
Chapter V
Result and Discussion

CHAPTER-5

RESULT AND DISCUSSION

The research findings in connection to the study's goals are reviewed in this chapter, followed by a discussion of the study, educational implications, and research ideas.

5.1 Research Question-1

What are the perceptions of teachers for factors affecting the learning of intellectually disabled students? a) Psychological Factors, b) Social Factors, and c) Learning Environment Factors.

The purpose of this research was to find out what educators thought about inclusive education. During the previous decade, the Indian educational system has undergone significant changes. As a result of these changes, children with learning difficulties have been integrated into mainstream classrooms, which have influenced instructors' teaching methods. The perspectives of government inclusive school instructors about inclusive education for intellectually impaired children, learning challenges, needed abilities, and support systems within an inclusive environment were studied in this study.

a) *Psychological Factors:* The researcher discovered themes or categories that were shared by all of the instructors in the study. This featured education is based on an individual's ability or handicap, all children's rights, policy viewpoints, and the school as a social extension. The majority of teachers thought of inclusive education as a way to accommodate a child's ability or impairment. Pupils with intellectual disability are considered as having a deficiency, and hence are unable to function like "normal" students, according to a medical paradigm (*Hays, 2009; Engelbrecht, 2006*). Teachers in this study, on the other hand, did not regard these students as having a "disability," but rather as being unable to cope with the demands of a typical classroom. In India, inclusive education is a human rights technique that incorporates inclusion principles into the rights of many marginalised children (*Engelbrecht, 2006*). Regardless of their IQ, disability, gender, colour, ethnicity, or socio-economic background, inclusive education

aspires to promote educational fairness as well as social, economic, and political equality to all pupils (Shongwe, 2005). These findings support those of Moolla (2005), who claimed that teachers do not have a good knowledge of how to educate intellectually impaired kids in inclusive settings because they lack a strong theoretical understanding of the movement toward inclusion, and teachers are unsure how their roles and responsibilities should be adjusted accordingly. Teachers expressed a lack of time and ability to provide individualized attention to students with intellectual disability. This was also the situation observed by *Avramidis, et al. (2000)*, linked many of the learning hurdles to teachers' inability to adequately address all inclusive educational methods due to a lack of time. In this study teachers claimed that students without disabilities were demanding and needed more involvement from them. Teachers, on the other hand, appeared to be split on whether or not to demand more from children with intellectual disability. Some of the teachers said that they felt it was necessary to remove students with intellectual disabilities from class in order to provide additional help. This might be due to their belief that they are unable to provide one-on-one attention in the classroom, since time constraints were considered to be a barrier to the successful implementation of inclusive education in this study. These findings are in line with those of Downing and Williams (1997), who discovered that in an inclusive setting, all students become more aware of others' needs and more comfortable with people with intellectual impairments. The number of instructors who agreed and disagreed with this assumption was equal in this survey. As a result, many teachers regard the inclusion of kids with intellectual impairments in the classroom as a negative and damaging experience for all pupils. These findings are consistent with *Shongwe (2005)*, who believes that include students who have intellectual disability may be good and advantageous, as well as negative and disastrous.

b) Social Factors: The majority of favourable replies in this study lacked context as to why teachers are in support of inclusive education policy. It seemed that teachers gave more society based answers, and that they may not have expressed their genuine feelings towards inclusive education. Although inclusive education was seen positively, teachers believed that India may face challenges by implementing inclusive education system. This recent study emphasized teachers'

positive views on inclusion, which entails integrating students with intellectual disabilities into regular classrooms. According to *Pavri & Monda-Amaya (2001)*, *Wylde (2007)*, and *Shongwe (2005)*, inclusive education can help students with intellectual disabilities to feel a sense of belonging and membership, as well as improve their social well-being. The findings of this study concluded that teachers believe in inclusion because it gives opportunity for students who have no impediments to learning to become used to new situations.

