

Analysis and Interpretation of Data

4.1 The transformation of the resisting community (CWSN)

There is no ideal situation in the society. Whether we talk of discrimination, we talked of inclusion, the talk of of getting or providing educational resources, societal helpfulness, teaching learning process and many more. The policy makers has prepared the policy by understanding the needs and requirement of children with disabilities at ground level. Policymakers has done adequate research in this area and then develop a policy which can be implemented. The handbook of policy with its summary is also provided. Now the training in the related area is also available. The funds are available and sanctioned. Then where is the lacking. The lacking is the sensitivities. People not sensitive at all towards children with disabilities. It was also observed that if somebody is sitting on the the administrative post and having their own children with certain disability are not sensitive at ground level to provide adequate resources. Now how to transform the resisting community who really wants a little care from their parents, teachers and Society. Why society things that they cannot do anything. The policy of government clearly says that everyone must live a dignified life, self respect and help in in their own sustainable development. There are various kinds of disabilities; cognitive disability has some limitations in in various functional skills, developmental skills, good communication, social skills and specially taking care of themselves. To maintain self respect time to time policymakers has changed to the the term of disability. There are various limitations in accessing from one place to another place. The problem comes when there is a scarcity of funds in the family. The marginalised family you busy in their day to day job to get money then they really ignore their

disabled child. They want to take care of them but being they are on daily wages they cannot leave their job. The awareness towards right to education is not in them. On the other hand due to less education they themselves are not able to to provide good education to them. There is one thing which is very common in every person having disability or for not having disability is that their dreams, their aspiration and the planning to do better in their life. This demand of getting education is very common and very realistic. Children with disabilities at certain point of time realise that education can only change their life and therefore they started demanding the education of their choice. Due to various barriers in the school system and in the attitude of society they could not get the choicest education. The present research work is an attempt to identify and collect the voices of children having various kinds of disabilities; to put in front that the funds are available, resources available but the intention of of using the resources really matter. There is a joint effort to bring these children into mainstream to reduce their dependability.

4.2 Objective wise analysis and interpretation

Keeping in view of the problem for the present study, the following objectives have been framed.

Objective 1:- To study the classroom behaviour of teachers towards CWSN.

Table 19: Views of CWSN about the access to the teachers to solve their problems

Sample Group	Sample	Yes	No
CWSN	80	18	62
	%	22.5	77.5

Responses: The above written question is about views of CWSN about the access for the teachers to solve their problems. The result is very disappointing because only

eighteen respondents say yes that they go to the teacher to solve problems and sixty-two say no. It seems that teachers are not accessible by the CWSN learners to discuss and solve their problems.

Table 20: Views of CWSN about the equality in checking of their homework and classwork

Sample Group	Sample	Yes	No
CWSN	80	47	33
	%	58.7	41.2

Responses: The above written question is about the views of CWSN about the equality in checking of their homework and classwork. The result shows that forty-seven respondents say yes that their homework and class work checked same as other and thirty-three say no. So, from the responses made by the learners it can be assumed that there are some teachers who still neglect the CWSN learners and don't check their homework properly.

Table 21: Responses of CWSN on calling them by their teachers

Respondent	CWSN	
	80	
Called by teachers	No. of Response	% of Response
By name	49	61.2
By gesture	17	21.2
From given name	04	5.0
By the name of your disability	07	8.7
Abusively	01	1.2
Any other way of calling	00	0.0

The above table describes the responses of CWSN on calling them by their teachers, it is clear from the table that forty-nine learners have said that they are called by their name and seventeen respondents have said that by gesture they are being called. Similarly, it is seen that only four learners have responded that they are called by their teachers from the given name, which is really very disappointing while seven learners have said by the name of disability they are addressed. On the other hand, one learner has responded that abusively they are addressed but no one goes for the option that any other way of calling. In a nut shell it can said that most of the CWSN learners are called by their original name by their teachers. But it cannot be denied that they have to experience the insult of being called by their name on the basis of their disability. They also experience the abusive languages of their classmates which is not congenial for the CWSN learners.

Class room: There are various waves which provide effective learning environment an equal opportunity by modifying teaching methods, teaching style and teaching technique. Most of the children who are not getting adequate support from their family are responding negatively. They are very low in their performance. The teaching aids and the revised teaching pedagogy can improve their performance.

Box 1: Verbatim reflects the Class room teaching system by the child having Learning disability

A 9th class learning disable child said, “Sabhi teacher mujh se prashani nhi puchtey. Hindi ke sir aur Sanskrit ke sir hi mujh se kabhi kabhi beech beech me prashani puch letey h, aur me bhi unse kabhi bhi kuch puch sakta hu. Sir ne mujhe kuch samjh na aane par puch lene ke liye keh rakha hai.... jyadatar teacher doosre baccho se hi prashan puchtey rehtey hai.” (S4/B/78/2019)

(One child of class 9th having learning disability said, every teacher do not ask my difficulty during the class. Only Hindi and Sanskrit subject teachers ask my difficulties during the class. The child is comfortable in asking the difficulties to the Hindi and Sanskrit subject teacher because sir has given freedom to me to ask any kind of difficulty. Rest of the teachers ask problems to other students only. Student with hearing impairment told that teachers intentionally ignored them due to their impairment and poor academic performance.)

Reflection: The attitude of teachers towards CWSN regarding asking question/ interaction during class room teaching was not appropriate. The child having learning difficulty wants to participate in classroom interaction but teachers do not ask to the CWSN having learning difficulty that whether they understand the concept taught or not.

Box 2: Verbatim reflects the Class room teaching system by hearing disable child

Mujhe sunnai dene me dikkat hoti h, isiliye sabhi teacher mujh se jyada swal nahi puchtey hai. Jab koi teacher mujh se puchtey hai aur mujhe sunai nahi deta to me samajh nahi pata, iske bad mujhe baitha detey h aur fir prashan nahi puchtey, kyoki aagey baithne vale bache unko bata detey h ki mujhe kam sunai deta h... isiliye fir me bhi unse nahi puchta... (S1/B/05/2019)

(I have a problem in hearing and so teachers do not ask me much questions. If teacher ask me any think and I could not respond immediately due to hearing impairment than teacher ask the same to the student sitting next to me. Because of this attitude I also do not ask any thing in the class.)

Reflection: The attitude of teachers towards CWSN having hearing difficulty during class room teaching was not appropriate. Teachers do not ask CWSN having

hearing difficulty in a way that he understands the question. During the discussion with teacher it was observed that; to pay attention on every child is very difficult in every class. CWSN needs attention all the time even after class.

Box 3: Verbatim reflects the Class room teaching system by low vision disable child

Teacher mujh par dhyan nahi detey, mujhe andekha kar dete h. Teacher jo kaam blackboard par krtey h, mujhe theek se dikhai nahi deta. Isliye kaam pura karne se reh jata h, kyoki teacher bina puchey hi use mitta detey hai. Ek mam ko jab maine thodi der rukne ko bola to unhone dhyan nhi diya aur blackboard par aagey ka kaam shuru kar diya. Mera humesha kaam reh jata h aur fir pura nahi kar pati. Class teacher ko maine bataya to mam ne kaha ki kisi aur bache ki copy lekar kaam pura kar liya karo, tumhare liye rukegey to syllabus kaise pura hoga.... (S2/G/43/2019)
(Teacher do not pay attention on me and ignore me. Whatever teacher writes on the blackboard; I could not see properly and so I cannot complete my work on time. Teacher rub the blackboard without asking me that whether I had completed the work or not.)

Reflection: Here also the attitude of teachers towards CWSN during class room teaching was not appropriate. It seems that teacher is only completing their syllabus. Whether students of their class have understood or not is not the matter of concern. Teachers do not ask CWSN that whether they understand the concept taught or not. Whether they want any additional teaching in the area.

Box 4: Verbatim reflects the Class room teaching system by low vision disable child

Mujhe likhne me jyda smay lagta h jiss se mera paper reh jata h aur mere no. kam aatey h. dusre bache jaldi paper kar lete h aur ghar chale jatey h. mujhe teacher

baar baar jaldi karke paper jama karne ko kahtey rahtey h, jabki samay bhi pura nahi hota. Mujhe pura samay hone s pehle hi paper jama karana padta h, kyoki jab teacher baar baar boltey h tab acha nahi lagta aur m jama kar deti hu.....

(S2/G/52/2019)

(I takes much time in writing and therefore I could not complete my paper on time and I get less marks. Other students complete their work fast and move to their houses. Teacher repeatedly ask me to complete the work fast and submit the paper. It results that I submit the incomplete paper before time because when teacher ask me again and again to submit the paper fast than I feel bad.)

Some teachers use such teaching styles that makes it easier for the CWSN to follow, but the best effort depends on the attitudes of individual teachers. A 16 years old (one-time failure) student with low vision said that some of his teacher wrote-down notes on the blackboard and spoke slowly for him, others did not speak and he left behind. He said that none of his teachers provided written notes and they refused to provide notes to him.

Reflection: The attitude of teachers towards CWSN during class room teaching was not appropriate. Teachers do not ask CWSN that whether they understand the concept taught or not. Here it is observed and concluded that the appropriate teaching style, teaching methods and teaching tactics matters. It needs to be according to the individual needs of the students. Every student needs all types of academic support. There is a lack of attitude and patience in the teachers.

Box 5: Verbatim reflects the Class room teaching system showing appreciation gesture

Kuch teacher mujhe bahut ache lagtey h, kyoki ve mujhe help kartey h, mere liye pdhaye gaye path ko dhire dhire bolkar likhne ka time detey h. jabki kuch teacher mujhe koi study material ya notes nahi detey aur unhone mana kar diya h ki unke pass notes nahi h.... (S2/G/43/2019)

(I like some of the teachers very much because they help me. They teach me the chapter which is already taught in the class. Also they give me sufficient time to write the notes. Some teachers do not provide any notes and they said that they do not have any notes with them.)

