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What is Water Harvesting ?

It means capturing rain where it falls or capturing the run off in your own village or town. And taking measures to keep that water clean by not allowing polluting activities to take place in the catchment.

Therefore, water harvesting can be undertaken through a variety of ways

1. Capturing runoff from rooftops,
2. Capturing runoff from local catchments,
3. Capturing seasonal floodwaters from local streams, and
4. Conserving water through watershed management.

These techniques can serve the following the following purposes -

1. Provide drinking water,
2. Provide irrigation water,
3. Increase groundwater recharge,
4. Reduce storm water discharges, urban floods and overloading of sewage treatment plants, and
5. Reduce seawater ingress in coastal areas.

In general, water harvesting is the activity of direct collection of rainwater. The rainwater collected can be stored for direct use or can be recharged into the groundwater. Rain is the first form of water that we know in the hydrological cycle, hence is a primary source of water for us. Rivers, lakes and groundwater are all secondary sources of water. In present times, we depend entirely on such secondary sources of water. In the process, it is forgotten that rain is the ultimate source that feeds all these secondary sources and remain ignorant of its value. Water harvesting means to understand the value of rain, and to make optimum use of the rainwater at the place where it falls.

Thanks for Reading, With best wishes ...

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TEACHERS IMPACT ON DISABLED CHILDREN ATTENDANCE AND LEARNING : A STUDY IN ELEMENTARY SCHOOLS IN UTTAR PRADESH, INDIA

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ABSTRACT

Children with special need are special and differ from their normal peers. Teachers are generally trained to teach normal children, who may walk freely to learn at teachers place, may listen carefully instructions given by teachers, may ensure voice communication with teacher, may reflect on visuals presented by teachers and may learn in pace with peers. Children with special need generally do not have one or more than one such ability, which is needed to establish a perfect connect with teacher. CWSNs teaching and learning process also demands teacher's sensitivity to ensure their personal safety and security at schools or place of learning. They need communicative teaching learning environment to acquire knowledge. Teaching learning processes for them cannot be same as normal children, teachers are central to ensure such environment. They need differently trained teachers, who may have different kind of sensitivity, caring attitude and compassion. This study tried to establish that effective teachers with special tools may impart effective and quality learning to CWSNs. With the advancement of technology, creation of technical interface, and research in pedagogy strengthened teachers' ability to communicate with such children and create conducive environment. It has opened new avenues of education for disabled children. It is now realized that a

disabled child is not a different kind of person. He is a child with special needs like all other members of society. The disabled children must have the same right to education, work and participation. Those with mild disability can be educated along with the non-disabled peers in general schools by sensitive and trained teachers. Children with special needs should be given priority by teachers. They have many common aspects of child's academic development like: personality, the ability to communicate, resilience and strength, the ability to appreciate and enjoy life and the desire to learn. Each child has individual strengths, personality and experiences so particular disabilities will impact differently to individual children. They have all right to be the whole child, develop physically, socially, spiritually and mentally. They have right to education and dignified life. They have educational need, which sometimes may differ from non-disabled peers. Special educational needs may arise from primary four different types of disability i.e. Physical, Sensory, Mental health, and Learning disability.

Keywords : Co Variants, Teachers Impact, Special Teachers, CWSN, and Elementary Schools In Uttar Pradesh.

INTRODUCTION

Children with disability should be educated, sometime child with disability may not require any special educational need. These children are like other children in intellectual functionary. They are not mentally diseased, they do have physical, visual or hearing problems, but they are otherwise like any other children. Problem arising out of disability are like - Attention disorder of disabled, Memory problem of disabled, Reading problem of disabled, listening problem of disabled, Movement problem of disabled, Reading disabled (vision), writing disabled (physical), Adjustment problems.

For this study the common operational definition of disability has been used.

The persons with disabilities in India has been defined by PWD Act, 1995, Ministry of law, Justice and Company Affairs, promulgated this Act to give effect to the Proclamation on the Full Participation and Equality of the People with Disabilities in the Asian and Pacific Region, as adopted on 5th December, 1992 at Beijing. India being a signatory to the said proclamation considered it necessary to implement the aforesaid proclamation. This Act is called the Persons with Disability Act (Equal Opportunities, Protection of Rights and Full Participation) 1995. As per this Act disabilities are defined as follow:

"Disability" refers to a condition where a person suffers from any of the following conditions, namely -

- (i) Blindness;
 - a. Total absence of sight; or
 - b. Visual acuity not exceeding 60:60 or 200:200 in the better eye with correcting lenses; or
 - c. Limitation of the field of vision subtending an angle of 20 degree or worse;
- (ii) Low vision means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device;
- (iii) Leprosy - cured; means any person who has been cured of leprosy but is suffering from -
 - a. Loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
 - b. manifest deformity and paresis; but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
 - c. Extreme physical deformity as well as advanced age which prevents him from undertaking any gainful occupation, and the expression "leprosy cured" shall be construed accordingly;

