Chapter-IV
Analysis and Interpretation
of Results

CHAPTER-4

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter presents the result of the study based on analysis and interpretations. This is the next step to the collection of data is to analyze and interpret the result. Analysis of data comes before the interpretation to calculate the result. The goal of the analysis is to create an intellectual model in which the links between the variables are carefully highlighted so that a meaningful inference can be derived from the data. Facts and figures are to be seen in the perspective of objectivity. According to **C.R. Kothari (1989)**, "The term analysis refers to the computation of measures along with searching for patterns of relationship that exist among data-groups". This is the process of giving meaning to the data gathered and establishing the conclusions, relevance, and ramifications of the findings. This chapter will describe the findings of the research project, which will be based on the examination of both qualitative and quantitative data. The research goals were as follows:

1. To study the perceptions of teachers for factors affecting the learning of intellectually disabled students.

a) Psychological Factors,

b) Social Factors,

c) Learning-Environment Factors,

2. To explore the barriers perceived by teachers in learning of intellectually disabled students.

3. To identify the skills of teachers needed to enhance learning of intellectually disabled students.

4. To identify the support structures of government schools for implementing the inclusive education with special reference to intellectually disabled students in New Delhi.

4.1 Analysis and Interpretation of Results Obtained by Semi-Structured Interview Administered on Teachers and Principals:-

Objective-1: *To study the perceptions of teachers for factors affecting the learning of intellectually disabled students.*

Despite having a thorough grasp of intellectual impairment, the participants' attitudes and sentiments about intellectually impaired students and their education were varied. Fifty percent of the respondents (n=28) had favourable attitudes about inclusion, including the belief that inclusive education benefits children with intellectual disabilities in the classroom. However, half of the respondents (n=28) said they had unfavorable feelings towards intellectually impaired pupils and their schooling.

Theme-1 Concept of Intellectual disability:

Participants were asked to explain how they felt about the notion of intellectual disability and the importance of their education, as well as to offer a short summary of what this approach meant to them. According to the findings, the participants classified their intellectual impairment and education into three groups. By Name, considering intellectual disability as a result of a person's ability or incapacity, unable to understand the concept and policy perspective of inclusive education and the school being an extension of society for intellectually disabled.

The bulk of the respondents (62.5 percent; n=35) said that the cause of intellectual disability involves pupils of various abilities and disabilities. This was seen in inclusive schools and necessitated the instructors' teaching capacity in order to properly teach these children with learning barriers. A responder, for example, stated that intellectual impairment was: *"Intellectual disability is a term used when there are limits to a person's ability to learn at an expected level and functioning in daily life"*. Some participants (10.71%; n=6) felt that they are unable to understand the concept or misunderstood it. In the following remark, a participant emphasizes the importance of not depriving pupils of their education, *"You are not allowed to deny anyone education. Everyone is equal and is allowed to be educated in the way they choose"*.

Only participants (17.85%; n=10) mentioned the intellectual disability definition and policies, for example: The "Rights of Persons with Disabilities Act" of 2016 (RPWD

Act 2016) and the curriculum reform required for the successful implementation of the "Rights of Persons with Disabilities Act" of 2016 (RPWD Act 2016). One of the replies that revealed policy viewpoints was, *"I understand it is a system that came into existence because of what is contained in our constitution for dignity and celebrating our diversity and similarities. It is an initiative that includes all learners irrespective of their barrier status. Curriculum adaptation is allowed to cater provisions for learners with special needs. It is a system that needs to eradicate labeling of learners with special needs."*

Only participant (8.92 percent; n=5) stated that intellectual disability education had benefited their community and society. This highlighted the importance of the community, parents, and educational departments in implementing inclusive education in schools for intellectually disabled students. For example *"Resource persons, systematic selection of various levels of intellectual disability and accordingly proper education based on needs and requirements of those individual and in terms of adjustments, accommodations etc"*.

Theme-2 Inclusion of Intellectually disabled Students:

Another positive effect or perspective of inclusive education for intellectually impaired children indicated by the participants was the concept of pupils' feeling more involved in the classroom and school environment. This means that the participants (53.57 percent; n=30) were able to explain the benefits of inclusive education not only from their own perspectives, but also from the perspectives of the students. This may be observed in one of the participants' responses, *"I think it is good because learners are integrated with the rest of the so called normal society and therefore society learns to accept differences and vice versa"*.

One of the participants emphasized, *"I feel that inclusion provides an opportunity for learners to become accustomed to a variety of people in a situation that is similar to the outside world"*, which indicates a more favourable thoughts towards inclusive education.

Only (30.35%; n=17) of the participants responded negatively and support special schools for the education of intellectually disabled students in spite of inclusive school. While (16.07%; n=9) had impartial responses. This stipulate that participants

seem to have positive, negative and unbiased perceptions towards the sake of inclusive education for intellectually disabled students.

Theme-3 Exclusion of Intellectually disabled Students:

The majority of the participants emphasized the pupils' unpleasant experiences and how these students would be disadvantaged. Intellectually impaired kids with learning challenges, as well as those with no special educational requirements, made remarks. This suggests that participants believed inclusive education was impeding these pupils' education, as evidenced by the following statements: *"but equally could be disruptive to other children; these children I think feel out in a normal class, because the children are always looking at them. If they are in a school together you will not have this problem".* Another statement of a participant, *"I feel that learners who require specialized academic support are less capable intellectually than their mainstream peers".* Sixty two percent of the participants (62.5%; n=35) responded positively for the exclusion of intellectually disabled student as well as (37.5%; n=21) participants responded in the favor of inclusion. This indicates that teachers must aware people; parents of disabled students and non-disabled students, so that they may empathized themselves and their children for co-operative learning in inclusive classroom and support intellectually disabled students.

Theme-4 "Inadequate Training":

Due to a lack of appropriate training programmes, fourteen percent of the participants (14.28 percent; n=8) had a poor opinion of inclusive education for the learning of intellectually impaired pupils. The participants were discouraged by their own lack of training in both inclusive education philosophy and the abilities necessary to become a successful educator. In the following answer, it was suggested: *"Schools are unable to cope because many regular educators lack training in inclusive teaching. As a result, they are dissatisfied and powerless".* In terms of answers, there was a sense of despair based on the participants' perceptions of their ability to handle the situation. A participant, for example, said: *"How can you educate all learners if you were only taught to teach one?" According to the comments, training is considered as a "cure" for many of the participants' fears and reservations about inclusive education."* While (80.35%; n=45) responded positively about their training programmes teaching in an

inclusive settings. Only (5.35%; n=3) participants reported that they have not gone through any training programmes in their teaching places with special reference to intellectually disabled child. This indicates that effective training is essential part of teachers' teaching-learning process and schools must provide this facility to the special teachers and regular teachers also.

Theme-5 Availability of Resources:

The participants' attitudes on learning of intellectually impaired kids in an inclusive education are influenced by the resources of the schools and the community in which the school is located. Money, auxiliary teachers, remedial facilities, equipment, and physical resources, according to some participants (53.57 percent; n=30), would be required to ameliorate the problems in educating kids with intellectual disabilities in learning. In their comments, two people expressed their concern regarding resources: *"Could work if the present school had ramps and the human and physical resources to support these students"* and *"It would be very difficult because our ancient school facilities do not lend themselves to inclusive education and do not leave the capital to hire assistant educators".* The data indicated that stipends or incentives were an important resources, and according to (44.64%; n=25) participants reported that lack of reinforcement also is an important barrier in the education. For example *"School authorities should make a wide and wise decision regarding incentives that could be provided to those teachers because they are additionally doing the harder job. They are more emotionally and intellectually involved in the process of teaching the students of different kinds".* This indicates that participants held a favourable perception towards the need of resources and reinforcement for teachers while dealing with intellectually disabled students in inclusive education.

Theme-6 Ability to supply Special Attention:

The majority of research participants stated how challenging it is to find or create time for kids with intellectual disabilities to learn. The participants emphasized the necessity of paying extra attention to kids with intellectual disabilities in the classroom; yet, this is a tough undertaking, especially in an inclusive classroom, according to the comments. According to the descriptive statistics, ninety percent (90 percent; n=51) of the participants agreed with the assertion. For example *"Learners*

61

who require specialist academic help are more demanding and necessitate more input". This implies that the vast majority of participants believe that these pupils deserve more attention and input. Only ten percent (10%; n=5) participants reported negatively; for example, *"I feel that intellectually disabled students have special needs and benefit more from the more individual core they get in special class so intellectually disabled students should be removed from the class to receive any specialized academic support"*. This shows that while some participants believe that special courses are necessary, the majority believe that such students should be included in the inclusive classroom.

Theme-7 Expectations of Teachers:

The majority of the participants in this survey (75 percent; n=42) emphasized the importance of schools and families' expectations for inclusion and academic achievement of intellectually disabled students. According to this statement of one of the participants, *"When it comes to the results; every students have to be performed well in class and maintain good results."* Some participants (25%; n=14) stated that inclusion of students with intellectual disability is more challenging in others comparison. For example, *"Students with intellectual disability have lots of difficulties in learning and comprehending the information in comparison to the other students with different disability."* This suggests that teachers should utilize a personalized teaching and evaluation procedure that takes into account of students' benefits regardless of whether or not they have disabilities.

Theme-8 Online Teaching-Learning:

Most of the participants (80.35%; n=45) responded negatively for online teaching-learning of intellectually disabled students. Some of the respondents feel that intellectually disabled students do not have required resources and competency for online teaching-learning. For example, *"During online teaching we are unable to form that lively bond that we are able to create offline, even normal students are facing difficulties in online teaching-learning, how intellectually disabled students can learn and understand technology when they are less competent in comprehending a small information in offline classes."* Only (19.65%; n=11) participants responded positively that teachers should readily accept intellectually disabled students in

inclusive classroom and offer these students different activities that they may be at ease in online learning. This indicates that teachers should take an active role in promoting and leverage donor resources to support the effective implementation of inclusive education for intellectually disabled students.

Theme-9 Negative Realities of Education System:

Most of the participants agreed towards the theory of inclusive education; for example, *"In theory and in a perfect world, inclusion is the natural path for a progressive, illuminating democratic society with a surplus of conscientious, well-trained employees."* However, the unpleasant realities of the educational system appear to follow this idealized image of inclusiveness. In this study, over 60% of the replies (60 percent; n=33) were negative and pessimistic about the system. Positive responses were given by 40% of the subjects (n=23). For example, *"Some learning hurdles, I believe, are simply too tough to overcome in the classroom."* This indicates that after so much development in education system of India, there are some lacunas in it for effective implementation of any policy or provision about disabled students; it may have due to lack of awareness, lack of availability of resources, incompetency, corruptions etc.

Theme-10 Lack of Awareness

Most of the participants (64.28%; n= 36) responded that biggest problem is lack of awareness in parents, community, school teachers and heads of schools. One of the participants stated that, *"Community must be made aware about the policies and rights of people with disability. Community participation must always be acknowledged by all the schools. All schools must welcome people belonging to different community to schools to have their expertise and also to make them aware of the real situation of educational inclusion of children with disabilities. Different NGOs must be invited in this respect."* Only (35.72%; n=20) participants agreed that they are aware and awareness is not an issue, they stressed that practical knowledge is more useful then theoretical knowledge of dealing with intellectually disabled students. This indicates that theory and practical both are important but when it comes to intellectually disabled students, teachers should offer them more hand on activities, so they gain some real life experiences and learn them for life.