Reflection: When the attitude of teachers towards CWSN during class room teaching was appropriate then the desired results are seen. A very few teachers were sensitizing towards the actual need of the child. They understand the actual learning needs and accordingly they teach with providing notes.

Box 6: Verbatim reflects the Class room teaching system by hearing disable child

A hearing disable student of 9th class said,

kuch teacher bahut jaldi jaldi bolkar padhatey hai, ... mujhe iss se kuch bhi samajh mai nahi aata, na hi mai kuch likh pata hun. Unke itni speed sai bolne per.

(Some teachers teach in very high speed that I could not understand anything. I could not write anything.) (S4/B/76/2019)

Reflection: The attitude of teachers towards CWSN during class room teaching was not appropriate. Teachers do not ask CWSN that whether they understand the concept taught or not. That much of the variation in teacher's attitudes can be attributed to the government failure to implement the right to education and equal

educational opportunities, however this kind of support to children is not ensured by the system. But it can stop at the level of awareness and goodness of the hearts of teachers.

Another child said that class teacher denied to give him extra time in unit test. Teacher replied him to submit test before leaving classroom as time was over and he could not wait for him only.

While some children responded that they were given extra 20-30 minutes during annual examination, although the duration of unit tests, class tests and term end exams was same as other students. Responses describes that some teachers understand their needs, but they are in minority, while the majority of teachers follow common school system. In almost all three-sample school's researcher examined that the children with special needs were failing academically and had withdrawn from school. One aim of inclusion is to fight with prejudices and stereotypes, but without ensuring reasonable accommodations and amenities this important goal is far away.

Objective 2: To study the behaviour of general students towards CWSN.

**Table 22 Views of CWSN about the behaviour of peers in classroom
(discriminate/misbehave)**

Sample Group	Sample	Yes	No
CWSN	80	47	33
	%	58.7	41.2

In this table the total sample is 80 and regarding the discriminative behaviour 58.7% has responded that the behaviour of the peer group is correct. Where as 41.2% CWSN responded that the behavioe of the peer group is not discriminated. CWSN wants to study in an inclusive school where general children are also studying.

Table 22 a. Behaviour of classmates with CWSN

Respondent	CWSN	
	47	
Discriminative behaviour faced by the CWSN from peers	No. of Response	% of Response
To fight with CWSN	07	14.8
To abuse with CWSN	09	19.1
Tampering with bag and other material/ take out	15	31.9
Make false complain to the teachers repeatedly	04	8.5
Pick on you/ tease you	06	12.7
Christening	04	8.5
Other	02	4.2

Responses: The above written question is about views of CWSN about discriminative behaviour of classmates with CWSN. The above results show, forty-seven learners have experienced the discriminative behaviour by the peers and thirty-three have not. Moreover, it is revealed that seven respondents have experienced the fight by other children and nine respondents have experienced the abuse by other children. Again, fifteen respondents have experienced tampering with bag and other material/ take out by other children, this incident is very much prominent among all the discriminative behaviour. Whereas four respondents have experienced the false complain to the teachers repeatedly by other children. It is also seen that six respondents have experienced the teasing by other children, again two have experienced christening and two something other. So overall it can be seen that most of the CWSN learners face inappropriate behaviour from their peers may be because of their disability and for other reason. General students fight with CWSN, abuse them, tampering with bag and other material/ take out their things, make false complain to the teachers repeatedly. They some times help also but most of the time CWSN needs to keep in the observation of

teachers. Class monitor feels help less most of the time due to handling the temperament of the individual. The responses are given by the CWSN and they thought that the researcher may help them in this area.

Table 22 b. Responses of CWSN on calling them by their friends

Respondent	CWSN	
	80	
Called by classmates and friends	No. of Response	% of Response
By name	31	38.7
By gesture	09	11.2
From given name	15	18.7
By the name of your disability	18	22.5
Abusively	07	8.7
Any other way of calling	00	0.0

The above table describes the responses of CWSN on calling them by their friends, it is clear from the table that thirty-one learners have said that they are called by their name and nine respondents have said that by gesture they are being called. Similarly, it is seen that fifteen learners have responded that they are called by their classmates from the given name while eighteen have said by the name of disability they are addressed. On the other hand, seven learners have responded that abusively they are addressed but no one goes for the option that any other way of calling. In a nut shell it can said that most of the CWSN learners are called by their original name by their friends and classmates. But it cannot be denied that they have to experience the insult of being called by their name on the basis of their disability. They also experience the abusive languages of their classmates which is not congenial for the CWSN learners.

Box 7: Verbatim reflects the uncomforted zone- general student towards CWSN

A Low vision child told that,

Sir, mai jiska bhi paas baithta hun vo hi kaitha hai ki, “iska kaam kabhi khatam hi nahi hota. Agar mai iski madad karta hu to mera homework aur classwork choot jata hai. Mai iskai pas bhi nahi baithna chahata hu. Jab mai iska sath baithata hu to teacher mujsa he iska kaam karne ko kahati hai. Mujahi isko school bus tak la kar jana hoto hai. Lunch mai bhi iska dhayan rakhna parta hai”. (S1/B/03/2019)

(Sir, my sitting is changing very frequently. Because of my disability I take help to the student sitting near to me and that student said that, “His work never finishes. If I start helping him then I could not able to complete my homework and classwork on time. I do ot want to sit with him. When I sit with him then teacher ask me to assist him in his day to day work. I have to take him to the bus and also take care during lunch time”.)

Reflection: The attitude of peer group is cordial and sympathetic but they do not want to engage full time in assisting the differently abled child. Low vision children feel difficulty in completing their day to day academic and other activities. On the other hand, they are expected to do the work properly. It was also observed that general students want to help disabled child but feels irritation.

Objective 3: To understand the participatory experiences of CWSN during curricular and co-curricular activities.

Table 23. CWSN those Like to study in this school

Respondent	Sample	Yes	No
CWSN	80	52	21
	%	65%	26.25%

Table 23 (a) Views of CWSN about who likes to study in this school

Respondent	CWSN	
	59	
Like school because	No. of Response	% of Response
Have many friends here	11	18.6
Teachers behave well	09	15.2
Siblings study here	07	11.8
Parents sent to this school	08	13.5
There is an opportunity to participate in various activities	05	8.4
School is close to home; it is easy to come and go	19	32.2

Responses: The above written questions are about the views of CWSN who likes to study in the school and the reason for their likings to study in the particular study. From the result it is clear fifty-two CWSN like to go to school and rest twenty one don't like to go to school. The other responses are not very satisfactory as only eleven respondents have many friends there. The teachers behave well with nine respondents only. If we consider the siblings of CWSN, only seven respondents' siblings' study there, which is very less in numbers. The parents of eight respondents sent them to that school. Only five respondents get an opportunity to participate in various activities, it seems that CWSN don't get much opportunity to partake. The School is close to home of nineteen respondents only, which makes them to commute easily.

Table 23 (b) CWSN those who don't like to study in this school

Respondent	CWSN	
	21	
Like school because	No. of Response	% of Response
Have no good friend here	03	14.2
Teachers don't behave well	04	19.0
Siblings don't study here; they go to other school	02	9.5
Parents sent to this school	00	0.0
There is no opportunity to participate in the activities in which you want to participate	07	33.3
Here have to face the problem of commuting from home	05	23.8

Responses: The above written question is about the views of CWSN about reasons for disliking the school. The responses are like these only three respondents have no good friends there. The teachers do not behave well with four respondents, which can be a valid reason for disliking the school. Only two respondents' siblings do not study there. No parents sent them to that particular school. Only seven respondents did not get the opportunity to participate in the activities in which they want to participate, which seems the major reason for disliking and not going to the school. Five respondents have the problem of commuting from home, this is also a big issue for the CWSN learners. There is no opportunity to participate in the activities in which you want to participate.

Table 24. Participation in classroom activities

Respondent	CWSN	
	80	
Participation of CWSN in different classroom activities	No. of Response	% of Response
Solving questions on blackboard	11	13.75
Oral question-answer	09	11.25
Quiz	16	20.00
Class test	36	45.00
Story reading	06	7.50
Role play	04	5.00
Any other activity	00	00

Responses: The above written question is about participation of CWSN in different classroom activities. The responses are like these eleven respondents say that they participate in solving questions on blackboard but nine respondents say that they participate in oral question-answer. Now sixteen respondents say that they participate in quiz and thirty-six respondents say that they participate in class test, which is satisfactory as compare to other activities whereas six respondents choose to participate in story reading, likewise four learners partake in role play and no respondents participate in any other activity. It seems that most of the learners of CWSN category don't participate or reluctant to partake in various activities in the classroom apart from class test.

Table 25: Views of CWSN about the attitude of teachers during interaction in class

Sample Group	Sample	Yes	No
CWSN	80	38	42
	%	47.5	52.5

Table 26: Reasons for not answering the questions

Respondent	CWSN	
	42	
Reasons for not answering the questions by the CWSN	No. of Response	% of Response
Answers are not asked	13	30.9
Don't understand anything	04	9.5
Don't know the answers	21	50
Feel scared	04	9.5

Responses: The above table depicts the reasons for not answering the questions by the CWSN learners. It is very much clear from the given responses that thirty-eight CWSN learners responses to the questions asked by the teachers and rest forty two don't. It means the majority of the learners have some sort of valid reasons that is why they don't answer. Further it can be seen thirteen respondents say that they are not asked questions and four do not understand anything, whereas twenty-one do not know the answer and rest four scared. So, the prominent reason among all for not answering the questions is that they are not asked questions and some sort of sense of fear also there among the respondents.

