack of empathetic attitude of teachers, non- attention & unwillingness of teachers, lack of special educators as the barriers for successful inclusion of CWSNs. However, one study revealed positive result regarding parents' perception on teachers as they [parents] viewed regarding dedicated teachers who used special TLMs, used innovative methods, taking special classes, preparing and purchasing braille books etc..

Socialisation of CWSNs

Concerns about socialisation were also expressed by parents, where parent respondents believed that students with severe disabilities included in general schools would be rejected socially, even though they [parents] believed in inclusion for having social implication benefits (Freeman & Alkin, 2000 as cited in Elkin *et al.*, 2003).

Another study found that all most all the parents reported that mainstreaming increased self- confidence and enabled socialization of CWSNs such as 84% of the parents indicated that mainstreaming socialized the CWSNs and 17% of the parent

respondent stated that normal children developed cooperation and support skills because of mainstreaming. Parents also showed their concern regarding the behaviour of normal children towards CWSNs as they [normal children] were bullying, not accepting and isolating the CWSNs (Dagli & Öznacar, 2015). This findings mirror with the another findings of a study where parents expressed their concern regarding social isolation of their CWSNs by other normal children in an inclusive classroom, though majority (65%) of the parents recognised that their children would be prepared for social adjustment because of inclusion, since inclusion provides chance to them [CWSNs] to participate (around 64%) and prepare them to interact with their other classmates (Dimitrios *et al.*, 2008). Another research also found that because of inclusion social acceptance of CWSNs has been improved (Sharma & Trory, 2019). Similarly, another study in Odisha reported that majority (60%) of the parents indicated that inclusion had a positive effect on socio-emotional development of CWSNs (Pathy, 2013)

A study of 586 parents of CWSNs studying in primary schools of Hong Kong revealed that students with SEN with higher social participation in school activities tended to have better Psychological behavioural functioning in school (Lui, Yang & Sin, 2017). Few numbers (three out of fourteen) of urban parents reported that since their children were showing behavioural problems, they [CWSNs] had been ignored by the normal children (Jigyel *et al.*, 2021).

An analysis of previous studies regarding parents' opinion on socialisation of CWSNs revealed that parents had a mix view on socialisation of the CWSNs. Some of the parents indicated that mainstreaming resulted socialisation and have a positive effect on socio- emotional development of CWSNs whereas some of the parents showed their concern regarding the negative attitude of normal children towards their CWSNs.

Education of CWSNs

With regard to education of CWSNs, parents of CWSNs identified that because of inclusion their children [CWSNs] improved their academic skills which could be inferred from the findings when more than 90% of the parents strongly agreed that children were having better learning outcome in an inclusive classroom (Sharma & Trory, 2019) which could be attributed to the fact that CWSNs become more motivated to succeed when they are placed in regular classrooms because general classroom focus more on academic achievement (Myklebust, 2007 as cited in

Sharma & Trory, 2019). Similarly, another study found that more than half of the parents were happy about the improvements of their children since they observed the positive improvements in their children (Dagli & Öznacar, 2015). Most of the parents (76.1%) in a study felt the appropriateness of the curriculum while some parents (21.8%) were partially satisfied and few of the parents (2%) stated as inappropriate. Likewise, very few parents indicated that the children didn't receive any special teaching whereas 23.3% stated that their children were given part-time special teaching but majority (88.3%) of the parents stated that their children were given modified materials (Elkins *et al.*, 2003). Likewise, another study found a mix kind of findings regarding curriculum and subject, most families were satisfied with the accessibilities of subjects and activities during the lower school years which could be drew from the parents' (2 parents) description such as parents described that the teachers were creative and had positive attitude towards finding solutions in all subjects whereas other three parents described that during senior- level studies schools didn't succeeded as it succeeded during lower school years (de Verdier & Ek , 2014). But a study in Odisha reported that parents were of view of rigidity of the curriculum, unfamiliar language as the barriers of educational inclusion (Dash & Mallick, 2018).

Another study in Greece found that though parents were in strong support of their children's chance for participating in normal classes, a mind-set that can be somewhat linked to their dis- satisfaction with the special policies of Greece (Dimitrios *et al.*, 2008). Another study in Odisha found that majority of the parents preferred smaller class size for proper inclusion of CWSNs (Pathy, 2013). Similarly, parents were found to be concerned with matters of class size, teaching conditions, and the demands of teaching to a diverse group of students (Elkin *et al.*, 2003).

Twenty-six Bhutanese parents' perceptions of the benefits and concerns regarding the inclusive education of their CWSNs revealed that for parents of children with developmental disabilities, inclusion was associated with social benefits, whereas perception of parents of children with physical disabilities revealed the gain from inclusion as caring and supportive environment. For a few parents, the inclusion of their child in the school lightened some of the burden of their daily care. Most of the parents were satisfied with their children in the inclusive school, regardless of limited school resources, their concerns for behavioural problems, bullying and lack of academic learning persisted in the school (Jigyel *et al.*, 2018). Similarly, most of

the parents (22 out of 26) of CWSNs expressed the need for resources to support their children (Jigyel *et al.*, 2021).

Parents were of mix view regarding education of visually impaired children in a study in Bahir Dar town of Ethiopia where four out of seven parents reported that if children would get appropriate support from the home and school, they could perform effectively like normal children where as other three parents revealed that their blind son would not able to perform effectively like normal children even if they were provided appropriate support. Further, six out of seven parents stated that they didn't discuss with the teacher regarding the education of their children by giving the reasons (i.e., not invited by the teachers, lack of time) (Zelalem, 2002). Another study in Odisha also found a mix perception of parents where though majority (62%) of the parents were found to be aware about academic progress of their CWSNs in general schools whereas 37% of the parents were not aware of the academic progress of their child (Dash & Mallick, 2018).

An analysis of parents' perception regarding education of CWSNs revealed that most of the parents showed their satisfaction towards inclusion of their CWSNs and attributed different reasons for that such as improvement of academic skills, appropriateness of curriculum, modified materials, accessibility of subjects & activities during the lower school years. Some of the studies also reported parents' concern regarding rigidity of curriculum, unfamiliar language, limited resources, bullying, behavioural problems, and lack of academic learning. From this, it can be concluded that mostly parents were positive about the inclusion though some the parents showed their concerns by showing different reasons.

Section-D

2.4 Studies related to Perception and Experiences of Children with Special Needs and Children without Special Needs

Since inclusive education is initiated on the principle of social justice, it [inclusive education] appreciates the socio- political and cultural context of the learners and acknowledges that their experiences have a significant role in forming their identities (Mukhopadhyay *et al.*, 2019). Further, their closest peers in schools play a significant role in children with disabilities' life (Das & Kattumuri, 2010). By taking the importance of the experience of CWSNs and peers role in the lives of those CWSNs this section presents the perception or experiences of CWSNs and perception or view point of their peers on the inclusion of CWSNs.

- Perceptions/experiences of CWSNs about their inclusion
- Perception of Children without special needs about inclusion of CWSNs

Perception of CWSNs about their inclusion

A study in Botswana primary schools found that learners with SENs preferred to study in inclusive classroom as they were benefited from their non- disabled peers which could be seen in a statement by one VI student “Initially I did not like it, but now I enjoy it, they all help me in class-work, and play with me. I am happy in this school” (Mukhopadhyaya *et al.*, 2019). 17 students with VI in Nigeria attending junior secondary school (within the age of 12-15) were interviewed and they perceived inclusive approach to education as potentially beneficial for children with disabilities and they were enjoying by learning along with their non-disabled peers (Brydges & Mkandawire, 2017). In connection with this, Students with visual impairments supported the idea of inclusion by arguing that inclusive education helps in bridging discrimination gap existed between persons with and without disabilities. They opined that when they are mixed with students without disabilities, it gives them the opportunity to develop their potentials (Asamoah, *et al.*, 2018).

A study in Swedish inclusive education studied reflections of 8th & 9th class students and found that two students reported that because of non- adaptation of activities and materials in their classes, sometimes they ended up doing something different from their classmates and another student often had to ask for the adapted materials, since teachers tended to overlook her or his visual impairment (de Verdier and Ek ,2014). In a study conducted in Ethiopia, Students with visual impairment stated that they were not getting moral encouragement from their parents because parents didn’t have any hope on their [CWSNs] education and future job opportunities (Zelalem, 2002). With regard to help from siblings and parents, four Blind children reported that they were always going to school with the help of their siblings by holding their hands and with walking either slightly behind them or sideways. Their parents didn’t allow them to go alone for fear of an accident. While, two blind children were going to school with their peers and one child was independently going though he was going with his father initially (Zelalem, 2002).

From the above findings of the studies related to the opinion of the CWSNs about their inclusion, it can be concluded that most of the CWSNs preferred to study

in inclusive classroom as they were getting benefits from their normal peers, they get opportunities to develop their potentialities by mixing with students without disabilities, and inclusion bridge the gap between persons with and without disabilities. However, some of the CWSNs showed their dissatisfaction regarding non- adaptation of activities & materials, and not getting moral encouragement from their parents for education.

Classroom practices

Brydges & Mkandawire (2017) in their study in Nigeria found that CWSNs were of the view that sometimes teachers were paying individual attention but most of the times teachers used to ask their peers to help them [students with visual impairment]. Although they [students with visual impairment] were appreciating their friends' help, it was challenging for them (students with VI) to be relied on their friends specially when there was competitions in academic performance. However, some of the students also reported that their friend sometimes denied requests to help them timely. For example, a 7th grade student stated that:

Only few of them are interested in dictating notes to us. Some of them, whenever we call them to assist us, in dictating notes or whenever we are looking for something, most of them neglect us. Most of them do not attend to us (Brydges & Mkandawire 2017).

Evidently, there was a lack of consistency in the support systems for those students with visual impairments. The students were found to be in a difficult position, who were relying on their peers in order to receive adequate instruction (Brydges & Mkandawire, 2017).

The students with visual impairments indicated that, compared to other subjects, they were having considerable difficulties learning mathematics together with other students in an inclusive classroom because learning mathematics requires understanding and use of the language of mathematics in listening, speaking, reading and writing. Students with disabilities indicated the requirement of more specialised classroom technology (i.e., access to Job Action with Speech [JAWS] program) to meet their needs. Students with VI also lacked personal materials (i.e., writing materials, type writers) (Brydges & Mkandawire, 2017). Another study based on interview from 6 students with visual impairment found that two students indicated satisfaction regarding teachers' positive attitude and creativity of the teachers in finding solutions in all the subjects where as another two students viewed that

sometimes they ended up doing something completely different from their classmates because neither the material nor the activity was properly adapted which could be seen the statement of one students that “one reason behind the decision not to include design, home economics, and crafts in the curriculum was the teachers’ failure to make these subjects accessible (p. 465)”. The students who positively viewed regarding teachers positive attitude were mostly satisfied with the pedagogical support (de Verdier and Ek, 2014).

In relation to the practice of inclusive education, the students with visual impairments of a study (Asamoah et al., 2018) suggested that teachers should give them enough attention to enable them to be successful in the inclusive schools by giving them time to meet their needs because the aids they used in their studies require time and attention. Moreover, because they could not see, their understanding of issues was also affected. A male student with visual impairment reflected on this: “Yes, most of us are able to compete with them at the same level. But for us to be successful academically, the teachers have to give us special attention due to our needs. We don’t learn things fast like the others. But for me as an example, once I understand something it becomes part of me” (Asamoah et al., 2018, p. 6).

A research found mix of viewpoint regarding their teachers. Learners with SENs expressed their concerns regarding accessibility of curriculum and instruction, non- inclusion in classroom activities and non- attention by the teachers while stating that teachers mostly used to pay attention to well performer by neglecting low achiever. For example a student with VI said: “some teachers do not pay much attention, I find it very difficult to understand some concepts, teachers don’t give any notes; I can’t copy from the board (Mukhopadhyay *et al.*, 2019, p.9)”. Evidently, most of the learners with SENs (76%) reported regarding receiving inadequate help from their teachers and perceived their learning problem as a constant source of threat to their self-esteem which, in turn, gave rise to distressed experiences. Some of the learners also reported regarding positive classroom engagement and effective classroom instruction. Although most of the learners negatively viewed about their teachers, some of the learners shared positive view about their teachers. For example one learner with VI stated, “My teacher always provides me Braille notes and diagrams. She always supports me” (Mukhopadhyay *et al.*, 2019, p.9).

Similarly, another research also found a blend of positive and negative view regarding the education of students of VI. A study was conducted in a primary school

of Latacunga, Ecuador by taking two students with VI studying in class 8th and 10th to explore their experiences regarding English teaching and learning process and found mix view regarding their education. Two students with VI shared their positive view regarding classroom because of support of the teachers & collaboration of peers and their [students with VI] positive attitude to learn English. However, those students perceived negatively because of difficulty in learning due to the fact that they were not able to see the teacher; however, body language and facial expressions are essential for proper communication. Negative perception of the students were found as un- trained teachers in braille lack of special teaching learning materials (Guanoluisa *et al.*, 2022).

A study conducted in Ethiopia found that students with special needs (SWSNs) stated that no adapted curriculum and individualized education program were used for them and teaching methods and assessment strategies were not comfortable for SWSNs (Mitiku *et al.*, 2014). Similarly, in a study conducted in Andhra Pradesh, CWSNS reported that most of the children (93%) were attending the schools regularly and 21.67 % of the children had problems regarding lack of transport, daily assignments, needed support to climb the steps, required tricycles, crossing the roads and financial difficulties Children also were experiencing problems regarding lack of suitable classrooms, setting arrangements, braille books, teaching aids, abacus, C.P. chair and tailor frame (Devi & Reddy, 2016).

From the above studies related to opinion of CWSNs about classroom practices, it can be concluded that most of the studies found lack of / inconsistent support from the peers, non- adaptation of materials & activities, lack of attention by teachers, and untrained teachers in braille, though some of the studies found positive view of children with VI where they reported regarding support of teachers, and collaboration of peers.

Social relationship

Regarding social relationship a mix findings were found from the reviewed literatures. Some of the researchers found positive perception or attitude of CWSNs towards their inclusion whereas some found negative viewpoint regarding their inclusion by indicating some issues.

Two students with VI were of perception that their teachers were supportive and their peers were cooperative to them (Guanoluisa *et al.*, 2022) which indicated their positive attitude towards those of students with VI. These results show that both

(students studying in 8th class and 10th class having congenital blindness and 56% visual impairment respectively) were motivated by the attention and support of their English teacher, who was actively involved in their learning process despite not being trained to teach this type of students. Moreover, their classmates respected and included them in activities. The results show that the VI students had a great interest in learning English and using it in non-academic settings (Guanoluisa *et al.*, 2022). However, Asamoah *et al.* (2018) in their study found that though students with VI supported inclusion, they shared their view that their non- disabled peers didn't show respect to them and negatively behave with them. However, few of the students with VI perceived positively regarding their peers since, they were receiving support from them which could be inferred from a statement by one student with VI: "Hmmm, is not all of them who doesn't like us. I have a friend Joe anytime I need assistance he comes around to help me, especially with my homework and English Language writing" (Asamoah *et al.*, 2018, p.8). Additionally, a wheelchair user learner with physical impairment had a positive opinion regarding his/her peers which could be seen in his statement: "I am dependent on my friends to move around; they really help me" (Mukhopadhyaya *et al.*, 2019, p.11).

While indicating negative attitude of non- disabled peers, research in Nigeria found that students with VI reported that they were being harassed or subjected to mockery by their classmates in inclusive classrooms. It was reported that students with VI were often looked down upon and that their [students with VI] views were not respected (Brydges & Mkandawire, 2017) which indicates that typical peers had negative attitude towards inclusion of CWSNs. Similarly, Most of the children shared their experiences regarding bullying by their non- disabled peers. Some of the children reported that it was difficult for them to maintain friendships with non-disabled children since they were not able to access the areas i.e., fast food outlets, other child-centred spaces. Children reported regarding their experiences of physical, emotional and verbal bullying, for example being called names such as 'spastic', being excluded from peer groups, or being kicked and hit etc. (Watson *et al.*, 2000). A research in Ethiopia also found that students with disabilities were stigmatized by the non- disabled students (Mitiku *et al.*, 2014)

A study in India depicted that Seven children interviewed found it difficult to make friends with the non-disabled peers because they were made fun of and bullied. The children commonly reflected that they wanted to be accepted and have more

friends in the class who understand them and involve them in their talks and play, but they were facing social isolation because of their disability (Das & Kattumuri, 2010).

It can be concluded here that majority of the studies reported CWSNs view as they were being disrespected, bullied, stigmatized by the non-disabled peers, and socially isolated whereas some studies reported views of CWSNs as they were being supported by their teachers and cooperated by their normal peers.

Perception of Children without special needs about inclusion of CWSNs

In a qualitative study in South Central regions of Botswana conducted by Mukhopadhyaya *et al.*, (2019), learners without SENs were asked to reveal on their everyday life experiences at the general primary schools and result found that they were found to prefer to study in an inclusive environment, as they were benefitted from those with special needs which could be seen in the view of a learner without SENs where the learner stated that learners with SENs had different projects like bee keeping, rabbit keeping, poultry etc. in their schools and they were benefitted by those projects, in particular the learner stated that “I have learnt how to keep rabbits from my friends (with SENs)” (p.10). Another instance of positive views could be seen when they indicated that their peers with special education needs could progress similarly like them and normal children also reported that they helped their peers with hearing impairment. These positive views could be seen in the statement by them (i.e., “we are same”, “I don’t have any problem studying with him” (p.11). However, in some cases, learners without SENs exhibit unfavourable attitude towards learners with SENs (Mukhopadhyay *et al.*, 2018). A study conducted in two primary schools in the suburbs of a North West city by Hodkinson (2007) found mix view of children without special needs regarding inclusion of SWDs. Some viewed positively regarding inclusion of wheel chair user by indicating that: “Yes, they should come into our class, because they are only humans with a wheelchair, and a wheelchair is like a bike, so it’s a person with a bike”, “ Yes, because children come to school to learn, and the wheelchair does not stop them learning” (p. 71), whereas a minority of normal students showed negative attitude towards inclusion of children with wheel chair by saying that they [wheel chair user] were not able to play and that could have better, if they would have sent to disabled school.

Accordingly, another study conducted in Mostar found that almost two thirds pupils of primary schools’ final grade were of view that though they were neither informed regarding inclusive education nor received necessary information regarding

inclusive education in their schools, more than 60% of the pupils were having willingness to help the special need pupils in their class (Pavlovic, 2016). A cross cultural study by Nikolarazi *et al.* (2005) in United States and Greece where 196 kindergarten typically developed children participated in the study indicated that in general, children in Greece and the United States were accepting of CWSNs, in particular children who were attending inclusive kindergartens had more positive attitudes than the children attending non-inclusive kindergartens. Though children from both the country accepted the CWSNs in their class, they had different view (i.e., both positive and negative views) regarding children regarding making of friends with the children who couldn't walk or see. The children respondents from United states indicated the reasons for liking ness towards CWSNs by stating that they [typically developed children] had correct attitude and compassion, helping attitude towards CWSNs and who indicated dis- likeness to make CWSN friends shared that those [CWSNs] children were not able to play football since they couldn't see and those children might bump into something. Children from Greece also reported similar kind of reasons as stated by children from United states for liking and disliking to make CWSNs with some additional reasons like need for medical attention ([for liking to become good friends with CWSNs] for example "I would give him medicine and he would become well" , p.112) and for medical concern ([for disliking to become good friends with CWSNs] for example "He is ill and I might hurt him more if I don't touch him properly" & "This illness might be contagious", p.113). Similarly, a study in the schools of Edirne province found that some of the normal students stated that CWSNs participated in class activities, whereas some shared the behavioural problems of those CWSNs during lessons (Ceylan & Aral, 2016).

In a study majority of the interviewed students without disabilities were unhappy about the practice of inclusive education because integration of those SWDs slowed down their [normal students] learning pace and impeded their academic progress. Some of the students without disabilities also indicated that because of students with visual impairments in their classes, they were not able to cover their syllabi by feeling that their peers in non- inclusive system of education were faster than them. And they also found difficulty in moving ahead with their studies because their teachers wanted them to be at par with their visually impaired counterparts

though some of the students were supporting visually impaired students in their academic (Asamoah et al., 2018).

A study took the view of both hearing (62 pupils) and deaf pupils (9 pupils) studying in primary schools (Nunes *et al.*, 2001) showed that deaf pupils didn't have strong negative feelings regarding their relationship with their hearing peers in mainstream schools and deaf students were not more disliked by their hearing peers. The hearing pupils found to proportionately less likely to play at home with deaf students than hearing pupils. In the same way hearing pupils were found to have more friend than the deaf pupils in their class. Further, the hearing pupils who found to have deaf friends showed pro-social reasons for their friendship with deaf pupils rather than the intimacy reasons and typical enjoyment (Nunes *et al.*, 2001). Similarly, another study took 18 deaf children and 344 hearing children for examining social integration of children with deafness in inclusive setting. The result showed that there was no significant difference between deaf children and hearing children in peer acceptance, and number of mutual friends. Although no significant differences were found in peer acceptance, differences was found in the dimensions of pro- social behaviours and socially withdrawn behaviours of social competence where the score of deaf children was found lower as compared to hearing peers in pro- social behaviour and the score of deaf children was found as higher on socially withdrawn behaviour as compared to their hearing peers (Wauters & Knoors, 2008).

It can be concluded from the findings related to perception of children without special needs that some of the studies showed normal students' positive attitude/ perception towards inclusion of CWSNs where normal students were of view that they learnt different project from their friends with SENs, no issues while learning with them, whereas some of the normal children shows negative attitude towards their friends with SENs for children using wheel chairs not playing with them [normal children], and for creating hurdles in their academic progress.

Section-E

2.5 Inclusive practices in classroom

Some of the studies used observation as a technique to observe the teaching learning practices in the inclusive schools. A study by Pathy (2013) found in his observation that majority of teachers did not use concrete and everyday examples, did not use variety of teaching alternatives (e.g., auditory, visual and tactile), did not encourage students to paraphrase, summarise or relate new information to the existing

knowledge, did not ask higher-order, challenging questions. Cooperative learning and peer tutoring were practised by teachers in majority of rural schools. Thus, the more rural school teachers adopted maximum number of teaching learning strategies as compared to the urban school teachers.

Regarding classroom practices of a primary school of Ecuador having students with VI found that the teacher used motivation strategy in the class to motivate the students to practise English, especially those who were VI, by mentioning the importance of learning a second language. The English teacher respects the learning pace of students with visual impairment by giving them more time to develop their activities and sending them as homework to complete. Students work collaboratively, which is a didactic strategy used by the teacher to contribute to the development of classroom activities for students with visual impairment (Guanoluisa et al., 2022)

Observations were conducted in the schools of Chandigarh, India. Researchers reviewed the maintained records by the special educator and the time table which showed that no time was allotted to the special educator and class teacher for planning and collaboration educational programmes for children with special needs. Class teachers or subject teachers were found not taking any ownership for the children with special needs. It is also evidenced from the study that the principals couldn't show any documents related to quarterly or annual planning for interactions with parent and no record was found pertaining to performance of special children through which principals could track their progress or achievement (Bansal & Kaur, 2021).

Whereas during classroom observations it was common to see CWDs, irrespective of the severity of disability, sitting at the back or to one side in the classroom and were often ignored during classroom activities. Teachers were rarely seen to be making efforts to ensure that those children were following what was being taught (Taneja-Johanssona *et al.*, 2023).

Observation in Botswana schools showed that learners without SENs were explaining concepts to a student with hearing impairment in home signs so as to help their friend understand. Learners without SENs seemed to have no problem with those with SENs. During classroom and school observations it was found that learners with and without SENs would freely interact with each other during group work tasks and even outside the classroom (Mukhopadhyaya *et al.*, 2019).

An observation in Chilga and Tikil Dingay primary schools of Ethiopia found that no special materials (i.e., tape recorder, geographical aids, special teaching aids,

measuring devices,) were used by SWSNs and teachers in the classroom. The less wide classroom was found to be restricting the free movement of the students with VI. However, teachers were found to use different teaching strategies to support those SWSNs. And it was also observed that there was lack of necessary special education materials and braille geographical aids and other measuring devices. And in one of the school (Chilga) the available materials are putted in the store due to lack of skilled man power and students do not have opportunity to access these materials (Mitiku *et al.*,2014).

2.6 Summary of Research Findings

Studies related to Views of Education Personnel (Head teachers/ Resource persons/ administrators)

- Education personnel in general are not found to be unanimous in showing their acceptance for inclusive education.
- Most of the studies reported head teachers' concern regarding lack of support services such as limited financial support for assistive devices, lack of resources, instructional facilities etc., whereas very less studies showed HTs' positive view regarding resources, and support services.
- Head teachers had lack of knowledge and training in inclusive education. Further, though some of the head teachers received training in inclusive education, they were not able to show any impact in leading inclusive practice, proving the failure of in-service training.
- In some of the studies head of the institutions reported regarding non- conducive environment in school which are attributed to different reasons such as negative attitude of general students towards SWDs, inappropriate infrastructure, large class size where as in some of the studies head teachers were of the view regarding improvement of the socialization process of SWDs because of inclusion. Additionally, the views extended by head teachers two problems were pertinent- curriculum adaptation, and individualization of instruction.
- HTs viewed that there is dearth of Resource persons in this field
- Most of the reviewed studies reported negative perception of institutions' head regarding parental involvement.
- Head of the schools were of view of flexible assessment strategies though one study reported regarding common assessment practices.

Studies related to attitude and Perception of Teachers

- Mostly teachers have positive attitude towards inclusive education. Majority of the reviewed literatures found significant difference between male and female teachers in their attitude towards inclusive education. Similar number of studies found significant difference and no significant differences among the teachers with regard to their teaching experiences. Exposure to training also makes a difference in perception/ attitude of the teachers towards inclusion and in inclusive practices though very small numbers of studies were found by the researcher.

- Some of the teachers showed positive attitude towards teaching in inclusive classroom and teachers were of the view that both children with and without special needs could be benefited from an inclusive classroom. Most of the reviewed studies found that teachers faced different issues (i.e., large class size, lack of barrier free environment, lack of assistant teacher, inability of CWSNs in understanding the concepts in classroom) in an inclusive classroom.

- An analysis of research findings related to perception of teacher on curriculum revealed that teachers used their creativity and skills in teaching CWSNs by modifying the strategies though reported of having lack of training. However, teachers were not able to give special attention to CWSNs while teaching in inclusive setting. They also faced difficulties to make accessible different subjects and modify the instructions, in modifying the instruction and curriculum. Teachers reported many challenges in implementation of inclusive education such as lack of resources, TLMs, and resource rooms.

- In most of the studies teachers stated negatively regarding parental involvement in the education of CWSNs where teachers showed their concern regarding parental attitude, unwillingness of parents in the education of CWSNs, lack of parental involvement, and non- conducive environment of the family etc..

- Most of the studies reported that teachers lack knowledge & training to teach in inclusive classroom, and they were feeling stress & anxiety in a class having CWSNs. Teachers also showed their concern regarding limited duration of training. Most of the studies reported the loopholes in pre- service programmes.

- Teachers reported some of the issues related to resource persons' involvement in the education of CWSNs. i.e., less support of specially trained teacher, less number

of specially trained teachers/ resource persons, shortage of time for RPs. Head teachers were found to be untrained, and uncaring.

- Majority of the studies reported regarding inflexible, unsuitable assessment for CWSNs though some of the teachers reported regarding oral examination. Some of the teachers attributed overcrowded classroom as a reasons for not diversifying evaluation.

Studies related to attitude and Perception of Parents of children with special needs

- Mostly parents were of support of the inclusion of CWSNs though few teachers in a study emphasized on requirement of in- service teachers training. Some of the studies reported parents' concern regarding emotional hurt of CWSNs by inclusion, individualised instruction, and service available in a general school.

- Parents reported about insufficient knowledge and training of teachers, lack of empathetic attitude of teachers, non- attention & unwillingness of teachers, lack of special educators as the barriers for successful inclusion of CWSNs. However, one study revealed positive result regarding parents' perception on teachers as they [parents] viewed regarding dedicated teachers who used special TLMs, used innovative methods, taking special classes, preparing and purchasing braille books etc..

- Parents had a mix view on socialisation of the CWSNs. Some of the parents indicated that mainstreaming resulted socialisation and have a positive effect on socio- emotional development of CWSNs whereas some of the parents showed their concern regarding the negative attitude of normal children towards their CWSNs.

- Most of the parents showed their satisfaction towards inclusion of their CWSNs and attributed different reasons for that such as improvement of academic skills, appropriateness of curriculum, modified materials, accessibility of subjects & activities during the lower school years. Some of the studies also reported parents' concern regarding rigidity of curriculum, unfamiliar language, limited resources, bullying, behavioural problems, and lack of academic learning. From this, it can be concluded that mostly parents were positive about the inclusion though some the parents showed their concerns by showing different reasons.

Studies related to Perception and Experiences of Children with Special Needs and Children without Special Needs

- Most of the CWSNs preferred to study in inclusive classroom as they were getting benefits from their normal peers, they get opportunities to develop their potentialities by mixing with students without disabilities, and inclusion bridge the gap between persons with and without disabilities. However, some of the CWSNs showed their dissatisfaction regarding non- adaptation of activities & materials, and not getting moral encouragement from their parents for education.

- From the studies related to opinion of CWSNs about classroom practices, it can be concluded that most of the studies found lack of / inconsistent support from the peers, non- adaptation of materials & activities, lack of attention by teachers, and untrained teachers in braille, though some of the studies found positive view of children with VI where they reported regarding support of teachers, and collaboration of peers.

- Majority of the studies reported CWSNs view as they were being disrespected, bullied, stigmatized by the non-disabled peers, and socially isolated whereas some studies reported views of CWSNs as they were being supported by their teachers and cooperated by their normal peers.

- Some of the studies showed normal students' positive attitude/ perception towards inclusion of CWSNs where normal students were of view that they learnt different project from their friends with SENs, no issues while learning with them, whereas some of the studies reported that normal children shows negative attitude towards their friends with SENs for children using wheel chairs not playing with them [normal children], and for creating hurdles in their in their academic progress.

2.7 Critical Appraisal

From the above analysis of reviewed literatures, it is found that more number of studies was conducted abroad as compared to studies in India. Further Studies in Odisha is found as a grey area of research in the area of inclusion of CWSNs in general schools. The discussed studies regarding perception or attitude of education personnel revealed that most of the studies found positive perception or attitude of head of the institutions regarding inclusion (Bansal & Kaur, 2021; Dagli & Öznacar, 2015; Franck & Joshi, 2017; Geleta, 2019; Nguluma *et al.*, 2017; Sharma & Desai, 2002), positive towards only inclusion of children with mild disability (Sharma & Chow, 2008), mix of favourable and unfavourable attitude (Chang, 2011) whereas

some found to have negative attitude towards inclusion by expressing segregation of CWSNs (Mohanty & Nanda, 2017). Regarding support services most of the reviewed studies found head teachers' concern regarding non-availability or lack of resources for CWSNs (Kundu & Rice, 2019; Mullick *et al.*, 2012; Pathy, 2013; Sharma & Desai, 2002; Wangari, 2009) whereas one reviewed study found that head teachers expressed support services were provided through resource rooms and special education teachers (Dagli & Öznacar, 2015). With regard to training and competencies of teachers/ head teachers, most of the studies found that head teachers showed their concern regarding non-willingness of teachers to have CWSNs (children having behavioural difficulties) in their class/ school (Mullick *et al.*, 2012; Dagli & Öznacar, 2015), short duration of training (Bansal & Kaur, 2021; Pathy, 2013), no training for head of the institutions (Bansal & Kaur, 2021; Nguluma *et al.*, 2017), lack of training (Mohanty & Nanda, 2017; Wangari, 2009), and special educators viewed that they were overloaded with different work (Sharma, 2021). Regarding classroom environment and curriculum head of the institutions showed their concern regarding non-conducive school environment (Mitiku *et al.*, 2014; Bansal & Kaur, 2021), large class size (Bansal & Kaur, 2021; Mullick *et al.*, 2012), overloaded curriculum (Mohanty & Nanda, 2017), non-inclusive curriculum (Wangari, 2009), non-adaptation of curriculum (Bansal & Kaur, 2021), no support services (i.e., no hearing aids to HI students (Wangari, 2015), non-use/ less use of IEP (Mitiku *et al.*, 2014) whereas a study found their perception as inclusion helps in modification of behavioural skills of CWSNs (Wangari, 2015). With regard to the perception of education personnel on the resource persons, results revealed regarding less number of resource teachers or requirement of special teachers were viewed by the headmasters in most of the studies (Bansal & Kaur, 2021; Bhan, 2012; Mohanty & Nanda, 2017; Sharma & Desai, 2002). Regarding parental involvement, resource teachers were found to face problems in parental involvement (Pathy, 2013) though another study found good parents involvement as reported by resource persons (Das & Kattumuri, 2010) and head teachers perceived parents' negative attitude (Mullick *et al.*, 2012) towards their CWDs. With regard to assessment of CWSNs, Educational personnel viewed regarding use of flexible assessment strategies (Bansal & Kaur, 2021; Sharma, 2021) and teacher centric assessment (Mohanty & Nanda, 2017). Moreover, from these studies we can conclude that though most of the studies found head teachers' positive attitude, they were found to be concerned regarding lack of

training, short duration of training, lack of support materials, lack of parental involvement and less number of resource persons though very few of the studies found regarding successful parental involvement and proper support services.

With regard to teachers' perception, in most of the studies, majority of the teachers showed positive attitude (Asamoah *et al.*, 2018; Dağlı & Öznacar, 2015; Eriks-Brophy, & Whittingham, 2013; Franck & Joshi, 2017; Guleria, 2021; Mantry & Pradhan, 2023; Mutisya, 2010; Tsakiridou, & Polyzopoulou, 2014) towards inclusive education where as other studies found teachers' negative attitude (Bhatnagar & Das, 2014; Das & Kattumuri, 2010) and some of the studies though found teachers' positive reaction revealed some concerns such as non- willingness to teach (Hwang & Evans, 2011), dissatisfaction implementation of inclusive education (Geleta, 2019), lack of resources & support from administrators (Cox, 2009), severity of disability (Avramidis & Norwich, 2002), unprepared ness of teachers (Kiriungi *et al.*, 2014). With regard to classroom environment, teachers showed positively regarding inclusion of CWSNs because of interest in teaching (Dey *et al.*, 2022), effective teaching in inclusive classroom (Kyuini & Desai, 2007) , socialisation of CWSNs (Dağlı & Öznacar, 2015) where in other studies teachers showed their concerns regarding different barriers like lack of barrier free environment (Bansal, 2018), large class size (Agbenyega; 2007; Bansal, 2018; Ceylan & Aral, 2016; Gavish & Shimoni, 2011; Guanoluisa *et al.*, 2022; Korkmarz,2011; Pappas *et al.*, 2018), multi- grade classroom (Bhan, 2012), slow pace of academics (Asamoah *et al.*, 2018). Teachers in different studies modified their strategies (Franck & Joshi,2017), use of diversified instructional activities (Yılmaz & Yeganeh, 2021) and motivated SWDs to participate in extra- curricular activities (Mara & Mara, 2011), developed the materials (Guanoluisa *et al.*, 2022) where as teachers were facing many challenges in inclusion such as not being able to give special attention (Bansal, 2018; Gavish & Shimoni, 2011; Pappas *et al.*, 2018), problems in curriculum adaptation (Pathy, 2013), overburdened syllabus (Agbenyega; 2007; Bansal, 2018), lack of resources (Cox, 2009; Dukpa & Kamenopoulou, 2018; Hwang & Evan, 2011; Kirui, 2014; Lapena *et al.*, 2023; Wangari, 2015) and in- accessibility to special educators (Das *et al.*, 2013). With regard to the perception of teachers about parental involvement, most of the studies showed less family or parental involvement or support in the education of their children with special needs (Azueta & Kamenopoulou, 2018; Obeng, 2007; Pappas *et al.*, 2018; Pathy, 2013; Wangari, 2009; Yılmaz & Yeganeh, 2021) whereas

only in one study conducted by Mara & Mara (2011) satisfactory parental involvement was reported by the teachers. With regard to teachers view or attitude of teachers towards training in inclusive education, in most of the studies majority of the teachers reported regarding no training (Obeng, 2007) lack of training (Azueta & Kamenopoulou, 2018; Cox, 2009; Das *et al.*, 2013; Guanoluisa *et al.*, 2022; Geleta, 2019; Hwang & Evan, 2011; Pathy, 2013; Sharma, 2021; Taneja-Johanssona *et al.*, 2023; Tsakiridou & Polyzopoulou, 2014), lack of professional competencies or incompetency to deal with those CWSNs (Agbenyega, 2007; Nadia, 2012), short duration of training (Kundu & Rice, 2019). Studies also show that teachers show concern regarding their pre- service curriculum and training to deal with those CWSNs in inclusive classroom (Batsiou *et al.*, 2008; Das & Kattumuri, 2010; Eriks-Brophy & Whittingham, 2013; Hettiarachchi *et al.*, 2016; Sharma, 2021). Though number is few, studies show that teachers reported that they were having competencies, skill to deal with CWSNs (Cox, 2009; Devi & Reddy, 2016; Kundu & Rice, 2019). With regard to collaboration with head teachers and resource persons teachers reported regarding lack of support from head teachers (Cox, 2009), inactive special teachers (Franck & Joshi, 2017), less visit of resource teacher (Bansal 2018; Bhan, 2012). Some studies show teachers view regarding flexibility in assessment practices for CWSN (Franck & Joshi, 2017) and some studies found non- flexibility in assessment practices for CWSNs (Bhatnagar & Das, 2014) because of same syllabus for CWSNs like normal students (Bansal, 2018) and lack of knowledge to evaluate the performances of VI students (Mallick & Mishra, 2021). Teachers were facing problem in assessing through oral and written examination and so, they were applying modified form of assessment (for example large font size) on the basis of impairment of the children (Hussu & Strle, 2010).

Parents' views regarding inclusion of their CWSNs in general schools have been studied by many researchers. Majority of the researches reported parents' positive attitudes or positive views (Chalil, 2015; Dağlı & Öznacar, 2015; Dey *et al.*, 2022; Dimitrios *et al.*, 2008; Elkins *et al.*, 2003; Gasteiger-Klicpera *et al.*, 2013, Pathy, 2013; Sharma & Trory, 2019) than unsure attitude (Leyser & Kirk, 2004 as cited in de Boer *et al.*, 2010) towards inclusion and negative attitude towards educating intellectual disabled students (Owusu *et al.*, 2018). Regarding teachers' training and knowledge, parents in different studies and news report stated regarding teachers' lack of knowledge and training to teach CWSNs (Dagli & Öznacar, 2015),

non-attention by the teachers (Sanjay, 2023), un willingness of teachers to teach those students (Dash & Mallick, 2018) whereas another research found parents' positive perception regarding teachers' dedication to teach CWSNs (Devi & Reddy, 2016). Regarding socialization of CWSNs in inclusive set-up parents viewed differently in different studies such as in different studies parents viewed regarding social isolation of severe disabled students (Freeman & Alkin, 2000 as cited in Elkin *et al.*, 2003) and showed concern regarding bullying and isolation by normal students (Dagli & Öznacar, 2015) though parents believe that inclusion develop socialisation (Dagli & Öznacar, 2015; Dimitrios *et al.*, 2008; Freeman & Alkin, 2000 as cited in Elkin *et al.*, 2003; Sharma & Trory, 2019) and socio-emotional development of CWSNs (Pathy, 2013). With regard to Education of CWSNs, majority of the parents found positive effect of inclusion where they [parents] stated that inclusion improved academic achievement of CWSNs (Dagli & Öznacar, 2015; Dash & Mallick, 2018; Sharma & Trory, 2019), provision of modified materials for education of CWSNs (Elkins *et al.*, 2003) whereas in some of the studies, parents showed their concern regarding large class size (Elkin *et al.*, 2003; Pathy, 2013), need of resources (Jigyel *et al.*, 2021), no discussion with teachers regarding education of their CWSNs (Zelalem, 2002).

With regard to voices of CWSNs, some of the CWSNs shared their positive views towards their inclusion (Asamoah, *et al.*, 2018; Brydges & Mkandawire, 2017; Mukhopadhyaya *et al.*, 2019) though some of the studies found their [children with visual impairment] difficulties in inclusive education such as non-adaptation of activities and materials in their classes (de Verdier and Ek, 2014), not getting moral encouragement from parents (Zelalem, 2002). Regarding their classroom practices, visually impaired students viewed that their teachers encourage their peers to help them and having difficulties in learning mathematics than other subjects and lack of support materials (Brydges & Mkandawire, 2017). In a study though some students (2 students) were satisfied with the pedagogical practices and had positive attitude towards their teachers some students (2 students) raised the issues regarding non-adaptation of materials and activities (de Verdier and Ek, 2014; Mitiku *et al.*, 2014), requirement of attention by teachers (Asamoah *et al.*, 2018) and non-attention by teachers (Mukhopadhyay *et al.*, 2019) and untrained teachers in braille (Guanoluisa *et al.*, 2022). Regarding social relationship, supportive teachers (Guanoluisa *et al.*, 2022) and cooperative peers (Asamoah *et al.*, 2018; Guanoluisa *et al.*, 2022) though some of the students stated that their peers didn't show respect to them (Asamoah *et al.*, 2018).

Other studies found mix of opinion regarding support of teachers some students were positive about their teachers support and some students negatively viewed regarding teachers support (Guanoluisa *et al.*, 2022; Mukhopadhyay *et al.*, 2019).

Studies found that children without special needs though preferred to study in inclusive environment, in some cases they showed negative attitude (Mukhopadhyaya *et al.*, 2019). Similarly, Hodgkinson (2007) found both positive and negative attitude of children without SENs regarding inclusion of children using wheelchairs. In other studies children without SENs accepted pupils with special needs (Nikolarazi *et al.*, 2005; Pavlovic, 2016) whereas other studies found negative perception of normal children towards including CWSNs in their classroom (Asamoah *et al.*, 2018).

An analysis of the related studies reviewed in this chapter throws light on the status of research in the area of inclusive education. Most of the studies conducted abroad have focused on attitudes of regular teachers, special education teachers, head of the institutions towards inclusive education. Another trend was found among researchers to study the roles and responsibilities of training needs of teachers, teacher effectiveness, student placement and persistence, opinion of parents of children with or without disabilities about inclusive education. The review of related literature also indicated that Indian researchers have not studied the practices of inclusive education in a comprehensive manner specifically from all the stakeholders' point of view specifically from CWSNs point of view. In view of its importance as a strategy to achieve the goal of Universalization of Primary Education and equity and inclusion in education there is a need to study inclusive education practices in India. It is not enough to study the attitudes of regular education teachers, special education teachers, principals and administrators towards inclusive education, beliefs and opinions of parents, administrators and CWSNs are important. It has to be ensure that the practices of inclusive education are appropriate for the particular stage of education and types of children with special needs enrolled in schools. From the reviewed literatures, It is found that in Odisha, very less number of researches have been conducted regarding inclusion of CWSNs in Odisha, specifically in rural Odisha. Further, the voices of CWSNs though studied globally found the grey of research in Odisha. Therefore, a comprehensive study on the inclusive education practices at primary level is worth researching.

Section-F

2.8 Methodological Overview of the reviewed Literature

From the reviewed literature, it is found that researchers around the globe have studied the perception or view or attitude of the head of the schools and resource persons by using different designs of the research i.e., **descriptive & qualitative survey design** (Chang, 2011; Geleta, 2019; Kundu & Rice, 2019; Mohanty & Nanda, 2017; Mitiku *et al.*, 2014; Nguluma *et al.*, 2017; Pathy, 2013; Sharma & Desai, 2002; Wangari, 2009) and **qualitative design** (Dagli & Öznacar, 2015; Franck & Joshi, 2017; Mullick *et al.*, 2012). No specific design was mentioned in a study conducted by Bansal & Kaur (2021). It shows that most of the researchers have used survey design for conducting their research. Further, for selecting head of the institutions as sample for their study, most of the researchers have used **purposive sampling** technique (Bansal & Kaur, 2021; Chang, 2011; Dagli & Öznacar, 2015; Franck & Joshi, 2017; Geleta, 2019; Mittiku *et al.*, 2014; Mullick *et al.*, 2012) as compared to use of **random sampling technique** for selection of head of the institutions (Wangari, 2009) and schools (Kundu & Rice, 2019; Mohanty & Nanda, 2017). Various kinds of tools were used for studying attitude or perception of head of the institutions. Most of the researchers have used **interview schedule** (semi structured/ structured) for studying the perception of head of the institutions and resource persons (Chang, 2011; Dagli & Öznacar, 2015; Franck & Joshi, 2017; Kundu & Rice, 2019; Mittiku *et al.*, 2014; Mullick *et al.*, 2012; Mohanty & Nanda, 2017; Sharma, 2021; Wangari, 2009) where as some of the researchers used **scale** (Nguluma *et al.*, 2017; Sharma & Desai, 2002) and **both questionnaire & interview** (Bansal & Kaur, 2021; Geleta, 2019; Pathy, 2013). Further, for analysing the data collected from head of the institutions and resource persons majority of the researchers have used qualitative analysis such as **thematic analysis** (Franck & Joshi, 2017; Mullick *et al.*, 2012; Sharma, 2021), **description** (Mitiku *et al.*, 2012), **thick description** (Mohanty & Nanda, 2017), **thick description with percentage analysis** (Bansal & Kaur, 2021; Kundu & Rice, 2019; Wangari, 2009), **critical discourse qualitative analysis** (Chang, 2011), **content analysis** (Dagli & Öznacar, 2015; Pathy, 2013) as compare to **quantitative analysis** such as descriptive and inferential statistics (Nguluma *et al.*, 2017; Sharma & Desai, 2002) and both **statistical analysis and narration** (Geleta, 2019; Kundu & Rice, 2019; Pathy, 2013; Sharma & Desai, 2002; Wangari, 2009).

With regard to teachers' attitude, view, concern, perception and practices many studies have been conducted around the world. Majority of the researchers used **survey design** (Bhakta & Shit, 2016; Chanda & Behera, 2018; Cox, 2009; Dey *et al.*, 2022; Dupoux *et al.*, 2006; Eriks-Brophy, & Whittingham, 2013; Geleta, 2019; Guleria, 2021; Hwang & Evans, 2011; Kiriungi *et al.*, 2014; Kundu & Rice, 2019; Mallick & Mishra, 2021; Mantry & Pradhan, 2023; Mngo & Mngo, 2018; Obeng, 2007; Pappas *et al.*, 2018; Paramanik & Barman, 2018) than using **both quantitative and qualitative design** (Agbenyega, 2007; Alghazo, & Naggar Gaad, 2004; Bansal, 2018; Rosado-Castellano *et al.*, 2022) and **only qualitative design** (Asamoah *et al.*, 2018; Bhatnagar & Das, 2014; Dagli & Öznacar, 2015; Das & Kattumuri, 2010; Franck & Joshi, 2017; Gavish & Shimon, 2011; Guanoluisea *et al.* 2022; Mullick *et al.*, 2012; Taneja- Johansson *et al.*, 2023; Yilmaz & Yeganeh, 2021). With regard to tools used for study different researchers have used different types of tools for studying the attitude, perception, concerns of the teachers towards inclusive education and it's dimensions. Some of the researchers used **questionnaire** (Batsiou *et al.*, 2008; Eriks-Brophy, & Whittingham, 2013; Geleta, 2019; Korkmaz, 2011; Mallick & Mishra, 2021; Pappas *et al.*, 2018; Wangari, 2009; Zoniou-Sideri & Vlachou, 2006), **scale** (Bhakta & Shit, 2016; Chanda & Behera, 2018; Cox, 2009; Dupoux *et al.*, 2006; Guleria, 2021; Kiriungi *et al.*, 2014; Kundu & Rice, 2019; Mantry & Pradhan, 2023; Mngo & Mngo, 2018; Obeng, 2007; Paramanik & Barman, 2018; Sharma & Desai, 2002; Tsakiridou, & Polyzopoulou, 2014), **interview** schedule (Asamoah *et al.*, 2018; Dagli & Öznacar, 2015; Das & Kattumuri, 2010; Franck & Joshi, 2017; Gavish & Shimon, 2011; Guanoluisea *et al.*, 2022; Hettiarachchi *et al.*, 2016; Mullick *et al.*, 2012; Taneja- Johansson *et al.*, 2023; Yilmaz & Yeganeh, 2021), **interest inventory** (Dey *et al.*, 2022), **both questionnaire or Scale & interview** (Agbenyega, 2007; Alghazo, & Naggar Gaad, 2004; Hwang & Evans, 2011; Pathy, 2013; Rosado-Castellano *et al.*, 2022), **both scale & focus group interaction** (Bansal, 2018), **both interview & focus group discussion** (Bhatnagar & Das, 2014). With regard to analysis procedure used in reviewed literatures, **statistical analysis** (Batsiou *et al.*, 2008, Bhakta & Shit, 2016; Chanda & Behera, 2018; Cox, 2009; Dupoux *et al.*, 2006; Eriks-Brophy, & Whittingham, 2013; Geleta, 2019; Kiriungi *et al.*, 2014; Kundu & Rice, 2019; Mantry & Pradhan, 2023; Mngo & Mngo, 2018; Pappas *et al.*, 2018; Paramanik & Barman, 2018; Sharma & Desai, 2002; Tsakiridou, & Polyzopoulou, 2014; Wangari, 2009; Zoniou-Sideri & Vlachou, 2006), **thematic analysis** (Asamoah

et al., 2018; Das & Kattumuri, 2010; Franck & Joshi, 2017; Guanoluisa *et al.* 2022; Hettiarachchi *et al.*, 2016; Mullick *et al.*, 2012), **content analysis** (Bhatnagar & Das, 2014; Dagli & Öznacar, 2015; Pathy, 2013), **descriptive analysis** (Yilmaz & Yeganeh, 2021), grounded theory approach (Gavish & Shimon, 2011), only percentage analysis (Dey *et al.*, 2022; Guleria, 2021; Mallick & Mishra, 2021), frequency analysis (Korkmaz, 2011) and both statistics or percentage & qualitative analysis (Agbenyega; 2007; Alghazo & Gaad, 2004; Bansal, 2018; Hwang & Evans, 2011; Rosado-Castellano *et al.*, 2022).

For studying the perception or attitude of the parents towards education of their CWSNs in schools, researchers have used **qualitative design** (Dagli & Öznacar, 2015; Franck & Joshi, 2017; Jigyel *et al.*, 2018; Jigyel *et al.*, 2021; Owusu *et al.*, 2018) and **survey design** (Dey *et al.*, 2022; Elkin *et al.*, 2003; Gasteiger-Klicpera *et al.*, 2013; Pathy, 2013; Sharma & Trory, 2019) where as in some studies, specific design of the study was not mentioned (Dimitrios *et al.*, 2008; O' Conner *et al.*, 2005). Majority of the researcher have used **purposive sampling** techniques for collecting data from the parents (Dagli & Öznacar, 2015; Franck & Joshi, 2017; Pathy, 2013, Jigyel *et al.*, 2018; Jigyel *et al.*, 2021) as compare to other sampling techniques such as both **purposive & Cluster sampling** (Owusu *et al.*, 2018) and **both purposive & snowball sampling** (Sharma & Trory, 2019) and **random sampling** (Elkin *et al.*, 2003; O' Conner *et al.*, 2005). Further, for collecting data from the parents of CWSNs, researcher have used different tools such as **interview schedule** (Dagli & Öznacar, 2015; Dey *et al.*, 2022; Franck & Joshi, 2017; Jigyel *et al.*, 2018; Jigyel *et al.*, 2021; Owusu *et al.*, 2018), **Opinionnaire** (Pathy, 2013), **scale** (Dimitrios *et al.*, 2008) and **questionnaire** (Elkin *et al.*, 2003; Gasteiger-Klicpera *et al.*, 2013; O' Conner *et al.*, 2005; Sharma & Trory, 2019). For analysing collected data from the parents, qualitative analysis techniques were more used techniques such as **thematic analysis** (Franck & Joshi, 2017; Jigyel *et al.*, 2018; Jigyel *et al.*, 2021; Sharma & Trory, 2019), **content analysis** (Dagli & Öznacar, 2015; Pathy, 2013) than the quantitative analysis such as **percentage analysis** (Dey *et al.*, 2022) and **statistical analysis** (Dimitrios *et al.*, 2008; Gasteiger-Klicpera *et al.*, 2013), and **both statistical & qualitative analysis** (Elkin *et al.*, 2003; O' Conner *et al.*, 2005).

With regard to study the experiences, views or perception of the children with special needs mostly researcher used **qualitative design** (Asamoah *et al.*, 2018; Bhan, 2012; Brydges & Mkandawire, 2017; Chang, 2002; Das & Kattumuri, 2010;

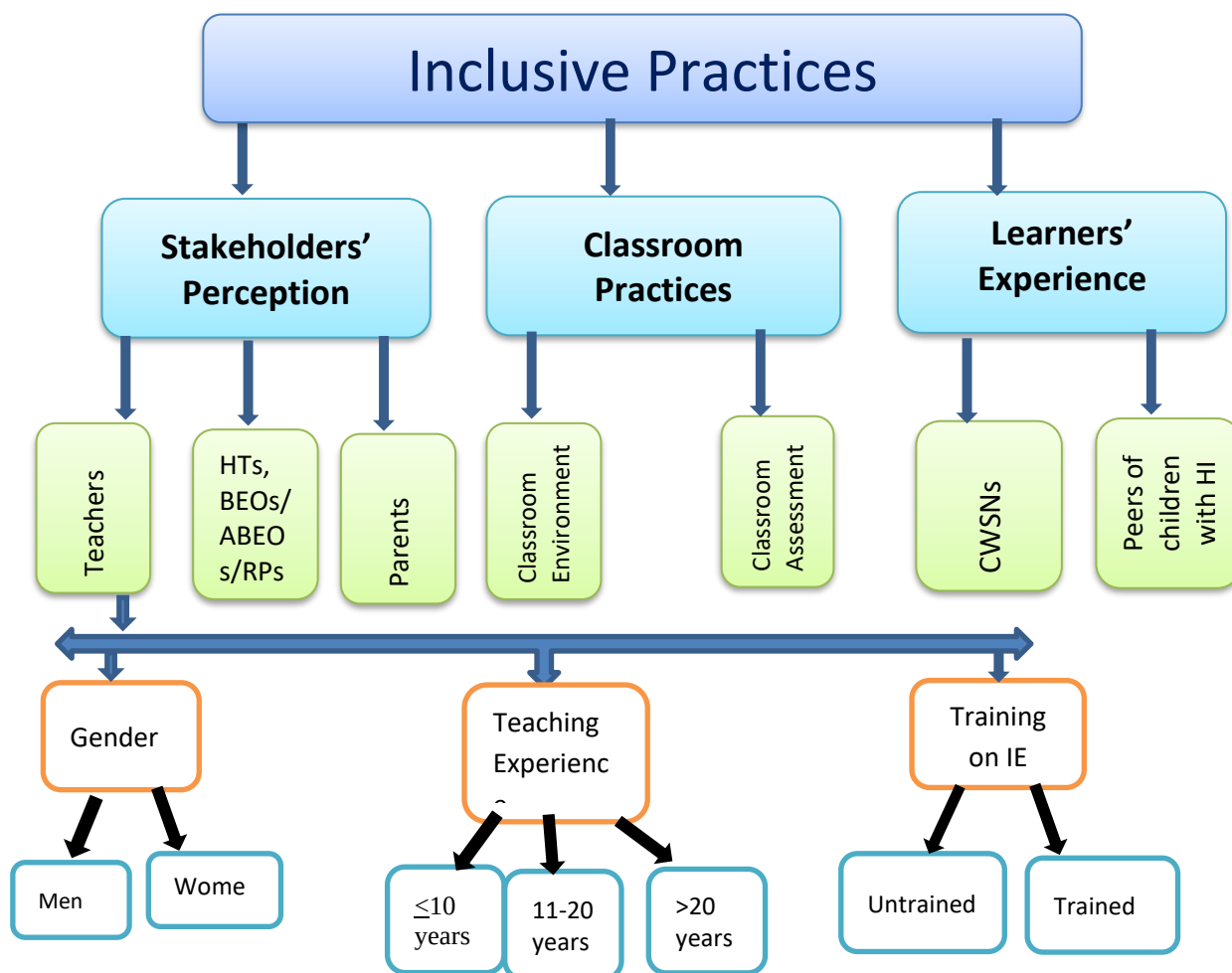
Guanoluisa *et al.*, 2022; Mukhopadhyay *et al.*, 2019; Watson *et al.*, 2000) than other designs such as **survey** (Mitiku *et al.*, 2014). Mostly **purposive sampling** (Asamoah *et al.*, 2018; Brydges & Mkandawire, 2017; Chang, 2002; Mukhopadhyay *et al.*, 2019) was used for selecting CWSNs for the researches than other sampling technique such as **random sampling** (Bhan, 2012) and **available sampling** (Mitiku *et al.*, 2014). Further, **Interview schedule** (Asamoah *et al.*, 2018; Brydges & Mkandawire, 2017; Chang, 2002; Das & Kattumuri, 2010; Guanoluisa *et al.*, 2022) was mostly used by the researchers than any other tools such as FGD (Mukhopadhyay *et al.*, 2019) and **questionnaire** (Mitiku *et al.*, 2014) and **both questionnaire and interview schedule** (Nune *et al.*, 2001) as the method for data collection. For analysing the data obtained from CWSNs, most of the researchers used **qualitative analysis techniques** such as thematic analysis, content analysis, (Asamoah *et al.*, 2018; Bhan, 2012; Brydges & Mkandawire, 2017; Das & Kattumuri, 2010; Guanoluisa *et al.*, 2022; Watson *et al.*, 2000), cross case analysis (Chang, 2002) & constant comparison method (Mukhopadhyay *et al.*, 2019) than using **percentage analysis** (Mitiku *et al.*, 2014) and **both quantitative and qualitative analysis techniques** (Nune *et al.*, 2001).

