

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter is devoted to the analysis and interpretation of data about the following objectives:

1. To study the perception of Parents about the inclusion of Children with Special Needs (CWSN) with reference, inter alia, to

- Pedagogical practices
- Teacher training
- Infrastructure
- Teaching-learning resources
- Curricular activities
- Learner assessment
- Challenges and opportunities

2. To study the perception of Teachers about the inclusion of Children with Special Needs (CWSN) with reference, inter alia, to

- Pedagogical practices
- Teacher training
- Infrastructure
- Teaching-learning resources
- Curricular activities
- Learner assessment
- Challenges and opportunities

3. To study the perception of Academic leaders about the inclusion of Children with Special Needs (CWSN) with reference, inter alia, to

- Pedagogical practices
- Teacher training
- Infrastructure
- Teaching-learning resources
- Curricular activities
- Learner assessment
- Challenges and opportunities

4. To suggest measures to promote education amongst Children with Special Needs (CWSN).

The data collected from 30 parents, 30 teachers, and 10 academic leaders of different educational institutions and organizations of Bhopal district of M.P concerning their perception about the inclusion of children with special needs (CWSN) at the school level are analyzed and presented in tabular form in this section of the study.

4.1 RESULT AND INTERPRETATION

4.1.1 Perception of Parents on the inclusion of children with special needs (CWSN) at the school level

Table 4.1 Perception of Parents on the inclusion of children with special needs (CWSN) at the school level

N=30

S.No.	Aspects of Education	Percentage		
		Yes	No	NR
1	The same teaching-learning strategies should be followed for CWSN and other children in the class	30(9)	70(21)	NIL
2	Special training to teachers on strategies of dealing with CWSN	100(30)	NIL	NIL
3	The infrastructural facilities should be the same for CWSN and other children	NIL	100(30)	NIL
4	Teaching-learning resources should be the same for CWSN and other students in the class	20(6)	80(24)	NIL
5	The curricular activities should be the same for CWSN and other children	60(18)	40(12)	NIL
6	The strategies for learner assessment should be the same for CWSN and other children	NIL	100(30)	NIL
7	The inclusion of CWSN in school is challenging	80(24)	20(6)	NIL
8	Feedback to facilitate the education of CWSN	100(30)	NIL	NIL

**Figure in parentheses indicate the number of respondents*

The results of Table 4.1 show that the majority of parents (70%) perceive that the same teaching-learning strategy should not be followed for children with special needs (CWSN) and other children in the class. The corresponding figure for special training to teachers on strategies of dealing with children with special needs (CWSN) is 100%. The majority of parents (100%) perceive that infrastructural facilities should not be the same for children with special needs (CWSN) and other children. 80% of parents perceive that teaching-learning resources should not be the same for children with special needs (CWSN) and other students in the class. A majority of 60% of parents perceive that the curricular activities should be the same for children with special needs and other children. The majority of the parents (100%) believe

that the strategies for learner assessment should not be the same for children with special needs (CWSN) and other children. However, 80% of parents perceive that the inclusion of children with special needs (CWSN) in school is challenging. The majority of parents (100%) provided feedback to facilitate the education of children with special needs (CWSN).

4.1.2 Perception of Teachers on the inclusion of children with special needs (CWSN) at the school level

Table 4.2 Perception of Teachers on the inclusion of children with special needs (CWSN) at the school level

N=30

S. No	Aspects of Education	Percentage		
		Yes	No	NR
1	The same teaching-learning strategies should be followed for CWSN and other children in the class	50(15)	50(15)	NIL
2	Special training to teachers on strategies of dealing with CWSN	100(30)	NIL	NIL
3	The infrastructural facilities should be the same for CWSN and other children	20(6)	80(24)	NIL
4	Teaching-learning resources should be the same for CWSN and other students in the class	50(15)	50(15)	NIL
5	The curricular activities should be the same for CWSN and other children	90(27)	10(3)	NIL
6	The strategies for learner assessment should be the same for CWSN and other children	NIL	100(30)	NIL
7	The inclusion of CWSN in school is challenging	80(24)	20(6)	NIL
8	Feedback to facilitate the education of CWSN	100(30)	NIL	NIL

**Figure in parentheses indicate the number of respondents*

The results of Table 4.2 show that half of the percentage of teachers (50%) perceive that the same teaching-learning strategy should be followed for children with special needs (CWSN) and other children in the class. The majority of the teachers (100%)

believe that special training to teachers on strategies of dealing with children with special needs (CWSN) should be provided. However, 80% of teachers perceive that the infrastructural facilities should not be the same for children with special needs (CWSN) and other children. Half of the percentage of teachers (50%) perceive that teaching-learning resources should be the same for children with special needs (CWSN) and other students in the class. A majority of teachers (90%) think that the curricular activities should be the same for children with special needs (CWSN) and other children. However, the majority of the teachers (100%) perceive that the strategies for learner assessment should not be the same for children with special needs (CWSN) and other children. 80% of teachers perceive that the inclusion of children with special needs (CWSN) in school is challenging. The corresponding figure for feedback to facilitate the education of children with special needs (CWSN) is 100%.

