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### Result and Discussion

#### 5.1 Section I:

- a) Schooling and CWSN children's concern, despair and hope
- b) Shattered hope of opportunity, trust deficit and the sense of powerlessness
- c) CWSN as a member of community: Perspective and educational involvement
- d) Inferior education and improper training for life
- e) Emotional bonding, unpleasant encounter and challenges: The voices of the CWSN

#### **a) Schooling and CWSN children's concern, despair and hope**

The system of schooling is very complex process. In this process of providing the education to children with special needs; there are many areas and personals concerns. Every facility, resources and congenial environment is established by the people involved in the education system. These are Principal, teachers, supporting staff, supervisors etc. The Government has made policies to establish educational institutions in inclusive education set-up. Special provisions have been made for the children with special need. The researcher had seen and observed that the related resources are available in the schools but the optimum utilisation is not there. There is a dire need for the sensitisation of teachers, principal and other supporting staff towards children with special needs. Children with special needs are facing many problems which needs to be rectify. The researcher had identified a number of areas that they find difficult in their lives because of their disabilities, including a lack of

understanding and thoughtlessness shown by members of the public, access and design issues, service intransigence, transport problems, unequal access to information on services and entitlements, gaps in providing educational services, social isolation, and a variety of personal difficulties, such as reading and writing. They said that while these were not new difficulties and that the situation had improved over the years, they also said that much more needs to be done by everyone concerned. Verbatim comments in relation to each of these areas are essential to discuss. Some participants felt the situation was worse when the stereotyping was done by an organisation that was supposed to be working on behalf of people with disabilities. *“A number of participants mentioned instances where they were unable to access a building, use facilities, or manoeuvre through streets due to poor design of buildings or a lack of maintenance of footpaths. Others spoke of inadequate access to information, education and transport as being critical to the lives of everyone, including people with disabilities”.*

**b) Shattered hope of opportunity, trust deficit and the sense of powerlessness**

*“I am in a wheelchair and yesterday during the school function, the cars were all on the footpaths and we couldn't get down the road. Issues like people parking on footpaths or in disabled parking spots, this comes back to statutory address and implementation. We have parking spaces but not adequate implementation”.* There is an example of inflexibility services which was observed by a student that different disability person required different kind of accessible resources and support. Sometimes some students are getting the proper care and sometimes the proper care is missing. *“We have to make our services more flexible to meet our needs as they arise. Also, the mobility*

allow/permissions may be given to the students. Some participants were dissatisfied with the level of services provided to people with disabilities, while others said they had experienced difficulties by not knowing how to access services they needed”. *“When I move to some office for any kind of requirement they told me to go to another office and then another office also do the same”*. Single window system may be generated for the children with special needs.

**c) CWSN as a member of community: Perspective and educational involvement**

Most of the students felt that living alone which is named as isolation is a big condition for any one specially people with disabilities, especially if they are not cared one to one by their teachers. While some of these students were in a good relationship with their peer group, most were not. “Relationships were difficult to find due to their disability and the unreasonable boundaries that are placed on relationships in their service and by their parents. A personal lack of confidence and a tendency for some people with disabilities to place too much emphasis on their disability are also factors that were perceived to inhibit the development of long-term relationships. Few participants used social networking sites, partly out of fear and a lack of computer literacy”. Teachers are not paying much attention to acquaint students for the technology. Some other important and essential issues, some CWSN facing difficulty In daily living activities like washing, dressing, daily living activities, cooking, celebrating social festivals, family functions, driving, access to gymnasium, step out for shopping place and picture hall, going on holidays and managing money. “Independent living was perceived by this group to be primarily about choice and control. They felt that it was about knowing what you want and having sufficient support and resources to ensure it happens.

However, they also acknowledged that independent living was not always about doing things for yourself and that it often entails *knowing what you want and directing other people to do what you cannot do*". There are some limited hours for the personal assistance which is not sufficient. "The UN Convention on the Rights of Persons with Disabilities recognises the equal right of all people with disabilities to live in the community and to full participation and inclusion in the community. It is Government policy to support people with disabilities to live ordinary lives in ordinary places, and to reconfigure disability services and supports to achieve this. The policy is to progressively move people who live in residential institutions to more appropriate homes in the community".