Section- G

2.9 Conceptual Framework of the Study

The conceptual framework (figure 2.0) of the present study which guided the present research work was developed on the basis of reviewed literatures which show the contribution of various factors for successful inclusion of CWSNs. In present study, the perception of administrators, teachers, and parents about inclusion of CWSNs in elementary schools are taken as the factors for successful inclusion of CWSNs. Further, perception of teachers were studied as a whole and on the basis of different background variables such as gender (men & Women teachers), teaching experiences (< 10 years, 11-20 years and, >20 years), and training on inclusive education (untrained & trained). In addition to this, classroom practices were observed in the study with regard to three broad themes i.e., physical environment, classroom environment and assessment. Further, the experiences of learners (CWSNs [children with loco motor disability & visual impairment] and peers of children with hearing impairment) are also studied in the present research. Besides all these factors some other factors have also addressed in the present study.

Figure 2.0
Conceptual Framework of the Study



Note: HTs- Head Teachers, BEOs- Block Education Officers, ABEOs- Additional Block Educational Officers, RPs- Resource Persons, IE- Inclusive Education

CHAPTER-III

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter (Chapter-III) deals with the Methodology of the study, which includes (i) Setting of the Study (ii) Design of the study, (iii) Population & Sample (iv) Tools used for data collection (iv) Procedure of data collection, and (v) techniques of data analysis.

3.1 Design of the Study

A research design is used to collect, analyze, and interpret data using both quantitative and qualitative research (Creswell, 2015, p. 293). Survey research design is one among the research designs which is used to learn about individual attitudes, opinions, beliefs, and practices (Creswell, 2015, p. 403). Therefore, for the present study descriptive Survey design was used to investigate stakeholders' perception, classroom Practices and Learners' experiences regarding inclusion of CWSNs in elementary schools of Ganjam district of Odisha. Both quantitative and qualitative methods were used for undertaking the present study.

Quantitative method was required to study the association between gender, teaching experience, training on inclusive education of the teachers and their perception regarding inclusion of CWSNs in elementary schools. Qualitative method was used to study the perception of parents of CWSNs, Head teachers, Block Education Officers (BEOs) or/and Additional Block Education Officer (ABEO), experiences of the learners (children with special needs and their non- disabled peers in case of children with Hearing Impairment) and classroom practices in those classes having CWSNs. So, both quantitative and qualitative designs were used for studying the perception of the stakeholders from both perspectives.

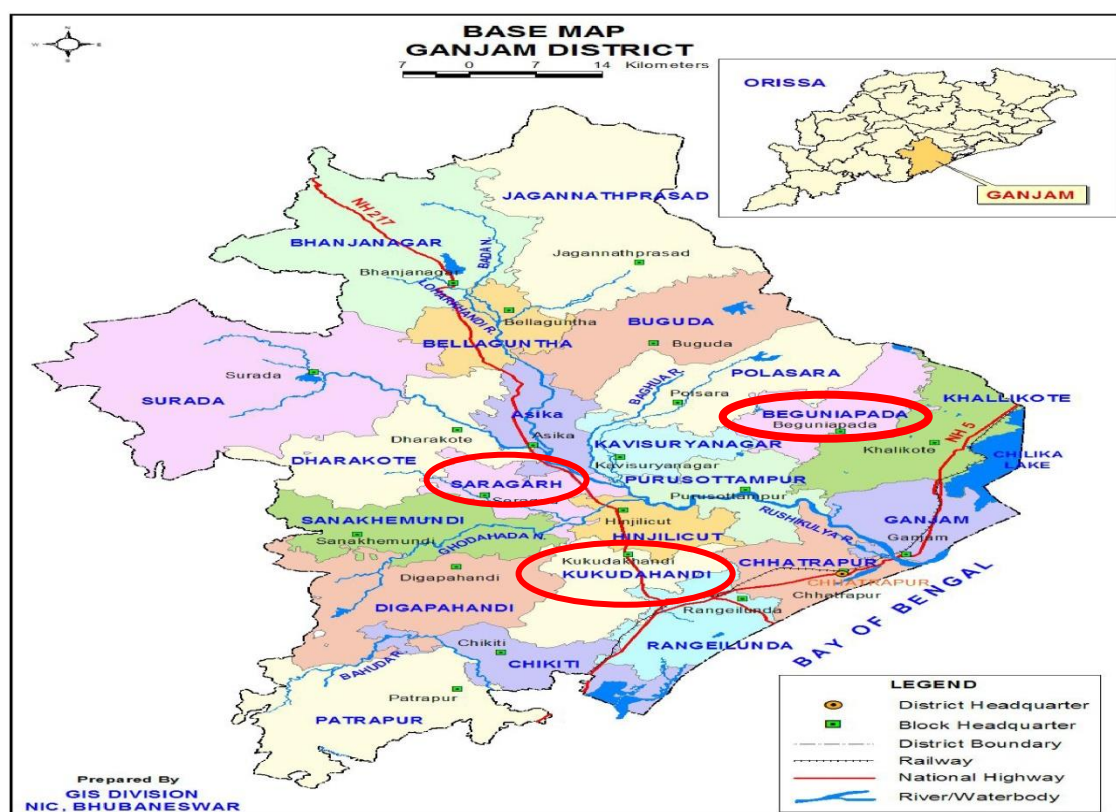
3.2 Setting of the Study

Odisha is a state on the eastern coast of India, having a 41,974,218 population. It is the 11th state of India which has 03 Revenue divisions, 30 Districts, 58 Sub-Divisions, 317 Tahasils, and 314 Blocks (Government of Odisha, n.d.). 83,348 children with special Needs got enrolled in elementary schools of Odisha (UDISE, 2019-20, p.71).

Ganjam district of Odisha as shown in figure 3.1 was selected as the location of the study on the basis of highest number of CWSNs enrolled in the district during 2019-20 sessions (see table 3.1).

Figure 3.1

Base Map of Ganjam district of Odisha



Source: <https://ganjam.odisha.gov.in/sites/default/files/2023-06/Base%20Map.pdf>

Table 3.1

District Wise Enrolled CWSNs (All Types) at Elementary Level (Both Govt. & Govt. Aided) during 2019- 20

Sl. No.	Districts	No. of CWSNs	Sl. No.	Districts	No. of CWSNs
1	ANGUL	2767	16	KANDHAMAL	2049
2	BALASORE	5105	17	KENDRAPARA	1685
3	BARAGARH	2503	18	KEONJHAR	2679
4	BHADRAK	3196	19	KHURDHA	2442
5	BOLANGIR	3769	20	KORAPUT	1711
6	BOUDH	1119	21	MALKANGIRI	1004
7	CUTTACK	3600	22	MAYURBHANJ	5700
8	DEOGARH	601	23	NABARANGPUR	2038
9	DHENKANAL	2977	24	NAYAGARH	1832
10	GAJAPATI	968	25	NUAPADA	2050
11	GANJAM	6904	26	PURI	2740
12	JAGATSINGHPUR	1962	27	RAYAGADA	1469
13	JAJPUR	2727	28	SAMBALPUR	1523
14	JHARSUGUDA	471	29	SONEPUR	1248
15	KALAHANDI	2388	30	SUNDERGARH	3334
TOTAL					74561

Source: Odisha School Education Program Authority (OSEPA) Office, Odisha

3.3 Population

The stakeholders (Head teachers, BEOs, ABEOs, RPs, parents of CWSNs, CWSNs, and their non-disabled peers of children with HI) who are involved in the education of CWSNs of Ganjam district constitute the population of the study. Keeping in view the enrolment of highest number CWSNs, three blocks (i.e., Sheragad, Beguniapada and Kukudakhandi) of Ganjam district were taken as the target population for the present study.

As per UDISE (2021-22), 141 schools were having children with visual impairment (blind & low vision), hearing impairment and loco motor disability of the specified blocks under study. Further, 873 teachers were teaching at elementary level in those schools. Therefore, the target population of the study (teacher population) consists of 873 teachers spreading over 141 schools. Similarly, the target population for CWSNs of these three blocks including their peers (in case of hearing impaired) consisted of 374, target population for head teachers were 141 which also included teachers kept in- charge of head teachers.

3.4 Sample

The detailed procedures for selection of participants are presented as follows:

Stage-I

Based on the highest number of enrolled CWSNs in both Govt. & Govt. aided elementary schools districts during 2019-20 session, Ganjam district was selected purposively for the present study (see Table 3.1).

Stage-II:

After having selected Ganjam district from 30 districts of Odisha, all the blocks were listed. Out of 22 blocks in the Ganjam district, Kukudakhandi, Sheragada, and Beguniapada blocks (see figure 3.1 for location of blocks) were selected through the **purposive sampling technique** based on the highest number of CWSNs enrolled in elementary schools (see Table 3.2).

Table 3.2

Block-wise Enrolled CWSNs (All Types) at Elementary Level (Both Govt. & Govt. Aided) (2019-20)

Blocks	Total no. of CWSNs (all types)	Blind	Low Vision	Hearing Imp.	Loco motor Disability	Total (Only specified CWSNs)
ASKA	312	1	95	24	58	178
ASKA NAC	29	1	8	1	3	13
BEGUNIAPADA	359	5	178	17	39	239
KODALA NAC	19	1	9	2	1	13
BELLAGUNTHA	217	7	61	13	32	113
BELLAGUNTHA NAC	23		5	1	5	11
BERHAMPUR MPL	229	32	125	7	21	185
BHANJANAGAR	358	1	138	30	52	221
BHANJANAGAR NAC	53		33	3	5	41
BUGUDA	331	10	115	19	36	180
BUGUDA NAC	20	1	7	1		9
CHATRAPUR	215	4	91	16	21	132
CHATRAPUR NAC	43		20	3	9	32
CHIKITI	218	5	90	21	22	138
CHIKITI NAC	33	1	13	2	4	20
DHARAKOTE	268	9	64	22	35	130
DIGAPAHANDI	242	16	99	22	28	165
DIGAPAHANDI NAC	27		14	0	2	16
GANJAM	209	2	75	12	23	112
GANJAM NAC	16		7	1	4	12
RAMBHA NAC	27		11	1	3	15
HINJILICUT	166	35	41	17	15	108
HINJILICUT NAC	32	5	19	1	2	27
JAGANATHPRASAD	270	2	47	14	61	124
KABISURYANAGAR	198	5	75	10	26	116
KABISURYANAGAR NAC	17	2	3	4	4	13
KHALLIKOTE	326	11	129	26	37	203
KHALLIKOTE NAC	19		12		1	13
KUKUDAKHANDI	477	31	239	22	33	325
PATRAPUR	199	7	61	12	35	115
POLASARA	237	10	55	22	26	113
POLASARA NAC	41	2	18	1	3	24
PURUSOTAMPUR	328	4	122	26	39	191
PURUSOTAMPUR NAC	21	1	5	1	3	10
RANGEILUNDA	317	28	139	24	19	210
GOPALAPUR NAC	4	1	2			3
SANAKHEMUNDI	298	3	91	27	52	173

SHERAGADA	366	13	160	11	38	222
SURADA	321	3	171	17	27	218
SURADA NAC	19		4	1	4	9
Grand Total	6904	259	2651	454	828	4192

Source: UDISE Plus data, SSA district project office, Ganjam

Stage-III:

After having selected three blocks from the district, elementary schools having enrolled children with visual impairment, hearing impairment and loco motor disability were selected from the enrolment data (2021-22) provided by district project office. A total of 141 schools were found to have specified categories of CWSNs.

Stage-IV

From those schools, 25 schools of three blocks of Ganjam district were selected through simple random sampling by lottery method.

31 number of education personnel consisting of Block Education officers (BEOs/ABEOs)-3 nos., Resource Persons (RPs)- 3nos., and head teachers (HTs)- 25 nos. were selected through purposive sampling.

39 numbers of specified CWSNs (children with VI [N=09], LD [N=21], and HI [N=09]) were selected through purposive sampling. However, Criterion sampling was followed for selecting 24 learners (children with VI [N=06], LD [N=12], children with HI [N=06]) for interview purpose. It may be noted here that since researcher was not familiar with sign language, she was not able to collect data from the children with hearing impairment for which their close companion (i.e., non-disabled peers) were considered as respondents for interview.

The following criteria were formulated in consultation with the research supervisor to select the learners.

- CWSNs (children with visually impaired, loco motor disability), and non-disabled Peers of hearing impairment studying from class V-VIII

Parents (N=38) of all the CWSNs selected through purposive sampling were interviewed to study their perceptions regarding their children's education. (Note: two students with VI were from one family).

Sample sizes for the purpose of interview of the stakeholders (i.e., education personnel, parents of CWSNs and Learners) were taken on the basis of sample sizes reported in previous studies. 15 nos. of sample was reported as acceptable sample size (Bertaux, 1981 as cited in Guest et al., 2006, p.61) for conducting interview.

15 classes of 12 schools were observed by the researcher out of 25 schools on the basis of permission given by the class teacher, head teacher, availability of CWSNs in the classes on the day (s) of researcher's visits, feasibility of the classroom. Of those, three general classes were having children with VI, five general classes were having children with HI, and seven general classes were having children with loco motor disability.

Details of Teacher Participant

Population of teachers consists of 873 teachers spreading over 141 schools. Out of those 141 schools, 25 elementary schools were selected through random sampling technique by using lottery method. As per UDISE + report (2021-22) total of 181 teachers were there in 25 elementary schools. Perception scale was administered to the teachers of these 25 schools, the researcher got 150 filled in scale complete in all respects. Therefore, the sample size of the teacher is 150.

Table 3.3

Details of Sampling Distribution

Blocks		Beguniapada	Kukudakhandi	Sheragada	Total	Sampling Technique
Participants		a	d	a		
BEOs/ABEO		1	1	1	3	Purposive sampling
RPs (CWSN)		1	1	1	3	Purposive sampling
Schools			25		25	Simple random sampling
HMs			25		25	Purposive sampling
Teachers			150		150	Simple random sampling
Parents			38			Purposive sampling
Types of CWSNs	Visual Impairment	Total- 09				Purposive sampling (Criterion sampling)
		06 (selection criteria- children with blindness and low vision studying in class V-VIII)				
	Hearing Impairment	Total- 09				
		06 (selection criteria- children with hearing impairment in class V-VIII)				
	Locomotor	Total-21				
		12(selection criteria- children with				

	Disability	special needs studying in class V-VIII)		
	Total		39	
	CWSNs			
		Total selected for interview	24	
Non- disabled peers (for collecting data regarding children with HI)	Six peers (Non- disabled peers) of children with hearing impairment were taken for interviewing about children with HI			Purposive sampling

3.4.1 Details of the demographic Variables of Teachers under study

Gender

Gender (Men & Women) of the teachers was taken as a demographic variable of the present study.

Teaching Experience

In the present study teaching experiences of the teachers in the present study, teaching experience of the teachers were classified under three categories such as teachers having ≤ 10 years, 11-20 years and more than 20 years of teaching experience.

Training on Inclusive Education

Training on inclusion indicates in-service training (i.e., Master Trainers Training program on “Udyam Inclusive Transaction model”, Teachers’ training on RPWD Act-2016, Training on Inclusive Education etc.) organised at the state level, district level and block level related to CWSNs or inclusive education attended by the elementary school teachers.

3.5 Tools used for the Study

The researcher has used the following self-developed tools to collect the data for undertaking the present study.

1. Perception Scale for Teachers
2. Semi-structured Interview schedule for Education Personnel (i.e., Head teachers/BEOs/ABEOs/RP[CWSNs])
3. Semi-structured Interview schedule for parents of CWSNs
4. Semi-structured Observation Schedule
5. Semi-structured Interview schedule for learners (i.e., CWSNs [children with VI & LD] and for peers of children with Hearing Impairment)

Table 3.4*Objectives-wise Tools used in the Study*

Objectives of Tools Used			Appendices
Study			
Objective no-1,2,3,4	Perception Scale for Teachers		Appendix-A
Objective no-5	Semi-structured Interview schedule for Education Personnel (head teachers/BEOs/ABEOs/RP[CWSNs])		Appendix-B
Objective no-6	Semi-structured Interview schedule for parents of CWSNs		Appendix-C
Objective no-7	Semi-structured Observation Schedule		Appendix-D
Objective no-8	Semi-structured Interview schedule for learners (i.e., CWSNs and for peers of children with hearing impairment)		Appendix-E (Part-A & B)

3.5.1 Construction & Validation of Tools

Tools were constructed by studying the related literatures (i.e., articles, books, reports etc.) and consulting experts working in the field.

General steps involved in tools constructions are presented below:

- **Identification of the dimensions of the study:** various dimensions of the study were identified by the researcher from the related literatures.
- **Specification of Items:** Items were developed by the researcher under each dimensions
- **Review of items under each dimensions:** Items were reviewed by the researcher followed by Supervisor.
- **Modification/addition/deletion of items:** After getting suggestions from supervisor, researcher modified and deleted some of the items. Further suggestions were taken from the experts in the area of inclusive education. Pilot study was undertaken for finalisation of tools.
- **Finalisation of tools:** Tools were finalised on the basis of results of pilot study, experts' suggestion and under the supervision of supervisor.

3.5.2 Pilot Study

Pilot study was undertaken by the researcher to improve the internal validity (Dağlı & Öznacar,2015; Teijlingen & Hundley,2002) of the tools used in the study. Internal validity is established to ensure whether the researcher is able to measure the required data with the help of tools or methods those are being used (Yıldırım & Şimşek, 2008 as cited in Dağlı & Öznacar, 2015). In pilot study researcher also asked feedback from the participants/respondents so as to identify ambiguities and level of difficulty in understanding the questions/items. Pilot study was undertaken by the researcher in the month of February, 2020.

One RP-CWSNs, eight head teachers, 44 teachers, 13 learners (5 children with VI, 4 children with LD, 4 peers of children with hearing impairment), and 13 parents of CWSNs studying in government elementary schools were taken for pilot study. The data collected from these respondents were excluded from the final data analysis. The purpose of the research was explained to the participants/respondents and they were asked to respond to the items/questions. After getting response from the participants/ respondents, ambiguous items were deleted and some of the items were modified with the guidance of supervisor and two experts.

3.5.3 Details of the Tools used

3.5.3.1 Perception Scale for Teachers teaching CWSNs (Appendix-A)

The perception scale was developed by taking five dimensions into consideration. These dimensions were taken on the basis of related literatures and expert views. The dimensions taken for developing the perception scale are:

- Classroom Environment
- Training exposure & Skill of teachers
- Curriculum
- Assessment
- Benefits of Inclusive Education

Classroom Environment

Classroom environment deals with classroom teaching learning practices and interaction of CWSNs with their peers in classroom.

Training exposure & Skill of Teachers

Training exposure & skills of the teachers deal with trained teacher in special education or inclusive education program and the way the teachers deal with the CWSNs in elementary schools.

Curriculum

The curriculum dimension include curricular activities, methods of instruction, teaching learning materials (TLMs) and the plan the teacher use for curriculum transaction.

Assessment

Assessment practices include the progress of CWSNs and provisions which are important for their smooth learning and assessment.

Benefits of Inclusive Education

This includes the effects of including CWSNs in general elementary schools.

3.5.3.1.1 Procedure of development of Perception Scale:

The scale was developed to study the perception of elementary school teachers about inclusion of CWSNs in elementary schools. The scale was developed by undertaking the following steps (Shrama & Desai, 2002).

Step-1: Identifying Perceptions

The first step for the development of the scale involved the perceptions/opinions/ views which the teachers have regarding inclusion of CWSNS in elementary education. On the basis of related literatures (i.e., articles in journals, books, dissertations, thesis etc.) at first, total of 52 items were developed by the researcher.

Step-2: Determining the format for Measurement

Identified concepts were written in a single statement. A five point Likert- type classification with responses ranging from Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), to Strongly Disagree (SD) was used to measure the level and category of perception of the elementary school teachers.

Step-3: Development of Scale (Draft Form)

A 52-item perception scale was developed in English language for eliciting the response of the teachers.

Step-4: Review of the Scale by an Expert Panel

After discussing with supervisor, researcher consulted the subject experts (2 nos.) for their suggestions. The experts were requested to review the scale and put their

comments. The supervisor and experts suggested for deleting, rephrasing and making a few terminological changes in the items. A total of 38 items out of 52 items were undertaken for pilot study after necessary changes.

Table 3.5

Profile of Experts involved for validation of Tools

Name	Designation
Prof. G.C. Nanda	Former Prof. of Education , Ravenshaw University, Cuttack
Prof.V.Sudhakar	Former Dean, School of English Language Education & Professor of Education, Department of Education, The English and Foreign Languages University(EFLU)

Content validity was ensured through item validity which was ensured through the judgement of researcher's supervisor and experts (2 nos.) in the research area.

Step-5: Pilot Study

The 38- items perception scale was administered on 44 elementary school teachers. After getting result of the pilot study, eight items were deleted on the ground of difficulty in understanding & ambiguity as reported by the respondent teachers and as per the suggestions given by supervisor and experts. Finally, a total of 30 items were taken in order to determine the reliability (internal consistency) of the test and used for the final study.

Chronbach's alpha was computed to test the **reliability (internal consistency)** of the scale consisting of final 30 items on the basis of responses from 44 teachers. The internal consistency of the scale was found to be good with the Chronbach's α value of .813 since it falls in the range of $0.7 \leq 0.9$ (Streiner, 2003 as cited in Jugessur, 2022).

As difficulty in understanding the language of the items by the teachers was felt by the researcher during the pilot study, Items were translated in regional language Odia and validated by one subject expert from Odisha. The items were translated in Odia language for ease of understanding of the respondents.

Step-6: Final Version of Tool

Finally a 30-item perception scale for teachers was produced (see Appendix-A). Out of 30 items 5 items (item nos. 2, 3, 8, 9, 11) were negative and all other items were positive in nature from the perspective of inclusive education.

3.5.3.2 Interview schedule

In comparison to other data techniques Interview as an instrument is more powerful to elicit narrative data which allow the researcher to investigate peoples' view in greater in-depth (Monday, 2020). Therefore, for the present study, interview schedule was used for education personnel, parents of CWSNs and children with VI, LD, and peers of children with hearing impairment to elicit their perception and experiences for narrative reporting.

3.5.3.2.1 Semi- structured Interview schedule for Education Personnel (Head Teachers, BEOs/ABEOs/RP-CWSNs)

A semi- structured Interview schedule was used for education Personnel consisting of various themes i.e., accessibility of CWSNs in School environment, Training & Skills of the Teachers, facilities for CWSNs, Curriculum transaction, Parental involvement, Peer Involvement, monitoring of implementation of practices, camps and programs for CWSNs, Assessment and benefits of inclusive practices for CWSNs. Out of 25 items prepared initially a total of 22 items were selected in the schedule following pilot study and expert judgement. Both close ended questions and open ended questions were included in the schedule.

This schedule was finalised on the basis of suggestions given by supervisor of the researcher, subject experts and pilot study. Content validity was ensured through the validation by subject experts and pilot study.

3.5.3.2.2 Semi- structured Interview schedule for parents of CWSNs

For collecting data from the parents of CWSNs, semi- structured interview schedule was prepared which consists of various categories i.e., Selection of General School over Special School, Identification and Placing of CWSNs in general school, Training & practice of parents, Interest of the CWSNs to go to school, Education of CWSNs in general school, Language training of Children with Hearing Impairment, Social adjustment of CWSNs, Assistive devices & Teaching learning Materials for CWSNs, Parent Teacher Interaction. Out of 22 items, A total of 18 items were included in the schedule including item seeking suggestions of parents for improvement of schools for CWSNs.

This schedule was finalised on the basis of suggestions given by supervisor of the researcher, subject experts and pilot study. Content validity was ensured through the validation by subject experts and pilot study.

3.5.3.2.3 Semi- structured Interview schedule for CWSNs (children with visual impairment and loco motor disability)

A semi- structured Interview schedule was used to explore the experiences of CWSNs regarding their inclusion in general schools. The schedule was prepared with the focus on various themes such as accessibility, interest of child to go to school, support in Daily activities, teachers attitude towards CWSNs, Classroom learning, participation in classroom/ school activities, Learning of mathematical concept by children with VI, social relationship, support of peers in learning, use of assistive technology & TLMs, Assessment practices. Interview schedule consists of 20 items including item seeking suggestions from the participants for effective teaching learning.

This schedule was finalised on the basis of suggestions given by supervisor of the researcher, subject experts and pilot study. Content validity was ensured through the validation by subject experts and pilot study.

3.5.3.2.4 Semi- structured Interview schedule for non- disabled peers of children with hearing impairment

A semi- structured Interview schedule was used to explore the experiences of non- disabled peers regarding inclusion of their peers with HI in general schools. The schedule was prepared with the focus on various themes such as accessibility, attitude of teachers towards CWSNs, Participation in classroom/school activities, social relationship, support of peers in learning, use of assistive technology & TLMs, assessment practices. Interview schedule consists of 10 items including item seeking suggestions from the participants to make the teaching learning more fruitful for their peer with HI.

This schedule was finalised on the basis of suggestions given by supervisor of the researcher, subject experts. Content validity was ensured through the validation by subject experts.

3.5.3.3 Semi- structured Observation Schedule

A semi- structured observation schedule was used to collect data related to classroom environment, classroom teaching & learning, Assessment during the class, provision of reinforcement by teachers.

This schedule was finalised on the basis of suggestions given by the supervisor of the researcher, experts (2 nos.) in the area of study and pilot study.

3.6 Procedure of Data Collection

At first researcher got the permission from Department of Education and Education Technology (DoEET), University of Hyderabad (UoH) for data collection. An approval from Deputy director (Inclusive Education [IE]), Odisha School Education Program Authority (OSEPA), Govt. of Odisha was taken to access CWSNs related data regarding the present research.

Though researcher had a plan to collect data from the month of March/April-2020 by finalising the tools after conducting pilot study in the month of February-2020. But due to outbreak of COVID-19, the researcher couldn't go for data collection as planned and the final data collection was done during February-October 2022.

Then researcher visited District Project Office for Sarva Siksha Avijan (SSA) to collect enrolment data regarding the number of CWSNs enrolled in elementary schools under different blocks of Ganjam district. After that, researcher visited three Block Education Offices to interact with the BEOs/ABEOs, RP(CWSNs) and collected the information regarding the status of CWSNs enrolled in elementary schools under their respective blocks. Then the researcher selected the schools randomly for the present research. In the present research, Inclusive education volunteers (IEVs) familiarized the researcher with the schools and the respondents. The researcher interviewed BEOs/ABEOs and resource persons (RP-CWSNs). Telephonic interviews were also done with two BEOs since they were busy in their administrative work and couldn't give time for face to face interview. The researcher took 30-35 minutes time approximately to interview the BEOs/ABEOs in face to face and telephonic modalities.

Further, after visiting to the schools, researcher sought the convenience of the head teachers for collection of data regarding the present research. The researcher took 25-30 minutes approximately to interview each head teacher.

Perception scales were administered on teachers and they were requested to exercise their choice by putting tick mark on all items.

Researcher observed the classes in schools to study teaching learning practices in inclusive classroom where children with special needs were there.

Parents were called by the head teacher to come to school for their interviews while in some of the cases because of some personal work parents were not able to come to schools. In that case researcher visited their home and collected data. It

happens for collecting data from CWSNs also where researcher went to their home and collected data from them. Some of the interviews were audio recorded by taking consent from the respondents and by giving pre-information of the purpose of research to them. Some of the interviewed respondent (i.e., head teachers and parents) didn't give their consent for recording. In that case researcher jotted down their responses in the field itself on the interview schedule. Researcher interviewed children with visual impairment and loco motor disabilities directly but in case of children with hearing impairment researcher interviewed their non-disabled peers. Peers of the children with hearing impairment were interviewed because of issues related to hearing and communication of children with HI. While interviewing to non-disabled peers, non-disabled peers were sometime asking to children with HI regarding their feelings in their local sign language and/ or gestures.

3.7 Trustworthiness of Qualitative data

“Trustworthiness consists of credibility, transferability, dependability and conformability” (Lincoln & Guba, 1985). Credibility of this research was ensured through members checking. Members checking allows the stakeholders to test categories, interpretations and conclusions (Erlandson et al., 1993). Members checking can be done both formally and informally (Erlandson et al., 1993). Further, the authors reported that ‘Member checking may be conducted at the end of an interview by summarizing the data and allowing the respondent to immediately correct the errors of fact or challenge interpretations’. Similarly, Kallos (n.d.) suggested that members checking can be done by summarizing and confirming the interpretation of respondents’ data informally. Therefore, in this study credibility was ensured through informal members checking where during the course of data collection, respondents were asked the same questions repeatedly to confirm their responses, and in some cases at the end of the interview, they were asked to confirm their responses.

‘Triangulation leads to credibility by using different or multiple sources of data (time, space, person) (Denzin, 1970 as cited in Erlandson et al., 1993)’. Therefore, Credibility of the study was also ensured through data triangulation by gathering data from teachers, education personnel, parents, children with VI & HI, peers of children with HI, and through observation.

Guba & Lincoln (1989) claimed that ‘In a naturalistic study the obligation for demonstrating transferability belongs to those who would apply it to the receiving

context' (Erlandson et al., 1993). In the present research, researcher clearly stated about the context and boundary of the study for ensuring the transferability of the research..

3.8 Ethical consideration

Ethical consideration was taken into consideration for the present study. To begin with, a permission letter was taken from Department of Education and Education Technology, UoH. Then, an approval was taken from Deputy director, OSEPA, Govt. of Odisha to access data related to CWSNs with the stated purpose of research. Consents were taken from the respondents (head teachers, teachers & parents of CWSNs) for collecting data by revealing the purpose of research and appointment was sought prior to the interview. In case of CWSNs (Visual impairment, Loco motor disability) and non- disabled peers of Hearing impairment, consents were taken from the teachers/ parents. It was ensured that the dignity of the students remained intact while collecting data. The language used by the researcher was simple, familiar and children friendly. The researcher stayed from asking personal questions to the parents and their wards which are likely to hurt them. The respondents were also informed regarding confidentiality of their personal identity. To maintain anonymity of the present study, learners were allocated alphabets (as Code Name) and respondents are shown on the basis of their background (i.e., Head teacher, RPs, BEOs, Children with VI etc.) according to the relevance of use keeping in view the ease of analysis instead of using actual name/any personal identity. Due care was taken to insert the photos of the respondent with the informed consent and the photos have been shown with their eyes covered to conceal their identity.

3.9. Procedure of Data Analysis

Data collected from teachers through perception scale were analysed quantitatively. Data collected through categories were arranged category wise by placing the frequencies to each cell under each category. Chi-square test of Independence and Fisher's Exact test were followed to analyse the data. The hypotheses of independence were tested to examine the association of variables like gender, teaching experiences, training on inclusive education of teachers as related to their perception regarding inclusion of CWSNs. The chi-square test was employed when 80% of the cells in the contingency table had an expected frequency of five or more and no cells had less than an expected frequency of one. However, an exception was observed in the contingency table, in which more than 20% of the cells had less

than five expected frequencies and zero frequency. Therefore, Fisher's exact test was used for such cases as recommended by Freeman & Campbell (2007) and Kim (2017). The Fisher's exact test was traditionally associated with only 2×2 contingency table which was later extended by Freeman & Halton (1951) for more than 2×2 contingency table and it was known as Freeman-Halton Test (Mehta & Patel, 2012). Therefore, in this study both Fisher's exact test and Freeman- Halton test were used according to the contingency table. It may be mentioned here that in SPSS output, the result of Fisher-Freeman-Halton test is labelled as Fisher's exact test (IBM Support, 2020). In this research, the term Fisher's exact test has been used alternatively in the analysis though results were obtained through Fisher- Freeman-Halton test.

Table 3.6

Classification of teachers' perception about inclusion of CWSNs

Perception Score Range	Perception Category
1-1.49	Strongly disagree
1.50-2.49	Disagree
2.50-3.49	Undecided
3.50-4.49	Agree
4.50-5	Strongly agree

Table 3.6 shows the perception score range, and perception categories for overall analysis of association between gender, teaching experience, and training on inclusive education of teachers with their perception towards inclusion of CWSNs. For this purpose scores were given to the responses. Positive items in the scale were scored as 5 (Strongly Agree), 4 (Agree), 3 (Undecided), 2 (Disagree), 1 (Strongly Disagree) and negative items in the scale were scored as 1 (Strongly Agree), 2(Agree), 3 (Undecided), 4 (Disagree), 5 (Strongly Disagree). Further, average value was calculated by dividing total items score by the number of items. Again those average values were categorised into five categories as mentioned in table 3.6. These categories were considered for overall (i.e., gender- wise, teaching experience- wise, and training on inclusive education- wise) Chi-square analysis and analysis of Fisher's exact test for assessing the perception of teachers towards inclusion.

Procedure of analysing Qualitative data

Qualitative data collected through semi- structured interview schedules were analysed through percentage and content analysis technique using deductive coding

because broad themes were identified on the basis of literature review. Data collected through semi- structured observation schedule were analysed thematically.

Deductive analysis can be used to organize or sort data into predetermined categories which are created from literature or theory. Deductive codes can be developed as purely organizational categories (e.g., the type of data or when it was collected), categories based on the research questions or purpose (e.g., the main topics of the research or key aspects of the research questions), or as categories generated from the literature and/or from theory (e.g., named concepts from the theoretical framework) (Bingham and Witkowsky, 2022 as cited in Bingham, 2023). Deductive coding procedure was used because it is much easier to obtain high reliability with deductively generated code lists rather than inductively (Catanzaro, 1988 as cited in Bengtsson, 2016).

In the present study, data captured through interview were transcribed and translated from Odia to English by the researcher since interview was conducted by using regional language. The data (qualitative data collected through open ended questions) collected through interview schedule were coded, then sub categories emerged from the data (emerged concepts in the findings were effective for determining codes and categories [Yilmaz & Yeganeh, 2021]) and fitted into the previously identified categories. The themes, categories and sub- categories were identified on the basis of related literatures. In some of the cases, sub- categories emerged from the codes which emerged from the interviewed data. Percentage analysis was done for quantitative responses (collected through close ended questions). In some of the cases frequencies were assigned to the codes/ responses.

For ensuring validity of the research, directly quoting the interviewees and interpreting the results based on those quotes is fundamental (Yıldırım & Simsek, 2011 as cited in Ceylan & Aral, 2016). Therefore, some of the interviewees were quoted directly in the present study and interpretations were made on these quotes. Data triangulation was done so as to validate the data collected from various sources i.e., teachers, education personnel, learners and through observations. The details of data analysis procedure are given below.

Table 3.7*Details of using specific techniques of data analysis*

Perception of Stakeholders	Tools Used	Analysis Technique(s)	Rationale of using the analysis technique
Perception of Teachers	Perception Scale	Chi- Square test of Independence/ Fisher's Exact test (2x2 contingency table)/ Freeman & Halton test for more than 2x2 contingency table (Mehta & Patel, 2012, p.151)	These techniques are used to study the association between categorical variables. In present study association were studied between gender, teaching experience, training of the teachers on inclusive education and teachers' Perception towards Inclusion of CWSNs)
Perception of education personnel	Interview Schedule	Percentage Analysis & content analysis	Data are in frequencies and words
Perception of Parents	Interview Schedule	Percentage Analysis & content analysis	Data are in frequencies and words
Experience of learners	Interview Schedule	Percentage Analysis & content analysis	Data are in frequencies and words
Observation data	Observation schedule	Thematic analysis	Narrative description

To sum up, Quantitative data were analysed by using percentage analysis, Chi-square test and Fisher's Exact Test, and Qualitative data were analysed by using content analysis technique, thematic analysis, along with triangulation to generate the findings of the study.

CHAPTER- IV DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter deals with analysis of data in quantitative and qualitative perspective for better understanding of the perception of stakeholders followed by teaching learning practices in the classroom situation and learners' experiences regarding inclusion of children with special needs (CWSNs) in elementary schools of Ganjam district of Odisha. This chapter comprises five sections such as section-I reports overall perception of teachers regarding inclusion of CWSNs in elementary schools, section-II reports the perception of teachers regarding inclusion of CWSNs in relation to their gender, teaching experience and training on inclusive education, section-III reports the perception of education personnel (i.e., Head Teachers, Block Education Officer/ Additional Block Education Officer, Resource Persons), Section-IV reports perception of parents of school going CWSNs about the inclusion of CWSNs in elementary school and Section-V reports classroom practices from the perspective of inclusion of CWSNs as observed in classroom and section- VI reports experiences of learners (i.e., CWSNs [children with visual impairment and children with loco motor disabilities] and peers of children with hearing impairment) studying in elementary schools.

SECTION-I

TEACHERS' OVERALL PERCEPTION ABOUT INCLUSION OF CWSNs

In this section, demographic details of the teachers are presented. In addition, analysis and interpretation has been done to attain the objective no. one of the present study stated in chapter-one.

4.1.0 Demographic Details of Teachers

Table 4.0

Demographic profile of Teachers

Category	Category Types	Frequency	Percentage	Cumulative Percentage
Gender	MEN	83	55.3	55.3
	WOMEN	67	44.7	100.0
	Total	150	100.0	
Teaching experience	≤10	67	44.67	44.7
	11-20	61	40.66	85.3
	>20	22	14.7	100.0
	Total	150	100.0	
Training on Inclusive Education	Untrained	26	17.3	17.3
	Trained	124	82.7	100.0
	Total	150	100.0	

Source: Field data

As it can be seen in table 4.0, the demographic profiles of teachers include gender, teaching experiences and training on inclusive education. It was found that 83 (55.3%) teachers were men while 67 (44.67%) were women teachers. Based on teaching experience of the teachers in general schools, it can also be seen that 67 (44.7%) teachers were having ≤ 10 years of teaching experience while 61 (40.66%) teachers were having 11-20 years of experience and less nos. of teachers (22 [14.7%]) were having more than 20 years of teaching experiences in general schools. With regard to in-service training received on inclusive education 124 (82.7%) number of teachers were found to be attending training related to CWSNs and inclusive education whereas only 26 (17.3%) teachers were found to be not attending any kind of training related to inclusive education.

4.1.1 Overall Perception of Teachers on inclusion of CWSNs

RQ1. How do teachers vary in their perception towards inclusion of CWSNs in elementary schools?

The category of overall teachers' perception were termed like strongly agree (SA) as very positive perception, agree (A) as positive perception, undecided (UD) as neutral perception, disagree (DA) as negative perception and strongly disagree (SD) as very negative perception.

Table 4.1

Statement wise percentage analysis of teachers' perception regarding inclusion of CWSNs in elementary schools

		N=150				
	Statement's focus	SA	A	UD	DA	SD
1	Teachers adapt varied methods of instruction to suit the CWSNs	101 (67.3)	49 (32.7)	0	0	0
2	Successful implementation of inclusive education requires special training of regular teachers	90 (60)	58 (38.7)	2 (1.3)	0	0
3	Teaching students through small group helps CWSNs to learn from the peers	84 (56)	64 (42.7)	1 (.66)	1 (.66)	0
4	Teachers need to be sensitive towards CWSNs	84 (56)	64 (42.7)	1 (.66)	1 (.66)	0
5	Every child regardless of his/ her special needs has the right to be educated in the regular class	113 (75.3)	35 (23.3)	2 (1.3)	0	0
6	The objective of quality education cannot be achieved unless the needs of the CWSNs	85 (56.7)	61 (40.7)	2 (1.3)	2 (1.3)	0

	are taken care of in classroom					
7	Regular teachers and teachers having special education training work together in order to teach CWSNs	97 (64.7)	47 (31.3)	2 (1.3)	4 (2.7)	0
8	Assessment strategies need to be flexible to adapt to the needs of CWSNs	76 (50.7)	65 (43.3)	4 (2.7)	5 (3.3)	0
9	Extended time may make CWSNs stress free to write the examination	72 (48)	68 (45.3)	6 (4)	4 (2.7)	0
10	CWSNs can perform equally well like other students in their class	66 (44)	73 (48.7)	8 (5.3)	3 (2)	0
11	Teachers give extra attention to CWSNs	72 (48)	67 (44.7)	9 (6)	1 (.66)	1 (.66)
12	CWSNs are comfortable in studying with normal students	55 (36.7)	83 (55.3)	8 (5.3)	4 (2.7)	0
13	Provision of scribes may make VI students stress free to take the examination	66 (44)	71 (47.3)	4 (2.7)	8 (5.3)	1 (.7)
14	Specially designed question papers may make the CWSNs stress free to take the examination	62 (41.3)	70 (46.7)	14 (9.3)	4 (2.7)	0
15	Teachers adapt the syllabus & teaching materials to the needs of CWSNs	58 (38.7)	72 (48)	11 (7.3)	9 (6)	0
16	Parents of normal students don't complain about the inclusion of CWSNs	46 (30.7)	73 (48.7)	19 (12.7)	12 (8)	0
17	Individualized educational plan is essential for teaching CWSNs	37 (24.7)	64 (42.7)	15 (10)	21 (14)	13 (8.7)
18	CWSNs are getting benefits of the regular classroom	37 (24.7)	78 (52)	9 (6)	25 (16.7)	1 (.66)
19	CWSNs develop academic skills more quickly in a regular classroom than in a special classroom	53 (35.3)	59 (39.3)	13 (8.7)	22 (14.7)	3 (2)
20	Normal students feel comfortable to study with CWSNs	36 (24)	71 (47.3)	12 (8)	29 (19.3)	2 (1.3)
21	Teaching aids available for CWSNs are helpful for non-disabled children also	44 (29.3)	63 (42)	13 (8.7)	20 (13.3)	10 (6.7)
22	CWSNs participate in all the curricular activities actively	42 (28)	63 (42)	20 (13.3)	24 (16)	1 (.66)
23	Teachers simplify the curricula and textbook for individual	37 (24.7)	68 (45.3)	23 (15.3)	15 (10)	7 (4.7)

learners						
24	Specially designed Learning materials facilitate the learning of CWSNs	42 (28)	62 (41.3)	8 (5.3)	37 (24.7)	1 (.66)
25	CWSNs don't feel isolation in the regular classroom	34 (22.7)	64 (42.7)	11 (7.3)	26 (17.3)	15 (10)
26	Separate classrooms are beneficial for social and emotional development of the CWSNs	24 (16)	37 (24.6)	19 (12.7)	49 (32.7)	21 (14)
27	Teaching in inclusive set up increases the workload of teachers	35 (23.3)	46 (30.7)	10 (6.7)	35 (23.3)	24 (16)
28	Only mild and moderately disabled students can be educated in regular class	50 (33.3)	51 (34)	10 (6.7)	35 (23.3)	4 (2.7)
29	It is difficult to teach CWSNs in a regular class	25 (16.7)	65 (43.3)	5 (3.3)	48 (32)	7 (4.7)
30	Teachers find it difficult to meet individual needs in general classroom	28 (18.7)	53 (35.3)	18 (12)	37 (24.7)	14 (9.3)

N.B.: both strongly agree and agree are taken as positive perception and both strongly disagree and disagree are taken as negative perception during analysis

The table 4.1 shows that all teachers perceived that teachers adapt varied methods of instruction to suit the needs of children with special needs. Again, $\geq 90\%$ of the teachers perceived positively regarding requirement of special training for regular teachers, small group teaching, teachers need to be sensitive towards CWSNs, every child's right to be educated in regular class, taking care of the needs of CWSNs for ensuring quality education, collaboration between regular teacher and teachers having special education training, need of flexible assessment strategies to adapt to the needs of CWSNs, extended time to make children stress free to take the examination, parity in performance between CWSNs and normal students, extra attention to CWSNs by the teachers, comfortableness of CWSNs to study with normal students, Provision of scribes to make CWSNs stress- free to take the examination.

Further, majority (88%) of the teachers positively perceived that provision of specially designed question papers to make the CWSNs to take their examination without any stress. In addition to this, majority of the teachers also perceived positively regarding adaptation of syllabus & teaching materials to the needs of CWSNs (86.7%), acceptance of the concept of inclusion of CWSNs by the parents of normal students (79.4%), essentiality of Individualized educational plan for teaching CWSNs (67.4%), benefits of CWSNs from the regular classroom (76.7%), quick

development of academic skills among CWSNs in a regular classroom than in a special classroom (74.6%), comfortableness of normal students to study with CWSNs (71.3%), usefulness of available teaching aids for CWSNs for non- disabled children (71.3%), active participation of CWSNs in all the curricular activities (70%), simplification of the curricula and textbook by the teachers for individual learners (70%), facilitation of learning of CWSNs through Specially designed Learning materials (69.3%), feeling of belongingness in the regular classroom (65.4%).

46.7% of the teachers perceived negatively regarding benefits of separate classrooms for social and emotional development of the CWSNs which indicates that those teachers perceived positively about the inclusive classroom for social and emotional development of the CWSNs. Further, near about 41% teachers perceived positively regarding benefits of separate classrooms for social and emotional development of the CWSNs which indicates their lack of understanding about inclusive classroom.

54% of the teachers perceived that teaching in inclusive set up increases the workload of the teachers whereas 39% of the teachers perceived that teaching in inclusive set up doesn't increase their workload and about 7% of the teachers neither positively nor negatively perceived regarding this. This shows that more than half of the teachers perceived regarding increase of workload while teaching in inclusive set up.

Around 67% of the teachers perceived that only mild and moderately disabled students can be educated in regular class whereas only 26% of the teachers disagreed on this. It shows that majority of the teachers perceived the possibility of inclusion of only mild and moderately disabled who indicates that the teachers might not be able think regarding the scope of inclusive education which also includes children having profound disability.

60% of the teachers perceived that they face difficulty in teaching CWSNs in a regular class in contrast to the perception of 37% of the teachers who perceived negatively regarding facing difficulty in teaching CWSNs.

In line with this, majority (53%) of the teachers found difficulties whereas 34% of the teachers didn't find any difficulties in meeting individual needs of CWSNs in general classroom. It shows that more number of teachers found it difficult in meeting individual needs of CWSNs in general classroom.

Majority of the teachers were positive regarding inclusion of CWSNs in most of the statements. However, majority of the teachers were found to be positive towards increase of their workloads because of inclusion (54%), inclusion of only mild and moderately disabled students can be educated in regular class (67%), face difficulty in teaching in inclusive set up of the teachers (60%), difficulties in meeting individual needs of CWSNs in general classroom (53%). This indicates the need for reviewing and revisiting the in- service training program to upgrade the knowledge and skills of the teachers in these aspects.

SECTION-II

TEACHERS' PERCEPTION ABOUT INCLUSION OF CWSNs IN RELATION TO THEIR GENDER, TEACHING EXPERIENCE AND TRAINING ON INCLUSION

4.2 Introduction

In this section, analysis and interpretation has been done to address the objective nos. two, three, four and the corresponding hypotheses (H_{a1} , H_{o1} and H_{o2}). For this purpose, teachers were categorised at first on the basis of gender (Men & Women), teaching experiences (≤ 10 years, 11-20 years, > 20 years) and training on inclusion (trained and untrained). Secondly, teachers' perception about inclusion of CWSNs in elementary schools were classified into five categories. The category of overall perception of teachers with regard to their gender, teaching experience and training on inclusive education were placed under five categories such as strongly agree (SA) as very positive perception, agree (A) as positive perception, undecided (UD) as neutral perception, disagree (DA) as negative perception and strongly disagree (SD) as very negative perception.

A self- made perception scale was used to collect data from 150 teachers. The collected data were analysed using the Chi- square test of independence and Fisher's Exact Test to find out the association between the gender, teaching experience & training on inclusive education of the teachers and their perception about inclusion of CWSNs in elementary schools as a whole, and statement wise. An alpha level of 0.05 was set to test the significance of the results.

However, percentage of observed frequencies is shown in the table for intra-group analysis. Further, the interpretation is made through percentage analysis where significant association was found in between two categorical variables. In case of no significant association, percentage of observed frequency was only shown in the table instead of further analysis. Further, it may be clarified that both strongly agree and

agree are taken as positive perception, and both strongly disagree and disagree are taken as negative perception during percentage analysis wherever necessary.

4.2.1 Association between Gender of the teachers and their overall perception about inclusion of CWSNs

The objective was to study the association between gender of the teachers and their perception about inclusion of CWSNs. The data were analysed by using *Fisher's Exact test* and the results are presented below in table 4.2.1.

Table: 4.2.1

Gender of the teachers and their perception about inclusion of CWSNs

Gender	Perceptions			<i>Fisher's Exact test</i>	<i>df</i>	' <i>p</i> ' Value	Remark
	SA	A	UD				
Men	3(3.6)	78(94)	2(2.4)	2.14	2	.374	NS*
Women	2(3)	60(89.6)	5(7.5)				

Note: The columns of DA and SD were deleted because of zero responses. Figures shown in parentheses indicate percentage of observed frequency
NS*-Not Significant at 0.05 level

It is evident from the Table 4.2.1 that the analysis of *Fisher's Exact test* shown no statistical association between gender of the teachers and their perception about inclusion of CWSNs with the values *Fisher's Exact Test* (2, $N=150$)= 2.14, $p>.05$. Therefore, the (H_{a1}) alternative hypothesis-one i.e., "There is a significant association between the gender of the teachers and their perception towards inclusion of CWSNs in elementary schools" is rejected. It may, therefore, be said that gender of the teacher and their perception about inclusion of CWSNs were found to be independent of each other.

After having examined the overall perception, and after having found statistically non- significant association between gender of the teachers and their overall perception about inclusion of CWSNs, the researcher thought it worthwhile to analyse the perception of teachers statement wise so as to find out the association between the gender of the teachers and their perception about inclusion of CWSNs with specific reference to statements related to different dimensions i.e., classroom environment, training exposure & skills of the teachers, curriculum, assessment, and benefits of inclusive education. The data are presented from sub- section 4.2.1.1 to 4.2.1.5.

4.2.1.1 Association between Gender of the teachers and their Perception about inclusion of CWSNs with specific reference to statements related to Classroom Environment

Both Men and Women teachers were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to Classroom Environment and the data are presented below from table 4.2.1.1.1 to 4.2.1.1.6 by calculating statement wise association between gender of the teachers and their perception about inclusion of CWSNs with specific reference to statements related to Classroom Environment in elementary schools.

Table 4.2.1.1.1

Gender-wise teachers Perception about inclusion of CWSNs with reference to Classroom Environment

Statement's focus	Gender	Perception					Fisher's Exact Test	'p' Value	Remark
		SA	A	UD	DA	SD			
inclusion of only moderate and mild CWSNs	Men	29 (34.9)	21 (25.3)	8 (9.6)	21 (25.3)	4 (4.8)	9.776	.036	S*
	Women	21 (31.3)	30 (44.8)	2 (3)	14 (20.9)	0			
difficulty in teaching CWSNs in regular class	Men	8 (9.6)	33 (39.8)	4 (4.8)	35 (42.2)	3 (3.6)	13.661	.006	S*
	Women	17 (25.4)	32 (47.8)	1 (1.5)	13 (19.4)	4 (6)			
benefit of CWSNs in the regular classroom	Men	22 (26.5)	46 (55.4)	5 (6)	9 (10.8)	1 (1.2)	5.171	.244	NS*
	Women	15 (22.4)	32 (47.8)	4 (6)	16 (23.9)	0 (0)			

Note: Figures shown in parentheses indicates percentage of observed frequency
S*-Significant at 0.05 level, NS*- Not significant at 0.05 level

From the table 4.2.1.1.1, it is observed that *Fisher's Exact test* revealed significant association between gender of the teachers and their perception with specific reference to the statement's focus of inclusion of only moderate and mild level CWSNs in regular classes, *Fisher's Exact test* (4, N=150) =9.776, $p<.05$. Further, If degree of positive perception (i.e., very positive & positive) is taken together then comparatively less men teachers (around 60%) positively perceived about inclusion of only mild and moderate category of CWSNs than of their counterparts (around 76%). Further, if degree of negative perception (i.e., very negative & negative) is taken together, comparatively more men teachers (around 30%) were negative than women teachers (21%). Therefore, it may be concluded that

men teachers were equipped with better understanding of the concept of inclusion as compared with their counterparts under Women category.

Similarly, analysis of *Fisher's Exact test* revealed statistical association between gender of the teachers and their perception with specific reference to difficulty in teaching CWSNs in regular classes, *Fisher's Exact test* (4, $N=150$)=13.661, $p<.05$. Further, it can be observed from the table that less number of men teachers (49%) perceived about difficulty in teaching CWSNs in regular classes as compared to their women counterparts (73%). Additionally, if degree of negative perception is taken together, about 46% of the Men teachers negatively perceived regarding difficulty in teaching CWSNs in regular classes as compared to 25% of the Women teachers. This shows that majority of the Women teachers perceived that they face difficulty in teaching CWSNs in regular classes as compared to the Men teachers which may be attributed to their lack of orientation with regard to handling of classes with CWSNs.