Table 27: Participation of CWSN in games

Respondent	CWSN	
	80	
Participated games	No. of Response	% of Response
Football	04	5.0
Cricket	03	3.7
Kho – Kho	01	1.2
Table-Tennis	07	8.7
badminton	11	13.7
Not participated in any game	49	61.2
Any other game	05	6.2

Responses: The above table is all about the participation of CWSN learners in games, the responses depicts that four respondents participate in football which is very less in number, whereas three in cricket, the number is not satisfactory at all and one candidate in kho-kho. Seven in table-tennis and eleven in badminton. Forty-nine do not participate in anything and five respondents any other game, that is not acceptable at all. The above responses show that most of the CWSN learners don't participate any game which is not justified at all and very less people participate in games available in the school.

Table 28: Participation of CWSN in different types of activities

Respondent	CWSN	
	80	
Participated activities	No. of Response	% of Response
Holi, Diwali, Dushera, Children's day fair	21	26.2
Essay writing competition	02	2.5
Drawing competition	33	41.2
Science exhibition	00	00
Any other	02	2.5
Not participated	22	27.5

Response: The table depicts about the activities that the CWSN learners participate in and the result shows that eleven respondents participate in Holi, Diwali, Dussehra, Children's day fair, the number of candidates participate in are pretty much appreciable on the contrary two respondents have participated in essay writing competition, which is very poor in numbers. Now, thirty-three respondents have partaken in drawing competition and no one in science exhibition, two in any other and twenty-two do not even participate. It can be concluded that CWSN pupils are very much keen interested

in drawing competitions and festive activities, but talking about other activities it is very much inadequate.

Table 29: Type of persons for participating with CWSN

Respondent	CWSN	
	80	
With whom they participate in co-curricular activities	No. of Response	% of Response
With normal students	33	41.2
Individual	19	23.7
With special needs children	23	28.7
Any other	05	6.2

Response: The above table showed the responses about the partners of CWSN in co-curricular activities. Thirty-three respondents say that they have participated with normal students, nineteen participated individually, twenty-three with special needs children and five with any other. The above information reveal that majority of the learners participate with normal students which is very good sign.

Table 30: Persons Motivating for participation

Respondent	CWSN	
	80	
Who is motivator for CWSN to participate in co-curricular activities	No. of Response	% of Response
Friends	21	26.2
Teachers	16	20
Parents	07	8.7
Siblings	02	2.5
Self	19	23.7
No one	12	15
Any other	03	3.7

Response: The above table is about the result for motivators of CWSN. The responses are like twenty-one students have said that their friends motivate them to participate. Sixteen have said that their teachers motivate them to participate. Again, seven have said that their parents motivate them to participate. Two students say that their siblings motivate them to participate. Whereas nineteen are self-motivated. On the contrary twelve candidates have said that no one have motivated them and three have opted for any other. The result shows that friends and teachers motivate the CWSN students very much but the role of the parents and siblings is very poor. But good part is that they are self-motivated.

Table 31: Stopping CWSN from participating in Co-curricular activities

Sample Group	Sample	Yes	No
CWSN	80	49	31
	%	61.2	38.7

Response: The above table shows the responses of CWSN about prevention from participating in Co-curricular activities, it is revealed that forty-nine respondents are prevented from participating in co-curricular activities and thirty-one are not prevented. It means that majority of the CWSN learners are prohibited to participate, which needs to be taken into consideration.

Table 32: Activities in which CWSN want to participate but unable to participate

Respondent	CWSN	
	80	
Activities in which CWSN want to participate	No. of Response	% of Response
Race	18	22.5
Football	08	10.0
NCC and SCOUTS	17	21.2

Table tennis	08	10.0
Kho-Kho, Kabaddi	25	31.2
Cricket	04	5.0
Any other game	00	0

Response: The above table shows the activities in which CWSN wanted to participate but could not participate. Above information reveal that eighteen respondents say that race in which they wanted participate, eight say football. Again, seventeen students have said NCC and SCOUTS, whereas eight have said table tennis and twenty-five have said kho-kho, kabaddi. Now four learners have said cricket and no one have responded about the any other game. From the above result it is seen that CWSN learners wanted to participate in various activities, but could not participate. Race, kho-kho and kabaddi are the most liked games by them, in a nut shell it can be said that they are interested but not encouraged to participate.

Table 33: View of CWSN on various events participation in schools' celebration

Respondent	CWSN	
	80	
Celebrations of schools'	No. of Response	% of Response
Children's day	13	16.2
Independence Day	05	6.2
Republic day	04	5.0
Teacher's day	00	0.0
Environment day	09	11.2
Sports day	07	8.7
Annual day	11	13.7
Not any	31	38.7
Any others	00	0.0

Response: The above table depicts the view of CWSN on participation in schools' celebration. The responses are like these, thirteen respondents have said that they participate in Children's day whereas five have said in Independence Day. It is seen in the table that four learners have said in Republic day they have participated and no one in teacher's day. Again, nine respondents have participated in Environment day, likewise seven in Sports day, eleven in Annual day and thirty-one have not participated in any celebration but no one in any others. In a nutshell it can be understood that large portion of the CWSN learners do not part of any celebration very few are part of various activities conducted by the school.

Table 34: Role played by CWSN in school programme celebrations

Respondent	CWSN	
	80	
Role played by CWSN in Celebrations of schools'	No. of Response	% of Response
Participate in play	00	0.0
Delivering a speech	00	0.0
Sing song	02	2.5
Playing musical instruments	03	3.7
Recite poetry	03	3.7
Telling stories	04	5.0
To dance	21	26.2
To discipline	04	5.0
To anchoring	00	0.0
To decorate	04	5.0
Not any	39	48.7
Any other	00	0.0

Response: The above table depicts the role played by CWSN in school programme celebrations. The result can be described as no one has participated in play, similarly

no one has also participated in delivering a speech. Although two respondents have participated in sing song but there are three candidates who have participated in playing musical instruments. Only three respondents have taken part in recite poetry, four in telling stories and twenty-one in to dance. Likewise, four candidates have partaken to maintain the discipline but no one in anchoring. Now, four candidates have participated in decorating, thirty-nine in not anything and no one in any other. So, in a nut shell it can be said that large portion of the CWSN learners do not take part in anything, which is very much unsatisfactory and also it is seen that very few learners come forward to be a part of the above-mentioned activities. Only 33% replied for this open-handed question and Mostly students want to be Monitor in class, and some wants to be team captain, few of them like to dance on stage in any school function.

Table 35: Role of CWSN during prayer meeting or morning assembly

Respondent	CWSN	
	80	
CWSN during morning assembly	No. of Response	% of Response
Doesn't go there, live in classroom	14	17.5
Participate in assembly with classmates	28	35.0
Live with CWSN during assembly	37	46.2
Participate in organizing morning assembly	01	1.2
Any other	00	0.0

Response: The above table shows the role of CWSN during prayer meeting or morning assembly. The result is that fourteen respondents have said that they don't go there and live in classroom, on the other hand twenty eight participate in assembly with classmates, it seems that some portion of the students attend the prayer meeting . Again,

thirty-seven live with CWSN during assembly, but one participates in organizing morning assembly, which is quite appreciable and no one goes for any other. The result reveals that a large number of CWSN learners stay with the CWSN learners during assembly, but a good part is that a major portion do take part in the assembly. On the other hand, few learners are there who stay back in the classroom during prayer meeting.

Question no 26: Have you ever tell a story, recite poem, read news, prayer etc. from the stage of prayer meeting like other children?

Table 36: Participation of CWSN in morning assembly activities (story, recite poem, read news, prayer etc.)

Respondent	Sample	Participated	Not participated in activity
CWSN	80	11	69
	%	13.7	86.2

Response: The above table shows the participation of CWSN in morning assembly activities. The responses are like these, eleven numbers of respondents have mentioned that they participate in those mentioned activities on the other hand sixty nine learners have said they do not participate in morning assembly activities. So the result is not at all satisfactory, large number students don't participate only a few learners are part of the same.

Table 37: Asking the CWSN for participation in activities

Respondent	Sample	Yes	No
CWSN	80	32	48
	%	40	60

Response: The above table shows the responses for asking the CWSN learners for participation in activities, so it is clearly seen from the table that only thirty-two pupils have said yes that they are asked for participation and forty eight said no they are not asked for participation. So, from the above responses it can be figure out that majority of the CWSN learners never asked for participation, these should be taken into consideration and should be rectified. But it should also be appreciated for the fact that a good number of pupils also asked for the same.

Table 38: Children with whom CWSN compete in sports

Respondent	CWSN	
	80	
With whom CWSN compete in games	No. of Response	% of Response
With all children	27	33.7
With special needs children	38	47.5
Play self	05	6.2
Any other	00	0.0

Response: The above table depicts that with whom CWSN learners compete in games, the responses are like these that twenty-seven respondents have said that with all children they compete, thirty-eight with special needs children, on the other hand five have said that they play self and no one chooses the option for any other. So far it can be seen that most of the CWSN learners play or like to play with the same category pupils and it is also evident that many learners play with normal pupils.

Box 8: Verbatim reflects the behaviour of general student towards CWSN

An intellectual disable child told that,
kal kee res mein mujhe bhee daudana hai par classs monitar mera naam list mein nahin likh raha! usane bataaya sar ne kaha hai sahee-sahee bachchon ke naam

likhana games mein sabhee ke nahin! to kya main sahee nahin hoon? mera naam kyon nahin likh raha! monitar theek se sun nahin sakata mainne kaha kik tum bhee kaise todoge! jab seetee ajegee aur sunatee to hai nahin tumhen.... (S2/G/30/2019)

(I also have to take part in running in tomorrow's race, but the class monitor is not writing my name in the list! He said that Sir has said that writing the names of the right children is not for everyone in the games! So, am I not right? Why not writing my name! The monitor could not hear properly. I said, how will you also take part in racing! How will you hear When the whistle blows)?