Table 4.1: Percentage of the perceptions of teachers for different factors affecting the learning of intellectually disabled students

Concept of Intellectual disability	The bulk of the respondents (62.5 percent; n=35) said that the cause of intellectual disability involves pupils of various abilities and disabilities.
	Some participants (10.71%; n=6) felt that they are unable to understand the concept or misunderstood it.
	Only participants (17.85%; n=10) mentioned the intellectual disability definition and policies, for example: "Rights of Person with Disability Act" 2016 (RPWD Act 2016)
	Only participant (8.92 percent; n=5) acknowledged the advantages of intellectual disability education to the individual's community and society.
Inclusion of Intellectually disabled Students	"Participants (53.57 percent; n=30) were able to explain the advantages of inclusive education not only from their own perspectives, but also from the perspectives of the students."
	Only (30.35%; n=17) of the participants responded negatively and support special schools for the education of intellectually disabled students in spite of inclusive school.
	While (16.07%; n=9) had a neutral responses towards the inclusion of intellectually disabled students in regular schools.
Exclusion of Intellectually disabled Students	Sixty two percent of the participants (62.5%; n=35) responded positively for the exclusion of intellectually disabled student.
	Participants favoured inclusion (37.5 percent; n=21) because they believed that inclusive education was obstructing these students' education.
Inadequate Training	Due to a lack of appropriate training programmes, fourteen percent of participants (14.28 percent; n=8) indicated a poor opinion of the inclusive education concept for the learning of intellectually impaired students.

	While (80.35%; n=45) responded positively about their training programmes teaching in an inclusive settings.
	Only (5.35%; n=3) participants reported that they have not gone through any training programmes in their teaching places with special reference to intellectually disabled child.
Availability of Resources	Money, auxiliary teachers, remedial facilities, equipment, and physical resources, according to some participants (53.57 percent; n=30), would be required to ameliorate the problems in educating students with intellectual disabilities in learning.
	(44.64%; n=25) participants reported that lack of reinforcement also is an important barrier in the education.
	Only (1.78%; n=1) participant feels that resource of the schools and the community within which the school place is never impact on teachers' teaching and learning process.
Ability to supply special attention	(90%; n=51) responded positively for the statement that the importance of allocating special attention to the students with intellectual disability in learning; however, based on the comments, this appears to be a very challenging assignment, especially in inclusive classroom.
	Only ten percent (10%; n=5) participants reported negatively like for teachers every student is equal.
Expectations of Teachers	"Most of the participants (75%; n=42) in this study stressed upon the expectations of schools and families regarding inclusion and academic performance of students with intellectual disability".
	Some participants (25%; n=14) stated that inclusion of students with intellectual disability is more challenging to compare with others.
Online Teaching-	Most of the participants (80.35%; n=45) responded negatively because they feel that intellectually disabled students do not have required

	resources and competency for online teaching-learning.
	Only (19.65%; n=11) participants responded positively that teachers should readily accept intellectually disabled students in inclusive classroom and offer these students different activities that they may be at ease in online learning.
Negative realities of Education system	In this study almost sixty percent of the responses (60%; n=33) were unfavourable and despondent towards the education system.
	Forty percent of the participants (40%; n=23) responded positively. For example, *"Some learning hurdles, I believe, are simply too tough to overcome in the classroom."*
Lack of Awareness	Most of the participants (64.28%; n= 36) responded that biggest problem is lack of awareness in parents, community, school teachers and heads of schools.
	Only (35.72%; n=20) participants agreed that they are aware and awareness is not an issue, they stressed that practical knowledge is more useful then theoretical knowledge of dealing with intellectually disabled students.

Table 4.1: Percentage of the perceptions of teachers for different factors affecting the learning of intellectually disabled students

Objective-2: *To explore the barriers perceived by teachers in learning of intellectually disabled students.*
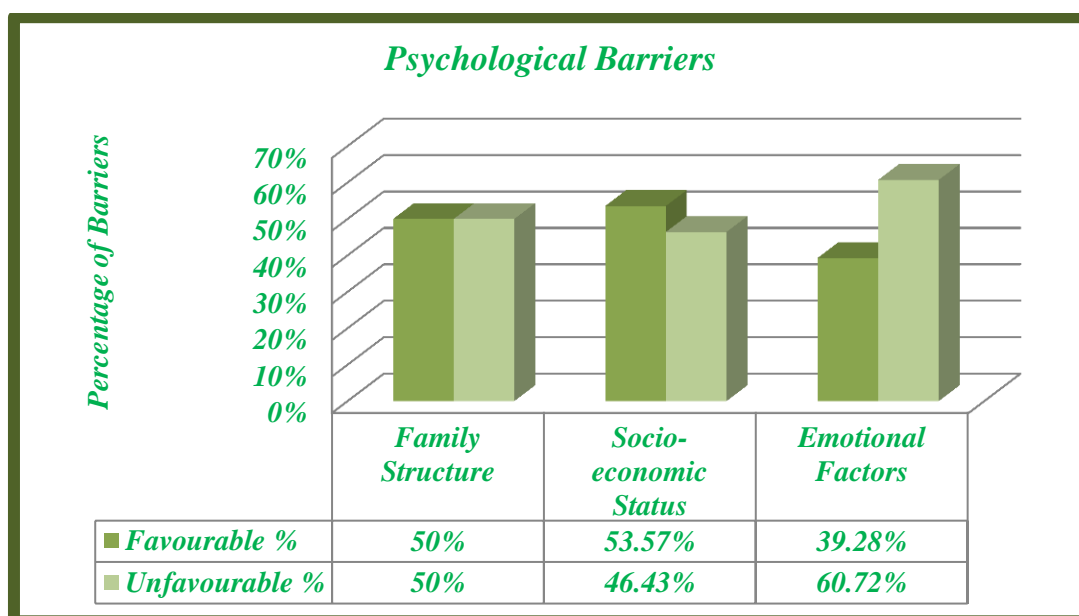
In an inclusive classroom, the participants emphasized the academic difficulties of children with intellectual disability. As a result, students' academic performance and outcomes were perceived to be jeopardized. School performance was highlighted by the majority of the participants (62.5 %; n=35) as the key area where students with intellectual disability were judged to suffer. *"Barriers to learning"* was one of the comments that exemplified this viewpoint: *"All those factors that obstruct the learning process and impede the student from excelling in school."* Some individuals

discussed learning challenges from a boarder perspective, reflecting on a students' capacity to succeed outside of the classroom. This is represented in the following statement: *"The problems students have in learning a significant quantity of information in order to participate in society."*

Participants were asked to name the challenges to learning they face in the classroom and at school in this section of the semi-structured interview. Twenty diverse concepts appeared at first, but they were reduced into five distinct and broad topics. The topics that were stated were ranked based on the number of people who mentioned them. Psychological hurdles to learning, Cognitive barriers to learning, social barriers, Learning environment barriers and cultural issues were all highlighted as difficulties in the classroom.

1. Psychological Barriers:

The majority of participants (75 percent; n=42) stated that psychological obstacles inhibit efficient learning in the classroom. These included the pupils' family structure, socioeconomic position, and emotional issues.

Psychological Barriers

	Family Structure	Socio-economic Status	Emotional Factors
■ Favourable %	50%	53.57%	39.28%
■ Unfavourable %	50%	46.43%	60.72%

Figure 4.1: The distribution of the Psychological barriers perceived by teachers in learning of intellectually disabled students in government schools of New Delhi.

Fifty-six percent of the participants (n=28) expressed considerable worry about the intellectually disabled students' home structure, citing how these patterns might

become hurdles to learning in the classroom. The absence of parental support was addressed by the participants, and how this found in some students receiving help at home, which has an influence on teachers' capacity to educate these students. *"Lack of parental support because of less awareness"* was reported by one participant as a need for parental assistance. The students' family relationships were highlighted as having an impact on their capacity to study by the participants.

As a result, the family structure and dynamics were observed to have an influence on the students' concentration on school. *"Parental/family and society negligence or abdication of obligations"* and *"Parental environment (many older siblings substitute as parents)"* were two participants who emphasized this topic. Another impediment to studying was the students' family's safety. Divorce, neglect, abuse, alcohol and violence were among the issues raised by the participants. These characteristics have an impact on students' capacity to perform well in classroom and are viewed as learning impediments.
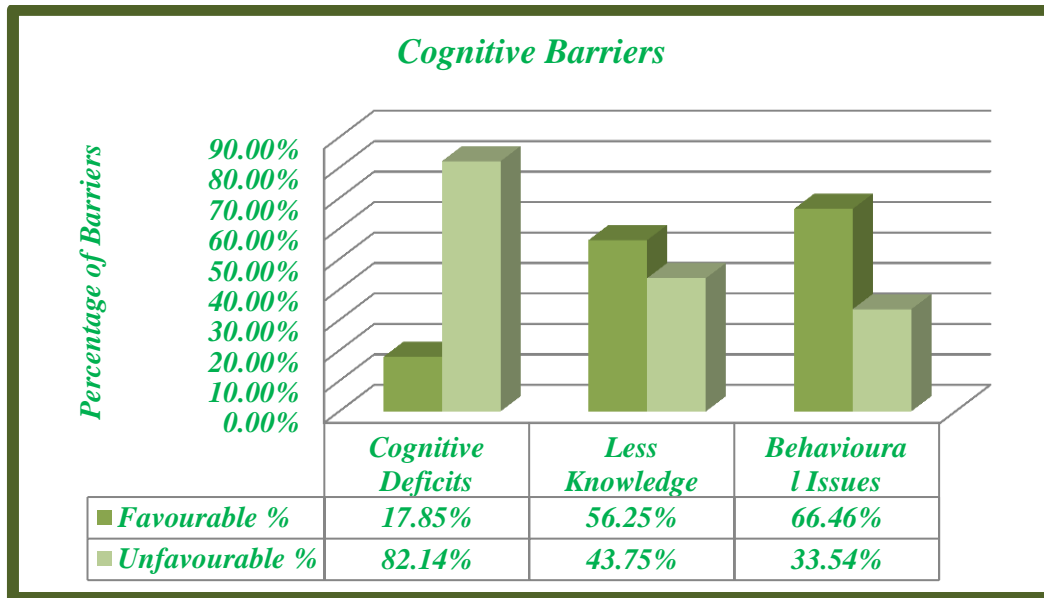
The socio-economic position of the intellectually disabled students' and their families was cited by (53.57 percent; n=30) of the participants as a hindrance to learning. This was explored in terms of the family's ability to financially support the students as well as the physical requirements for good learning. The term "poverty" was often employed to characterize this learning impediment.

Twenty two (39.28%) participants stated that emotional elements such as emotional disorders and behavioral problems were a hindrance to learning in the classroom. The participants believed that disruptive conduct and behavioural issues are learning hurdles that can inhibit effective learning. Participants believe that behavioural issues constitute an impediment to learning, but intellectually disabled students are not difficult to reprimand. Emotional turbulence from familial conditions and students' own psychological disorders like anger and sadness were among the issues identified by the participants.