- (iv) "Hearing impairment" means loss of sixty decibels or more in the better ear in the conversational range of frequencies;
- (v) "Locomotor disability" means disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy,
- (vi) "Mental illness" means any mental disorder other than mental retardation;
- (vii) "Mental retardation" means a condition of arrested or incomplete development of mind of a person, which is specially characterized by sub normality of intelligence;

"Cerebral palsy" means a group of non-progressive conditions of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal or infant period of development;

REVIEW OF LITERATURE

Anne M. Hocutt in study entitled "Effectiveness of Special Education: Is Placement the Critical Factor ? Illustrate various program models, implemented, both in special education and general education, have moderately positive academic and social impacts for students with disabilities. With few exceptions, students with disabilities have not achieved commensurately with their nondisabled peers; even students with learning disabilities as a group have not been able to achieve at the level of low achieving nondisabled students.

In general, the most effective interventions for students with disabilities, in both special education and general education settings, are intensive and reasonably individualized instruction, combined with careful, frequent monitoring of student progress.

There is no evidence, which confirm that placement rather than instruction is the

critical factor in student academic or social success. Studies have indicated that typical practice in general education is substantially different from practice in the specialised teaching that showed greatest success for students with disabilities. The interventions that were effective in improving academic outcomes for students with disabilities required a considerable investment on academic resources, including time and effort, as well as extensive support for teachers and parents.

The research does not support full-time inclusion for all students with disabilities. On the contrary, it emphasise that there is a clear need for special education. At the same time, given adequate resources, schools should be able to assist more students to be more successful in general education settings.

As a group, these interventions involves intensive training of teachers; ongoing support, supervision, and technical assistance from university faculty and other outside staff; supplementary curricular materials and training manuals; and administrative support from school or district personnel, particularly in providing time for training, planning, and various types of meetings. Also, both the intervention and descriptive research included in this article indicate that other supports for example, smaller class sizes may be required. Some researchers argue that, given the effort required by these interventions, teachers should volunteer for this work, not be forced to participate. However, this could affect the proportion of children with disabilities who would be in each volunteer teacher's classroom.

This research suggests that the most effective interventions for students with disabilities have the following characteristics: a case-by-case approach to decision making about student instruction and placement; intensive and reasonably individualized instruction combined with very close cooperation

between general and special education teachers; and careful, frequent monitoring of student progress. All of these elements require significant teacher time and supportive resources.

There is no compelling evidence that placement is the critical factor in student academic or social success. The classroom environment and quality of instruction have more impact than placement per se on the success of students with disabilities. Unfortunately, descriptive research on the condition of general education indicates that typical practice is different from the model programs that showed greatest success for students with disabilities. There is little evidence of the capacity of general educators as a group to make the extensive changes that are needed to facilitate more, and more successful, mainstreaming or inclusion, particularly if adequate resources are lacking. Depending on circumstances, special educators might be needed to operate resource rooms, consult with general educators, or work on a regular basis in the general classroom.

This research is primarily based on empirical data of a specific location, some of its inferences may not be acceptable but has potential to address the situation of children with disability and special need.

1. Achievement of all disabled students is not commensurate with non-disabled one.
2. Teaching disabled students should be voluntary for teachers.

The assumptions about and attitudes towards disability held by parents in Kerry's research illustrate how exclusionary attitudes and actions can make it difficult for children with disabilities and their family to take up their right to participate in mainstream education.

Slee (2004) argues that “closing the gap” for people with disabilities who are presently excluded from many aspects of everyday life require addressing what he terms the “deep culture of exclusion” that pervades many societies. Researchers, such as Slee, who are working in the area of inclusive education, challenge those responsible for delivering early childhood education to see themselves as active change agents, willing and able to confront and challenge negative stereotypes, misperceptions and oppressive, discriminatory discourses and behaviour, and to support and advocate for children with disabilities and their family. With this thinking and the findings of our study in mind, we offer the following suggestions.

Teachers need to position themselves within discourses of disability that promote socially just environments [SEP] Negative constructions of disability that have been created by medical, special education, lay, welfares and other cultural discourses can be challenged and refuted. Kerry’s research highlighted that it is important for early childhood teachers to position themselves within inclusionary discourses of disability and, in particular, use resistant discourses embedded within socio cultural and rights models to change perceptions about disability and form new understandings likely to foster more inclusive attitudes and behaviours in their early childhood communities. Because a socio-cultural model emphasizes that society creates the problems and difficulties faced by people with disabilities, it has given them and their families the realization that most of their difficulties are socially and culturally constructed and created. By implication, this has empowered families and their allies to challenge and resist disabling ideas and associated actions that infringe their rights and deny them equity and justice.

Teachers need to ensure that individual centre policies reflect the rights of all to a quality inclusive early childhood education [SEP] If early childhood centre

policies reflect a discourse in which disability is a problem or burden for teachers and include clauses of conditionality and other statements mainly focused on the technical requirements needed to accommodate this difference, then this can portray a message to other parents that the attendance and participation of children with disabilities in early childhood education is problematic, difficult to manage, time consuming and expensive.

