

teachers' towards different types of Disability among the pupils' can bring up the fruitful result to all these policies.

5.2 Findings of the Study

The main findings that came out of the study are listed below as per the respective objectives:

I. For the first objective, that is; to study the availability of assistive technology for CWSN students in Secondary schools,

- a. It was found that most of the schools are lacking basic assistive technology those are essential for the CWSN students. Only 3 schools out of 14 schools have enough basic assistive technology with them for CWSN students.
- b. Which shows that only 22% of secondary schools have all the assistive technology in their respective schools and other 78% of secondary schools lacking very basic assistive technology in their schools in Pallahara Block.

II. Objective 2: to study the attitude of school teachers towards the education of CWSN students:

- a. Out of 14 school teachers, from 14 different schools, all of them shown positive attitude towards the education of CWSN students, although they have not received any special training yet to deal with the CWSN students in their schools.

III. Objective 3: to study the academic achievement of CWSN students at secondary level:

- a. Out of 44 sample size of CWSN students, only 6 students achieved more than 50% academic performance, 17 students secured 40-50% in academic achievement and 21 students achieved below 40% in academic performance.
- b. 13.64% achieved more than 50% or achieved high achievement in academic, 38.63% achieved average academic achievement and 47.73% students achieved low academic achievement.

All the above findings shown that the secondary schools those who have maximum assistive technology available in the schools and teachers having positive attitude towards education of CWSN students seen to have high academic achievement of Cwsn students in their schools.

- In school 1, the availability of assistive technology is only 12.5%. The attitude of school teacher towards education of CWSN are quite positive. And the academic achievement of the CWSN students in school 1 is 48% which is levelled as high.

Although the availability of assistive technology device is poor in school 1, but due the positive attitude of the teachers inspires and helps the CWSN students to learn better.

- In school 2, 100% assistive technology is available. Teacher shown positive attitude towards education of CWSN students. The academic achievement is low that is 34%.
- In school 3, 100% of assistive technology is available. Here, the teacher's attitude towards CWSN students is positive. And the students performing good academically with 41%. Its shows that due the high availability of assistive technological devices and attitude of the teacher helping the learner to develop.
- In school 4, 6.25% assistive technology is available. The teacher showed positive attitude towards the education of CWSN students. The academic achievement of the CWSN students in school 4 is also low, that is 32%.
- In school 5, 6.25% assistive technology is available. Teacher's attitude is positive and academic achievement is high that is 43%. Here, the academic achievement of CWSN students is related to the teacher's attitude.
- In school 6, 12.5% of assistive Technology are available. The teacher showed positive attitude and the academic achievement of CWSN students is 46%.
- In school 7, 6.25% of total assistive technology. Teacher's attitude is positive and academic achievement of CWSN students is average. Here, teacher's attitude motivating the learner.
- In school 8, only 6.25% assistive technology is available. And teacher's attitude is also positive. The academic achievement of CWSN is also low that is, 31%. Here, unavailability of assistive technology, demotivating the CWSN students.
- In school 9, 100% assistive technology is available. Teacher's attitude is positive, so, the academic achievement of the CWSN students is high too that is, 44%.
- In school 10, 12.5% assistive technology is available. Teacher's attitude is positive and their academic achievement of CWSN student is also high, that is 43%.
- In school 11, 25% assistive technology is available. And teacher's attitude is positive. The CWSN students' academic achievement is 35% which is low.
- In school 12, 6.25% assistive technology is available. Teacher's attitude was positive and the academic achievement of the CWSN students also seen as moderate, that is 38%.
- In school 13, only 12.5% assistive technology is available. The attitude if the teacher shown to be positive towards education of CWSN students and the academic achievement of the same students are 44%.

- In school no. 14, 6.25% assistive technology is available. Here, the attitude of teacher towards education of CWSN student is positive and the academic achievement is 42%.