#### **d) Inferior education and improper training for life**

It is very essential to understand the attitude of school personnel towards children with special needs. In this context the social construction of disability and various kinds of impairment can be discuss and realise the discrimination faced by children with special needs. Elimination of negative attitude is not seen whereas the intervention of various facilities not given to the children with special needs. The provision for education is very high to bring the children with special needs into the mainstream but these provisions are not applied in letter and spirit. Therefore, many time parents and students are of the view that they are wasting their time, money and energy in the School. Inclusive school most of the teaching learning process is for general students. Because of this child with special needs deprived and feel discriminated as they could not understand the concept taught classroom. They completely depend on the resource teacher. The resource teacher does not visit School every day and to note attention

effectively to every student. In this way children with special needs keeps on waiting for their turn to come and syllabus is completed. Assessment system of the school is not appropriate because there is a common assessment system adopted for general and special children. The pattern of examination is faulty. Various provisions which are already their policy document for children with special needs in an inclusive school are not adopted properly. Different disability concern students' needs different type of accessibility and different types of reading- learning material. This all reflects the improper training for life. No skill-based and vocational training is given in the school. Participation in co-curricular activity are very low.

**e) Emotional bonding, unpleasant encounter and challenges: The voices of the CWSN**

Emotional bonding between teacher and students gives direction to the child to come to school on time. The emotional bonding is missing a lot. Attitude of school personals needs to reviewed. The negative attitude was perceived by some of the children with special needs. They discuss that this is the barrier and make us depressed. It realises every time that we are burden on the society. There are various strategic approaches to develop attitude interventions at educational institutions. The negative attitudes deal directly against various kinds of discrimination and various kinds of injustice. This kind of interventions of various kinds of justice and nondiscriminateness promote and help in equality in the field of education with desired employment. It is very essential to understand the attitude of school personnel towards children with special needs. In this context the social construction of disability and various kinds of impairment can be discuss and realize the discrimination faced by children with special needs. Elimination of negative attitude is not seen whereas the intervention for developing attitude must be

of wide range. Disability Awareness Training is needed for all the teachers or aspirants but the way it is carried out is matter. It was observed that the teachers are well qualified but because of the attitudinal factor the skills are not reflecting during teaching learning process. The impact of awareness training on disability should be monitored and evaluated. It helps in developing type of equality, type of autonomy, type of dignity and type of solidarity or type of social justice – which is essential if governments and individuals are to commit themselves to ensuring that each and every person can access the required places.

“Attitudes are directly influenced through questioning, personal experience and positive or negative reinforcement (Fossey, 1993; Sdorow, 1990, cited by Eby et al, 1998). Attitudes are indirectly influenced through social learning and observation or by learning through association (Fossey, 1993; Sdorow, 1990 cited by Eby et al, 1998). Teachers’ attitudes towards students with disabilities have a significant impact on the educational experience (Kenny et al, 2000 cited by Lodge et al 2004<sup>1</sup>; Genesi, 2007). While legal mandates declare that children with disabilities may be included in the regular classroom, these mandates don’t ensure that they will be accepted or treated fairly by their teachers or peers (Genesi 2007 citing Marks, 1997). Mason (1995) cited by Lodge et al (2004) argues that schools need to actively engage in challenging pervasive societal attitudes of able-bodyism and able-mindedness”. The social construction of disability is depending on various factors and leads to effect self-esteem. The person become ambivalence, stereotyping, stigmatization, prejudice and discrimination. *“Social isolation would appear to be a critical and increasing problem for many people with disabilities, particularly if they are more in number in one class. This problem is compounded by difficulties associated with the development of personal*

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<sup>1</sup> Lodge, A., Lynch, K. (2004) Diversity at School, Dublin: Institute of Public Administration

*relationships, some of which are personal and others the result of families and service providers that are perceived to be too protective. Independent living was perceived by this group to be primarily about choice and control. They felt that it was about knowing what you want and having sufficient support and resources to ensure it happens. However, they also acknowledged that independent living was not always about doing things for yourself and that it often entails 'knowing what you want and directing other people to do what you cannot do'. The provision of adequate resources and assistance with routine tasks would represent a significant help for many of these participants in living independent lives”.*

