# IMPACT OF INCLUSIVENESS FOR CWSN LEARNERS IN SORO AND SIMULIA BLOCK OF ODISHA

SUBMITTED BY

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## ABSTRACT

Inclusive education is the main system of mass education. Inclusive education is bearing the fruitfulness of educational overview on all the CWSN, girls, language barriers, SCs, STs and minorities Here the study is on the CWSN students only. Whether there are sufficient inclusiveness for study and other curricular or co-curricular areas are available or not. The study follows descriptive survey method and collects data from twenty numbers of inclusive schools in both the blocks of the state. All the headmasters and approximately 49 class teachers are viewed in the process of interview and observation of the research data collection. There are basically found that the perception and the result comparison is not a very far gap from the general students to CWSN learners. The CWSN students must be taught in accordance of proper adhesive materials that can be minimise the gap from general students.

**KEY WORDS**: CWSN, inclusive education, special education, early grade learners, disabilities.

## INTRODUCTION

Inclusive education means that children with special needs have to be educated in the same classroom as normal children so that there is no discrimination between normal children and children with special needs. It is based on the principle that schools should provide for all children regardless of any perceived difference disability or other social, cultural and linguistic difference. Inclusive education improves the quality and makes provision for education for all. The goal of inclusive education is to create equity and opportunity through diversity, respect and welcoming all learners.

The main difference between special education, integrated education and inclusive education is that special education is a separate system of education that caters to the needs of children with disabilities outside the mainstream education while integrated education and inclusive education occur within a setting where students with disabilities learn alongside peers without disabilities.

### REVIEW OF RELATED LITERATURE:

**Ainscow M. (1999)** in his study' Understanding the development of the inclusive schools.' reckoned that barriers to participation can be identified if classroom teachers are encouraged to examine their practices carefully and systematically; consideration should be given to the most effective use of learning support assistants. Positive interdependence, individual accountability, face-to-face interaction, social skills are recommended for group work. Teachers within a school need to develop a 'shared language' in which to discuss what is happening the classrooms and to articulate what is often intuitive and unconscious.

**Arya (2013)** conducted a study on education of children with special needs a critical analysis with special reference in Chhattisgarh state of India. The objective of the study was to get a clear picture of the current situation of education of the CWSN in Chhattisgarh State of India and find out the interpretation and implementation of inclusive education in Chhattisgarh under SSA. He found that the greatest challenge for the State Government is the achievement of the accessibility, inclusion and empowerment of Children with Special Needs and Government alone cannot accomplish this task of making the "Right Real". They concluded that these types of gaps can only be fulfilled with the help of collaboration with parents, with the supports of organizations working under CSR/NGOS/DPOS and Special Schools for providing inputs on training, curriculum delivery, assessment, etc.

**Ashokan and Gujar (2020)** conducted a study on transnational perspective and practices in early childhood education. The objective of the study was to explain various good practices and perspectives of Early Childhood Education across the nation and mainly focused on the pedagogical process, language development. social and cultural perspectives of preschools. They recommended practicing constructive approach, holistic approach, theme-based approach, project approach, forest approach, integrated approach, experimental approach, STEM approach which will be highly beneficial for the preschoolers across the globe.

### OBJECTIVES OF THE STUDY:

**Objective 1**. To find out the level of performance of different types of CWSN in inclusive set up.

### METHODOLOGY OF THE STUDY:

For this study Qualitative descriptive research methodology was adopted. Qualitative descriptive study may be described as the one which uses qualitative methods to describe and discover non quantifiable relationships between existing variables. Under qualitative descriptive research, survey method was used. Descriptive survey research is concerned with the present status of the phenomenon. Survey design was adopted for this phase because this phase was exploratory in nature. It aims at finding out what is existing in the present social structure. In the present study it was intended to study the status and implementation of inclusive education in elementary schools.