4.1.3 Perception of Academic Leaders on the inclusion of children with special needs (CWSN) at the school level

Table 4.3 Perception of Academic Leaders on the inclusion of children with special needs (CWSN) at the school level

N=10

S. No.	Aspects of Education	Percentage		
		Yes	No	NR
1	The same teaching-learning strategies should be followed for CWSN and other children in the class	50(5)	50(5)	NIL
2	Special training to teachers on strategies of dealing with CWSN	100(10)	NIL	NIL
3	The infrastructural facilities should be the same for CWSN and other children	20(2)	80(8)	NIL
4	Teaching-learning resources should be the same for CWSN and other students in the class	50(5)	50(5)	NIL
5	The curricular activities should be the same for CWSN and other children	100(10)	NIL	NIL
6	The strategies for learner assessment should be the same for CWSN and other children	NIL	100(10)	NIL
7	The inclusion of CWSN in school is challenging	60(6)	40(4)	NIL
8	Feedback to facilitate the education of CWSN	100(10)	NIL	NIL

**Figure in parentheses indicate the number of respondents*

The results of Table 4.3 show that half of the percentage of academic leaders (50%) perceive that the same teaching-learning strategy should be followed for children with special needs (CWSN) and other children in the class, as it is beneficial for all children. The majority of the academic leaders (100%) believe that special training to teachers on strategies of dealing with children with special needs (CWSN) should be provided. However, 80% of academic leaders perceive that the infrastructural facilities should not be the same for children with special needs (CWSN) and other children. Half of the percentage of academic leaders (50%) perceive that teaching-learning resources should be the same for children with special needs (CWSN) and

other students in the class as it will help slow learners as well. A majority of academic leaders (100%) think that the curricular activities should be the same for children with special needs (CWSN) and other children. However, the majority of the academic leaders (100%) perceive that the strategies for learner assessment should not be the same for children with special needs (CWSN) and other children. 60% of academic leaders perceive that the inclusion of children with special needs (CWSN) in school is challenging. The corresponding figure for the feedback provided by academic leaders to facilitate the education of children with special needs (CWSN) is 100%.

4.2 FINDINGS

4.2.1 Perception of Parents on the inclusion of children with special needs (CWSN) concerning various aspects of education at the school level

- A. **Pedagogical Practices:** Responses of the majority of parents (70%) suggest that the same teaching-learning strategies should not be followed for children with special needs (CWSN) and other children in the class because they need special time and care. The teacher should adopt special teaching-learning strategies to meet the individual needs of children with disabilities such as sign language, use of ICTs and assistive technologies, use of VAKT, Group/cooperative/collaborative learning, activity-based learning, etc.
- B. **Teacher Training:** The majority of the parents (100%) suggested that the teachers should be specially trained on the strategies of dealing with children with special needs.
- C. **Infrastructure:** The majority of the parents (100%) suggested that the infrastructural facilities should not be the same for children with special needs (CWSN) and other children. Barrier-free, infrastructural facilities including ramps, handrails, disabled-friendly toilets, etc. need to be developed for children with special needs in school.
- D. **Teaching- Learning Resources:** Responses of parents indicate that a majority of parents (80%) perceive that teaching-learning resources should not be the same for children with special needs (CWSN) and other children in the class rather resources should be as per the needs of children with disabilities such as assistive devices, technology-based tools (e.g. textbooks in accessible formats such as large print and Braille).
- E. **Curricular Activities:** The majority of parents (60%) perceive that the curricular activities should be the same for children with special needs (CWSN) and other children to supporting their participation in the schooling activities. Responses of parents suggest that involvement of children with special needs (CWSN) in various

curricular activities can result in improvements in the areas of social interaction, appropriate behavior, self- esteem, and language development. Being involved in the same curricular and learning activities as their peers allows children with special needs to develop better interpersonal skills.

- F. **Learner Assessment:** The majority of parents (100%) believe that the strategies for learner assessment should not be the same for children with special needs (CWSN) and other children rather assessment should be made flexible in terms of choice of subjects, specific relaxations (disability wise) during the examination, and amanuensis are given as per the disability.

- G. **Challenges:** The majority of parents (80%) believe that the inclusion of children with special needs (CWSN) in school is challenging because of inappropriate and inadequate support services and methods of teaching. The inflexible curriculum is one of the major barriers to inclusive education.

- H. **Feedback to facilitate the education of children with special needs (CWSN) at the school level:** The responses of parents suggest that teacher behavior should be more cooperative and parents should be involved in school activities.