However, the analysis of *Fisher's Exact test* showed no significant association between gender of the teachers and their perception about classroom environment of CWSNs in elementary schools with regard to the statement's focus of benefit of CWSNs in the regular classroom, *Fisher's Exact test* (4, $N=150$)=5.171, $p>.05$. It may therefore, be said that gender of the teachers and their perception about benefit of CWSNs in the regular classroom were found to be independent of each other.

Table 4.2.1.1.2

Gender- wise teacher' perception about inclusion of CWSNs with specific reference to Classroom Environment

Statement's focus	Gender	Perception					χ^2	'p' Value	Remark
		SA	A	UD	DA	SD			
Separate classrooms for social and emotional development of the CWSNs	Men	15 (18.1)	18 (21.7)	7 (8.4)	31 (37.3)	12 (14.5)	5.071	.287	NS*
	Women	9 (13.4)	19 (28.4)	12 (17.9)	18 (26.9)	9 (13.4)			
difficult to meet individual needs in general classroom	Men	15 (18.1)	29 (34.9)	7 (8.4)	23 (27.7)	9 (10.8)	3.165	.531	NS*
	Women	13 (19.4)	24 (35.8)	11 (16.4)	14 (20.9)	5 (7.5)			

Note: Figures shown in parentheses indicates percentage of observed frequency
NS*- Not significant at 0.05 level

It is evident from table 4.2.1.1.2 that analysis of chi- square association test showed no significant association between gender of the teachers and their perception about separate classrooms for social and emotional development of the CWSNs χ^2 (4, N=150)=5.071, $p>.05$, and difficult to meet individual needs of CWSNs in general classroom χ^2 (4, N=150)=3.165, $p>.05$. It may therefore, be said that gender of the teachers and their perception about separate classrooms for social and emotional development of the CWSNs and difficulty in meeting individual needs of CWSNs in general classroom were found to be independent of each other.

Table 4.2.1.1.3

Gender-wise teachers Perception about inclusion of CWSNs with reference to Classroom Environment

Statement's Focus	Gender	Perception			Fisher's Exact test	df	'p' Value	Remark
		SA	A	UD				
Every child's right to be educated in the regular class	Men	61(73.5)	21(25.3)	1(1.2)				
	Women	52(77.6)	14(20.9)	1(1.5)	0.662	2	.783	NS*

Note: The columns of DA and SD were deleted because of zero responses

NS*- Not Significant at 0.05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table-4.2.1.1.3 that analysis of *Fisher's Exact test* revealed no significant association between gender of the teachers and their perception about every child's right to be educated in the regular class, *Fisher's Exact test* (2, N=150)=0.662, $p>.05$. It may therefore, be said that gender of the teachers and their perception about every child's right to be educated in the regular class were found to be independent of each other.

Table 4.2.1.1.4

Gender-wise teachers Perception about inclusion of CWSNs with reference to Classroom Environment

Statement's focus	Gender	Perception				Fisher's Exact test	df	'p' Value	Remark
		SA	A	UD	DA				
CWSNs can perform equally well like other students	Men	45 (54.2)	32 (38.6)	3 (3.6)	3 (3.6)	11.352	3	.005	S*
	Women	21 (31.3)	41 (61.2)	5 (7.5)	0 (0)				

Note: The column of SD was deleted because of zero responses

S*- Significant at 0.05 level

Figures shown in parentheses indicates percentage of observed frequency

From Table-4.2.1.1.4, *Fisher's Exact test* shows that there is significant association between gender of the teachers and their perception about equal performance of CWSNs like other students with the value *Fisher's Exact test* (3, N=150)=11.352, $p<.05$. Further, it can be seen that if majority of the men teachers (54.2%) very positively perceived about equal performance of CWSNs like other students as compared to Women teachers (31.3%) where as majority (61.2 %) of the women teachers positively perceived about the statement as compared to men teachers (38.6%). It shows that though both men and women teachers differ in their degree of perception (i.e., very positive and positive), they positively perceived about the statement.

Table 4.2.1.1.5

Gender-wise teachers Perception about inclusion of CWSNs with reference to Classroom Environment

Statement's focus	Gender	Perception				<i>Fisher's Exact test</i>	df	'p' value	Remarks
		SA	A	DA	SD				
Making of small group helps CWSNs to learn from the peers	Men	53 (63.9)	30 (36.1)	0 (0)	0 (0)	6.221	3	.044	S*
	Women	31 (46.3)	34 (50.7)	1 (1.5)	1 (1.5)				

Note: The column of UD was deleted because of zero responses

S*- Significant at 0.05 level

Figures shown in parentheses indicates percentage of observed frequency

From table 4.2.1.1.5, it is observed that *Fisher's Exact test* shows a significant association between gender of the teachers and their perception about making of small group helps CWSNs to learn from their peers, *Fisher's Exact test* (3, N=150)=6.221, $p<.05$. Further, If degree of positive perception is taken together then comparatively more men teachers (100%) positively perceived about 'making of small group helps CWSNs to learn from the peers' than of their counterparts (97%). However, table shows that though both men and women teachers differ in their degree of perception (i.e., very positive and positive), they positively perceived about the statement.

Table 4.2.1.1.6

Gender-wise teachers Perception about inclusion of CWSNs with reference to Classroom Environment

Statement's focus	Gender	Perception				Fisher's df Exact test	'p' Value	Remarks
		SA	A	UD	SD			
Quality education cannot be achieved without taking care of the needs of the CWSNs	Men	53 (63.9)	30 (36.1)	0 (0)	0 (0)	6.798	3	.032
	Women	32 (47.76)	31 (46.3)	2 (3)	2 (3)			

Note: The column of DA was deleted because of zero responses

S*-Significant at 0.05 level

Figures shown in parentheses indicates percentage of observed frequency

From table 4.2.1.1.6, it is observed that *Fisher's Exact test* shows a significant association between gender of the teachers and their perception about classroom environment of CWSNs in their school with regard to taking care of the needs of the CWSNs for achieving quality education, *Fisher's Exact test* (3, N=150)=6.798, $p<.05$. Further, it can be seen that if degree of positive perception is taken together then comparatively more men teachers (100%) positively perceived about 'quality education cannot be achieved without taking care of the needs of the CWSNs' than of their counterparts (around 94%). It may, therefore, be said that more men teachers were taking care of the needs of CWSNs as compared to the Women teachers.

4.2.1.2 Association between Gender of the teachers and their Perception about inclusion of CWSNs with specific reference to statements related to Training exposure & Skills of Teachers

Both Men and Women teachers were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to training exposure & skills of the teachers and the data are presented below from table 4.2.1.2.1 to 4.2.1.2.4 by calculating the association between gender of the teachers and their perception about inclusion of CWSNs with specific reference to statements related to training exposure & skills of the teachers in elementary schools.

Table 4.2.1.2.1

Gender- wise teachers' Perception about inclusion of CWSNs with specific reference to Training exposure & skills of the teachers

Statement's focus	Gender	Perception			Fisher's Exact Test	df	'p' value	Remarks
		SA	A	UD				
Special training of regular teachers for inclusion of CWSNs	Men	53 (63.9)	28 (33.7)	2 (2.4)	2.859	2	.215	NS*
	Women	37 (55.2)	30 (44.8)	0 (0)				

Note: The columns of DA and SD were deleted because of zero responses

NS*- Not Significant at 0.05 level

Figures shown in parentheses indicates percentage of observed frequency

From the table 4.2.1.2.1, it is evident that *Fisher's Exact Test* shows no significant association between gender of the teachers and their perception about special training of regular teachers for inclusion of CWSNs in elementary schools, *Fisher's Exact Test* (2, $N=150$)=2.859, $p>.05$. It may therefore, be said that gender of the teachers and their perception about Special training of regular teachers for successful inclusion of CWSNs were found to be independent of each other.

Table 4.2.1.2.2

Gender- wise teachers' Perception about inclusion of CWSNs with specific reference to Training exposure & skills of the teachers

Statement's focus	Gender	Perception				Fisher's Exact test	df	'p' value	Remarks
		SA	A	UD	DA				
Collaboration between regular teachers and resource persons	Men	59 (71.1)	21 (25.3)	2 (2.4)	1 (1.2)	5.967	3	.074	NS*
	Women	38 (56.7)	26 (38.8)	0 (0)	3 (4.5)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at 0.05 level

Figures shown in parentheses indicates percentage of observed frequency

From the table 4.2.1.2.2, it is evident that *Fisher's Exact Test* shows no significant association between gender of the teachers and their perception about Collaboration between regular teachers and resource persons, *Fisher's Exact Test* (3, $N=150$)=5.967, $p>.05$. It may therefore, be said that gender of the teachers and their perception about collaboration between regular teachers and resource persons in order to tech CWSNs were found to be independent of each other.

Table 4.2.1.2.3

Gender- wise teachers' Perception about inclusion of CWSNs with specific reference to Training exposure & skills of the teachers

Statement's focus	Gender	Perception					χ^2	df	'p' value	Remarks
		SA	A	UD	DA	SD				
Teaching in inclusive set up increases the workload of teachers	Men	22 (26.5)	21 (25.3)	6 (7.2)	23 (27.7)	11 (13.3)	5.037	4	.292	NS*
	Women	13 (19.4)	25 (37.3)	4 (6)	12 (17.9)	13 (19.4)				

Note: NS*- Not Significant at 0.05 level

Figures shown in parentheses indicates percentage of observed frequency

From the table 4.2.1.2.3, it is evident that Chi- square analysis shows no significant association between gender of the teachers and their perception about increase of workloads because of teaching in inclusive set up, χ^2 (3, N=150)=5.037, $p>.05$. In particular, it can be said that gender of the teachers and their perception about increase of workload of teachers due to teaching in inclusive set up were found to be independent of each other.

Table 4.2.1.2.4

Gender- wise teachers' Perception about inclusion of CWSNs with specific reference to Training exposure & skills of the teachers

Statement	Gender	Perception				Fisher's Exact test	df	'p' Value	Remarks
		SA	A	UD	DA				
teachers need to be sensitive towards CWSNs	Men	44 (53)	38 (45.8)	0 (0)	1 (1.2)	2.632	3	.40	NS*
	Women	40 (59.7)	26 (38.8)	1 (1.5)	0 (0)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

From the table 4.2.1.2.4, it is evident that *Fisher's Exact Test* shows no significant association between gender of the teachers and their perception about teachers need to be sensitive towards CWSNs, *Fisher's Exact test* (3, N=150)=2.632, $p>.05$. It may, therefore, be said that gender of the teachers and their perception about teachers need to be sensitive towards CWSNs were found to be independent of each other.

4.2.1.3 Association between Gender of the teachers and their Perception about inclusion of CWSNs with specific reference to Statements related to Curriculum

Both Men and Women respondents were asked to state their perception about the statements related to curriculum for CWSNs in elementary schools and the data are presented below from Table 4.2.1.3.1 to 4.2.1.3.4 by calculating the association between gender of the teachers and their perception about the statements related to curriculum for CWSNs in elementary schools.

Table 4.2.1.3.1

Gender- wise teachers' Perception about inclusion of CWSNs with specific reference to Curriculum

Statement's focus	Gender	Perception					χ^2	df	'p' Value	Remarks
		SA	A	UD	DA	SD				
Simplification of curricula and textbook by the teachers	Men	21 (25.3)	40 (48.2)	9 (10.8)	8 (9.6)	5 (6)	3.567	4	.468	NS*
	Women	16 (23.9)	28 (41.8)	14 (20.9)	7 (10.4)	2 (3)				
essentiality of individualized educational plan (IEP) for teaching CWSNs	Men	21 (25.3)	32 (38.6)	9 (10.8)	15 (18.1)	6 (7.2)	3.543	4	.471	NS*
	Women	16 (23.9)	32 (47.8)	6 (8.9)	6 (8.9)	7 (10.4)				
Teaching aids available for CWSNs are helpful for non-disabled children also	Men	30 (36.1)	30 (36.1)	5 (6)	15 (18.1)	3 (3.6)	11.68	4	.018	S*
	Women	14 (20.9)	33 (49.3)	8 (11.9)	5 (7.5)	7 (10.4)				

Note: S*- Significant at .05 level NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from Table 4.2.1.3.1 that analysis of chi- square association test showed no significant association between gender of the teachers and their perception about simplification of curricula and textbook by the teachers, χ^2 (4, N=150)= 3.567, $p>.05$, and essentiality of individualized educational plan (IEP) for teaching CWSNs, χ^2 (4, N=150)= 3.543, $p>.05$. It may, therefore, be said that gender of the teachers and their perception about simplification of curricula and textbook by the teachers, and essentiality of individualized educational plan (IEP) for teaching CWSNs were found to be independent of each other.

Further, the table depicted a significant association between gender of the teachers and their perception about teaching aids available for CWSNs are helpful for

non- disabled children also, $\chi^2 (4, N=150) = 11.68, p < .05$. Further, If degree of positive perception is taken together then comparatively more men teachers (72%) positively perceived about ‘Teaching aids available for CWSNs are helpful for non- disabled children also’ than of their counterparts (around 70%). The table however shows that though both men and women teachers differ in their degree of perception (very positive & positive), majority of men and women teachers positively perceived that teaching aids available for CWSNs are helpful for non- disabled children also.

Table 4.2.1.3.2

Gender- wise teachers’ Perception about inclusion of CWSNs with specific reference to Curriculum

Statement’s focus	Gender	Perception					Fisher’s Exact Test	df	‘p’ Value	Remark
		SA	A	UD	DA	SD				
Active participation of CWSNs in curricular activities	Men	25 (30.1)	41 (49.4)	7 (8.4)	10 (12)	0 (0)	8.947	4	.044	S*
	Women	17 (25.4)	22 (32.8)	13 (19.4)	14 (20.9)	1 (1.5)				
Specially designed learning materials facilitate learning of CWSNs	Men	19 (22.9)	35 (42.2)	6 (7.2)	22 (26.5)	1 (1.2)	3.895	4	.407	NS*
	Women	23 (34.3)	27 (40.3)	2 (3)	15 (22.4)	0 (0)				
extra attention to CWSNs by the teachers	Men	44 (53)	35 (42.2)	4 (4.8)	0 (0)	0 (0)	4.051	4	.329	NS*
	Women	28 (41.8)	32 (47.8)	5 (7.5)	1 (1.5)	1 (1.5)				

S*- Significant at .05 level **NS*-** Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from Table 4.2.1.3.2 that analysis of *Fisher’s Exact Test* showed significant association between gender of the teachers and their perception about active participation of CWSNs in curricular activities, *Fisher’s Exact Test* (4, N=150) = 8.947, $p < .05$. Further, the table depicted that If degree of positive perception is taken together then comparatively majority of men teachers positively (around 80%) perceived about active participation of CWSNs in curricular activities as compare to their women counterparts (around 58%). This may be due to the reason that more men teachers were engaging the CWSNs in different curricular activities than the Women teachers.

However, *Fisher's Exact Test* showed no significant association between gender of the teachers and their perception about Specially designed learning materials facilitate learning of CWSNs, *Fisher's Exact Test* (4, N=150)= 3.895, $p>.05$, and extra attention to CWSNs by the teachers, *Fisher's Exact Test* (4, N=150)= 4.051, $p>.05$. It may, therefore, be said that gender of the teachers and their perception about the statements i.e., specially designed learning materials facilitate learning of CWSNs, and extra attention to CWSNs by the teachers were found to be independent of each other.

Table 4.2.1.3.3

Gender- wise teachers' Perception about inclusion of CWSNs with specific reference to Curriculum

Statement's focus	Gender	Perception				<i>Fisher's Exact Test</i>	df	'p' Value	Remark
		SA	A	UD	DA				
Adaptation of syllabus & teaching materials for CWSNs	Men	32 (38.6)	41 (49.4)	6 (7.2)	4 (4.8)	0.617	3	.913	NS*
	Women	26 (38.8)	31 (46.3)	5 (7.5)	5 (7.5)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from table 4.2.1.3.3 that *Fisher's Exact Test* showed no significant association between gender of the teachers and their perception about adaptation of syllabus and teaching materials for CWSNs in elementary schools, *Fisher's Exact Test* (3, N=150)= 0.617, $p>.05$. It may, therefore, be said that, gender of the teachers and their perception about adaptation of teaching materials for CWSNs in elementary schools were found to be independent of each other.

Table 4.2.1.3.4

Gender- wise teachers' Perception about inclusion of CWSNs with specific reference to Curriculum

Statement's focus	Gender	Perception		χ^2	df	'p' Value	Remarks
		SA	A				
Adaptation of varied methods of instruction to suit the CWSNs	Men	55 (66.3)	28 (33.7)	0.096	1	.861	NS*
	Women	46 (68.7)	21 (31.3)				

Note: The columns of UD, DA and SD were deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from table 4.2.1.3.4 that Chi- square association test showed no significant association between gender of the teachers and their perception about adaptation of varied methods of instruction to suit the CWSNs in elementary schools, $\chi^2 (1, N=150) = 0.096, p > .05$. It may, therefore, be said that, gender of the teachers and their perception about adaptation of varied methods of instruction to suit the CWSNs in elementary schools were found to be independent of each other.

4.2.1.4 Association between Gender of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Assessment

Both Men and Women respondents were asked to state their perception about the statements related to assessment for CWSNs in elementary schools and the data are presented below in Table 4.2.1.4.1 and 4.2.1.4.2 by calculating the association between gender of the teachers and their perception about the statements related to assessment for CWSNs in elementary schools.

4.2.1.4.1

Gender-wise teachers' Perception about inclusion of CWSNs with specific reference to Assessment

Statement's focus	Gender	Perception				Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA				
flexible assessment strategies	Men	41 (49.4)	37 (44.55)	1 (1.2)	4 (4.8)	2.632	3	.472	NS*
	Women	35 (52.2)	28 (41.8)	3 (4.5)	1 (1.5)				
special question papers may make the CWSN stress free	Men	32 (38.55)	37 (44.55)	11 (13.25)	3 (3.6)	4.095	3	.250	NS*
	Women	30 (44.77)	33 (49.25)	3 (4.47)	1 (1.5)				
provision of extend of time in examination make CWSNs stress free	Men	43 (51.8)	33 (39.8)	4 (4.8)	3 (3.6)	2.699	3	.471	NS*
	Women	29 (43.3)	35 (52.2)	2 (3)	1 (1.5)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is observed in table 4.2.1.4.1 that *Fisher's Exact Test* showed no significant association between gender of the teachers and their perception about flexible assessment strategies, *Fisher's Exact Test* (3, N=150) = 2.632, $p > .05$, Special question

papers may make the CWSNs stress free, *Fisher's Exact Test* (3, N=150) = 4.095, $p > .05$, and provision of extend of time in examination make CWSNs stress free, *Fisher's Exact Test* (3, N=150) = 2.699, $p > .05$. It may, therefore, be said that, gender of the teachers and their perception about flexible assessment strategies, Special question papers, and provision of extend of time in examination to make CWSNs stress free were found to be independent of each other.

4.2.1.4.2

Gender-wise teachers' Perception about inclusion of CWSNs with specific reference to Assessment

Statement's focus	Gender	Perception					Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA	SD				
provision of scribes for VI students	Men	36 (43.4)	37 (44.6)	3 (3.6)	7 (8.4)	0 (0)	5.29	4	.226	NS*
may make them stress free	Women	30 (44.8)	34 (50.7)	1 (1.5)	1 (1.5)	1 (1.5)				

Note: NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is observed in table 4.2.1.4.2 that *Fisher's exact test* showed no significant association between gender of the teachers and their perception about provision of scribes for making children with VI stress free, *Fisher's exact test* (4, N=150) = 5.29, $p > .05$. It may, therefore, be said that, gender of the teachers and their perception about provision of scribes for making children with VI stress free were found to be independent of each other.

4.2.1.5 Association between Gender of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Benefits of Inclusive Education

Both Men and Women respondents were asked to state their perception about the statements related to assessment for CWSNs in elementary schools and the data are presented below in Table 4.2.1.5.1 and 4.2.1.5.4 by calculating the association between gender of the teachers and their perception about the statements related to assessment for CWSNs in elementary schools.

Table 4.2.1.5.1

Gender-wise teachers' Perception about inclusion of CWSNs with specific reference to Benefits of Inclusive Education

Statement's focus	Gender	Perception					Fisher's Exact Test	df	'p' Value	Remarks
		SA	A	UD	DA	SD				
quick development of academic skills by CWSNs in a regular classroom than in a special classroom.	Men	33 (39.8)	32 (38.6)	5 (6)	10 (12)	3 (3.6)	5.43	4	.236	NS*
	Women	20 (29.9)	27 (40.3)	8 (11.9)	12 (17.9)	0 (0)				
comfortableness of normal students to study with CWSNs	Men	22 (26.5)	46 (55.4)	5 (6)	10 (12)	0	11.058	4	.017	S*
	Women	14 (20.9)	25 (37.3)	7 (10.4)	19 (28.4)	2 (3.0)				

Note: NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is observed in table 4.2.1.5.1 that *Fisher's exact test* showed no significant association between gender of the teachers and their perception about quick development of academic skills by CWSNs in a regular classroom than in a special classroom, *Fisher's exact test* (4, N=150) = 5.43, $p > .05$. It may, therefore, be said that, gender of the teachers and their perception about quick development of academic skills by CWSNs in a regular classroom than in a special classroom was found to be independent of each other.

However, significant association was found between gender of the teachers and their perception about comfortableness of normal students to study with CWSNs, *Fisher's exact test* (4, N=150) = 11.058, $p < .05$. It shows that the perception of Men and Women teachers about comfortableness of normal students to study with CWSNs differ significantly. Table shows that If degree of positive perception is taken together then comparatively more men teachers (82%) positively perceived regarding comfortableness of normal students to study with CWSNs than the Women teachers (58%). The reason may be attributed to the notion that in the classes more men teachers were making aware of normal students about acceptance of CWSNs.

Table 4.2.1.5.2

Gender-wise teachers' Perception about inclusion of CWSNs with specific reference to Benefits of Inclusive Education

Statement's focus	Gender	Perception					χ^2	df	'p' Value	Remarks
		SA	A	UD	DA	SD				
CWSNs don't have the feeling of isolation in the regular classroom	Men	20 (24.1)	35 (42.2)	5 (6)	15 (18.1)	8 (9.6)	0.696	4	.955	NS*
	Women	14 (20.9)	29 (43.3)	6 (9)	11 (16.4)	7 (10.4)				

Note: NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is observed in table 4.2.1.5.2 that Chi- square association test showed no significant association between gender of the teachers and their perception about quick development of academic skills by CWSNs in a regular classroom than in a special classroom, non- isolation feeling of CWSNs in the regular classroom, χ^2 (4, $N=150$) = 0.696, $p>.05$. It may, therefore, be said that, gender of the teachers and their perception about non- isolation feeling of CWSNs in the regular classroom were found to be independent of each other.

Table 4.2.1.5.3

Gender-wise teachers' Perception about inclusion of CWSNs with specific reference to Benefits of Inclusive Education

Statement's focus	Gender	Perception				χ^2	df	'p' Value	Remarks
		SA	A	UD	DA				
Parents of normal students don't complain about the inclusion of CWSNs	Men	27 (32.5)	39 (47)	11 (13.3)	6 (7.2)	.507	3	.927	NS*
	Women	19 (28.4)	34 (50.7)	8 (11.9)	6 (9)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is observed in table 4.2.1.5.3 that Chi- square association test showed no significant association between gender of the teachers and their perception about the statement "Parents of normal students don't complain about the inclusion of CWSNs", χ^2 (3, $N=150$) = 0.507, $p>.05$. It may, therefore, be said that, gender of the teachers and their perception about the statement 'Parents of children without special needs don't complain about the inclusion of CWSNs' was found to be independent of each other.

Table 4.2.1.5.4

Gender-wise teachers' Perception about inclusion of CWSNs with specific reference to Benefits of Inclusive Education

Statement's focus	Gender	Perception				Fisher's Exact Test	df	'p' Value	Remarks
		SA	A	UD	DA				
comfortableness of CWSNs to study with normal students	Men	31	46	5	1	1.634	3	.705	NS*
		(37.3)	(55.4)	(6)	(1.2)				
	Women	24	37	3	3				
		(35.8)	(55.2)	(4.5)	(4.5)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is observed in table 4.2.1.5.4 that *Fisher's exact test* showed no significant association between gender of the teachers and their perception about the comfortableness of CWSNs to study with normal students, *Fisher's Exact Test* (3, N=150) =1.634, $p>.05$. It may, therefore, be said that, gender of the teachers and their perception about comfortableness of CWSNs to study with normal students were found to be independent of each other.

4.2.2 Association between Teaching Experience of the teachers and their overall perception about inclusion of CWSNs

The objective was to study the association between teaching Experiences of the teachers and their perception about inclusion of CWSNs. The data were analysed by using *Fisher's Exact Test* and the results are presented below in table 4.2.2.

Table: 4.2.2

Teaching experiences of the teachers and their overall perception about inclusion of CWSNs

Teaching Experience	Perceptions			Fisher's Exact Test	df	'p' Value	Remark
	SA	A	UD				
≤10 years	3(4.5)	60(89.6)	4(6)	4.117	4	.333	NS*
11-20 years	1(1.6)	59(96.7)	1(1.6)				
>20 years	1(4.5)	19(86.4)	2(9.1)				

Note: The columns of DA and SD were deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2 that the analysis of *Fisher's Exact Test* shown no statistical association between teaching experiences of the teachers and their perception about inclusion of CWSNs, *Fisher's Exact Test* (4, N=150)=4.117, $p>.05$.

Therefore, the (H_{01}) null hypothesis-one i.e., “There is no significant association between the teaching experiences of the teachers and their perception towards inclusion of CWSNs in elementary schools” is accepted. It may, therefore, be said that teaching experiences of the teacher and their perception about inclusion of CWSNs were found to be independent of each other.

After having examined the overall perception, and after having found statistically non- significant association between teaching experiences of the teachers and their overall perception about inclusion of CWSNs, the researcher thought it worthwhile to analyse the perception of teachers statement wise so as to find out the association between the teaching experiences of the teachers and their perception about inclusion of CWSNs with specific reference to statements related to different dimensions i.e., classroom environment, training exposure & skills of the teachers, curriculum, assessment, and benefits of inclusive education. The data are presented from sub- section 4.2.2.1 to 4.2.2.5.

4.2.2.1 Association between Teaching Experience of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Classroom Environment

Respondents were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to Classroom Environment and the data are presented below from table 4.2.2.1.1 to 4.2.2.1.5 by calculating statement wise association between teaching experience of the teachers and their perception about the statements related classroom environment in elementary schools.

Table- 4.2.2.1.1

Teaching Experience-wise teachers’ Perception about inclusion of CWSNs with specific reference to Classroom Environment

Statement’s focus	Teaching Experience	Perception			Fisher’s Exact Test	df	‘p’ Value	Remarks
		SA	A	UD				
every child’s right to be educated in the regular class	≤ 10 years	50 (74.6)	17 (25.4)	0 (0)	7.149	4	.082	NS*
	11-20 years	46 (75.4)	15 (24.6)	0 (0)				
	>20 years	17 (77.3)	3 (13.6)	2 (9.1)				

Note: The columns of DA and SD were deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.1.1 that the analysis of *Fisher's Exact Test* showed no significant association between teaching experiences of the teachers and their perception about every child's right to be educated in the regular class, *Fisher's Exact Test* (4, $N=150$)=7.149, $p>.05$. It may, therefore, be said that teaching experiences of the teachers and their perception about every child's right to be educated in the regular class were found to be independent of each other.

Table- 4.2.2.1.2

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Classroom Environment

Statement's focus	Teaching Experience	Perception					Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA	SD				
inclusion of only moderate and mild level CWSNs	≤ 10 years	17 (25.37)	26 (38.8)	5 (7.46)	15 (22.38)	4 (5.97)	8.992	8	.305	NS*
	11-20 years	25 (41)	17 (27.8)	5 (8.19)	14 (23)	0 (0)				
	>20 years	8 (36.3)	8 (36.3)	0 (0)	6 (27.3)	0 (0)				
difficulty in teaching CWSNs in regular class	≤ 10 years	13 (19.4)	29 (43.3)	0 (0)	22 (32.8)	3 (4.5)	9.963	8	.226	NS*
	11-20 years	7 (11.4)	28 (45.9)	5 (8.2)	17 (27.9)	4 (6.6)				
	>20 years	5 (22.7)	8 (36.4)	0 (0)	9 (40.9)	0 (0)				
benefit of CWSNs in the regular classroom	≤ 10 years	13 (19.4)	35 (52.2)	4 (6)	14 (20.9)	1 (1.5)	6.408	8	.618	NS*
	11-20 years	20 (32.7)	30 (49.2)	4 (6.6)	7 (11.5)	0 (0)				
	>20 years	4 (18.2)	13 (59.1)	1 (4.5)	4 (18.2)	0 (0)				

Note: NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.1.2 that the analysis of *Fisher's Exact Test* showed no significant association between teaching experiences of the teachers and their perception about inclusion of only moderate and mild level CWSNs, *Fisher's Exact Test* (8, $N=150$)=8.992, $p>.05$, difficulty in teaching CWSNs in regular class, *Fisher's Exact Test* (8, $N=150$)=9.963, $p>.05$, benefit of CWSNs in the regular classroom, *Fisher's Exact Test* (8, $N=150$)=6.408, $p>.05$. It may, therefore, be said that teaching experiences of the teachers and their perception about inclusion of only moderate and mild level CWSNs, difficulty in teaching CWSNs in regular class, and

benefit of CWSNs in the regular classroom were found to be independent of each other.

Table- 4.2.2.1.3

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Classroom Environment

Statement's focus	Teaching Experience	Perception					χ^2	df	'p' Value	Remark
		SA	A	UD	DA	SD				
separate classrooms for social and emotional development of the CWSNs	≤10 years	10 (14.9)	12 (17.9)	7 (10.4)	29 (43.3)	9 (13.4)	10.652	8	.211	NS*
	11-20 years	8 (13.1)	17 (27.9)	10 (16.4)	16 (26.2)	10 (16.4)				
	>20 years	6 (27.3)	8 (36.3)	2 (9.1)	4 (18.2)	2 (9.1)				
difficult to meet individual needs in general classroom	≤10 years	7 (10.4)	26 (38.8)	9 (13.4)	18 (26.9)	7 (10.4)	7.607	8	.469	NS*
	11-20 years	15 (24.6)	20 (32.7)	8 (13.1)	14 (23)	4 (6.6)				
	>20 years	6 (27.3)	7 (31.8)	1 (4.5)	5 (22.7)	3 (13.6)				

Note: NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.1.3 that the analysis of chi square test showed no significant association between teaching experiences of the teachers and their perception about separate classrooms for social and emotional development of the CWSNs, χ^2 (8, N=150)= 10.652, $p>.05$ and difficult to meet individual needs in general classroom, χ^2 (8, N=150)= 7.607, $p>.05$. It may, therefore, be said that teaching experiences of the teachers and their perception about separate classrooms for social and emotional development of the CWSNs, and difficult to meet individual needs in general classroom were found to be independent of each other.

Table- 4.2.2.1.4

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Classroom Environment

Statement's focus	Teaching Experience	Perception				Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA				
making of small group helps CWSNs to learn from the peers	≤10 years	35 (52.2)	32 (47.8)	0 (0)	0 (0)	6.693	6	.284	NS*
	11-20 years	37 (60.7)	23 (37.7)	1 (1.6)	0 (0)				
	>20 years	12 (54.5)	9 (40.9)	0 (0)	1 (4.5)				
CWSNs can perform equally well like other students	≤10 years	26 (38.8)	34 (50.7)	5 (7.5)	2 (3.0)	2.579	6	.884	NS*
	11-20 years	29 (47.5)	29 (47.5)	2 (3.3)	1 (1.6)				
	>20 years	11 (50)	10 (45.5)	1 (4.5)	0 (0)				

Note: The column SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.1.4 that the analysis of *Fisher's Exact Test* showed no significant association between teaching experiences of the teachers and their perception about making of small group helps CWSNs to learn from the peers, *Fisher's Exact Test* (6, N=150) =6.693, $p>.05$, CWSNs can perform equally well like other students, *Fisher's Exact Test* (6, N=150) =2.579, $p>.05$. It may, therefore, be said that teaching experiences of the teachers and their perception about making of small group helps CWSNs to learn from the peers and CWSNs can perform equally well like other students were found to be independent of each other.

Table- 4.2.2.1.5

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Classroom Environment

Statement's focus	Teaching Experience	Perception				Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	SD				
quality education cannot be achieved without taking care of the needs of the CWSNs	≤10 years	34 (50.7)	32 (47.8)	1 (1.5)	0 (0)	7.626	6	.169	NS*
	11-20 years	36 (59)	23 (37.7)	0 (0)	2 (3.3)				
	>20 years	15 (68.2)	6 (27.3)	1 (4.5)	0 (0)				

Note: The column of DA was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.1.5 that the analysis of *Fisher's Exact Test* showed no significant association between teaching experiences of the teachers and their perception about quality education cannot be achieved without taking care of the needs of the CWSNs, *Fisher's Exact Test* (6, $N=150$) = 7.626, $p > .05$. It may, therefore, be said that teaching experiences of the teachers and their perception about quality education cannot be achieved without taking care of the needs of the CWSNs was found to be independent of each other.

4.2.2.2 Association between Teaching Experience of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Training Exposure and Skills of Teachers

Respondents were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to Training Exposure and Skills of Teachers and the data are presented below from table 4.2.2.2.1 to 4.2.2.2.3 by calculating statement wise association between teaching experience of the teachers and their perception about the statements related to Training Exposure and Skills of Teachers.

Table-4.2.2.2.1

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Training Exposure & Skills of Teachers dimension

Statement's focus	Teaching Experience	Perception			Fisher's Exact Test	df	'p' value	Remark
		SA	A	DA				
special training of regular teachers for successful inclusion of CWSNs	≤ 10 years	39 (58.2)	27 (40.3)	1 (1.5)	1.192	4	.914	NS*
	11-20 years	36 (59)	24 (39.3)	1 (1.6)				
	>20 years	15 (68.2)	7 (31.8)	0 (0)				

Note: The columns of UD and SD were deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.2.1 that the analysis of *Fisher's Exact Test* showed no significant association between teaching experiences of the teachers and their perception about Special training of regular teachers for successful inclusion of CWSNs, *Fisher's Exact Test* (4, $N=150$) = 1.192, $p > .05$. It may, therefore, be said that teaching experiences of the teachers and their perception about Special training of

regular teachers for successful inclusion of CWSNs was found to be independent of each other.

Table-4.2.2.2.2

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Training Exposure & Skills of Teachers dimension

Statement's focus	Teaching Experience	Perception				Fisher's Exact Test	df	'p' value	Remark
		SA	A	UD	DA				
collaboration between regular teachers and resource persons	≤10 years	36 (53.7)	30 (44.8)	0	1 (1.5)	13.504	6	.012	S*
	11-20 years	44 (72.1)	14 (23)	1 (1.6)	2 (3.3)				
	>20 years	17 (77.3)	3 (13.6)	1 (4.5)	1 (4.5)				
teachers need to be sensitive towards CWSNs	≤10 years	28 (41.8)	37 (55.2)	1 (1.5)	1 (1.5)	11.881	6	.021	S*
	11-20 years	41 (67.2)	20 (32.8)	0	0				
	>20 years	15 (68.2)	7 (31.8)	0	0				

Note: The column of SD was deleted because of zero responses

S*- Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.2.2 that the analysis of *Fisher's Exact Test* showed significant association between teaching experiences of the teachers and their perception about collaboration between regular teachers and resource persons, *Fisher's Exact Test* (6, N=150) =13.504, $p<.05$, and teachers need to be sensitive towards CWSNs, *Fisher's Exact Test* (6, N=150) =11.881, $p<.05$. Further, If degree of positive perception is taken together then comparatively more number of teachers with ≤10 years of teaching experience (98.5%) positively perceived about 'collaboration between regular teachers and resource persons' as compared to teachers having 11- 20 years (95%) and > 20 years (91%) of teaching experience. However, table shows that though teachers having ≤10 years, 11-20 years, and >20 years of teaching experience differ in their degree of perception (very positive & positive), most of the teachers perceived positively about the statement irrespective of their degree of perception.

Similarly, with regard to the statement 'teachers need to be sensitive towards CWSNs', If degree of positive perception is taken together then comparatively more number of teachers (100%) having 11- 20 years, and > 20 years of teaching experience positively perceived about the statement as compared to teachers having ≤

10 years of teaching experience (97%). However, table shows that though teachers having ≤ 10 years, 11-20 years, and >20 years of teaching experience differ in their degree of perception (very positive & positive), most of the teachers perceived positively about the statement irrespective of their degree of perception.

Table-4.2.2.2.3

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Training Exposure & Skills of Teachers

Statement's Focus	Teaching Experience	Perception					Fisher's Exact Test	df	'p' Value	Remarks
		SA	A	UD	DA	SD				
Teaching in inclusive set up increases the workload of teachers	≤ 10 years	16 (23.9)	25 (37.3)	4 (6)	16 (23.9)	6 (8.9)	6.962	8	.537	NS*
	11-20 years	13 (21.3)	15 (24.5)	4 (6.6)	15 (24.5)	14 (23)				
	>20 years	6 (27.3)	6 (27.3)	2 (9)	4 (18.2)	4 (18.2)				

Note: NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.2.3 that the analysis of *Fisher's Exact Test* showed no significant association between teaching experiences of the teachers and their perception about teaching in inclusive set up increases the workload of teachers, *Fisher's Exact Test* (8, $N=150$) = 1.192, $p > .05$. It may, therefore, be said that teaching experiences of the teachers and their perception about teaching in inclusive set up increases the workload of teachers was found to be independent of each other.

4.2.2.3 Association between Teaching Experience of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Curriculum

Respondents were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to curriculum and the data are presented below from table 4.2.2.3.1 to 4.2.2.3.3 by calculating statement wise association between teaching experience of the teachers and their perception about the statements related to Curriculum of CWSNs in elementary schools.

Table- 4.2.2.3.1

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Curriculum

Statement's Focus	Teaching Experience	Perception				Fisher's Exact Test	df	'P' Value	Remarks
		SA	A	UD	DA				
adaptation of Syllabus & Teaching materials for CWSNs	≤10 years	25 (37.3)	37 (55.2)	0	5 (7.5)	14.112	6	.019	S*
	11-20 years	25 (41)	25 (41)	9 (14.7)	2 (3.3)				
	>20 years	8 (36.4)	10 (45.4)	2 (9.1)	2 (9.1)				

Note: The column SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.3.1 that the analysis of *Fisher's Exact Test* showed significant association between teaching experiences of the teachers and their perception about adaptation of syllabus & teaching materials for CWSNs, *Fisher's Exact Test* (6, N=150) =14.112, $p<.05$. Further, table shows that if degree of positive perception is taken together then comparatively more number of teachers (93%) having ≤10 years of teaching experience positively perceived about adaptation of Syllabus & Teaching materials for CWSNs as compared to teachers having 11- 20 years , and > 20 years (around 82%) of teaching experience. However, though teachers vary in their degree of perception, most of the teachers of the total teachers positively perceived about the statement.

Table- 4.2.2.3.2

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Curriculum

Statement's focus	Teaching experiences	Perception					Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA	SD				
active participation of CWSNs in curricular activities	≤10 years	15 (22.4)	28 (41.8)	13 (19.4)	11 (16.4)	0 (0)	8.234	8	.398	NS*
	11-20 years	17 (27.9)	27 (44.3)	6 (9.8)	10 (16.4)	1 (1.6)				
	>20 years	10 (45.5)	8 (36.4)	1 (4.5)	3 (13.6)	0 (0)				
extra attention to CWSNs by the teachers	≤10 years	29 (43.3)	35 (52.2)	1 (1.5)	1 (1.5)	1 (1.5)	12.251	8	.076	NS*
	11-20 years	32 (52.4)	25 (41)	4 (6.6)	0 (0)	0 (0)				
	>20 years									

		>20 years	11 (50)	7 (31.8)	4 (18.2)	0 (0)	0 (0)				
		≤10 years	15 (22.4)	35 (52.2)	6 (9)	6 (9)	5 (7.4)				
simplification of curricula and textbook by the teachers		11-20 years	14 (23)	26 (42.6)	12 (19.6)	7 (11.5)	2 (3.3)	8.59	8	.355	NS*
		>20 years	8 (36.4)	7 (31.8)	5 (22.7)	2 (9.1)	0 (0)				
essentiality of individualized educational plan (IEP) for teaching CWSNs		≤10 years	12 (17.9)	31 (46.3)	6 (9)	10 (14.9)	8 (11.9)				
		11-20 years	18 (29.5)	23 (37.7)	6 (9.8)	9 (14.8)	5 (8.2)	6.436	8	.60	NS*
		>20 years	7 (31.8)	10 (45.5)	3 (13.6)	2 (9.1)	0 (0)				
teaching aids available for CWSNs are helpful for non- disabled children		≤10 years	17 (25.3)	28 (41.8)	6 (9.0)	12 (17.9)	4 (6)				
		11-20 years	19 (31.1)	26 (42.6)	6 (9.8)	6 (9.8)	4 (6.6)	3.487	8	.91	NS*
		>20 years	8 (36.4)	9 (40.9)	1 (4.5)	2 (9.1)	2 (9.1)				
pecially designed learning materials facilitate learning of CWSNs		≤10 years	16 (23.9)	28 (41.8)	7 (10.4)	16 (23.9)	0 (0)				
		11-20 years	20 (32.8)	26 (42.6)	0 (0)	14 (23)	1 (1.6)	10.221	8	.20	NS*
		>20 years	6 (27.3)	8 (36.4)	1 (4.5)	7 (31.8)	0 (0)				

Note: NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.3.2 that the analysis of *Fisher's Exact Test* showed no significant association between teaching experiences of the teachers and their perception about active participation of CWSNs in curricular activities, with the value *Fisher's Exact Test* (8, N=150) =8.234, $p>.05$, extra attention to CWSNs by the teachers, with the value *Fisher's Exact Test* (8, N=150) =12.251, $p>.05$, simplification of curricula and textbook by the teachers, with the value *Fisher's Exact Test* (8, N=150) =8.59, $p>.05$, essentiality of individualized educational plan (IEP) for teaching CWSNs, with the value *Fisher's Exact Test* (8, N=150) =6.436, $p>.05$, teaching aids available for CWSNs are helpful for non- disabled children, with the value *Fisher's Exact Test* (8, N=150) =3.487, $p>.05$, and specially designed learning materials facilitate learning of CWSNs, with the value *Fisher's Exact Test* (8, N=150),=10.221, $p>.05$. It may, therefore, be said that teaching experiences of the

teachers and their perception about active participation of CWSNs in curricular activities, extra attention to CWSNs by the teachers, simplification of curricula and textbook by the teachers, essentiality of individualized educational plan (IEP) for teaching CWSNs, teaching aids available for CWSNs are helpful for non- disabled children, and specially designed learning materials facilitate learning of CWSNs were found to be independent of each other.

Table- 4.2.2.3.3

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Curriculum

Statement's focus	Teaching Experience	Perception		χ^2	df	'p' Value	Remark
		SA	A				
adaptation of varied methods of instruction to suit the CWSNs	≤ 10 years	44 (65.7)	23 (34.3)	.155	2	.944	NS*
	11-20 years	19 (31.1)	42 (68.9)				
	>20 years	7 (31.8)	15 (68.2)				

Note: The columns of UD, DA, and SD were deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.3.3 that the analysis of chi- square test showed no significant association between teaching experiences of the teachers and their perception about adaptation of varied methods of instruction to suit the CWSNs, χ^2 (2, $N=150$) =.155, $p>.05$. It may, therefore, be said that teaching experiences of the teachers and their perception about adaptation of varied methods of instruction to suit the CWSNs was found to be independent of each other.

4.2.2.4 Association between Teaching Experience of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Assessment for CWSNs

Respondents were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to Classroom Environment and the data are presented below from table 4.2.2.4.1 to 4.2.2.4.2 by calculating statement wise association between teaching experience of the teachers and their perception about the statements related to assessment for CWSNs in elementary schools.

Table- 4.2.2.4.1

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Assessment

Statement's focus	Teaching Experience	Perception				Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA				
flexible assessment strategies	≤10 years	31 (46.3)	28 (41.7)	3 (4.5)	5 (7.5)	6.772	6	.291	NS*
	11-20 years	34 (55.7)	26 (42.6)	1 (1.6)	0 (0)				
	>20 years	11 (50)	11 (50)	0 (0)	0 (0)				
special question papers may make the CWSNs stress free	≤10 years	26 (38.8)	32 (47.8)	7 (10.4)	2 (3)	1.127	6	.996	NS*
	11-20 years	27 (44.3)	27 (44.3)	5 (8.2)	2 (3.3)				
	>20 years	9 (40.9)	11 (50)	2 (9.1)	0 (0)				
provision of extend of time in examination make CWSNs stress free	≤10 years	29 (43.3)	36 (53.7)	1 (1.5)	1 (1.5)	8.195	6	.171	NS*
	11-20 years	31 (50.8)	25 (41)	4 (6.6)	1 (1.6)				
	>20 years	12 (54.5)	7 (31.8)	1 (4.5)	2 (9.1)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.4.1 that the analysis of *Fisher's Exact Test* showed no significant association between teaching experiences of the teachers and their perception about flexible assessment strategies, with the value *Fisher's Exact Test* (6, N=150) =6.772, $p>.05$, 'Special question papers may make the CWSNs stress free' with the value *Fisher's Exact Test* (6, N=150) =1.127, $p>.05$, and provision of extend of time in examination make CWSNs stress free with the value, *Fisher's Exact Test* (6, N=150) =8.195, $p>.05$. It may, therefore, be said that teaching experiences of the teachers and their perception about flexible assessment strategies, 'Special question papers may make the CWSNs stress free', and provision of extend of time in examination to make CWSNs stress free were found to be independent of each other.

Table- 4.2.2.4.2

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Assessment

Statement's focus	Teaching Experience	Perception					Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA	SD				
provision of scribes for VI students make them stress free	≤10 years	27 (40.3)	32 (47.7)	3 (4.5)	5 (7.5)	0 (0)	6.576	8	.583	NS*
	11-20 years	30 (49.2)	28 (45.9)	1 (1.6)	1 (1.6)	1 (1.6)				
	>20 years	9 (40.9)	11 (50)	0 (0)	2 (9.1)	0 (0)				

Note: NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.4.2 that the analysis of *Fisher's Exact Test* showed no significant association between teaching experiences of the teachers and their perception about provision of scribes for VI students make them stress free, *Fisher's Exact Test* (8, N=150) =6.576, $p>.05$. It may, therefore, be said that teaching experiences of the teachers and their perception about provision of scribes for VI students make them stress free was found to be independent of each other.

4.2.2.5 Association between Teaching Experience of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Benefits of Inclusive Education

Respondents were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to benefits of inclusive education and the data are presented below from table 4.2.2.5.1 to 4.2.2.5.2 by calculating statement wise association between teaching experience of the teachers and their perception about the statements related to benefits of inclusive education in elementary schools.

Table- 4.2.2.5.1

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Benefits of Inclusive Education

Statement's focus	Teaching Experience	Perception					Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA	SD				
quick development of academic skills by CWSNs in a regular classroom than in a special classroom	≤10 years	16 (23.9)	27 (40.3)	7 (10.4)	17 (25.4)	0 (0)	18.03	8	.011	S*
	11-20 years	26 (42.6)	25 (41)	5 (8.2)	3 (4.9)	2 (3.3)				
	>20 years	11 (50)	7 (31.8)	1 (4.5)	2 (9.1)	1 (4.5)				

CWSNs don't have the feeling of isolation in the regular classroom	≤10 years	13 (19.4)	23 (34.3)	7 (10.4)	18 (26.9)	6 (9)				
	11-20 years	15 (24.6)	30 (49.2)	4 (6.6)	5 (8.2)	7 (11.5)	11.59	8	.15	NS*
	>20 years	6 (27.3)	11 (50)	0 (0)	3 (13.6)	2 (9.1)				
comfortableness of normal students to study with CWSNs	≤10 years	16 (23.9)	26 (38.8)	6 (8.9)	17 (25.4)	2 (3)				
	11-20 years	11 (18)	36 (59)	5 (8.2)	9 (14.8)	0	10.3	8	.198	NS*
	>20 years	9 (40.9)	9 (40.9)	1 (4.5)	3 (13.6)	0				

Note: NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is apparent from the Table 4.2.2.5.1 that the analysis of *Fisher's Exact Test* showed significant association between teaching experiences of the teachers and their perception about quick development of academic skills by CWSNs in a regular classroom than in a special classroom, *Fisher's Exact Test* (8, N=150) =18.03, $p < .05$. Further, If degree of positive perception is taken together then comparatively majority of the teachers having 11- 20 years of teaching experience (84%), and > 20 years (around 82%) of teaching experience positively perceived about 'quick development of academic skills by CWSNs in a regular classroom than in a special classroom' as compared to teachers having ≤10 years (64%) of teaching experience.

However, no significant association was found between teaching experiences of the teachers and their perception about the statements 'CWSNs don't have the feeling of isolation in the regular classroom', *Fisher's Exact Test* (8, N=150) =11.59, $p > .05$, and comfortableness of Normal students to study with CWSNs, *Fisher's Exact Test* (8, N=150) =10.3, $p > .05$. It may, therefore, be said that teaching experiences of the teachers and their perception about the statements 'CWSNs don't have the feeling of isolation in the regular classroom', and comfortableness of Normal students to study with CWSNs were found to be independent of each other.

Table- 4.2.2.5.2

Teaching Experience-wise teachers' Perception about inclusion of CWSNs with specific reference to Benefits of Inclusive Education

Statements	Teaching Experience	Perception				Fisher's Exact Test	df	'p' Value	Remarks
		SA	A	UD	DA				
Parents of normal students don't complain about inclusion of CWSNs	≤10 years	21 (31.3)	35 (52.2)	6 (9)	5 (7.5)	3.25	6	.791	NS*
	11-20 years	17 (27.9)	30 (49.2)	9 (14.8)	5 (8.2)				
	>20 years	8 (36.4)	8 (36.4)	4 (18.2)	2 (9.1)				
comfortableness of CWSNs to study with normal students	≤10 years	27 (40.3)	33 (49.2)	5 (7.5)	2 (3)	3.38	6	.76	NS*
	11-20 years	19 (31.1)	38 (62.3)	2 (3.3)	2 (3.3)				
	>20 years	9 (40.9)	12 (54.5)	1 (4.5)	0 (0)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.2.5.2 that the analysis of *Fisher's Exact Test* showed no significant association between teaching experiences of the teachers and their perception about the statements of 'parents of normal students don't complain about inclusion of with CWSNs', *Fisher's Exact Test* (6, $N=150$) =3.25, $p>.05$, and comfortableness of CWSNs to study with normal students, *Fisher's Exact Test* (6, $N=150$) =3.38, $p>.05$. It may, therefore, be said that teaching experiences of the teachers and their perception about the statements of 'parents of normal students don't complain about inclusion of with CWSNs' and comfortableness of CWSNs to study with normal students were found to be independent of each other.

4.2.3 Association between Training on Inclusive Education of the teachers and their overall perception about inclusion of CWSNs

The objective was to study the association between training on inclusive education of the teachers and their perception about inclusion of CWSNs. The data were analysed by using *Fisher's Exact Test* and the results are presented below in table 4.2.3.

Table: 4.2.3*Training of the teachers and their perception about inclusion of CWSNs*

Training	Perceptions			<i>Fisher's Exact Test</i>	df	'p' Value	Remark
	SA	A	UD				
Untrained	0	23(88.5)	3(11.5)	3.49	2	.134	NS*
Trained	5(4)	115(92.7)	4(3.2)				

Note: The columns of DA and SD were deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3 that the analysis of *Fisher's Exact Test* shown no significant association between training of the teachers and their perception about inclusion of CWSNs, *Fisher's Exact Test* (2, N=150) =3.49, $p>.05$. Therefore, the (H_{02}) null hypothesis-two i.e., "There is no significant association between the training on inclusive education of the teachers and their perception towards inclusion of CWSNs in elementary schools" is accepted. It may, therefore, be said that training on inclusive education of the teachers and their perception about inclusion of CWSNs were found to be independent of each other.

After having examined the overall perception, and after having found statistically non- significant association between training on inclusive education of the teachers and their overall perception about inclusion of CWSNs, the researcher thought it worthwhile to analyse the perception of teachers statement wise so as to find out the association between the training on inclusive education of the teachers and their perception about inclusion of CWSNs with specific reference to statements related to different dimensions i.e., classroom environment, training exposure & skills of the teachers, curriculum, assessment, and benefits of inclusive education. The data are presented from sub- section 4.2.3.1 to 4.2.3.5.

4.2.3.1 Association between Training on inclusive Education of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Classroom Environment

Respondents were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to Classroom Environment and the data are presented below from table 4.2.3.1.1 to 4.2.3.1.3 by calculating statement wise association between teaching experience of the teachers and their perception about the statements related to classroom environment in elementary schools.

Table- 4.2.3.1.1

Perception of Teachers about inclusion of CWSNs with specific reference to Classroom Environment with regard to their training on inclusive education

Statement' focus	Training	Perception					Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA	SD				
inclusion of only moderate and mild level CWSNs in regular classes	Untrained	5 (19.2)	12 (46.2)	1 (3.8)	8 (30.8)	0 (0)	4.50	4	.299	NS*
	Trained	45 (36.3)	39 (31.5)	9 (7.3)	27 (21.8)	4 (3.2)				
benefit of CWSNs in the regular classroom	Untrained	3 (11.5)	17 (65.4)	1 (3.8)	5 (19.2)	0	4.04	4	.417	NS*
	Trained	34 (27.4)	61 (49.2)	8 (6.5)	20 (16.1)	1 (0.8)				
difficulty in teaching CWSNs in regular class	Untrained	10 (38.5)	10 (38.5)	0	6 (23)	0	9.57	4	.034	S*
	Trained	15 (12.1)	55 (44.4)	5 (4)	42 (33.9)	7 (5.6)				
separate classrooms for social and emotional development of the CWSNs	Untrained	3 (11.5)	6 (23.1)	6 (23.1)	10 (38.5)	1 (3.8)	5.47	4	.232	NS*
	Trained	21 (16.9)	31 (25)	13 (10.5)	39 (31.5)	20 (16.1)				
difficult to meet individual needs in general classroom	Untrained	7 (26.9)	11 (42.3)	3 (11.5)	4 (15.4)	1 (3.8)	3.44	4	.49	NS*
	Trained	21 (16.9)	42 (33.9)	15 (12.1)	33 (26.6)	13 (10.5)				

Note: S*- Significant at .05 level

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3.1.1 that the analysis of *Fisher's Exact Test* showed no significant association between training on inclusive education of the teachers and their perception about inclusion of only moderate and mild level CWSNs in regular classes, *Fisher's Exact Test* (4, N=150) =4.50, $p>.05$, benefit of CWSNs in the regular classroom, *Fisher's Exact Test* (4, N=150) =4.04, $p>.05$, separate classrooms for social and emotional development of the CWSNs, *Fisher's Exact Test* (4, N=150) =5.47, $p>.05$, and difficult to meet individual needs in general classroom, *Fisher's Exact Test* (4, N=150) =3.44, $p>.05$. It may, therefore, be said that training on inclusive education of the teachers and their perception about inclusion of only moderate and mild level CWSNs in regular classes, benefit of CWSNs in the regular classroom, separate classrooms for social and emotional

development of the CWSNs, and difficult to meet individual needs in general classroom were found to be independent of each other.