All the 14 teachers from 14 different secondary schools showed positive attitude towards education of CWSN students although most of them have not taken any special training to deal with CWSN students. But only few schools showing that teachers attitude affecting the academic achievement of the CWSN students. And many schools are lacking with some basic assistive technology, while only 3 schools have all the 16 basic needed assistive technology in their schools. Hence, it is concluded that a teacher's attitude matters a lot in a student's life. If the attitude of a teacher is positive towards their CWSN children, it can bring a positive-changes in academic achievement of the child. Same way availability of assistive technology is also plays a vital role in academic achievement of the CWSN students. Due to the availability of assistive technology, education is becoming easy and hustle-free for the CWSN students and helps to enhance their education and knowledge.

5.3 Educational Implications of the Study

while including CWSN in regular classroom or school, basic assistive technology should be provided to the school for easy access of educational needs of the CWSN students. Basic accommodation training should be provided to each and every general teacher for better understanding the CWSN students under inclusion. Therefore, government needs to train every teacher with regards to dealing with CWSN in their general classroom. For this purpose, school-wise training programme should be organized. Furthermore, training should be provided by highly qualified experts, professors, teacher educators and trainers. Teachers should be imparted training irrespective of their designation.

Government has been spending a lot for the success of education for CWSN and providing facilities for easy access to educational needs of CWSN. But he investigator in above study found that most of the secondary schools are lacking many basic needed assistive technological devices. The unavailability of assistive technology creating hinderance in educating CWSN students. Due to the poor maintenance and poor service of Government at Block level, CWSN students are being deprived from all those educational facilities in under-developed locations like Pallahara Block of Angul District.

Government should conduct regular inspections in schools regarding the special training for general school teachers and accessibility of assistive technology by CWSN students in schools.

5.4 Suggestions for Further Study

- Similar study can be conducted in primary, secondary, higher secondary schools of other Blocks, districts and states.
- A study saying the attitude of non-teaching and other working staff of the schools towards inclusion of CWSN in regular schools can be conducted.
- Concern of parents and peers of CWSN can be taken as an area of research separately.
- Concern of parents and peers of CWSN can be studied in relation to teachers' attitude towards inclusive education.
- A similar study can be conducted by comparing the attitude of special teachers and general teachers.

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APPENDIX

A STUDY ON ACADEMIC ACHIEVEMENT OF SECONDARY LEVEL CWSN IN PALLAHARA BLOCK

i.Tool 1

Teachers' Opinionnaire

Dear Sir/ Madam,

This is to inform you that I, Prasmita Prajnadatta Das of Int. B.Ed. M.Ed. VI Semester, RIE Bhopal conducting a survey in order to collect certain data from your school and teaching staff regarding my Research work required for partial fulfilment of 3year B.Ed. M.Ed. (RIE) Degree. the information will be kept confidential and will solely be used for research purpose only.

I'm looking forward to your kind support and cooperation. Thank you.

* Required

Name: * _____

Name of the School: * _____

Subject taught: * _____

Teachers' Opinionnaire

Special Educational Training (for CWSN) taken: *

- Yes
 No

Sl. No	Statement	SA	A	N	D	SD
1	We can give quality education in Inclusive Schools					
2	CWSN will slowly improve in their education.					
3	Minimum Level of attainment is enough to CWSN					
4	It is difficult to teach, if we admit CWSN in the inclusive school					
5	I will start my teaching with individual care of CWSN.					
6	If we use suitable learning methodology, the learning ability of CWSN will increase.					
7	There is no use of special coaching.					
8	I will change my teaching methodology with the help of special educator					
9	We can give quality education to all together.					
10	Individualized educational planning is necessary for all CWSN.					
11	I'll be happy if CWSN get higher level of achievement					
12	If we use different learning Methodology, their learning achievement will increase.					
13	If we use suitable learning methodology, then the individuals learning achievement also increases.					
14	Education for CWSN is not necessary.					

ii.Tool 2**Availability of Assistive Technology**

Sl. No.	Assistive Technology	Available (A)	Not Available (NA)
1	Wheel chair		
2	Walker		
3	Screen Reader		
4	mobility Aid		
5	Assistive Cane		
6	Braille		
7	Refreshable Braille Display		
8	Optacon		
9	Pencil Grip		
10	Page Turner		
11	High Lighter		
12	Assistive Listening Device		
13	Talking Watch		
14	Talking Calculator		
15	Text to Speech Reader		
16	Screen Magnifier		