c) ***Learning Environment Factors:*** Due to a lack of adequate training programmes, teachers have a negative image of the inclusive education idea for the learning of intellectually impaired pupils. The participants were discouraged by their own lack of training in both inclusive education philosophy and the abilities necessary to become a successful educator. In terms of answers, there was a sense of desperation based on what the participants thought they could take. Effective training is an important aspect of a teacher's teaching-learning process, and schools should make this available to both special and ordinary teachers. Teachers' unfavorable comments were connected to poor opinions of inclusive education for intellectually disabled as a result of training, unreasonable expectations, resources, inability to provide adequate attention, teachers' personal perspectives, and lastly class size. The majority of teachers see the amount of the challenges in learning as a reason for inclusion failure and the formation of unfavorable views. Due to a lack of or insufficient preparation, teachers had unfavorable attitudes toward intellectually disabled students in an inclusive education. This outcome is consistent with the research, which shows that training on inclusive policies improves teachers' attitudes and views (*Avramidis & Norwich, 2002; Thomas, Walker & Webb, 1998*). Teachers expressed dissatisfaction with the lack of training and skills required to execute inclusive education successfully, which is in line with Scott's (2006) results. The paucity of resources in schools, according to the teachers in this study, has an impact on the implementation of inclusive education. Many instructors considered that inclusive education was a costly activity, hence money was deemed to be a desirable resource. According to reports, there was a scarcity of human resources, such as remedial instructors and resource centre schools. This appears to be linked to teachers' attitudes of students with intellectual disabilities who attend

special schools, with the majority agreeing that they should be there while a considerable number disagree. Insufficient resources were recognised as a prevalent problem in studies by “*O. Rourke and Houghton (2008), Lifshitz, Glaubman, and Issawi (2004)*”, and *Engelbrecht et al. (2003)*, who found that limited resources was a common concern with relation to the successful implementation of inclusive education. In the past, insufficient materials were supplied to teachers, was the central tenet for strain in teachers, according to *Engelbrecht et al. (2003)*.

5.2 Research Question-2

What do teachers perceive to be barriers in learning of intellectually disabled students?

Intrinsic and extrinsic variables that might either inhibit optimum learning or limit the amount to which students can benefit from education are referred to as learning barriers (*Amod, 2003*). Teachers in this research emphasized the importance of removing obstacles to learning in the classroom, and they were able to link intellectually disabled students' barriers to learning to their school performance. Only a few teachers were able to link students' academic success to their overall social functioning. This showed that teachers were aware that some learning hurdles, if not addressed in the classroom, may limit a child's capacity to attain their full potential beyond school.

Hays (2009) classified learning hurdles into four categories: cognitive barriers, physical barriers, emotional barriers, and environmental barriers. Participants in this study stated and emphasized specific learning hurdles, which were thus viewed as crucial issues that should not be included in the four key themes discussed. Pervasive societal circumstances and attitudes, improper education policies, unhelpful home or school environments, or a classroom scenario that does not fit the learning needs of an intellectually disabled student are all considered as "barriers in learning" (*Booth, 1999; Engelbrecht, Green, Naicker & Engelbrecht, 1999*).

Psychological barriers in learning, cognitive barriers in learning, communication barriers, social barriers in learning and cultural variables were the primary challenges in learning of intellectually disabled students in this study. Emotional barriers in learning

were shown to be the most common and severe hurdles to learning in the classroom as a consequence of this study. This is in line with study, which found that instructors regarded emotional and behavioural challenges as the most difficult to incorporate into the classroom (*Avramidis & Norwich, 2002; Avramidis & Kalyva, 2007; Avramidis et al., 2000; Hays, 2009*). According to *Engelbrecht et al. (2003)*, parents' active participation and involvement in their children's learning and development is a critical component. However, as seen by the findings, teachers pointed to a lack of parental participation as a hindrance to learning.

This reflected the findings of studies on students with intellectual disabilities, as well as the evident absence of parental participation, which has an influence on those students' capacity to study at their best (*Engelbrecht et al., 2003*). This study was place at government schools, where the majority of students came from low-income families. This study has linked a lack of parental participation to transportation issues, implying that these families lack the financial resources to participate physically in their children's schooling. Poor health care for low-income families is thought to have an influence on family engagement, since many parents are too unwell to actively assist their children with homework at home (*Engelbrecht et al., 2003*). Within this study, the intellectually disabled students' and their families' socioeconomic position, which was referred to as "poverty," was considered as a significant hindrance to learning.