Reflection: The attitude of peer group is cordial and sympathetic but they do not want to disobey the teacher. It was also observed that general students want to help disabled child but feels irritation.

Objective No- 4 To examine the resources available in schools for CWSN .

Part-A: Checklist of amenities provided to children with low vision for ensuring barrier free physical environment

S. No	Main components	School 1	School 2	School 3	School 4
1	Path from gate to school building clear and levelled	Y	Y	Y	Y
2	Path from gate to school playground clear and levelled	Y	Y	Y	Y
3	Entrances and doorways in the school buildings minimum 4' to 5' feet wide	Y	Y	Y	Y
4	Clear walkway of any hung and protruding obstructions such as windows, lights, low branches, flowerpots and sign posts	Y	Y	Y	Y

5	Handrail, guards, and kerbs provided at dangerous point in the walkway.	Y	Y	Y	Y
6	Bright colours (preferably yellow) used at every change in slope, at the beginning and ending of a staircase	Y	N	N	Y
7	Signage's in print, visuals, and Braille at the readable height	N	N	N	N
8	Non-slip surfaces	Y	Y	Y	Y
9	Hazard free environment	Y	Y	Y	Y
10	Optimized Natural lighting	Y	Y	Y	Y
11	Warning strips/ textures	N	N	N	N
12	Accessible Classroom	Y	Y	Y	Y
13	Availability of Resource room/Special class	Y	Y	Y	Y
14	Seating arrangement so that the child gets clear view of teacher's face as well as the black board.	Y	Y	Y	Y
15	Accessibility via tactile path of transport place in school	N	N	N	N
16	Accessibility of tactile path to the Canteen	N	N	N	N
17	Accessibility via tactile path to the toilets	N	N	N	N
18	Accessible drinking water outlet	Y	Y	Y	Y
19	Clear visibility of the teacher while teaching	Y	Y	Y	Y
20	Clear visibility of Black board	Y	Y	Y	Y
21	Availability of first aid Room	Y	Y	Y	Y

Part- B: Checklist of amenities provided by school to children with locomotor disability, cerebral palsy, leprosy cured person and multiple disability for ensuring barrier free physical environment.

S.No	Main components	School	School	School	School
		1	2	3	4
1	Path from gate to school building clear and levelled	Y	Y	Y	Y
2	Path from gate to school playground clear and levelled	Y	Y	Y	Y
3	Entrances and doorways in the school buildings minimum 4' to 5' feet wide	Y	Y	Y	Y
4	Spacious corridor	Y	Y	Y	Y
5	Wheelchair accessibility to classrooms	Y	Y	Y	Y
6	Wheelchair accessibility to toilets	N	N	Y	N
7	Disabled friendly toilets	Y	Y	Y	Y
8	Adjustable furniture	N	N	N	N
9	Accessible drinking water outlet	Y	Y	Y	Y
10	Accessible canteen/ Mid-day meal	Y	Y	Y	Y
11	Warning strips/ textures	N	N	N	N
12	Accessibility of transport place in school	Y	Y	Y	Y
13	Disabled friendly transport	N	N	N	N
14	Ramp with handrails	Y	Y	Y	Y
15	Classes at ground floor	Y	Y	N	Y
16	Adequate space in between the rows for wheelchair to move	N	N	N	N
17	Sufficient space under the table/computer table to accommodate wheelchair	Y	Y	Y	Y
18	Accessible drinking water outlet	Y	Y	Y	Y
19	Availability of first aid Room	Y	Y	Y	Y

Part- C: Checklist of amenities provided by school to children with hearing and speech disability, for ensuring barrier free physical environment-

S.No.	Main components	School 1	School 2	School 3	School 4
1	Acoustically well insulated classroom	Y	Y	Y	Y
2	Clear visibility of the teacher while teaching	Y	Y	Y	Y
3	Clear visibility of Black board	Y	Y	Y	Y
4	Visual clues	N	N	N	N
5	Assistive and alarming devices including devices for hearing of bell, time alarm etc.	Y	Y	Y	Y
6	Availability of first aid Room	y	Y	Y	Y
7	Helper/ Aaya	Y	Y	Y	Y

Part- D: Checklist of amenities provided by school to children with intellectual disability and specific learning disability for ensuring barrier free physical environment-

S.No.	Main components	School 1	School 2	School 3	School 4
1	Acoustically well insulated classroom	Y	Y	Y	Y
2	Clear visibility of the teacher while teaching	Y	Y	Y	Y
3	Clear visibility of Black board	Y	Y	Y	Y
4	Visual clues	N	N	N	N
5	Assistive and alarming devices including devices for hearing of bell, time alarm etc.	Y	Y	Y	Y
6	Availability of first aid Room	Y	Y	Y	Y
7	Helper/ Aaya	Y	Y	Y	Y

Table 39: Facilities as per need of CWSN available in school premises

Respondent	CWSN	
	80	
Available facilities	No. of Response	% of Response
Toilet	11	13.7
Drinking water	08	10.0
Play-ground	37	46.2
Sports material	09	11.2
library	05	6.2
Science labs	03	3.7
Computers lab	07	8.7
Any other	00	0.0

Responses: The above written question is about facilities as per need of CWSN available in school premises. The responses are like these eleven respondents say that toilet facility suit them. Eight respondents say that drinking water facility suit them, whereas thirty-seven respondents say that playground facility suit them, it is very evident that most of the CWSN go for this option, which is satisfactory but nine respondents say that sports material facility suit them, that is poor in number. Five respondents say that library facility suit them, then it may be concluded that there may be some facilities that are not sufficient for them. Now, three respondents say that science labs facility suits them. Seven respondents said that computer lab facility suit them. No other respondents said about any other facility. Overall it can be said that there are some facilities which requires some sort of improvement.

Table 40: Means used by the CWSN to come to the school

Respondent	CWSN	
	80	
Means of come to school for CWSN	No. of Response	% of Response
Bus	21	26.2
Car/ Motorcycle	06	7.5
Auto	00	0.0
Bicycle	09	11.2
Wheel chair	04	5.0
Walk	38	47.5
Any other	02 (with parents)	2.5

Response: The above table depicts the means used by the CWSN to come to the school, the result can be described as that twenty-one respondents come by bus and six by car/motorcycle to reach the school, so it is very clearly mentioned that some CWSN learners avail the bus transportation facility to some extent. Again no one come by auto, whereas nine respondents come by cycle and four by wheel chair. It is very shocking that thirty-eight learners come to school on foot and only two with parents. So, it is clear that major portion of the CWSN learners come on foot which is really very shocking because so many facilities are there for CWSN but in ground reality they don't access the facility.

Table 41: Problems related to visiting different places in school

Respondent	CWSN	
	80	
Places in school premises	No. of Response	% of Response
Library	19	23.7
Science Lab	09	11.2
Toilet	13	16.2
Computer lab	11	13.7
Play ground	19	23.7
Class room	09	11.2
Any other	00	0.0

Responses: The above table shows that the problems related to visit different places in school, the responses are like these nineteen respondents having the problem to visit Library and nine students have the problem to visit Science Lab. Again, thirteen students have the problem to visit Toilet whereas eleven learners have the problem to visit Computer lab and nineteen to visit Playground. On the other hand, nine are having the problem to visit Class room and no one has opted for the choice of any other. The responses can be analysed in this way that most of the students have the problem to visit the library and playground, these two places are very essential for the students so it is a matter of major concern. It is also seen that large students have the problem to visit the other places.

Observation: Accommodation provided by schools for CWSN

Researcher observed that there is lack of amenities and accommodation provided in schools for children with special needs. Students with physical disabilities said that they need to go up and down the stairs to reach their classrooms, labs, libraries and bathrooms too.

Box 9: Verbatim of a locomotor disable child of class 9th

Sir library first floor par hai or bar bar vaha aane jana nahi kar sakta, humare school ki library niche ground p honi chahiye thi, taki free class mai mai vaha ja kar padh sakta. Library free period m kisi k sath jata hu, tab vaha sir nahi miltey. Sir apni kisi class m gaye hotey hai, library lock hoti hai. Phir hamari koi class lag jati hai...

(S3/CE/70/2019)

(Sir, Library is at the first floor and frequently we cannot go there. library should be at ground floor so that I can go there in the free period. When I go

to library with someone than librarian is not available. May be sir is in some class or library is lock and my class is also scheduled.)

Reflection: Library should be at ground floor or there should be a provision of ramp or lift in the school. Provision may be made to issue more books to CWSN.

Observation: Children with hearing impairments said that they have never been provided written notes and there is no sign language instructions available in the school premises. It was observed that even special education teacher instructs them only. There is no use of sign language for hearing impaired children. Special education teacher described that visual aids, braille, electronic materials and enlarged texts for visually impaired children are not available in school, even teachers are not expecting for this in session. All three sample schools have a resource room, but resources for CWSN are not available as per need. These rooms are used as store room for storing data and documents related to CWSN.

Observation: Lack of accessible classrooms and teaching-learning materials

The students having Orthopaedic impairment face the problem from moving one place to another place, one classroom to another classroom in the school. A student told that, “ their school has only one special bathroom for CWSN on the first floor and he face problems to reach there as his class is on the first floor”.

The low vision students always have a scarcity of large print study material. The visually impaired child required book in Braille but they are not getting it. Even teachers are not able to use braille books. Most of the students are not complaining at all in this regard.

Observation: Availability of special education teachers

The RPWD Act-2016, says that the government should appoint special education teacher in all schools including teachers those are qualified in sign language or braille to provide a barrier-free learning environment to CWSN, while there are only one special education teacher in each sample school, but among of them there is not a single special education teacher who know the sign language or braille. Student teacher ratio as per RTE act 2009 should be 1: 7 in case of special children, but is practice ratio is 1: with other responsibilities regarding office work and school activities.