Teachers need to provide positive role models: We saw evidence in Kerry's research that a positive approach on the part of centre to inclusion and teacher modelling of inclusive language and practice helped parents of non-disabled children reflect on their perceptions and take up positions more supportive the rights of all children and their families. Also apparent was the time typically needed for a centre to challenge and deconstruct some of the negative constructions that some parents held. Families of disabled children, however, should not have to wait for society to "get prepared" to accept and include their children. It is essential that teachers promote an environment that respects and accepts diversity.

Teachers need to promote an inclusive centre environment: Teachers can do this by ensuring that their centre environments (both indoors and outdoors) are accessible and meet the mobility and access requirements of children with disabilities and their family. Because constructions of disability (often evident in the media) that medicalise, patronize, and dehumanize contribute to the exclusion of people with disabilities within society, early childhood teachers need to ensure central resources (for example, puzzles, books, posters, other play materials) promote quite different images and messages, in particular, that disability is an ordinary aspect of life (Hodkinson & Vickerman, 2009). Teachers also need to ensure that teaching practices signal to other parents that it is not children with disabilities and their families who need to be fixed and

changed, and make other parents aware of the terminology they use when talking about disability and children with disabilities.

Teachers need to listen to the voices of children with disabilities and their family. Previously silenced voices of people with disabilities and their families are increasingly being heard in their communities, the media and other social and political circles. Listening to these people's stories and experiences not only exposes issues of exclusion and oppression but also informs society about the kind of socio-cultural and political transformations required to redress the inequalities and injustices these people have experienced. In early childhood education, then, it is important that teachers work in partnership with parents of children with disabilities, as they are required to do for all parents and family attending the service, to find out how their early childhood experience could be improved and enhanced and how their dreams and aspirations for their children can be supported and realized.

Dr Sadig Rasheed, UNICEF Regional Director for South Asia, The United Nations Children's Fund (UNICEF) Regional Office for South Asia, 2003: EXAMPLES OF INCLUSIVE EDUCATION INDIA: this paper give practical impacts of training teachers in engaging CWSNs in teaching learning process.

1. The Sikshit Yuva Sewa Samiti (SYSS), a NGO in a partnership with the government, participates in the implementation of the Integrated Education for Disabled Children (IEDC) and DPEP projects (funded by the government), and strengthens the program through community-based intervention initiatives. While the projects provide physical infrastructure for schools, this NGO, through trained personnel, ensures accessibility for and enrolment of children with disabilities in community schools after identification by trained anganwadi (grassroots) workers. It also provides resource teachers as a support system to general teachers, and a back-up team of physiotherapists and occupational

therapists at the district level. The NGO provides awareness and orientation training to general teachers, develops materials, and supports general teachers in modification of curricula to facilitate learning by children with disabilities. The effort has created an inclusive culture where parents, community, peer groups, teachers, and school authorities and education officers are all involved in educating children with disabilities.

2. Sir Shapurji Billimoria Foundation, a teacher development initiative, provides in-service training to ordinary teachers to meet the needs of children with disabilities. Weekend training modules are used since teachers cannot be away from school for long periods. In addition, there is a three-year pre-service training program (B.A. in integrated education) for school leavers. The training program ensures that teachers are able to facilitate the learning of all children in the classroom. Practical experience, exposure to participatory learning methodology, and the ability to teach at the elementary level in a multiple setting are emphasized together with a focus on human development.

3. The CBR Network, an NGO involved in the education and rehabilitation of children with special needs, is conducting the Joyful Inclusion Training Program. Teachers in rural government schools utilize a training pack that includes a curriculum based, criterion referenced checklist prepared by the NGO. The training manuals, developed for training master trainers as well as general teachers, have proved useful. Teachers have been trained in the methodology developed in the Joyful Inclusion Package for teaching all children including those with disabilities.

SIGNIFICANCE OF THE STUDY

Individuals are assessed usually as disabled after we feel that they have problem in understanding, communicating and receiving instructions in their day-to-day life and in school. A variety of tests are administered to ascertain type of disability and special need of such children. These test are not only to ascertain,

how the child is differently abled than his/her peer but to ascertain which kind or type of academic support he/she needs to adjust in their working, living and learning environment, what kind of process, material and teaching intervention are needed for his/her unhindered learning, so that he/she may live a dignified life and may contribute to the society.

In this study significant effort have been made to establish teachers related factors affecting education of disabled children. Efforts have been made to find out correlation between different following parameters with student attendance in school and their learning level in language, mathematics, art and music.

- Trained teachers availability
- Number of teacher in school
- Special teachers' Impact
- Frequently of special teacher visits

DATA AND METHOD

In order to know the teaching learning environment and the academic achievement of the children with special needs, visits were organized to see many bridge courses run by department of basic education of Uttar Pradesh. Schools were also visited, where children with special needs were studying in inclusive way. Some special schools run by non-government organizations were also visited to get a feeling of problems faced by these kinds of children in adjusting with routine daily personal work and education.