## **5.2 Section II:**

- a) Concerns, worries and hope: Voices from the teachers
- b) The problem of access to educational opportunity

### **a) Concerns, worries and hope: Voices from the teachers**

As everybody knows that our society is becoming more and more complex day by day so the teacher has a crucial role to play. He has a lot of responsibilities to be dealt with disabled children. And for this, he has to seek help of the inclusive setting which necessarily requires co-operation and good understanding between regular special and resource teacher. For teaching the scholars have set the theory of 3R's Rights, Roles and Responsibilities. The teacher is always impartial and who treats all students equally. All the students should be given equal opportunities to learn whether they are dull, intelligent etc. all students should be treated equally. This equality and security will be ensured only by the teacher. Teacher is considered the specialist of human

behaviour who provides specialized instructions and support to the students who are in need without labelling them. The responsibility of a challenged child should be undertaken by all teachers. Some of the areas are identified where teachers try to act as per the requirement of the child and as per the RPWD Act 2016 like:

1. He should make the students understand and accept human differences.
2. He should adopt the 'Zero rejection policy'.
3. He makes the child realize his calibre and potentiality.
4. He motivates the child to enrich his various skills.
5. The teacher infuses positivity among students.
6. He assesses child's potentials.
7. He also assesses learner's needs.
8. He constantly reassesses child's progress.
9. The teacher regularly observes the behaviour of the child.
10. By regular assessment, he determines the strengths and weaknesses of the learners.
11. He ensures the cordial relationship between students with and without disabilities.
12. He develops self-concept in disabled children.
13. He provides the realistic opportunity to the disabled students to become sciatic.
14. He motivates the parents of children with SEN for involvement in setting individual goals for their children.
15. He develops self-confidence in the children.
16. He motivates exceptional children to gain maximum achievement.
17. He makes the child emotionally, physically and educationally sound.
18. He provides the students career-counselling.



Special education teacher has a significant role to play for the development of the child with special education needs. The study has compiled the views of special educator/resource teacher where they claimed that they are not benefiting the end users. Resource teacher has given various areas where they need to work at the ground level but due to availability of time, resources and a greater number of students; fails to perform their duties. The researcher has identified certain areas where the teacher needs to think of like:

1. The teacher infuses certain skills in SEN child.
2. He should enhance his ability to acquire, organise, identify and communicate information.
3. He should develop the ethics to work co-operatively with other professionals dealing with the students with special educational needs.
4. He should make him capable of working with various technologies.
5. He should also feel the needs for parents of SEN child.
6. The teacher should collect the relevant material for children with special needs.
7. He should determine the practical steps necessary for meeting the needs of the child with special needs.

**Handling of Visually Challenged Children**-Teacher have a great responsibility especially for the visually challenged students. The following steps are missing in the sample schools like:

1. The foremost is positive treatment to them.
2. The teacher should arrange adaptive environment for physically challenged particularly and for visually challenged.
3. He should adopt role playing methods to increase self confidence in SEN Child.
4. They should be asked to sit in the front rows of the class.

5. The concerned students should be motivated to participate in various activities.
6. He should make provision for their interaction with the well sighted students.
7. For the partially sighted, large printed material should be used.
8. He should use specialized material and equipment
9. Medical security should be ensured.
10. The well sighted students should understand the problem of visually impaired.

**Handling of Hearing disabled Students** – the children with hearing disabilities also require a special care form the teacher which seems to be partially missing like:

1. They should be co-operated in facing their problem.
2. When they speak, they should face the students.
3. Material should be provided with chalk board and/ or handwriting.
4. Their dictation should be slow.
5. Teacher should encourage the children to participate in curricular and co-curricular activities.
6. He should avoid lengthy sentences.
7. He should avoid lengthy sentences.
8. Report of the children should be submitted to the parents frequently by the teacher.
9. He should use the modern techniques in such a way that hearing-impaired child can get it properly.
10. He should maintain the link among resource, teacher, parents and community.