Box 10: Verbatim reflects the views of administration towards the necessity of resources for teaching of CWSN

A special education teacher said that,

Maine jab iss school me join kiya tab ek resource room tak yha nahi diya gaya tha.

Mujh se pehle jo teacher yha thai, vo guest teacher thai aur baccho ki list taiyaar karne kai alawa, koi vyavastha nahi ki gai thi. Joining ke bad jab maine principal sir se ek room ki mang ki to pahle to unhone kaha ki sir extra room nahi h, aur pahle ke teacher room ke bina hi kaam kartey rehtey thai. Aap kyu room mang rahe ho.

(When I joined this school there was no resource room allotted. Before I joined this school there was only one teacher as resource teacher. She only prepares the list of the students. Apart from this there is no facility provided. After joining when I asked Principal to allot one room than he replied that, ‘the previous teacher do not require anything. Why are you asking for it.)

Reflection: This type of statements presents that there is discrimination exist in form of indirect discrimination. Children are facing in different school level activities. These discriminative behaviours of teachers and classmates with CWSN undermine the intended purpose of inclusive education, which is to “respond to the diversity of

needs of all learners” (UNESCO), and to ensure the overall development of their potential and sense of dignity and self-respect. That much of the variation in teacher’s attitudes can be attributed to the government failure to implement the right to education and equal educational opportunities. However, the kind of support given to the children cannot ensure that the system is working as per the guidelines. It also stops the degree of awareness among teachers. Statement presents that there is not any positive response from the side of administrator of the school and he had no need for such resource room.

Box 11: Verbatim of a special education teacher for resource room

Further he said,

Ek din jab fir se maine room ki jarorat ki baat rakhi to unhone kaha “sir aap office me baith jaya kriye” (office ke kaam me help karne ke liye). Lekin kaffi baar bolne ke baed bhi jab maine unse room na milne ke baad circular dikhaya tab unka ravaiya kuch change hua aur unhone us room ko khali karaya jisme keval tutey-footey desks aur anye khrab saman ko rakha gaya tha. Iske baad room ki saaf safai, maramat aadi sbhi ko lekar unke sath kaafi bar bahas karni padi, tab jakar ek room as a resource room kehne ko mila h..... baki aap iski halat dekh hi saktey h. abhi mujhe 7-8 month yha join kiye huy h aur har choti choti cheez ke liye bahas karni padti h. kisi prkar ka principal ki aur se ek baar me positive response tak nahi milta h.....

(One day when once again I asked for the room to the principal then he replied, ‘why don’t you sit in this office. Sit in this office and help in office work’. Then I showed the circular regarding the separate room for the purpose then he allots me one room where all the furniture was broken and in the bad condition. For the cleanliness of that room I have an argument all the time. Rest you can see the

condition of the room. I have to struggle for the small items and argue with the principal. I never get positive response from the side of the principal.)

Reflection: Another special education teacher said that he has not enough time to work with special needs children because it's girls' school and for office work male staff is not available, so principal appoints me for all official works, which are related to head office, district, zone and PO. More of that his seat is in school office and he works on school related records and documents etc.

This kind of discriminatory treatment of principals towards the education of CWSN creates an environment of barriers in receiving equal education and opportunities.

Observation: Access to school

All three sample schools are situated on main road and proper transport facilities are available up to the main gate of schools in form of public and private transport, although schools are not providing any school bus or transport facility itself for CWSN. Most of the children come to school by their own. While the children are coming to school they face undesirable behaviour by the driver or bus conductor/ helper and some of other passengers, especially in private vehicles. They take off them in the middle of road without stopping properly on bus stop. Sometimes this attitude weighs on these students, as an incident happened with a 8th class girl. A polio affected child of girl's school. She said,

Box 12: Verbatim reflects the behaviour of the Bus driver: A locomotor disabled child

chutti ke bad, me aur kuch bache bus stop par ghar jane ke liye bus ka wait kar rahe the. Humne green bus ko rokne ka ishara diya, lekin driver ne bus ko stand par nahi roka aur stand se aagey jakar rok diya. Sabhi bache dodkr bus me chad gaye. Me

pair se chalne me dikkat ki wajah se jab bus tak pahuchi to jaise hi me bus m chadhne lagi, unhone bus chala di aur mera hath chutt gaya. Hath chutt jane se me gir gai aur pahiye ke niche mera pair aa gaya. Ek saal tak mai hospital m hi illaj krai. School ek saal tak nahi aa saki arum era pair abhi bhi theek nahi hai. Dwaiya chal rahi hai.... (S2/G/41/2019)

(After school finishes I and some of the general students move to the bus stand to catch the bus. Bus driver did not stop the bus at the bus stop. He stopped at some distance and because of this every one ran and climb the bus. I also ran and hold the door handle of the bus but driver started the bus and moves. It results that I fell down and one of my leg injured. Since last one year I am in the hospital for the treatment. I could not go to school and my leg is still not cured. I am on medicine.)

This type of testimonial presents that the children with special needs faces different problems during their journey form their house to schools.

Further she said,

Accident ke bad s mujhe pahle se or jyda chalne phirne m dikkat hone lagi h, police ne bhi unko tabhi chodd diya. School se ab mujhe mere mama lene pr chodne k liye aatey h, mujhe school aana ab acha nahi lagta. Pehle mujhe lagta tha ki me padhkar kuch ban sakti hu, isliye school aana acha lagta tha. Ab mujhe aisa nahi lagta..... (S2/G/41/2019)

(After accident I have more problem in moving from one place to another. On my complained Police did not took any action and relieved them at that time only. Now my maternal uncle pick and drop me to the school. I do not like to go to school. Earlier I thought that I will do something in life and I can stand on my own feet but now I do not like that.)

An another child said,

Kai baar bus s utartey time public dhakka marti hai, bus me driver- conductor jaldi jaldi utarne ka pressure daltey h, jisse hume preshani hoti hai. Kai baar chot bhi lag jati hai..... (S2/G/50/2019)

(Many times, when I get down from the bus; public push me from the back and driver-conductor both pressurise me to get down fast. So, I feel problem and sometimes I get injured.)

An another child said

School aatey waqt kuch bache chedkhani kartey hai, comment kartey hai, jhgda bhi karne lagtey hai. Kuch bache humse kiraye ke paise chhinn letey hai aur school me bolne par pitne ki dhamki detey hai..... (S1/B/23/2019)

(While coming to school some students teases me, passes comment and fights also. Some students forcefully take money of bus fare. If I said that I will be complained than they put terror of beating.)

Reflection: Such discriminatory experiences of CWSN indicate towards the need of proper transport arrangements form school to home. However, schools are not too far away from the residence of CWSN, still it's a long distance for physical impairment students, it should be done for safety reasons.

Objective No. – 5 To analyse the support services provided to CWSN during examination.

Table 42: Views of CWSN about extra time in exams as per the provision

Respondent	Sample	Yes	No	Not given by school	No need for extra time
CWSN	80	12	38	19	11
	%	15	47.7	23.7	13.7

Response: The table depicts about the views of CWSN about providing or taking extra time in exams, they have responded in this way that twelve respondents have said yes that they are given extra time by the school to complete their paper on the other hand thirty-eight candidates have said no that they don't take any extra time. Similarly, nineteen students have said that are not given any extra time by school and eleven learners have said that they don't need for extra time. So, it can be concluded that majority of the CWSN learners don't take any extra time and a few students get the extra due their nature of disability.

Table 43: Examination room for CWSN: Separate of same

Respondent	CWSN	
	80	
Exam room for CWSN	No. of Response	% of Response
with other children	67	83.7
Separate room	08	10.0
Sometimes with other children	05	6.2
Any other	00	0.0

Response: The table is all about for examination room for CWSN, regarding this they have responded that sixty-seven CWSN sit with other children during exam, whereas eight candidates have their exams in separate rooms. On the other hand five candidates have said that they sometimes sit with other children to take the exam and no one has selected for any other option. So, in a nutshell it can be concluded that almost all the CWSN learners appear in the examination with the normal students. Only few students appear in the examination in separate rooms.

Table 44: Problems faced by CWSN during exams

Respondent	CWSN	
	80	
Problems of CWSN	No. of Response	% of Response
Related to seeing and reading words in Question paper	11	13.75
Related to complete paper in given time	18	22.5
Related to understand questions	37	46.25
Related accessibility to exam room and seating arrangements	09	11.25
Related to instructions given by examiner	05	6.25
Other	00	00

Response: The table reveal the brief description about the problems faced by CWSN during exam. It is seen that eleven respondents have said that they had problem related to seeing and reading words in question paper. Again, eighteen candidates having problem related to complete the paper in given time, so it can be said that the time allow/permitted to complete the paper is not enough. It is revealed through the data that thirty-seven candidates having the problems related to understand the questions and nine respondents have said that they have the problem related to accessibility to exam room and seating arrangements. Similarly, five students have selected the option related to instructions given by examiner and no one has selected the last option i.e. other. In other words, it can be concluded the language of the question paper is not understood by majority of the students. Other problems which are very prominent are seeing and reading the words of the question paper and completion of the paper on time.

Table 45: Views of CWSN on failing in a class

Respondent	Sample	Yes	No
CWSN	80	67	13
	%	83.75	16.25

Response: The table describe about the views of CWSN on failing in a class. The responses are like these sixty-seven respondents have said yes that they have failed in class and thirteen have said no. So it means that majority of the CWSN students have failed in the examination and very few are there who never fail in the class.