2. Cognitive Barriers:

Only a small number of participants (17.85%; n=10) participants mentioned cognitive deficits as a barrier to learning with intellectually disabled students within the classroom. Intellectually disabled students have less cognitive understanding of

concepts because of their deficiency in intellectual functioning. Majority of the participants (56.25%; n=31) reported that because of less knowledge and awareness about intellectual disability; teachers deal with some barriers to learning in their classrooms.

Cognitive Barriers

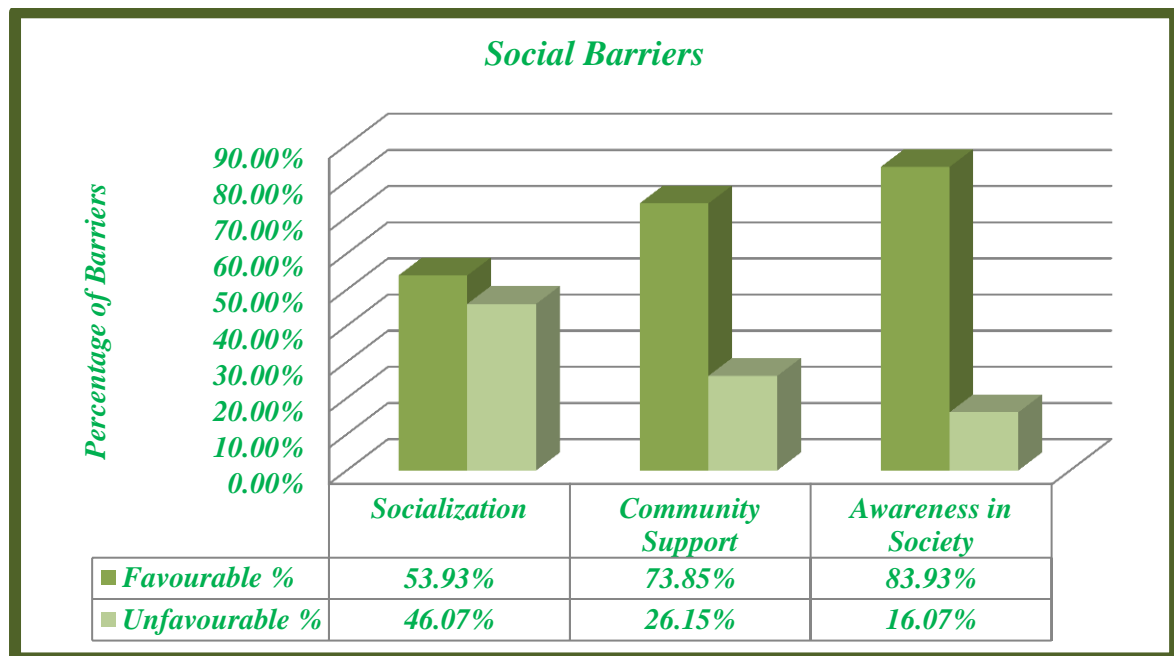|	Cognitive Deficits	Less Knowledge	Behavioural Issues
■ Favourable %	17.85%	56.25%	66.46%
■ Unfavourable %	82.14%	43.75%	33.54%

Figure 4.2: The distribution of the Cognitive barriers perceived by teachers in learning of intellectually disabled students in government schools of New Delhi.

This is due to participants (66.46%; n=38) viewing learning difficulties as a cognitive deficiency and resulting in cognitive barriers to learning. The learning difficulties that were expressed to be barriers to learning within the classroom were dyslexia, intellectual disability, Attention-Deficit Disorder (ADD), Attention Deficit/Hyperactivity Disorder (ADHD), auditory problems, visual problems, speech problems, literacy barriers (reading and writing) and general learning difficulties.

3. Social Barriers:

Only (83.93%; n=47) participants mentioned lack of socialization as a barrier to learning with intellectually disabled students within the classroom. Majority of the teachers (53.93%; n=30) perceived that socialization is very important to learn new experiences. And in classroom relationship between teachers-students and students-students is the most essential in the process of teaching-learning. Society plays an important role in educating child. Almost (73.85%, n=41) participants stressed on the community support

for the over-all development of intellectually disabled students. One of the participant reported, *"Community can help to bring every child at school by encouraging families, being emotionally supportive to the learners."* Community can be a resource to help these students by making them part of a campaign to help intellectually disabled students. This indicates that community can help to organize resources and programs for education of intellectually disabled students.

Social Barriers

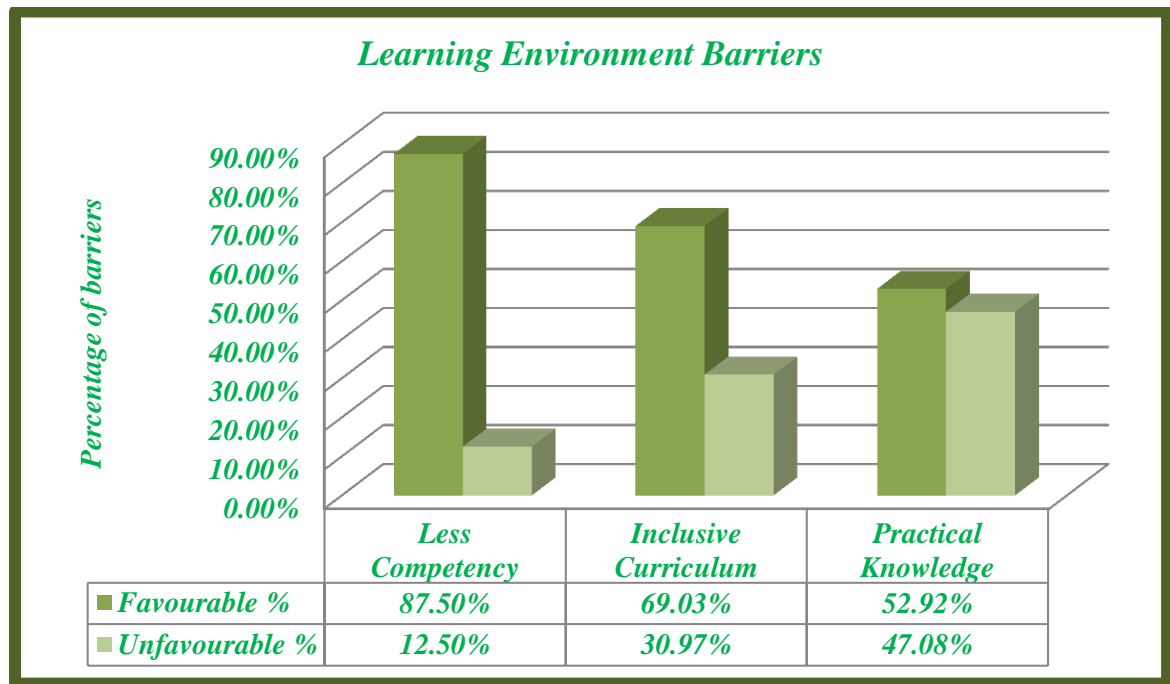|	Socialization	Community Support	Awareness in Society
■ Favourable %	53.93%	73.85%	83.93%
■ Unfavourable %	46.07%	26.15%	16.07%

Figure 4.3: The distribution of the Social barriers perceived by teachers in learning of intellectually disabled students in government schools of New Delhi.

4. **Learning Environment Barriers:**

When coping with learning difficulties, majority of the participants (87.5%; n=49) claimed that they needed certain competencies and a joyful environment for teaching-learning process. The overall topic was paying attention and understanding of intellectual disability that instructors were required to do in the classroom. Participants (69.03%; n=39) emphasized the necessity of including the curriculum, inclusive education, different learning activities and learning by doing in the classroom of intellectually disabled students. *"They must first be outstanding instructors in terms of curriculum delivery,"* one participant said, and *"knowledge of what inclusive education implies."* Participants (52.92%; n=29) emphasized the necessity of more practical knowledge for educators to become more skilled and informed about the theory and practices needed to

implement in the classroom of intellectually disabled students in an inclusive classroom effectively.

Learning Environment Barriers

	Less Competency	Inclusive Curriculum	Practical Knowledge
Favourable %	87.50%	69.03%	52.92%
Unfavourable %	12.50%	30.97%	47.08%

Figure 4.4: The distribution of the Learning Environment barriers perceived by teachers in learning of intellectually disabled students in government schools of New Delhi.

5. Cultural Barriers:

Culture encompasses both what people do and what they think. Culture has a significant impact on how we see the world, attempt to comprehend it, and connect with one another. As a result, learning and teaching approaches are heavily influenced by culture, according to the (73.50%; n=42) participants thinks that language and religion are a kind of barriers in an inclusive classroom and a most accurate reasons for individual differences. Cultural characteristics like caste and creed discrimination were identified by just a few participants (54.30%; n=31) as a barrier to learning in the classroom of individual differences like intellectually disabled students, physically disabled students, different caste, creed and religion. Almost (62.50%; n=35) of the participant reported, *"Most of the students study with their friends of equal financial status and get mix with them also"*. This indicates that cultural factors are barrier in learning of intellectually disabled

71

students and other students also; students need to be given more moral values in classroom to inculcate integration between the students of different culture.
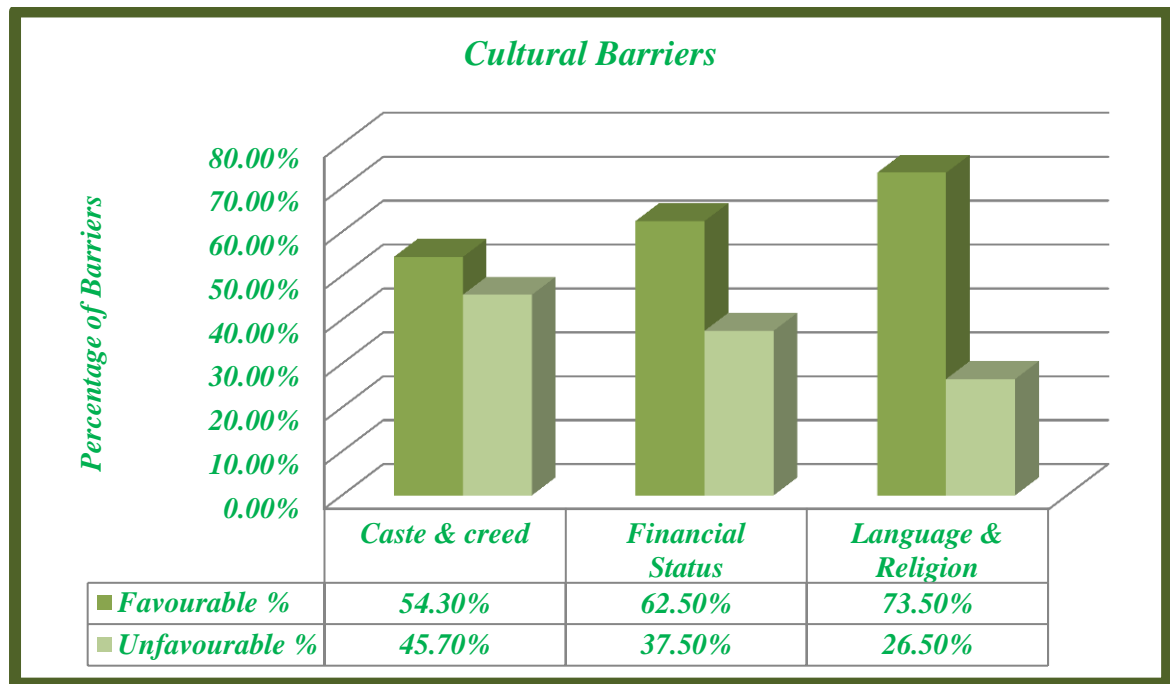
Figure 4.5: The distribution of the Cultural barriers perceived by teachers in learning of intellectually disabled students in government schools of New Delhi.