4.2.2 Perception of Teachers on the inclusion of children with special needs (CWSN) concerning various aspects of education at the school level

- A. **Pedagogical Practices:** Responses of teachers indicate that half of the percentage of teachers (50%) perceive that the same teaching-learning strategy should be followed for children with special needs (CWSN) and other children in the classroom because it is beneficial for all including slow or average learners. Other benefits for ordinary students are the presence of extra aid in the classroom as well as an adaptation to different learning styles. Responses of teachers suggest that in an inclusive environment, different teaching techniques can be used to educate all types of learners effectively. The children without special needs can benefit from different learning styles being taken into consideration in an inclusive environment, because every child, disabled or not, has his/her style of learning. However, 50% of teachers suggest that special teaching-learning strategies such as sign language, multi-media approach be used for children with special needs (CWSN).
- B. **Teacher Training:** The majority of teachers suggested that they need special training on strategies to identify learning disabilities faced by children with special needs (CWSN) and plan specifically for their mitigation, use of appropriate technology, and assistive devices. Furthermore, the responses of teachers suggest the necessity of teacher training on alternative pedagogical styles.
- C. **Infrastructure:** The majority of the teachers (80%) suggested that the infrastructural facilities should not be the same for children with special needs (CWSN) and other children and physical access to schools for children with special needs should be addressed providing accessible classrooms, laboratories, playgrounds, signage in braille, ramps handrails, etc.
- D. **Teaching-Learning Resources:** Responses of teachers suggest that half of the percentage of teachers (50%) perceive that the teaching-learning resources should be the same and inclusive with minor adaptation like changes in learning content and use of assistive devices for children with special needs (CWSN) and

other children in the class. However, equally half of the percentage of teachers (50%) suggested for designing and developing textbooks in accessible formats (e.g. large print, braille, inclusive TLMs) for children with special needs (CWSN).

- E. **Curricular Activities:** The majority of teachers (90%) suggested that curricular activities should be the same for children with special needs (CWSN) and other children to promote their social adjustment. Being involved in the same curricular activities as their peers allows children with special needs can develop better interpersonal skills.
- F. **Learner Assessment:** The majority of teachers (100%) suggest that the strategies for learner assessment should not be the same for children with special needs (CWSN) and other children in terms of both functional and formal assessment.
- G. **Challenges:** The majority of teachers (80%) perceive that the inclusion of children with special needs (CWSN) in school is challenging because of a lack of sufficient resources, teacher orientation on special disabilities, and time. Inclusion has challenged teachers to develop more child-centered, participatory, and active teaching approaches that benefit all children.
- H. **Feedback to facilitate the education of children with special needs (CWSN) at the school level:** The responses of teachers suggest that special educators and therapists should be appointed in schools and in-service training should be provided to general teachers for adaptations to teach children with special needs (CWSN).

4.2.3 Perception of Academic leaders on the inclusion of children with special needs (CWSN) concerning various aspects of education at the school level

- A. **Pedagogical Practices:** Responses of the academic leaders indicate that half of the percentage of academic leaders (50%) perceive that the same teaching-learning strategy should be followed for children with special needs (CWSN) and other children in the classroom because it is beneficial for all children including slow or average learners. These strategies encourage children to learn together. However, equally half of the percentage of academic leaders (50%) suggested teaching-learning strategies should be as per the individual needs of children with disabilities.
- B. **Teacher Training:** The majority of academic leaders suggest that teachers should be specially trained on the strategies of dealing with children with special needs (CWSN).
- C. **Infrastructure:** The majority of academic leaders perceive that infrastructural facilities should not be the same for children with special needs (CWSN) and other children and prioritizes barrier-free facilities. Not only ramps but also accessible classrooms, laboratories, playgrounds, etc. should be designed to create an enabling environment.
- D. **Teaching-Learning Resources:** Responses of academic leaders suggest that half of the percentage of academic leaders (50%) perceive that the teaching-learning resources should be the same for children with special needs (CWSN) and other students in the class because it is beneficial for all children including slow or average learners. However, equally half of the percentage of academic leaders (50%) suggested the development of inclusive TLMs (Tactile, 3D multisensory approaches, Augmentative and Alternative communication (AAC), etc.) for the inclusion of children with special needs.

- E. **Curricular Activities:** The majority of academic leaders (100%) perceive that the curricular activities should be the same for children with special needs (CWSN) and other children to supporting their participation in the schooling activities.

- F. **Learner Assessment:** The majority of academic leaders (100%) perceive that the strategies for learner assessment should not be the same. Children with severe and profound disabilities should be provided with general and special relaxations during the assessment such as flexible in terms of choice of subjects, amanuensis is given as per disability.

- G. **Challenges:** The majority of academic leaders suggest that lack of orientation and sensitization program for educational stakeholders for addressing the needs of children with disabilities, parental and peer awareness make inclusion a challenging task.

- H. **Feedback to facilitate the education of children with special needs (CWSN) at the school level:** Financial support should be provided to schools for the integration of children with special needs as well as for the establishment of the resource room, curriculum for intellectually disabled children, and appointment of special educators and therapists in every school.