**ANALYSIS AND INTERPRETATION OF DATA:**

**Objective 1: To study how many CWSN having good attention, perception, active participation, and achievement as others.**

A total of 49 CWSNs regularly observed their perceptions and active participations towards teaching learning atmosphere.

**(Observation schedule of CWSN)**

| SL NO | PARTICULARS | ANSWERS | | | REMARK |
|---|---|---|---|---|---|
| | | SATISFIED | LESS SATISFIED | | |
| 1 | Regularity and sincerity | 39 | 10 | | 79.59% |
| 2 | Perception | 31 | 18 | | 63.26% |
| 3 | Attention | 18 | 31 | | 36.73% |
| 4 | Active Participation (scholastic) | 27 | 22 | | 55.10% |
| 5 | Active participation (co-scholastic) | 21 | 28 | | 42.85% |
| 6 | Learning retention | 13 | 36 | | 26.53% |
| 7 | Total | 149 | 145 | | |
| 8 | Result of FA and SA (Last attended) | FA | Literacy(O)- 21/25 | Numeracy- 19/25 | |
| | | SA | Literacy(O)- 38/50 | Numeracy- 32/50 | |

**Table1.1** shows the perceptions of CWSN along with their active participation among the school activities. The first point shows the sincerity and regularity of the students in the daily routine of the schools. Out of 49 students, 39 are sincere.

**Table 11** shows the perception of 31 children and attention of 18 children are satisfied among the total 49 numbers. These show that the student's perception is higher than that of the student's attention.

**Table 1.1** shows that the active participation of the students in scholastic areas and co-scholastic areas are 27 and 21 respectively among 49 CWSNs. The learning retention of the students is 13 out of 49. This data shows that the CWSN are satisfied at their total activities, active participations and perception.
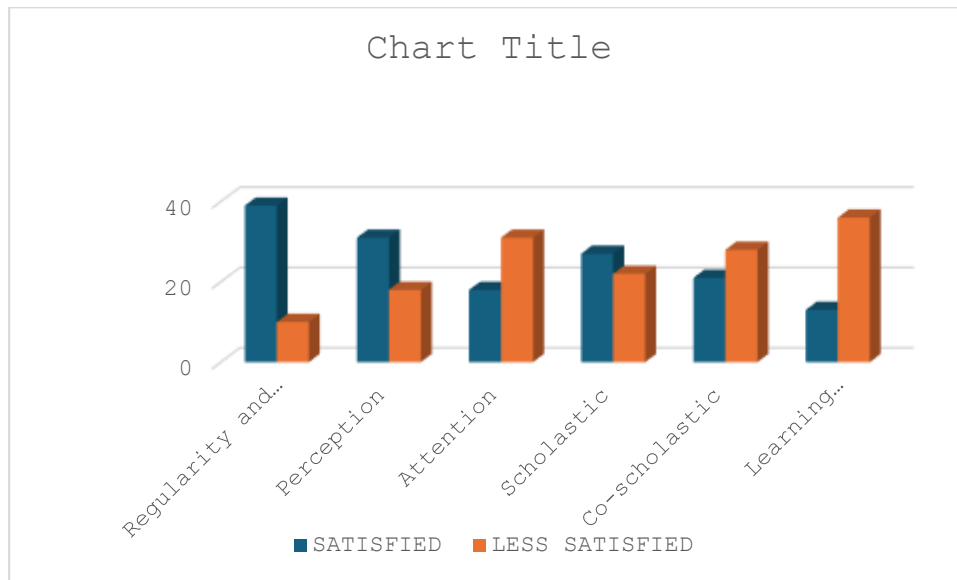
**Figure 1.1**



**Figure 1.1** shows the clear-cut visual of the above table. Here the regularity and sincerity of the CWSN is very highly satisfied. Whereas learning retention is worst among all.

**Figure 1.1** shows the area of satisfied and less satisfied of the 6 types of observation of the children with special needs of class I, II and III of the schools.