Emotional illnesses, such as rage, despair, emotional outbursts, and bad attitudes, were highlighted by teachers in this study as having an influence on students' capacity to learn. Teachers in this research, on the other hand, did not believe that pupils with intellectual disabilities were more difficult to punish than students without special needs. This is somewhat contradictory because they claim that students with intellectual disabilities disrupt the flow of the lessons and hinder learning, but they are not seen as difficult to discipline.

Teachers did not indicate cognitive deficiencies (intellectual functioning) as the most common obstacle to learning in the classroom in this study. As a consequence of the findings, Teachers identified dyslexia, ADHD, auditory issues, visual problems, speech problems, literacy hurdles (reading and writing), and general learning challenges as learning difficulties. As a result, Teachers began to believe that cognitive impediments to learning were common in the classroom. This is consistent with previous findings

suggesting that Teachers are hesitant to include child with minimal cognitive delay, weak intellectual functioning, and hyperactivity in regular schools (*Avramidis & Norwich, 2002; Avramidis & Kalyva, 2007; Avramidis et al., 2000; Engelbrecht et al., 2003*). According to study, teachers were concerned about fulfilling government criteria and changing the curriculum to fit the needs of all students (*Cushing et al., 2005; Engelbrecht et al., 2001*). Curriculum uncertainty was noted in this research as a source of concern for teachers, with teachers struggling to adjust it successfully. For inclusive education to take place, the desire and capacity to adjust government curriculum and teaching approaches is critical (*Burke & Sutherland, 2004; Engelbrecht et al., 1999; Hays, 2009*). This investigation also revealed several additional inconsistencies in the education department and regulations, such as the promotion of incompetent students to higher grades, resulting in knowledge gaps in the students. This is considered as a learning obstacle since teachers are unaware of what level the student is working at and must educate that learner at the proper grade level.

5.3 Research Question-3

What are the skills teachers think they need in order to enhance learning of intellectually disabled students?

Teaching is not an easy or simple profession to learn; it is one of the most challenging to master (Engelbrecht et al., 2003). In order to make teaching more positive and effective, teachers must have certain skills. Teachers in this study related training courses and workshops to the skills they required to deliver inclusive education for intellectually disabled students. It was as though these teachers did not believe they have these abilities and needed to learn them. According to Engelbrecht et al. (2003), administrative issues, exposure to best inclusive practices, and practical skills for teaching intellectually disabled children should all be included in inclusive education training. The needs of curriculum, inclusive education, and learning hurdles in training were all proven in this study. Teachers in an inclusive classroom would benefit from these types of training courses because they would be more aware of and knowledgeable about diversity and inclusion. Teachers should undergo extensive training in coping with the emotional and behavioural challenges of intellectually impaired students in the classroom, according to Engelbrecht et al. (2003). The importance of psychological and counseling skills in comprehending the

emotional and behavioural challenges of intellectually impaired pupils was highlighted in this study. This is important because emotional barriers to learning were shown to be common in this study, and they are regarded to be more difficult to overcome (*Avramidis & Norwich, 2002; Avramidis & Kalyva, 2007; Avramidis et al., 2000; Hays, 2009; Engelbrecht et al., 2003*). Patience, compassion, flexibility, empathy, understanding, perseverance, and care were identified as essential human traits by teachers for implementing inclusive education. Psychological and counseling training might be used to teach and foster these personal attributes.

According to this study, teachers in Delhi are providing counseling in and out of the classroom to help students who are experiencing emotional hurdles to learning. This includes teachers providing extra classes after school to help difficult students; this is considered as a highly particular trait of teachers, as not all teachers in this study acknowledged such venture.

The way teachers educate in the classroom is viewed as a crucial skill in ensuring that inclusive education is implemented successfully. Flexible timetables, course differentiation, and the use of several languages, Outcomes Based Education (OBE), session pace, and practical exercises are all examples of innovative teaching methods, and the capacity to be aware of all students at all times were all mentioned by the teachers in this research.

Salend and Dorney (1997) revealed that mainstream educators can promote linguistics' of second language learners, social, and academic improvement in English, but that general instructors are unprepared to address these students' educational needs in the classroom.