Objective-3: _To identify the skills of teachers needed to enhance learning of intellectually disabled students._

The participants responded for the statement of different skills which are necessary for the effective teaching to enhance learning of intellectually disabled students in inclusive classroom. The abilities that participants use in the classroom were explored in relation to the themes that arose in relation to the skills that educators believe are required. This represents the abilities that are required as well as the skills that are used in the classroom to demonstrate which skills are lacking in the participants' perceptions.
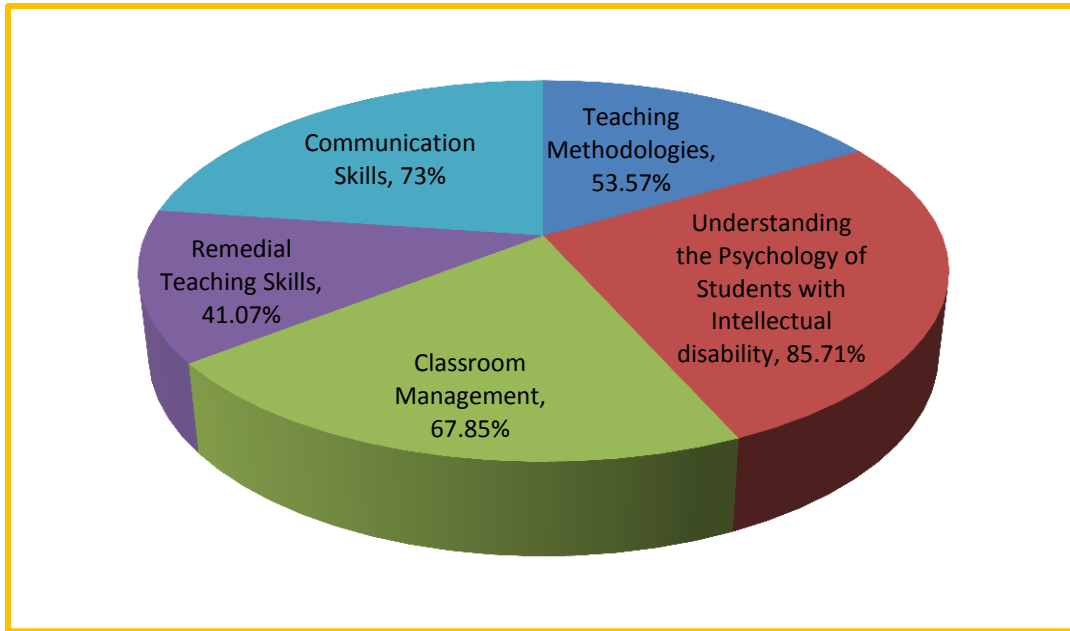
Figure 4.6: The distribution of participants' perceptions of the skills required to enhance learning of intellectually disabled students in government schools of New Delhi.

1.   Teaching Methodologies:

The utilization of a flexible timetable, differentiating courses, using diverse languages, Outcomes Based Education (OBE), pace of sessions, practical activities, and the capacity to be aware of all pupils, to mention a few, are all viewed as vital skills that will aid inclusive education. The following sentence was used to illustrate this: *"The instructor would need to be well-organized, super-efficient, compassionate, and empathic – perhaps a plaster cast saint".* The respondent said that the skills they use in the classroom for traditional instructional strategies, additional time/attention, and worksheets. Most of the participants (53.57%; n=30) in this study mentioned the importance of adapting lesson plans and utilizing aids in order to assist an effectively teaching of students with intellectual disability in learning. Participants stated that using baseline tests, as well as group and individual work, is a useful strategy to support inclusive education in the classroom. Twenty eight percent of the participants (28.57%; n=16) reported the significance of devoting extra time and attention to pupils who may be experiencing academic difficulties. The ability of educators to allocate more time is thought to result in kids obtaining extra help to excel academically. Finally, participants (17.85%; n=10) emphasized the necessity of

differentiating worksheets in order to assign easiest worksheets to students with intellectual disability. Worksheet differentiation has been reported to involve aiding quick learners in the classroom so that more time may be dedicated to students with intellectual disability in learning difficulties. One participant, for example, stated, *"They need extra effort like we have to change our teaching technique for almost every student"*.

2. Understanding the Psychology of Students with Intellectual disability:

The necessity for psychological abilities or awareness of children's emotional well-being was emphasized by 48 participants (85.71 %). This ability to comprehend students' emotional well-being was used to impact educators' personal contacts with pupils. Patient, compassionate, adaptable, sympathetic, understanding, determined, and caring were among the personal attributes mentioned by the participants. As seen in *"You must grasp how these students operate and think"* a participant stressed the importance of understanding the kids; *"Put yourself in their situation."* Emotional support and setting aside time for extra lessons and tuition are two methods described as being used in the classroom to help intellectually disabled students' emotional well-being. The participants' indicated abilities include providing counseling and applying positive reinforcement to help intellectually disabled students to stay motivated. Fourteen percent of the participants (14.28%; n=8) mentioned providing extra lessons after school or during breaks since they suggested that students with intellectual disability needed more one-on-one attention. This was expressed by one participant who stated: *"My motivation comes within myself. Teaching and reaching to the unreachable are my passion. For this, I try to keep myself updated with new techniques and technological interventions. Moreover I also love to know recent updates in the area of disability and learning."*

3. Classroom Management:

Thirty eight participants (67.85%) mentioned classroom skills that are perceived to be effective in the implementation of inclusive education for intellectually disabled students. The following factors were cited by the participants: class size, time, resources, space, apparatus, and money. *"School hours are short, and inclusion would create a significant load on the instructors, whose resources are already extended,"*

and *"You cannot rule out suitable incentives,"* are two statements that represent classroom considerations noted by participants. A few instructors (32.14 %; n=18) said that meeting all of their students' requirements in the classroom was impossible. They said it was difficult to meet the requirements of all children because of standards that demand files to be kept up to date, which is challenging owing to time constraints. *"I don't because when the district authorities visit, they just worry about the clean files and the quantity of work, not the quality," she said. "There is so much to accomplish and so little time in the day".* Participants said that class size had an impact on the effectiveness of inclusive education, as evidenced by the following quote: *"When classes are huge (over 40), it becomes difficult for students without disability to manage - those with intellectual disability have no alternative."* This indicates that, despite the fact that just a few people noted class size, the majority of people feel that it is a learning hurdle.

4. Remedial Teaching Skills:

All impediments to learning were reported to be accommodated by remedial teaching skills; however participants (58.92%; n=33) indicated their belief that instructors without that sort of certification are unable to successfully implement inclusive educational techniques in the classroom. Many instructors are not remedially competent, according to a few participants (41.07 %; n=23). As a result, the remedial work supplied to intellectually disabled students may be unproductive. For example, *"Helping your child move into primary and then secondary school can require careful planning. There is a range of disability support services with special reference to remedial classes in place to help your child at school including their dedicated Student Support Group and various government programs.*

5. Communication Skills:

The capacity to communicate effectively with educators, parents, and health-care providers is an essential skill that needs to be improved in an inclusive school context, according to the majority of the participants (73.21%; n=41). Participants (26.78%, n=15) also emphasized the need of developing communication skills between the teacher and the students. According to the people who took part in this study, this expertise is already being used. *"This year, I have a speech therapist assisting me, as well as some post-*
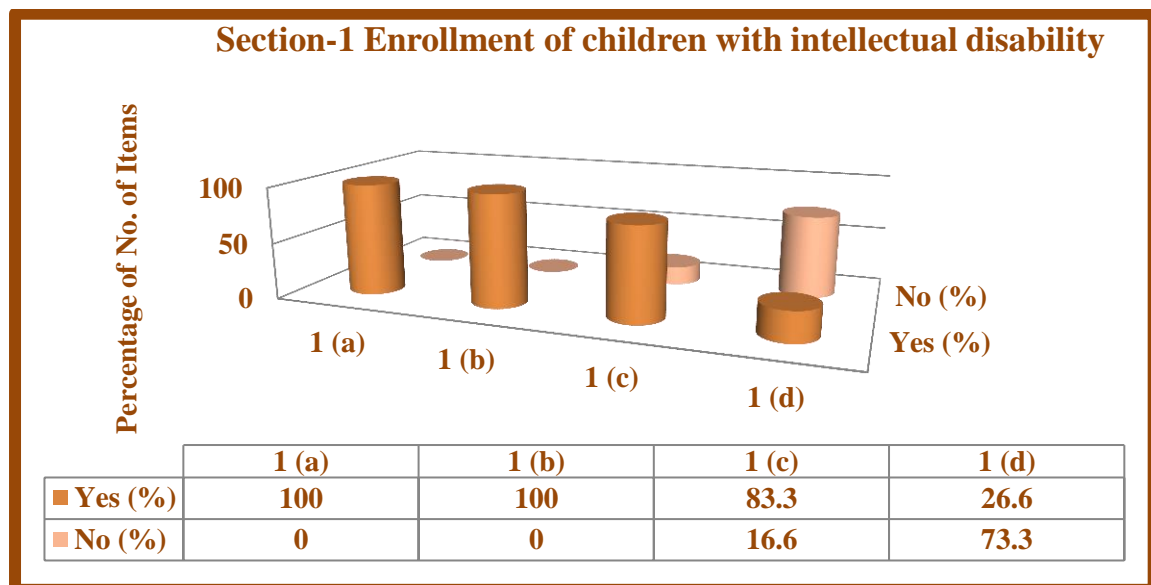
graduate psychology students who have agreed to assist the school through an organization," one participant said.