**Handling of Orthopedically Handicapped Students** – Teacher's role in dealing with physically challenged children is very noteworthy. Though the children with and without disabilities are not generally different yet children having disabilities need

much attention. The following are some points which was necessarily to be noticed missing while dealing with the children having orthopaedic disability:

1. First, he should be made confident of his disability as miniature.
2. Teacher should teach the child to handle the disability in a better way.
3. He should be taught to handle all parts of his body even the paralysed part also.
4. He should teach him the determination, patience and courage.
5. His posture and position in class should also be well defined and designed.
6. He should be treated as common student with special attention.
7. Their dependence should be removed at the earliest.
8. He should be made capable of handling his needs in his own way independently.

**Handling with the student having learning Disability-** The dealing with the children having learning disability is the most challenging task in teaching learning process especially in inclusive school. Such group of children needs special attention and teachers are particularly trained for them because their disability is directly related to the education purpose and this affects deadly the purpose. So teacher has to be very careful to deal with children with learning disability. The few areas are partially missing which was observed and interact with children, parents and teachers like:

1. The resource teacher should work with the parents and other teachers because he only cannot handle such cases.
2. He should pay particular attention to the problem (s) faced by the child.
3. He should work in the direction of developing the ability in child.
4. He should differentiate the meanings of words in different context.
5. He should make a frequent observation and assessment of child's activities and characteristics.

6. He should also be made part of the activities done by other student having no disabilities.
7. Teaching aids are the proved weapon for such children.

**Handling of Children with CP-** They are some special children who also require special attention and efforts as were done in case of dealing with the children having learning disability. They should also be treated differently. The following areas were seeming to be missing:

1. Motivation is the unmissed weapon which cannot be replaced with other.
2. The other students having no disability should also be motivated to treat the sufferer well.
3. The resources teacher should treat them on regular basis and handle them politely.
4. Audio-visual aids should be used.
5. Emotional support is a must.
6. The different kinds of people should be easily accessible to the sufferer.
7. The students should be engaged in all types of co-curricular activities.

It is natural and obvious that the physically or mentally challenged students are handled by a special teacher or a resource teacher. They are helpful for the general class teacher and also for the successful inclusion. It is the resource teacher who prepares such an environment in which both disabled and non-disabled children sit together and positively affects the inclusive set up. He is the only person who makes the disabled child feel home like in the company of students without disability. The following are the responsibilities of a resource teacher wants to perform but due to related support they cannot perform accordingly. Resource teacher could not ensure the success of inclusion but he helps in identification of disabled children. He could not continuously

monitor the progress of the disabled child. He was not maintaining the laicism with other professionals in relation to the child. He fails partially in the following more areas:

1. A screening test should be organised for a disabled child.
2. A specific environment should be created for the children with SEN.
3. A resource room help should be provided until he gets involved in the regular classroom.
4. Particular seminars and programmes are to be organised to motivate the suffering children.
5. An assessment of the needs of the child should be done.
6. A certain progress report should be made.
7. He should enable other teachers to acquire educational and communication related potential of children with disabilities.
8. He should diagnose the problem and carry out the remedial work.
9. He is necessary to achieve maximum level of independence and ensure high productivity.
10. He makes other teacher familiar with the equipment use for disabled children.
11. He helps in developing individualized education programmes.
12. He prepares a report on the basis of data collected and communicating results to the other staff members.
13. He makes all the students with disability home like among other students having no disability.

#### **b) The problem of access to educational opportunity**

In Indian school the quality of education which is provided to the children matters and therefore it pays attention to teacher morale, academic performance, strong and