Experts like as psychologists, speech and language therapists, and remedial therapists, to name a few, are needed by instructors, according to study (Moolla, 2005; Shongwe, 2005). These experts master specific skills that teachers' lack, allowing them to educate intellectually disabled students more effectively. Teachers in this survey emphasized the importance of remedial skills to facilitate all students efficiently. Within the classroom, remedial abilities were viewed to successfully cater to all students' requirements; nevertheless, this study revealed that teachers may not be competent to take extra classes, and hence may be regarded to be performing

ineffective teaching work with children. This suggests that the teachers in this research do not see these skills as important.

According to *Avramidis et al. (2000)*, teachers needed more support from regular teachers. While research has shown that assistance from parents, principals, coworkers, and special needs instructors may be tremendously valuable to teachers, it is frequently absent or ineffectual in assisting teachers in dealing with the challenges that inclusive education has generated (Hammond et al., 2003; Burke & Sutherland, 2004). Teachers reported communicating with professionals, parents, and colleagues in this present study; however, the impact of this communication is uncertain. Teachers must be able to interact successfully with students, which is dependent on personal characteristics as well as past expertise with psychological and counseling methods. As a consequence, teachers may create a welcoming school atmosphere and establish a positive relationship with their students, which will help them study more effectively (*Pavri & Monda-Amaya, 2001*).

Finally, in this study, instructors cited class size, time, resources, space, apparatus, and money as factors that help in the successful implementation of inclusive education for intellectually impaired students. In an inclusive classroom, class size is frequently highlighted as a barrier to effective learning. According to studies, the more children with intellectual impairments in a class, the less time is given to all other students since the majority of pupils seek more one-on-one attention from teachers (Avramidis & Norwich, 2002). This study is able to identify the learning challenges by highlighted in Research Question 2 are related to teachers' inability to devote enough time to adequately address inclusive education methods. This includes time to organize the next day's activities, as well as adapting the curriculum to accommodate the needs of intellectually disabled students who are having difficulty in learning (*Avramidis, et al., 2000*).

5.4 Research Question-4

What are the support structures of government schools for implementing inclusive education with special reference to intellectually disabled students?

The purpose of this research was to find out what teachers thought about inclusive education of intellectually disabled students in New Delhi. During the previous decade, the Indian educational system has undergone significant changes. As a result of these changes, children with learning difficulties have been integrated into mainstream classrooms, which have influenced instructors' teaching methods. The perspectives of government inclusive school instructors about inclusive education for intellectually impaired children, learning challenges, needed abilities, and support systems within an inclusive environment were studied in this study. The findings of this survey explored that in New Delhi, there were roughly similar numbers of favourable and negative attitudes for inclusive education for intellectually impaired pupils. Appropriate training, excessive expectations, expedient, time, and class size were among the most common unfavorable judgments of intellectually impaired students' schooling. Learning challenges, inclusive administration, syllabi modification, and behavioural traits training to improve teachers' linguistic skills and techniques to cope with emotional obstacles to learning are some of these topics. The importance of parental support for implementing inclusive education for their children was stressed; yet, instructors reported having little help and communication with parents. Findings of the study indicated that in New Delhi Home-based education system is neglected but it should practice by teachers and schools should have a strict follow on rule and regulation for Home-based education for intellectually disabled students and not only for such students but also for all types of disabilities. The findings of this study shed light on instructors' perspectives on the learning challenges they face in the classroom. Teachers said emotional barriers to learning were the most common, followed by cognitive hurdles to learning, according to the findings. This suggested that the majority of educators believe they lack the requisite abilities and resources to deal with the challenges of educating pupils who are intellectually impaired and face these obstacles to learning. This study was conducted with the aim of identifying the perceptions of educators towards inclusive education. In the past decade, Indian education system has undergone many changes. These changes have resulted in the inclusion of students experiencing barriers to learning within the mainstream school and this has impacted on teachers' methods of teaching. This study investigated government inclusive school teachers' perceptions of inclusive education for intellectually disabled students, barriers to learning, required skills, and the support structures within an inclusive setting. The results of this study indicated that