Teachers and warden of bridge courses, inclusive schools and special schools were consulted before making any research design. Their interaction was helpful in figuring out areas, which have greater impact on elementary education of children with special needs. On the basis of that research objectives and hypothesizes were constructed.

RESEARCH DESIGN

The research design followed in the study is descriptive (survey) and evaluative. In this research the focus of the study is to test certain hypotheses regarding elementary education of CWSN at present. The descriptive survey method has been adopted primarily due to the fact that it facilitate in collecting general information and its one of the most commonly used method of investigation that attempts to describe and interpret what exists in the present conditions.

SELECTION OF DISTRICTS

For the selection of districts the criterion followed was easy access to data, convenience in conducting survey, social structure and level of literacy. Since the study is proposed to be carried out in the educationally backward district. As per guidelines of Ministry of Human resource development all 20 blocks of district Allahabad are educationally backward, and being diverse in the sense of culture and education, it was selected for the purpose of study. Literacy rate of district Allahabad is 68%. It has homogeneous population of all section of society.

SAMPLE

According to Karlinger “A sample is taking any portion of the population which is representative of whole population”.

Sample has been taken carefully, so that results obtained from study of sample may be faithfully applied to the whole population. Following things are considered while selecting the sample.

- There should be no partiality while selecting the sample.
- All major sub group of population should be sufficiently represented.
- It should be manageable for completion of study.

In order to collect valid and reliable data about education status of CWSN a sample size of 500 (approximately 5% of population) was set for the purpose.

Size of sample for four different types of specially is Orthopaedic – 171, Visually Impaired – 103, Hearing Impaired – 114, and Mentally Retarded – 107. In sample both the gender are adequately represented, Male - 252, Female – 258. In sample all social categories are sufficiently represented as - Scheduled caste - 187, Other backward classes - 199, General - 115. For this almost proportionate number of children were selected randomly from each kind of specially and population, to see effect of different kind of specialty on hypotheses.

SAMPLING

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. These processes simplify the learning about the population on the basis of a sample drawn from it. Thus in the sampling technique instead of studying every unit of the universe, we study a sample drawn on some basis from the entire universe. The methodology used to sample from a larger population depends on the type of analysis being performed, but may include simple random sampling or systematic sampling. In this study researcher has used stratified and purposive sampling. The sample should be a representative of entire population to get a representative sample, it should be ensured whether all elements are equally represented or not.

As given above sample district for study is Allahabad as it has a homogeneous population structure, it's one of the oldest district, it is educationally backward, it is one of the largest district with 20 blocks, its cultural and educational background and finally because it was convenient for us to conduct and give enough time to conduct activities at this place.

As we have read in literature there are 13-14 different types of disability in

children. Even experts working in this area least understand and are able to diagnose only some of these disabilities. Children with some disability are very few in number as chances or probability of such disability is very rare. During visit of special schools, inclusive schools and bridge courses run by Government of Uttar Pradesh, we came to know, that majority of CWSN falls in category of Orthopaedic, Visually Impaired, Hearing impaired, and Mentally retarded. So for the purpose of study only these four types of CWSN have been taken in sample.

In this study different values of teachers and students like - teacher's attitude and competence and education value is studied, it has been also envisaged to see, how student adjust with Teachers availability, and Special teacher.

TOOLS USED FOR THE STUDY

A format was developed for collecting data and information from different sources, Format has following elements for different kind of information.

- Interview Schedule with child (CWSN).
- Interview Schedule for the members of family.
- Interview Schedule for the teachers of school (for students' academic competencies).
- School Information with head Teacher or teacher (about infrastructure at school).

The Structured Information Schedule for all was developed by the researcher in order to assess the educational problems with respect to different types of CWSN. Observation of residential bridge course, primary school, Kasturba Gandhi Balika Vidhyalaya, special school for disabled children was done.