4.2 Analysis and Interpretation of Results Obtained by Observation:-

Objective-4: *To identify the support structures of government schools for implementing inclusive education with special reference to intellectually disabled students in New Delhi.*

Section-1 Enrollment of children with intellectual disability:

S. No.	Items	Total No. of School-30			
		Yes	%	No	%
1. (a)	Admission throughout the year for children with disabilities	30	100%	0	0%
1. (b)	No rejection policy in admission	30	100%	0	0%
1. (c)	Admission in age appropriate class and relaxation in upper age at entry level classes	25	83.3%	5	16.6%
1. (d)	Enrolment drive for out of school children	8	26.6%	22	73.3%

Table-4.2 Enrollment of children with intellectual disability

Section-1 Enrollment of children with intellectual disability

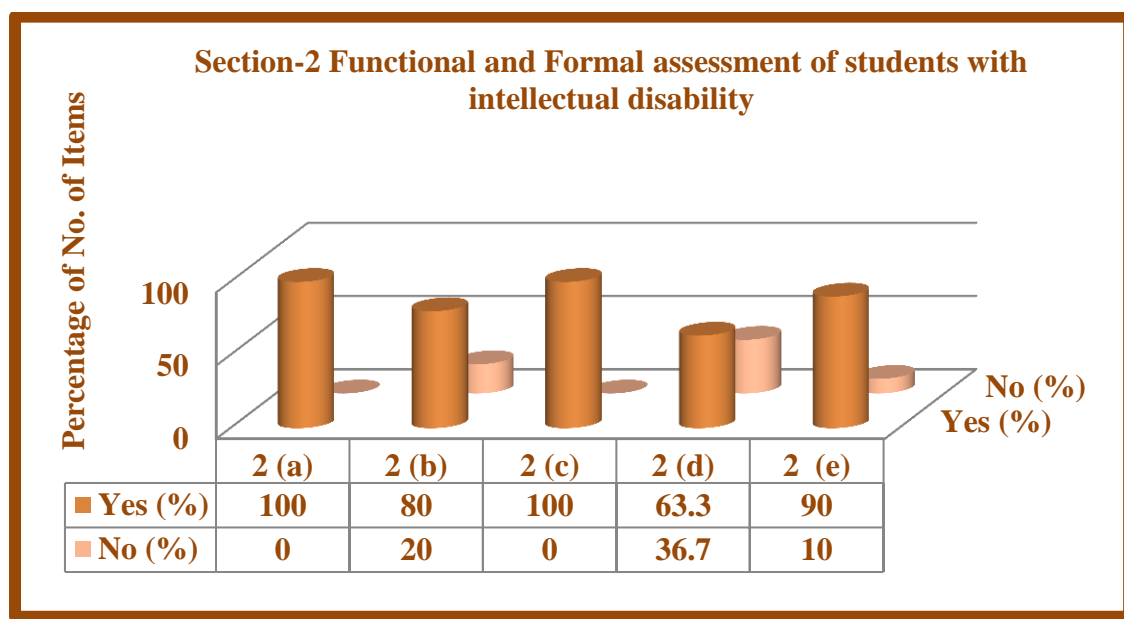|	1 (a)	1 (b)	1 (c)	1 (d)
■ Yes (%)	100	100	83.3	26.6
■ No (%)	0	0	16.6	73.3

Figure-4.7 Enrollment of children with intellectual disability

Result and Interpretation: *Table 4.2* provide evidences that (100%; n=30) schools take admission throughout the year for intellectually disabled students. It also reveals that there is no rejection policy in admission of (100%; n=30) schools and only (83.3%; n=25) schools are getting enrolled to an age appropriate class. This *Table 4.2* also reveals that a small no of schools (26.6%; n=8) enrolled out of school children with intellectual disability. Learners with disabilities are enrolled throughout the year during a session. The records as observed were well labeled that described the date of enrollment. This means that the learners are welcomed throughout the session. Every child has the right to education and learning, as per their will they can enroll in a particular school. The school offers learning opportunities throughout the year. Getting enrolled in a school is the first step towards getting a chance to be educated. Every child should have equal access to educational facilities. No child should be left behind. No child is discriminated against or differentiated because of any differential ability or disability. Getting enrolled to a school is important but getting admitted to an age appropriate class is equally important. It has been observed that a majority of schools offer admission to age appropriate classes as per the norms and in some cases they get extra training to be at par with the other learners in the same class. Enrolment drive is an effort to increase the no. of learners in the school. For this purpose the stakeholders are encouraged to put an effort. As per the observation, the majority of schools did not carry out any enrollment drive. Enrollment drives are an important part of the school enrollment process; they can be carried out for the learners with disability so that no learner is left behind.

Section-2 Functional and Formal assessment of students with intellectual disability:

Table-4.3 Functional and Formal assessment of students with intellectual disability					
S. No.	**Items**	**Total No. of School-30**			
		Yes	**%**	**No**	**%**
2. (a)	Annual identification and assessment camp for children with intellectual disability	30	100%	0	0%
2. (b)	Children with intellectual disability being assessed by a team of experts to ascertain the type, nature and degree of disability	24	80%	6	20%

77

2. (c)	Team of experts constituted from Rehabilitation Council of India	30	100%	0	0%
2. (d)	Medical assessment of children with intellectual disability conducted as per the policy of "RTE Act", 2009 and "RPwD Act", 2016	19	63.3%	11	36.7%
2. (e)	Annual medical assessment camp for children with intellectual disability	27	90%	3	10%
2. (f)	The information regarding medical assessment conveyed to parents well in time	30	100%	0	0%
2. (g)	Medical assessment of the children with intellectual disability done free of cost	30	100%	0	0%
2.(h)	Parents participation in medical assessment camp for children with intellectual disability	30	100%	0	0%
2. (i)	School authorities receive any financial support from government to organize these medical assessment camp	30	100%	0	0%
2. (j)	Parental support for the medical assessment of their intellectually disabled child	30	100%	0	0%

Section-2 Functional and Formal assessment of students with intellectual disability

	2 (a)	2 (b)	2 (c)	2 (d)	2 (e)
Yes (%)	100	80	100	63.3	90
No (%)	0	20	0	36.7	10

Figure-4.8 Functional and Formal assessment of students with intellectual disability
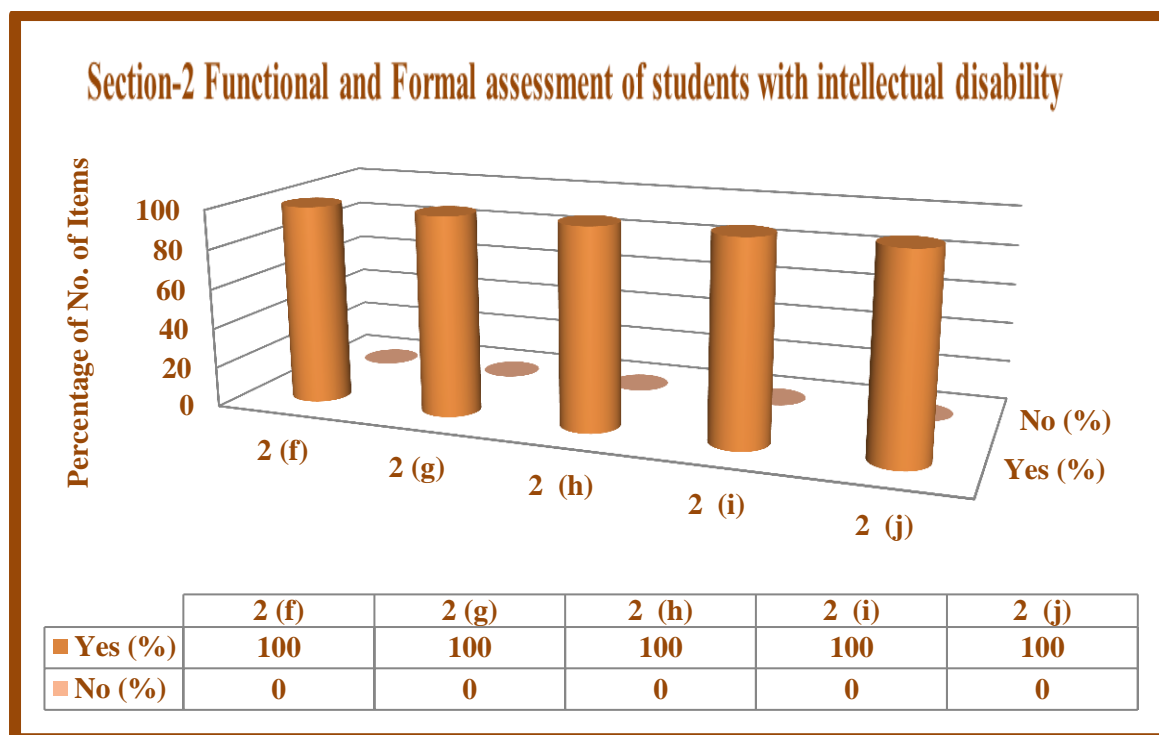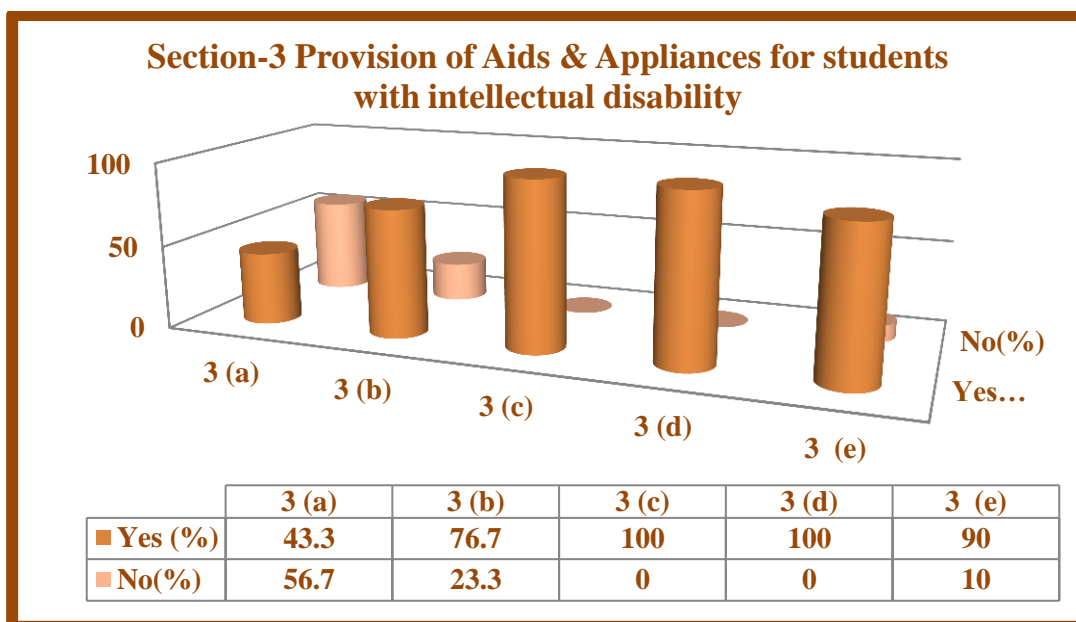
Figure-4.9 Functional and Formal assessment of students with intellectual disability

Result and Interpretation: According to the *Table-4.3* almost (100%; n=30) schools facilitates intellectually disabled students with annual identification and assessment camp for intellectually disabled children, a team of experts constituted from Rehabilitation Council of India; the information regarding medical assessment conveyed to parents well in time, Medical assessment of the children with intellectual disability done free of cost, Parents participate in medical assessment camp for children with intellectual disability, School authorities receive financial support from government to organize these medical assessment camp and schools got parental support for the medical assessment of their children. *Table-4.3* reveals that in (80%; n=24) schools children with intellectual disability being assessed by a team of experts to ascertain the type, nature and degree of disability and only in (63.3%; n=19) schools done medical assessment of children with intellectual disability conducted as per the policy of RTE Act, 2009 and RPwD Act, 2016. Almost in (90%; n=27) schools done annual medical assessment camp for children with intellectual disability.