However, significant association was found between training on inclusive education of the teachers and their perception about difficulty in teaching CWSNs in regular class, *Fisher's Exact Test* (4, $N=150$) =9.57, $p<.05$. Further, If degree of positive perception is taken together then, majority of untrained teachers (77%) positively perceived about 'difficulty in teaching CWSNs in regular classes' as compared to trained teachers (57%). This indicates that more percentage of untrained teachers face difficulty in teaching CWSNs in regular schools. The reason of this may be attributed to the fact that trained teachers were able to handle and teach CWSNs very smoothly because of their training orientation as compare to the untrained teachers.

Table- 4.2.3.1.2

Perception of Teachers about inclusion of CWSNs with specific reference to Classroom Environment with regard to their training on inclusive education

Statement's focus	Training	Perception				<i>Fisher's Exact Test</i>	df	'p' Value	Remark
		SA	A	UD	DA				
making of small group helps CWSNs to learn from the peers	Untrained	8 (30.8)	17 (65.4)	0	1 (3.8)	11.44	3	.005	S*
	Trained	76 (61.3)	47 (37.9)	1 (0.8)	0				
quality education cannot be achieved without taking care of the needs of the CWSNs	Untrained	13 (50)	13 (50)	0	0	1.31	3	.715	NS*
	Trained	72 (58.1)	48 (38.7)	2 (1.6)	2 (1.6)				
CWSNs can perform equally well like other students	Untrained	8 (30.8)	16 (61.5)	1 (3.8)	1 (3.8)	3.39	3	.289	NS*
	Trained	58 (46.8)	57 (46)	7 (5.6)	2 (1.6)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is apparent from the Table 4.2.3.1.2 that the analysis of *Fisher's Exact Test* showed significant association between training on inclusive education of the teachers and their perception about making of small group helps CWSNs to learn from the peers, *Fisher's Exact Test* (3, $N=150$) =11.44, $p<.05$. Further, If degree of positive perception is taken together then, majority of trained teachers (99%) positively perceived about 'making of small group helps CWSNs to learn from the

peers’ as compared to untrained teachers (96%). This may be because of the reason that the trained teachers were trained and were being teaching through forming small groups among the learners and had an experience of their learning from the peers. The table shows that though both trained and untrained teachers differ in their degree of perception (i.e., very positive and positive), most of the teachers positively perceived about making of small group helps CWSNs to learn from the peers.

However, no significant association was found between training on inclusive education of the teachers and their perception about ‘quality education cannot be achieved without taking care of the needs of the CWSNs’, *Fisher’s Exact Test* (3, $N=150$) =1.31, $p>.05$, and CWSNs can perform equally well like other students, *Fisher’s Exact Test* (3, $N=150$) =3.39, $p>.05$. It may, therefore, be said that training on inclusive education of the teachers and their perception about making of small group helps CWSNs to learn from the peers, and CWSNs can perform equally well like other students were found to be independent of each other.

Table- 4.2.3.1.3

Perception of Teachers about inclusion of CWSNs with specific reference to Classroom Environment with regard to their training on inclusive education

Statement’s focus	Training	Perceptions			Fisher’s Exact Test	df	‘p’ Value	Remark
		SA	A	UD				
every child’s right to be educated in the regular class	Untrained	18 (69.2)	8 (30.8)	0 (0)	1.189	2	.621	NS*
	Trained	95 (76.6)	27 (21.8)	2 (1.6)				

Note: The columns of DA and SD were deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3.1.3 that the analysis of *Fisher’s Exact Test* showed no significant association between training on inclusive education of the teachers and their perception about every child’s right to be educated in the regular class, *Fisher’s Exact Test* (2, $N=150$) =1.189, $p>.05$. It may, therefore, be said that training on inclusive education of the teachers and their perception about every child’s right to be educated in the regular class was found to be independent of each other.

4.2.3.2 Association between Training on inclusive Education of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Training exposure & skills of Teachers

Respondents were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to training exposure & skills of teachers and the data are presented below from table 4.2.3.2.1 to 4.2.3.2.3 by calculating statement wise association between teaching experience of the teachers and their perception about the statements related to classroom environment in elementary schools.

Table- 4.2.3.2.1

Perception of Teachers about inclusion of CWSNs with specific reference to Training exposure & skills of Teachers with regard to their training on inclusive education

Statement's focus	Training	Perceptions			Fisher's Exact Test	df	'p' Value	Remark
		SA	A	DA				
special training of regular teachers for inclusion of CWSNs	Untrained	11 (42.3)	15 (57.7)	0	4.62	2	.094	NS*
	Trained	79 (63.7)	43 (34.7)	2 (1.6)				

Note: The columns of UD and SD were deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3.2.1 that the analysis of *Fisher's Exact Test* showed no significant association between training on inclusive education of the teachers and their perception about special training of regular teachers for inclusion of CWSNs, *Fisher's Exact Test* (2, N=150) =4.62, $p>.05$. It may, therefore, be said that training on inclusive education of the teachers and their perception about special training of regular teachers for inclusion of CWSNs was found to be independent of each other.

Table- 4.2.3.2.2

Perception of Teachers about inclusion of CWSNs with specific reference to Training exposure & skills of Teachers with regard to their training on inclusive education

Statement's focus	Training	Perceptions					χ^2	df	'p' Value	Remark
		SA	A	UD	DA	SD				
teaching in inclusive set up increases the workload of teachers	Untrained	2 (7.7)	10 (38.5)	1 (3.8)	6 (23.1)	7 (26.9)	6.64	4	.156	NS*
	Trained	33 (26.6)	36 (29)	9 (7.3)	29 (23.4)	17 (13.7)				

Note: Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3.2.2 that the analysis of Chi square test showed no significant association between training on inclusive education of the teachers and their perception about teaching in inclusive set up increases the workload of teachers, $\chi^2 (2, N=150) = 6.64, p > .05$. It may, therefore, be said that training on inclusive education of the teachers and their perception about teaching in inclusive set up increases the workload of teachers was found to be independent of each other.

Table- 4.2.3.2.3

Perception of Teachers about inclusion of CWSNs with specific reference to Training exposure & skills of Teachers with regard to their training on inclusive education

Statement's focus	Training	Perceptions				Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA				
Teachers need to be sensitive towards CWSNs	Untrained	11 (42.3)	15 (57.7)	0	0	3.65	3	.405	NS*
	Trained	73 (58.9)	49 (39.5)	1 (0.8)	1 (0.8)				
collaboration between regular teachers and teachers having special education training	Untrained	12 (46.2)	13 (50)	1 (3.8)	0	7.12	3	.059	NS*
	Trained	85 (68.5)	34 (27.4)	1 (0.8)	4 (3.2)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3.2.3 that the analysis of *Fisher's Exact Test* showed no significant association between training on inclusive education of the teachers and their perception about teachers need to be sensitive towards CWSNs, *Fisher's Exact Test* (3, N=150) = 3.65, $p > .05$, and collaboration between regular teachers and teachers having special education training, *Fisher's Exact Test* (3, N=150) = 7.12, $p > .05$. It may, therefore, be said that training on inclusive education of the teachers and their perception about teachers need to be sensitive towards CWSNs, and collaboration between regular teachers and teachers having special education training were found to be independent of each other.

4.2.3.3 Association between Training on inclusive Education of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Curriculum

Respondents were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to curriculum and

the data are presented below from table 4.2.3.3.1 to 4.2.3.3.3 by calculating statement wise association between teaching experience of the teachers and their perception about the statements related to classroom environment in elementary schools.

Table- 4.2.3.3.1

Perception of Teachers about inclusion of CWSNs with specific reference to Curriculum with regard to their training on inclusive education

Statement's focus	Training	Perceptions					Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA	SD				
active participation of CWSNs in curricular activities	Untrained	5 (19.2)	11 (42.3)	4 (15.4)	6 (23.1)	0 (0)	2.16	4	.626	NS*
	Trained	37 (29.8)	52 (41.9)	16 (12.9)	18 (14.5)	1 (0.8)				
extra attention to CWSNs by the teachers	Untrained	4 (15.4)	18 (69.2)	4 (15.4)	0 (0)	0 (0)	17.26	4	.001	S*
	Trained	68 (54.8)	49 (39.5)	5 (4)	1 (0.8)	1 (0.8)				
simplification of curricula and textbook by the teachers	Untrained	1 (3.8)	16 (61.5)	6 (23.1)	1 (3.8)	2 (7.7)	11.61	4	.013	S*
	Trained	36 (29)	52 (41.9)	17 (13.7)	14 (11.3)	5 (4)				
essentiality of individualized educational plan (IEP) for teaching CWSNs	Untrained	6 (23.1)	15 (57.7)	3 (11.5)	0 (0)	2 (7.7)	7.09	4	.114	NS*
	Trained	31 (25)	49 (39.5)	12 (9.7)	21 (16.9)	11 (8.9)				
teaching aids available for CWSNs are helpful for non- disabled children	Untrained	7 (26.9)	14 (53.8)	3 (11.5)	1 (3.8)	1 (3.8)	3.73	4	.443	NS*
	Trained	37 (29.8)	49 (39.5)	10 (8.1)	19 (15.3)	9 (7.3)				
specially designed learning materials facilitate the learning of CWSNs	Untrained	5 (19.2)	14 (53.8)	1 (3.8)	5 (19.2)	1 (3.8)	5.864	4	.191	NS*
	Trained	37 (29.8)	48 (38.7)	7 (5.6)	32 (25.8)	0 (0)				

Note: NS*- Not Significant at .05 level

It is evident from the Table 4.2.3.3.1 that the analysis of *Fisher's Exact Test* showed no significant association between training on inclusive education of the teachers and their perception about active participation of CWSNs in curricular activities, *Fisher's Exact Test* (4, N=150) =2.16, $p>.05$, essentiality of individualized educational plan (IEP) for teaching CWSNs, *Fisher's Exact Test* (4, N=150) =7.09, $p>.05$, teaching aids available for CWSNs are helpful for non- disabled children, *Fisher's Exact Test* (4, N=150) =3.73, $p>.05$.and specially designed learning materials facilitate the learning of CWSNs, *Fisher's Exact Test* (4, N=150) =5.864,

$p > .05$. It may, therefore, be said that training on inclusive education of the teachers and their perception about active participation of CWSNs in curricular activities, essentiality of individualized educational plan (IEP) for teaching CWSNs, teaching aids available for CWSNs are helpful for non-disabled children, and specially designed learning materials facilitate the learning of CWSNs were found to be independent of each other.

However, significant association was found between training on inclusive education of the teachers and their perception about extra attention to CWSNs by the teachers, *Fisher's Exact Test* (4, $N=150$) = 17.26, $p < .05$. Further, it can be seen that If very positive and positive perception is taken together, majority of trained teachers (94%) positively perceived about extra attention to CWSNs by the teachers as compared to untrained teachers (85%). It may be attributed to the reason that trained teachers were able to give extra attention to CWSNs because of their training orientation. However, table shows that though both trained and untrained teachers differ in their degree of perception (i.e., very positive and positive), most of the teachers positively perceived about extra attention is given to CWSNs by the teachers.

Further, significant association was found between training on inclusive education of the teachers and their perception about simplification of curricula and textbook by the teachers, *Fisher's Exact Test* (4, $N=150$) = 11.61, $p < .05$. It can be seen that If very positive and positive perception taken consecutively, majority of trained teachers (71%) positively perceived about simplification of curricula and textbook by the teachers as compared to untrained teachers (65%). This may be attributed to the notion that trained teachers were simplifying the curricula and text books because of their training inputs during their training. However, the table shows that though both trained and untrained teachers differ in their degree of perception (i.e., very positive and positive), majority of the teachers (both trained & untrained) positively perceived about simplification of curricula and textbook by the teachers.

Table- 4.2.3.3.2

Perception of Teachers about inclusion of CWSNs with specific reference to Curriculum with regard to their training on inclusive education

Statement's focus	Training	Perceptions				Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA				
adaptation of syllabus & teaching materials for CWSNs	Untrained	4 (15.4)	17 (65.4)	5 (19.2)	0 (0)	13.342	3	.002	S*
	Trained	54 (43.5)	55 (44.4)	6 (4.8)	9 (7.3)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3.3.2 that the analysis of *Fisher's Exact Test* showed significant association between training on inclusive education of the teachers and their perception about adaptation of syllabus & teaching materials for CWSNs, *Fisher's Exact Test* (3, N=150) =13.342, $p < .05$. Further, If very positive and positive perception taken together, majority of trained teachers (88%) positively perceived about adaptation of syllabus & teaching materials for CWSNs by the teachers as compared to untrained teachers (81%). This may be attributed to the notion that during teaching, trained teachers were adapting the syllabus & teaching materials for CWSNs because of their orientation to training and practicing those training inputs. However, the table shows that though both trained and untrained teachers differ in their degree of perception (i.e., very positive and positive), most of the teachers positively perceived about adaptation of syllabus & teaching materials for CWSNs.

Table- 4.2.3.3.3

Perception of Teachers about inclusion of CWSNs with specific reference to Curriculum with regard to their training on inclusive education

Statement's focus	Training	Perception		χ^2	df	'p' Value	Remark
		SA	A				
adaptation of varied methods of instruction to suit the CWSNs	Untrained	11 (42.3)	15 (57.7)	8.44	1	.004	S*
	Trained	90 (72.6)	34 (27.4)				

Note: The columns of UD, DA and SD were deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3.3.3 that the analysis of chi square test showed significant association between training on inclusive education of the

teachers and their perception about adaptation of varied methods of instruction to suit the CWSNs, $\chi^2 (1, N=150) = 8.44, p < .05$. Further, it can be seen that majority of the teachers (72.6 %) who attended training on inclusive education very positively perceived about adaptation of varied methods of instruction to suit the CWSNs as compared to 42.3% of the untrained teachers where as majority (57.7 %) of the untrained teachers positively perceived about the statement as compared to trained teachers (27.4%). It shows that though both trained and untrained teachers differ in their degree of perception (i.e., very positive and positive), all the teachers positively perceived about adaptation of varied methods of instruction to suit the CWSNs.

4.2.3.4 Association between Training on inclusive Education of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Assessment

Respondents were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to assessment and the data are presented below from table 4.2.3.4.1 to 4.2.3.4.2 by calculating statement wise association between teaching experience of the teachers and their perception about the statements related to assessment of CWSNs in elementary schools.

Table- 4.2.3.4.1

Perception of Teachers about inclusion of CWSNs with specific reference to Assessment with regard to their training on inclusive education

Statement's focus	Training	Perceptions				Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA				
flexible assessment strategies	Untrained	10 (38.5)	15 (57.7)	1 (3.8)	0	3.38	3	.274	NS*
	Trained	66 (53.2)	50 (40.3)	3 (2.4)	5 (4)				
special question papers may make the CWSN stress free	Untrained	10 (38.5)	15 (57.7)	1 (3.8)	0	1.84	3	.559	NS*
	Trained	52 (41.9)	55 (44.4)	13 (10.5)	4 (3.2)				
provision of extend of time in examination to make CWSNs stress free	Untrained	11 (42.3)	13 (50)	1 (3.8)	1 (3.8)	1.09	3	.851	NS*
	Trained	61 (49.2)	55 (44.4)	5 (4)	3 (2.4)				

Note: The column of SD was deleted because of zero responses

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3.4.1 that the analysis of *Fisher's Exact Test* showed no significant association between training on inclusive education of the teachers and their perception about flexible assessment strategies, *Fisher's Exact Test* (3, $N=150$) =3.38, $p>.05$, special question papers may make the CWSN stress free, *Fisher's Exact Test* (3, $N=150$) =1.84, $p>.05$, and provision of extend of time in examination to make CWSNs stress free, *Fisher's Exact Test* (3, $N=150$) =1.09, $p>.05$. It may, therefore, be said that training on inclusive education of the teachers and their perception about flexible assessment strategies, special question papers may make the CWSN stress free, and provision of extend of time in examination make CWSNs stress free were found to be independent of each other.

Table- 4.2.3.4.2

Perception of Teachers about inclusion of CWSNs with specific reference to Assessment with regard to their training on inclusive education

Statement's focus	Training	Perceptions					<i>Fisher's Exact Test</i>	df	'p' Value	Remark
		SA	A	UD	DA	SD				
provision of scribes for VI students make them stress free	Untrained	10 (38.5)	15 (57.7)	0	1 (3.8)	0	1.73	4	.799	NS*
	Trained	56 (45.2)	56 (45.2)	4 (3.2)	7 (5.6)	1 (0.8)				

Note: NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3.4.2 that the analysis of *Fisher's Exact Test* showed no significant association between training on inclusive education of the teachers and their perception about provision of scribes for VI students make them stress free, *Fisher's Exact Test* (4, $N=150$) =1.73, $p>.05$. It may, therefore, be said that training on inclusive education of the teachers and their perception about provision of scribes for VI students make them stress free was found to be independent of each other.

4.2.3.5 Association between Training on inclusive Education of the teachers and their Perception about inclusion of CWSNs with specific reference to the statements related to Benefits of Inclusive Education

Respondents were asked to state their perception about inclusion of CWSNs in elementary schools with specific reference to the statements related to benefits of inclusive education and the data are presented below from table 4.2.3.5.1 to 4.2.3.5.2 by calculating statement wise association between teaching experience of the teachers and their perception about the statements related to benefits of inclusive education in elementary schools.

Table- 4.2.3.5.1

Perception of Teachers about inclusion of CWSNs with specific reference to Benefits of Inclusive Education with regard to their training on inclusive education

Statement's focus	Training	Perception				Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	D				
parents of normal students don't complain about the inclusion of CWSNs	Untrained	3 (11.5)	17 (65.4)	5 (19.2)	1 (3.8)	7.43	3	.048	S*
	Trained	43 (34.7)	56 (45.2)	14 (11.3)	11 (8.9)				
comfortableness of CWSNs to study with normal students	Untrained	3 (11.5)	22 (84.6)	1 (3.8)	0 (0)	10.98	3	.006	S*
	Trained	52 (41.9)	61 (49.2)	7 (5.6)	4 (3.2)				

Note: The column SD was deleted because of zero responses

S*- Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3.5.1 that the analysis of *Fisher's Exact Test* showed significant association between training on inclusive education of the teachers and their perception about parents of normal students don't complain about the inclusion of CWSNs, *Fisher's Exact Test* (3, $N=150$) = 7.43, $p < .05$. Further, If degree of positive perception is taken together, majority of trained teachers (80%) positively perceived about 'parents of normal students don't complain about the inclusion of CWSNs' as compared to untrained teachers (77%). However, table shows that though both trained and untrained teachers differ in their degree of perception (i.e., very positive and positive), majority of the teachers (both trained and untrained) positively perceived about 'parents of normal students don't complain about the inclusion of CWSNs'.

Further, significant association between training on inclusive education of the teachers and their perception about comfortableness of CWSNs to study with normal students, *Fisher's Exact Test* (3, $N=150$) = 10.98, $p < .05$. Further, If degree of positive perception is taken together, surprisingly, majority of untrained teachers (96%) positively perceived about 'comfortableness of CWSNs to study with normal students' as compared to trained teachers (91%). This may be attributed the reason that though not trained in inclusive education, untrained teachers might have been making effort to create a conducive environment in classroom where CWSNs can feel comfortable to study with normal children. However, table shows that though both trained and untrained teachers differ in their degree of perception (i.e., very

positive and positive), majority of the teachers (both trained and untrained) positively perceived about comfortableness of CWSNs to study with normal students.

Table- 4.2.3.5.2

Perception of Teachers about inclusion of CWSNs with specific reference to Benefits of Inclusive Education with regard to their training on inclusive education

Statement's focus	Training	Perceptions					Fisher's Exact Test	df	'p' Value	Remark
		SA	A	UD	DA	SD				
quick development of academic skills by CWSNs in a regular classroom than in a special classroom	Untrained	8 (30.8)	10 (38.5)	2 (7.7)	6 (23.1)	0	1.97	4	.721	NS*
	Trained	45 (36.3)	49 (39.5)	11 (8.9)	16 (12.9)	3 (2.4)				
CWSNs don't have the feeling of isolation in the regular classroom	Untrained	3 (11.5)	14 (53.8)	2 (7.7)	3 (11.5)	4 (15.4)	4.23	4	.368	NS*
	Trained	31 (25)	50 (40.3)	9 (7.3)	23 (18.5)	11 (8.9)				
comfortableness of normal students to study with CWSNs	Untrained	1 (3.8)	15 (57.7)	3 (11.5)	7 (26.9)	0	9.09	4	.046	S*
	Trained	35 (28.2)	56 (45.2)	9 (7.3)	22 (17.7)	2 (1.6)				

Note: S*- Significant at .05 level

NS*- Not Significant at .05 level

Figures shown in parentheses indicates percentage of observed frequency

It is evident from the Table 4.2.3.5.2 that the analysis of *Fisher's Exact Test* showed no significant association between training on inclusive education of the teachers and their perception about quick development of academic skills by CWSNs in a regular classroom than in a special classroom, *Fisher's Exact Test* (4, N=150) =1.97, $p > .05$, and CWSNs don't have the feeling of isolation in the regular classroom, *Fisher's Exact Test* (4, N=150) =4.23, $p > .05$. It may, therefore, be said that training on inclusive education of the teachers and their perception about quick development of academic skills by CWSNs in a regular classroom than in a special classroom, and CWSNs don't have the feeling of isolation in the regular classroom were found to be independent of each other.

However, significant association between training on inclusive education of the teachers and their perception about comfortableness of normal students to study with CWSNs, *Fisher's Exact Test* (3, N=150) =9.09, $p < .05$. Further, If degree of positive perception taken together, majority of trained teachers (73%) positively

perceived about ‘comfortableness of normal students to study with CWSNs’ as compared to untrained teachers (61.5%). However, table shows that though both trained and untrained teachers differ in their degree of perception (i.e., very positive and positive), majority of the teachers (both trained and untrained) positively perceived about comfortableness of CWSNs to study with normal students.

SECTION-III

PERCEPTION OF EDUCATION PERSONNEL ABOUT INCLUSION OF CWSNs IN ELEMENTARY SCHOOLS

4.3 Introduction

In this section, analysis and interpretation has been done to attain the objective no. five of the present study stated in chapter-one. A self- made interview schedule was used to collect data from 31 Education personnel (Head teachers-25, RPs [CWSNs]-3, BEOs/ABEO-3). The collected data were analysed both quantitatively (percentage analysis) and qualitatively using content analysis techniques and presented under different themes. Both quantitative and qualitative data were collected through interview schedule. In some of the cases, categories/ sub-categories were formed from the qualitative data and frequencies and percentages were assigned to the responses and qualitative codes emerged from the data are also presented in the table. Further, both percentage of the responses and qualitative descriptions of the responses were analysed and presented. Perceptions of head teachers are presented under different categories (i.e., accessibility of CWSNs in School environment, Training & Skills of the Teachers, facilities for CWSNs, Curriculum transaction, Parental involvement, Peer Involvement, monitoring of implementation of practices, camps and programs for CWSNs, Assessment and benefits of inclusive practices for CWSNs) which were found from the related literatures. The views deliberated by Resource Persons-(CWSNs) & BEOs/ABEO pertaining to different dimensions are also presented. Direct quotes are also given to support the responses.

4.3.1 Perception of Education Personnel about Accessibility of CWSNs in School Environment

The education personnel (i.e., Head Teachers and BEOs/ABEO & RPs) were asked about accessibility of CWSNs in school environment. Subsequently, the major theme i.e., ‘Accessibility of CWSNs in School Environment’ was identified and characterised into different categories – i.e., physical accessibility, social accessibility, and movement of CWSNs. The identified categories were further attributed by various sub-categories. The codes corresponding to the sub-categories and the

frequencies of responses of head teachers are presented in the tables (Table 4.3.1.1 & 4.3.1.2). In addition, the views of BEOs/ABEO, and RPs are also presented.

Table 4.3.1.1

Perception of Head Teachers regarding accessibility of CWSNs to School Environment

Categories	Sub-categories	Responses	Frequency	Codes
Physical Accessibility	Distance of school from learners' home	within 1 km	23(92)	Walking distance, bad condition of roads,
		1-3 kms.	2(8)	Upper-primary schools, upgraded high schools
	Ramps	Ramps with handrails	20(80)	Good condition with handrails
		Ramps without handrails	4(16)	Broken, only ramps
		Not at all	1(4)	
	Sitting arrangements	Front row of the class	23(92)	
		According to the choice of CWSNs	2(8)	
	CWSNs friendly Toilet facilities	Available & functional	21(84)	Western commode toilets
		Available but not functional	3(12)	not used, children use normal toilet
		Not available	1(4)	
	Drinking water facilities	Availability of safe drinking water	24(96)	tube-well, aqua-guard, filter
		Non-availability of water facilities	1(4)	own arrangement
Social Accessibility	Non-disabled peer attitude	Positive & supportive	21(84)	help in reaching schools, help during having mid-day meals, help in making notes during class

	Neither so good nor so bad	4(16)	though helps... sometimes tease with foul words associated with disability
Teachers' attitude towards CWSNs	Positive & supportive	25 (100)	accept in their class, help them in class, extra attention

Note: Figures shown in parentheses are the percentage of the responses

When asked regarding barrier free environment, all the head teachers stated that they were having barrier free environment in the schools except one. It is observed from table 4.3.1.1 that the head teachers reported that 92% of children's school are within walking distance from home and 8% of the children's within 1-3kms. It shows that schools are in place as per RTE norms for all children of primary and upper primary level within walking distance. Likewise most of the HTs reported regarding availability of drinking water facilities (96%), ramps with handrails (80%), and CWSNs friendly toilets (84%), though some of the head teachers showed their concern about non- functioning of CWSN friendly toilets, ramps without handrails and broken ramps. The head teacher who viewed as not having barrier free environment stated regarding no ramps, no CWSNs friendly toilets and no drinking water facilities in the school though he positively stated regarding walking distance of the child's residence from the school. Further, 92% of the HTs reported regarding sitting arrangement of CWSNs in front row of the classes.

With regard to social accessibility, when asked regarding attitude of teachers and peers towards CWSNs, all the head teachers perceived regarding positive and supportive attitude of teachers towards CWSNs. Besides, most of them also viewed in positive regarding the non- disabled peers' attitude towards CWSNs notwithstanding the fact that some of the respondents showed their concern about teasing behaviour and using of foul words for them in stray cases.

Perception of BEOs/ABEO and Resource Persons:

When asked regarding barrier free environment for CWSNs, all BEOs & ABEO, and resource persons viewed that distance of schools from learners' home are within walking distance, children with special needs used to sit in the front line of the class and according to their own choice. Most of the schools were having functional CWSNs friendly toilets, ramps, and all schools were having drinking water facilities. Regarding the attitude of non- disabled peers all interviewees reported that the peers

showed positive attitude towards CWSNs and help them in different works such as reaching the schools, accessing to toilets etc.. However, one of the BEOs on condition of unanimity reported:

I am aware of the cat calling by the peers as they say *Kalah* (deaf) to the students with hearing impairment, '*Chariakhi*' (the students having four eyes—two eyes and another two glass of spectacles as eye) which may hurt those students. But its not a grave problem as above all the same students continue as their friends while playing and studying and make them understand if any doubts.

While responding to the attitude of non- disabled peers, one of the resource persons observed “they [non-disabled peers] are helpful...they [CWSNs] are getting benefits from those students only.” While responding to attitude of the teachers he stated as “teachers’ attitude is good...otherwise the CWSNs may not get facilities in the schools.”

While indicating positive attitude of the teachers one of the BEOs revealed - “Teachers’ attitude is positive because they have been trained on inclusive practices. They are only identifying these children [CWSNs] . . . and inform inclusive education volunteers (IEVs) regarding these children.”

From this response, it could be deduced that teachers were positive regarding inclusion of CWSNs.

4.3.1.2

Perception of Head teachers regarding movement of children with VI in school Environment

Category	Sub-category	Frequency	Qualitative responses (Codes)
Movement of children with Visual Impairment	Free movement	20 (80)	big campus, supportive environment, use of assistive technologies, Training of CWSNs, training of parents, assistance of teachers, assistance from peers, low vision
	Restricted movement	5(20)	limited space, fear of movement, lack of facilities for CWSNs, students with blindness.

Note: Figures shown in parentheses are the percentage of the responses

It is evident from the table 4.3.1.2 that most (80%) of the head teachers reported that children with visual impairments were having free movement in the school which could be attributed to various reasons such as big campus of the school, CWSN friendly environment/ supportive environment, use of assistive technologies

(i.e., spectacles), training of CWSNs, orientation of parents to train those VI children, assistance of teachers and assistance of peers and low vision of some children with VI. One of the Heads of the school not having children with VI reported “school campus is very big. If children with VI will come to school, there is enough space for movement but they need assistance”. The head teachers (20%) who viewed as restricted movement of those children with VI indicated various reasons such as limited space in school campus, fear of movement in crowd, lack of facilities (i.e., white cane for total blind) and blindness of children. The head teacher of a school who viewed regarding fear of a child with VI in his school indicated “yes, he can move freely...but he is shy and gets scared of doing anything requiring frequent movement”.

Perception of BEOs/ABEO and Resource Persons:

All the BEOs, ABEO, and resource persons stated regarding free movement of children with visual impairment by attributing to different reasons such as mobility training to Children with VI, use of assistive devices (i.e., white cane), low percentage of disability, big campus, and assistance of teachers, parents & peers. One of the resource persons responded “the children with VI have been given smart cane and training for movement for ensuring their free mobility”.

It shows that most of the education personnel reported regarding free movement of children with VI in the school.

4.3.2 Perception of Education Personnel about Training Exposure and Skills of Teachers

The education personnel (i.e., Head Teachers and BEOs/ABEO) were asked about training exposure and skills of teachers to deal with CWSNs in inclusive classroom. Subsequently, the category ‘Training Exposure and Skills of Teachers’ was identified and characterised into different sub-categories- i.e., teachers’ training, teachers’ skill to handle CWSNs, collaboration between regular teachers and specially trained teachers, and appointment of RPs. The codes emerged from qualitative responses were linked to identified sub- categories and frequencies of responses of head teachers are presented in the tables (from table 4.3.2.1 to 4.3.2.3) and under sub-headings. In addition, the views of BEOs/ABEO, and RPs are also presented.

Table 4.3.2.1*Perception of Head Teachers about Teachers' Training to handle CWSNs*

Sub-category	Responses	Frequency	Content discussed
Teachers' training	Trained	22 (88)	• Identification of CWSNs • Use of TLMs for CWSNs • Adaptation of strategies for CWSNs • Interventions for CWSNs • Availability of assistive devices and use of those devices
	Untrained	3(12)	

Note: Figures shown in parentheses are the percentage of the responses

When head teachers were asked whether the teachers in their schools were trained in inclusive education to handle CWSNs, most of the head teachers (88%) shared their view that majority of the teachers in their school were trained in inclusive education through the training conducted at block level and district level. Among them some of the head teachers were unsure whether all the teachers in their schools were trained or not. While indicating to this one head teacher reported: "I am not sure whether all teachers are trained or not . . . but . . . yes . . . most of the teachers in our schools are trained." It is revealed from the statement of the head teachers that teachers were oriented in different concepts such as identification process of different types of CWSNs, sign language, modification of lesson plan for CWSNs, use of teaching learning materials for CWSNs, adaptation of different strategies for CWSNs, interventions for CWSNs and use of different assistive devices for CWSNs.

Perceptions of BEOs/ABO and RPs

Regarding teachers' training, all BEOs/ABEO and RPs were of view that training was imparted to the teachers in different phases at block level and district level. One of the RPs viewed that during COVID-19, online training was organised where 21 types of disabilities were covered.

One BEO shared that teachers were imparted training regarding recognition and identification of CWSNs, modifications of lesson plan, adaptation of TLMs to the needs of CWSNs, different interventions for CWSNs, use of TLMs for CWSNs, and use of assistive devices by the CWSNs. But the same respondent showed his concern regarding duration of training and stated:

No doubts training has been given to teachers for successful inclusion of CWSNs in schools, but the thing is that . . . how can we expect same learning/ training in 3-4 days which are to be provided in 2 years of special education training programs?

Similarly, another BEO indicated regarding irregularity and short duration of training which could be seen in his statement:

Yes... training is being provided...but it's not regular and adequate for the teachers since the time period for training is very short. At the result of that effective implementation of inclusive education is not being ensured. Pre-service teachers are also being oriented to inclusive education through a full paper regarding inclusive education. But during in-service training, insufficient training is being provide . . . like . . . regular teachers are not trained properly to teach braille book . . . though they are being given training, they may be forgetting the training content because of long gap in between short time- limited training.

He also suggested for organising of training regarding inclusive education at least twice a year.

Thus, inadequate training was observed in the critical intervention where duration was short and coverage was more.

Table 4.3.2.2

Perception of Head Teachers about Skills of the Teachers to handle CWSNs

Sub-category	Responses	frequency	Qualitative Responses (Codes)
Teachers' skill to handle CWSNs	Increased work loads	15 (60%)	extra care and attention, special focus, extra time, lack of knowledge & skills, no special training, extra time in invigilation duty, more file works, separate teaching strategies
	Don't subscribe to the issue of workloads	10(40%)	time to time training, think as their duty, teach within the specified time period, help of Resource Persons, teacher enjoy their service

Note: Figures shown in parentheses are the percentage of the responses

When Head Teachers were asked to extend their views on the increase of workload because of inclusion of CWSNs, majority (60%) of the head teachers viewed that inclusion of CWSNs increase the workloads of teachers. They reported different reasons for increase of workloads such as need of extra care, time & attention in class for CWSNs, lack of knowledge & skills of teachers, no special training, extra time in invigilation duty, more file works, and separate teaching strategies.

Two head teachers stated giving special attention to CWSNs as the reason for workload of teachers. This was evident from a head teacher's statement who indicated: "they [teachers] can't understand the child properly. Giving special attention may increase their workloads". Another head teacher said "absolutely...inclusion increases the workload of the teachers because they have to give extra attention whether she [child with LD] sits properly, study properly or facing any problems". In the same line, another head teacher reported "somehow they [teachers] don't have much knowledge and skills about handling those CWSNs which may be because of lack of orientation." This may be attributed to lack of orientation of the teachers. Similarly, another head teacher who stated more file works as the reason for increasing workloads had this quote:

. . . see . . . now government is asking for data related to daily attendance, mid- day meals, daily diary of class visits. Normally it increases workloads. So if, again CWSNs are included, definitely workload will increase... but yes...we can't say that workload is increasing. We are managing it. Rather we are constrained to manage it. If clerical support would be available to do all these data related works, we could have been more focused on those CWSNs.

One head teacher though stated regarding increase of workloads also showed her concern regarding the child with LD with her statement "it is true that workload is being increased, but what can we do. It's our duty to teach him [a child with LD], there is no alternative for this....I also feel pity by seeing his face. "

The head teacher of a school having one girl with HI observed "she can't study when teachers teach. Teacher has to write on black board for her. "

40% of the head teachers also stated that inclusion didn't increase the workloads of the teachers because teachers were not giving any extra time to teach CWSNs rather they were teaching within the scheduled period for teaching. Further, they stated regarding time to time training to teachers to teach those CWSNs, support of resource persons to the teachers to handle those CWSNs, and a sense of joy in teaching of those children.

The head teacher who stated as teaching in inclusive set-up does not increase workload viewed that "They [CWSNs] are only included in the class. Teachers have to give little extra attention. That's not a burden."

Perception of BEOs/ABEOs and Resource Persons:

Two Block Education Officers stated that inclusion didn't increase the workload of the teachers which can be inferred from their excerpts:

One BEO who viewed of not increasing of workloads of teachers stated that:

They [teachers] had no idea regarding handling of CWSNs before training. Since they have been given training, they are not thinking it as a burden. See....If teacher would think inclusion of CWSNs as pressure, that will be burden.....but if they will take as additional responsibility they won't feel so.

Another BEO in corroborating to this reported:

Inclusion of CWSNs doesn't increase the work load of teachers because teachers are not spending extra time with them. They are only teaching them within the time period when they are teaching normal students. He further said that workload may increase but not much to a considerable extent.

Other four (one ABEO & three RPs) respondents stated that inclusion increased the workloads of teachers because of extra attention to those CWSNs by the teachers, crowded classrooms, non-willingness of teachers to take responsibility. For example, one resource person indicated "student teacher ratio is more in these schools which is not there in special schools. So, extra attention is required in these schools and . . . it increases the workload of the teachers."

Table 4.3.2.3

Perception of Head Teachers about Collaboration between regular teachers and specially trained teachers

Sub-category	Responses	Frequency of collaboration	Qualitative Responses (Codes)
Collaboration between regular teachers and specially trained teachers	Yes 22(88)	Frequent 7(31.81)	taking care of the CWSNs by the IEVs, togetherness between normal students and CWSNs, sharing of knowledge by trained teacher, development of basic skills, no negative feelings among teachers
		Infrequent 15(68.18)	non- availability of required number of specially trained teachers, enrolment of less number of students with moderate disabilities, sometimes through IEVs
	No 3(12)		fewer CWSNs, CWSNs having less percentage of disabilities

Note: Figures shown in parentheses are the percentage of the responses

When asked about the need of the collaboration between specially trained teachers and regular teachers, all the head teachers shared the importance of collaboration for successful inclusion of CWSNs in regular class. Further, the table revealed that though most of the head teachers (88%) responded regarding

collaboration between the regular teachers and specially trained teachers, among them majority (around 68%) of the head teachers stated regarding infrequent collaboration which were because of inadequate number of specially trained teachers, no need of that much collaboration due to enrolment of children with moderate disabilities, and communication through IEVs. For example one of the head teachers stated: “sufficient number of specially trained teachers are not there in the block . . . how can we expect his [resource person’s] frequent visit?” In connection with this, another head teacher while showing his concern regarding specially trained teacher stated that “resource person is coming to school once in 15 days. It would have been better, if resource persons would be appointed at school level rather than block level”. Again, another respondent viewed that “no special teacher is taking class in our school. Regular teachers are trained to teach in inclusive classroom. Sometimes IEV come and take classes”.

Head teachers while stating regarding infrequent collaboration between resource persons and regular teachers stated that CWSNs related data were being communicated through IEVs since they were coming to schools for taking information regarding CWSNs. In connection with this, one head teacher shared her views as “IEVs are coming to school for the purpose of data collection only. They are not giving special care and time.....they are allotted 5-10 schools...so they can’t give time properly.” Another head teacher had this to say “no special teacher has been engaged for this particular school, IEV is only coming for information purpose...like number of CWSNs...their percentage of disabilities...and other information.” Similarly, another head teacher who stated about infrequent collaboration stated that:

Only one Resource person is there in one block. Government can’t provide RPs trained in all types of disabilities to one school because in most of the schools very few numbers of CWSNs are there. If Govt. even provides one RP to one school....how can one RP cater to the needs of children with different types of disabilities in a school?

Table also depicted that though comparatively less (28%), head teachers viewed regarding frequent collaboration between regular teachers and specially trained teachers by responding different benefits resulted from collaboration such as taking care of the CWSNs by the IEVs, togetherness between normal students and CWSNs, sharing of knowledge by trained teacher, no negative feelings among teachers etc...

One head teacher had this to say “regular teachers are collaborating with specially trained teachers. Teachers don’t develop negative feelings among themselves because of this collaboration with resource persons because, they started accepting those CWSNs.”

The head teacher, who stated regarding non- collaboration between specially trained teacher and regular teacher viewed that classroom was manageable because of only one to two CWSNs. So they didn’t require any support from specially trained teachers.

Perceptions of BEOs/ABO and RPs

In connection with the response of head teachers, one BEO also stated that though collaboration was there in between specially trained teacher and regular teachers, that was not regular. Another ABEO stated that random visits to schools were done by RPs and they were also providing training to regular teachers. That is how the collaboration was being ensured.

One of the RPs stated that because of collaboration, CWSNs were developing their academic skills and social skills. Another RP though stated regarding collaboration showed his concern by saying:

There are many works like file work, data entry, field work...when we will get time for the child. Another thing is that there are 21 types of disabilities and I am only trained in one disability...this is little difficult to give attention to all types of disabilities.

In line with this view, another resource person while indicating the benefits of collaboration shared his view by saying that: “both normal children and CWSNs could easily learn and achieve the goals because of collaboration.” In connection with this, another resource person while stating regarding collaboration between specially trained teacher and regular teachers stated as “In the mid- way between parent, teacher and children with special needs, the role of professionals arise for ensuring proper inclusion.”

Perception of Head teachers about resource persons

When head teachers were asked about resource teachers in their school, they were of the view that particularly resource persons were not there in their schools rather they [RPs] were engaged at block level. Therefore, they indicated them as part time resource persons rather than availability of full- time resource persons in their schools. Regarding the work of RPs, head teachers viewed that RPs were doing

different works such as identification of CWSNs through IEVs & teachers, providing assistance and training to teachers, school monitoring, distribution of aids and appliances, organise training for teachers & parents and monitor the implementation of inclusive practices in schools.

Perception of BEOs/ABEOs and RPs

All the BEOs/ABEO and RPs stated that resource persons were appointed at block level and no schools were having full- time resource persons. As perceived by all resource persons, they were doing different works regarding updation of CWSNs related data at block level, implementation of the plans at block level, distribution of aids and appliances, organisation of various camps & programs at block level and at cluster level for CWSNs, organising training for teachers and parents, and School monitoring. However two of the RPs stated regarding requirement of more RPs in the block.

4.3.3 Perception of Education Personnel about Facilities provided to CWSNs

The education personnel (i.e., Head Teachers and BEOs/ABEO & RPs) were asked regarding facilities provided to CWSNs for their education in terms of assistive technologies/ TLMs, scholarship, resource rooms available and utilized for education of CWSNs. They were also asked regarding different problems in availing of those facilities by the CWSNs and possible solutions for those problems. The details of responses of head teachers are presented in the tables (Table 4.3.3.1 & 4.3.3.2) and under sub- heading. In addition, the views of BEOs/ABEO, and RPs are also presented.

4.3.3.1

Perception of Head teachers regarding Assistive Technologies/TLMs for CWSNs

Types of CWSNs	ATs/TLMs	Problems	Possible solutions
Children with VIs	Spectacles, Large print books, Braille kits, Walk sticks, abacus, number charts	watery eyes, irregular use of spectacles, unable to take care of the assistive devices, problems in writing, teaching to total blindness	Parent training, sensitization of CWSNs regarding taking care of their assistive devices, inform to authorities, peer assistance, special training for teachers

Children with LD	Tri- cycle, wheel chairs, crutches, special chair in class, handrails	transportation, difficulty in sitting, irregularity in using wheel chairs	assistance from others, physiotherapy
Children with HIs	Hearing aids	speaking problem, unable to care the assistive devices, damage of hearing aids, irregularity in using the aids	speech therapy, training to parents, sitting in front row of the class

Note: Figures in parentheses indicate frequency of responses

When head teachers were asked regarding provision of assistive devices/TLMs to CWSNs, all the head teachers viewed that most of the CWSNs were getting assistive devices such as students with low vision were given spectacles and students with VI were given braille kits (i.e., braille slate, stylus, alphabet plate) & walk sticks, (see table 4.3.3.1). Though the head teachers viewed that assistive devices were being provided to CWSNs, some of the problems were also reported by them which were faced by the spectacle users such as watery eyes and headache after using the spectacles. For example, one head teacher stated: “he [student with low vision] thinks that if he will use that spectacle provided to him, his eyes will get damaged....so without using spectacle also he can read large printed books”. Regarding the possible solutions, head teachers were of the view that information to the authorities regarding these problems would be the possible solutions for these problems. The head teachers also viewed that children were not able to take care of their assistive devices. Therefore, sensitization of those CWSNs along with their parents for taking care of the devices would be the possible solution for that. One of the head teachers who viewed regarding problems of children with VI in writing stated that “since they [children with VI] face difficulties in writing . . . get peer assistance for writing their papers”. With regard to teaching to students with total blindness, one of the head teachers stated that education of students with total blindness need to be in special school rather than in normal school. In line with this, another head teacher shared his thought as: “though children with VI are being provided, large print book, spectacles...still they can’t show 100% results . . . so for them special schools and special teachers are necessary.”

It is also evident from the table that children with loco motor disabilities (LD) were provided different devices and facilities such as wheel chair, tri- cycle, crutches,

handrails etc. according to the need of the children. One head teacher stated: “since he [a child with LD] is having less percentage of loco motor disabilities, he can access the classroom by using handrails.” With regard to wheelchair provided to a girl with LD, problems faced by her and it’s possible solution, one of the head teachers explained:

she has been provided with a wheel chair . . . but since she is having 100% of loco motor disability, she is not able to come by wheel chair alone and she is irregular in class...which hinders her learning . . . regarding solutions . . . had a tricycle been provided to her, she would have come to school regularly and learn.

With regard to the problems, some of the Head teachers were of view that the children with LD were having difficulties in transportation since they were not regular in using those assistive devices, and they also faced problems while sitting in classroom. While asked regarding solution to those problems, head teachers stated that they were being assisted by their peers or parents while coming to the schools and by the peers in the schools.

With regard to hearing impairment, Head teachers stated that children with hearing impairment were being provided with hearing aids but most of the head teachers viewed that the children with hearing impairment were not using those aids regularly and some children also complained regarding damage of hearing aids. Talking about the problems with students who were using hearing aids and possible solutions to those problems, one of the head teachers explained: “she [a girl with hearing impairment] is not wearing hearing aids regularly . . . we contact her parents over phone and ask them to come to school to discuss regarding this matter.” Additionally, another head teacher of a school having hearing impaired student stated that:

Though she [child with hearing impairment] has been given hearing machine, by using that she is able to hear from nearby . . . not from far. For this, sitting in front row would be the solution . . . and we make her sit in the front row.

Perception of BEOs/ABEO and RPs

All the BEOs/ABEO and RPs stated that the children with VI were provided spectacles, braille kits, braille books, lenses, and white cane/ smart cane as per their needs and requirements, children with hearing impairment were provided hearing aids and children with loco motor disabilities were provided tricycle, wheel chairs,

cerebral palsy chair (CP chair) etc.. Regarding facilities/ devices one of the BEOs shared his view:

Eye screening camps are being organised...spectacles and lenses are being provided to students with VI...surgery are being done if necessary... medicines if required. . . second time spectacles are being provided if broken by the children...for students with hearing impairment, hearing aids are being provided and teachers, parents & CWSNs are being provided with sign language training.

In addition to this, one of the RPs stated: “since students with hearing impairment are having hearing problems...alternative method of teaching needs to be followed by the teachers.”

Two of the BEOs specified the problems related to children with blindness and short duration of training to CWSNs and parents. In connection with the problems and possible solutions one BEO stated as:

Regular teachers are not trained to teach braille book...though training is being given to them, they might be forgetting the training content...possible solutions for these problems would be appointment of braille trained teachers and increase of duration of training to understand CWSNs.

However, one BEO and one RP didn't specify any problem related to students with hearing impairment.

Perception of Education Personnel about Scholarship facilities

When asked regarding scholarship facilities all the head teachers viewed that those who have disability certificates (CWSNs having benchmark disabilities having 40% and more disability), they were getting various scholarships, and those who don't have disability certificate they and their parents were being informed by IEVs/ Head teachers to get disability certificate.

All the BEOs/ABEOs and RPs also had a similar view and stated that different scholarships (i.e., Reader allowance for student with VI, Vanishree, Escort allowance for student with loco motor disability & visually impaired, transport allowance, girls stipend, Madhubabu pension at block level) were being provided to students with benchmark disabilities.

With regard to Problems and solutions related to scholarships, some of the head teachers showed their concern regarding delaying of parents in getting certificates for their children with special needs. Therefore, IEVs were visiting to the

parents time to time for ensuring timely disability certificates of their CWSNs so as to ensure provision of scholarships to all students.

4.3.3.2

Perception of Head Teachers regarding Resource room

Sub-category	Responses	Codes	Frequency
Resource Centre/room	Functioning of resource centre/room at district level	well functioned at district level	25 (100)
	Resources are there in block education office	no separate room, within block education office	25 (100)
	Not at school level	<u>Reasons</u> no policy at govt. level insufficient classrooms didn't specify any reasons	4 2 20

Note: Figures shown in parentheses are the percentage of the responses

When asked regarding functioning of resource centre in their schools, all head teachers viewed that resource centre has not been functioning in their school, rather it has been functioning at district level. Further, they stated that though resources were there in the block level, no separate rooms were allotted particularly for resource centre. All head teachers revealed that no separate resource room was there in their schools and some of the head teachers specified different reasons for not having resource centre in schools such as no policy at government level, and insufficient classroom (see table 4.3.3.2).

Regarding resource room in school two head teachers stated that due to insufficient rooms in schools, resource rooms were not available in the school. For example, one of the head teachers stated that: “sufficient classrooms are not available. . . How can we expect resource room?” Of the head teachers (4 nos.) who attributed the reason of no policy at Govt. level for not having resource room in school, one head teacher had this say that: “Government has not instructed to open resource centre in schools . . . there are only two rooms for five classes . . . how is it possible to establish resource centre in the school?” Another head teacher viewed that “though as such resource centre is not available but library is there and pictures and books are there.”

Perception of BEOs/ABEO and RPs

All the respondents viewed that resource centre was available at district level and no resource rooms were available at school level. One of the RPs stated the requirement of resource centre like “Resource room at Panchayat level (not even at block level could meet the requirements) need to be established and master trainer need to be appointed, so that proper guidance and monitoring could be done for the CWSNs”. Another resource person urged the requirement of resource room in every school under the blocks.

It may be noted here that when researcher was talking with one IEV and resource person of the sample block and district informally after data collection process, they reported that the resource centre at block level has been established and functional in each block of Ganjam district from 20th November 2022 contrary to the data shown in table 4.3.3.2.

4.3.4 Perception of Education personnel about Transaction of Curriculum

The education personnel (i.e., Head Teachers and BEOs/ABEO & RPs) were asked regarding their perceptions about transaction of curriculum in classrooms having CWSNs. The category of ‘Transaction of Curriculum’ was characterised into different sub- categories i.e., adaptation of materials, adaptation of methods, and use of appropriate language and modes & means of communication. The responses of head teachers (i.e., frequencies of responses) regarding the sub-categories, and the codes corresponding to the sub- categories are presented in the tables (Table 4.3.4.1 & 4.3.4.2). In addition, the views of BEOs/ABEO, and RPs are also presented.

Table 4.3.4.1

Perception of Head Teachers about Transaction of Curriculum by the teachers

Sub-categories	Resp onses	Freque ncy	Qualitative Responses (codes)
adaptation of materials	Yes	20(80)	by using TLMs i.e., large printed books, braille books, On the basis of student’s level of understanding i.e., charts, number cards, pictures, Hand- made TLMs, Use of TLMs used for general students, TLMs provided by govt., TLM kits, Story books, abacus
	No	5(20)	No extra TLMs for CWSNs, due to shortage of time, Crowded class, low achiever

adaptation of methods	Yes	20(80)	Extra care, Extra time, Individualized instruction, Storytelling method, Activity method, Play way method, Peer learning, By asking easy questions, teaching through action
	No	5(20)	Crowded classroom
use of appropriate language and modes & means of communication			non- verbal communication for students with HI, use of little loud & clear voice, written communication, Drawings, according to the capability of CWSNs

Note: Figures shown in parentheses are the percentage of the responses

From the table 4.3.4.1 it can be seen that 80% of the head teachers perceived that teachers were adapting teaching learning materials by using different teaching learning materials i.e., large printed books, braille books and by using different teaching learning materials i.e., charts, number cards, pictures, hand- made TLMs on the basis of student's level of understanding, along with the use of TLMs used for general students, TLMs provided by govt., TLM kits, story books, abacus. Regarding adaptation of teaching learning materials, the head teachers who said non- adaptation of TLMs viewed that the TLMs which were being used for normal students were used for disabled children also. It has been reflected in the views of one respondent "No extra teaching learning materials . . . teaching learning materials which are used for general students are being used for these [CWSNs] student also". Though one head teacher shared his views that teachers in his school were adapting TLMs and methods but showed his concern regarding irregularity in adaptation by stating "sometimes teachers use different methods and materials for the child with HI but not every time because of crowded classroom". The head teacher of a school while indicating to the adaptation of TLMs and methods for girl with 100% HI stated that "since she is very low in her academic achievement, teachers are not using any other methods or materials". In support of this finding another head teacher stated as: "Extra care is given. Individualized attention is being provided . . . even teachers help in writing by holding his [child with special need] hand".

With regard to use of appropriate language for communication, some of the head teachers (HTs of schools having children with HI & VI) viewed that the teachers were using non- verbal communication (i.e., gestures & postures, facial expression),

use of little loud & clear voice, written communication, drawings, pictures as the modes of communication.

Perception of BEOs/ABEO and RPs

All the BEOs, ABEO, and RPs were of the view that teachers were adapting different methods and materials for CWSNs. One of the BEOs said that teachers were adapting curriculum materials such as large printed books, braille books for total blind, diagnosis tests etc. In addition to this, regarding adapting of methods another BEO viewed as:

In Ganjam, a local innovation has been initiated which are especially helpful for CWSNs. On every Saturday, last period of the day is being declared as ZERO period where all students are given chance to show their creativity. One hour of Saturday is given to students for doing different activities i.e., preparation of TLMs , drawing/ painting, debate on a topic, *Jhoti*, *Mehendi*, idle & utensils with clay. CWSNs present better here than the normal class because everyone has special talent.

Regarding adaptation of methods though one RP viewed positively regarding adaptation of materials and methods by the teachers stated that:

It depends on the teachers how they will adapt the materials and methods with dedication towards teaching of CWSNs. If everyone thinks RPs & IEVs will do these activities when they will come to school . . . what can we do?"

One of the RPs stated that teachers used to communicate with the students with HI through non- verbal communication (gestures and postures/facial expression/body language).

Table 4.3.4.2

Perception of Head Teachers about development of IEPs

Sub- category	Responses	Frequency of responses
Development of IEPs	Yes	8(32)
	No	16(64)
	Don't know	1(4)

Note: Figures shown in parentheses are the percentage of the responses

When asked about development of IEPs, majority of the head teachers (64%) viewed that they were not developing IEPs and 32% head teachers viewed that IEPs were being developed in the schools. Some of the head teachers (3 nos.) who responded in positive regarding development of IEPs stated that IEPs were being developed pre- COVID period. For example: A Head teacher remarked: "IEP was

being maintained before COVID-19 pandemic and it will be maintained in future also.” Another head teacher also had the similar saying that “IEPs were developed in the school before COVID-19”. Majority (64%) of the head teachers responded that they were not developing IEPs for their children. Of them, one of the head teachers stated that “We don’t develop IEPs . . . but maintain individual profile for each students [CWSNs] studying in our school.” One Head teacher had a say: “The teachers don’t develop IEPs . . . they may not have idea of developing IEPs.”

Perception of BEOs/ABEO and RPs

When asked about development of IEP, ABEO of a block while giving reason for not developing IEPs stated as “IEPs were being developed before COVID-19 pandemic . . . because of COVID-19 pandemic the development of IEP has been stopped”. One of the BEOs viewed that: “teachers are using modified lesson plan”. Another BEO also stated regarding non-development of IEP in the schools but didn’t specify any reason. The resource persons also had to say in the similar way about the development of IEPs. One of the RPs shared his views as: “IEP is being developed but not in all school because of teachers lack of intention to prepare that.” In connection with this another resource person viewed that supply of IEP file is not there from district level . . . therefore, teachers don’t develop the IEP.”