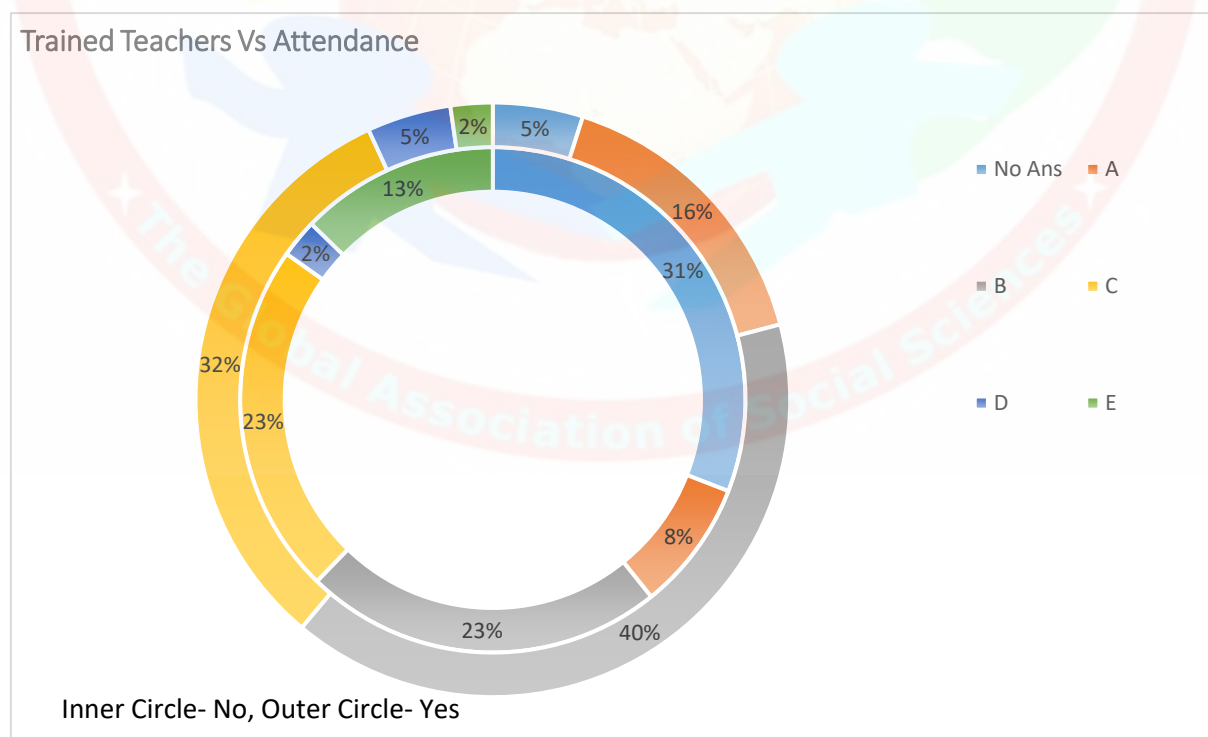
RESULTS AND DISCUSSION

The present study examines the impact of teachers on elementary education of

children with special needs on the basis of the responses of the children, parents, teachers, Head teacher on various issues. Frequencies of the responses of the different stake holder were grouped and different tables were prepared for analysis. SQL database was used for analysis.

Attendance: Regular attendance in school reflects students' interest in learning and whether school is fulfilling their interest in learning and areas of learning. It also shows, whether CWSN are comfortably adjusted in school system or not. Attendance of students is classified into 5 categories. 'A' for more than 80 percent attendance, 'B' for 60-80 percent attendance, 'C' for 40-60 percent attendance, 'D' for 20-40 percent attendance, 'E' for less than 20 percent attendance, and some of the schools and students didn't responded.

Figure 1
Trained Teachers Vs Attendance



Impact of Trained Teachers' on Attendance and Learning Level: most of the teachers were trained in teaching learning process and have completed either

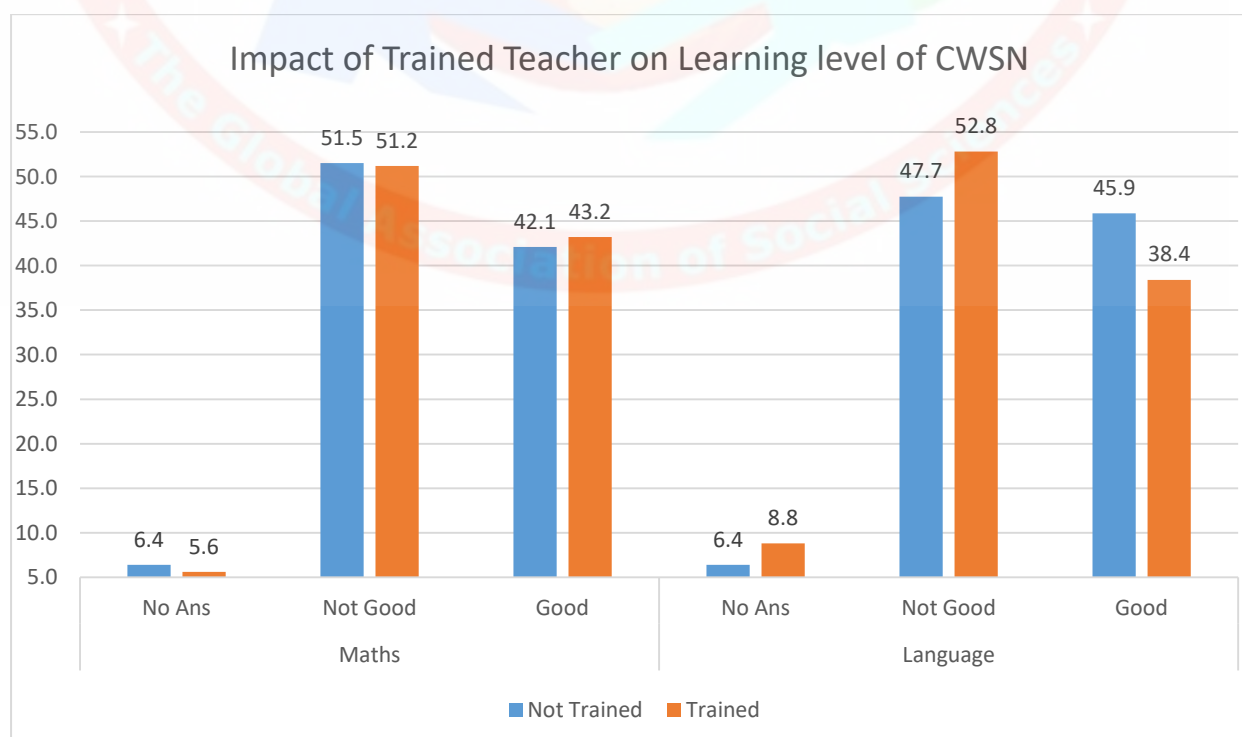
B. Ed. or BTC course before joining teaching as profession except para-teachers. In this study it has been envisioned to study impact of availability of trained teachers at school and attendance of children with special needs, as every training course has an element of curriculum which deals with children with special needs.