Section-3 Provision of Aids & Appliances for students with intellectual disability:

S. No.	Items	Total No. of School-30			
		Yes	%	No	%
3. (a)	Aids and appliances being provided to "children with intellectual disability"	13	43.3%	17	56.7%
3. (b)	If Charts/Maps, Abacus, Material for drawing Large print books, Slate/Sheets etc: these types of Aids and appliances provided to "children with intellectual disability"	23	76.7%	7	23.3%
3. (c)	Aids and appliances provided well in time	30	100%	0	0%
3. (d)	Quality of aids and appliances provided by school considered as good	30	100%	0	0%
3. (e)	Aids and appliances got repaired when required	27	90%	3	10%
3. (f)	Resource room/Centre provided for children with intellectual disability in school	18	60%	12	40%
3. (g)	Free textbook and uniform provided to "children with intellectual disability"	30	100%	0	0%
3. (h)	Specialized teaching-learning materials for children with intellectual disability	17	56.7%	13	44.3%
3. (i)	Services of attendant/helper to children with severe disabilities	8	26.7%	22	73.3%

Table-4.4 Provision of Aids & Appliances for students with intellectual disability

Figure-4.10 Provision of Aids & Appliances for students with intellectual disability

	3 (a)	3 (b)	3 (c)	3 (d)	3 (e)
■ Yes (%)	43.3	76.7	100	100	90
■ No(%)	56.7	23.3	0	0	10
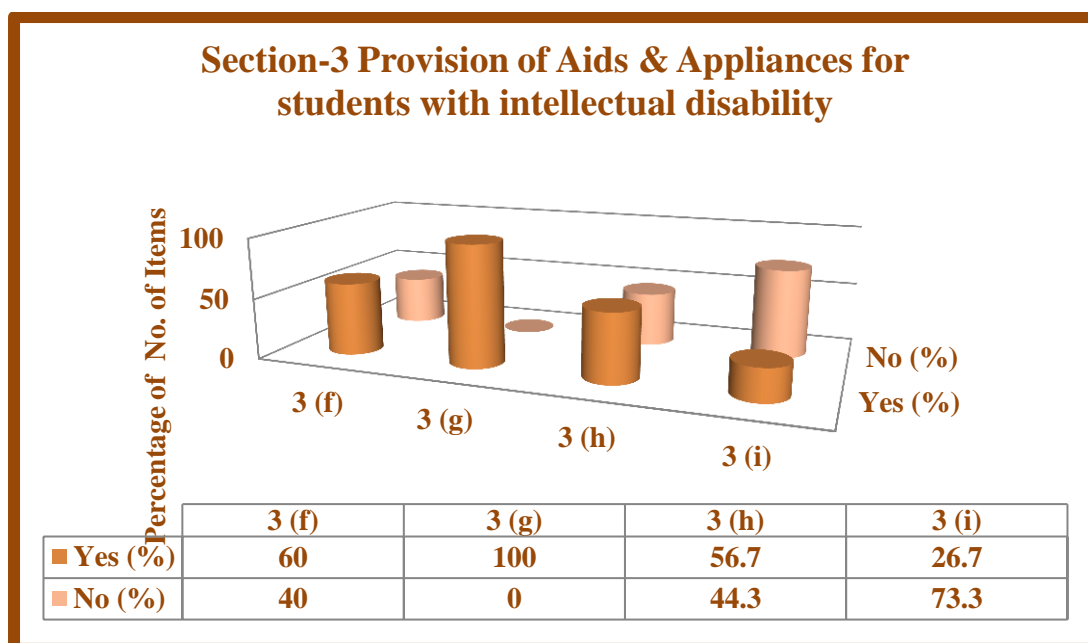
Figure-4.11 Provision of Aids & Appliances for students with intellectual disability

	3 (f)	3 (g)	3 (h)	3 (i)
■ Yes (%)	60	100	56.7	26.7
■ No (%)	40	0	44.3	73.3

Result and Interpretation: *Table-4.4* indicates that (100%; n=30) schools gives the facility of free textbook and uniform provided to intellectually disabled children, quality of aids and appliances provided by school considered as good and well in time. According to this only (43.3%; n=13) schools facilitates with appropriate aids to children with intellectual disability and (76.7%; n=23) schools provide Charts/Maps,

Abacus, Material for drawing, Large print books, Slate/Sheets etc. Almost (90%; n=27) schools got repaired aids and appliances when required. Only (60%; n=18) schools provided resource room for intellectually disabled children. According to this table most of the schools (56.7%; n=17) facilitates students with intellectual disability with specialized teaching-learning materials. And almost (26.7%; n=8) schools give services of attendant/helper to children with severe disabilities.

Section-4 "Financial Assistance for students with intellectual disability":

Table-4.5 Financial Assistance for intellectually disabled students					
S. No.	**Items**	**Total No. of School-30**			
		Yes	**%**	**No**	**%**
4. (a)	Financial assistance to children with intellectual disability like:	0	0%	30	100%
	1) Escort allowance	30	100%	0	0%
	2) Transportation allowance				
	3) Reader allowance	0	0%	30	100%
	4) Therapeutic alliance				
	5) Top up scholarship	15	50%	15	50%
	6) Girls stipend				
		8	26.7%	22	73.3%
		23	76.6	7	23.3%
4. (b)	Different exemptions and concessions provided by CBSE to children with intellectual disability is studying in class 10 and children with disability is studying in the lower classes also	30	100%	0	0%
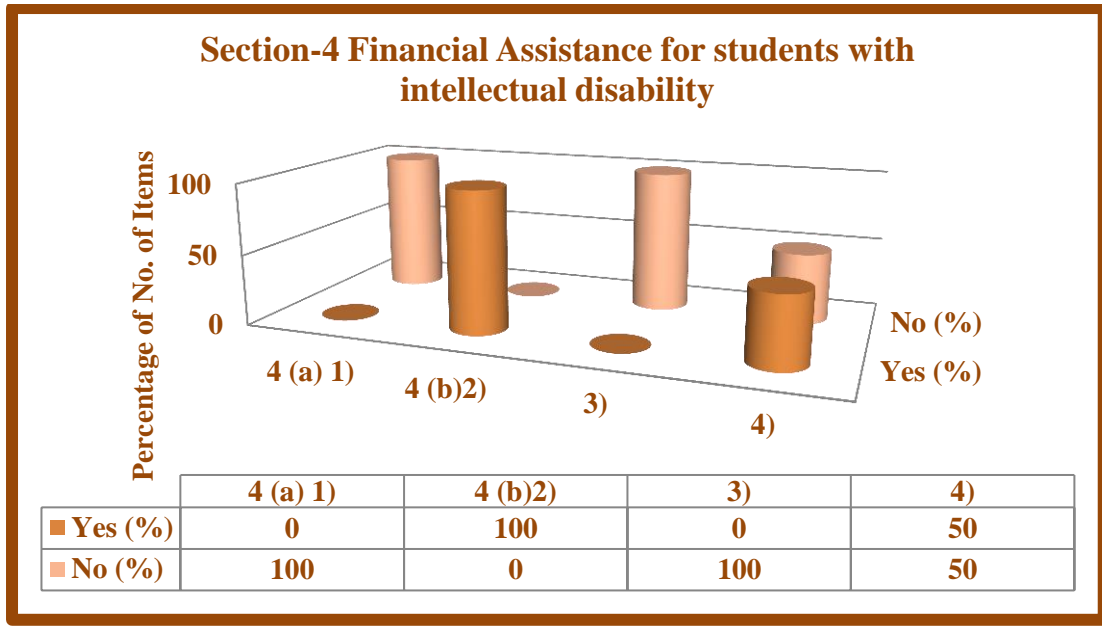
Figure-4.12 Financial Assistance for students with intellectual disability

	4 (a) 1)	4 (b)2)	3)	4)
■ Yes (%)	0	100	0	50
■ No (%)	100	0	100	50
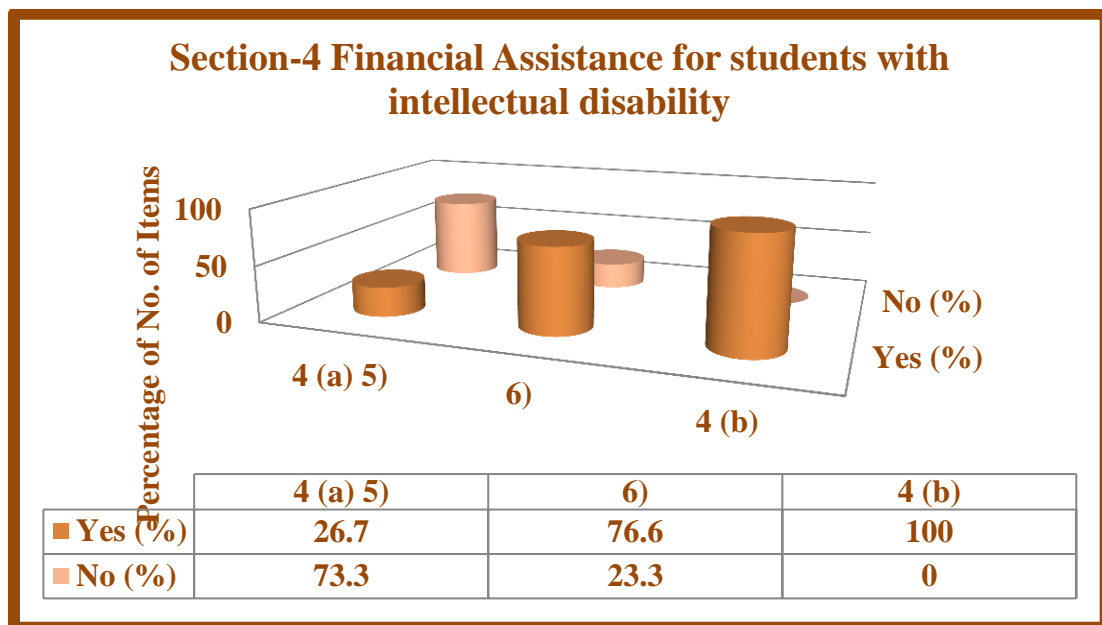
Figure-4.13 Financial Assistance for students with intellectual disability