4.3.5 Perception of Education personnel about Parental Involvement

The education personnel (i.e., Head Teachers and BEOs/ABEO & RPs) were asked regarding their perceptions about parental involvement in the education of their CWSNs. The identified category ‘Parental involvement’ was characterised into different sub- categories-i.e., parental support, and awareness & understanding of parents regarding their CWSNs through training. The view of the head teachers (i.e., frequencies of responses) regarding the subcategories, and the codes corresponding to the responses are presented in the tables (table 4.3.5.1 & 4.3.5.2). In addition, the views of BEOs/ABEO, and RPs are also presented.

Table 4.3.5.1*Perception of Head Teachers about Parental Support*

Sub-Category	Responses	Frequency	Qualitative responses (Codes)
Parental support	Cooperative/ supportive	21(84)	asks about the development of CWSNs, support in bringing the child to schools, in attending training, physical and moral support
	Less cooperative	4(16)	poor economic conditions, busy in household chores, irresponsible in taking care of aids and appliances provided, disinterest in their education, negative feelings regarding disabilities, money-minded

Note: Figures shown in parentheses are the percentage of the responses

When asked regarding family support for development of CWSNs, most of the Head teachers (84%) stated that parents were cooperative and supportive for development of their CWSNs. The following statements of Head teachers best illustrate the support of the parents for their CWSNs. For example one of the head teachers stated his view as: “parent help their CWSNs with school pick-up and drop-off”. This was further supported by another head teacher while he stated that “without family support CWSNs can’t achieve anything”. Similarly another head teacher stated as “parents help the CWSNs by taking to training meant for CWSNs”. Another Head teacher shared his view regarding parental support for a child having loco motor disability that: “the child is not able to walk properly. So, his parents help him in reaching school.” Additionally, while asserting physical and moral support to the CWSNs by the parents, one of the head teachers stated that: “parents provide physical and moral support to their CWSNs. They provide support in their daily activities and encourage the children to live a good life”. Regarding parental support, Head teacher of a school having a girl with loco motor disability stated as: “that girl can’t come to school. Her parents bring her to school whenever necessary and take examination paper to write at their home and submit it in the school in due time.”

One of the head teachers who stated regarding less cooperative parents had this to say: “family don’t support...parents don’t take care of the aids and appliances provided to their CWSNs.” While showing her dissatisfaction regarding parental support one of the Head teachers had this say:

They [parents] are not taking that much interest for the education of their children. They feel that their child can't do anything since he [child] has loco motor disability. It's not possible for them to take the child to physiotherapy centre because nearby there is no physiotherapy centre. This is far from here [the child's residence].

Similarly, another Head teacher remarked that: "parents are from poor economic background they go for daily wages. So, they are not giving that much importance to the education of their children. Sometimes when called meeting also they don't come because of their work". Head teachers also shared their views by saying money mindedness of the parents. This is evident when a Head teacher remarked: "only money matters to them [parents]. They only ask if they don't get scholarship and less concerned about their education."

One of the Head teachers had a mix view regarding parental support for development of CWSNs which can be derived from her statement: "parents are only cooperative while bringing their ward to school but they are not giving that much importance to their education." This statement of the head teacher was taken under cooperative parents since parents cooperate in taking their child to school though head teacher showed her concern regarding the education of the child.

Perception of BEOs/ABEO and RPs

When asked about parental support one of the BEOs showed his dissatisfaction regarding parental support. He stated his view in this manner:

Parents are busy in their household chores. They [CWSNs] are from poor economic background. They go to work by leaving their child at home. So they are not able to give special attention. Therefore, CWSNs are not developing any skills as expected. They are only sending their children because they are getting money.

In contrast, another ABEO positively stated about parental support and revealed that the parents support in every situation. One of the block level administrators had both positive and negative view on parental support and attributed different reasons for non-cooperation of parents in the education of CWSNs, particularly in the education of blind students. This was evident from his statement when he remarked:

Parents are cooperative but they can't understand the problem of the child. But they take care of their children. both students with VI and their parents are given braille training in two phases (15 days each) in a year at district level but that is not sufficient for them to learn even to practice braille for whole year

and another thing is that all students from different blocks are also not being accommodated in that training.

One of the resource persons while showed dissatisfaction regarding parental support viewed as follows:

Parents are from poor family. They are going outside for labour work by leaving their children at home. So, they are not able to give special attention and time to these children. Therefore, the CWSNs are not developing up to the expectation level. We can say like..... they are only sending their children for getting financial benefits from the government.

In line with this, another resource person also showed his concern about parental support which was evidenced from his statement: “family doesn’t take care of the CWSNs as required.” In contrast to this, another resource person while stating the usefulness of training for ensuring parental support for their CWSNs stated that: “after getting training regarding inclusive education from the officials, parents are aware of this and support to CWSNs for their academic development.”

Table 4.3.5.2

Perception of Head Teachers about awareness and understanding of parents regarding their CWSNs

Sub- categories		Frequency of Training	Frequency of Responses
Awareness and understanding of parents regarding their CWSNs through training	training at block level	Once in a year at block level	13(52)
		Didn’t respond	12(48)
	PTA meeting at school level	Twice a year	3(12)
		3-4 times in a year	1(4)
		Once in a month	19(76)
		Didn’t respond	2(8)
	Content in Training & meeting	development of daily living skills of CWSNs, Responsibility towards CWSNs, identification of problems of child, Social behaviour, Cleanliness, Activities for CWSNs in schools, Emotional support, things need to be done in schools	
		Yes	6(24)
	Implementation of meeting proceedings	Very few	12(48)
		Not at all	4(16)
		Didn’t respond	3(12)

Note: Figures shown in parentheses are the percentage of the responses

When asked about parents’ awareness all the head teachers viewed training were being organised to make aware of parents about their [parents] role for CWSNs

at block level. Of them, 52% of the head teachers reported regarding the frequency of meeting at block level as once in a year where as 48% of the head teachers didn't respond regarding the frequency of block level meeting. Similarly, though all head teachers stated regarding parent meeting at school level, some of them reported that meeting is organised twice a year (12%), 3/4 times in a year (4%), once in a month (76%), and 8% of the head teachers didn't mention the frequency of meeting. One Head teacher had this say that: "under Samagra Siksha Abhiyan, meeting and counselling program are being organised at block level. Parent teacher meeting are also organised at school level to sensitize the parents about their responsibilities towards their children". This was further supported by another Head teacher when she stated as "we contact the parent over phone when required and we make them aware about maintenance of cleanliness, and we plan for future development of CWSNs." The head teacher who stated regarding monthly conducting of parent teacher meeting and regarding content discussed in the meeting had a say that: "in the meeting we discuss hearing and speaking problem faced by the child with HI and discuss how to address those issues." In line with this, another head teacher stated that "according to their interest they are being involved actively. And we discuss how can the student enjoy the learning?" The head teacher who stated that organising of parent teacher meeting 3/4 times in a year shared her views as: "we organise parent teacher meeting 3/4 times in a year. No special meeting are being organised specifically for parents of CWSNs. Rather in general we organise the general parent meeting and parents of CWSNs come in that meeting". In line with this, another respondent stated as: "we conduct meeting in general....but we individually contact to the parent of these child when required and discuss about their problems like irregularity in attending the school". In continuing with the saying of irregularity in school, though didn't ask by the researcher the head teacher stated that "actually they [CWSNs] need special school. They are being adjusted in school....but actual inclusion is not happening". This shows that head teacher preferred special school over inclusive school.

One of the head teachers though shared his view regarding organising of meeting showed his concern regarding parents' disinterest in the education of CWSNs. This was evidenced when head teacher had this say: "parents don't show interest and never asks about education of child. They only come when they are informed to discuss regarding money such as regarding Vanishree scholarship, escort allowances etc."

When asked if meeting proceeding really work for CWSNs, majority (48%) of the head teachers responded that very few of the meetings were being implemented. With regard to content discussed, problem identified, and implementation of meeting proceedings, one head teacher had a say that:

We provide emotional support to the parents and discuss regarding regular attendance and academic improvement of the CWSNs. Because of this discussion attendance is improving and mild to moderate category CWSNs are improving academically...though it is not in the case of severe category.

With regard to implementation of meeting proceedings another head teacher said that: “Yes they follow meeting proceedings but it takes time to fully implement.” Similarly, another head teacher had this say that:

Parent meeting is being organised twice in a year. In the meeting we discuss regarding what to do for the development of the children. Everyday mother of this child ask me regarding his study, his behaviour. Parent implements the proceedings and brings the child to the school regularly and takes care of him.

Perception of BEOs/ABEO and RPs

All the BEOs, ABEO, and RPs shared that trainings are organised for parents of CWSNs and different contents such as moral support to parents, daily living skills of CWSNs, academic support, use of assistive devices, taking care of those assistive devices were being discussed in the meeting. This can be seen in an excerpt of a BEO who remarked as:

We train to parents not to be demoralized and make them understand the problems to take care of the education/ home work of the study. In one training, I told to parents.....have you all seen our God.... Lord Jagannath.....? he doesn't have hands, legs and has rounded eyes... but still we are worshipping him. By saying like this I ensure their positive attitude towards their child.

In support to this, ABEO stated as: “meeting is being organised yearly once at block level. Parents attend these training programs...so, they take care of their children.”

One resource person shared his view as: “parents training is being organised at block level once in a year. They [parents] are being trained regarding requirements for scholarships such as disability certificate. They are being trained by stating the responsibilities for CWSNs” With regard to implementation of meeting proceedings he stated that “meeting proceedings work and we follow up their activities and financial matters.” Additionally, one of interviewed resource persons stated regarding different training programs (Parent Training for CWSNs (Sanchar Phase-I & phase-II

[4days], parent training under IEDSS, RMSA [one day], District level Training for both parent and children in ‘Braille practice (reading & writing) for total blind students [30 days (in two phases 15 days each)]).

4.3.6 Perception of Education personnel about Peer Sensitization

The education personnel (Head teachers, and BEOs/ABEO & RP) were asked regarding their perceptions about peer sensitization program for sensitizing the non-disabled peers about CWSNs. The head teachers’ response is presented in table 4.3.6.1.

Table 4.3.6.1

Perception of Head Teachers about sensitization of Peers of CWSNs

Category	Responses	Frequencies	Qualitative Responses (Codes)
Peer sensitization	Yes	14(56)	at individual level, at class level, at school level
	No	11(44)	no instruction from govt., no time/less time for organizing such meeting, scarcity of funds

Note: Figures shown in parentheses are the percentage of the responses

The table 4.3.6.1 shows that more than half of the Head teachers (56%) viewed that they sensitize the peers of CWSNs at individual level, at class level and at school level. The head teachers who viewed regarding sensitization of peers of CWSNs remarked as follows: “we counsel the peers of CWSNs to develop positive attitude towards CWSNs.”; “sometimes in class or in meeting I sensitize the normal children about CWSNs....because sometimes naughty children tease those children [CWSNs] by commenting.” In support of this, another respondent stated that “in class we say them [normal children] not to tease and not to use the words like ‘*chhotaa/chooti* [English meaning lame boy/girl], *kanaa/kaani* [English meaning blind boy/girl] and *kaahlaa* [deaf]”. Another head teacher had a say that: “in class we tell them [non-disabled peers] not to tease but to take care of those CWSNs.” Another respondent who agreed to sensitization of peers had a say that: “peers help them [CWSNs] in movement, sports and study”.

Whereas 44% of the respondent viewed that they were not organising any peer sensitization program. Of them, majority of the teachers didn’t specify any reasons. This can be evidenced from the statement of a Head teacher when he remarked: “Government instruction is not there for conducting such program...but sometimes we sensitize the peers in class.” Similarly, another respondent stated that: “we have

less time to conduct such programme”. In support to this, another Head teacher by stating the requirement of the peer sensitization program stated that: “sympathy of normal children is there...but no specific training is given but that is necessary. Due to scarcity of fund we are not able to conduct such meeting.”

From the response of head teachers, it can be concluded that though these 44% of the head teachers responded regarding lack of peer sensitisation program initially, during interview some of them were of view that they sensitize the normal students in class as and when required. Similarly the head teachers who responded in positive to organising of peer sensitisation program initially (56%), they meant regarding sensitization of normal peers at individual, class, and school level but not by organising any specific program for the purpose. One of the head teachers stated as “After prayer classes we sensitize the normal child about how to support CWSNs and how to behave with them.”

Perception of BEOs/ABEO and RPs

When asked regarding organisation program, BEOs, ABEO and RPs expressed that the peer sensitization program were being organised at school level and in classes.

4.3.7. Perception of Education personnel about Monitoring of implementation practices

The education personnel were asked regarding their perceptions about monitoring of implementation practices. The Head teachers’ response is given in table 4.3.7.1. The responses of the resource persons and BEOs/ABEOs are presented also given.

Table 4.3.7.1

Perception of Head Teachers about Monitoring of implementation practices

Categories	Responses	Frequency	Qualitative Responses (codes)
Monitoring of implementation of inclusive practices	Yes	25(100)	Class visit/inspection/observation, monitoring of records, periodical observation, monitoring curricular activities of CWSNs
	No	0(0)	–
Coordination among professionals, officials &	Yes	25(100)	through meeting, less coordination, communication over phone
	No	0(0)	–

Note: Figures shown in parentheses are the percentage of the responses

The table 4.3.7.1 shows that all the head teachers responded that they monitor the implementation practices by visiting the classes/ class inspection, and monitoring the records, periodical observation, and monitoring curricular activities of CWSNs.

This can be seen in an excerpt when one head teacher remarked: “monitor the practices in my school through class inspection, record monitoring and periodical observation.” Regarding coordination among professionals, officials and parents, the same respondent stated that “parents can’t give time regularly...so, there is a need of more coordination from parental side”. Another Head teacher stated that he monitors the classes through classroom visit and record verification. A Head teacher recalled one instance during class visit: “once the child with HI wants to sit in front row but other student didn’t let him....at that time I went and made him [child with HI] sit in front row”. From this statement this is evidenced that Head teacher not only monitor the practices but also solve the problems faced by the CWSN in the classroom. With regard to coordination, the same respondent stated that inclusive education volunteers supervise the situations and let the problems known to the Head teacher. Another respondent similarly indicated that “I observe the classrooms. IEV comes thrice in a month and discuss regarding CWSNs”. One of the Head teachers reported that “ . . . during classroom visit how the child [child with HI] is participating and learning in the class.” This was supported by another head teacher when he added “while visiting I observe how can they [children with LD, VI & HI] memorize and participate in the classes”.

All the Head teachers also viewed that regular monitoring of school by the officials will increase the coordination among the professionals, officials, and parents. Of all the Head teachers, some of the HTs didn’t specify the reason how they ensure coordination. One Head teacher reported that they ensure coordination among the professionals, officials, and the parents through organising meeting. While showing her concern regarding less number of teachers in the school which hampered her monitoring, A head teacher had a say that: “I monitor the classes. But there are five classes and only two teachers are there. Had there been one more teachers appointed in school, it would have been better for me to monitor the classes”. This shows that though head teacher was interested to monitor the implementation practices of

inclusive education, less number of teachers in her school created hurdles for proper monitoring of inclusive practices.

Perception of BEOs/ABEO and RPs

When asked regarding monitoring of inclusive practices in schools, ABEO indicated that monitoring of implementation of inclusive practices was being done by visiting the schools with the help of Resource persons. A block education officer had a different view regarding when he stated that “Odisha School Monitoring Application is being used for monitoring the overall practices of the school”.

All the resource persons reported that they monitor the implementation of inclusive practices in the school. One of them stated that he monitor the practices through field visit, home visit for severe student, but while saying regarding coordination among professionals, officials and parents he expressed regarding less collaboration and viewed as following:

See...if I visit one school once, then if I want to visit all schools under my block at least once in a round....then after visiting all schools the child may not recognise me. So.... for proper coordination among all, recruitment of more trained professional is the need of the hour.

4.3.8 Perception of Education personnel about Organising of Camps/ Programs for CWSNs

The education personnel (Head Teachers, and BEOs/ABEO & Resource Persons) were asked regarding their perception about organising of camps/ programs for CWSNs. All the Head teachers viewed that different camps (i.e., parental counselling, therapy for CWSNs, sports meet, training for CWSNs & parents, observation of disability day on 3rd December) for CWSNs were organised at district level and block level. Some of the Head teachers also reported that camps and programs were being organised at cluster level. Some of the head teachers viewed that they were not conducting any specific camp or not organising any specific game only for CWSNs in schools because of small number of CWSNs. In support of this findings one of the Head teachers remarked as: “it is there at block level not at school level because only four CWSNs are there in school . . . and they are from different categories of disabilities.” The reasons for giving these views could be ascribed to the notion that there was less number of CWSNs in each school. So it would not have been possible to conduct a special game for CWSNs.

All the BEOs/ABEO and RPs viewed that different programs and camps (i.e., celebration of world disability day, sports meet, physiotherapy, speech therapy, medical assessment, training for development of skill, distribution of aids and appliances etc.) were being organised at block level. For example: one BEO reported that “different program such as counselling programs, parents’ capacity building program, aids & appliances distribution, celebration of world disability day are being organised”. During interview one resource person explicitly viewed regarding camps and programs organised for CWSNs and activities in those camps and programs (see Table 4.3.8.1).

Table 4.3.8.1

Perception of Resource Persons about Camps and Programs for CWSNs

Camps & Programs	Activities
‘SUNETRA’ for Eye- screening for students VI (block level)	• Medical treatment • Refer to hospitals for Eye surgery • Recommend spectacles
Braille training for students with VI (district level)	• Braille letter writing • Distribution of braille kits
block level Skill development training	• Develop activities of daily living skills
Sports meet at block level	• Organise different games
World disability day on 3 rd Dec. every year (at block)	• Disbursement of assistive devices • Song, dance by CWSNs
Medical assessment (block level & cluster level)	• Identify the problems of CWSNs • Distribution of medicines
Procurement of Aids, Appliances and Teaching Learning Materials block level	• Distribution of aids & appliances
Bhima Bhoi Bhinnakshama Samarthya Sibira (at block level)	• Provision of certificates under unique disability (UDID) • Pre- assessment of disabilities • Supply & fitting of aids & appliances to students with disabilities • Assistance for minor surgeries • Quality learning initiatives for children with disabilities

Physiotherapy for students with
loco motor disability

Speech therapy for children with
hearing impairment and speech
impairment

Source: Interview with Resource Persons

4.3.9 Perception of Education Personnel about Assessment

The education personnel were asked regarding their perception about assessment practices used for assessing performances of CWSNs. The head teachers' response is given in table 4.3.9.1. The views of the resource persons and BEOs/ABEOs are also presented in this sub- section.

Table 4.3.9.1

Perception of Head Teachers about Assessment practices used for CWSNs

Assessment procedure	Responses	
	YES	NO
braille question paper	0(0)	25(100)
scribe/writer for VI Students	0	25(100)
oral examination for VI	5(20)	20(80)
additional time for CWSNs	25(100)	0
separate question papers	0(0)	25(100)
Any other means	picture based 1	
	assessment	
	according to their 1	
	own choice	
	Seek help in reading 1	
	questions	

Note: Figures shown in parentheses are the percentage of the responses

From the table 4.3.9.1, it is observed that all the head teachers reported that braille questionnaire paper was not being provided to CWSNs. Similarly, all the head teachers responded that scribe/ writer were not being provided to VI students. They had to say that students with low vision can write on their own. To support this finding, one head teacher viewed that: “the child is having low vision...so no need of writer”. The head teachers of the school having students with blindness revealed that their [children with blindness] friends help them in writing their exam papers during examination.

However, very less (20%) Head teachers reported regarding oral examination for visual impaired children. This could be attributed to the reason that these children

with VI might not be able to write in their examination properly for which they were being assessed orally.

With regard to additional time for CWSNs, all Head teacher responded that additional times (20 minutes per hour) to the students with benchmark disabilities were being given. One of the head teachers stated: “there is a provision of additional time..... but students are not taking the additional time... If, anyone wants then, they are being given”. While probing further some of the Head teachers reported that though there is a provision for extra time for these students, they were not availing that. For example: one Head teacher remarked: “Yes additional time need to be given ...but if the students give answer sheet before completion of regular time even....what can we do?”

All Head teachers denied when asked regarding provision of separate question paper for CWSNs. Though they reported that no special question papers were being given to CWSNs, some of them suggested had it been provided to CWSNs that would have easy for them to write in the examination.

As shown in table 4.3.9.1 few Head teachers reported regarding flexibility in examination process such as picture based assessment, according to the wish of the child, and students with VI seek help of others in reading questions.

Perception of BEOs/ABEO & RPs

All the BEOs/ABEO & RPs responded that there were no braille question papers for VI students and no separate question paper for CWSNs. With regard to provision of writer/ scribe for VI students, ABEO had a view as: “no scribe for these visual impaired students...but provided to 10th students.” This is supported by the view of a BEO where he viewed as “no writer/scribe is being provided for students with visual impairment because of all pass system up to class-VIII.”

When asked to RPs, they viewed that no writer/ scribe were being provided to students with VI. Two of the RPs didn’t respond regarding oral examination. However, another RP stated regarding conducting of oral examination. All reported positively regarding provision of additional time (20 minutes per hour) to CWSNs in examination.

4.3.10 Perception of Education Personnel about Benefits of Inclusive education

The education personnel (i.e., Head Teachers and BEOs/ABEO & RPs) were asked regarding their perceptions about benefits of Inclusive education. The identified category ‘Benefits of Inclusive Education’ was characterised into different sub-

categories-i.e., Benefits of inclusive education program for CWSNs, and Improvement of CWSNs in academic area. The view of head teachers (i.e., frequencies of responses) regarding the subcategories, and the codes corresponding to the responses are presented in the tables (table 4.3.10.1 & 4.3.10.2). The viewpoint of the resource persons and BEOs/ABEO are also presented in this sub- section.

Table 4.3.10.1

Perception of Head Teachers about Benefits of Inclusive Education Program for CWSNs

Sub-Category	Responses	Frequencies	Qualitative Responses (Codes)
Benefits of inclusive education program for CWSNs	Yes	25(100)	Mix up with normal children, can learn general skills to adjust in general society, alike feelings, won't feel alienated & inferior, get benefits/incentives from government, involve in general education, teachers knowledge has increased so they are able to handle CWSNs, positive attitude of society/ social mainstreaming, right to get education, only for students with mild and moderate disability, special attention, can get assistance from peers, easy access to regular schools

Note: Figures shown in parentheses are the percentage of the responses

It is apparent from Table 4.3.10.1 that all the Head teachers responded regarding benefits of inclusive education for children with special needs. Additionally, they attributed various reasons for their responses. For example, one of the head teachers remarked “they [CWSNs] could mix up with normal children . . . so they can get more ideas because if they mix with only special students they only get same idea.” In the same line, another head teacher of a school having a child with HI stated that “he can adjust with others naturally in this school. . . if we teach them in special school, they may be more affected by their disability and may not be able to cope up with the society after finishing their education.” Similarly, the Head teacher who stated regarding alike feelings by the child with special need stated as: “child should not feel that he has some lacuna . . . if he will be taught in inclusive class, he will come to know that I am same as others and can do like others. ” In support of this, another Head teacher who stated regarding no feeling of alienation and

inferiority, and right of every child to get education in inclusive classroom shared her views as follows:

If we keep them in special school, they will have inferior feeling. If we leave them behind, they can't come to our mainstream. Government has initiated various initiatives for including these students . . . and this is the right of every child to get education.

The same Head teacher while giving importance to appointment of special education trained teacher and benefit of inclusion remarked:

Special education trained teacher need to be appointed in normal schools but special class is not good because those children will feel segregated . . . the children may think like why are we excluded from the mainstream groups? So, they should be mainstreamed with others.

Some of the Head teachers stated that if the CWSNs would be included in regular school, they can avail facilities/ incentives provided by government and in particular, they can get by being at their residence. Similarly, one of the HTs stated that they involve in general education if they were included in general schools. Additionally, another HT shared that “inclusive schools were near to the residence of the children. So it's easy to access those schools over special school.” Another HT shared regarding increase of her knowledge about CWSNs after inclusion of CWSNs which can be deduced from her statement: “before we didn't know much about them [CWSNs], we came to know after the implementation. And they are getting benefit out of this.” From her statement it could be inferred that she tried to say that because of implementation of inclusive education the knowledge of teacher fraternity has been increased and they were able to handle those CWSNs by which the CWSNs were getting benefit out of that. Similarly, the Head teacher who shared his views regarding positive attitude of society, remarked as: “the attitude of society is being positive . . . hatred attitude of society has changed after implementation of inclusive education.”

Though agreed to benefits of inclusive education for CWSNs, one of the HTs showed her inability for educating the CWSNs from severe categories and supported inclusion of only mild & moderate categories of CWSNs She had to say this:

They are being given special guidance in normal schools. It is beneficial for moderate and mild CWSNs not for severe disability . . . may be we don't have capacity to do anything for severe category students . . . we can engage and teach moderate students.

Additionally, another Head teacher stated that “CWSNs were being given special attention for which they were being benefited from inclusive classroom like

students with low vision were being given spectacles and large print books.” In the same line another Head teacher stated that “they were not being identified before but now they are being identified . . . before all were thinking that they [CWSNs] can’t be taught, but now they are being given importance.” Another HT said “they [CWSNs] can develop or improve their behaviour in inclusive classrooms.”

Some of the Head teachers though agreed regarding benefit of inclusive education for CWSNs, had a mix perception when probed to share their views on the benefits of inclusive education for CWSNs. For example one HT made the following statement:

They can get new knowledge and help from other normal peers. For instance, peer can help the child who use wheel chair in moving in school campus . . . and can help the CWSNs while going to toilets if teachers are busy . . . if a total blind child study here, how can we teach them? Since, we don’t know braille. For HI children also we can’t use sign language. So, it would be best if they will be accommodated in special schools. But yes, children having loco motor disability can be included in normal school.

From the above statement of the Head teacher, it can be deduced that he was in favour of inclusion of only children with loco motor disability (LD) over inclusion of children with HI and VI. The reasons of inclusion of children with LD may be attributed to the notion that children with LD need only accommodation. If they will be provided suitable physical accessibility, they could get education like normal children.

The same Head teacher while sharing his views regarding a 2nd grade child with LD in his school, he remarked: “sometimes she becomes irritated, since she is not able to move on her own. That’s the reason she is not coming to the school regularly. Her mother can’t give to bring her to school also.”

Some of the HTs though stated regarding benefit of inclusive education for CWSNs showed their concern regarding inferior feeling complex, better education in special schools, The HTs had to say this: “they [CWSNs] could get all facilities here. But the thing is that in special school, they may not feel inferiority but here they are feeling inferiority, but we trying our best not to make them feel like that.”

Additionally, one head teacher viewed as: “special education could have been more better. See . . . we are not trained in braille . . . how can we teach total blind students in our class?. . . special teacher need to be appointed.”

Head teacher of a school having a girl with hearing impairment stated:

Though sometimes the child forgets that she is having HI and sometimes behave like normal child, we face difficulty in communicating with her. It takes time to communicate with her.....rather our system face difficulty to capture her. Had she been placed in special school that would have been good for her. Normal children also are not able to capture her cent per cent.

Perception of BEOs/ABEO & RPs

All the BEOs/ABEO and RPs responded that inclusive education programme is beneficial for CWSNs in regular school. The following statements illustrate their views.

One of the BEOs remarked regarding benefits of inclusive education by sharing his views as: “peer learning . . . develop level of competency by interacting with normal students. . .” This could be inferred from this statement that the BEO tried to share that because of inclusion, the CWSNs could get peer learning and their level of competencies increase by interacting and competing with their normal peers.

Another ABEO shared her views as: “Government has taken many initiatives for inclusive education.”

Additionally, another BEO shared his views as:

yes, they should be included in mainstream school because if we include them in special school, they may feel inferior . . . and like if CWSNs having 40% are included with CWSNs having 60% disability their condition may deteriorate day by day and they may behave like CWSNs having 100% disability . . . like . . . if a child with VI having 75% of disability will be included in the segregated school where children with 100% will be there..., there is a chance for the child with VI having 75% of disability to behave like children having 100% of disability. Another reason is that there are many CWSNs having different categories of disabilities, but very less number of special schools is there. So, the number of special schools is not sufficient to cater the needs of all CWSNs. Therefore, there is a need of including CWSNs in mainstream school . . . if they are included in mainstream schools; there is a chance that they may come out of their disability.

One of the RPs shared that CWSNs were facing some issues from the regular teachers which could be solved if special trained teachers will be recruited. Another RP shared that because of inclusive education; they [both children with and without special needs] were sitting together, playing together and learn from each other. In support of this another RP remarked “in special school only one type of students are there, but in inclusive education these students [CWSNs] will be with all . . .”

Table 4.3.10.2

Perception of Head Teachers about Improvement of CWSNs in academic area

Sub- dimensions	Response	Codes	frequency
Improvement of CWSNs in academic after implementation of Inclusive education	Attendance	increase attendance	in 25(100)
	Retention	-	25(100)
	Participation	On the basis of their level	1(4)
		Like general students	1(4)
		Not so active	13(52)
		Passive	5(20)
		Only copy from others	2(8)
		Didn't respond	3 (12)
		Good	2(8)
		Average	17(68)
	Achievement	Below average	4 (16)
		Poor	1(4)
		Didn't respond	1(4)

Note: Figures shown in parentheses are the percentage of the responses

When asked regarding improvement of CWSNs after implementation of inclusive education, all the Head teachers stated that CWSNs have improved in their academic after implementation of inclusive education. Further, table 4.3.10.2 shows that all the Head teachers viewed that CWSNs developed their attendance and retention in general schools because of implementation of inclusive education. Though all the head teachers shared regarding improvement of CWSNs in their retention some of the head teachers showed their concern regarding irregularity of those students in class. With regard to participation all the head teachers though responded that participation of CWSNs have been improved after implementation of inclusive education. Of them, majority of the HTs (52%) stated that participation of CWSNs was not so active in the classroom and curricular activities.

With regard to participation of CWSNs in different activities, a HT remarked:

This is general thing that we want our school to succeed at block level, district level, and state level . . . so we prepare the students who do best in those competitions. How can we give that much support to those students?"

Another Head teacher of a school having a girl with HI stated that: “. . . is not so active. She only copy from others. She is not capturing anything though she has been seated in front line.” Similarly, another HT stated that “they get fear because they were not equal to others.”

While indicating the participation of a child with LD, a HT shared that “he sits silently in class.” Similarly, HT of a school having child with 75% VI stated that “he sits silently in class.” The HT who shared regarding inactive participation of a child with LD shared that “during reciting rhymes Subhadra [pseudo name] can’t act like others since she is not able to stand at all. She only claps.” With regard to participation of a child with LD, HT had this say: “he participates in different activities like essay, debate, acting etc.” While indicating to passive participation of a child with LD, one HT indicated: “he can’t stand and walk.”

In contrast to these, HT of a school having a child with HI shared regarding normal participation of the child stated as: “he participates like general students. He answers in writing since, he can’t say.”

With regard to achievement, majority of the HTs (68%) responded that the achievement of CWSNs was average. For example, while indicting the average achievement of a child with LV, a HT shared “. . . is very stubborn. And need more time in writing.” Similarly, another HT shared that “their achievement is average. They can’t achieve like normal students.”

In contrast, two HTs shared that the achievement of CWSNs in their school was good. For example with regard to the achievement of the child with LD, one of the HTs remarked: “his achievement is good because he is a child with LD.” It can be deduced from this statement that a child with LD can learn like normal students if he/she is only accessible to classroom because unlike children with HI and VI, they can see, and hear the classroom discussion.

Four teachers stated regarding below average achievement of CWSNs. For example regarding the achievement of a child with LD, HT expressed that “he faces difficulty in writing since his hands don’t function properly . . . his achievement is below average.” The HT, who expressed regarding poor achievement of a child with HI, stated that: “Her achievement is very low but she is very smart in her thinking.”

Perception of BEOs/ABEO & RPs

All the BEOs/ ABEO and RPs stated that the attendance, retention, participation, and achievement of CWSNs have been improved after implementation

of inclusive education. Regarding improvement in attendance, one RP shared his view as: “attendance has improved in school but not in the case of severe category students, since they have been provided home based education.” In addition to this, with regard to participation he shared that “less participation . . . they are not able to achieve 100%.” With regard to improvement in achievement, he shared as:

. . . better than past with the guidance of teacher and parents . . . they were like in a dark place within their home. Now they come to school....mix with others. . . like for them . . . laughing is a learning, maintaining cleanliness with the guidance of us...otherwise they would have been there at their home.

SECTION-IV

PERCEPTION OF PARENTS OF CWSNs REGARDING INCLUSION OF THEIR CWSNs IN ELEMENTARY SCHOOLS

4.4 Introduction

In this section, analysis and interpretation has been done to attain the objective no. six of the present study stated in chapter-one and deals with the perception of parents regarding inclusion of their children with special needs in regular elementary schools. A self- made semi-structured interview schedule was used to collect data from 38 parents of CWSNs (children with visual impairment, hearing impairment, and loco motor disability) individually. The collected data were analysed both quantitatively (percentage analysis) and qualitatively using content analysis techniques and presented under different categories. Some categories were found on the basis of related literatures. In some of the cases, categories/ sub-categories were formed from the qualitative data and frequencies and percentages were assigned to the responses and qualitative codes emerged from the data are also presented in the tables. Perceptions of parents are presented under different categories (i.e., Selection of General School over Special School, Identification and Placing of CWSNs in general school, Training & practice of parents, Interest of the CWSNs to go to school, Education of CWSNs in general school, Language training of Children with Hearing Impairment, Social adjustment of CWSNs, Assistive devices & Teaching learning Materials for CWSNs, Parent Teacher Interaction, Suggestions for successful inclusion of CWSNs in general schools).

4.4.1 Profile of Parents

The parents (mother/ father) of children with special needs under this study had different educational qualifications starting from no academic qualification to

class-II, IV, V, VII, IX, X, to maximum of plus two. Only one mother had plus two educational qualifications. With regard to the occupation of the parents, it was found that they were engaged in occupations like tailoring, labour works, farmer, and home makers. Mostly data were taken from the mothers of CWSNs.

4.4.2 Selection of General Schools over Special Schools

The parents of CWSNs were asked about the reasons for selecting general schools instead of choosing any special schools for the education of their children. In addition, they were asked whether they were in any dilemma in selecting the general school. Their responses pertaining to reasons for selecting general schools were categorised under different sub- categories (i.e., Easy accessibility, special schools,). Further, descriptions of their reasons were stated in terms of qualitative codes. The codes corresponding to the sub- categories and the frequencies of the responses are presented in table 4.4.1 and 4.4.2.

Table 4.4.1

Perception of parents about selection of General School over Special School

Sub-Categories	Qualitative Responses (codes)	Frequency
Easy accessibility	Far distance of special school from home	6 (17)
	School is near to home	25(69)
Special schools	Didn't have idea regarding special school	4(11)
	Special schools are not there for students with loco motor disability	7(19)
	Disinterest of child to go to special school	7(19)
	Problem in special schools	1(3)
	Child won't stay out of family from this young age	2(5)
Love & affection towards the CWSNs	Love & affection towards the child	10(28)
	Protective attitude	9(25)
	Only son of the family	2(6)
Other reasons	Develop speech ability in general school	1(3)
	Can go to the general school	3(8)
	not responded	02

Note: Figures shown in parentheses are the percentage of the responses
Percentage was calculated from those who responded

It is observed in table 4.4.1 that majority of the parent participants (69%) were of the view that they preferred general schools over special schools as general schools were near to their residence. Whereas 17% of the parents stated that they didn't prefer special school because of the far distance of those schools from their residence. Some of the parents attributed different reasons (i.e., didn't have idea regarding special school, Special schools are not there for students with loco motor disability, disinterest of child to go to special school, Problem in special school) for not choosing special schools for the education of their children. Though less in number 11% of the participants (Note: 11% of parents were only the parents of children with VI and HI) viewed that they didn't have idea about the special schools. This can be seen in following excerpts: The mother of a girl child with 75% Hearing Impairment though showed little protectiveness for her daughter stated:

I didn't have any idea regarding special school for these children. Had we been aware of this, we would have let her go . . . but yes I could have thought of sending her . . . but don't know whether I could do it or not. . .

Similarly, 19% of the parents attributed the reasons for choosing general schools over special school to non- availability of special schools for students with loco motor disability, and disinterest of the child to go to special school. Mother of a class-VIII student with 100% Visual Impairment while sharing regarding disinterest of the student to go to special school, shared that: "he cried when he was asked to stay there [in special school], he didn't agree to stay there at all . . ."

While sharing regarding non- availability of special school for children with LD, mother of a child with LD stated that: "there were no special schools for children with loco motor disability. So, I chose general school for the education of my child". Mother of two children with VI stated that " . . . somewhere I heard that there are some problems in special schools. So, I didn't wish to send my children there."

It is also found from the research that due to love and affection of family members towards CWSNs, parents (28%) didn't choose special schools and educated their children in general schools. When probing further regarding this, two of the parents shared that they couldn't send their children to the special schools from the young age. Ten parents out of thirty eight were of the view that they were very affectionate towards their children. This could be seen in the following excerpts. Mother of a child with 90% HI shared that: "every paper work was finished . . . only she had to go to the special school . . . but my mother- in- law didn't let her go."

Similarly, mothers (n=2) of visual impairment were of the view that since they had only one son in the family, they didn't let their kids go to the special school.

While indicating one boy child in the family, mother of a class- VIII boy with 100% VI stated that:

When he was born, he was only boy child of the family. . . . even my co-sister- in-law had no son. So, only one son of two brothers. So, we didn't let her go . . . but now I wish to send to that school.

Likewise, mother of another child with VI shared as: “. . . only son . . . that's why all said not to send him to that school . . .”

Some of the parents also attributed the reasons of choosing general school as the because of general schools child with HI develop the speech, and the children can go the normal school. For example: father of a child with 100% hearing impairment studying in class- VIII stated that:

Yes, I know that special school . . . If he goes there [special school], he won't develop anything in him because the students in that school are like him . . . they don't speak also . . . so, here [in general school] he may develop his speech by interacting with others.

Table 4.4.2

Perception of Parents regarding Dilemma for choosing general school

Responses	frequency	If Yes, Reasons
Yes	9 (28)	Good future, better learning
No	23 (72)	
not responded	06	

Note: Figures shown in parentheses are the percentage of the responses
Percentage is calculated from those who responded

When asked regarding whether the parents were in dilemma in sending their children to special schools, they had variation in their opinion. Majority (72%) of the parents responded were to be found have no dilemma in selecting general schools over special schools for the education of their CWSNs. Though less in number, 28% of the parent expressed that they were in dilemma and shared their viewpoint regarding importance of special schools for the education of their children as follows. Mother of one 8th class student with 100% HI shared her dilemma like “had he been gone there, that would have been good . . . but he is not interested . . . so I don't wish to send him.” Similarly, mother of a girl with hearing impairment stated that “. . .that time mother-in- law didn't let her go to special school . . . but I have been thinking

had she been there [in special school], her future could have been shaped in a better way.” Likewise, mother of a 8th class student with 100% VI share that “had he been there, he could have learn something . . . here [in general school] he is moving here and there . . .” Likewise, another mother had a similar view though had a little affection towards her child, gave importance to special school for her child with 100% VI and expressed that “before he was just a small kid, that’s the reason I didn’t want to let him go. But now he can urinate and defecate on his own . . . now I wish to send him to special school for his better learning”

4.4.3 Identification and Placing of CWSNs in general school

The parents of CWSNs were asked regarding identification and placing of CWSNs in general schools. Their responses pertaining to this category were categorised under different sub- categories and presented in table 4.4.3.

Table 4.4.3

Perception of parents regarding accessibility of CWSN to school

Sub-categories		Responses	Frequency
Identification & recognition of disability		By medical assessment	38(100)
		Seeing the behaviour/body language of child at home	38(100)
Satisfaction regarding child’s disability assessment		Satisfied	27(75)
		Uncertain	4(11)
		Unsatisfied	5(14)
		not responded	02
Satisfaction regarding child’s disability assessment and placing in school		Satisfied	21(64)
		Uncertain	8(24)
		Unsatisfied	4(12)
		not responded	05

Note: Figures shown in parentheses are the percentage of the responses
Percentage of frequency is calculated from those who responded

It is observed from the table 4.4.3 that all the parents came to know about the disability of their children by seeing their behaviour and body language, and the disability of their children were confirmed and certified after formal assessment through medical assessment in different camps i.e., eye-screening camp, medical assessment camp etc. and through medical check-ups in hospitals. The identification of disability by the parents and through medical check- ups could be seen in following excerpts.

Mother of a girl with 75% LD studying in class-IV shared the way girl developed the disability since her birth:

It has been developed since her birth . . . now she is 11 years old. When she was born, she had a small sore in her back. She got operated for that. It had been 22- 25 days . . . even one month passed . . . one big sore had been developed by that time and became red . . . again got operated in Cuttack. . . After that whether any vein are cut during operation . . . she is not able to know about her bowel movement and urination . . . even she is not able to stand properly.

Likewise, mother of a class VII student having 40% LD reported that:

When he was at about 4-5 years old, he faced a small road accident.....because of that accident...she got high fever...when I called upon a local person to give injection to him.....he gave an injection...after that he recovered from fever but couldn't walk properly.....since that time he has been like this.

Regarding identification of disability of a child with 100% HI, Mother recalled and stated that:

When she didn't responded during her early days, I thought that she may start talking late. When she was about to 5 years old but didn't respond non-verbally also....neighbours told me that she might be having hard of hearing. They suggested me to take to hospital and came to know about her disability at the age of 5 years of her age.

Similarly, by indicating identification of disability of her son having 100% of HI, one mother shared that: "when he turned to one year old, he couldn't utter any word . . . so we took him to hospital and came to know he is having both hearing and speech impairment".

It is observed from the same table that most of the parents (75%) were satisfied with the assessment of the disability of their children and 64% of the parents were satisfied regarding both assessment and placing of those children in schools. Whereas few parents showed their dissatisfaction in assessment of percentage of disabilities of their children (14%) and placing in school (12%) respectively. Mostly the reason of showing dissatisfaction towards assessment of the disabilities was the certified percentage of disability was less than their expected percentage and what everyone could observe the percentage of disability. The parents who were not satisfied regarding placing of their children in those schools stated that it could have been better if their children could have been placed in special schools. Dissatisfaction of the parents could better be understood from the following quotes

Mother of a child

with VI who showed her dissatisfaction expressed that “We thought that he will be certified as having 60% of VI but 40% came in the certificate”.

Mother of a class-III girl with 40% LD showed her dissatisfaction regarding the low percentage of disability identified through medical assessment by saying: “See....she can’t even stand properly because of her club foot. How did doctor certify her with this much percentage?” Likewise another mother of a girl certified as having 50% of LD shared that “she can’t even hold any weight things in right hand. This year only she got certificate. Has it [percentage of disability] been more that would have been good”. With a heavy heart mother of a class-VIII child certified as 40% LD expressed her view as: “see . . . in class-I he has been certified as having 45% . . . after three years when we went for renewal they reduced to 40% . . . are they really checking or blindly certifying . . . see . . . he is not able to walk at all. They destroyed my child’s future”.

4.4.4 Training & practice of Parents

The parents of CWSNs were asked about the training they attended and practices (i.e., support they provide) they adopt to handle their children. Their responses pertaining to the category are presented in table 4.4.4 to table 4.4. 6.

Table 4.4.4

<i>Perception of parents regarding training attended</i>	
Duration of Training	Content discussed & learning
• One- day parent training • Three days parent training • 15 days braille training (in two phases) along with CWSNs (for only the parents of VI)	Government facilities for CWSNs
	Understanding, supporting, cooperating, and taking care of the CWSNs
	Activities of CWSNs in school & home
	Mobility training for children with VI
	Problems faced by the child at school & home and solutions
	Use of assistive devices (hearing aids, tri- cycle, wheel chairs, crutches etc.) and taking care of those devices
	To help the child in recognizing of vegetables & cereals
	Use of teaching learning materials (i.e., braille book)
	To guide students with VI for confident & safety movement
	Sending of children regularly to school

Monitor the progress of the child, physical exercise
of children with loco motor disability

From the data it is revealed that all the parents were attending training except four. Parents were attending the training program organised at different level i.e., district level, block level, cluster level. Some of the parents also named some of the training (i.e., one- day parent training, three days parent training, 15 days residential braille training). Mostly the parents were attending training regularly and whenever they were informed regarding the training. When asked regarding their learning in the training, they were of the view that they were being made aware of different government facilities for CWSNs, understanding & supporting of the CWSNs, activities to be done by the CWSNs in school & home, mobility training for children with VI, problems faced by the child at school & home and solutions, use of assistive devices (hearing aids, tri- cycle, wheel chairs, crutches etc.) & taking care of those devices, to help the Children with VI in recognising vegetables & cereals, use of braille book, to guide students with VI for confident & safety movement, sending of CWSNs regularly to school, and physical exercise by children with LD.

The parents (n=03) who viewed not attending of any training couldn't specify the reasons. Researcher asked to the inclusive education volunteers and they stated that because of COVID-19 no counselling program has been organised that year. Since, their children were studying in class-I they have not attended the training. Additionally, father of one child with VI also stated that he has not attended any training. The reason may be attributed to the fact that his son had only 40% of VI. He might not be facing any measure issues.

Table 4.4.5

Perception of Parents regarding Support of the family members (parents and siblings) to CWSNs in daily activities

Sub- categories	Responses (codes)	Frequency
Support in day to day activities	Helps in bathing	6 (22)
	Helps in taking food	6(22)
	Helps in wearing clothes	7(26)
	In buttoning the shirt	4(15)
	In combing hair	1(4)
	Taking to toilets	5(19)
	Help in moving/lifting from one place to another	4(15)
	Through non-verbal communication (i.e., through gestures & sign) (in case of children with HI)	09(100)

Monitor health issues	1(4)
Not responded	02

Note: (n=29 for parents of children with VI&LD, n=09 for children with HI)

02 parents of children with VI&LD not responded

Percentage of frequency is calculated from those who responded

When asked to the parents regarding the practices they were adopting to handle their children more than half of the parents of children with VI & LD stated that they/ their family members were helping their children in doing day to day activities i.e., bathing, combing hair, taking food, wearing dresses, moving from one place to another place, buttoning the shirts, taking to toilets, and parents of children with HI viewed that they were helping their children through non- verbal communication.

Mother of a child with LD certified with 40% of disability expressed her concern like “he can take food and take bath on his own but he is not able to walk sometimes. We have to lift him from one place to another place.” Mother of a girl with 75% LD stated that “we helped her in taking to toilets . . . her father take her to school when necessary”. Likewise, mother of a class- VIII student having 75% of VI stated that “we (me and his sister-in-law) are doing all his work . . . he can’t do anything . . . he can’t even eat properly.” In contrast, surprisingly, mother of two VI children shared that “they do their own work on their own. We only help when they have to go from one place to another place.” It shows that they were being practiced their daily activities by their own which indicates their god orientation.

The parents of children with hearing impairment stated that they were using gesture and local sign language for communicating with their children with HI. One of the mother stated that her child produce mumbling sound. She shared like “she only produces mumbling sound. She says like *Da. . .da, Ba. . . ba, B . .o . . u.*” Father of a child with HI reported that: “she understands by seeing the lip- synch of others and can hear a little if uses hearing machine. So, we communicate with her with our body language.”

Table 4.4.6

Perception of Parents regarding Support of the family members (parents and siblings) to CWSNs in their Learning

Sub- Category	Responses	Help in learning (Codes)	Frequency
Support for the education of	Support in learning	Parent	10(31)
		Siblings	2(6)

CWSNs		Tuition teacher	13(41)
		No one helps	8(26)
		Not responded	06
Individual attention of parents in Reading/ writing	Yes	parents sit aside and help them in reading and writing	5(15)
		Ask to study	9(26)
		Encourage self- study	1(3)
		Teach sometimes	4(12)
	No	No	16(47)
	Not responded		04
Language abilities (in case of children with HI)		Private Speech therapy sometimes	01

Note: Figures shown in parentheses are the percentage of the responses
Percentage of frequency is calculated from those who responded

When asked regarding the support parents provide to CWSNs, Majority of them were of the view that they [CWSNs] were being supported by different people (i.e., parents, siblings, tuition teachers). The result shows that majority (41%) of the parents were of the opinion that their children were studying through tuitions. Some of the highlighting statements were: Mother of a boy with 60% LD though helped her son in teaching tried to make him independent learner which can be seen in her excerpt:

If I will help him every time, he will write by copying. If he studies on his own, he will understand on his own . . . when he asks me any question, I tell him . . . you see the question and see the concept written in chapter, then try to understand and find out the answer.

Of the parents who opted tuition teacher, few parents expressed that their children were not obeying their words, that's the reason they were sending them to private tuition. For example: Mother of a child with VI in her statement stated "Neither he obey me nor his elder brother and sister- in- law. So, I send him to tuition." In line with this mother of one child having 100% HI studying in 7th stated as- "I get fear to send her alone because she is not able to hear at all. If she won't hear the sound of vehicles, she may face accident."

Only two parents stated that their children were in need of support from their siblings since sometimes they [siblings] teach them. In response to the question related to parents' attention to reading, writing, and language ability of their CWSNs, majority of the parents were found to be not giving individual attention to the learning

of their CWSNs, and they attributed different reasons for not giving attention to the reading, writing, and language ability of the child as they were busy in household works, no time, illiteracy, disobedience of CWSNs to the parents) for that. This can be seen in different statement expressed by the parents. Mother of a child with 100% HI who accepted that she was not helping her child in reading and writing shared that: “we are not literate. We are not teaching him. We are going for work. He is moving here and there. That’s why we are sending him to tuition.” Mother of another child with HI had a similar say: “how can I know what he is learning. I am illiterate. Father goes for outside work. So we send him to tuition.” While indicating regarding a disturbing child with HI, one mother shared her view as “we all are illiterate. We were sending her to tuition. She hits others. so, tuition teacher didn’t allow her to tuition. Now she is not going to tuition also.” Parents stated For example mother of one boy with LD having 60% disability said that “he does not obey me. So I don’t teach him and send to tuition.”

Mother of a child with 100% VI had a mix perception “Only I ask to study . . . don’t teach anything . . . the child is like this [VI]. How can I give stress upon him? I don’t know much regarding education . . . I don’t know English. I only sometimes teach him Odia.” Similarly, Mother of a child with LD stated that “I only ask her to study . . . not teaching anything to her”. Another mother had a similar view “I only tell her to study . . . don’t teach because I can’t teach . . . I am illiterate.” Likewise, mother of a child with 100% VI, while showing concerns to financial issues and her inability to teach shared as “I don’t know anything. How can I teach? Not sending to tuition too . . . we can’t afford for that”. While responding to the question, father of a child with HI expressed his inability to teach the children and expressed as: “no . . . mother is busy in work. I also go for work. ” Mother of another child with HI had a similar view and stated as: “no . . . we don’t know how he is learning. . . I am not literate.”

In contrast, the parents who responded in positive to the question stated that they were giving attention and helping their CWSNs in different ways like by sitting aside and helping in reading & writing, encouraging for self- study, asking to study, and helping in completing their home works. The parents had these statements: “sometimes father monitor his study and ask to write.”, “guide in his learning . . . encourage self- study.”; “helping in doing her homework. How can she improve if I

won't teach? We can't ensure good learning only in school or in tuition. So, we need to take care of their education.”

With regard to development of language ability, father of a child with 100% HI shared that he was taking his child for speech therapy sometimes.

4.4.5 Interest of the CWSNs to go to school

The parents were asked about the interest of their CWSNs to go to school. Their responses along with the reasons of their and irregularity were analysed and presented in table 4.4.7.

Table 4.4.7

Perception of Parents about Interest of the child to go to School

Responses	Frequency	Reasons
Yes	28 (82)	With peers, play with friends, like to roam around, interact with friends, to study, freshen the mind, to shape the future
		But can't go independently
No	6(18)	Disinterest, exhausted, out of breath
Not responded	4(10)	

Note: Figures shown in parentheses are the percentage of the responses

Percentage of frequency is calculated from those who responded

When the parents were asked whether their CWSNs were interested to go to school or not, most of the parent (82%) had a positive response when they responded that their children were interested to go to schools (see Table 4.4.7). They attributed different reasons for the interest of their children such as the CWSNs were interested to go to schools because they could go to schools with their friends, like to play with the friends, study, roam around, interact with friends, to freshen their mind, and to shape their future. For example: mother of a girl with 40% LD stated as “. . . though faced difficulty in walking, she uses Rollator, and supporting stick and go to school.” In the same way, mother of a child with 40 % LD shared that: “to study . . .to shape his future . . . before he was not going. It's good that now he is going. Had he been not interested to go, we would have been forcefully sent him to go.”

The table also shows that 18% of the parents stated that their CWSNs were not interested to go to school. One of the parents stated the reasons of disinterest as the

child feels exhausted and out of breath if walks more. This can be seen in her statement: “she feels exhausted . . . out of breath if walks much . . . twice in a week she is going. ”

Two parents though expressed interest of their children to go to school showed different reasons of not going as child can't go to school alone. The following statements best depict these responses. Mother of a child with 75% LD shared her grief by saying though the child was interested to go to school, can't go because of her difficulties in walking and unawareness of urination and defecation. Her grief can be clearly seen in her statement “. . . to study. see . . . she sees all are going to school but not able to go . . . bad luck madam.” Similarly mother of a class-III girl with 70% disability shared her inability to send the child regularly to school though child was interested to go to the school which can be inferred in her statement: “I go to work. I can't bring her regularly to school. She is not able to walk. So, don't come when I don't bring her. ”

4.4.6 Education of CWSNs in General school

The parents were asked about the education of CWSNs in general schools which includes different sub- categories such as academic development of CWSNs, Happiness regarding care of CWSNs in schools, feeling of security on stay of CWSNs in school, level of satisfaction regarding education provided in schools. Their responses were analysed and presented in table 4.4.8 & 4.4.9.

Table 4.4.8

Perception of parents about education of CWSNs in general school

Sub-Categories	Responses	Frequencies
Academic development of CWSNs	Good progress	9(24)
	Uncertain	16(42)
	Less progress	8(21)
	No progress	5(13)
Happiness regarding care of CWSNs in school	Happy	20(53)
	Undecided	18(47)
	Unhappy	0
feeling of security on stay of CWSNs in school	Secure	25(66)
	Undecided	10(26)
	Less secure	3 (8)
	Insecure	0

Note: Figures shown in parentheses are the percentage of the responses

It is observed from table 4.4.8 that with regard to academic development of CWSNs in regular schools, majority (42%) of the parents were uncertain. Only 24% of the parents viewed regarding good academic progress. Table further shows that 21% of the parents responded as less progress of their CWSNs in general schools. While responding as less progress of the child with hearing impairment, mother participant stated as “ . . . If I complain, teacher says she doesn’t understand anything . . .” Mother of a child with LD while concerned regarding less academic progress stated that “she is in class five. But she only writes Odia & English alphabets, one to hundred numbers, and count up to 3 tables.” Additionally, 13% of the parents stated that their children had no academic progress in the school.