Data shows that there is a positive relation between availability of trained teachers and attendance of disabled children at school. Trained teachers improve children's attendance in schools, due to following perceptions.

1. Children want to interact with, who understand, care, love, and support them.
2. They may easily develop inter personal relationship with CWSNs.
3. They know, How to construct knowledge in such children.
4. Learning of children from trained teachers built a confidence in them.
5. Parents and children have faith in expertise of trained teachers.

Figure 2

Impact of Trained Teacher on Learning level of CWSN



Data shows that learning level of disabled children is almost same both type of teachers trained and untrained, means there is no relation between availability of trained teachers and learning level of disabled children at school. It may be due to many reasons like-

- Teachers have no experience and knowledge of working with such Children.
- Unavailability of academic material to make learning environment.
- Low level of engagement with such child due to large class size.
- Low level of teachers' motivation.

Number of Teachers at School: there is a need to attend each and every student at elementary level for better inter-personal relation between teacher and taught, and to improve learning level. Unfortunately, it was found that most of the schools don't have one teacher for one class. Teachers told us that they are unable to give sufficient time to CWSN, as classrooms are crowded. It has been studied that do number of teachers at school have any impact on regular attendance of CWSN.

Table 1

Number of Teachers in school and attendance of students (in percent)

No. of teachers	A	B	C	D	E	No Answer given
0 - 1	7.4	5.3	5.3	0.0	21.1	61.1
2	9.6	46.6	34.2	4.1	4.1	1.4
3	13.2	34.7	40.5	4.1	0.8	6.6
4 - 5	16.4	42.4	31.6	2.8	2.8	4.0
6+	14.3	33.3	28.6	7.1	7.1	9.5

Data analysis shows that there is a positive correlation between number of teachers in school and students attendance. Parents expect enough number of

teachers in school so that there is an academic environment at school, attendance in schools with more number of teachers than required is not significant. Table shows that minimum no. of teachers at school ensures attendance of children, due to a number of things:

1. Every class gets a teacher, which ensures learning and engagement of students at school.
2. When number of teachers is sufficient, disabled children have greater chance to get attention of teachers.
3. Teachers' availability improves discipline in school, which is needed for social reason i.e. teasing, physical and mental abuses.
4. Teachers' availability ensures sports, games and extracurricular activity in school.
5. When number of teacher is sufficient they focus on teaching learning of every child, pay attention to students/parents problem, which results in attendance.

It has been found that higher number of teachers are not improving situation significantly, means number of teachers have to be sufficient not extra for impact.

Table 2

Impact of Number of Teachers on CWSN Learning Level

No. of teachers	Maths			Language		
	No Ans	Not Good	Good	No Ans	Not Good	Good
0 - 1 Teachers	70.33	18.68	10.99	71.43	17.58	10.99
2 Teachers	4.11	53.42	42.47	5.48	58.90	35.62
3 Teachers	5.79	58.68	35.54	7.44	54.55	38.02
4 - 5 Teachers	6.21	49.15	44.63	8.47	42.94	48.59
More than 6 Teachers	10.42	35.42	54.17	6.25	35.42	58.33

Data analysis shows that there is a positive correlation between number of teachers in school and students learning level. Parents expect enough number of teachers in school so that there is a learning environment at school. Table shows that minimum no. of teachers at school ensures learning level of children, due to a number of things:

1. Every class gets a teacher, which ensures learning and engagement of students at school.
2. Teachers get time to think and device mode of communication and teaching for such children.
3. When number of teachers is sufficient, disabled children have greater chance to get attention of teachers, which may provide extra effort in their learning.