Reflection

Researcher observed that schools failed to modify tests, exam papers to accommodate CWSN. In schools, low vision students are most affected because of question papers, which are generally typed in font size of 10 to 12. Government has made the provisions for providing appropriate facility but school do not concern with that. The end user is not getting appropriate support during examination.

Box 13: Verbatim reflects the examination system

A child said that few teachers take the initiative and read questions aloud in exams. While all teacher does not like to read questions for him. He said:

Exam me question paper ko padhne me dikkat aati hai. Shabdo ko padhne ke liye kaffi samay tak dekhna padta hai aur bahut samay lag jata hai, jiss se paper pura nahi ho pata. Har prashan ko teacher se nahi pooch sakta. Kuch teacher to bagair puche hi questions ko padh kar bata detey h, jabki kuch hume khud se padhne or karne kai liye kehkar mana kr detey hai....(S3/CE/69/2019)

(I feel difficulty in reading the question paper. To read the words I have to spend much time and so that I could not complete my test paper on time. I cannot ask every question to the teacher. Some teachers help in reading the question but some refuse to read and said that I have to read it of my own.)

Reflection: The attitude of teachers towards CWSN during examination was not cordial. Special children need additional support to complete the paper. They want their question paper font size must be according to their need. Low vision children feel difficulty in reading the questions when font size is not appropriate for them.

Such verbatim reflect the attitude of teachers towards CWSN during examinations. Non-availability of large printed question papers depends them on other students and teachers. Although there is a provision to provide large printed material to the children with low vision, but in practice, they are ignored by the examination system of schools as well as by the teachers.

Lack of appropriate evaluation system

During a examination it was observed that question paper it is not readable buy low vision student. The low vision student needs large print question papers during the class test, internal assessment and during end term examination. This is the biggest barrier and failure of of evaluation system. Now what to say about continuous and comprehensive evaluation.

There is a separate standard for the evaluation children with special needs to assess their academic performance. These standards are fixed but at school level this policies are not followed. The assessment of students is done wrongly. The RPWD Act 2016 save that the assessment of children with disabilities must be flexible.

Box 14: Verbatim reflects the examination system: A Low Vision Child

The policy is looking very good in paper but it was observed that the policy is not adopted properly. According to the policy document; the assignments, class test, homework and final examination must be according to the requirement of the child disability. The low vision student required large font every time. He said,

Mujhe likhne mai jyda smay lagta hai jiss se mera paper reha jata hai aur mere number, kam aatey hai. dusre bache jaldi paper kar letey hai aur ghar chale jatey hai, mujhe teacher baar baar jaldi karke paper jama karne ko kahtey hai, jabki samay bhi pura nahi hota. Mujhe pura samay hone se pehle hi paper jama karana padta hai, kyoki jab teacher baar baar boltey hai tab acha nahi lagta aur me paper jama kar deti hu... (S2/G/52/2019)

(I takes more time in writing because of reading difficulty. The font size is not appropriate for me. Because of this I could not able to complete my paper on time. Other general students complete their paper on time and leave the class. I required extra time as per the rule and the extra time is allotted to me in question paper. On the other side the teacher continually asking me to submit the paper which disturbs me and I left the question paper and leave the class. I submit the paper with completing it.)

Reflection: The attitude of teachers towards CWSN during examination was not cordial. Special children need additional support to complete the paper. They want their question paper font size must be according to their need. Low vision children feel difficulty in reading the questions when font size is not appropriate for them. The extra time as per the rule is mentioned in the question paper. Due to disturbance of asking again and again for submitting the answer sheet student indirectly forced to

submit the incomplete paper before time. There is a lack of cooperation and motivation.

Researcher had examined data related to the results of 2017 to 2019 in result registers. It was found that on average about 30% to 35% of CWSN were promoted to 10th class (CBSE board class) in annual result and 3% to 8% were promoted after re-examination. This percentage shows that many children with special needs never reach up to class 10th. Although there are many special provisions to conduct their examinations and evaluation, but these provisions are not followed by the school completely. As well as government guidelines describes these special provisions through the circular and other documents before the examination, still these provisions are not being fulfilled completely; as large font size questions paper for low vision, seating arrangements in exam rooms for the physically impaired children, instructions in sign language to hearing impaired, providing extra time for completion of exams etc.

Objective no- 6 To understand the views of parents towards the education for their special educational need child.

Lack of family support

“Parents attitude and available resources play an important role in determining whether children with special needs can overcome the multiple barriers preventing them from attending school and getting an equal education with normal children. In some cases, however parents and grandparents themselves are the first barrier of their child education, they do not think that their children are capable for learning and this they do not bring them to school”.

To ensure that children with special needs have access to equal education, a step is to inform parents and grand-parents about their children's "right to education" and about their duties towards their children's education.

A child with multiple disabilities responded that his grandmother always says that he has no ability to learn because he has no strength in his right hand and leg and he is not able to speak properly with some mental disorder. My hands don't work, how can I go to school daily? She was worried about me, more than my parents and not in favor of my education. But my father was always with me and come to my school with me to reach me in class.

A 6th class low vision girl told that she would really like to go to school, but her father said she can't because "everything is inconvenient" at school. She can not even walk without somebody hand and that there is no one who can care for her there. But her mother was in her support and she come to school with her mother daily.

Similarly parents of 13th year old hearing disabled child did not send him to school upto the age of 10 year, because they were worried that the school would not enroll their child and explained that he can't learn. When they come to delhi than his parents enrolled him in school under RTE in class 6th.

"Parents of some children with special needs also have little knowledge about the type of support and modifications that could help their children to get a quality education in inclusive schools. One of them said that he did not expect the class to adapt to his child, since it is his child who is the problem, especially because the class size is often big and teacher is already very busy with the other children".

Box 15: Verbatim reflects the behaviour of Parents

One parent told that,

Yah aapka bacha hai, thodi sun ne bolne me dikkat hai. Lakin jaha aap 50-60 bache class me padha rahe hai, vahi ye bhi padh lega, jaisa padh sakega.

(He is your child. He has difficulty in hearing and speaking. Where you are teaching 50-60 students there he will also manage to learn something.)

A mother of CWSN explained to researcher,

Meri beti ka admission school me abhi kuch din pahle hi hua hai. Pahle 8-9 year tak ye kisi school nahi gai. 4th class me humne name likhwaya tha lakin, vaha teachers n kaha ki agar bachi ko aane jane me jyda dikkat h to ghar p rehne do attendance hum laga legey, jab jyda jroort hogi tab phone kr degey aap sath l aaya karna. Isko bolne or suune m dikkat h. yaha thoda bahut kuch bacho ke sath ghuul mil jayegi, to kuch seekh legi. Baki bacho jaise to yeh nahi seekh sakegi.

(My daughter gets admission in this school few days back. She did not went to any school till the age of 8-9 years. School enrolled my daughter in class 4th . Teacher said that as you have difficulty in attending the school so you can stay at home and I will put attendance. If you find any problem than we can discuss on phone. She cannot learn as other students learns.)

Reflection: Yet the schools can't refuse to enrol CWSN, some parents of CWSN are not aware about that and they are often grateful when their children start going to school. They are asking teachers for support of their children. Parents are not aware about the disability rights and they almost never ask for any form of accommodation provided by the schools. One parent told that she has brought her daughter inside the classroom because of physical barriers at school, but when she came in higher grades, the whole class moved to the second floor. It was difficult for her to take her daughter

at second floor. She complained and requested to change her classroom on ground floor, but she was refused. The school said that there is a shortage of classroom and it is not possible to shift the class at ground floor. Renovation of old school buildings as per PWD act is not possible every time.

It was observed and accepted by the teachers that some children, those are in category of CWSN hardly come to school and they are short in attendance. When researcher talk with parents then the reply came, the mother of a 12year old physically impaired child told that she could not come daily with her child to school, because she worked on daily wages and her father is not alive. She has to go on work at 8:00 am to 5:00 pm. Her child cannot go to school herself due to lack of transport form the residence to school and she can't afford privet transport for her child. Further she said that school contacted me one or two time to know the reasons that why she is absent since long time, when I told them about situation of mine, they replied to struck off her name form school.

In such cases the situation is especially problematic, where both parents are working and they have to to leave their child to their neighbor's house, friends and sometime to their grandparents. These people may not be aware of the resources and then it becomes the biggest education barriers in the field of disability. These types of experiences shared by the parents shows that there is a lack of a proper referral system towards the education of CWSN to find out the solutions for the education of their children.

Discrimination and reasonable accommodation

Children with special needs and their parents very often get support from the SMC's. The SMC plays an important role of mediator between parents and schools to

find solutions of their situations. She told that one of the SMC's member got the children enrolled in school after one year after talking to the school and now my daughter some once in week and studying in class 7th. However, a number of parents complained that SMC failed to act for the education of CWSN , members of SMC's neglecting accommodations and barriers related to school premises. SMC works as per the school matters. The mother of a learning impairment child told that teachers avoided addressing her son's situation and learning problems, her son was denied to enrol by the nearest school to my home. In her word- she said,

Box 16: Verbatim reflects the Class room teaching system: Mother of hearing-disable child

Me apne bache ka admission krane ke liye pass k school gai thi, lekin vaha mujhe idhar udhar bhejne kai bad kaha gaya ki unke pass seat khali nahi hai kyoki har class me pehle sai hi 70-75 bache ho chuke hai. Unhone kaha ki principal sai baat kar lena. Me 2-3 baar school gai principal se bat karne kai liye lekin ve school mai hotey hi nahi thai.

(I went to one of the school to get admission of my child. Personals of school send me from one desk to another and finally said that there is no seat vacant for the admission because in every class there are 70-75 students enrolled. The Office staff directed me to talk to the principal. I went to school for 2-3 times but I could not meet the principal because Principal was not in the school.)