insignificant curriculum, high enrolment rates and repetition rates highlighting the need for critical participation and evaluation of this universal curriculum. of type of equality. However, type of efforts to address these issues cannot be seen alone in the social and educational context. Any attempt to create a truly inclusive type of program (extending beyond minimal educational ideas for children with disabilities as currently thought) ultimately needs careful consideration of all aspects of learning and social. It involves the need to deal with problems at large, small, large levels. Here it not only recognizes the diversity of society in terms of importance, but also brings an important focus on the need to consider school responsibilities, attitudes and the role of teachers and the vision of a developing education community. Evidence from Singal (2006b) and Jha (2002) shows that type of awareness in a particular sense, such as 'inclusive education' is not a guarantee that teaching habits of type of learning are included. Changes in the type of classroom require simultaneous changes in type of technology, type of curriculum structure, and type of changes in attitudes and type of beliefs as reflected in the school culture. While it is important for teachers to be informed and assisted in developing new teaching strategies, focusing on that knowledge emphasizes the need to focus on changing values, beliefs and attitudes. There is a requirment to examine again the ideas surrounding type of values and type of educational goals for children with disabilities. Ongoing debates about 'inclusion' in India could provide an impetus for critical understanding in current teaching practices and type of education policies. The inclusion requires a different type of school culture, and this could be an opportunity for the type of Indian education system to test its many failures so that we can participate in the type of visible world.

### **5.3 Section III:**

- a) Parents and the community members: Education and educating their CWSN children

#### **a) Parents and the community members: Education and educating their CWSN children**

##### **Role of Family in the Modern Age**

Today the aim of education in our country is to make the children capable citizens of the democratic country through their physical, mental, moral, social and cultural and vocational development. These days the necessity of education for religious and spiritual development is also being considered essential. The family helps us in achieving these aims. There is no society in the world where family system in some form or the other does not exist. Family is a universal institution. It is found all over the world. In the family organisation, each member has responsibility towards it. Family is at the centre of social organisation. All families together constitute the society; the family is a small unit of the society. Therefore, the first support for CWSN is given by the family members. The family is the cradle of social virtues. The CWSN learns social virtues while living within the family. The family influences the child's personality in a great measure. A family is a permanent social institution which helps their CWSN for their educational rights. It is the first duty of the parents to give equal opportunity to their general and special children. Researcher has observed that there is a big problem with in the family to provide easy access to their CWSN . Their financial condition does not allow/permit them.

## **Making Community an Effective Agency of Education**

The community and the schools should work in tandem, they must complement each other. The school must function as a centre of the community. It must participate in the activities and programmes of the community. The school and the community should cooperate with each other. The community should act as a role model before the CWSN. The children will emulate them. The community should provide the CWSN with pure environment in which they can develop in the best possible way. The outlook of the community should be broad, not narrow. The community should develop in the CWSN reasoning and critical powers. The co-operation of the family should be sought for making the community a powerful agency of education. The state should extend full cooperation in the educational activities of the community. Many facilities are provided but at the ground level it was observed by the researcher that the end user i.e. CWSN is not benefitted.

## **Role of Family in Parent Professional Partnership with school**

The parents should ensure that their children's admission (CWSN) in the school is in time. Late admission can make the children lag behind in studies. The parents should provide for the educational requirements of the child (CWSN) like, books, exercise books, pen and other educational material so that the children do not feel handicapped on this account. The parents must keep track of their (CWSN) children's attendance in the school so that they attend school regularly. And if they are irregular, the parents must learn the cause and try to remove it. The parents should take interest in the studies of their children (CWSN) and must know their educational progress and their participation in other activities in the school. The parents should solve the problems that hinder the development of the interests of their children. The parents should make regular visits of the school of their children to find out if they have any problems, and



if they do have any, their solution should be sought. The parents should regularly check the school diary of their children and the information sought about the children should be made available to the school. The parents should encourage their children (CWSN) to participate in the co-curricular activities of the school and help them in the all-round development of their personality. The parents should find out the weaknesses of their children and find a solution to him. If the child is weak in mathematics or in science, the parents should meet the teachers concerned and help their child at home in his studies, in the subjects he is weak in. They should devote additional time to the child to remove his weaknesses. The parents should give due regard to the teachers. This will cultivate in the children a habit of showing proper regard to their teachers. The parents should see the school report of the children regularly. This will help them to know if their child is weak in any subject or if he is suffering from some ailment. They should see that the child's problems, if any, are solved. These were the views of the parents and teachers but they were not showing any interest because of many reasons. It is clear that home and school complement each other. The responsibility for the education of the family does not fall on the Teachers alone. The parents too must also bear the responsibility. *Vinoba Bhave has rightly said, "In an ideal scheme of things home should become school and school should become home"*. If the children get the home atmosphere and if the home provides a congenial environment conducive to education, their hidden capabilities and powers will come to the fore and can be developed suitably well. In this way the school and home are the two sides of the same coin.