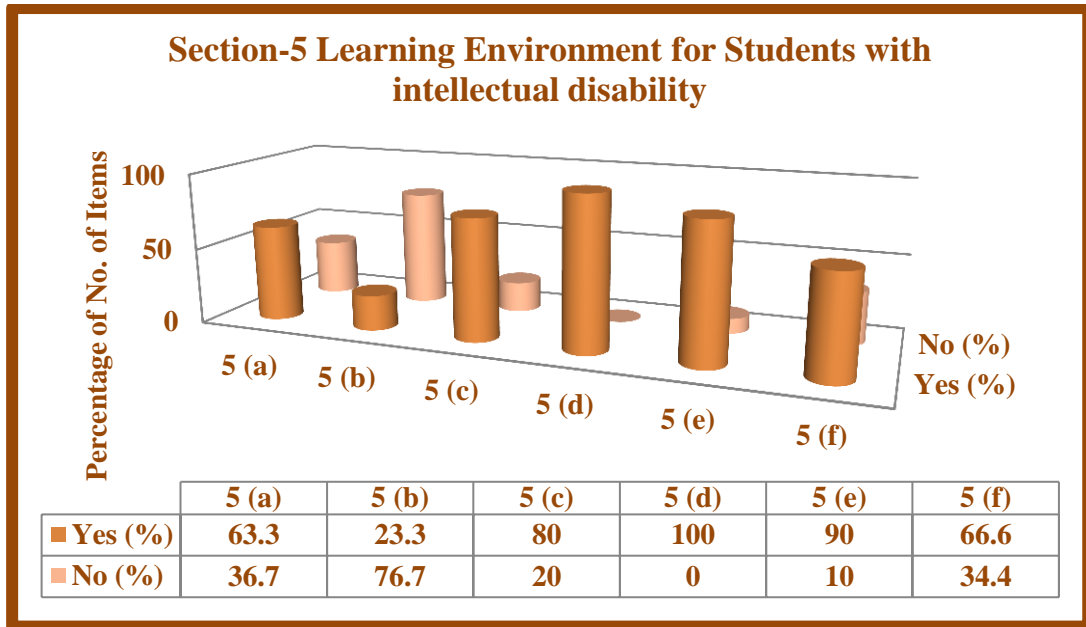|	4 (a) 5)	6)	4 (b)
■ Yes (%)	26.7	76.6	100
■ No (%)	73.3	23.3	0

Result and Interpretation: *Table-4.5* reveals that (100%; n=30) schools provides transportation allowance and different exemptions and concessions provided by CBSE to children with intellectual disability is studying in class 10 and children with disability is studying in the lower classes also. While (0%; n=0) schools provide reader allowance and escort allowance for students with intellectual disability. Only (50%; n=15) schools allowed therapeutic allowance to the students and (26.7%; n=8)

schools provide the facilities of Top up scholarships to the students with intellectual disability. It indicates that only (76.6%; n=23) schools provide girls stipend to the girls students with intellectual disability.
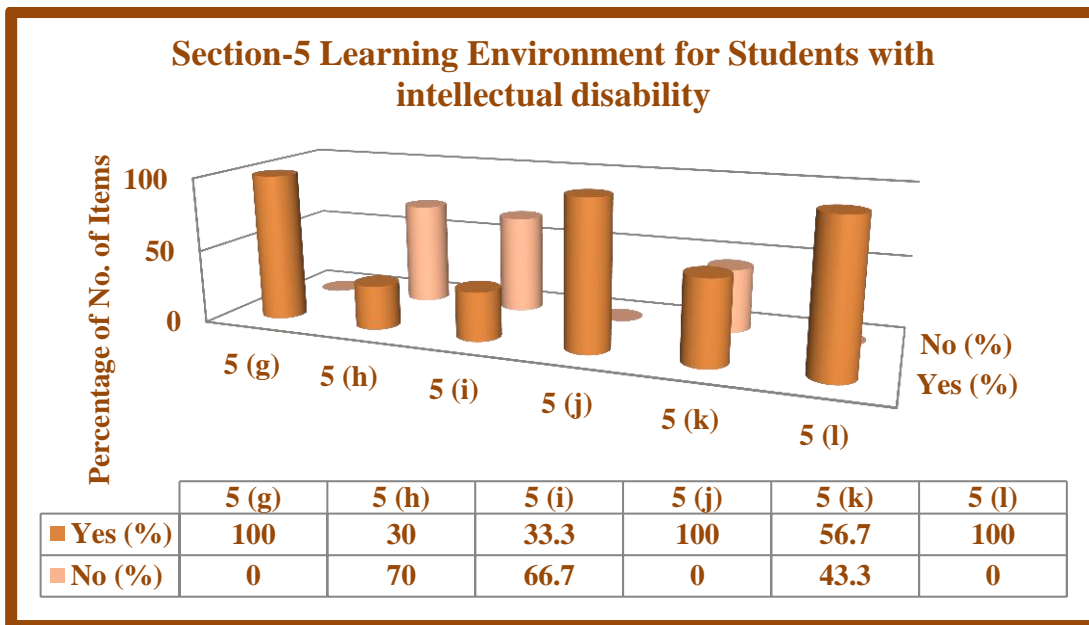
Section-5 Learning Environment for Students with intellectual disability:

S. No.	Items	Total No. of School-30			
		Yes	%	No	%
5. (a)	Regular teachers receiving training on inclusive education under general orientation programs of 20 days in-service training	19	63.3%	11	36.7%
5. (b)	Some special orientation programme for regular teacher exclusively on inclusive education to make them understand the problems, need and effective classroom management of children with intellectual disability	7	23.3%	23	76.7%
5. (c)	Orientation programme cover training of regular teachers on curriculum adaptation for children with intellectual disability	24	80%	6	20%
5. (d)	Orientation program have a positive impact on classroom teaching-learning environment for intellectual disabled student for effective transactions	30	100%	0	0%
5. (e)	School has budget allocation for such orientation/training programs	27	90%	3	10%
5. (f)	These programs trained the teacher to effectively deal with the behaviour problem of children with intellectual disability	20	66.6%	10	33.4%
5. (g)	Services of a special education teacher are more effective regarding teaching-learning of children with intellectual disability	30	100%	0	0%
5. (h)	Orientation/training of teachers on inclusive education through SCERT	9	30%	21	70%

Table-4.6 Learning Environment for Students with intellectual disability

5. (i)	Orientation of principals, educational administrators, regular teachers and non-teaching staffs regarding children with intellectual disability	10	33.3%	20	66.7%
5. (j)	Different subject options available for children with disabilities studying in class 9th and 10th	30	100%	0	0%
5. (k)	Special teachers posted at school on contractual base	17	56.7%	13	43.3%
5. (l)	School has development and implementation of "Individualized Education Program" (IEP) for children with disabilities	30	100%	0	0%
5. (m)	Individualized Education Program prepared for each children with intellectual disability	30	100%	0	0%
5. (n)	Regular teachers work in collaboration with special teachers for preparing Individual Education Program	30	100%	0	0%
5. (o)	Special teachers have access to support services such as paraprofessional e.g. (speech therapist, physiotherapist, occasional therapist etc)	25	83.3%	5	16.7%
5. (p)	Special teachers are competence/skilled to deal with bullying and harassment of disabled children in an inclusive classroom (in place bullying and harassment is observed by the observer)	19	63.3%	11	36.7%
5. (q)	Special teachers use appropriate teaching devices/appliances/modalities in the classroom	22	73.3%	8	26.7%
5. (r)	Special teachers discourage discrimination between children with intellectual disability and other students	30	100%	0	0%

Section-5 Learning Environment for Students with intellectual disability

	5 (a)	5 (b)	5 (c)	5 (d)	5 (e)	5 (f)
Yes (%)	63.3	23.3	80	100	90	66.6
No (%)	36.7	76.7	20	0	10	34.4

Figure- 4.14 Learning Environment for Students with intellectual disability

Section-5 Learning Environment for Students with intellectual disability

	5 (g)	5 (h)	5 (i)	5 (j)	5 (k)	5 (l)
Yes (%)	100	30	33.3	100	56.7	100
No (%)	0	70	66.7	0	43.3	0

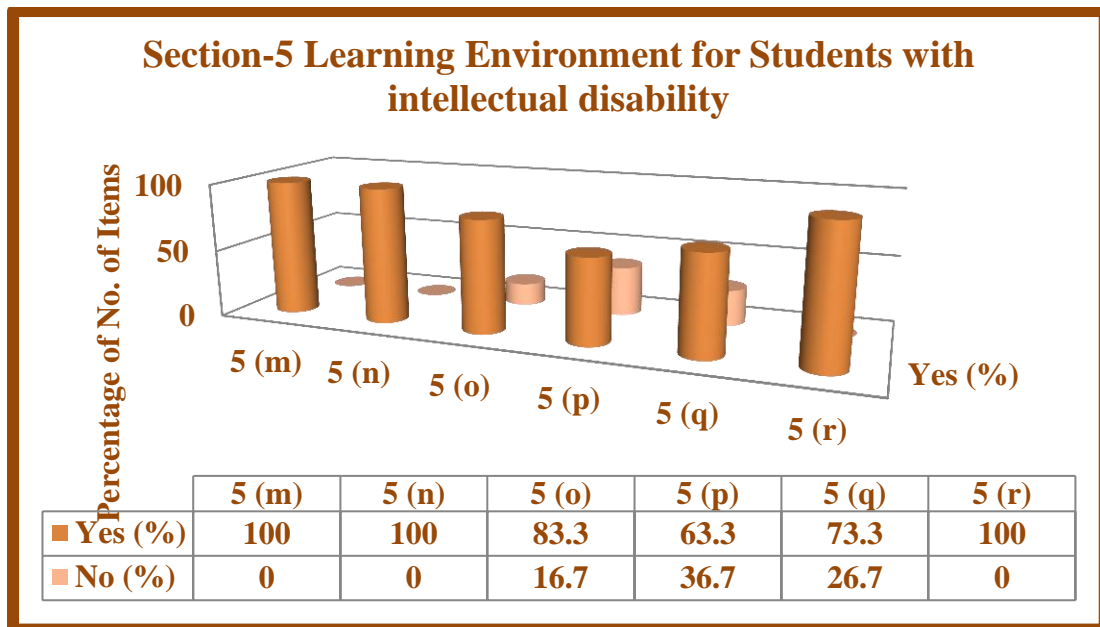**Figure- 4.15 Learning Environment for Students with intellectual disability**

Section-5 Learning Environment for Students with intellectual disability

|	5 (m)	5 (n)	5 (o)	5 (p)	5 (q)	5 (r)
■ Yes (%)	100	100	83.3	63.3	73.3	100
■ No (%)	0	0	16.7	36.7	26.7	0

Figure- 4.16 Learning Environment for Students with intellectual disability

Result and Interpretation: *Table-4.6* reveals that (63.3%; n=19) schools provide training to regular teachers on inclusive education under general orientation programs of 20 days in-service training. It reveals that (23.3%; n=7) schools provide some Special orientation program for regular teacher exclusively on inclusive education to make them understand the problems need and effective classroom management of children with intellectual disability. It reveals that (80%; n=24) schools' orientation program cover training of regular teachers on curriculum adaptation for children with intellectual disability. It reveals that (100%; n=30) schools' orientation program have a positive impact on classroom teaching-learning environment for intellectual disabled students for effective transactions. It reveals that (90%; n=27) schools has budget allocation for such orientation/training programs. It reveals that (66.6%; n=20) schools trained the teacher to effectively deal with the behavior problem of children with intellectual disability. It reveals that (100%; n=30) schools provides services of a special education teacher are more effective regarding teaching-learning of children with intellectual disability. It reveals that (30%; n=9) schools provide orientation/training of teachers on inclusive education through SCERT. It reveals that (33.3%; n=10) schools provides orientation of principals, educational administrators, regular teachers and non-teaching staffs regarding children with intellectual disability. It reveals that (100%; n=30) schools provide different subject options available for children with disabilities studying in

class 9th and 10th. It reveals that (56.7%; n=17) schools have special teachers posted at school on contractual base. It reveals that (100%; n=30) schools have development and implementation of "individualized education program" (IEP) for children with disabilities. It reveals that (100%; n=30) schools provide Individualized education program prepared for each children with intellectual disability. It reveals that in (100%; n=30) schools regular teachers work in collaboration with special teachers for preparing Individual Education Program. According to this *Table-4.6* only in (83.3%; n=25) schools special teachers have access to support services such as paraprofessional e.g. (speech therapist, physiotherapist, occasional therapist etc). In (63.3%; n=19) schools special teachers are competence/skilled to deal with bullying and harassment of disabled children in an inclusive classroom (in place bullying and harassment is observed by the observer). And in (73.3%; n=22) schools special teachers use appropriate teaching devices/appliances/modalities in the classroom.