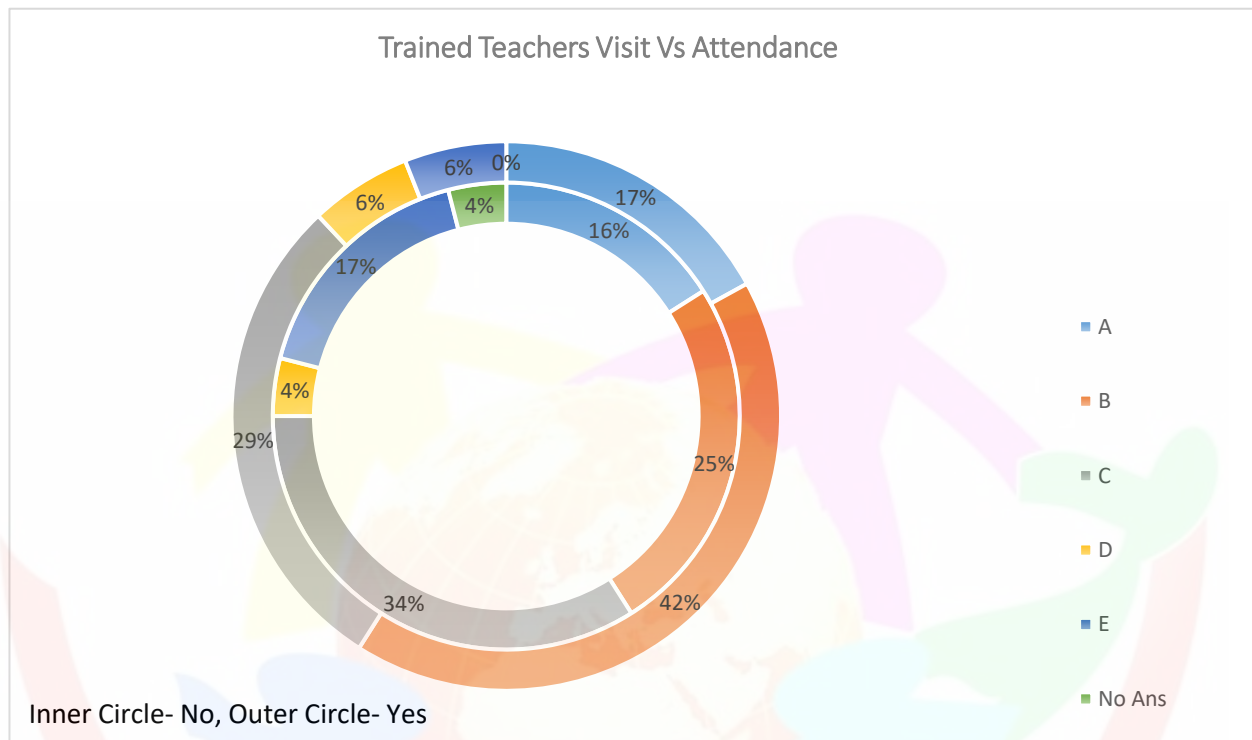
Trained Special Teacher Visiting School: Special teachers are trained differently to understand CWSN and their educational need as per their specialty. Such trained teacher is capable to positively support such children. Currently we have special teachers for visually impaired who are trained in Braille, abacus, cane etc. Similarly we have trained teachers for hearing impaired children who are trained in phonetics, facial, throat, muscle effects during pronouncing letter and words; they also know how to fix hearing aids. Special teachers are also available for mentally retarded children, such teachers are trained in learning pace and slow learning activity of such children, they know how to improve learning speed of such children and make them to concentrate on the things they are engaged.

There are very few CWSN in most of the schools, say 0-4 such students of single speciality. It has been found that trained teachers known as itinerant and resource teachers are deployed to visits 3-5 schools having 3-4 CWSN at least 2-3 times in a week. Most of the parent ensures their children to be in school on

those days. Let's see impact of trained teachers' visit and their regular attendance at school.

Figure 3

Trained Teacher's Visit Vs Attendance



Data shows that visit of itinerant teachers have positive impact on attendance of disabled students. During study it was also found that since days of visit are fixed in school for teachers, so parents used to come with their child only on those visiting days.

That's why a significant strong correlation is not visible in attendance on visit of itinerant teachers. It has been informed during school visit for study that regular teacher sometime discourage such students for coming school daily, they tell them to come on only those days when itinerant teachers visit school. Teachers, parents and students all agreed that visit of itinerant teachers improve disabled child learning and confidence. Trained teachers make children and parents feel that they are taken care of.

Table 3
Special Teacher Impact on learning level of VI children

Special Teacher Visit / VI	Maths			Language		
	No Ans	Not Good	Good	No Ans	Not Good	Good
No Visit	13.64	45.45	40.91	22.73	40.91	36.36
Yes	0.00	46.88	53.13	0.00	45.31	54.69

Table 4
Special Teacher Impact on learning level of HI children

Special Teacher Visit/HI	Mathematics			Language		
	No Ans	Not Good	Good	No Ans	Not Good	Good
No Visit	6.25	50.00	43.75	6.25	56.25	37.50
Yes	7.78	56.67	35.56	8.89	63.33	27.78

Table 5
Special Teacher Impact on learning level of MR children

Special Teacher Visit/MR	Mathematics			Language		
	No Ans	Not Good	Good	No Ans	Not Good	Good
No Visit	17.65	64.71	17.65	17.65	52.94	29.41
Yes	7.04	83.10	9.86	8.45	71.83	19.72

It has been observed that learning level of only VI (Visually Impaired) children

improves with the visit of special teachers. Learning level of other types of CWSNs show negative impact. Visually impaired children need special reinforcement for Brail learning, which improves with special teachers visit. Other CWSNs don't need special skill, but need permanent engagement to improve learning outcome, which cannot be achieved with a short span (around 2-3 hours per week) of visit by special teachers. Regular teachers also neglect CWSNs, as they feel that they are the responsibility of special teachers.