Further she said, Mai apne ghar vale kai sath hi kaam par jatti hu aur admission ke liye rooz rooz yaha vaha kai chakkar nahi laga sakti. Mere 5 aur bhi bache hai iske alawa. Rooz kaam sai chutti nahi kar sakti. Isliye jab vaha admission nahi hua to kuch dino bad iss school ke ek SMC member ne bache ka admission yaha krane me mdad ki.

(I do go for job with my husband. I have five more children. I cannot take leave from my job frequently. After some time one SMC member helped me in getting admission in the same school. She told that she wanted to enrolled her son in that school because her elder daughter is also studying there, it may be beneficial for her son and daughter but could not happened. In next session she will try for the enrollment again.)

Reflection: Although this is legal provision under the RTE-2009 act that 6-14 years of child must get compulsory education; schools should help children with special needs in their educational rights. Schools are prohibited from denying them for admission. But schools are not very supportive in this area. Actually CWSN required additional resources in terms of teaching learning process, examination and evaluation and physical resources.

Theoretically, it was observed that the discrimination facing by the people can take legal action against the school or android application to the concerned government office. But as one parent explained about her situations that it is not easy task for them. Those are depended on daily wages, even they can't afford fees for this kind of legal actions.

The school administration has not recorded any complained of discrimination about denying admission to children with special needs. A member (teacher) of school's "complaint committee" said that they had never taken any action against admission in-charge for denying admission because they had "never found" any such incidents or "never received any such complaints", relating discriminatory denial of admission to any children with special needs.

Objective No-7 To explore discriminative experiences of CWSN .

Table 46: Awareness of CWSN about the concept of discrimination in school and in their social life

Respondent	Sample	Completely Aware	Partially Aware	Not Aware
CWSN	80	34	19	27
	%	42.50%	23.75%	33.75%

Responses: The above written question was about the awareness of discrimination faced by children with special needs in their social life. The responses were not very satisfactory as only thirty-four respondent were aware about what discrimination in their social life. Nineteen were partially aware and twenty-seven were not aware at all. It also shows that the children who are not aware about the description

Table 47: Class from which CWSN started their studies (going to school)

Respondent	CWSN	
	21	
Class from which they started studies	No. of Response	% of Response
Class 1 – 3	03	14.2
Class 4 – 5	04	19.0
Class 6 – 8	02	9.5
From any other class	00	0.0

Responses: The above written question is about the class from which CWSN started their studies. The responses are like these only three respondents started studies from Class 1 – 3. Four respondents started studies from Class 4 – 5. Two respondents had started studies from Class 6 – 8 and no students had started studies from any other class. It is very clear that very few CWSN started their schooling from early stage.

Table 48: Views of CWSN about the education in inclusive setup (opposed your schooling).

Facility	Sample	Yes	No
CWSN	80	31	49
	%	38.7	61.2

Responses: The above written question is about the views of CWSN about the education in inclusive setup. The responses are that thirty-one CWSN respondents oppose about the education in inclusive set up and forty-nine CWSN respondents do not oppose about the education in inclusive set up, which is more or less satisfactory.

Table 49: Seating arrangement of CWSN in classroom

Respondent	CWSN	
	80	
Seating arrangement of CWSN in classroom	No. of Response	% of Response
In first two rows	13	16.2
In last two rows	44	55.0
In middle two rows	21	26.2
Any other place	02	2.5

Responses: The above written question is about seating arrangement of CWSN in classroom i.e. where they usually seat. The responses are like these thirteen respondents say that they sit in first two rows and forty-four respondents say that they sit in last two rows, then it can be said that most of the CWSN learners prefer or compelled to seat in these two rows. Now twenty-one respondents say that they sit in middle two rows. Two respondents say that they sit any other place. So, from the above responses it is very clear that least number of students get the opportunity to seat in the front and very few numbers of learners have the liberty to seat anywhere.

Table 50: Equality in teaching of all subjects by the teachers

Respondent	Sample	Yes	No
CWSN	80	47	33
	%	58.7	41.2

Responses: The above written question is about equality in teaching of all the subject by the teachers. The result shows that forty-seven respondents say yes and thirty-three say no. So, it can be concluded that most of the teachers teach the CWSN learners equally like other students but there are some teachers who still discriminate with these categories of pupils.

Table 51: View of CWSN on stopping them to participating in Co-curricular activities

Respondent	CWSN	
	80	
Who stops CWSN to participate in co-curricular activities	No. of Response	% of Response
Friends	21	26.2
Teachers	19	23.7
Parents	09	11.2
Siblings	02	2.5
Self	17	21.2
No one	11	13.7
Any other	01	1.2

Responses: The above table describe about the view of CWSN on stopping them to participate in co-curricular activities. The result was like these twenty-one respondents have said that their friends stopped them to participate in Co-curricular activities. Again, nineteen students have said their teachers and nine students have responded that their parents stopped them to participate. Likewise, two learners have said their siblings,

seven said that they themselves do not want to participate. It is again seen that eleven candidates have said that no one inhibited them to partake and only one have said any other. So, the overall scenario that can be understood that CWSN are stopped by the persons who are close to them.

Table 52: Role maker of CWSN in school programme celebrations’

Respondent	CWSN	
	80	
Selection of role of CWSN in school celebrations’	No. of Response	% of Response
Self	11	13.7
Teacher/trainer	32	40.0
Self-group of participators	18	22.5
Parents	02	2.5
Siblings	01	12.7
Friends	04	1.2
Any other	12	15.0

Responses: The above table depicts the role maker of CWSN in school programme celebrations. The result could be described as eleven respondents have said that they themselves have decided their role in the programme, while thirty-two have said their teacher/ trainer has decided the same for them. Again, eighteen have responded that their self-group of participators take the decision on behalf them that what would be their roles and two say that their parents and one say that their siblings decide their roles in those events. On the other hand, four pupils have said their friends and twelve say any other. The above result show that teacher and trainer take the major decision about the role of CWSN in school programme ceremony. Very few learners are there who takes the decision on their own.

Table 53: Views of CWSN on stopping them to attend or participate in sports activities

Respondent	Sample	Yes	No
CWSN	80	29	51
	%	36.2	63.7

Responses: The above table shows the views of CWSN on stop to participate or attend them in sports activities. The result clearly reveals the fact that twenty-nine respondents have responded that they are stopped to participate in sports activities and fifty one have said no that they are not stopped to play in sports activities ever. So more or less the result is satisfactory as the majority of CWSN learners are never stopped by anyone to play or participate but it cannot be denied that even though the number is less still there are some learners who are inhibited to play or attend.

Table 54: Coming to school on sports day: replies of CWSN

Respondent	Sample	Yes	No
CWSN	80	42	38
	%	52.5	47.5

Responses: The above table depicts the responses about the presence of CWSN on sports day, the responses are that forty-two respondents have said that they come to school on sports day and thirty-eight candidates have said that they don't come to school on sports day. Although majority of the pupils come on the sports day but still there are large number of pupils who don't come to school on sports day, which is a matter of concern.

Table 55: likes of CWSN to participate in sports activities

Respondent	Sample	Yes	No
CWSN	80	62	18
	%	77.5	22.5

Responses: The above table depicts the responses of CWSN about their wish to participate in sports activities, the responses are like these sixty-two respondents have said that they like to participate in sports activities and rest eighteen have said they don't like to participate. It is very evident from the data that majority of CWSN are wish to participate in events and sports activity and very less pupils are don't have any sort of enthusiasm to participate.

Table 56: Responses of CWSN on discriminative behaviour with them

Respondent	CWSN	
	80	
Discriminatory behaviour of others towards the CWSN	No. of Response	% of Response
Teachers	22	27.5
Parents	01	1.2
Siblings	01	1.2
Classmates	32	40.0
Neighbours	08	10.0
No one	16	20.0
Any other	00	0.0

Responses: The above table depicts the discriminatory behaviour of others towards the CWSN. The result shows that twenty-two respondents have said that their teachers show discriminative behaviour with them while one respondent has said that their parents show discriminative behaviour. Again, one has said that their siblings have discriminative attitude towards them. Now thirty-two have said their classmates, it seems that most of the classmates of CWSN show the discrimination towards them. On the other hand, eight have said their neighbours shows discriminative behaviour. It should be appreciated that most of the neighbours are not involve in this. At the end

sixteen respondents have said no one shows any kind of discrimination and no responses for any other. From the above information it is seen that after the friends of CWSN learners the teachers show discrimination towards them, which is very much disappointing thing but good part is that very few parents and siblings show discrimination towards them.

Table 57: Views of CWSN on occurrence problem in commuting to and from school

Respondent	Sample	Yes	No
CWSN	80	32	48
	%	40	60

Responses: The table description is about the problem occurring in commuting to and from school. The responses are like thirty-two CWSN learners have said yes that they have problem in commuting to and from school and forty-eight have said no that they do not have any problem. So, it is clear that majority of the pupils do not have any problem to commute but still there are some students who have the problem to commute.

Table 58: Views of CWSN on imposing to a particular subject that they did not want to take

Respondent	Sample	Yes	No
CWSN	80	07	63
	%	8.75	78.75

Responses: The table describe about the views of CWSN on imposing to a subject that they did not want to take, it is depicted in the table that seven learners have responded as yes that they are imposed to take a subject which they did not want to take and sixty-three have said no that they are not imposed ever. So, from the above it is clearly seen that majority of the students have chosen their subjects on their own.