**Table 1.2**

**(OBSERVATION TOTALS)**

| SL NO | PARTICULARS | ANSWERS | |
|-------|-------------|---------|---|
| | | SATISFIED | LESS SATISFIED |
| 1 | Regularity and sincerity | 39 | 10 |
| 2 | Perception | 31 | 18 |
| 3 | Attention | 18 | 31 |
| 4 | Active Participation (scholastic) | 27 | 22 |
| 5 | Active participation (co-scholastic) | 21 | 28 |
| 6 | Learning retention | 13 | 36 |
| 7 | Total | 149 | 145 |
| 8 | percentage | 50.68% | 49.31% |

**Table 1.2** shows the total numbers of perceptions that satisfied and the total numbers of observation rating that less satisfied among all.

**Table 1.2** shows that the satisfied numbers are 149 out of 294 and the less satisfied number is 145. The percentage of the satisfied area is 50.68% and the less-satisfied percentage is 49.31%.

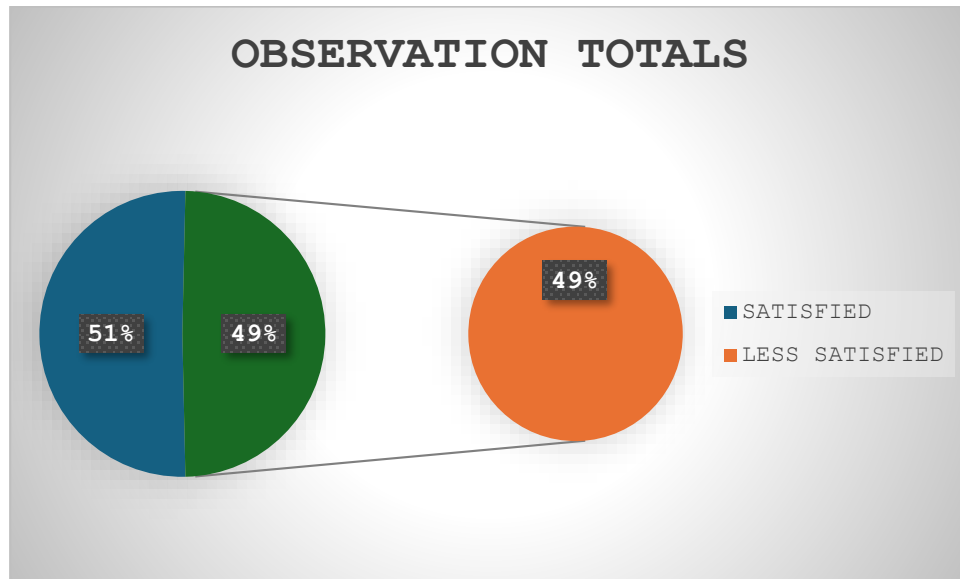The following figure shows the table clearly.

**Figure 1.2**



**Figure 1.2** shows that the satisfied area of the CWSN is 51% whereas the less satisfied area of the observation schedule is 49% approximately.

**1.3 The following table shows the result of the CWSN last attended.**

**Table 1.3**
**(RESULT OF THE CWSN)**

| 1 | Result of SA and SA (Last attended) | FA | Literacy(O)- 21/25 | Numeracy- 19/25 | Aggregated the score |
|---|---|---|---|---|---|
| | | SA | Literacy(O)- 38/50 | Numeracy- 32/50 | |

**Table 1.3** shows the result of the CWSN from last attended FA and SA score. This shows that the literacy score is better than the numeracy score. The average score of the FA (Formative Assessment) is 21 and 19 in literacy and numeracy respectively out of 25. The summative Assessment (SA) score was 38 and 32 in literacy and numeracy respectively out of 50.

**Table 1.3** shows that the average score of all the CWSN participated in the data collection and the score obtained from the SDMIS record.

**Table 1.3** shows the score from which we can convert it into percentage. In FA result the percentage are 84% and 76% in literacy and numeracy respectively, In SA result the percentage are 76% and 64% in literacy and numeracy respectively. There not a poor performance shows by the CWSNs.