Frequency of Special Teacher's Visit: Trained teachers are not posted in a single school and have to move school to school to teach and support CWSN. As discussed above, visit of trained teacher improve students attendance, now it has to be tested, is there any relation between frequency of visit and students attendance.

Table 6

Impact of frequency of visit of itinerant teacher on students' attendance

No. of visits per week	No Response	A	B	C	D
0-1	33	0	0	66	0
2	4	18	40	31	5
3-5	11	44	12	33	0

Frequency of trained teacher has positive impact on children's attendance. Most of the schools have been visited twice by trained teacher as per government directions. It makes parents get support & feel that he may get expert advice in case of need.

Table 7
Impact of frequent visits on CWSNs Learning Level

No of Special Teacher Visit	Maths			Language		
	No Ans	Not Good	Good	No Ans	Not Good	Good
0-1 DAY	33.64	31.82	34.55	33.18	28.18	38.64
2 DAY	4.81	55.93	39.26	7.41	55.56	37.04
3-5 DAY	11.11	50.00	38.89	11.11	27.78	61.11

Data show that learning level of CWSNs in mathematics has no impact of improved number of visits by special teachers, while learning level of CWSNs in language has improved with number of visits by special teachers. Mathematics demands a regular practice for better performance and that can be devised by regular teacher as visiting teacher cannot afford such time. Analysis of all tables done above has confirms that education of disabled child depends on special teacher and teachers at school.

TEACHERS' IMPLICATION ON DISABLED CHILDREN EDUCATION

1. Data shows that there is a positive co-relation between availability of trained teachers and attendance of disabled children at school.
2. Trained teachers improve children's attendance in school because Children want to interact with those, who understand them, who cares and love them, who is ready to support them and knows, how to support.
3. Trained teachers develop inter personal relationship with disabled children with ease.
4. Trained teacher has nominal or no impact on learning level of mathematics and language in CWSNs.
5. Parents and children have faith in expert trained teachers, as their teaching process is different from general teacher.

6. Data shows that there is a positive correlation between number of teachers in school and students' attendance & learning level. Parents expect enough number of teachers in school so that there is an academic environment at school.
7. Data shows that minimum number of teachers at school ensures attendance and learning level in children, due to a number of things:
 - a. Every class gets a teacher, which ensures learning and academic engagement of students at school.
 - b. When number of teachers is sufficient, disabled children have greater chance to get attention of teachers.
 - c. Teachers' availability improves discipline in school, which is needed for social reasons i.e. teasing, physical and mental abuses.
 - d. Teachers' availability ensures sports, games and extracurricular activity in school.
 - e. When number of teacher is sufficient they focus on teaching learning engagement with every child including CWSNs, which gives caring impression and results in attendance and learning.
 - f. Teachers get enough time to share and discuss problems with students/parents.
8. We see that higher number of teachers are not improving situation, means number of teachers have to be sufficient not extra for significant impact.
9. Data shows that visit of itinerant teachers (Special teachers) have positive impact on attendance of disabled students, and learning level in visually impaired children.
10. During study it was also found that since days of visit of itinerant teachers are fixed in school, parents used to come with their child only on those days.
11. It has been found that regular teacher sometime discourage such children with special needs not come to school daily, and inspire them to come only on those days, when itinerant teachers are supposed to visit school.

12. Teachers, parents and students all agreed that visit of itinerant teachers improves disabled child learning and confidence, which was visible only in VI students.
13. Trained special teachers' visit make children and parents feel that they are taken care of.
14. Frequency of trained special teacher visit have positive impact on children's attendance and language learning, though not found effective for mathematics.
15. Special teacher makes parents feel that they may get expert advice in case of need. Communication with special teachers boosts child's education.
16. If teacher give specific attention at class, child feel part of class and do better. If teacher doesn't pay attention such child will feel discriminated and alienated, and may leave school and not learn. So teacher has a bigger role of making inclusion of such child, caring them, making them feel that they and their classes are also for them.
17. Co-curricular interest of such students be taken care of by teachers to assimilate them in school system. Such children cannot go everywhere to fulfil their extra intellectual appetite, if school system doesn't provide them opportunity, they get disheartened and dropout. School system should try to find out their interest in order to know their learning process and fulfil their interest.
18. Students and teachers should be made responsive.

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