More than half of the parents (53%) were happy regarding care of CWSNs in schools. This can be seen in the statement of a mother of a child with 60% LD as: “I am happy with the system. The school environment is supportive and taking good care of my child.” Where as 47% of the participants were undecided regarding this. Mother of a child with 90% HI while responding as undecided stated as “we leave her in school. What she is doing we don’t know.”

Further it is revealed that majority (66%) of the parents were feeling secure on stay of CWSNs in schools. 26% of the parents were undecided and 8% of the parents were feeling less secure on stay of CWSNs in the schools.

Table 4.4.9

Satisfaction level of parents regarding education provided in schools

	Level of Satisfaction			NR
	S	UC	NS	
Availability and knowledge of special teacher in school	0	14(39)	22(61)	2
Availability and knowledge of general teacher with training on inclusive education	13(35)	22(59)	2(6)	1
Flexibility in curriculum	4(15)	14(54)	8(31)	12
Peer acceptance of your child	26(74)	6(17)	3(9)	3
Teachers’ attitude towards your child	25(74)	9(26)	0	4
Scholarship policy	30(79)	8(21)	0	0
Participation of your child in curricular activities	8(23)	10(29)	17(48)	3
Evaluation procedure	17(50)	12(35)	5(15)	4

Note: Figures shown in parentheses are the percentage of the responses

S- Satisfactory, **UC-** Uncertain, **NS-** Not Satisfactory, **NR-** Not Responded

Percentage of frequency is calculated from those who responded

It is observed in table 4.4.9 that Of the parents respondents, majority (61%) were not satisfied regarding availability and knowledge of special teacher in school and 39% of the parents were uncertain about that. Majority (59%) of the parents were uncertain about availability and knowledge of general teachers with training on inclusive education, where as 35% of the respondent were satisfied with the availability and knowledge of general teachers with training on inclusive education. With regard to flexibility in curriculum, very few (15%) of the respondents were satisfied whereas majority (54%) were uncertain. More than 70% of the parents were satisfied with the peer acceptance, teachers' attitude towards the child, and scholarship facilities for CWSNs. Only 23% of the parent respondents were satisfied regarding participation of CWSNs in curricular activities. Half of the parents were satisfied regarding evaluation procedure of CWSNs.

4.4.7 Language training of Children with Hearing Impairment

When asked regarding special training of their children with hearing impairment, all nine parents stated that they were taking their children to the training programme organised at block level and district level for their language development. Of them, only a father of child with 100% HI viewed that sometimes child have been taken to therapy centre for his speech development.

4.4.8 Social adjustment of CWSNs

The parents were asked about their perception regarding social adjustment of their CWSNs. Their responses were analysed and are presented along with qualitative responses in table 4.4.10.

Table 4.4.10

Perception of parents regarding social adjustment of their child

Sub-Categories	Response	Frequency	Qualitative Responses (Codes)
Adjustment with Peers at schools	Good	29(76)	Many friends, Play with friends, More comfortable with friends, Interact with normal students, Friends help them in studying in classroom, Friends help in

		Sometimes tease with different name with negative connotations, Get fear, Shy in nature, Peers don't accept while playing, Don't feel free at school, Comfortable with village friends rather than school friend, fell down if goes out
Not good	8(21)	
Undecided	1(3)	Goes to school when necessary

Note: Figures shown in parentheses are the percentage of the responses

Table 4.4.10 shows that majority (76%) of the parents expressed that their children were good with their friends in school. Further, they expressed their views regarding good relation of their children with their friends as CWSNs were having many friends, they play with friends, more comfortable with friends, interact with normal students, friends help them in studying in classroom, and in examinations. Some of the statements which highlight these were: Mother of a child with 75% VI stated as “good . . . day time he plays with his friends not at night.” Mother of a child with 40% LD stated as “good. . . his friends come to him.” Similarly a mother of child with 50% LD though agreed regarding good social adjustment of the child, specified the criteria as: “. . . good with same age group but get fear of elderly . . .” Mother of a child with 100% VI stated as: “He has many friends irrespective of ages.” Though some of the parents agreed regarding good relation with their friends, they expressed their sorrows when other children tease their children with negative connotations. For example: mother of a child with 100% HI expressed her sadness though agreed that the child goes to play with all by saying: “play with all . . . friends sometimes says him *Jada* [English meaning dumb].” Mother of a class V boy with 60% LD stated that:

Sometimes conflicts arises among them . . . he doesn't say anything to them and tell to me. I make him understand . . . whatever they say . . . you only focus on your study. Sometimes his friends tease him with his caste also.

Some of the parents (21%) also viewed that their children were not having good relations with their friends in schools because sometimes peers tease with different name with negative connotations, fear of the children to interact, shy nature

of the child, non- acceptance of peers during playing, and restricted feeling in school. Mother of a child with VI expressed that: “His friends don’t accept him while playing because he can’t see properly. Another mother stated as “friends don’t accept my children because they can’t read the letter properly.”

Few of the parents (n=2) who expressed as their children were not good with friends in school but they were good with their neighbourhood friends. For example: one of the parents, who stated as unsatisfactory social interaction of her child in school, stated that “she is not able to walk at all. She does not have friends because she doesn’t come to school regularly. She only plays with some of his friends at home with her toys. ”

Mother of a girl with LD was undecided about the social relation of the child in school since the child doesn’t go to school at all except when necessary. Further mother stated the reasons as the child was not aware about her bowel movement and urination, and not able to go to school alone. She had this say: “when teachers or head teacher call over phone for any signatures or any work, her father takes her to school or else she never goes to school.”

4.4.9 Assistive devices & Teaching learning Materials for CWSNs

Parents were asked regarding facilities (i.e. assistive devices, teaching learning materials [TLMs]) provided in schools or by the government for the CWSNs, frequency of uses of Assistive devices and TLMs, and problems the children face in using those. Their responses were analysed and presented in table 4.4.11.

Table 4.4.11

Perception of parents regarding Assistive devices & Teaching learning Materials for their CWSNs

Types of disabilities	Responses (frequency)		
	Assistive devices/TLMs	Uses by the CWSNs	Problems in using those devices & TLMs
Children with VI	Spectacles (03)	Used always (01)	Late in getting again when get damaged (02)
		While Coming to school (02)	
	Braille kits (04)	Sometimes (specifically during training)	Forget about using No one helps to use those TLMs
		Very few times with the help of resource persons at home	Don’t use in schools Teachers don’t teach using these

	Braille books (02)	Not using	No one teach
	Large printed books (06)	used always	No problem
Children with HI	Hearing aids (09)	Not using(03)	lost, damaged
		sometimes (05)	Unwillingness of child, Child feel more trouble in ear
		Always (01)	
Children with LD	Wheel chair/Tri- cycle (11)	Sometimes/most of the times (06)	
		Always (02)	
		Coming to school & go out(01)	Trouble when big stones/ puddles come on road, bumpy road
		Not at all/ rarely(02)	
		Surgical shoes (01)	always given by govt. once, not received large sized shoes yet
	Rollator (01)	Not using	

Note: Figures shown in parentheses are the frequencies of the responses

When asked regarding facilities (i.e. assistive devices, teaching learning materials) provided in schools or by the government to the CWSNs, parents of different types of special needs expressed regarding the assistive devices/ TLMs given to their children. Parents of children with VI stated that their children were given spectacles (03), braille books (02), braille kits (04), and large printed books (06) in the schools and in different programmes. When probed regarding the use of those devices, one of the respondents stated as spectacle was used always by the child where as another two respondents stated that their children were using spectacles when going to school. When asked regarding the problems in using the device they said that they had to wait in getting again when spectacles get damaged. When asked regarding use of braille books, parents of two children with 100% VI stated that in schools braille books were not being used. When probed regarding use of braille kits regarding it's use, parents were of the view that braille kits were being used sometimes (specifically during training), and very few times with the help of resource persons at home. When they were being asked regarding the problems in using those kits, some of them were of the view that they and their children forget about using, no one helps to use those TLMs, don't use in schools, teachers don't teach using those kits.

When asked to the parents of children with HI, they were of the view that hearing aids were provided to their children. But, most of them stated that their children were using some times because of Unwillingness of child, feeling more trouble in ear. The parents who responded that their children were not using the hearing aids stated that hearing aids were lost and damaged.

The parents of children with LD were asked regarding the assistive devices used by their children, most (n=11) of them responded that their children were given wheelchairs, and tricycles. Two parents viewed that their children were given surgical shoes and rollator respectively. When asked regarding use of wheelchair/ tri cycle, majority of them viewed that they were using sometimes. One of the parents viewed that her child used the wheel chair always whenever he goes out, and another mother stated that her child was using the wheel chair when goes to school. Two of the parents also stated that their children were very rarely using wheel chairs. One of the parents of a child who stated regarding use of wheel chair only while going to school stated that the child faces problem due to big stones/puddles on road, and bumpy road. One of the children with LD was given surgical shoes, and one was given rollator. When probed regarding problems the child faced regarding surgical shoes, mother of the child had this say: “he has been using the same shoes for many days. Now he has grown up. He wants another one. But there is delay in providing that.” Mother of the child provided with a rollator shared that child was not using that and shared the reason as:

She has been given that but not able to use that. Because she can't come aside if any vehicle come on road . . . because she can't stand or move without support. If she feels down there on road can't wake up alone.

Therefore it can be concluded that though assistive devices and TLMs were being provided to the CWSNs, some of them faced problem in using those and some of them were not using regularly.

4.4.10 Parent Teacher Interaction

Parents were asked regarding parent teacher interaction. Their responses were analysed and presented in table 4.4.12.

Table 4.4.12

Perception of parents regarding parent- teacher discussion about Education of CWSNs

Response	Frequency	If yes... Point of discussion & Reasons
Yes	27(73)	Taking care of child in school, education of child, learning progress, adjustment of child in school environment, improvement of writing skills, interaction with others in school, behaviour towards others, Reduce of copying from others note behaviour of child, Position of child in class
No	10(27)	don't feel good to talk to sir, Not interested, Discuss with inclusive education volunteers, illiteracy, busy in other works
Not responded	01	

Note: Figures shown in parentheses are the frequencies of the responses

Percentage of frequency is calculated from those who responded

When asked regarding parent teacher discussion to the parents of CWSNs, majority (73 %) of the parents were found to be discussing with the teachers regarding the education of their CWSNs. When probed further regarding topic of discussion or interaction, they stated that they were asking regarding taking care of their children in schools, education of their child, progress of child in learning, adjustment of child in school environment, improvement of writing skills, interaction of child with others, behaviour of child towards others, reduce of copying behaviour (from others' note) of the child, position of child in class. Typical statements of the parents were:

Mother of a child with 75% VI had this say regarding the discussion with teachers:

Teacher says he doesn't learn anything. We are teaching to him along with other students. Teachers teach him as they teach other students. What can they do for only one child? If there are 30-40 students, is this possible to separately teach him?"

Mother of a child with LD though was discussing with the teacher in meeting sometimes, showed her concern about the education of her child shared that: "sometimes I go . . . sometimes I don't. see . . . she is in class five. She is learning numbers now. How can I ask about her learning of class V? " Another mother of a child with 75% LD who was not going to school except any work stated that: " . . . learning progress . . . her teachers also talk with her over phone." One of the parents of a child with HI shared discussion point in between teachers and her as: "he is not

interested to learn . . . only play . . . teachers are saying he is not learning anything. . . he is sleeping in classroom.” Father of a child HI by complaining regarding copying attitude of told that: “She writes only copying from others. So, regarding reducing of this behaviour of my child I discuss with the teachers.” One of the parents of a child with 75% LD who was more concern about child’s social interaction stated as: I only discuss regarding the interaction of my child with others in the school but not related to study because I know that she is not able to study anything. Mother of a child with LD who gave importance to the education of her child at home along with education in school expressed that: “Though I sometimes discuss regarding learning progress of my child with the teachers, I give more importance to his education at home.”

Some (27%) of the parents were not discussing anything with teachers and stated different reasons for that such as they were not feeling good to talk to the teachers, having dis interest to discuss, discussing with inclusive education volunteers, busy in other works, and illiteracy. These can best be understood from some of the excerpts.

Mother of two children with VI while giving the reason for not discussing anything with the teachers regarding education of her children had this say: “ . . . because I get fear to talk with teachers.” Mother of another child with 70% LD had this say: “I only bring her to school . . . leave her here and go . . . after the birth of her sibling now I even can’t bring her to school.” Mother of a child with HI shared different reasons for not discussing with the teachers about her child:

We don’t ask anything to teachers. I don’t know anything about education. What and why to ask the teachers? I am thinking he [the child] is not able to hear and speak. if I ask teachers about him, they may say if you want to send him to school you send otherwise don’t send. With this fear I am not talking with his teachers.

4.4.11 Suggestions for Successful Inclusion of CWSNs in General Schools

Following suggestions were given by the parents for successful inclusion of their CWSNs in general schools.

- Appointment of specially trained teacher (i.e., resource persons for CWSNs[braille trained teachers, teachers trained in sign language/ sign language trainer])
- Appointment of more inclusive education volunteers
- Teacher should take interest to give individual attention
- Frequent organisation of training program

- Frequent organisation of eye screening program
- Provision of assistive devices on time
- Examinations need to be flexible according to the ability of the child
- Scribe for writing
- Need based teaching learning materials
- Frequent organising of physiotherapy and speech therapy

SECTION- V

CLASSROOM PRACTICES IN INCLUSIVE CLASSROOM

4.5 Introduction

In this section, analysis and interpretation has been done to attain the objective no. seven of the present study stated in chapter-one. In order to supplement the information obtained through perception scale, and interview schedules, the researcher made observation by using a self- made semi- structured observation schedule to observe fifteen classes of twelve schools having CWSNs (i.e., Three general classes with children with VI, Five general classes with children with HI, and Seven general classes with children with loco motor disability). Observed data were analysed and presented under four broad themes i.e., Classroom Environment, Classroom Teaching and Learning, Assessment, and Provision of reinforcement by teachers.

4.5.1 Classroom Environment of CWSNs

The data pertaining to observation of classroom environment of CWSNs were analysed under five sub- themes such as sitting arrangements, Space for free movement in classroom, Acceptance of CWSNs by the regular students, Acceptance of CWSNs by the teachers, Nonthreatening and positive classroom atmosphere.

4.5.1.1 Sitting arrangements

- During the classroom observation, the sitting arrangements for students with VI was found satisfactory for children with VI since they were sitting in the front row of their classes.
- Similarly, sitting arrangement was found to be appropriate for students with LD. For instance, a child with LD who was not able to stand properly and had problems in waist was seated in the front row by reclining to the wall since all the students in that class were seated on ground.

- Whereas in the case of students with HI, proper attention was not given in majority of the classes. For instance, it was observed that only two students with 100% and 75% of HI were sitting in the front row of the classroom while others were seated in different places of the classes. A boy with 100% HI was seated in last row of the classroom, another boy with 100% HI was seated in a side of classroom after two rows of students, and the class was crowded because of shortage of classroom, and multi-grade classroom. A class V girl with 100% HI was seated in middle row of the class.

Therefore it can be inferred from the above findings that in case of students with VI and LD, sitting arrangement was satisfactory, whereas out of five classes, sitting arrangement of three classes of students with HI were found to be not satisfactory as they were seated in the crowded, multi grade class, and sitting position of the students in last/ middle row.

4.5.1.2 Space for free movement in classroom

- All the observed classes of students with LD were found to have space for free movement except one where students were seated on ground which might have been causing problem to the student with LD in moving freely since he was not able to stand properly and sometimes move from one place to another with help of palm and buttock.
- Classroom spaces of students with VI were spacious.
- Majority of the classes with HI were spacious. Only one class was a multi grade classroom with limited space for all the students.

From this, it could be deduced that mostly classrooms were spacious for free movement of the CWSNs.

4.5.1.3 Acceptance of CWSNs by the regular students

- In all the observed classes, regular students were cooperative to CWSNs since they were helping in standing up the students with LD when necessary, asking them to answer the questions asked by the teachers. For instance, in one class in between teaching, a child wanted to go out, his friends helped him in going by taking him in wheel chair.

- Normal students could be found to be cooperative in one class of VI. However, in case of another two students with VI, nothing could be concluded since all of them were attentive to the teachers teaching.
- Observed classes were found that regular students were very cooperative to the students with HI since they were trying to write the black board writings in their note, trying to ask the questions through their gesture and local sign language when asked by the teachers sometimes.

It can be concluded that mostly CWSNs were found to be accepted by their normal peers.

4.5.1.4 Acceptance of CWSNs by the teacher inside the class

In most the classes of students with LD, VI & HI, teachers were accepting the CWSNs which could be observed when teachers were asking them regarding their breakfast, asking them to seat properly & disciplined, calling their name in between the classes, ask the normal students to help them if face any difficulties. For instance, in one class with a student a 60% LD, a lady teacher was very friendly to the child and was treating that child like her own child. However, in two classes with students with VI and HI no conclusion could be drawn since teachers were only teaching in the classroom during the observation period. It was also observed in four classes with HI that teachers were teaching to the students but the students were not listening to them properly may be because of they were not able to hear. Therefore, it can be said that teachers were accepting the CWSNs in their classes by showing friendly and cooperative attitude to the CWSNs.

4.5.1.5 Nonthreatening and positive classroom atmosphere

All the observed fifteen classes were found to be non- threatening since teachers were not using any harsh words or not punishing the CWSNs in any of their activities. In some of the cases if sometimes teachers failed to draw the attention of the students they used to ask the students to be quiet and disciplined without any punishment or harsh word.

4.5.2 Classroom Teaching and Learning

The data pertaining to observation of classroom environment of CWSNs were analysed under three sub- themes such as Use of teaching learning materials by teachers, Use of assistive technologies/TLMs by CWSNs, Mode of curriculum transaction.

4.5.2.1 Use of teaching learning materials by teachers

- It was observed teachers were using TLMs such as blackboard, books, pictures, in the classroom for all the students. No specially designed TLMs were used. It might be because of the reason that students with LD can learn like normal students. For instance, the head teacher while taking the class- I having a child with LD showed the researcher regarding the book she wrapped with different coloured papers for different classes for all students.
- It was found that no special teaching learning materials were being used by the teacher for two students having 40% VI may be because that they were able to see by using their spectacles. However, for the student who was having 75% VI and was not able to see the blackboard, teacher didn't use any specific TLMs for him.
- No special teaching learning materials were being used for students with HI. The teachers were using general TLMs such as pictures, charts, and blackboards etc. which were used for normal students for them.

Teachers were using the teaching learning materials used for normal students in their classes. No classes were observed using CWSN specific specially designed teaching materials.

4.5.2.2 Use of assistive technologies by children with special needs (CWSNs)

- It was found during the observation that some of the students with LD were using assistive technologies such as surgical shoes (one student), wheel chairs (two students). One class-I student who was using wheel chair, he was supported by his mother because he was not able to stand. All other students were not using any assistive technologies because they could manage to walk and move from one place to another place with help of buttock and palm.
- Two VI students were using spectacles for their learning whereas another student with & 75% VI was not using any assistive devices or TLMs for his learning.
- Out of five classes, one student was using hearing aids and other four were using no hearing aids.

It can be inferred that some of the students were using ATs & TLMs as per their need but some of the students were not using though they need to use though some of the students didn't require the ATs for them.

4.5.2.3 Mode of Curriculum transaction

- In general, in five of the classes out of seven classes having children with LD, the mode of curriculum was learner centred since teachers were giving space to the students to interact by asking questions, showing pictures, ask to write on notebook, and by engaging students in recitation of poem with action. Whereas another three classes were found to be teacher centric and textbook centric, since teachers were only using text books and blackboard without giving much emphasis to students' interaction. Four classes were found to be target specific to the CWSNs since teachers were trying to engage the Children with LD in the classroom participation. For instance, one teacher while asking the students to stand up and recite the poem with action, hold the hand of the child with LD and tried to involve in the process.
- Modes of the engagement the teachers were using for children with LD were asking questions, and reciting the poems and showing pictures to the students. In three classes, the teachers gave the scope to the CWSNs to show the skill and knowledge of the CWSNs by asking them to answer the questions, and helping them in performing the poem recitation.
- In two of the classes with VI, mode of the curriculum transaction was teacher centred and text book centred and in one of the classes with 40% VI teachers asked question to the students. Only in one class, teacher asked questions to the student with 40% VI. Mode of the engagement was asking question only in one class, and in other two classes teachers were using black board and textbook during teaching.
- Out of five classes, though in general three classes were found learner centred, only one class was found as target centred for CWSNs. The teacher teaching in that class was asking several questions to the student with HI with loud voice, and student was with hearing aids, could listen the words of teachers and if the student was not able to understand, teacher asked her peers to clarify her regarding the question with local sign language, and gestures. Sometimes teacher also clarified the question with different gestures.

It can be said that most of the classes (09 classes) were found as learner centred in general, and six classes were found to be target specific to CWSNs.

4.5.3 Assessment during the Class

- In five of the classes having LD, assessment of the learners progress was through question and answer method, and teachers sometimes asked the students to write on their notebook. In other two classes no assessment of classroom learning was observed by the researcher.
- Only in one class with 40% VI question answer method was used to assess the learning of students during the class.
- Similarly, in one class, question answer method, and writing on note book were used for assessing the learning of student with HI.

It can be said that only in seven classes out of 15 classes, assessment during the classroom teaching learning was observed by the researcher mostly through question answer method.

4.5.4 Provision of reinforcement by teachers

It was observed by the researcher that the classes where the learners engagement/ participation was observed through question answer method and where teacher asked the students to write on notebook, teachers were praising the students by using the praising words like ‘*Sabaas* [English meaning very good]’, ‘Very good’, and by patting the back. Sometimes the teachers who asked regarding food of the CWSNs were also used praising words like ‘very good’.

SECTION-VI

EXPERIENCE OF LEARNERS ON INCLUSION OF CWSNs

4.6 Introduction

In this section, analysis and interpretation has been done to attain objective no. eight of the study stated in chapter- one. This section deals with the experiences of CWSNs and non- disabled peers of children with HI regarding inclusion of CWSNs in regular elementary schools. The data were collected from a total of twenty four learners (i.e., six children with visual impairment, twelve children with loco motor disabilities, and six peers of children with HI) by using semi- structured interview schedule. Therefore, a total number of eighteen CWSNs, and six non- disabled peers were interviewed. Their responses were analysed by using content analysis technique and their response are presented under different categories. The experiences of CWSNs regarding their inclusion in general schools were analysed under ten categories (i.e., Accessibility of CWSNs to/in School, Interest of CWSNs to go to

school, Support CWSNs need in Daily Activities, Attitude of Teachers towards CWSNs, Classroom Learning of CWSNs, Participation of CWSNs in Classroom/ School activities, Learning of mathematical concept by children with VI, Learners Experience regarding Social Relationship, Learners' experience regarding Support of peers in learning, Use of Assistive Technologies/ Teaching Learning Materials, Assessment Practices), and the experience of non- disabled peers were analysed under seven categories (i.e., Accessibility, Attitude of teachers towards children with HI, Participation in classroom/school activities, Social Relationship, Support of peers in learning of children with HI, Use of Assistive Technologies, Assessment Practices) simultaneously. It may be noted here that throughout the analysis of this section CWSNs is used for Children with VI & LD, and non- disabled peers is used for peers of children with HI.

4.6.1 Profile of CWSNs under study

Table: 4.6.1

Profile of CWSNs under Study

Visual Impairment			Loco motor Disability			Hearing Impairment		
Pseudo nym	Class	Percentage	Pseudonym	Classes	Percentage	Pseudonym	Classes	Percentage
A1	VIII	100	B1	IV	90	C1	III	100
A2	VII	40	B2	VII	90	C2	V	90
A3	IV	40	B3	VII	40	C3	VII	100
A4	VIII	40	B4	V	50	C4	III	90
A5	VIII	75	B5	IV	75	C5	V	100
A6	VIII	100	B6	VII	40	C6	VIII	100
A7	III	90	B7	I	40	C7	V	100
A8	II	75	B8	VII	40	C8	IV	100
A9	V	90	B9	VIII	40	C9	VII	75
			B10	I	65			
			B11	III	70			
			B12	VIII	40			
			B13	V	50			
			B14	V	60			
			B15	IV	45			
			B16	III	40			
			B17	III	70			
			B18	VII	40			
			B19	VI	40			
			B20	I	60			
			B21	VI	60			

Source: Field data

Note: interviews conducted with the participants were highlighted in Bold letter

Table 4.6.1 shows that Majority of the CWSNs were loco motor disabilities as compared to children with HI, and VI. Interviews taken from the participants were highlighted in Bold letter (i.e., from class-V to VIII) in the table.

4.6.2 Accessibility of CWSNs to/in School

CWSNs and the non- disabled peers were asked regarding accessibility of them (CWSNs), and their peers (children with HI) to/in school. The responses of CWSNs were analysed, and presented in table 4.6.2 under five sub- categories (i.e., comfortable in reaching school from home, availability and use of toilet facilities, use of ramps, drinking water facilities, movement of CWSNs in school) followed by responses of non- disabled peers regarding comfortableness in reaching school from home.

Table: 4.6.2

Experience of CWSNs regarding Accessibility

Sub-categories	Responses	Frequency	Qualitative Responses (Codes)
Comfortable in reaching school from home	Yes	09	alone; sometimes with friends, parents & siblings
	No	09	with the help of parents & Siblings, sometimes alone, stones on roads
Availability and use of toilet facilities	Yes	18	use normal toilets, go alone, With the help of teachers/peers
Use of Ramps	Yes	10	while walking to classroom, with wheelchair
	No	08	but available, can go not using ramps
Drinking water facilities in school	Yes	18	get my own, ask friends sometimes, get from home
Movement of CWSNs in school	Free movement	08	Can see, use spectacles, play with friends
	Restricted movement	09	Fear of falling down, can't walk,
	Not responded	01	

When asked to CWSNs regarding their comfortableness in reaching schools from home, Half (n=09) of them who were feeling comfortable in coming schools viewed that they can come to school alone but some of them stated that sometimes they go/come with their friends, parents, and/or siblings. One of the children with

40% VI reported: “I can easily come to school on my own” (Participant A4, 2022). Similarly one of the children with 40% LD shared that “I go alone . . . sometimes I go by bicycle” (Participant B18, 2022). Similarly, the girl with 90% VI shared that she was comfortable in reaching school, and stated like “yes . . . sometimes I go alone” (Participant A9, 2022). Surprisingly, one of the children with 100% VI though sometimes seek help from family members, and friends had these say: “ I can go alone. . . but I return back with friends from school” (Participant A6, 2022). Another student who needed help from his friends in going to school stated: “I come to school with my friends by walk” (Participant A5, 2022).

Whereas half of the students were not comfortable in reaching school though some of them go alone sometimes. A girl with 40% LD who was not comfortable to go to the school by her own had this say: “my father takes me in bike” (Participant B8, 2022). Regarding un- comfortableness of child in reaching to school because of his inability to walk, a child with 40% LD reported his difficulty:

I face difficulty while coming to school with barefoot . . . normal shoes don't fit in my feet . . . I face trouble if stones are there on road. and once my father specially designed the shoes for me from a shopkeeper at Berhampur . . . but rat damaged that shoes. . . so, now my father don't . . . (Participant B12, 2022).

Likewise, while saying regarding getting scared in going to school alone, one of the children with 100% VI studying in class VIII shared her fear as: “ . . . if stray dog will bite me . . . there is cow and bull dung, fear of vehicle, fear of falling down in small ditch . . . ” (Participant A1, 2022). In an interview a boy with 60% LD expressed regarding his peers' support in going to school: “my friends help me in getting to school. I can't take this wheelchair on my own. So I need friends for moving my wheelchair” (Participant B14).

With regard to availability and use of toilet facilities, all of the CWSNs were of the view that toilets were available in their schools. They were using the toilets though some of them were using normal toilets and some of them were using commode toilets. Four of the CWSNs (A1, A9, B2, B12) viewed that they were seeking help from teachers and friends while using toilets. For example one class V girl with 90% VI explicitly stated regarding help of her teachers when she had to go to toilets “I ask teachers . . . they ask some of the students to accompany me to toilets” (Participant A9, 2022). Surprisingly, one of the boys with 60% LD having one leg

shared that: “I go by walk in one leg. . . I use normal toilet though get little difficulty. . . I feel little inconvenience using CWSN toilets” (Participant B14).

When asked regarding use of ramps, majority (n=10) of the CWSNs stated that they were using ramps while walking to classrooms, and some with wheelchairs. While others stated that though ramps were available, they were not using that because they can go without ramps.

With regard to drinking water in schools all were of the view that drinking water facilities were there in schools, and they get their water on their own in schools, and some of them ask their friends to get water for them whereas two of them (A1, A9) used to take from their home. This may be because they were hesitating to ask for to their friends for water in their schools.

Majority of the CWSNs were of the view that because of fear of falling down, and inability to walk, they were not moving freely. One boy with 75% of VI expressed: “I don’t go out . . . specifically during recess period . . . if someone will hit me . . . I will fall down” (Participant A5, 2022). Similarly, one of the children with 40% LD stated: “. . . can’t stand properly. . . getting leg, hand pain, waist pain” (Participant B12,2022) Eight of the respondents could move freely because of using spectacles, can see, and play with friends though sometimes get hurts.

Accessibility of children with HI

When asked regarding the comfortable feeling of Children with HI in reaching the school, Of the Six, five non- disabled peer respondents stated that their friends with HI were coming to school comfortably, though parents, siblings, and friends sometimes accompany them. For example a non- disabled peer said that “with peers . . . but sometimes can come alone”. Whereas, one of the non- disabled peer respondents stated that Participant C7 was coming to school with her siblings. She had to say: “when her younger sister doesn’t come, she also doesn’t come to school.”

4.6.3 Interest of CWSNs to go to school

CWSNs were asked whether they like to go to school or not. Their responses along with the reasons are presented in table 4.6.3.

Table 4.6.3*Interest of CWSNs to go to school*

Response	Frequency	Reasons
Yes	17	Play with friends, study
No	01	get fear of falling down, don't interact with friends

The table 4.6.3 shows that all the CWSNs liked to go to school irrespective of their type and degree of disability because of study, and playing with friends except one girl with 90% VI. These can be seen in following statements: One of the children with LD stated as “If I don’t go to school, I will be failed in examination” (Participant B12, 2022). Another child with LD had this saying “play with friends . . . share tiffin” (Participant B8, 2022). Another girl with 50% disability shared that: “friends are there . . . play with them” (Participant B4, 2022). Surprisingly, one of the children with 100% VI who was found to be interested to go to school to study and to play with friends expressed: “to study well . . . mix with friends. . . at home mother is not allowing me to go to play with others because of fear that I may get hurt” (Participant A6, 2022). Similarly another child with 100% VI also shared that he does like to go to school because of his friends. Whereas the girl with 90% VI shared that with the fear of getting hurt if she falls down, and she was not interacting with friends. This indicates that mostly CWSNs were interested to go to school.

4.6.4 Support CWSNs need in Daily Activities

CWSNs were asked regarding support they need in doing their daily activities, and the people who support them. Their responses were analysed and presented in table 4.6.4.

Table: 4.6.4*Support CWSNs need in doing daily activities*

Response	Frequency	Supported in activities	frequency
Yes	12	Taking bath	6
		Combing hair	5
		Taking food	9
		Wearing dresses	6
		Toileting	4
No	5		
didn't respond	1		

Table 4.6.4 shows that majority (n=12) of the CWSNs were seeking help of their parents and siblings for their daily activities i.e., taking bath, combing hair, taking food, wearing dresses, toileting. Whereas five of the CWSNs stated that they were doing their activities on their own.

4.6.5 Attitude of Teachers towards CWSNs

CWSNs and non- disabled peers were asked regarding attitude of teachers towards them and children with HI respectively. The view point of CWSNs and non-disabled peers were analysed under two subcategories i.e., teachers interaction, and teachers' individual attention. The views of CWSNs are presented in table 4.6.5. followed by the views of non- disabled peers.

Table 4.6.5

Attitude of Teachers towards CWSNs

Sub- Categories	Response	Freq uenc y	Reasons
Liking of teachers' interaction	Yes	15	Tell others not to hurt; help in reading, writing, ask regarding food,
	NR	3	
Way of giving individual attention			
Individual attention by Teachers	Yes	10	Ask questions (4)
			Identify the problems of your understanding (7)
			Repeat the concept if asked by you (4)
			Help in reading and writing (3)
			Ask to write handwriting (1)
	NR/ Undecided	8	

Note: NR-Not responded

Figures shows in parentheses indicates frequency

It is observed from table 4.6.5 that majority of the CWSNs were liking the interactions of teachers with them. Of those 15 respondents, majority didn't give the reasons while some them attributed the reasons of their liking as the teachers tell other students not to hurt them (CWSNs), help in reading, writing, and ask regarding food taken or not. Typical statements include: The child with 40% VI stated "teacher tell

the students not to beat me those who. . . that's why I love them"(Participant A4,2022). "Yes . . . help me in reading, writing. They come to me when I don't follow their teaching" (Participant A6, 2022). Similarly, a child with 40% LD expresses the reason he likes the teachers interaction as: "ask me whether I had food or not . . . I like Manas [pseudo name] sir. He teaches to be disciplined, tell stories" (Participant B12, 2022).

One of the girls with 50% LD responded that she likes the teachers because teachers agree whatever she says. She stated: "whatever I say, they say yes"(Participant B4, 2022). Similarly, while showing his liking towards the teachers, another participant with 100% VI shared his experience: "they ask me whether I had food or not . . . they all take care of me. No teacher in school beat me or punish me" (Participant A1, 2022).

Similarly, when asked regarding whether teachers give individual to them or not, majority of the CWSNs (n=10) stated regarding teachers' individual attention towards them, by agreeing to 'teachers Identify the problems of their understanding'. For example one boy with 40% LD had this say: "Teachers clarify my doubts like math . . . geography . . . difficult words" (Participant A4, 2022). Likewise, a student with VI expressed that his teachers give him individual attention sometimes by identifying problems of his understanding, as he remarked:

I only sit in class . . . don't ask questions. Sometimes teachers call my name and ask me whether I am listening or not. Teachers in training help me in learning. Here I can't read the book, don't use notebook to write . . . don't know how to write also. I can't read. Sometimes I use Abacus in class" (Participant A1, 2022).

Attitude of teachers towards children with HI as perceived by Non- disabled Peers

Out of six non- disabled participants, four respondents shared that they liked the way teachers interact with their peers with HI. One of the respondents (peer of a girl with 75% HI) shared: "she can hear if she uses hearing aids." However two of the respondents didn't respond to the question. With regard to attention three of the participants shared that their teachers were giving attention to them. Whereas one of the respondents who shared that teachers didn't give individual attention to the child with HI shared that: "he silently sit in the class. sit in last row. Can't learn much.

Sometimes hit others with pencil”. However two respondents didn’t respond to the question.

4.6.6 Classroom Learning of CWSNs

CWSNs were asked regarding the way they learn in their classroom. Their responses were analysed and are presented in table 4.6.6.

Table 4.6.6

Classroom learning of CWSNs

Response	Frequency		
	Yes	No	NR
Listen carefully (only for students with VI)	05	0	01
Asks Questions to teacher	05	07	06
Answer questions	07	05	06
By asking friends	05	08	05

Note: NR: Not Responded

When asked to six students with VI regarding whether they listen carefully or not, most of them (n=05) stated that they were listening to their teachers. When asked to both students with VI & LD regarding whether they ask questions to their teachers in class, majority (n=07) of them stated that they were not asking questions. But when it came to answering the questions majority (n=07) stated that they were answering the questions if asked by the teachers. VI when asked regarding whether he asks question in classroom, One student with 40% stated: “I don’t ask in school . . . in tuition” (Participant A4, 2022). This shows that the child was more comfortable with tuition teacher rather than school teachers. One of the students with 100% VI stated: when sir asks question I answer. But I don’t ask questions. Like when teacher asks any science related question I answer” (Participant A6, 2022). Majority (n=08) were found to be not asking their friends for their classroom learning.

4.6.7 Participation of CWSNs in Classroom/ School activities

CWSNs were asked regarding their participation in classroom and school activities. Their responses were analysed and presented in table 4.6.7 followed by the views of Non- disabled peers about participation of their peer with HI in classroom/ school activities.

Table 4.6.7

Perception of CWSNs about their Participation in classroom/school activities

Responses	Sub- Categories	Codes
Yes (13)	Participation in classroom activities(06)	Answer questions, making of model, classroom discussion, group discussion, story telling
	Participation in indoor games (8)	Carom, throwing ball, drawing, song, stealing handkerchief game
	Participation in outdoor activities (i.e., outside the classroom in school) (2)	Cricket, badminton, long jump, high jump, running, cleaning
No(5)		Reasons Can't walk properly, not comfortable in participating, unsupported peers, peers don't allow, fear of getting hurt

Note: Figures show in parentheses indicate frequency of response

When CWSNs were asked regarding their participation in different activities, most (n=13) of the CWSNs were participating in different activities. Some (n=06) of them were participating in classroom activities (i.e., answer questions, making of model, classroom discussion, group discussion, storytelling), some (n=8) in indoor games (i.e., Carom, throwing ball, drawing, song, stealing handkerchief game), and some (n=02) in outdoor activities (i.e., Cricket, badminton, long jump, high jump, running, cleaning). This can better be understood from the following excerpts:

One class V student with 60% LD while showing his grief regarding not playing outdoor games, and stated regarding participation in indoor and classroom activities shared: “can’t run . . . don’t participate in any other activities. But I made a model of industry area once. I can make drawing ” (Participant B 14, 2022). Similarly, another boy with LD while showing his interest to play outdoor games but not able to play stated: “I want to play but get hurts because of stones, so I only play carom and throwing balls” (Participant B12, 2022). A child with 40% LD shared that he plays cricket and badminton. One girl with 40% LD stated that: I participated in drawing . . . *Motu Patlu* drawing” (Participant B8, 2022). One student with 100% VI shared that: “ . . . tell story sometimes after prayer class like *Michhua Radhua* [an Odia story]” (Participant A6, 2022). The boy though had 40% LD had this to say regarding his participation in outdoor games: “I take part in long jump, high jump, running, cleaning” (Participant A4, 2022).

However five of the CWSNs were of the view that they were not participating in any activities because of not able to walk, not comfortable in participating, unsupported peers, peers don't allow, fear of getting hurt. For example one girl with 90% VI stated: "I don't find comfortable in participating in activities because peers don't support me" (Participant A9, 2022). The student who shared regarding not participating in activities had this reasons: "during my childhood I used to play. Now I am not playing. Friends don't allow me to play. I am little naughty . . . tears papers of others notebook" (Participant A1, 2022). In the same way the student with 75% VI who was playing with village friends but not with school friend had this say:

I don't like to play with school friends. If any friend call me , I go and stand but don't play. I get of fear of playing. They are hitting me. So many children play. I get pushed or hit by the friends if play. So I don't play (Participant A5, 2022).

Perception of non- disabled peers about Participation of their peers with HI in classroom/school activities

Out of six Children with HI only two children were found to be participating in different activities such as (i.e., one (C5) plays badminton and another (C9) plays music chair). When probed further regarding how a child who can't hear anything can play music chair, her friend stated that "she just plays by observing others."

4.6.8 Learning of mathematical concept by children with VI

Children with VI were asked regarding their learning of mathematical concepts (i.e., learning the numbers, learning of different shapes and sizes of mathematics). They were of the view according to their degree of disability. For example one student with 75% VI stated: "I can read the number if I look from very near"; "by holding different shapes" (Participant A5, 2022). Another student with 100% VI had this say: "by counting the stones"; "identify the object by touching in hand . . . can say about circle and rectangle" (Participant A1, 2022). Another student with 40% VI stated: "can see by using my spectacle" (Participant A4, 2022). Another student with VI though had 100% VI could see a little if see from very near. He had this saying: ". . . tuition . . .by writing and practicing"; "by seeing, touching. . . go to near black board and learn". It indicates he learned number in his tuition by practicing and learnt regarding the shapes & sizes in schools. It may be noted here that two of the students didn't respond to the question.

Therefore, in summary it can be said that students with VI learned numbers through different ways according to their percentage of disability i.e., through counting stones (student with 100% VI), writing & practicing (though had 100% VI could see a little), by reading from very near (student with 75% VI), and by using spectacles (student with 40%). Similarly, regarding learning of mathematical shapes, they learned in different ways i.e., identify the object by touching in hand (student with 100% VI), by seeing, touching & going near black board (though had 100% VI could see a little), by holding different shapes (student with 75% VI), and by using spectacles can see (student with 40%).

4.6.9 Learners Experience regarding Social Relationship

Both CWSNs and non- disabled peers were asked regarding social relationship. CWSNs experiences with their friends are presented in table 4.6.9 followed by perception of non- disabled peers.

Table 4.6.8

Experiences of CWSNs regarding their social relationship

Sub- categories	Response	Frequency
Sharing of feelings	Parents	6
	Friends	7
	Teachers	2
	All of them	4
	Not responded	2
No. of friends \ 	One friend	1
	Few friends	6
	More friends	7
	No friends	2
	Not responded	2
Behaviour of friends towards CWSNs	Positive (6)	Play , help in writing and reading, good
	Not so positive (5)	Can't see, call 'chasmish'
	Undecided	2
	Not responded	5

When asked to CWSNs regarding sharing of feeling, majority of the CWSNs responded that they shared their feelings with friends and parents as compared to teachers. This shows that mostly CWSNs were more comfortable with peers and parents rather than teachers. When asked regarding number of friends CWSNs have, they also shared that they were having more friends. With regard to behaviour of non-disabled peers towards CWSNs, majority (n=6) of them were found to have positive

attitude. For example, a child with LD said: “I have friends . . . everyone is good to me. . . they bring what I say. . . biscuits from shop. . . they bring me to home from school” (Participant B12, 2022); “Helps in sports, bring me to school” (Participant B18, 2022). “five friends. . . they behave good. They help me in writing, in getting something from shop” (Participant A6, 2022). Whereas, a notable number of CWSNs (n=5) were not positive regarding the behaviour of their peers towards them. Some (n=2) of them had this view: “since I can’t see, peers had a different opinion about me” (Participant A9, 2022). “my friends call me ‘*Chariakhia*’ *Chasmish* which I don’t like” (Participant A4, 2022).

Perception of Non- disabled peers regarding Social Relationship of their Peers with HI

When asked regarding sharing of feelings, they were of the view that their friends were sharing their feelings with them and with their parents (n=4), and two of them didn’t respond to the question. As perceived by non- disabled peers children with HI were having more friends (n=2), one friend (n=1). Three of the respondent didn’t respond to the question. Only three non- disabled peers stated that they and their other peers were behaving good with these children while three didn’t respond.

4.6.10 Learners’ experience regarding Support of peers in learning

Both CWSNs and non- disabled peers were asked regarding support of peers for learning. CWSNs experiences regarding support of their friend for their learning are presented in table 4.6.10 followed by perception of non- disabled peers.

Table 4.6.9

Experience of CWSNs regarding Support of peers in learning

Help from peers	Frequency
improve reading and writing abilities in classroom	04
Coming to school	06
Sharing class notes	04
Solving mathematical problems	01
Clarify the concepts	02
Rarely	01
No one helps in learning	01
Not responded	02

When CWSNs were asked regarding the peers help in their learning, majority (n=6) of them shared that their peers were supporting them in bringing to schools. They were getting help in improving their reading and writing abilities in classroom,

sharing class note by the peers, help in solving mathematical problems, clarify the concepts. For example The child with 40% LD who had hearing problem also stated: “they make me understand if ask them since I cant listen properly” (Participant B12, 2022). Whereas one CWSN shared that she rarely gets help from her peer while another one said that he was not getting any help from the peers. It shows that majority of the CWSNs were getting help from their peers.

Perception of non- disabled Peers regarding Support of peers in learning of children with HI

When asked the support they and their friends give for learning of children with HI, the respondents were of the view that they helped in sharing class notes to them (n=4), help in improving reading and writing abilities (n=1), while another didn't responded to the question.

4.6.11 Use of Assistive Technologies/ Teaching Learning Materials

Both CWSNs and non- disabled peers were asked regarding use of Assistive Technology/ Teaching Learning Materials. The experiences of 18 CWSNs (i.e., 12 children with LD & 06 children with VI) and six non- disabled peers regarding use of ATs and TLMs are presented in table 4.6.11.

Table 4.6.10

Assistive technologies & TLMs used by CWSNs in school/classroom

Sub-categories	ATs & TLMs	Frequency	Uses
ATs & TLMs used by children with VIs	Braille kits	02	in training program
	Braille books	01	Not using
	spectacles	02	Always, specifically while studying
	Large printed book	03	in classroom
	Abacus	01	In classroom
	Letter board	01	Training program
ATs & TLMs used by children with LDs	Wheel chair	04	Not using, using every time while going out,
	Not provided/ Not using/No need	08	
ATs & TLMs used by children with HIs	Hearing aids	06	Using always, damaged/broken, not using , sometimes

With regard to use of ATs & TLMs students with VI who (Participant A1 & A5) were given braille kits had to say that they were using those kits (braille slate, stylus etc.) in the braille training only not in classroom. However, two students who were using spectacles used always (Participant A4) and specifically while studying (Participant A2). It is also found that large printed books were provided to three students with VI (Participants A6, A5, A9), and they were using for their study purpose. However, braille book was provided to one student with VI but he was not using that. Only one student (Participant A1) with VI was found to be using abacus, in classroom and letter board in training.

With regard to use of ATs & TLMs by students with LD, according to their need some of them (B2, B12, B13, B14) were being provided with wheel chairs. But one among shared that he was not using that because of his inability to use by his own. He remarked: “I got wheel chair . . . That’s why I am not using that. Had I been provided with a tricycle, I would have driven that on my own. I am feeling painful if I move the wheels in my hand” (Participant B12, 2022). Eight children with LD were no need of that, that’s the reason they were not being provided any assistive devices. It is found that though hearing aids were being provided to all six students with HI, three of their peers shared as their peers with HI were not using the hearing aids because of damaged/ broken aids, one of them told that his friend with HI uses the aids sometimes, another one stated that he [child with HI] was not using the aids it was kept in his home. The friend of a child with 100% HI studying in class V remarked: “he never uses that hearing aids . . . those are there at his home . . . kept carefully.” Another one responded regarding damage of Hearing aids stated as “it has been provided to her. . . her younger sister is saying it got damaged.” Only one of the respondents shared that her friend with HI always uses hearing aids.

4.6.12 Assessment Practices

Both CWSNs and non- disabled peers were asked regarding assessment practices. The experiences of 18 CWSNs (i.e., 12 children with LD & 06 children with VI) and six non- disabled peers regarding assessment practices for CWSNs are presented in table 4.6.12 & 4.6.13.

Table 4.6.11

Views of CWSNs and Non- disabled Peers about Writing in Examination by the CWSNs

Sub- categories	Response	Frequency
Writing in Examination by students with VI	write on own	03
	Friends help in writing	01
	Friends help in reading questions	01
	write on own but sometimes with the help of friends	02
Writing in Examination by students with LD	write on own	09
	Friends help in writing	02
	Not responded	01
Writing in Examination by students with HI	write on own	01
	By copying others	03
	Help of friends	01
	Not responded	01

Note: for students with HI their non- disabled peers were interviewed

According to the view of students with VI, only three of them (A2, A4, A9) could write on their own, and one needed help from his friend to write for him. The one who (A1) required friends help in writing examinations shared: A student with 100% VI stated: “I can’t write on my answer paper. Friends help me in writing” (Participant A1, 2022). Another student with 100% VI could write on his own but required his friend to read the question for him. He also stated that sometimes peers help him in writing: “I write on my own by seeing the question papers from very near. Sometimes friends help me in writing. They write on my answer sheets” (Participant A6, 2022). Two of the respondents shared that though they were writing their own sometime they needed help from their friends in writing the examination. Similarly another student had this to say: “I can write my own. Friends tell me the answers, and I write on my answer sheet. Sometimes peer also write on my answer sheet” (Participant A5, 2022).

While interviewing the children with LD, it was found that majority of them were writing in examinations on their own. When asked to non-disabled peers of children with HI, half of them (n=03) stated that they were writing by copying from others answer sheets. Only one student was found to write by own while another required help of his friends in writing. One of the participants regarding the student with HI who required his friends help stated: “He (C3) even not able to write his name properly. Friends help him in writing.”

Table 4.6.12

Views of CWSNs and Non- disabled Peers about Comfortableness of CWSNs in writing in examination

	Sub- categories	Frequency	Reasons
students with VI	Comfortable	02	Can write on own
	Not comfortable	04	Unable to see question properly, unable to see anything, see in one eye
students with LD	Comfortable	08	Can write my own, extra time in exam.
	Not comfortable	02	Pain in right hand, back pain
	Not responded	02	

It is found from the study that two of the students with VI were comfortable in writing the examinations because they could write on their own. Whereas another were not comfortable in writing examinations because of their inability to see the question papers clearly (n=02), unable to see anything (n=01), see in one eye (n=01). One of the students who faced difficulty in reading question had this to say: One of the students with VI shared: “I am not able to see the question paper properly” (Participant A9, 2022). Similarly another student stated “I write on my own. Only require friends help in reading question papers” (Participant A6, 2022). Another student was not able to see anything but wanted to write by his own remarked: “. . . But I want to write. If braille slate will be there I will write.”

Most of the students (n=08) with LD shared that they were comfortable in writing examination since they could write on their own and extra time was given to them. The students (n=02) who were not feeling comfortable in writing examination faced difficulties regarding the pain in the right hand and back pain.

One student with LD though stated regarding comfortableness in writing in examinations since he writes on his own, still stated regarding problems “sometimes while writing if I feel pain in my hand I stop writing than again start” (Participant B12, 2022)

4.6.13 Suggestions by CWSNs for their effective teaching learning

Some of the CWSNs provided some suggestion when asked to say their suggestion for effective teaching learning as follows:

- Tricycle or wheel chair need to be provided by identifying the requirements of the children with LD

- Provision of more medical facilities
- Question papers need to be printed in large size letters
- Writer for writing in examination

4.7 Integration of Data (Data Triangulation)

Data were triangulated so as to validate or authenticate some of the results regarding inclusion of CWSNs in elementary schools of Odisha which were obtained from the data collected from teachers, education personnel, parents, CWSNs (i.e., Children with VI & LD), peers of children with HI, and through observation.

When interviewed to education Personnel, majority (84%) of the Head teachers, and all the BEOs/ABEO, RPs reported that CWSN friendly toilets were functional which was supported by the viewpoint of the CWSNs. Further, with regard to drinking water facilities, most of the schools were having safe drinking water facilities and students were using aqua guard, tube well, and filter for drinking water. This was also validated by the viewpoint of CWSNs where all the CWSNs were of the view regarding availability of drinking water facilities. Ramps were also in good condition with handrails as reported by most (80%) of the HTs, and all the BEOs, ABEO, and RPs. CWSNs had a similar view since majority (n=10) out of eighteen reported regarding use of ramps in their schools. Majority (92%) of the HTs viewed that CWSNs were being seated in front row of the class which was also observed by the researcher that in most of the classes of having CWSNs, mostly CWSNs were seated on front row. Therefore, it can be concluded that mostly school environment was accessible to CWSNs which may be attributed to the initiation and implementation of various policies (i.e., Sarva Siksha Abhiyan, Right to Education Act, Samagra Siksha Abhyan etc.).

Majority (67%) of the teachers indicated regarding essentiality of IEP for teaching CWSNs. However, while interviewing to HTs, it was found that teachers were not developing IEP as perceived by majority (64%) of the HTs. The reason for not developing IEP was attributed to the outbreak of COVID-19. In addition to this all the teachers and about 87% of the teachers responded that they were adapting methods of instruction and syllabus & teaching learning materials respectively to suit the needs of CWSNs. Additionally, teachers (69%) also responded that specially designed learning materials facilitate the learning of CWSNs. When the responses were corroborated with the perception of education personnel, majority (80%) of them

reported that teachers were adapting different methods and materials to teach the CWSNs. However, no teachers in observed classes were found to be using any CWSN specific teaching learning materials in their classes though they were using the TLMs which were meant for all and those were also helpful for CWSNs. However, teachers were found to using different methods like question answer method, peer learning method etc. in the classrooms as observed by the researcher. Therefore, it can be concluded that though development of IEP was very essential for CWSNs, IEPs were not been developed by the teachers. Different methods and materials were being used by the teachers were mostly general in nature rather than specific to CWSNs.

Majority (>90%) of the teachers responded that teachers need to be sensitive towards CWSNs In support of this, all the education personnel reported regarding positive & supportive attitude of teacher and since they (the teachers) accept the CWSNs in their classes, help in the class, and give extra time. This was confirmed by the parents, where majority (74%) of the parents respondents were satisfied regarding the attitude of teachers towards CWSNs. In the same way, while observing the classes, teachers' positive attitude was found where teachers were accepting the CWSNs in their classes without using harsh words, and by making the CWSNs comfortable. When asked to CWSNs and non- disabled peers of children with HI, positive attitude of teachers towards CWSNs was found since most of the CWSNs liked teachers' interaction, and teachers were giving individual attention to the CWSNs. To sum up, mostly teachers attitude towards CWSNs was found to be positive.

Similarly, with regard to the attitude of non- disabled peer, about 74% teachers responded that normal students feel comfortable to study with CWSNs. By responding to this, majority of the teachers indicated positive attitude of non-disabled peers towards CWSNs. The perception of HTs subscribe to this where majority of the HTs (84%) reported regarding positive and supportive peer attitude. When these findings were further authenticated with the view of parents, since majority of the parents were satisfied with the peer acceptance of their child. Further some of the CWSNs (n=06), and non- disabled peers of children with hearing impairment (n=03) were reported regarding positive peer attitude. It can be concluded that mostly peers of CWSNs were supportive and cooperative.

With regard to collaboration between regular teachers and specially trained teachers, more than 90% of the teachers responded positively. This finding was reaffirmed by

the HTs since about 88% of the HTs reported regarding collaboration though 68% of the responded teachers were of the view regarding infrequent collaboration. Infrequent collaboration between regular teachers and specially trained teachers were also reported by one BEO and one RP.

About 54% of the teachers perceived that inclusion of CWSNs increase their workload which was supported by majority of HTs. However a notable percentage (40%) of teachers responded that inclusion didn't increase their workloads which were also supported by 40% of the HTs, and two BEOs. This indicates that teachers' workload is increased by inclusion of CWSNs.

When asked regarding curricular activities, data from 70% of the teachers revealed that CWSNs actively participate in curricular activities. When validated with the perception of parents it was found that 48% of the participants were not satisfied with the participation of their CWSNs in curricular activities though 23% of the parents were satisfied. When asked to CWSNs, some of them were of the view that they were participating in classroom activities (n=06), participating in indoor games (n=08), and participating in outdoor games (n=02). To sum up, though majority of the teachers responded regarding active participation of CWSNs in different curricular activities, majority of the parent respondents didn't agree with that. However, when asked to CWSNs it was found that, mostly they were participating within classroom activities & indoor games rather than outdoor activities.

Interview with the education personnel revealed that awareness and understanding of parents regarding their CWSNs were ensured through organising training at block level, PTA meeting at school level where parents were being oriented regarding development of daily living skills of CWSNs, responsibility towards CWSNs, identification of problems of CWSNs, social behaviour, emotional support to CWSNs etc. However, majority (48%) of the HTs reported that very few meeting proceedings were being implemented whereas only 24% of the HTs viewed regarding fully implementation of meeting proceedings. When these findings were validated by the perception of parents, the authenticity was accepted since most of the parents were attending training and learned different contents.