### **Benefits of Parent Professional Partnership**

In inclusive education, parent professional partnership is very beneficial in the education of disabled and non-disabled students. There are the following benefits of Parent professional partnership which researcher has acknowledged.

1. Parent professional partnership is helpful for the identification of diverse needs of students at homes as well as in schools.
2. It is helpful in making education more meaningful and useful for all students.
3. It respects each student needs and preferences.
4. In parent professional partnership, the suggestions are given to overcome the barriers in education.
5. Parent professional partnership provides equal learning opportunities of all learners.
6. This partnership plans to meet, create and evaluate students together.
7. It is helpful in creating well designed individualised educational programme.
8. It provides adequate supports and services to the exceptional children.
9. It makes SEN learners emotionally, psychologically socially and economically sound.
10. In parent-professional partnership, the professional skills are developed in the area of cooperative learning peer tutorial and adaptive curriculum etc.

Developing parent professional partnership is not any easy work. It requires commitment, time and extra support to be successful. So great efforts should be made for active parent professional partnership. Collaboration between parents and professionals is based on well-constructed plans that identify specific accommodation, modifications and goals for learners with SEN and coordinating effective communication between parents and professionals. In order to build type of strong partnership, type of families and type of school staff members need time to get to understand each other better, plan how to work together to adjust SEN learners with normal learners. There is need of reinforcing mutual trust and belongingness. Proper information and training services should be provided to parents so that they can

understand the concept of inclusion. School staff should always create a welcoming environment for parents.

#### **5.4 Section IV:**

##### **a. Findings on the basis of observation**

- i. Peer-to-peer relationships**
- ii. Evaluation of children's individual needs**
- iii. Extra time and individual attention**
- iv. Assessment modes**
- v. Encouraging desirable behaviour**
- vi. Teaching and resources for inclusion**

##### **b. Critical reflections: concluding thoughts and future possibilities**

##### **a) Findings on the basis of observation**

###### **i. Peer-to-peer relationships**

Good relationships with peers make significant contributions to healthy emotional well-being. Traveling around the globe can be a daunting task. Children and adolescents benefit from the social and emotional support of friends, but they may also experience occasional social pressures and peer pressure. Peer-to-peer relationships provide a unique type of environment in which children learn a type of social skills, such as empathy, type of cooperation, and type of problem-solving strategies. Peer-to-peer relationships can also have a negative impact on social development through bullying, isolation, and deviant peer practices. Emotional education programs for all, school-based, and social programs provide a solid foundation for promoting healthy social development and building positive peer culture.

## **ii. Evaluation of children's individual needs**

Evaluation of CWSN is a very complex process. But it is well defined. It can not be same as general students. There are various classroom activities which can not be performed by the visually impaired children. In the same way hearing impaired children and mentally disability children cannot perform all the activities of the classroom. Therefore, individual needs of the different types of disability requires different evaluation types. Resource teachers can add their expertise in this area. It was observed that the low vision children are not getting question paper of larger font. Some students want their question paper to be readout when they required but it does not happen.

## **iii. Extra time and individual attention**

“Extra time and individual attention were both used as a differentiation strategy by some of the respondents to support CWSN”. They are supposed to get extra time in examination but the invigilator puts pressure on the mind of the child to finish before time. In this pressure students do not complete their full question paper. On the other hand, they get comments like, *Zayada time lakar bhi tum kuch nahi kar saktai*.

## **iv. Assessment modes**

Depending on their beliefs about “the inclusion rate, five of the respondents tried to introduce various assessment methods in their teaching, so that other CWSNs were better supported in academic progress with their peers. Saima reports how it separated the test of one child with a short attention span that sometimes could not understand instructions either orally or in writing”.

## **v. Encouraging desirable behaviour**

Some teachers believe that it is possible for them to be able to maintain a healthy flow of instruction in their classroom. If a child was upset or indifferent, they would stop

calling their name, so as not to embarrass themselves and use subtle tactics to help them regain their focus.