**Figure 1.3**
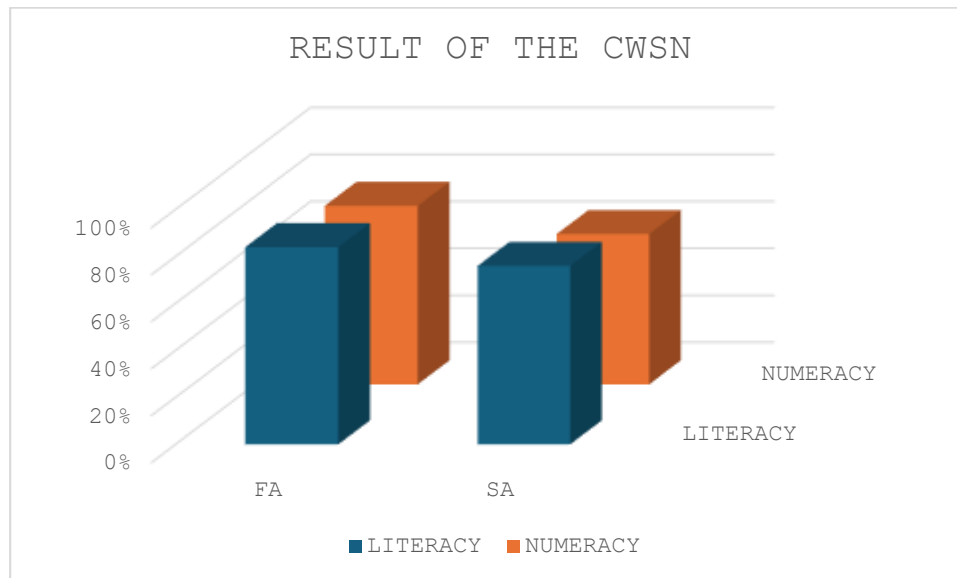
**(RESULT OF THE CWSN)**



**Figure 1.3** shows that the result of the CWSNs in FA is better than the SA. The blue pillars show the literacy result, and the other is for numeracy.

**Figure 1.3** shows the average mark of all the CWSNs and separately on Summative assessment and the Formative assessment for early grade learners.

**FINDINGS OF THE STUDY: Objective 1:** To find out the level of performance of different types of CWSN in inclusive set up.

➢ That shows the perceptions of CWSN along with their active participation among the school activities. The first point shows the sincerity and regularity of the students in the daily routine of the schools. Out of 49 students, 39 are sincere.

➢ The perception of 31 children and attention of 18 children are satisfied among the total 49 numbers. These show that the student's perception is higher than that of the student's attention.

➢ That the active participation of the students in scholastic areas and co-scholastic areas are 27 and 21 respectively among 49 CWSNs. The learning retention of the students is 13 out of 49. This data shows that the CWSN are satisfied at their total activities, active participations and perception.

➢ The clear-cut visual of the above table. Here the regularity and sincerity of the CWSN is very highly satisfied. Whereas learning retention is worst among all.

➢ The area of satisfied and less satisfied of the 6 types of observation of the children with special needs of class I, II and III of the schools.

➢ The total numbers of perceptions that satisfied and the total numbers of observation rating that less satisfied among all.

➢ That the satisfied numbers are 149 out of 294 and the less satisfied number is 145. The percentage of the satisfied area is 50.68% and the less-satisfied percentage is 49.31%.

➢ The result of the CWSN from last attended FA and SA score. This shows that the literacy score is better than the numeracy score. The average score of the FA (Formative Assessment) is 21 and 19 in literacy and numeracy respectively out of 25. The summative Assessment (SA) score was 38 and 32 in literacy and numeracy respectively out of 50.

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➢ The score from which we can convert it into percentage. In FA result the percentage are 84% and 76% in literacy and numeracy respectively, In SA result the percentage are 76% and 64% in literacy and numeracy respectively. There not a so poor performance shows by the CWSNs.

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