Section-6 "Home-based Education for Students with intellectual disability":

| S. No.	Items	Total No. of School-30			
		Yes	%	No	%
Table-4.7 Home-based Education for intellectually disabled Students					
6. (a)	There is a provision of home-based education for intellectually disabled children in the school	0	0%	30	100%
6. (b)	Special teachers has trained to provide home-based education	0	0%	30	100%
6. (c)	Separate register maintained for the student with intellectual disability in every school for their overage report/attendance	0	0%	30	100%
6. (d)	There is a scheme of incentives for special teachers to facilitate home based education for children with intellectual disability	0	0%	30	100%
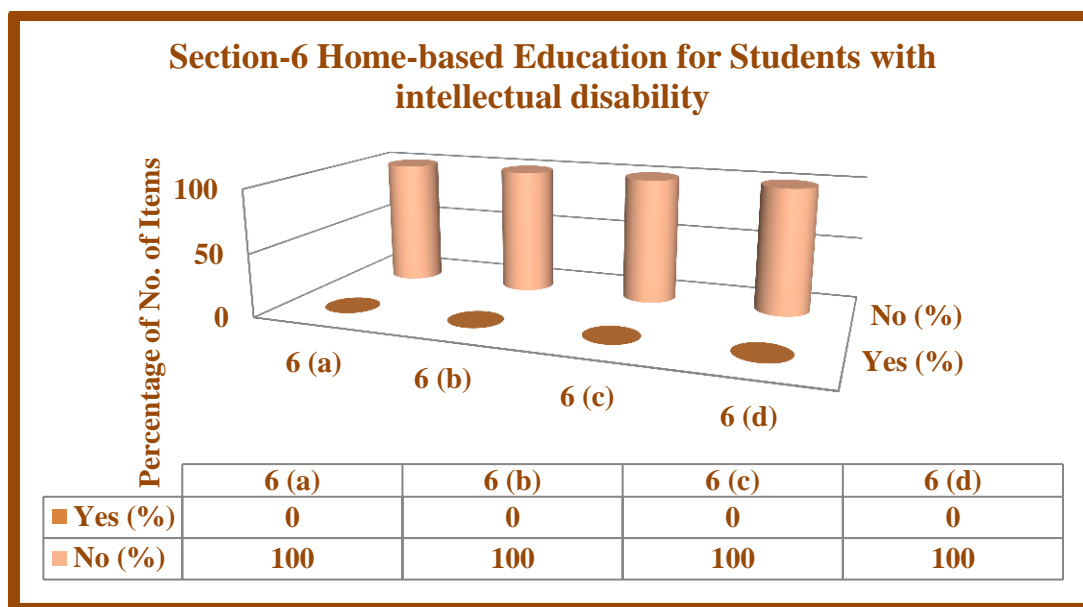
Figure- 4.17 Home-based Education for students with intellectual disability

Result and Interpretation: *Table-4.7* reveals that there is (0%; n=0) schools don't have provision of home-based education for children with intellectual disability in the school of New Delhi. This indicated that in New Delhi Home-based education system should practice by teachers and schools should have a strict follow on rule and regulation for Home-based education for intellectually disabled students; not only for these students but also for all types of disabilities.

Section-7 Social Awareness for Positive Attitude towards Students with intellectual disability:

Table-4.8 Social Awareness for Positive Attitude towards Students with intellectual disability

S. No.	Items	Total No. of School-30			
		Yes	%	No	%
7. (a)	Awareness camps organized for parents and community to remove the myths and misconceptions about children with intellectual disability	20	66.66%	10	33.33%
7. (b)	Involvement of School management/teachers in community	21	70%	9	30%

89

		mobilization activities for children with intellectual disability				
7. (c)	Positive impact of awareness and community mobilization activities on inclusive education	15	50%	15	50%
7. (d)	Awareness programs conducted for educational administrators on issues related children with intellectual disability	17	56.7%	13	43.3%
7. (e)	Counseling of parents of children with disabilities	25	83.3%	5	16.7%
7. (f)	Weekly meetings of parents of disabled children with special education teachers	26	86.7%	4	13.3%

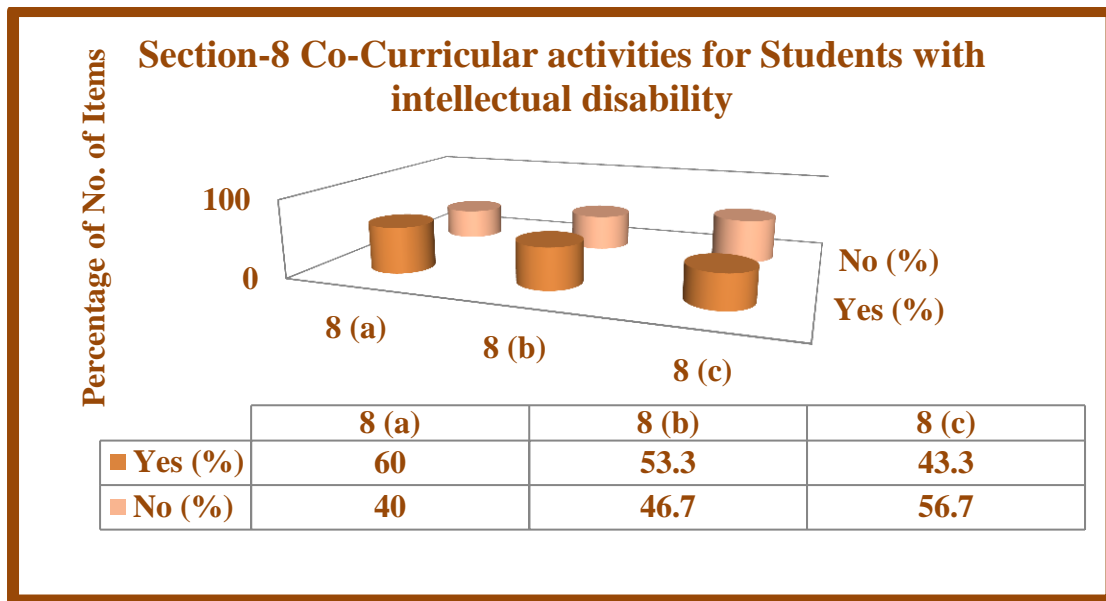|	7 (a)	7 (b)	7 (c)	7 (d)	7 (e)	7 (f)
■ Yes (%)	66.66	70	50	56.7	83.3	86.7
■ No (%)	33.33	30	50	43.3	16.7	13.3
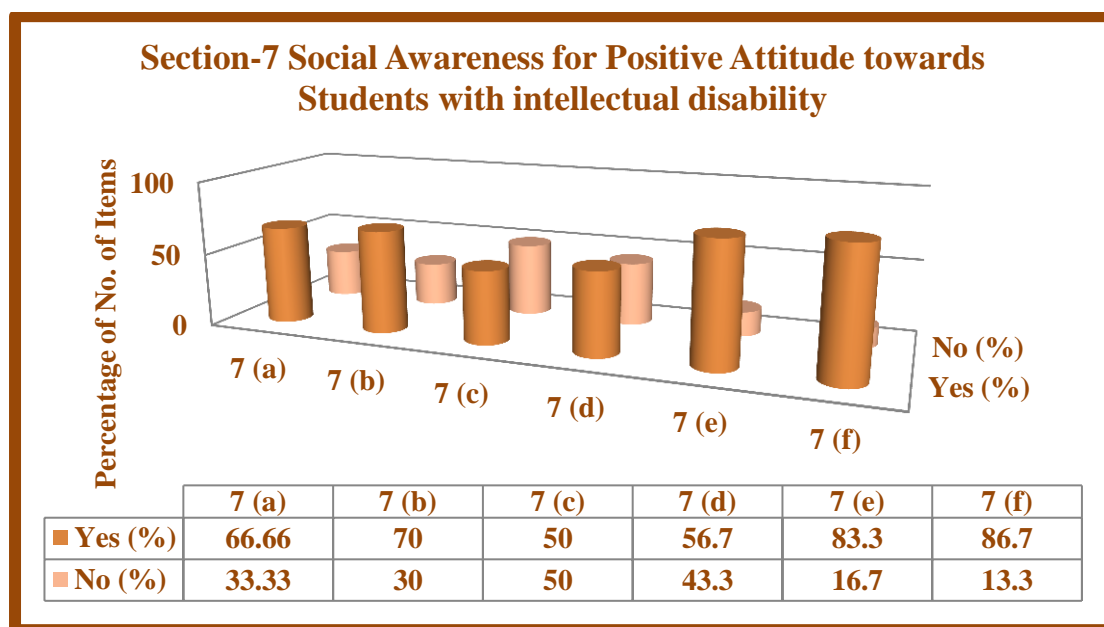
Figure-4.18 Social Awareness for Positive Attitude towards Students with intellectual disability

Result and Interpretation: *Table-4.8* reveals that (66.66%; n=20) schools organized Awareness camps for parents and community to remove the myths and misconceptions about children with intellectual disability. It reveals that (70%; n=21) School

management and teachers involved in community mobilization activities for children with intellectual disability. It reveals that (50%; n=15) schools feel that there is a positive impact of awareness and community mobilization activities on inclusive education. It reveals that (56.7%; n=17) schools conducted awareness programs for educational administrators on issues related children with intellectual disability. It reveals that (83.3%; n=25) schools organized counseling of parents of children with disabilities. It reveals that (86.7%; n=26) schools organized weekly meetings of parents of disabled children with their special education teachers.

Section-8 Co-Curricular activities for Students with intellectual disability:

S. No.	Items	Total No. of School-30			
		Yes	%	No	%
8. (a)	Cultural activities in the school ensure the participation of children with intellectual disability along with non-disability child	18	60%	12	40%
8. (b)	Sports activities being organized in the school for Children with intellectual disability	16	53.3%	14	46.7%
8. (c)	Tours, Excursions & Exposure visits organized by school for children with intellectual disability	13	43.3%	17	56.7%

Table-4.9 Co-Curricular activities for Students with intellectual disability

Section-8 Co-Curricular activities for Students with intellectual disability

	8 (a)	8 (b)	8 (c)
■ Yes (%)	60	53.3	43.3
■ No (%)	40	46.7	56.7

Figure-4.19 Co-Curricular activities for Students with intellectual disability

Result and Interpretation: *Table-4.9* reveals that (60%; n=18) schools ensure the participation of children with intellectual disability along with non-disability child in cultural activities. Only (53.3%; n=16) schools organized Sports activities in the school for Children with intellectual disability. This *Table-4.9* also indicates that only (43.3%; n=13) Schools organized Tours, Excursions & Exposure visits for children with intellectual disability. This section indicated that schools have to ensure that every child with or without disability must participate in co-curricular activities.