Parents were found to be cooperative as perceived by majority (84%) of the interviewed HTs, and one ABEO & one RP where they reported that parents were cooperative in attending training, showing concern to development of their CWSNs, physical moral support etc.. The result was confirmed by the parents where it is found

that most of the parents were supporting their CWSNs in daily activities, which was also affirmed by the most of the CWSNs, where they were of the view that they need the help of their parents in doing daily activities. But when it came to education of CWSNs, comparatively more (around 41%) parents reported that they were depending on tuition teacher rather than their teaching & siblings' teaching. Similarly, regarding individual attention of parents to the education of CWSNs, 47% of the parents were found to be not providing individual attention to the reading and writing of their children though 26% of the parents shared that they only asks the CWSNs to study. This report of the parents was further affirmed by some of the HTs (16%), and BEO, ABEO & RP where they reported regarding less cooperative parents for the education of CWSNs because parents were busy in household chores, poor economic condition of parents, etc.. Therefore, it can be concluded that though majority of the parents were attending training and were supportive regarding taking care of the CWSNs, they were not attentive to the education of their CWSNs.

Interviewed HTs reported that children with VI were provided with different devices such as spectacles, large printed books, braille kits walk sticks, letter board etc., children with LD were using wheel chair, tricycle, rollator, crutches etc., and students with HI were using hearing aids for their education. These findings were supported by majority of the parents and further supported by the majority of the CWSNs. However, education personnel shared different problems such as irregular use of assistive devices, unable in taking care of assistive devices, and parents shared different problems such as use of braille kits only in training, not using braille book, not using Hearing aids, etc. Some of the CWSNs participants also shared their problems like braille material were using in training program, damaged hearing aids, unable to use wheel chair by the child with LD. While observing the classes, researcher found that some of the CWSNs were using spectacles, surgical shoes, hearing aids, wheel chair in the classrooms or in the school whereas majority of the students in observed classrooms were not using hearing aids, wheel chair, braille kits, and braille books etc. in the classroom. Therefore it can be concluded that though education personnel, parents, and CWSNs were of the view about provision of ATs, they showed their concern regarding issues related to use of those devices. Though education personnel stated regarding some of the possible solution for those issues, still there is a need of proper monitoring of use of assistive devices, and TLMs for CWSNs.

CHAPTER-V

SUMMARY, MAJOR FINDINGS, DISCUSSION AND IMPLICATIONS

5.0 Introduction

This chapter deals with rationale of the study, objectives, hypotheses & research questions, methodology of the study, objective-wise major findings of the study with conclusion, discussion of the findings, educational implication of the study, limitation of the study, suggestions for further study, and conclusion.

5.1 Rationale of the Study

The role, attitude and voices of resource persons (Das & Kattumuri, 2010), head of the schools (Geleta, 2019), teachers (Agbenyega, 2007; Das & Kattumuri, 2011), parents (UNESCO, 2019), CWSNs (Bishton, 2007; Cox, 2009; Watson et al., 2000) were emphasised by the researchers for successful inclusion of CWSNs. From the literature studies it is found that although teachers attitude towards inclusion is a widely researched area, the available evidences are found to be inconsistent and teachers attitude, concerns and perception towards inclusion with regard to the categorical variable i.e., gender and teaching experiences was also found to be multidimensional. More studies were found related to teachers' attitude, perception in comparison to studies related to head teachers, block level administrative officials, resource persons, parents, learners experience in general & experiences of CWSNs in particular regarding inclusion of CWSNs and on-going practices in general classroom.

Various policies and programmes (i.e., DPEP, SSA etc.) have been implemented, and different activities have been carried out by Govt. of Odisha under Samagra Siksha Abhiyan (see section 1.1.5 and table 1.1), according to report 58.35% of the children with disabilities (CWDs) within the age group of 5-19 years attended educational institutions in Odisha which was less than the percentage of attendee in India (61.18%) ('National Institution for transforming India' [NITI Aayog, 2019]). Further, percentage of completion of at least secondary education by the persons with disabilities with the age of 15 years and more is less in Odisha (13.8%) as compared to India (19.3%) (NITI Aayog, 2020). Additionally, though various activities are being undertaken by Government of Odisha and reported in annual reports (see section 1.1.5 and table 1.1), the actual outcome (i.e., transition, progress and placement) at the ground level within the school set up is not visible in the report. Therefore, there is a need to undertake a study to unveil the ground reality of the implementation of those provisions. Thus, the present study was undertaken and titled

as “Inclusion of Children with Special Needs in elementary schools: Perception of Stakeholders, Classroom practices and Learners’ experiences”.

5.2 Objectives of the Study

1. To find out the perception of teachers about inclusion of CWSNs in elementary schools
2. To study the association between gender of the teachers and their perception towards inclusion of CWSNs
3. To study the association between teaching experiences of the teachers and their perception towards inclusion of CWSNs
4. To study the association between training on inclusive education of the teachers and their perception towards inclusion of CWSNs
5. To find out the perceptions of the education personnel (Head teachers, BEOs/ABEOs, RPs) about inclusion of CWSNs in elementary schools
6. To explore the perception of parents about the inclusion of CWSNs in elementary schools
7. To examine the on-going teaching learning practices from the perspective of inclusion of CWSNs as observed in the classroom
8. To explore the experiences of Learners at elementary level on inclusion of CWSNs

5.3 Hypotheses of the Study

The following hypotheses (i.e., alternative hypotheses and null hypotheses) are formulated for the objectives two, three, and four.

H_{a1}. There is a significant association between the gender of the teachers and their perception towards inclusion of CWSNs in elementary schools

H_{o1}. There is no significant association between the teaching experiences of the teachers and their perception towards inclusion of CWSNs in elementary schools

H_{o2}. There is no significant association between the training on inclusive education of the teachers and their perception towards inclusion of CWSNs in elementary schools

5.4 Research Questions

The following research questions are formulated on the basis of objectives one, five, six, seven and eight.

1. How do teachers vary in their perception towards inclusion of CWSNs in elementary schools?

2. What do the education personnel perceive about inclusion of CWSNs in elementary schools in elementary schools?
3. What are the teaching learning practices followed in an inclusive classroom?
4. What do the parents perceive regarding inclusion of CWSNs in elementary schools?
5. What do the learners in elementary schools experience on inclusion of CWSNs with regard to varying categories of disabilities?

5.5 Methodology of the study

5.5.1 Design of the Study

Descriptive survey design was used for the present research. Both qualitative and quantitative methods were used for the present study.

5.5.2 Population and Sample

The stakeholders (Head teachers, BEOs, ABEOs, RPs, parents of CWSNs, CWSNs, and their non-disabled peers of children with HI) who are involved in the education of CWSNs of Ganjam district constitute the population of the study. Keeping in view the enrolment of highest number CWSNs, three blocks (i.e., Sheragad, Beguniapada and Kukudakhandi) of Ganjam district were taken as the target population for the present study.

As per UDISE (2021-22), 141 schools were having children with visual impairment (blind & low vision), hearing impairment and loco motor disability of the specified blocks under study. Further, 873 teachers were teaching at elementary level in those schools. Therefore, the target population of the study (teacher population) consists of 873 teachers spreading over 141 schools. Similarly, the target population for CWSNs of these three blocks including their peers (in case of hearing impaired) consisted of 374, target population for Head teachers were 141 which also included teachers kept in- charge of head teachers.

Out of those 141 schools, 25 elementary schools were selected through random sampling technique by using lottery method. As per UDISE + report (2021-22) total of 181 teachers were there in 25 elementary schools. Perception scale was administered to the teachers of these 25 schools, the researcher got 150 filled in scale complete in all respects. Therefore, the sample size of the teacher is 150.

31 number of education personnel consisting of Block Education officers (BEOs/ABEOs)-3 nos., Resource Persons (RPs)- 3nos., and head teachers (HTs)- 25 nos. were selected through purposive sampling.

39 numbers of specified CWSNs (children with VI [N=09], LD [N=21], and HI [N=09]) were selected through purposive sampling. However, Criteria sampling was followed for selecting 24 learners (children with VI [N=06], LD [N=12], children with HI [N=06]) for interview purpose. It may be noted here that since researcher was not familiar with sign language, she was not able to collect data from the children with hearing impairment for which their close companion (i.e., non-disabled peers) were considered as respondents for interview.

The following criteria were formulated in consultation with the research supervisor to select the learners.

- CWSNs (children with visually impaired, loco motor disability), and Peers of hearing impairment studying from class V-VIII

Parents (N=38) of all the CWSNs selected through purposive sampling were interviewed to study their perceptions regarding their children's education. Further, 15 classes of 12 schools were observed by the researcher out of 25 schools.

5.5.3 Tools used in the Study

The researcher has used the following self-developed tools to collect the data for undertaking the present study.

1. Perception Scale for Teachers
2. Semi-structured Interview schedule for Education Personnel (i.e., Head teachers/BEOs/ABEOs/RP[CWSNs])
3. Semi-structured Interview schedule for parents of CWSNs
4. Semi-structured Observation Schedule
5. Semi-structured Interview schedule for learners (i.e., CWSNs [children with VI & LD] and for non- disabled peers of children with HI)

5.5.4 Procedure of Data Analysis

Data collected from the teachers through perception scale were analysed quantitatively. Data collected through categories were arranged category wise by placing the frequencies to each cell under each category. Chi-square test of Independence and Fisher's Exact test were followed to analyse the data. Qualitative data collected through semi- structured interview schedules from the education personnel, parents of CWSNs, CWSNs and non- disabled peers of children with HI, were analysed through percentage and content analysis technique. Data collected through semi- structured observation schedule were analysed thematically.

5.6 Major findings of the Study

Objectives wise major findings are presented as follows.

5.6.1 Perception of Teachers about Inclusion of CWSNs in elementary schools

Objective wise major findings are presented as follows.

Objective-01: To find out the perception of teachers about inclusion of CWSNs in Elementary schools

Overall perception of teachers is presented as follows.

- All teachers perceived positively that teachers adapt varied methods of instruction to suit the needs of children with special needs.

- $\geq 90\%$ of the teachers perceived positively regarding the statements related to requirement of special training for regular teachers, small group teaching, trained teachers to become sensitive towards CWSNs, every child's right to be educated in regular class, taking care of the needs of CWSNs for ensuring quality education, collaboration between regular teacher and teachers having special education training, flexible assessment strategies to adapt to the needs of CWSNs, extended time to make children stress free to take the examination, belief of the teachers in the ability of the CWSNs to perform like normal learners in performance between CWSNs and normal students, extra attention to CWSNs by the teachers, comfortableness of CWSNs to study with normal students, Provision of scribes for VI children to take the examination.

- Further, majority (88%) of the teachers positively perceived that provision of special question papers may make the CWSNs to take their examination without any stress.

- In addition to this, majority of the teachers also perceived positively regarding adaptation of teaching materials to the needs of CWSNs (86.7%), acceptance of the concept of inclusion of CWSNs by the parents of normal students (79.4%), essentiality of Individualized educational plan for teaching CWSNs (67.4%), benefits of CWSNs from the regular classroom (76.7%), quick development of academic skills among CWSNs in a regular classroom than in a special classroom (74.6%), comfortableness of normal students to study with CWSNs (71.3%), usefulness of available teaching aids for CWSNs for non- disabled children (71.3%), active participation of CWSNs in all the curricular activities (70%), simplification of the curricula and textbook by the teachers for individual learners (70%), facilitation of

learning of CWSNs through Specially designed Learning materials (69.3%), and feeling of belongingness in the regular classroom (65.4%).

- 46.7% of the teachers perceived that separate classrooms are not beneficial for social and emotional development of the CWSNs indicating the fact that more than half of the teachers perceived that separate classrooms are beneficial for social and emotional development. This shows the negativity in the attitude of the teachers to accept the usefulness of inclusive environment for CWSNs.

- More than half of the teachers (54%) perceived that teaching in inclusive set up increases the workload of the teachers which is unprofessional on the part of teachers who want to avoid responsibility.

- Around 67% of the teachers perceived that only mild and moderately disabled students can be educated in regular class. This indicates that teachers have not realised the concept of inclusion.

- 60% of the teachers perceived that they face difficulty in teaching CWSNs in a regular class and majority (53%) of the teachers found difficulties in meeting individual needs of CWSNs in general classroom. Thus, it can be inferred that their orientation about individual attention and individualised educational plan is not adequate.

From these above findings, it can be concluded that majority of the teachers were positive regarding inclusion of CWSNs in most of the statements. However, majority of the teachers were found to be positive towards increase of their workloads because of inclusion (54%), inclusion of only mild and moderately disabled students can be educated in regular class (67%), face difficulty in teaching in inclusive set up of the teachers (60%), difficulties in meeting individual needs of CWSNs in general classroom (53%). This indicates the need for reviewing and revisiting the in- service training program to upgrade the knowledge and skills of the teachers in these aspects.

5.6.2 Perception of Teachers about Inclusion of CWSNs in elementary schools with regard to Gender

Objective-02: To study the association between gender of the teachers and their perception towards inclusion of CWSNs

Overall perception and statement- wise perception of teachers about inclusion of CWSNs in elementary schools with regard to different Category variables (i.e.,

gender, teaching experience and training) are presented as follows. It may be clarified that statement wise association are presented if significant association were found. Statement wise analyses with no significant association between variables are not presented under major findings.

- No significant association was found between the gender of the teachers and their perception about inclusion of CWSNs in elementary schools.

- When analysed statement- wise, significant association was found between the gender of the teachers and their perception about the statements related to classroom environment (i.e., inclusion of only moderate and mild level CWSNs, difficulty in teaching CWSNs in regular class, CWSNs can perform equally well like other students, Making of small group helps CWSNs to learn from the peers, and Quality education cannot be achieved without taking care of the needs of the CWSNs).

- Further, The statement- wise perception percentage analysis shows a superior sense of men teachers over their women counterparts in the statements related to inclusion of only moderate and mild level CWSNs (i.e., comparatively more men teachers [around 30%] were negative than women teachers [21%]), difficulty in teaching CWSNs in regular class (i.e., comparatively more men teachers [46%] were negative than women teachers [25%]), making of small group helps CWSNs to learn from the peers (i.e., comparatively more men teachers [100%] were positive than women teachers [97%]), and quality education cannot be achieved without taking care of the needs of CWSNs (i.e., comparatively more men teachers [100%] were positive than women teachers [94%]). It may then be said that men teachers were equipped with better understanding of inclusive education from the perspective of these statements than their counterparts. However, majority of the both men and women teachers were positive towards the statements though found a little difference in their degree of perception.

- Though significant association was found in between gender of the teachers and their perception about ‘CWSNs can perform equally well like other students’, percentage analysis shows that they only differed in their degree of positive and very positive perception with nearly same response to both undecided and disagree, and most of them were positive towards the statement.

- Significant association was found in between gender of the teachers and their perception about the statements related to curriculum (i.e., teaching aids available for

CWSNs are helpful for non- disabled children also, and active participation of CWSNs in curricular activities).

- Further, the percentage analysis of the statement- wise perception shows a superior sense of men teachers over their women counterparts in the statements related to teaching aids available for CWSNs are helpful for non- disabled children also (i.e., comparatively more men teachers [72%] were positive than women teachers [70%]), and active participation of CWSNs in curricular activities (i.e., comparatively more men teachers [80%] were positive than women teachers [58%]). It may then be said that more men teachers were using TLMs for non- disabled peers which were meant for CWSNs, and they were also they were engaging CWSNs in different curricular activities then there of their women counterparts. However, majority of the both men and women teachers were positive towards the statements though found difference in their degree of perception.

- Significant association was found in between gender of the teachers and their perception about the comfortableness of normal students to study with CWSNs. Further, percentage analysis shows that men teachers (about 82%) were found to be having more positive towards the statement in comparison to their counterparts (58%). The reason may be attributed to the notion that more men teachers were sensitizing the non- disabled students about acceptance of CWSNs in comparison to their counterparts.

It can be concluded that though no significant association was found between the gender of the teachers and their perception about inclusion of CWSNs in elementary schools, when analysed statement wise significant association was found between the gender of the teachers and their perception about inclusion of CWSNs in elementary schools with the statements focus of inclusion of only moderate and mild level CWSNs, difficulty in teaching CWSNs in regular class, CWSNs can perform equally well like other students, making of small group helps CWSNs to learn from the peers, quality education cannot be achieved without taking care of the needs of the CWSNs, teaching aids available for CWSNs are helpful for non- disabled children also, active participation of CWSNs in curricular activities, and comfortableness of normal students to study with CWSNs. Further, statement- wise perception shows a superior sense of men teachers over their women counterparts in all these statements except one. However, in one statement though significant association was found in between

gender of the teachers and their perception about 'CWSNs can perform equally well like other students', percentage analysis shows that they only differed in their degree of positive and very positive perception, and most of them were positive towards the statement.

5.6.3 Perception of Teachers about Inclusion of CWSNs in elementary schools with regard to Teaching Experience

Objective-03: To study the association between teaching experiences of the teachers and their perception towards inclusion of CWSNs

- There is no significant association between the teaching experiences of the teachers and their perception about inclusion of CWSNs in elementary schools

- Significant association was found between teaching experiences of the teachers and their perception about the statements related to training exposure and skills of teachers (i.e., collaboration between regular teachers and resource persons, and training of teachers make them sensitive towards CWSNs).

- Further, percentage analysis shows that comparatively more number of teachers with ≤ 10 years of teaching experience (98.5%) positively perceived about 'collaboration between regular teachers and resource persons' as compared to teachers having 11- 20 years (95%) and > 20 years (91%) of teaching experience. This might be attributed to the reason that young teachers were more active in collaborating with the RPs for the education of CWSNs.

- More number of teachers (100%) having 11- 20 years, and > 20 years of teaching experience were found to be positive about 'training of teachers make them sensitive towards CWSNs' as compared to teachers having ≤ 10 years of teaching experience (97%). This may be attributed to the notion that more experienced teacher (i.e., 11- 20 years, and > 20 years) understand the need of CWSNs more in comparison to less experienced teachers (i.e., ≤ 10 years of teaching experience).

- Significant association was found between teaching experiences of the teachers and their perception about curriculum with the statement's focus of adaptation of syllabus & teaching materials for CWSNs.

- Further, comparatively more number of teachers (93%) having ≤ 10 years of teaching experience positively perceived about adaptation of Syllabus & Teaching learning materials for CWSNs' as compared to teachers having 11- 20 years , and > 20 years (around 82%) of teaching experience. This may be because of the reason that

less experienced teachers had better realised the orientation which helped them in adapting the TLMs to suit the needs of CWSNs.

- Significant association was found between teaching experiences of the teachers and their perception about quick development of academic skills by CWSNs in a regular classroom than in a special classroom.

- Further, more number of teachers having 11- 20 years of teaching experience (84%), and > 20 years (around 82%) of teaching experience positively perceived about 'quick development of academic skills by CWSNs in a regular classroom than in a special classroom' as compared to teachers having ≤ 10 years (64%) of teaching experience. It shows that teachers having more teaching experiences might have been experienced more academic development of the CWSNs in regular schools.

It can be concluded that though no significant association was found between the teaching experiences of the teachers and their perception about inclusion of CWSNs in elementary schools, when analysed statement wise significant association was found between the teaching experiences of the teachers and their perception about inclusion of CWSNs in elementary schools with the statements focus of collaboration between regular teachers and resource persons, training of teachers make them sensitive towards CWSNs, adaptation of syllabus & teaching materials for CWSNs, quick development of academic skills by CWSNs in a regular classroom than in a special classroom. Further, statement- wise perception shows that teachers having ≤ 10 years of teaching experience were more positive over their counterparts of teachers having 11-20 & more than 20 years of teaching experience in the statements focus of 'collaboration between regular teachers and resource persons', and 'adaptation of Syllabus & Teaching learning materials for CWSNs'. However, more number of teachers having 11- 20 years, and > 20 years of teaching experience were found to be positive as compared to teachers having ≤ 10 years of teaching experience in the statements focus of 'training of teachers make them sensitive towards CWSNs', and 'quick development of academic skills by CWSNs in a regular classroom than in a special classroom'.

5.6.4 Perception of Teachers about Inclusion of CWSNs in elementary schools with regard to Training on Inclusive Education

Objective-04: To study the association between training on inclusive education of the teachers and their perception towards inclusion of CWSNs

- No significant association was found between training of the teachers on inclusive education and their perception about inclusion of CWSNs.

- Significant association was found between training on inclusive education of the teachers and their perception about difficulty in teaching CWSNs in regular class.

- Further, percentage analysis shows that majority of untrained teachers (77%) positively perceived about ‘difficulty in teaching CWSNs in regular classes’ as compared to trained teachers (57%). The reason of this may be attributed to the fact that trained teachers were able to handle and teach CWSNs very smoothly because of their training orientation as compare to the untrained teachers.

- Significant association was found between training on inclusive education of the teachers and their perception about classroom environment with specific reference to making of small group helps CWSNs to learn from the peers.

- Further, percentage analysis shows that majority of trained teachers (99%) positively perceived about ‘making of small group helps CWSNs to learn from the peers’ as compared to untrained teachers (96%). This may be because of the reason that the trained teachers were trained and were being teaching through forming small groups among the learners and had an experience of their learning from the peers. However, most of the both trained and untrained teachers were positive towards the statements though found a little difference in their degree of perception.

- Significant association was found between training on inclusive education of the teachers and their perception about the statements related to curriculum (i.e., extra attention to CWSNs by the teachers, simplification of curricula and textbook by the teachers, adaptation of syllabus & teaching materials for CWSNs, adaptation of varied methods of instruction to suit the CWSNs).

- Further, percentage analysis shows that majority of trained teachers (94%) positively perceived about extra attention to CWSNs by the teachers as compared to untrained teachers (85%). It may be attributed to the reason that trained teachers were able to give extra attention to CWSNs because of their training orientation.

- Further, percentage analysis shows that majority of trained teachers (71%) positively perceived about simplification of curricula and textbook by the teachers as compared to untrained teachers (65%). This may be attributed to the notion that trained teachers were simplifying the curricula and text books because of their training inputs during their training.

- Majority of trained teachers (88%) were found to be positive about adapting the syllabus & teaching materials as compared to untrained teachers (81%). This may be attributed to the notion that during teaching, trained teachers were adapting the syllabus & teaching materials for CWSNs because of their orientation to training and practicing those training inputs.

- Though both trained and untrained teachers differ in their degree of perception (i.e., very positive and positive), all the teachers positively perceived about adaptation of varied methods of instruction to suit the CWSNs. It may be argues here that irrespective of training on inclusive education, teachers were using varied methods of instruction to suit the need of CWSNs. The use of methods by untrained teachers may be because of their awareness during pre- service training.

- Significant association was found between training on inclusive education of the teachers and their perception about the statements related to benefits of inclusive education (i.e., parents of normal students don't complain about the inclusion of CWSNs, comfortableness of CWSNs to study with normal students, comfortableness of normal students to study with CWSNs).

- When analysed with percentage analysis, majority of trained teachers (80%) positively perceived about 'parents of normal students don't complain about the inclusion of CWSNs' as compared to untrained teachers (77%).

- Majority of untrained teachers (96%) positively perceived about 'comfortableness of CWSNs to study with normal students' as compared to trained teachers (91%). This may be attributed the reason that though not trained in inclusive education during in-service period, untrained teachers might have been making effort to create a conducive environment in classroom where CWSNs can feel comfortable to study with normal children.

- Majority of trained teachers (73%) positively perceived about 'comfortableness of normal students to study with CWSNs' as compared to untrained teachers (61.5%).

It can be concluded that though no significant association was found between the training on Inclusive Education of the teachers and their perception about inclusion of CWSNs in elementary schools, when analysed statement wise significant association was found between the training on Inclusive Education of the teachers and their perception about inclusion of CWSNs in elementary schools with the statements focus of difficulty in teaching CWSNs in regular class, making of small group helps CWSNs to learn from the peers, extra attention to CWSNs by the teachers, simplification of curricula and textbook by the teachers, adaptation of syllabus & teaching materials for CWSNs, parents of normal students don't complain about the inclusion of CWSNs, comfortableness of CWSNs to study with normal students, comfortableness of normal students to study with CWSNs. Further, statement- wise perception shows that trained teachers were more positive than the untrained teachers in all these statements except one statement. In contrast to this, majority of untrained teachers positively perceived about 'comfortableness of CWSNs to study with normal students' as compared to trained teachers. Further, though both trained and untrained teachers differ in their degree of perception (i.e., very positive and positive), all the teachers positively perceived about adaptation of varied methods of instruction to suit the CWSNs.

5.6.5 Perception of Education Personnel about inclusion of CWSNs

Objective-05: To find out the perceptions of the Education personnel (Head teachers, BEOs/ABEOs, RPs) about inclusion of CWSNs in elementary schools

Perception of Education personnel are presented under different Dimensions as follows.

Accessibility of CWSNs in School Environment

- With regard to accessibility, majority (> 90%) of the head teachers (HTs) responded regarding distance of school as per the norms of RTE Act- 2009, appropriate sitting arrangement (i.e., front line of the class), availability of safe drinking water, and majority of the head teachers viewed regarding ramps with hand rails with good condition (80%), and availability of functional CWSN friendly toilets (84%).

- With regard to social accessibility, all the HTs responded regarding teachers' positive attitude towards CWSNs, and majority (84%) of the head teachers responded that peers of CWSNs had a positive attitude towards CWSNs.

- Similarly, all the BEOs & ABEO and resource persons viewed regarding walkable distance of school from learners' residence, sitting of the CWSNs in the front line of the class, and according to their own choice. Most of the schools were having CWSNs friendly toilets and ramps and all schools were having drinking water facilities.

- All BEOs & ABEO and resource persons stated regarding positive attitude of non- disabled peers and teachers towards CWSNs.

- Most of the HTs (80%), and all BEOs & ABEOs and resource persons stated regarding free movement of CWSNs in school because of big campus in schools, supportive environment, use of assistive technologies, training of CWSNs, training of parents, assistance of teachers, and assistance from peers.

Therefore, accessibility is not a big issue for the CWSNs in the context of Ganjam district which may be attributed to the implementation of Sarva Siksha Abhiyan and on going implementation of Samagra Siksha Abhijan which also subsumes RTE Act-2009.

Training Exposure and Skills of Teachers

- All BEOs & ABEO, and resource persons and majority (88%) of the head teachers stated that phase- wise training were given to the teachers.

- Majority (60%) of the HTs expressed that inclusion of CWSNs increase the workload of teachers due to requirement of extra care and attention, special focus, extra time for CWSNs, lack of knowledge & skills of teachers, extra time in invigilation duty, more file works, and requirement of separate teaching strategies. Whereas 40% of the HTs stated that inclusion doesn't increase the workloads of the teachers. Thus, workload is to be acknowledged to be an issue for most of the teachers. There are still a sizable number of teachers who accept their duty and responsibility and enjoy it while serving the cause of CWSNs. Work becomes a load when responsibility is not realised and work is not enjoyed.

- BEOs of two blocks stated that inclusion didn't increase the workloads of the teachers whereas another ABEO and three RPs shared regarding increase of workloads of teachers because of inclusion of CWSNs.

- All BEOs, ABEO, RPs, and majority (88%) of the head teachers viewed regarding collaboration between regular teachers and specially trained teachers. Of the head teachers, majority (about 68%) stated regarding infrequent collaboration.

Therefore, collaboration is an issue which need to be addressed as the teamwork is necessary for successful implementation of inclusive practices.

- All the Educational personnel viewed that RPs were appointed at block level although on part-time basis from the point of view of schools.

Therefore, it can be inferred that inadequate training was observed in the critical intervention where duration was short and coverage was more. This might be the cause of increasing workloads of teachers because of inclusion.

Facilities provided to CWSNs

- All the education personnel reported that the children with VI were provided with spectacles, braille kits, braille books, lenses, and white cane/ smart cane as per their needs and requirements, children with hearing impairment were provided hearing aids and children with loco motor disabilities were provided tricycle, wheel chairs, cerebral palsy chair (CP chair) etc.. However, irregularities in using those ATs & TLMs by the most of the users (i.e., CWSNs) were reported by the HTs.

- All the education personnel stated that scholarship facilities were being provided to the CWSNs with benchmark disabilities.

- All the education personnel were of the view that resource centres were not functioning in the school, rather it has been functioning at district level. But in an informal conversation after the data collection process, one RP and one IEV reported that the resource centre at block level has been established and functional in each block of Ganjam district from 20th November 2022.

Transaction of Curriculum

- All BEOs & ABEO, & RPs, and majority (80%) of the HTs stated that teachers were adapting different TLMs (i.e., large printed books, braille books, on the basis of student's level of understanding i.e., charts, number cards, pictures, Hand-made TLMs, Use of TLMs used for general students, TLMs provided by govt., TLM kits, Story books, abacus), and adapting different methods (i.e., Extra care, Extra time, individualized instruction, storytelling method, activity method, play way method, peer learning, by asking easy questions, teaching through action), and non- verbal communication, written communication, and Drawings etc. were using by the teachers as the appropriate language and modes & means of communication for students with HI. One BEO expressed regarding ZERO periods on Saturday where all students could show their creativity.

- Majority (64%) of the HTs stated that teachers were not developing IEPs and most of them attributed the reason for not developing as COVID- 19.

Parental Involvement

- One of the BEOs, ABEO, two RPs, and majority (84%) of the HTs stated regarding cooperative/ supportive parents where as 16% of the HTs stated regarding less cooperative parents due to poor economic conditions, busy in household chores, irresponsible in taking care of aids and appliances provided, disinterest in education of their children, negative feelings regarding disabilities, money-mindedness.

- ABEO stated positively regarding parental support but another BEO had both positive and negative view regarding parental support and attributed different reasons (i.e., short duration of training, non- covering of all blind students at a time in training) for less support of parents in the education of their CWSNs.

- All the HTs stated that parents' awareness and understanding regarding their CWSNs were being developed through training at block level. Of them, with regard to frequency of training, HTs stated that meetings were being conducted once in a year at block level [52%]), PTA meeting at school level (Once in a month [76%]), and majority (48%) of the respondents shared that very few meeting proceedings were implemented.

- All the BEOs, ABEO, and RPs shared that trainings are organised for parents of CWSNs and different contents such as moral support to parents, daily living skills of CWSNs, academic support, use of assistive devices, taking care of those assistive devices were being discussed in the meeting.

Peer Sensitization

- More than half of the teachers (56%) stated that they were being organised peer sensitization program at individual level, at class level, at school level, where as 44% of the HTs were not organising such programs because of no instruction from govt., no time/less time for organizing such meeting, scarcity of funds.

- All BEOs, ABEO and RPs expressed that the peer sensitization program were being organised at school level and in classes

Monitoring of implementation practices

- All the HTs stated that they were monitoring the implementation of inclusive practices through class visit/inspection/observation, monitoring of records, periodical observation, monitoring curricular activities of CWSNs, and Coordination among

professionals, officials & parents were ensured through meeting, communication over phone.

Organising of Camps/ Programs for CWSNs

- All the BEOs/ABEO and RPs, all the head teachers viewed that different camp (i.e., parental counselling, therapy for CWSNs, sports meet, training for CWSNs & parents, observation of disability day on 3rd December, training for development of skill, distribution of aids and appliances etc.) for CWSNs were organised at district level and block level. Some of the head teachers also reported that camps and programs were being organised at cluster level. Some of the Head teachers viewed that they were not conducting any specific camp or not organising any specific game only for CWSNs in schools because of small number of CWSNs.

It can be concluded that though camps were being organised at district level and block levels, no specific program was being organised at school level because of less number of CWSNs in schools.

Assessment

- All the Head teachers reported that no braille questionnaire papers and scribes were being provided for Children with VI, and no separate questions papers were being provided to CWSNs. However, very less stated regarding flexibility in conducting examinations such as through oral method (n=05), picture based assessment (n=01), according to their own choice (n=01), seek help in reading questions (n=01).

- And all the HTs stated regarding provision of extra time in examination for CWSNs.

- All the BEOs/ABEO & RPs responded regarding no braille questionnaire papers, no scribes, and no separate questions papers, though stated about extra 20 minutes per hour time in examination, and oral method of examination.

It shows that assessment practices were not flexible from the point of view of CWSNs in general, and children with VI in particular.

Benefits of Inclusive education

- All the education personnel stated regarding benefits of inclusive education by expressing different benefits such as social adjustment, non- feeling of inferiority, right of everyone to get education, etc. though some of them stated regarding inclusion of only mild and moderate category of students.

- All the education personnel perceived that there have been improvement of CWSNs in their academic area after implementation of Inclusive education such as improvement in attendance, & retention, and majority of the head teachers stated regarding less active participation in curricular activities (52%), and average achievement (68%). Very less HTs (8%) shared regarding good achievement of CWSNs in general schools.

- All the BEOs/ ABEO and RPs stated that the attendance, retention, participation, and achievement of CWSNs have been improved after implementation of inclusive education.

It indicates that more than half of the CWSNs remain passive in the class in spite of their increase in attendance and retention which indicates the failure of teachers and the failure of training program which is in contrary to the guideline of NCF 2005 where active learning of the students were emphasised.

5.6.6 Perception of parents about inclusion of CWSNs in elementary schools

Objective- 06: To explore the perception of parents about the inclusion of CWSNs in elementary schools

Perceptions of parents about the inclusion of CWSNs in elementary schools are presented under different dimensions.

Selection of General School over Special School

- Majority of the parents were of the view that they preferred general schools over special schools as general schools were near to their residence (69%), and they have no dilemma in selecting general schools over special schools for the education of their CWSNs (72%).

Identification and Placing of CWSNs in general school

- All the parents came to know about the disability of their children by seeing their behaviour and body language, and the disability of their children were confirmed and certified after formal assessment through medical assessment in different camps i.e., eye-screening camp, medical assessment camp etc. and through medical check-ups in hospitals

- Most of the parents (75%) were satisfied with the assessment of the disability of their children and 64% of the parents were satisfied regarding both assessment and placing of those children in schools.

- Whereas few parents showed their dissatisfaction in assessment of percentage of disabilities of their children (14%) because of faulty certification of disability by the authorities.

Training & practice of parents

- Mostly the parents were attending training regularly and were of the view that they were being made aware of different government facilities for CWSNs, understanding of those CWSNs, activities to be done by the CWSNs in school & home, mobility training for children with VI, problems faced by the child at school & home and solutions, use of assistive devices (hearing aids, tri- cycle, wheel chairs, crutches etc.) & taking care of those devices, to help the Children with VI in recognising vegetables & cereals, use of braille book, to guide students with VI for confident & safety movement, sending of CWSNs regularly to school.

- More than half of the parents of children with VI & LD stated that they/ their family members were helping their children in doing day to day activities i.e., bathing, combing hair, taking food, wearing dresses, moving from one place to another place, buttoning the shirts, taking to toilets, and parents of children with HI viewed that they were helping their children through non- verbal communication.

- Majority (41%) of the parents were of the opinion that their children were studying through tuitions.

- 47% of the parents were found to be not giving individual attention to the learning of their CWSNs, and they attributed different reasons for not giving attention to the reading, writing, and language ability of the child as they were busy in household works, no time, illiteracy, disobedience of CWSNs to the parents) for that.

Interest of the CWSNs to go to schools

- Majority (82%) of the parent had a positive response when they responded that their children were interested to go to schools because CWSNs were interested to go to schools because they could go to schools with their friends, like to play with the friends, study, roam around, interact with friends, could go to school by using assistive devices, to freshen their mind, and to shape their future.

- 18% of the parents stated that their CWSNs were not interested to go to school because of disinterest, exhausted feeling, out of breath feeling of the children.

Education of CWSNs in general school

- Though majority of the parents showed their happiness regarding care of CWSNs in school (53%), and felt secure on stay of CWSNs in school (66%), very less (24%) of the parents were of the view regarding good academic progress whereas majority (42%) of the parents were uncertain regarding the academic progress of their children.

- Majority (61%) were not satisfied regarding availability and knowledge of special teacher in school and 39% of the parents were uncertain about that.

- Majority (59%) of the parents were uncertain about availability and knowledge of general teachers with training on inclusive education, whereas 35% of the respondents were satisfied with the availability and knowledge of general teachers with training on inclusive education. With regard to flexibility in curriculum, very few of the respondents were satisfied whereas majority were uncertain.

- More than 70% of the parents were satisfied with the peer acceptance, teachers' attitude towards the child, and scholarship facilities for CWSNs.

- Only 23% of the parent respondents were satisfied regarding participation of CWSNs in curricular activities.

- Half of the parents were satisfied regarding evaluation procedure of CWSNs.

Language training of Children with Hearing Impairment

- Parents were taking their children to the training programme organised at block level and district level for their language development. Of them, father of one child with 100% HI viewed regarding private therapy centre for his speech development though he takes the child for therapy very few times because of financial issues.

Social adjustment of CWSNs

- Majority (76%) of the parents expressed that their children were good with their friends in school.

- Some of the parents (21%) also viewed that their children were not having good relations with their friends in schools

Assistive devices & Teaching learning Materials for CWSNs

- Parents of CWSNs stated that their children with VI were given spectacles, braille books, braille kits, and large printed books, children with LD were given tri cycle-wheel chair, rollator, surgical shoes., and children with HI were given hearing aids. When asked regarding the problems in using the device most of the parents reported

regarding irregular use of assistive devices, damage of devices, and problems in using those.

Parent Teacher Interaction

- Majority (73 %) of the parents were found to be discussing with the teachers regarding the education of their CWSNs.
- Some (27%) of the parents were not discussing anything with teachers and stated different reasons for that such as they were not feeling good to talk to the teachers, having dis interest to discuss, discussing with inclusive education volunteers, busy in other works, and illiteracy.

Suggestions for successful inclusion of CWSNs in general schools

The following suggestions were given by the parents for successful inclusion of CWSNs in general schools.

- Appointment of specially trained teacher (i.e., resource persons for CWSNs[braille trained teachers, teachers trained in sign language/ sign language trainer])
- Appointment of more inclusive education volunteers
- Teacher should take interest to give individual attention
- Frequent organisation of training program
- Frequent organisation of eye screening program
- Provision of assistive devices on time
- Examinations need to be flexible according to the ability of the child
- Scribe for writing
- Need based teaching learning materials
- Frequent organising of physiotherapy and speech therapy

5.6.7 Teaching Learning Practices in Classrooms having CWSNs

Objective- 07: To examine the on-going teaching learning practices from the perspective of inclusion of CWSNs as observed in the classroom

Classroom Environment

- The sitting arrangement of students with VI and LD, was satisfactory, whereas out of five classes, sitting arrangement of three classes of students with HI were found to be not satisfactory as they were seated in the crowded, multi grade class, and sitting position of the students in last/ middle row.
- Most of the classrooms were spacious for free movement of the CWSNs.

- In most of the observations, CWSNs were found to be accepted by their normal peers.

- Teachers' attitude towards CWSNs was found to be positive since they were accepting the CWSNs in their classes by showing friendly and cooperative attitude.

- All classroom environments were found to be non-threatening.

Mode of Curriculum transaction

- Majority of the classes (09 classes) were found as learner centred in general, and six classes were found to be target specific to CWSNs.

- Teachers were using the teaching learning materials used for normal students in their classes. No classes were observed using CWSNs specific specially designed teaching materials.

- Some of the CWSNs were using ATs & TLMs as per their need but some of the students were not using though they need to use, and some of the students didn't require the ATs for them.

Assessment during the Class

- Out of 15 classes, only in seven classes question answer method, writing on note books were used for assessment of learners' learning during the classroom teaching learning.

Provision of reinforcement by teachers

- It was observed by the researcher that the classes where the learners engagement/ participation was observed through question answer method and where teacher asked the students to write on notebook, teachers were praising the students by using the praising words like 'Sabaas [English meaning very good]', 'Very good', and by patting the back.

5.6.8 Experiences of Learners at elementary level on inclusion of CWSNs

Objective- 08: To explore the experiences of Learners at elementary level on inclusion of CWSNs

Accessibility

- Majority of the CWSNs were accessible to school, ramps, toilets, and drinking water facilities.

- As perceived by CWSNs some of them (n=08) were having free movement in the school because they can see or use spectacles or play with friends in school. However,

some (n=09) of the CWSNs were having restricted movement because of the fear of falling down, and inability to walk properly.

Interest of CWSNs to go to school

Majority (17 out of 18 CWSNs) of the CWSNs stated that they were interested to go to school since they would play with their friends, and would study in school.

Support CWSNs needs in Daily Activities

Majority of the CWSNs reported that they were of the need of getting support in doing daily activities i.e., taking bath, combing hair, taking food, wearing dresses, and toileting.

Attitude of Teachers towards CWSNs

- Majority of the CWSNs shared that they like the interaction of teachers (n=15), and their teachers give them individual attention (n=10).
- Similarly, four non- disabled peers of children with HI, out of six stated that they were liking the way teachers interact with their peers with HI whereas half of the non-disabled peer respondent shared regarding attention of teachers towards children with HI.

Classroom Learning of CWSNs

Out of 12 CWSNs respondent,, less numbers of CWSNs shared that they were asking questions to the teachers (n= 05), but little more were answering the questions (n=07) during classroom learning.

Participation of CWSNs in Classroom/ School Activities

- Majority (n=13) of the CWSNs shared that they were participating in different classroom/ school activities i.e., classroom activities (n=06), participation in indoor game (08), participation in outdoor games (n=02).
- Out of six non- disabled peers, only two respondents viewed regarding participation of their peers with HI in outdoor activities.

Social Relationship

- Most of the CWSNs were found to be sharing their feeling with their parents and peers and in case of children with HI, they share their feelings to their close friends and family members through non-verbal communication.
- With regard to the behaviour of friends towards CWSNs, six CWSNs out of thirteen shared that their friends had positive attitude towards them since they play

together, help in writing, and reading. In case of children with HI, three of their peers reported regarding positive attitude of their peers.

Support of Peers in Learning

Most of the CWSNs shared that their friends were supportive to them since they were helping them in improving reading and writing abilities in classroom, coming to school, sharing class notes, solving mathematical problems, and clarify the concepts. Peers of children with HI also reported that they were helping in sharing class notes to them, and help in improving their reading and writing abilities.

Use of Assistive technology

- As perceived by the CWSNs and non- disabled peers of children with HI, braille books, braille kits, spectacles, wheelchair, large printed book, abacus, letter board, hearing aids were given to the CWSNs according to their disability type.

- However, the CWSNs who were being provided with braille materials were not using those in classroom, majority of the children with HI were not using hearing aids, and one child with LD was not using wheelchair.

- However, the students who were given large printed books, spectacles were using the materials/ devices, and some of the students with LD were using wheel chairs.

Assessment Practices

- Out of six children with VI, three were writing on their own in examinations (n=03), writing on their own but sometimes with friends help (n=02).

- Out of twelve children with LD, majority (n=09) were writing on their own

- As perceived by non- disabled peers, mostly children with HI were writing in examinations by copying from their friends (n=03), on own (n=01), and help of friends (n=01).

- Most of the children with VI were not able to see the question properly and not able to see at all.

5.7 Discussion

Perception of Teachers on Inclusion of CWSNs

It is found from the study that all teachers perceived positively regarding adaptation of varied methods of instruction by the teachers to suit the needs of children with special needs. This finding is in line with a study conducted by (Cox, 2009; Mitiku et al., 2014; Taneja- Johensson *et al.*, 2023) where it is found that teachers adapt varied methods of teaching, and modify the instructions.

About 99% of the teachers perceived positively regarding requirement of special training for regular teachers, This finding is consistent with the findings by Azueta & Kamenopoulou, (2018) where teachers stated for requirement of more specialized knowledge and support in the area of inclusive education though in general, they were supportive to inclusive education, they lacked preparation/training on sensory impairment which hindered them from including students with VI in mainstream schools.

It is found from the study that nearly 99% of the teachers perceived positively regarding every child's right to be educated in regular class. This finding shows that most of teachers are well known about the education rights specified in article-21 (A) of the Indian constitution. This is in congruence with the findings reported by Azueta & Kamenopoulou (2018) where it was found that teachers agreed that children with disabilities have a right to be placed in mainstream schools. Another study also reported that in Greece and Cyprus, Society recognised the right for students having SENs to get education in their neighbourhood school (Batsiou et al., 2008). Similarly another study found that all students should be educated in regular classroom (Bansal, 2018).

About 99% of the teachers stated that teaching through small group help CWSNs to learn from the peers. This finding is supported by Yilmaz & Yeganeh (2021) who reported that some of the teachers under study were found to be organising group works by changing seats of disadvantaged students so as to increase effective inclusive education and some of teachers were also organizing group works for diversification of their instructional practices according to the diversified needs of the students.

Of the teachers, 96% of the teachers stated that regular teachers and teachers having special education training (i.e., resource persons) work together in order to teach CWSNs. This finding is in contrast to this finding of previous studies where researchers reported that teachers stated regarding lack of time for collaboration and consultation (Cox, 2009), inactive special need education by indicating gaps in monitoring the activities of itinerant teachers (Franck & Joshi, 2017), rare visit of integrated education resource teachers (Bhan, 2012) and limitations of specialists in providing meaningful support to the assigned schools (Taneja-Johanssona *et al.*, 2023). Additionally, majority of the teachers in general education were found to be

neutral regarding the effective communication between them and special education teachers (Hwang & Evan, 2011)

About 94% of the teachers positively perceived that assessment strategies are flexible to adapt to the needs of CWSNs. This is supported by a study by Franck & Joshi (2017) where teachers had the view that oral examination was being conducted for students with visual impairment according to the need which indicates the flexibility in examination system. But in contrast to this another study found non-flexibility in examination of CWSNs where the students were given the same assignments, same tests and the same question papers in the examinations (Bhatnagar & Das, 2014) which shows inflexible assessment strategy for CWSNs. Similarly, teachers reported that, they were not able to diversify assessment and evaluation because of crowded classrooms (Yılmaz & Yeganeh, 2021).

Nearly 93% of the teachers positively perceived that CWSNs can perform equally well like other students in their class. This finding is similar with the finding of a research (Asamoah et al., 2018) where teachers opined that integration of SWDs in mainstream system of education empower the SWDS to move ahead in all activities even they exceed their non-disabled peers.

About 93% of the teachers reported that they give extra attention to CWSNs in their classes. The findings of this study is in contrast with other research findings (Bansal, 2018; Gavish & Shimoni, 2011; Pappas et al., 2018) where teachers reported that they were not able to give special attention or adequate attention to CWSNs because of overcrowded classroom.

Majority of the teachers (86.7%) also perceived positively regarding adaptation of teaching materials to the needs of CWSNs. This shows that most of the teachers under study were adapting and using modified and need based teaching materials for CWSNs. This is supported by a researcher (Guanoluisa *et al.*, 2022) who reported that one teacher stated as she developed her own teaching materials i.e., large printed worksheets for VI students having 56% of visual impairment. In contrast to this finding, researchers reported that teachers showed their concern regarding insufficient teaching learning materials or resources (Agbenyega, 2007; Cox, 2009; Dukpa & Kamenopoulou's, 2018; Kirui, 2014; Lapena *et al.*, 2023; Wangari, 2015) and assistive devices (Mitiku *et al.*, 2014) which hindered implementation of their inclusive practices.

Majority (79.4%) of the teachers stated that Parents of normal students don't complain about the inclusion of CWSNs. The finding is in consistent with the findings by Korkmaz (2011) where parents of normal student supported inclusive classroom after getting explanation of inclusive teachers regarding classroom arrangement though they were worried with the fear that their children might get influenced negatively in inclusive classroom.

About 71% of the teacher perceived positively that teaching aids which are available for CWSNs were useful for non- disabled children also. The finding is in concur with the finding of a study in Kenya by Wangari (2015) where it is reported that most of the teaching aids which were available for teaching in inclusive class were useful for normal learners.

Of the 150 teachers, 70 % stated that CWSNs participate in all the curricular activities actively. This can be seen in other study (Mara & Mara, 2011) where teachers encouraged their students with disabilities to participate in extra- curricular activities with their normal peers.

Nearly 77% of the teachers stated that CWSNs get benefits from the regular classroom. This finding is in line with the finding of a previous study where it is reported that CWSNs increase their self- confidence and get new friends through collaboration, group work and sharing (Dağlı & Öznacar, 2015).

Majority of the teachers (65%) stated that CWSNs don't feel isolation in the regular classroom. The similarity of the finding can be attributed to other research where teachers were of the view that CWSNs get new friends in a mainstream class through collaboration with normal students (Dağlı & Öznacar, 2015).

Majority (67.4%) of the teacher perceived that it is essential to develop Individualized educational plan for teaching CWSNs. But a study found that teachers were not using IEP for getting feedback because there was no such trend of using IEP and there was no requirement of use it because of same expectations from all learners (Mitiku et al., 2014).

Study found that teachers (about 70%) simplify the curricula and textbook for individual learners. In consistent with this, the findings of a study which reported that the teachers (48.7%) believed that inclusion involves adapting the existing curricula to children needs (Zoniou-Sideri, & Vlachou, 2006). But in contrast to this, teachers were found to be struggling to adapt the curriculum to the needs of the children & balance between teaching regular students and special need students with

individualised instruction as perceived by the head teachers (Bansal & Kaur, 2021). Similarly, teachers were of the opinion of inadequate preparation for curriculum modification and adaptation in different subjects for handling the CWSNs (Bansal, 2018). The result of the present study shows more positive perception of teachers. The reasons may be attributed to the idea that most of the teachers were trained and were practising the training inputs by simplifying the curriculum and textbooks for the CWSNs.

About 71% of the teachers positively perceived that normal students feel comfortable to study with CWSNs which shows that students without special needs were friendly with CWSNs. This finding is in congruence with the findings of a study conducted by Mukhopadhyaya *et al.* (2019) where learners without SENs found to have no problem with those with SENs. Which could be inferred from the findings of classroom and school observations where it was found that learners with and without SENs would freely interact with each other during group work tasks and even outside the classroom. Similarly, another study reported that non-disabled students accepted and helped their disabled peers though they were reluctant in the beginning of the academic year (Korkmaaz, 2011). A study in Andhra Pradesh also reported similar findings that majority (83.33%) of the normal children were willing to mingle with the CWSNs (Devi & Reddy, 2016).

46.7% of the teachers in the study perceived negatively regarding benefits of separate classrooms for social and emotional development of the CWSNs which indicates that those teachers perceived positively about the inclusive classroom for social and emotional development of the CWSNs. The findings is in conversant with the finding of Bansal (2018) who reported that primary school teachers agreed (47.6%) and strongly agreed (49.2%) that Inclusive education had a positive effect possibly on the social and emotional development of students with disabilities. Similarly majority of teachers believed that socialization (86.9%) and social acceptance (78.5%) could be the major benefits of inclusion where as some of the teachers though accepted the inclusion believed in segregated education for those SWDs and indicated that inclusion of these students would not be beneficial for their cognitive, social and psychological development. (Zoniou-Sideri and Vlachou, 2006)

It is found from the study that 54% of the teachers stated that teaching in inclusive set up increases the workload of the teachers. This shows that more than half of the teachers perceived regarding increase of workload while teaching in inclusive

set up. This is in line with the studies where it was reported that inclusion of the CWSN increase the work loads of teachers as perceived by the teachers (69.8%) (Zoniou-Sideri & Vlachou, 2006) and complained by the teachers to the head teachers (Mullick et al., 2012).

It is found from the study that around 67% of the teachers perceived that only mild and moderately disabled students can be educated in regular class. It shows that majority of the teachers perceived the possibility of inclusion of only mild and moderately disabled in general school which indicates that the teachers might not be able think regarding the scope of inclusive education which also includes children having profound disability. The finding of the study is in consistent with the findings from other studies where teachers were more willing to include children with mild disabilities or physical/sensory disabilities than those with more complex needs (Avramidis and Norwich, 2002), and few teachers were willing to include mild mobility disabled students in their classes (Batsiou et al., 2008)

It is found from this study that 60% of the teachers perceived that they face difficulty in teaching CWSNs in a regular class. This indicates the need for reviewing and revisiting the in- service training program. The finding is in consistent with the finding reported by Devi & Reddy (2016) where one third of the teacher felt difficult to teach the normal children and CWSN children simultaneously.

More than half of the teachers (53%) found difficulties in meeting individual needs of CWSNs in general classroom. It shows that the teachers might have lack of skills and competencies to handle those of CWSNs. Teachers stated that generals were not able to meet individual needs of the disabled students (Zoniou-Sideri and Vlachou, 2006). Similarly, majority of the teachers faced difficulties in meeting the needs of students with certain disabilities in the general education classroom (Hwang & Evan, 2011).

Perception of Teachers on Inclusion of CWSNs in Elementary schools with regard to their Gender

The present study found no significant association between the gender of the teachers and their perception about inclusion of CWSNs in elementary schools. This finding is in congruence with the findings of other studies (Bhakta & Shit, 2018; Chanda & Behera, 2018; Parmanik & Barman, 2018; Singh, Kumar & Singh, 2020) where no significant difference was found between male and female teachers in their attitude towards inclusive education. Whereas the findings of the study is in contrast

with the findings of the studies (Alghazo, & Naggar Gaad, 2004; Guria & Tiwari, 2016; Prakash, 2012; Tsakiridou & Polyzopoulou, 2014). The result of the present study is dissimilar to previous studies, may be because of the reason that all the teachers irrespective of the gender had a good understanding and practice of inclusion.

However when analysed statement wise significant association was found between the gender of the teachers and their perception about inclusion of CWSNs in elementary schools with the statements focus of inclusion of only moderate and mild level CWSNs, difficulty in teaching CWSNs in regular class, CWSNs can perform equally well like other students, making of small group helps CWSNs to learn from the peers, quality education cannot be achieved without taking care of the needs of the CWSNs, teaching aids available for CWSNs are helpful for non-disabled children also, active participation of CWSNs in curricular activities, and comfortableness of normal students to study with CWSNs. Further, statement-wise perception shows a superior sense of men teachers over their women counterparts in all these statements except one. However, in one statement though significant association was found in between gender of the teachers and their perception about 'CWSNs can perform equally well like other students', percentage analysis shows that they only differed in their degree of positive and very positive perception, and most of them were positive towards the statement.

Perception of Teachers on Inclusion of CWSNs in Elementary schools with regard to their Teaching experience

The present study found no significant association between the teaching experience of the teachers and their perception about inclusion of CWSNs in elementary schools. Study found similar kind findings where more general teaching experience of the teachers was not a factor for determining their attitude towards inclusive education (Dupoux et al., 2006; Parmanik & Braman, 2018; Malinen et al., 2012). Year of teaching experience were not found to have effect on the attitude of teachers towards inclusive model, teachers confidence to teach in inclusive classroom, effect of inclusion on hearing students, and workload (Eriks-Brophy & Whittingham, 2013).