**v. Teaching and resources for inclusion**

As another type of segregation, teachers have used a type of resources and created their own to make type of inclusion possible within and outside their regular classrooms. The observation mentioned that the funds for the resources are available but resources are not available. The resource rooms are taken into use of other activity.

**b) Critical reflections: concluding thoughts and future possibilities**

Efforts aimed at educating children with disabilities in India have been largely based on the broader concept of social justice, with a focus on achieving equitable policy and the provision of resources (as evidenced by a strong focus on resources, resources and resources). However, working with such a sense of justice is the same rather than slowing down and there are two fundamental flaws. Firstly, it is extremely selfish in its appearance and finds the problem ‘inside’ the child, and secondly it takes attention in asking how community structures and institutions support patterns of injustice. On the other hand, it can be argued that this focuses on the redistribution of desirable and essential resources, as children with disabilities are often economically disadvantaged, and without these special programs can often be deprived of essential needs. However, a little attention to construction issues is not enough and does not provide all justice. Here the tendency to ‘fix’ a first-degree concern, where access does not work automatically brings balance. “All the government policies and measures are absolutely critical to attaining full inclusion and equity for all SEDGs - but they are not sufficient. What is also required is a change in school culture. All participants in the school education system, including teachers, principals, administrators, counsellors, and

students, will be sensitized to the requirements of all students, the notions of inclusion and equity, and the respect, dignity, and privacy of all persons. Such an educational culture will provide the best pathway to help students become empowered individuals who, in turn, will enable society to transform into one that is responsible towards its most vulnerable citizens. Inclusion and equity will become a key aspect of teacher education (and training for all leadership, administrative, and other positions in schools); efforts will be made to recruit more high-quality teachers and leaders from SEDGs in order to bring in excellent role models for all students”. As per the National Education Policy-2020, “Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities”.

### **5.5 Limitations encountered in the fieldwork**

All researcher encountered some type of limitations, which is an inevitable result of the given research process. In short, it can be focus on one macro limit: the lack of type of information about type of special needs in India. Lack of type of available information and type of data on the status of people with disabilities in Delhi was a major problem. The unavailability of any recent statistics regarding the number of CWSNs enrolled in ordinary or special schools means that it has been difficult to determine the severity of the national situation. Most government websites point out the location of the disability,

but even international type of organizations, such as UN, UNESCO and UNICEF, have failed to provide detailed type of information on CWSN education enrolment in their latest type of reports. While it can be argued that my study was a type of quality account of what teachers can do in their schools in working for inclusion, it may be helpful to set homework in the larger context of existing policies and practices in the country more broadly. One of the reasons for the type of lack of up-to-date information can be attributed to the fact that there are two different departments of education and special education, which are integrated with the schools. In addition to the type of lack of data, there is a type of lack of thought-provoking and motivational issues. It took lot of time and energy to get original data. Principal is not ready to talk much in this regard. One important challenge that has persisted during this research has been the differences in the understanding and use of different words and terms. Many students were of the view that my report will help them in getting their educational rights properly. This thought of the students deeply shattered me because at that time I can collect data only. I cannot help them in anyway.

## **5.6 Educational implications and National Importance of the Study**

“All persons with disabilities have the right to be free from discrimination in the enjoyment of their rights. This includes the right to be free from discrimination on the basis of disability, but also on any other basis such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status”.

Through the voices of the children with special needs collected in this research few areas where CWSN needs respect and lead a dignified life like: type of equality before the type of law without discrimination, type of right to life, type of liberty and

type of security of the person, type of equal recognition before the law and type of legal capacity, type of freedom from torture, type of freedom from exploitation, type of violence and type of abuse, type of right to respect physical and mental integrity, type of freedom of movement and nationality, type of right to live in the community, type of freedom of expression and opinion, type of respect for privacy, respect for home and the family, type of right to work, type of right to an adequate standard of living, type of right to education, type of right to health, right to participate in political and public life, right to participate in cultural life and many more.