Table 59: Marks obtained by the CWSN in previous examination

Respondent	CWSN	
	80	
Marks obtained in previous class	No. of Response	% of Response
1% - 25%	15	18.75
26% - 50%	49	61.25
51% - 75%	15	18.75
Above 75%	01	1.25

Responses: The above table provide the information about marks obtained by the CWSN in previous examination, the range of % of marks obtained in previous class by CWSN given in the table, fifteen respondents have said that they have secured marks 1% - 25%, forty nine students have said that they have obtained marks 26% - 50%, fifteen students have responded as that they have obtained marks 51% - 75% and one have obtained above 75%. So, it can be said that the achievement levels of the CWSN students are not satisfactory as majority of the students have obtained marks 26%-50%, which needs to be taken into consideration, only few students manage to get good marks.

Table 60: Views on defining the marks in the examinations

Respondent	CWSN	
	80	
Marks in exams	No. of Response	% of Response
Score same marks as other students	11	13.75
Not score same marks as other students	13	16.25
Score very low marks than other students	55	68.75
Score very high marks than other students	01	1.25
Other	00	00

Responses: The above table provide the information about marks in the examination, now eleven respondents have said that they score same marks as other students, whereas thirteen respondents have said that they don't score same marks as other students. Again, fifty-five learners have said that they score very low marks than other students, only one student has said that he or she scores very high marks than other students and no other has gone for other option. It is a matter of great concern that CWSN students secure very low marks as other students which needs to be taken into consideration and must be rectified. Though there are very few who scores more than normal students.

Description about the discrimination faced by CWSN in school

Responses: Researcher has recorded the voices of the students and the gist of the verbatim is that if the disability is from by birth than parents do not think to send their children to the school at the right age. For this there were various reasons like parents were engaged in providing the training of daily living activities, financial crunch is another barrier, helping for every activity from the start of the day to end of the day parents were so tired that they could not even think for sending the school. When students took admission in the school then they required all kind of facilities for their learning process. Due to sometimes lack of resources and due to lack of sensitivity of teachers; CWSN faced discrimination during teaching learning process. Every time teacher said that I will explain you later or I will provide you later or you cannot do it or it is not meant for you or you sit at one place only. These were the various comments passed by the teachers and so the peer group learn the same. One another discrimination

was that CWSN gets very rare experience of participation in co-curricular activities. They were deprived with basic skills/ training which general students gets.

Description about the discrimination faced by you outside the school

Responses: In the previous response it was seen that the first discrimination was done by the parents due to one or another way. People from society pass different sarcastic comments like you cannot do anything in the life so why to waste money and time for schooling. Even you cannot get job. Or you can get job by government policies. Difficulty in communicating from one place to another. Assistive devices are very expenses. Lack of emotional support was mentioned by most of the children.

It was observed that some children was not motivated to understand the outcome of barriers because of multiple disabilities. Some students mostly either drop out or get transfer to other schools. They were scolded by fellow students because of being lower than other children in school. A large number of students said they were really treated very badly by peer students. A speech impaired child of class 7 said,

Box 17: Verbatim reflects the Class room behavior system: by A Speech and Language disable child

A Speech and Language disable 7th class student said,

Class me teacher mujhe hi martey hai, kyoki mai sabhi ko acha nahi lagta. Mujhe bolne me dikkat hoti h to me kisi kaam se dosto ke paas chala jata hu. Class mai idhar udhar jaane par meri pitai ho jati h. bache bhi mera majak udatey h aur chedkhani kartey hai. ye sab mujhe acha nahi lagta, isiliye me agli class me school change karuga.... (S1/B/17/2019)

(In class teacher beats me only because nobody likes me. I have a problem in speaking too and for this I went to other students for help. For this teacher beats me as I am moving around in the class. Students make joke/fun of me and tease me. I do not like this behaviour and I will change the school in the next class.)

Reflection: This type of statement presents that there is discrimination exist in form of indirect discrimination. Children are facing in different school level activities. These discriminative behaviours of teachers and classmates with CWSN decline the key purpose of inclusive education. The objective of UNESCO in this area says that every child having any kind of disability needs to be address immediately. It also says that overall development includes providing self respect and self dignity to the individual. There is a lot of variation and differences in the attitude of teachers in providing equal rights and equal educational opportunity to all the children. On the other hand this kind of assurance cannot be e given by the system. It can only stop when teacher themselves aware from their heart.

Limited access to board classes

A very few children with special needs reach up to CBSE board classes (10th& 12th). Some concern has impairment of mild level. It was observed that the majority of CWSN left school after being failed in class 9th. More than 75% of CWSN score less than 30% marks in exams, however they passed up to class 8th due to being under non-detention policy. They appeared two times in re-examination organised under the government policy of re-examinations in compartment cases. Except 2 to 5 percentage students of school, they could not score more than 33% marks (criteria to be pass in

class). Question papers remain common as discussed before and no extra time provided to CWSN during these re-exams too.

Limited subject choices

Inclusive school system has opened doors to get admission in any stream without discrimination as RPWD Act-2016 recommend to admit them without discrimination and to provide education and opportunities equally with other students. 29% students said that they could not get subjects as per their choices. A few students of special needs said that some subjects are imposed on them. Although, the teacher in-charge of admission denied to it, they said that as per department guidelines they enrolled them and choice of subject is depending on the students.

Box 18: Verbatim reflects the Class room behaviour of the teacher in selecting the optional subject

Maine jab admission ke liye form bhara tab usme English subject bhara tha, lekin sir ne kaha tum English nahi chala paogey, mushkil se paas ho paye ho, English tumko nahi milegi. Sanskrit padhni hai to admission form jama kar leta hu, varna bhag jao. Unhone kaha ki internal marks tumhe diye gay h tab pass ho gye, varna tumse 100 me se 33 no nahi lekar aaye jatey. Sanskrit milegi leni hai to bolo vrna kisi aur school me try karo..... (S4/B/86/2019)

(When I filled form for admission then I had taken English subject and filled the same in the admission form. But sir replied while verifying the admission form that, you cannot take English subject because you cannot study it effectively and you can nor pass in this subject. Therefore, you will not get English subject. If you would like to take Sanskrit subject than I will submit your form otherwise go away. He said that I was passed only because of internal subject. I cannot score even 33

marks out of 100 marks. You will get Sanskrit subject otherwise take admission in some other school.)

An Another student said,

Mujhe commerce with maths chahiye tha, lekin admission nahi diya gaya, kyoki unhone kaha ki maths ke liye 10th class me standard maths hona chahiye. 10th me maine standard math hi exam form me bhara tha, lekin maths ke sir ne mera subject basic math kara diya. Sir bole, standard math me tum fail ho jaogey uska paper hard aayega. Basic math kro ache no aayegey to % badhegi aur pass bhi ho jaogey....

(S2/G/54/2019)

(I want Commerce and Mathematics subject but I was refused by putting remarks that, I can get this subject only if I had taken standard mathematics in class 10th. In my class 10th exam form I filled Standard Mathematics but my sir said that you cannot score passing marks in standard mathematics and so you take Basic Mathematics. In Basic Mathematics you can score passing marks. Sir changed the subject.)

Reflection: In these testimonials the experiences of CWSN during the process of admission, demotivating students having special needs and being the nearby schools, they can't go to other schools. Students are not aware of the future prospects of the subjects.

One of them said, I don't like Sanskrit because it was a not a willfull selection and not my selection, it's not easy to understand too. In schools only five subjects with one additional physical education subject is available in all the sample schools taken. Two language subjects are compulsory out of three, languages are main subject not the additional subject. So, student with Sanskrit are not happy. A student said that nobody

in my family know Sanskrit, how they can help me in study. Both of my elder brothers are student of B.Com. and B.Sc. They can help me in all the subjects but they cannot help me in Sanskrit subject.

4.3 Analysis and Interpretation of the views of teachers

Teachers views about the ethos of inclusion in their school:

On the assumption, discussion and observation during the data collection it was concluded that there is a successful implementation of inclusive policy and it is mainly dependent on teachers in institutions/schools being positive about it. The analyses showed evidence of positive attitudes of administrator, teachers, parents and the peer group, but no proof of acceptance or implementation of a full inclusion or ‘zero reject’ approach to the provision of inclusiveness. Discussion with teachers shows that there is a cooperation between different subject teachers and they said that there should be encouragement and rewards for their positive and progressive behaviour towards CWSN. Teachers said that it is very difficult to handle and keep patience every time and therefore life skills training for behaviour reinforcement, mentoring the micro teaching, and modelling positive behaviour is required every year. Schools are welcoming and accepting CWSN because of the policy framed. Teachers said that they want to be a part of decision making in school policies. They suggested that there is a scarcity of required resources which can be meet out with sharing of resource with other schools. Teachers are supportive, teachers are trusted by leadership and teacher’s leadership behaviour management strategies are towards CWSN. There should be weekly meetings between teachers and leadership for subject coordination, examination and evaluation.

Teachers beliefs about special needs and inclusion:

CWSN need individual attention and time whereas sever CWSN must go to special school because presence of sever CWSN has negative impact on their teaching. Problems with including CWSN can be dealt with specialized trained teachers which is needed for working in inclusive environment. School need additional help in classroom to take care of CWSN so that teachers can able to describe the special needs. Student teacher ration should be less to give optimum Academic Achievement which is the key to inclusion and good social and academic support for CWSN in mainstream. The movement for 'inclusive education' is part of a broad human rights agenda which is acceptable by every person in the school.

Teachers beliefs about inclusion and their pedagogical outcomes:

Teachers Parent collaboration needs to be strengthened. Evaluation of learning needs for CWSN and then use of appropriate pedagogy may be used; as suggested by one of the teachers. Teachers are not using alternating learning task rather they said that need more training to simplify the teaching-learning task. Resource teacher has suggested may types of strategies and said that implementation can be done by trained teachers. Training must be provided every year. Teacher use outdoors as resource and do not prepare mixed ability grouping. There is a lack of cooperative learning and extra worksheet for all children was not given. There is no informal assessment. Teachers are challenged for giving extra time and attention. Sitting arrangement for CWSN is difficult when more children are there in one class.