When analysed statement wise significant association was found between the teaching experiences of the teachers and their perception about inclusion of CWSNs in elementary schools with the statements focus of collaboration between regular teachers and resource persons, training of teachers make them sensitive towards

CWSNs, adaptation of syllabus & teaching materials for CWSNs, quick development of academic skills by CWSNs in a regular classroom than in a special classroom. Further, statement-wise perception shows that teachers having ≤ 10 years of teaching experience were more positive over their counterparts of teachers having 11-20 & more than 20 years of teaching experience in the statements focus of ‘collaboration between regular teachers and resource persons’, and ‘adaptation of Syllabus & Teaching learning materials for CWSNs’. This may be because of the reason that young teachers were good at collaborating and interacting with the RPs, and they were adapting the syllabus & TLMs to the need of CWSNs. However, more number of teachers having 11- 20 years, and > 20 years of teaching experience were found to be positive as compared to teachers having ≤ 10 years of teaching experience in the statements focus of ‘training of teachers make them sensitive towards CWSNs’, and ‘quick development of academic skills by CWSNs in a regular classroom than in a special classroom’. This may be attributed to the reason that their experience in teaching and training made them to be sensitized towards the CWSN, and they might have been experiencing quick development of academic skills by CWSNs in a regular classroom.

Perception of Teachers on Inclusion of CWSNs in Elementary schools with regard to their Training on Inclusive Education

The present study found no significant association between the training on inclusive education of the teachers and their perception about inclusion of CWSNs in elementary schools. The study finding is in contrast to the findings conducted before where significant difference was found in the attitude of the teachers with regard to their training (Bhakta & Shit, 2016; Mngo & Mngo, 2018; Tsakiridou, & Polyzopoulou, 2014). This may be because of the fact that all the teachers irrespective of training attended have realised the concept of inclusion.

However, statement wise analysis found significant association between the training on Inclusive Education of the teachers and their perception about inclusion of CWSNs in elementary schools with the statements focus of difficulty in teaching CWSNs in regular class, making of small group helps CWSNs to learn from the peers, extra attention to CWSNs by the teachers, simplification of curricula and textbook by the teachers, adaptation of syllabus & teaching materials for CWSNs, adaptation of varied methods of instruction to suit the CWSNs, parents of normal students don’t complain about the inclusion of CWSNs, comfortableness of CWSNs to study with

normal students, comfortableness of normal students to study with CWSNs. Further, statement-wise perception shows that trained teachers were more positive than the untrained teachers in all these statements except one statement. In contrast to this, majority of untrained teachers positively perceived about ‘comfortableness of CWSNs to study with normal students’ as compared to trained teachers.

Perception of Education Personnel on inclusion of CWSNs in Elementary Schools

Accessibility is not a big issue for the CWSNs in the context of Ganjam district which may be attributed to the implementation of Sarva Siksha Abhiyan and on going implementation of Samagra Siksha Abhiyan which also subsumes RTE Act-2009.

Majority (60%) of the HTs expressed that inclusion of CWSNs increase the workload of teachers whereas 40% of the HTs stated that inclusion doesn't increase the workloads of the teachers. The study finding is in consistent with the finding of a study conducted by Mullick et al. (2012) where HTs reported that teachers were reluctant to enrol the CWSNs which might be because that the workload of the teachers was increased by including children with special needs and indigenous children from disadvantaged groups, and they were getting complaints from teachers regarding the workload whereas another study by Sharma & Desai (2002) found that the educators are not too much concerned regarding the increase of workloads associated with integrated education.

All BEOs, ABEO, RPs, and majority (88%) of the head teachers viewed regarding collaboration between regular teachers and specially trained teachers. Of the head teachers, majority (about 68%) stated regarding infrequent collaboration because of non-availability of required number of specially trained teachers, enrolment of less number of students with moderate disabilities, communication over phone, sometimes through IEVs. The study finding is in congruence with the findings of other studies where head of the institutions stated regarding extremely limited number of resource persons are available for guiding inclusive practices which is seen from their views when they reported by showing their concern for requirement of special educators and Para- professionals (i.e., physiotherapist and speech therapist) (Sharma & Desai, 2002). Similarly, School principal in a study by Bansal & Kaur (2021) reported that since only one special educator was catering to need of all the children with disabilities in that particular school along with children with neighbourhood schools under that cluster, giving personal attention in the school particularly when the class

size is large. Mohanty & Nanda (2017) also reported for requirement of special educators in elementary schools.

All the education personnel reported that the children with VI were provided spectacles, braille kits, braille books, lenses, and white cane/ smart cane as per their needs and requirements, children with hearing impairment were provided hearing aids and children with loco motor disabilities were provided tricycle, wheel chairs, cerebral palsy chair (CP chair) etc.. In contrast to this, leaders of the schools were found to be concerned about the limited financial provision for assistive devices, food for students with hunger and language support (Mullick, Deppeler & Sharma, 2012).

All the education personnel were of the view that resource centres were not functioning in the school, rather it has been functioning at district level. But in an informal conversation after the data collection process, one RP and one IEV reported that the resource centre at block level has been established and functional in each block of Ganjam district from 20th November 2022. However resource room were not there in the schools as reported by the HTs. All BEOs & ABEO, & RPs, and majority (80%) of the HTs under study stated that teachers were adapting different TLMs and adapting different methods and non- verbal communication, written communication, and Drawings etc. were using by the teachers as the appropriate language and modes & means of communication for students with HI. Majority (64%) of the HTs in this study reported that teachers were not developing IEPs and most of them attributed the reason for not developing as COVID- 19. In consistent with the study findings lack of teaching learning materials and resource rooms in elementary schools were also reported by several head teachers which were very much essential for curriculum transaction (Mohanty & Nanda, 2017).

Two BEOs, two RPs, and majority (84%) of the HTs and ABEO of a block stated regarding cooperative/ supportive parents which in consistent with the findings of Das & Kattumuri (2010) where the resource persons reported that most of the mothers were visiting the schools daily. Though less in percentage 16% of the HTs one BEO and RP (CWSN) stated regarding less cooperative parents due to poor economic conditions, busy in household chores, irresponsible in taking care of aids and appliances provided, disinterest in education of their children, negative feelings regarding disabilities, money-mindedness. A study by Bansal & Kaur (2021) reported principals statement that parents of CWSNs were not cooperative because of illiteracy

and daily wages of the parent which hinders the parents from understanding the reading writing problems faced by their children

All the head teachers reported that no braille questionnaire papers, and scribes were being provided for Children with VI, and no separate questions papers were being provided to CWSNs, though very less (20%) stated that they were conducting examinations through oral method. And all the HTs stated regarding provision of extra time in examination for CWSNs. The findings are similar with the findings of the study where HTs perceived regarding common assessment for all students along with CWSNs (Mohanty & Nanda, 2017). It shows that assessment practices were not suitable from the point of view of CWSNs in general, and children with VI in particular.

Perception of Parents regarding inclusion of CWSNs in Elementary Schools

The study finds that majority (61%) were not satisfactory regarding availability and knowledge of special teacher in school and some of the parents suggested for appointment of specially education teacher since no special teacher were there in schools. This is in line with results reported by (Jigyel et al., 2021) where nine out of twenty six parents expressed the need for special education teacher by stating the reasons that their children were attending the school only for one- two hours a day because of shortage of special education teachers. Another report in Odisha also revealed regarding requirement of special educator for CWSNs (Sanjay, 2023).

With regard to flexibility in curriculum, very few (only 15%) of the respondents were satisfied whereas majority were uncertain (54%) and 35% were not satisfied. A study in Odisha also reported that parents were of view of rigidity of the curriculum, unfamiliar language as the barriers of educational inclusion (Dash & Mallick, 2018).

More than 70% of the parents of the study were satisfied with the teachers' attitude towards the child,. This is in line with other research where parents were confident that their children were being treated equally by the class teachers in typical class (Dimitrios et al., 2008).

More than 70% of the parents were satisfied with the peer acceptance and majority (76%) of the parents expressed that their children were good with their friends in school. The similar findings revealed by Dagli & Öznacar (2015) where 84% of the parents indicated that mainstreaming socialized the CWSNs and 17% of

the parent respondent stated that normal children developed cooperation and support skills because of mainstreaming. However, some of the parents (21%) of the study also viewed that their children were not having good relations with their friends in schools where some of the parents gave reason as normal students sometimes tease with different name with negative connotations which is in line the findings reported by Dagli & Öznacar (2015) where parents showed concern regarding the behaviour of normal children towards CWSNs as they [normal children] were bullying, not accepting and isolating the CWSNs.

Though majority (73 %) of the parents were found to be discussing with the teachers regarding the education of their CWSNs some (27%) of the parents were not discussing anything with teachers and stated different reasons for that such as they were not feeling good to talk to the teachers, having dis interest to discuss, discussing with inclusive education volunteers, busy in other works, and illiteracy. A study also found that six out of seven parents didn't discuss with the teacher regarding the education of their children by giving the reasons (i.e., not invited by the teachers, lack of time) (Zelalem, 2002).

Learners' Experience regarding in Elementary Schools

Majority of the CWSNs stated that they were interested to go to school since they would play with their friends. With regard to the behaviour of friends towards CWSNs, six CWSNs out of thirteen shared that their friends had positive attitude towards them since they play together, help in writing, and reading. The findings of the study is in line with another findings where it is reported that learners with SENs preferred to study in inclusive classroom as they were benefited from their non-disabled peers which could be seen in a statement by one VI student "Initially I did not like it, but now I enjoy it, they all help me in class-work, and play with me. I am happy in this school" (Mukhopadhyaya *et al.*, 2019). Similarly children with VI reported that they were enjoying by learning along with their non-disabled peers (Brydges & Mkandawire, 2017). It may be argued that the attitude of non- disabled peers towards CWSNs was mostly positive.

In contrast to this the present study also found that five of the respondents reported regarding not having positive attitude towards them by their non-disabled peers because of their inability to see and their friend call them with different negative connotations. This is in connection with a research which found that students with disabilities were stigmatized by the non- disabled students (Mitiku *et al.*,2014).

Similarly a study in India depicted that seven children interviewed found it difficult to make friends with the non-disabled peers because they were made fun of and bullied and were facing social isolation because of their disability (Das & Kattumuri, 2010).

Majority of the CWSNs shared that they like the interaction of teachers (n=15), and their teachers give them individual attention (n=10). The findings is in line with the findings of a study where though only two out of six children with VI showed their satisfaction regarding teachers' positive attitude (de Verdier and Ek, 2014).

Out of six children with VI, three were writing on their own in examinations (n=03), writing on their own but sometimes with friends help (n=02). Children with HI were writing in examinations by copying from their friends (n=03) as perceived by non- disabled peers. One of the students with VI reported that he need friends help in reading question papers since it is difficult for him to read the question paper. Similarly another student with VI stated that he need a braille slate to write the answer of the question which shows that assessment strategies were not flexible for CWSNs which was also confirmed by assessment strategies were not comfortable for SWSNs (Mitiku *et al.*, 2014).

5.8 Educational Implications of the Study

Educational implications of the study were derived on the basis of the findings of the present study. The implications have been presented separately for Head teachers, Teachers, Parents of CWSNs, District and Block Level administrators (DEOs/BEOs/ ABEOs), Policy Planners,

Implications for Head teachers

- It was found that some of the head Teachers viewed regarding non-updating of IEP files for CWSNs. They need to construct their understanding about varied needs of the learners, so that they can design IEP (Individualized Educational Plan) to meet students' individual need.
- It seems that though phase-wise training were being given to teachers, teachers were not fully realised the concept of inclusiveness which was inferred from the observation of head teachers when majority of them were of the view regarding increase of workload because of inclusion of CWSNs. Therefore, Head teachers need to orient their teachers and develop their understanding by organising different training, and meetings.

- All the education personnel viewed that resource centres were not functioning in the schools rather it was functioning at district level though functioning of block level resource centre has been came to notice of the researcher in an informal conversation with the participants. HTs need to encourage their teachers to utilize the available resources and develop their own resources for effective teaching learning process.

- Though less in number 16% of the HTs stated regarding less cooperative parents. Therefore, parents need to be made aware regarding different provisions, facilities and importance of education for their CWSNs through organising frequent training.

- It was found that 44% of the HTs were not organising peer sensitizing programs. Therefore, they need to realise the importance of peer group in the life of CWSNs and sensitize the peers by organising different awareness programmes or after prayer classes.

- All the head teachers reported that no braille questionnaire papers and scribes were being provided for Children with VI, and no separate questions papers were being provided to CWSNs. Therefore, since some of the CWSNs stated regarding not able to read the questions and providing of braille slate to write in the examination, HTs need to think up the alternatives for children with VI who were of the need of alternative methods of assessment.

- Inconsistent result was found with regard to use of TLMs for CWSNs since education personnel, teachers were of the view regarding adaptation and use of TLMs and methods for CWSNs, but during observation of the classes, no special TLMs were found to be used by the teachers specifically for CWSNs and no specific method of instruction was found to be used for children with HI in particular in most of the classes. Therefore, the use of TLMs and methods to suit the needs of CWSNs need to be closely monitored.

- One of the BEO stated regarding an initiative taken in the Ganjam district i.e., ZERO period (one hour) on every Saturday of the week which provide the opportunity to show the creativity of all the students including CWSNs. While interviewing a Head teacher, it was also found that a child with LD was excellent in drawing/making model during that period. Therefore, HTs need to mention the achievements of CWSNs during these ZERO period in the portfolio, and organise the

exhibition of those portfolios so as to recognise, and develop the creativity of those CWSNs.

Implication for Teachers

- Though most of the teachers responded positively regarding inclusion of CWSNs, majority of teachers faced difficulties to teach CWSNs in a regular class, and to meet the individual needs in general classroom. Therefore, they need to actually realise the training inputs and practice in their classroom so as to enhance their skill to teach all types of learners irrespective of disabilities.

- More than half of the teachers also responded that teaching in inclusive set-up increases their workloads. Therefore, teachers need to develop empathetic attitude towards the CWSNs and take teaching as a passion rather than only profession.

- Majority of the teachers responded that only mild and moderately disabled could be accommodated in a general classroom. Therefore, teachers need to actualise the real meaning of inclusiveness which welcomes all learners irrespective of degree of disabilities.

- Majority of the teachers perceived regarding essentiality of developing IEPs for CWSNs. When their response was triangulated with the perception of HTs, it is found that though teachers were aware about the essentiality of IEPs for CWSNs but not developing the IEPs as perceived by HTs. So, teachers need to develop IEP for smooth teaching to CWSNs.

Implication for parents

- It is found that some of the parents perceived regarding inability of their children to learn and inability to attend regular meeting. Therefore, parents of children with special needs need to aware about inclusive education through attending training.

- Parents were found as not giving special attention for the learning of CWSNs. Therefore, they need to give attention to the education of their children so as to improve the learning of CWSNs.

- Some of the parents were found to be not discussing regarding the education of CWSNs with the teachers, since parent teacher interaction is essential for the development of the CWSNs, parent need to understand the importance of education for their CWSNs so as to develop their future.

Implications for Block level and district level administrators

- The administrative authority at school level, block level and district level need to take initiation for organising regular grass root level training which will be helpful for the teachers, parents and CWSNs to practice the training effectively

- Administrators at district level and block level need to frequently and regularly monitor the implementation practices of inclusive practices at grass root level so as to ensure effective inclusion of CWSNs.

- Head teachers were found to be monitoring the inclusive practices in the school. Nevertheless, proper mechanism need to be developed at cluster, block, and district level to monitor the actual classroom happenings of an inclusive classroom.

- Majority of teachers perceived regarding requirement of special training for successful inclusion. Though majority of the teachers were positive in their perception in most of the statements, still find difficulty, and feel increase of workload in teaching CWSNs in general classroom. Some of the HTs also shared similar view. Therefore, the duration of teachers' training and frequency of training in a year related to inclusive education/ CWSNs need to be increased so as to develop their competencies in handling CWSNs, though most of the teachers were found to be trained.

- It is found from the perception of parents that majority of them were attending training and training related to handling of CWSNs and educating those was imparted to them. But a notable number of the parents (47%) were found to be not providing individual attention to the education of their CWSNs. Further some of the HTs, RPs, and one BEO were of the view regarding non- cooperation of parents in the education of their CWSNs. Since, parents play a greater role in the education of CWSNs, the duration of Parents' training and frequency of training in a year need to be increased. In addition, proper mechanisms need to be developed to monitor the practices of parents for the education of their CWSNs.

- It is found that Escort allowance was being given to the CWSNs but some of the CWSNs were not regular in school because of busy of parents in other works. Therefore, proper mechanism need to be developed to monitor the regularity of the CWSNs in the schools, and make aware the parents about the purpose of Escort allowance.

Implications for Policy Makers

- The study will help the policy makers to frame such policies and laws, where all can understand and accept the concept of inclusion and the CWSNs irrespective of their severities.

- It was found from the study regarding availability of one/two RP(CWSNs) in each block and non-availability of RPs in schools. NEP-2020 also emphasised on appointment of trained special teacher and trainer. Therefore, Central Govt./ Odisha state govt. need to initiate the recruitment process of RPs trained in a specific type of disability on the basis of types of CWSNs available in the blocks and recruit the RPs at least at the cluster level who can cater the needs of the types of CWSNs in schools.

- More number of Inclusive education volunteers (IEVs) need to be appointed and trained appropriately to handle the CWSNs.

- One of the BEO stated regarding an initiative taken in the Ganjam district i.e., ZERO period (one hour) on every Saturday of the week and its effectiveness in schools which provide the opportunity to show the creativity of all the students including CWSNs. Therefore, this initiative could be extended to other districts of Odisha so as to develop the creativity of all students including CWSNs.

5.9 Limitations of Study

- Perception is always subjective and is not necessarily reflected in the performance of the educational personnel, teachers and parents under study

- All the tools are self-made and can't be concluded to elicit full proof data

- Student's performance analysis in cognitive areas and non-cognitive areas are not covered under the study.

- Though random sampling technique was used for selecting the teachers, the size of the sample taken for the study is not representative of the whole population of the teachers of Ganjam district.

- Researcher didn't know the sign language to interact with children with HI. Therefore, she had to rely on the experience of the peers of Children with Hearing impairment to know about the inclusion of their friends with HI.

- Generalisation done on the basis of limited classroom observation may not be applicable universally.

- The views of Peers of VI and LD were not considered in this study.

5.10 Suggestion for further Study

- The study may be undertaken to study teachers' perception by taking more number of variables such as management of school (Private & Govt.), Locality (Rural & Urban Teachers), Areas (Tribal and Non-tribal areas) etc.
- In-depth Case study may be done by taking the CWSNs who excel in different field
- As this research we only have the participation of 150 teachers, we must take the results with caution. Therefore, studies could be done by taking representative number of samples for statistical generalization of the findings.
- Further, the study can be done to study the effectiveness of inputs of pre-service inclusive training on classroom practices of elementary schools
- Another study may be undertaken for evaluating the policy recommendations
- Another studies may be conducted by taking other type of CWSNs
- Further study could be done by including the view point of inclusive education volunteers (IEVs).
- Comparative study could be done to study the implementation of inclusive education in Government and Private institution
- The possibilities of the convergence of the non-government organisations and government organisations could be explored for educating CWSNs.

5.11 Conclusion

No body is perfect in this world in all aspects. We should not ignore if someone's imperfection is visible. It's our spiritual responsibility to support them through the education and guidance. So that they will be the best versions of themselves. Therefore, it's the prime duty of all the stakeholders to identify the actual need and potential of the CWSNs and nurture them accordingly so as to develop their full potential and grow them like others. Since the present research emphasised on perception of education personnel, parents, CWSNs, this may be helpful for the stakeholders who have been involved directly or indirectly in the education of CWSNs to know the present status of the education provided in general elementary schools having CWSNs and plan or act accordingly so as to fill the gaps between policy and practices.

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Appendix-A

Perception Scale for Teachers

Sir/Madam,

This perception scale consisted statements which is helpful to know the perception of teachers. This is connected with my Ph.D. (Education) study on the topic “**Inclusion of children with special needs in Elementary Schools: Perception of Stakeholders, Classroom Practices and Learners’ Experiences**”. The response of the scale ranges from strongly agree (SA) to strongly disagree (SD). It may be mentioned here that for this present study the students who are having visual impairment, hearing impairment and loco motor disabilities have been taken under children with specially needs (CWSNs). Kindly read and understand the statement and please put tick (✓) mark to options which you think appropriate. The personal data provided by you will be kept confidential and be used for completing my research work only. In this regard, your kind cooperation is solicited.

Yours Sincerely
Sanjeevani Sudha Jena
Investigator

Preliminary Information

Name(Optional):

Gender: Female/Male

Name of the School:

Name of the Block:

Teaching experience:

Training on Inclusive education: Yes/No

Sl. No.	Statement	SA	A	UD	DA	SD
1	Every child regardless of his/her special needs has the right to be educated in the regular class					
2	Only mild and moderately CWSNs can be educated in regular class					
3	It is difficult to teach CWSNs in a regular class					

4	CWSNs are getting the benefit of the regular classroom					
5	Teaching students through small group helps CWSNs to learn from the peers					
6	The objective of quality education cannot be achieved unless the needs of the CWSNs are taken care of in classroom					
7	CWSNs can perform equally well like other students in their classes					
8	Separate classrooms are beneficial for social and emotional development of the CWSNs					
9	It is difficult to meet individual needs in general classroom					
10	Successful implementation of inclusive education requires special training of regular teachers					
11	Teaching in inclusive set up increases the workload of teachers					
12	Teachers need to be sensitive towards CWSNs					
13	Regular teacher and resource persons (i.e., teachers having special education training) work together in order to teach CWSNs					
14	Children with special needs participate in all the curricular activities actively					
15	Teachers adapt the syllabus and teaching materials to the needs of CWSNs					
16	Teachers adapt varied methods of instruction to suit the CWSNs					
17	Teachers give extra attention to CWSNs					
18	Teachers simplify the curricula and textbook for individual learners					
19	Individualized educational plan is essential for teaching CWSNs					
20	Teaching aids available for CWSNs are helpful for non- disabled children also					
21	Specially designed Learning materials facilitate the					

	learning of CWSNs					
22	Assessment strategies need to be flexible to adapt to the needs of CWSNs					
23	Specially designed question papers may make the CWSNs stress free to take the examination					
24	Provision of scribes may make VI students stress free to take the examination					
25	Provision of extending time make CWSNs stress free to write the examination					
26	CWSNs develop academic skills more quickly in a regular classroom than in a special classroom					
27	CWSNs don't feel isolated in the regular classroom					
28	Parents of children without special needs don't complain about the inclusion of CWSNs					
29	Normal students feel comfortable to study with CWSNs					
30	CWSNs are comfortable in studying with normal students					

Perception scale for Teachers (Translated in Odia)

ମହାଶୟା/ ମହାଶୟା,

ଉଚ୍ଚ ମାପନୀ ଟି ଶିକ୍ଷକ/ ଶିକ୍ଷୟତ୍ରୀମାନଙ୍କର ଅନ୍ତର୍ନିବେଶିତ ଶିକ୍ଷା ସମ୍ବନ୍ଧିତ ଧାରଣା ବିଷୟରେ ଜାଣିବା ନିମିତ୍ତ ଉଦ୍ଦିଷ୍ଟ। ଏହା ମୋର Ph.D. (ଶିକ୍ଷା) ବିଷୟରେ କରୁଥିବା ଶିରୋନାମା "ଓଡ଼ିଶାର ପ୍ରାରମ୍ଭିକ ବିଦ୍ୟାଳୟରେ ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କର ଅନ୍ତର୍ଭୁକ୍ତିକରଣ ଉପରେ ହିତାଧିକାରୀ ମାନଙ୍କର ଉପଲବ୍ଧି, ପ୍ରଚଳିତ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା, ଏବଂ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କର ଅଭିଜ୍ଞତା" ସହ ସମ୍ପର୍କିତ ଅଟେ । ମାପନୀ ର ଜବାବ ଦେବା ପାଇଁ ପାଞ୍ଚ ଟି ବିକଳ୍ପ ତଥା ଦୃଢ଼ଭାବରେ ସହମତ(Strongly Agree), ସହମତ (Agree), ଅନିଶ୍ଚିତ(Undecided), ଅସମ୍ମତ (Disagree), ଦୃଢ଼ଭାବରେ ଅସମ୍ମତ (Strongly Disagree) ଦିଆଯାଇଅଛି । ଏହି ଗବେଷଣାରେ ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଶିକ୍ଷାର୍ଥୀ (ତଥା ଦୃଷ୍ଟି ଶକ୍ତି ବାଧୁତ, ଶ୍ରବଣ ବାଧୁତ ଏବଂ ଚଳନ ବାଧୁତ) ମାନଙ୍କୁ ଅନ୍ତର୍ଭୁକ୍ତ କରା ଯାଇଅଛି । ଦୟାକରି ନିମ୍ନୋକ୍ତ ପ୍ରତ୍ୟେକ ଉକ୍ତି କୁ ଭଲ ଭାବରେ ପଢ଼ି ଏବଂ ବୁଝି ଉପଯୁକ୍ତ ସ୍ଥାନରେ ଚିହ୍ନ ଦିଅନ୍ତୁ । ଆପଣଙ୍କ ଦ୍ୱାରା ଦିଆଯାଇଥିବା ତଥ୍ୟ ଗୁଡ଼ିକ କେବଳ ଗବେଷଣା ଉଦ୍ଦେଶ୍ୟରେ ବ୍ୟବହାର କରାଯିବ ଓ ଗୋପନ ରଖା ଯିବ ।

ଗବେଷିକା

ସଞ୍ଜୀବନୀ ସୁଧା ଜେନା

ହାଇଦ୍ରାବାଦ ବିଶ୍ୱ ବିଦ୍ୟାଳୟ, ହାଇଦ୍ରାବାଦ

କ୍ର.ନଂ.	ଉକ୍ତି	ଦୃ. ସ	ସ	ଅନିଶ୍ଚିତ	ଅସମ୍ମତ	ଦୃ. ଅ
୧.	ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ସତ୍ତ୍ୱେ ମଧ୍ୟ ପ୍ରତ୍ୟେକ ଶିକ୍ଷାର୍ଥୀଙ୍କର ସାଧାରଣ ଶ୍ରେଣୀରେ ପଢ଼ିବାର ଅଧିକାର ଅଛି ।					
୨.	ସାମାନ୍ୟ ଓ ମଧ୍ୟମ ଅକ୍ଷମତା ଥିବା ଛାତ୍ରଛାତ୍ରୀମାନେ କେବଳ ସାଧାରଣ ଶ୍ରେଣୀରେ ପଢ଼ିପାରିବେ ।					
୩.	ସାଧାରଣ ଶ୍ରେଣୀରେ ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ପିଲାଙ୍କୁ ପଢ଼େଇବା କଷ୍ଟ ସାଧ୍ୟ ଅଟେ ।					
୪.	ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ପିଲାମାନେ ସାଧାରଣ ଶ୍ରେଣୀଗୃହରୁ ସମସ୍ତ ସୁବିଧା ପାଉଛନ୍ତି ।					
୫.	ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ପିଲାମାନଙ୍କୁ ଛୋଟ ଛୋଟ ଦଳରେ ବିଭକ୍ତ କରି ପଢ଼ାଇଲେ, ସେମାନେ ସାଙ୍ଗ ମାନଙ୍କ ଠାରୁ ଜ୍ଞାନ ଆହରଣ କରିପାରନ୍ତି ।					
୬.	ଯଦି ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ପିଲା ମାନଙ୍କର ଆବଶ୍ୟକତା କୁ ଦୃଷ୍ଟି ଦିଆ ନ ଯିବ, ତାହେଲେ					

	ଗୁଣାତ୍ମକ ଶିକ୍ଷା ହୋଇପାରିବ ନାହିଁ					
୭.	ଶ୍ରେଣୀ ରେ ସାଧାରଣ ପିଲା ଙ୍କ ପରି ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ପିଲାମାନେ ମଧ୍ୟ ଭଲ ପ୍ରଦର୍ଶନ କରିପାରିବେ ।					
୮.	ପୃଥକ ଶ୍ରେଣୀଗୃହ ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ପିଲା ମାନଙ୍କର ସାମାଜିକ ଓ ଆବେଗିକ ବିକାଶ ରେ ସହାୟକ ହୋଇଥାଏ ।					
୯.	ସାଧାରଣ ଶ୍ରେଣୀଗୃହରେ ପିଲାମାନଙ୍କର ବ୍ୟକ୍ତିଗତ ଆବଶ୍ୟକତା କୁ ପୂରଣ କରିବା କଷ୍ଟ ସାଧ୍ୟ ଅଟେ ।					
୧୦.	ସମାବେଶୀ ଶିକ୍ଷାର ଫଳପ୍ରସ୍ତ ଭାବେ କାର୍ଯ୍ୟକାରୀତା ନିମ୍ନ ସାଧାରଣ ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀ କୁ ସ୍ୱତନ୍ତ୍ର ପ୍ରଶିକ୍ଷଣ ଦେବାର ଆବଶ୍ୟକତା ରହିଛି ।					
୧୧.	ସମାବେଶୀ ପରିବେଶ ରେ ପଢ଼ାଇବା ଯୋଗୁଁ ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀ ମାନଙ୍କର କାର୍ଯ୍ୟଭାର ବୃଦ୍ଧି ଘଟୁଛି ।					
୧୨.	ଶିକ୍ଷକ /ଶିକ୍ଷୟିତ୍ରୀ ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କ ପ୍ରତି ସମ୍ବେଦନଶୀଳ ହେବା ଆବଶ୍ୟକ ।					
୧୩.	ସାଧାରଣ ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀ ଏବଂ ସ୍ୱତନ୍ତ୍ର ଚାଲିମ ପ୍ରାପ୍ତ ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀ ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଛାତ୍ର ଛାତ୍ରୀ ମାନଙ୍କୁ ପଢ଼ାଇବା ପାଇଁ ମିଳିତ ଭାବେ କାର୍ଯ୍ୟ କରନ୍ତି ।					
୧୪.	ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଶିକ୍ଷାର୍ଥୀ ମାନେ ପାଠ୍ୟକ୍ରମ ସମ୍ପନ୍ନୀୟ ସମସ୍ତ କାର୍ଯ୍ୟାବଳୀ ରେ କ୍ରିୟାଶୀଳ ଭାବରେ ଅଂଶଗ୍ରହଣ କରନ୍ତି ।					
୧୫.	ସାଧାରଣ ଶିକ୍ଷକ /ଶିକ୍ଷୟିତ୍ରୀ ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଅନୁସାରେ ପାଠ୍ୟ ଖସଡ଼ା ଓ ସହାୟକ ସାମଗ୍ରୀ କୁ ଉପଯୋଗୀ କରିଥାନ୍ତି ।					
୧୬.	ଶିକ୍ଷକ/ ଶିକ୍ଷୟିତ୍ରୀ ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କୁ ସୁହାଇଲା ଭଳି ଭିନ୍ନ ଭିନ୍ନ ଶିକ୍ଷାଦାନ ପଦ୍ଧତି ବ୍ୟବହାର କରନ୍ତି ।					
୧୭.	ଶିକ୍ଷକ/ ଶିକ୍ଷୟିତ୍ରୀ ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କୁ ସ୍ୱତନ୍ତ୍ର ଧ୍ୟାନ ଦିଅନ୍ତି ।					
୧୮.	ଶିକ୍ଷକ/ଶିକ୍ଷୟିତ୍ରୀ ବ୍ୟକ୍ତିଗତ ଶିକ୍ଷାର୍ଥୀ ଙ୍କ ପାଇଁ ପାଠ୍ୟକ୍ରମ ଓ ପାଠ୍ୟପୁସ୍ତକର ସରଳୀକରଣ କରନ୍ତି ।					
୧୯.	ଶିକ୍ଷକ/ ଶିକ୍ଷୟିତ୍ରୀ ସ୍ୱତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କୁ ପଢ଼େଇବା ପାଇଁ ଶିକ୍ଷାର୍ଥୀ କୈନ୍ଦ୍ରିକ ଶିକ୍ଷା ଯୋଜନା (Individualized Educational Plan) କରିବା ଆବଶ୍ୟକ ।					

୨୦.	ସ୍ବତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କ ପାଇଁ ଉପଯୋଗୀ ସହାୟକ ସାମଗ୍ରୀ ସାଧାରଣ ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କ ପାଇଁ ମଧ୍ୟ ଉପଯୋଗୀ ଅଟେ ।					
୨୧.	ସ୍ବତନ୍ତ୍ର ଶୈକ୍ଷିକ ଉପକରଣ ସ୍ବତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ପିଲା ମାନଙ୍କ ର ଶିକ୍ଷଣ କୁ ସୁଗମ କରିଥାଏ ।					
୨୨.	ସ୍ବତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କ ପାଇଁ ମୂଲ୍ୟାୟନ କୌଶଳ ଗୁଡିକ ନିମ୍ନଲିଖିତ ହେବା ଆବଶ୍ୟକ ।					
୨୩.	ସ୍ବତନ୍ତ୍ର ଆବଶ୍ୟକତା ପିଲାମାନଙ୍କୁ ନିଆରା ପ୍ରଶ୍ନପତ୍ର ରେ ପରୀକ୍ଷା କଲେ ସେମାନେ ଚାପ ମୁଦ୍ରା ହୋଇପାରିବେ ।					
୨୪.	ଲେଖକ ସହାୟତା (scribes) ବ୍ୟବସ୍ଥା ଦ୍ବାରା ଦୃଶ୍ୟବାଧିତ ଛାତ୍ରଛାତ୍ରୀ ପରୀକ୍ଷା ଦେବା ପାଇଁ ଚାପ ମୁଦ୍ରା ହୋଇ ପାରନ୍ତି ।					
୨୫.	ପରୀକ୍ଷା ରେ ସମୟ ସୀମା ବୃଦ୍ଧି ବ୍ୟବସ୍ଥା ସ୍ବତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ପିଲାମାନଙ୍କୁ ଚାପମୁଦ୍ରା କରିଥାଏ ।					
୨୬.	ସ୍ବତନ୍ତ୍ର ଶ୍ରେଣୀଗୃହ ଅପେକ୍ଷା ସାଧାରଣ ଶ୍ରେଣୀଗୃହ ରେ ସ୍ବତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ପିଲାମାନଙ୍କର ଶିକ୍ଷଣ ବକ୍ଷତା ବଢ଼ିଯାଇଥାଏ ।					
୨୭.	ସାଧାରଣ ଶ୍ରେଣୀଗୃହ ରେ ସ୍ବତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କ ମନ ରେ ଏକାକୀତ୍ବ ଭାବନା ସୃଷ୍ଟି ହୁଏ ନାହିଁ ।					
୨୮.	ସ୍ବତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ପିଲାମାନଙ୍କ ସହିତ ସାଧାରଣ ପିଲାମାନେ ପଢ଼ିଲେ, ସାଧାରଣ ପିଲାମାନଙ୍କର ପିତାମାତା ମାନେ ଅଭିଯୋଗ କରନ୍ତି ନାହିଁ ।					
୨୯.	ସାଧାରଣ ପିଲା ମାନେ ସ୍ବତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ପିଲାମାନଙ୍କୁ ତାଙ୍କ ଶ୍ରେଣୀ ରେ ଗ୍ରହଣ କରିନେଇଛନ୍ତି ।					
୩୦.	ସ୍ବତନ୍ତ୍ର ଆବଶ୍ୟକତା ଥିବା ଛାତ୍ର ଛାତ୍ରୀ ମାନେ ସାଧାରଣ ଛାତ୍ର ଛାତ୍ରୀ ମାନଙ୍କ ସହିତ ପଢ଼ିବାରେ କୌଣସି ଅସୁବିଧା ଅନୁଭବ କରନ୍ତି ନାହିଁ ।					

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Appendix-B

Semi-structured Interview schedule for Head Teachers/BEOs/ABEOs/RP-CWSNs

Sir/Madam,

This is in connection with my Ph.D. (Education) study entitled “**Inclusion of children with special needs in Elementary Schools: Perception of Stakeholders, Classroom Practices and Learners’ Experiences**”. In this schedule, I have sought for some information pertaining to your perception about children with special needs in an inclusive set up. It may be mentioned here that for this present study the students with visual impairment (VI), hearing impairment (HI) and loco motor disability (LD) has been taken under children with special needs (CWSNs). The information is required for completion of my research work. The data provided by you will be kept confidential and be used for research purpose only. In this regard your kind cooperation is solicited.

Yours Sincerely

Investigator

Preliminary Information

Name of the Head master/Head Mistress:

Name of the Block/School:

1. Whether your school has barrier free environment for CWSNs or not?

(Yes/No)

If yes, how effective the following facilities are in your school?

Physical Accessibility

Distance of school from learner’s residence

Ramps

Sitting arrangements

Toilet facilities

Drinking water facilities

Social Accessibility

Non- disabled peer attitude

Teachers attitude towards CWSNs

2. How do you ensure that visually impaired students move in the school without fear or doubt?

3. Do you think that inclusion of CWSNs increases workload of teachers? (Yes/No)

If yes, what are the reasons behind it?

If no, why do you think so?

4. Do you think that specially trained teachers and regular teachers need to work together for success of inclusion of CWSNs in regular class? (Yes/No)

4.1. If yes, are the regular teachers in the school really working together with specially trained teachers? (Yes/No)

- If yes, (a) How frequently they collaborate? (Frequently/ less frequently)

(b) If frequently, what are the benefits of this collaboration for inclusive class room?

(c) If less frequently, what are the reasons?

- If no, why don't they collaborate?

4.2. If no, why don't you think so?

5. Are your teachers trained to handle the CWSNs? (Yes/No)

If yes, what do they orient about?

If no, why not?

6. Do you have resource teachers in the school (s)? (yes/no)

If yes, (full time/ part time)? What do they do?

If no, what are the reasons?

7. Do you provide different facilities to CWSNs? (Yes/No)

What do you think regarding the facilities provided to different CWSNs?

Type of CWSN	facilities	problems	Possible solution
VI			
HI			
LD			

(Note: the facilities like assistive devices, scholarship/allowances etc.)

8. Is there any resource room in your school? (yes/no)

If yes, how do you make your resource room functional in your school?

If no, what do you suggest to make resource room functional?

9. Do the teachers adapt the curriculum material and method to meet the needs of CWSN? (Yes/ No)

If yes, in which way they are adapting curriculum material and methods?

If No, Why Not?

10. How do you ensure that CWSNs are imparted in the most appropriate languages and modes and means of communication?
-

11. Do your teachers develop individualized education plan (IEP) for CWSNs? (Yes/No)

If yes, how do you rate the quality of their IEPs?

If No, what are the reasons for not developing IEP?

12. Does the family support for development of CWSNs? (Yes/No)

If yes, how do they support?

If no, why?

13. Do you make aware the parents about their CWSNs? (yes/no)

If yes, how do you make the parents aware of their roles for CWSNs?

If No, why not?

14. How frequently you organise meeting to discuss the problems?

Frequency	Content discussed/ problem identification	Proposed Possible solution
Weekly		
Monthly		
Twice in a month		
Once in six month		
Frequently		

15. Does the meeting proceeding really work for CWSNs?

Successfully

Very few

Not at all

16. Do you organise peer sensitization program for sensitizing the non- disabled peers? (yes/no)

If yes, what do you discuss about?

If No, why not?

17. Do you monitor the implementation of inclusive practices in the school?
(yes/no)

If yes, what mechanism do you use for proper implementation?

If No, Why Not?

18. Do you think that regular monitoring of school will increase the coordination among the professionals, officials and parents? (yes/no)

If yes, how do you ensure coordination?

If No, What are the reasons?

19. Do you organise different camps and programmes for CWSNs? (yes/no)

If yes, what are the programmes are organised for CWSNs?

If No, why not?

20. What type of flexibility you adapt in examination system for CWSNs?

Braille question paper for VI students

Writer/ scribe for VI students

Oral Examination for VI

Additional time for CWSNs

Separate question paper

Any other means

21. Do you think that Inclusive education programme is beneficial to the children with special needs in regular school? (Yes/No)

If yes, in which way it is beneficial?

If No, What are the reasons?

22. Do you think that CWSNs have improved after implementation of inclusive education? (Yes/No)

If Yes, in which area and how far they have improved?

Attendance

Retention

Participation

Achievement

*****0*****

Appendix-C

Semi-structured Interview schedule for parents

Dear Sir/Madam,

This is in connection with my Ph.D. (Education) study entitled “**Inclusion of children with special needs in Elementary Schools: Perception of Stakeholders, Classroom Practices and Learners’ Experiences**”. This schedule consists of items to know your perception regarding the education of your child (CWSNs). It may be mentioned here that for this present study the students with visual impairment (VI), hearing impairment (HI) and loco motor disability (LD) were taken under children with specially needs (CWSNs). The information is required for completion of my research work. The data provided by you will be kept confidential and be used for research purpose only. In this regard your kind cooperation is solicited.

Yours Sincerely

Investigator

Preliminary Information

Name:

Name of the Block/School which your child is studying:

Age:

Qualification:

Profession/ Occupation:

Class of your child:

1. Why did you choose normal school instead of choosing special school for your child?

2. Are you in dilemma by sending your child to inclusive school? (yes/no)
If yes, what type of dilemma you are in?

3. How could you recognise the special needs of your child?

By assessment in medical	By formal assessment in school	By seeing the behaviour of the child

4. To what extent you are satisfied with the assessment of your child?

Satisfactory	Uncertain	Unsatisfactory

5. Are you satisfied with the way the child is assessed and placed in the class?
(Yes/No)

6. Have you attended any training/ counselling program regarding inclusive education as parent to handle your own child? (yes/No)

6.a. If yes, do you attend regularly? (yes/no)

If no, why are you not attending regularly?

6.b. What did you learn from that training?

6.c. what are the practices you are adopting to handle the child which are learned during training?

7. Do you send your child regularly to the school? (Yes/No)

If yes, How do you support your child to reach the school?

If no, what are the reasons?

8. How do you support your child in learning?

9. Do you give attention to your child's reading, writing and language ability?

(yes/no)

If yes, in which way?

If No, why are you not giving attention?

10. How do you feel about stay of your child in inclusive school?

Insecure	Less secure	Undecided	Secure

11. Are you happy that school is taking care of you children?

unhappy	undecided	Happy

12. What do you think about your child's development after learning in regular class?

Academic development

No progress	Less progress	uncertain	Good progress

13. What do you think about special training of your child in language, speech and auditory skills? (**For the parents of HI**)

14. What is your opinion about child's social adjustment in school?

15. What do you think about facilities (i.e. assistive devices, teaching learning materials) provided in schools or by the government for your child?

16. What is your perception about the facilities for CWSNs in school?

Sl. No.	Sub- categories	Satisfactory	Uncertain	Not satisfactory
1	Availability and knowledge of special teacher in school			
2	Availability and knowledge of general teacher with inclusive training			
3	Flexibility of Curriculum			
4	Peer acceptance of your child			
5	Teachers attitude towards your child			
6	Scholarship policy			
7	Participation of your child in curricular activities			
8	Evaluation procedure			

17. Have you ever discussed with the teacher/ head teacher about your child's education? (yes/No)

If yes, what have you discussed about?

Did your child get any benefit out of that discussion?

18. Any other suggestions you want to provide for improvement of school for CWSNs.

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Appendix-D

Semi- structured Observation Schedule

Identifying information

Name of the school:

Village/town:

Block:

Instructions:

The researcher will observe the following in individual school undertaken for observation.

1. Classroom Environment

- Sitting arrangements
- Space for free movement in classroom
- Acceptance of CWSNs by the regular students
- Acceptance of CWSNs by the teacher inside the class
- Nonthreatening and positive classroom atmosphere

2. Classroom Teaching and Learning

- Use of teaching learning materials by teachers
- Use of assistive technologies/TLMs by CWSNs
- Mode of curriculum transaction

Teacher centric

Learner centric

Text book centric

Target specific (CWSNs)

Mode of students' engagement

Scope for CWSNs to demonstrate knowledge and skill

3. Assessment during the Class

- Question answer session in classroom
- Assessment of learning progress during teaching learning process

4. Provision of reinforcement by Teachers

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Appendix-E
Interview schedule for Learners
Part-A
(Interview Schedule for CWSNs)

Identifying information

Name of the school: Block: Class of the CWSNs: Types & percentage of disability:

Dear Respondents,

This is in connection with my Ph.D. (Education) study entitled “**Inclusion of children with special needs in Elementary Schools: Perception of Stakeholders, Classroom Practices and Learners’ Experiences**”. In this schedule, I have sought for some information pertaining to your experience/opinion about your education in schools. The information is required for completion of my research work. The data provided by you will be kept confidential and be used for research purpose only. In this regard your kind cooperation is solicited.

Yours Sincerely

Investigator

1. Are you comfortable in coming to school? (Yes/No)
- (a) If yes, how do you come to your school?

If No, what difficulties do you find in coming to school?

2. Are toilet facilities available in your school? (Yes/No)
Are you using it? (Yes/No)
Or you face any problems?
Do you get water in the toilets? (Yes/ No)
3. Are you using ramps? (Yes/ No)
Are they in good condition? (Yes/ No)
4. How do you get drinking water in your school?

-
5. Do you like to come to school? (yes/ no)
If Yes, why do you like to come to school?
-
- If No, Why don't you like?
-

6. Do you move freely in school? (Yes/No)
If yes, how do you feel free to move?

If no, why don't you feel free?

7. Do you need support in doing your daily activities? (yes/no)

If yes, who supports you and in which activities?

8. What do you say about your teachers' interaction with you?

Do you like their interaction? (Yes/No)

What and why do you like?

9. Does your teacher give you individual attention? (Yes/No)

If yes, in which way do they give attention to you?

Ask questions

Identify the problems of your understanding

Repeat the concept if asked by you

Help in reading and writing

Any other ways_____

10. How do you learn in your classroom?

VI

Listen carefully

Asks questions to teacher

Answer questions

By asking friends

Any others_____

LD

Asks questions to teacher

Answer questions

By asking friends

Any others_____

11. Do you participate in classroom/school activities/discussion/interaction?
(Yes/No)

If yes, (a) how frequently do you participate? (Frequently/ sometimes/ very few times)

(b) In which activities do you like to participate?

If no, why don't you participate?

12. With whom and how do you share your feelings?

Parents friends teachers all
of them

13. Do you have friends? (Yes/No)

If yes, how many are there? One friend/ few friends/ more friends

Who are your best friends?

How do they behave with you?

If no, why don't you have friends?

14. How do you get help from your friends for your learning?

Help in writing/ drawing etc. (VI)

improve your reading and writing abilities in classroom

Coming to school

Through any other means

15. How do you use following assistive technologies & teaching learning materials for your learning?

VI

Eye glasses

Magnifier

Braille kits (braille slates & Stylus) for writing in your class

Braille book

Recorded book

Large print book

Abacus

LD

Wheel chair

Tri- cycle

Rollator

Crutches

Any

other(s)_____

16. How do you learn the numbers? **(for VI)**

17. Have you learned about different shapes and sizes of mathematics? (Yes/ No)

(for VI)

If yes, how did you learn that?

If no, why not?

18. How do you write in your examination?

Write on your own

Write in your own braille **(for VI)**

Opt your own scribe/ writer

Oral examination

any

other_____

19. Do you feel comfortable in writing in examination? (Yes/no)

If no, what difficulties do you face in writing in examination?

20. Any other suggestions you want to give to make your teaching learning more effective.

Part-B

(Interview Schedule for Non- Disabled Peers of Children with Hearing Impairment)

Identifying information

Name of the school:

Block:

Class of the CWSNs:

Percentage of disability:

Dear Respondents,

This is in connection with my Ph.D. (Education) study entitled “**Inclusion of children with special needs in Elementary Schools: Perception of Stakeholders, Classroom Practices and Learners’ Experiences**”. In this schedule, I have sought for some information pertaining to your experience/opinion about the education of your peer in schools. The information is required for completion of my research work. The data provided by you will be kept confidential and be used for research purpose only. In this regard your kind cooperation is solicited.

Yours Sincerely

Investigator

1. Is he/she comfortable in coming to school? (Yes/No)

(b) If yes, how does he/ she come to school?

If No, what difficulties does he/she find in coming to school?

2. What do you say about your teachers’ interaction with him/her?

Do you like their interaction? (Yes/No)

Why do you like?

3. Does your teacher give him/her individual attention? (Yes/No)

If yes, in which way do they give attention?

Ask questions

Identify the problems of his/her understanding

Non-verbal communication

Help in reading and writing

Help in pronouncing words

Any other ways_____

4. Does he/ she participate in your classroom/school activities/discussion/interaction? (Yes/No)

If yes, (a) how frequently does he/she participate? (Frequently/ sometimes/ very few times)

(b) In which activities does he/ she participate?

If no, why doesn't he/she participate?

5. With whom and how does he/she share his/her feelings?

Parents friends teachers all of them

6. Does he/she have friends? (Yes/No)

- If yes, how many are there? One friend/ few friends/ more friends
- How do they behave with him/her?

7. How do you and other friends help him/her for learning?

- Help in writing
- Help in reading
- Sharing class notes

Through any other means (Please mention)

8. Does he / she use hearing aids for his/her learning? (Yes/ No)

If Yes, How frequently does he/ she use?

Rarely Sometimes Always

If No, Why don't they use the aids?

9. How does he/she write in examination?

Write on his/ her own

Friends help him/her in writing

Any other ways_____

10. Any other suggestions you want to give to make his/her teaching learning more effective.

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Appendix-F

Photos during Data Collection

	
Interview with Head Teacher	Interview with ABEO
	
Interview with Parent	Observation of Classroom with LD
	
Interview with a student with VI	Interview with student with LD

**MAINSTREAMING IN EDUCATION: A SYSTEMATIC LITERATURE REVIEW
AND BIBLIOMETRIC ANALYSIS**

Sanjeevani Sudha Jena

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of Hyderabad

ABSTRACT

The present study aims to review significant work in the area of mainstream education done by researchers from 1989 to 2022 (22.06.2022), using the systematic literature review (SLR) and bibliometric analysis methods. A sum of 928 articles was extracted from Scopus database by searching the keyword 'Mainstream Education'. Of those articles, 39 articles were considered for analysis by limiting the articles on the basis of subjects, keywords, publications, language, and journals. The researchers analysed the results on the basis of year, source, country, etc.. VOSviewer version 1.6.18 is used for the analysis of the articles on the basis of authorship and co- occurrences. Data analysis of the present study shows that more number of articles are published in the year 2018. With regard to institution and country, University College London and UK published more number of articles in the area respectively. Theme-wise analysis revealed that Mainstreaming of students with disabilities felt disliked by teachers and less interacted by peer. Lack of skilled teachers, support materials and communication gap between professional, teachers and parents create a barrier in successful mainstream as reported in some researches. Some of the parents are aware of their duties by participating in different programs though they were frustrated by identifying their child's special needs.

KEYWORDS: Mainstream Education, Inclusive Education, Children with Special Needs, Children with Disabilities

INTRODUCTION

Education for children with special needs has been a global concern since education is regarded as everyone's right. There is a paradigm shift from segregation through integration to inclusion. Conceptual change has been done but still cent percent people are not agreeing on the inclusion of all types of CWSN (21 types as per RPWD Act-2016) in the mainstream system of education. Mainstreaming is regarded as "inclusion of learners with special needs into general educational settings or regular schools" (IBE-UNESCO). Henceforth, mainstream education should ensure that all children irrespective of their special needs are welcomed to education setting without any hindrances. The inclusion of CWSNs in mainstream education is also regarded as a very complex issue on which specialists from various fields including psychology and pedagogy have given importance (Blandul,2010). Increasing numbers of autistic children are being educated in mainstream schools (Symes & Humphrey,2011; Martina *et al.*, 2021; McKinlay *et al.*, 2022) but they are less included in the mainstream system of education (Jury *et al.*, 2021) and segregated from mainstream education (Low *et al.*, 2019). Systemic Transition in Education Programme for Autism Spectrum Disorder (STEP-ASD) as an intervention somehow reduces problem behaviours and distress among children with autism spectrum disorder while transiting from primary to secondary mainstream school (Mandy, Murin, Baykaner, Staunton, Cobb, Hellriegel *et al.*, 2016). The study reported that students with ASD

737. A Study of Social Inclusion of students with Visually Impairment studying in Rural Elementary Schools

- **Prof. G. Bhuvaneswara Lakshmi**-Professor, Department of Education and Education Technology, School of Social Sciences, University of Hyderabad.
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ABSTRACT

Everyone has the right to have social security as a member of society and is entitled to realize social, economic, and cultural rights through national effort and international cooperation (Article 22, Universal Declaration of Human Rights, 1948). Visually impaired (VI) students are not excluded from enjoying their rights. They have the right to get an education as their fundamental right with the full support of society. By keeping the social participation of students with VI in view, the purpose of the study was to study the perceptions and experiences of the Students with VI at the elementary level (class I-VIII) regarding their social Inclusion in their community & school and to study the perceptions of parents of Students with VI regarding the social Inclusion of their wards in their community and school along with the aim to identify the problems (if any) faced by them in their social participation. A qualitative approach was used for carrying out the research. A Focus group Discussion guide followed by a semi-structured interview schedule for Students with VI and a semi-structured interview schedule for their parents were used to collect data from fifteen Students with VI and their parents who were selected through a purposive sampling method. The findings show that most students with VI and their parents support the idea of the mainstream education system. The majority of the Students with VI like to go to school as they can play with their peers. Sometimes Students with VI face different issues, i.e., isolation, fear, Loneliness, and teasing by others. As perceived by the respondent, community members have a sympathetic attitude towards the Students with VI. There needs to be an empathetic attitude of the people and stakeholders of the education system (i.e. teachers, parents, and sighted peers) towards students with VI.

Keywords: Visually Impaired students, Social Inclusion, Elementary Education, Mainstream Schools

Introduction

Inclusion is regarded as including all the children in the mainstream system irrespective of their differences on the basis of their social status, gender, economical status & disabilities, etc. Inclusive education is defined as "a system of education wherein students with and without disabilities learn together, and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities" (Rights of Persons with Disabilities Act, 2016). Various policies and initiatives have been envisaged at the global level (i.e., United Nations conventions on the right of the persons with disabilities, 2006; World Conference on Education for all at Jomtien, 1990; Salamanca statement and framework for action, 1994) and at the national level (Right of the children to free and compulsory education, 2009, Samagra Siksha Abhiyan, 2018, RPWD Act, 2016; NEP-2020) to promote inclusion in the sphere of education. Students with VI also have the right to enjoy their rights with full participation like other types of students with disabilities. Visual Impairment is a type of disability that includes both blindness and low vision (RPWD Act, 2016). The students with VI may have difficulties in their sight, but they have the right to access a fully accessible mainstream system where they learn with their non-disabled peers (UNESCO, 2020). There has been a shift from physical Inclusion to social Inclusion (Bhamrah & Rangila, 2021), making the individual more sociable, independent, accepted, and mainstreamed. There was an increase of 17.36 % in the enrolment of students in schools in India over time from 2002 to 2009 (8th All India School Education Survey, 2016), which shows that visually impaired students have been attending mainstream schools in India.



Indian Council of
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Innovative Practices and Research in the Era of Digi Education

Two Day National Seminar
on

March 21-22, 2019

organized by

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CERTIFICATE

This is to certify that Mr/Ms/Mrs/Prof/Dr. Sanjeerani Sudha Jena has participated in two day National Seminar on "*Innovative Practices and Research in the Era of Digi Education*" during

March 21-22, 2019 organized by Department of Education and Education Technology (DoEET), School of Social Sciences,

University of Hyderabad, Sponsored by ICSSR-SRC, Hyderabad and presented a paper on / chaired a technical Session / delivered a talk on Using Assistive Technology for children with learning

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INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN ELEMENTARY SCHOOLS: PERCEPTION OF STAKEHOLDERS, CLASSROOM PRACTICES AND LEARNERS' EXPERIENCES

by Sanjeevani Sudha

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