“All persons with disabilities have the right to be free from discrimination in the enjoyment of their rights. This includes the right to be free from discrimination on the basis of disability, but also on any other basis such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

- a) undertake or cause to be undertaken surveys, investigations and research concerning the cause of occurrence of disabilities;
- b) promote various methods of preventing disabilities;
- c) screen all the children at least once in a year for the purpose of identifying at-risk cases;
- d) provide facilities for training to the staff at the primary health centres;
- e) sponsor or cause to be sponsored awareness campaigns and disseminate or cause to be disseminated information for general hygiene health and sanitation;
- f) take measures for pre-natal, peri-natal, and post-natal care of mother and child;
- g) educate the public through the pre-schools, primary health centres, village level workers and anganwadi workers;
- h) Create awareness amongst masses through television, radio and other mass media on the causes of disabilities and the preventive measures to be adopted”.

The Central and State Governments and local authorities needs to ensure that every type of child with disability has access to free and adequate education till the age of 18. “The Govt. shall provide aids and appliances to persons with disabilities and



shall provide land at concessional rates for allotment to persons with disabilities for housing, business, special recreation centres, special schools, research centres and factories by entrepreneurs with disabilities. Govt. transport shall take special measures to adopt their facilities and amenities so that they permit easy access to persons with disabilities, inclusive of persons on wheel chairs. Building and toilets shall be constructed with ramps and other features so that wheel chair users can have access to them. Government and local authorities shall promote and sponsor research in order to prevent disability, rehabilitate the disabled, develop assistive devices, identify jobs for disabled and develop pre-disabled structural features in factories and offices. Person having eighty per cent or more of one or more disabilities are considered persons with severe disability. Governments shall establish and maintain institutions for them. Where private institutions exist, which meet Government standards, they shall be recognized as institutions fit for persons with severe disabilities. The Central Government shall appoint a Chief Commissioner for persons with disabilities for the implementation of this Act. The Chief Commissioner shall coordinate the work of the Commissioners, monitor the utilization of funds given by the Central Government for persons with disabilities, ensure that rights and facilities made available to persons with disabilities are protected, and submit an annual report to the Central Government on the implementation of this Act. As any individual knows, every child comes into a family with an abundance of needs: to be loved and cared for, nurtured, fed, clothed and educated, among other things. A child with special needs is basically a child who, because of his or her unique medical or developmental difficulties, has needs in addition to those of his or her peers. Special needs may range from mild to more severe. Most special needs respond well to treatment or special programs and services”.

“The teacher plays a very important role in accomplishing most of the needs of the child. The Disability Act 1995 and UNCRPD rights is an important aspect for the teacher to explain it to the parents and other stake holders. Role of the teacher is very crucial while dealing with CWSN, teacher has to understand the meanings of each disability, identify the child and classify it to which group of disability it belongs to, and later send the child to a professional for assessment and once the assessment is done, she can plan for further intervention jointly working with professionals and parents”. The National Education Policy (NEP) 2020 speaks for supporting Children with Special Needs (CWSN) which is reflecting in this figure below:



**Figure 7: National Education Policy (NEP) 2020: Supporting Children with Special Needs (CWSN)**

The Policy also identify the importance of creating and developining enabling mechanisms for providing Children with Special Needs (CWSN) or Divyang, and the same opportunities of obtaining type of quality education as any other child. “The Policy also recognizes the importance of creating enabling mechanisms for providing

Children with Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child. Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a ‘system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPwD. To this end, schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act. Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This will apply to all school activities including

arts, sports, and vocational education. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. Adequate attention will be paid to the safety and security of children with disabilities. The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation”.

### **5.7 Suggestions for Further Research**

There are six main types of disability discrimination like direct type of discrimination, type of indirect discrimination, type of failure to make reasonable adjustments, type of discrimination arising from disability, type of harassment and victimisation. In the present research; all the areas were taken into consideration in the form of voices of the specific group. These areas can be taken independently to contextualise the actual situation. The related suggestions may be made for the implementation of the policies.

Social Security is another area which can be taken for the research like financial type of assistance to non-government organizations for the rehabilitation of persons with disabilities, Insurance coverage for the benefit of the government employees with disabilities and unemployment allow/permitance to the people with disabilities who are registered with the special employment exchange for more than a year and could not find any gainful occupation.

Grievance Redressal is an important area where following areas suggested for the research like: violation of the rights as prescribed in this act, people with disabilities may move an application to the authorities.