there were equal amounts of positive and negative perceptions towards inclusive education for intellectually disabled students in New Delhi. The prominent negative perceptions towards the education of intellectually disabled students involved the lack of training, unrealistic expectations, resources, time and class size. These areas include learning difficulties, inclusion administration and policy, curriculum adaptation and psychological training to improve communication skills of teachers and ways to deal with emotional barriers of learning. This study highlighted the perceptions of teachers towards the barriers of learning that are experienced within the classroom. The results indicated that teachers perceived emotional barriers to learning as the most prevalent barriers to learning, then cognitive barriers to learning. This then indicated that the majority of educators felt they do not possess the necessary skills and resources that are needed in order to cope with the demands of teaching students with intellectually disabled experiencing these barriers to learning. Parental support was highlighted as being fundamental to the implementation of inclusive education for their child; however, teachers reported having minimal support and contact with parents. Without comprehensive support for teachers who deliver education, inclusive education cannot promise that all students will benefit from the system.

5.5 Educational implications

The present study lies in the following practicality stages:

- The findings of present study revealed the real position of inclusive education for intellectually disabled students in New Delhi. The findings can be helpful to strengthen the inclusive environment by ensuring appropriate teaching methodologies, physical access and removing administrative and attitudinal problems especially the inadequate funding and flawed appointments of special teachers.
- It is the challenge before the teachers, how to teach the disabled and non-disabled student in inclusive environment with pedagogy that suits both types of learners. In this context, teacher should be trained during “pre-service and in-service programs” for using multi-sensory pedagogical skills in inclusive environment. The teaching process should be made more interesting by using live teaching aids so that both the

disabled and non-disabled must take interest in the classroom teaching-learning process.

- To create the interest in the classroom teaching both the disabled and non-disabled student must be involved in the classroom teaching-learning through presentation of topics and discussion along with question-answer technique. There must be videography of students sometimes during presentation.
- The successfulness of any programme depends upon the feedback and monitoring. There must be fortnight/monthly feedback and monitoring system should be developed to see the all parameters under the inclusive education for intellectually disabled students.
- The special education teacher should be appointed in every school having children with special needs so as to spend more time in planning and organizing the activities for child with intellectual disability and special/regular teachers may be given honorarium to visit home based child with intellectual disability.
- The role of paraprofessionals namely physiotherapist, speech therapist, audiologist psychologist etc is extremely important in facilitating inclusive education, it is suggested to appoint/arrange these professionals at District/cluster level to assist special and regular teachers to attend the medical, psychological and emotional problems of the intellectually disabled children in a meaningful way.
- As per the findings of the study most of the institutions are not taking interest to fulfill all norms of RPWD Act for children with intellectual disability. In this context, they should be trained for meeting all norms of inclusive education and their accountability should be fixed for fulfilling these norms.
- The school curriculum must contain topics on disability and examples of best practices on inclusive education to generate awareness and understanding on these issues among non-disabled students.
- It appeared extremely difficult for every intellectually disabled student to achieve high standard in scholastic/academic education, so the focus of inclusive schools should be on developing vocational efficiency in them from elementary level together with making them self-dependent in meeting their daily life needs.

- Raising policymakers' awareness of the problem's scope and motivating them to increase funding for the creation and implementation of inclusive education. Policy makers who are well acquainted with the ground realities only be assigned the duty of formulating policies on inclusion for intellectually impaired students.
- The findings of the study suggest that to identify and providing remedial measures of the challenges faced by students with intellectual disability in an inclusive classroom, the help/advice of child with intellectual disability and their parents should be taken.
- Designing workshops, in-service training and conferences related to problem under study and inviting the stakeholders (parents, community, teachers, non-disabled peers etc) to actively participate in them. The training of stakeholders is critical since action by an untrained person in implementation of inclusive education may prove a bane rather than a boon.
- Awareness generation on the philosophy and concept of inclusive education and eradicating the myths and misconceptions related to intellectual disability is the supreme importance for the success of inclusive education.
- For educational inclusion of intellectually disabled students in inclusive setup, there is a need to understand, acknowledge and accept them. The school curriculum must have some chapters related to intellectual disability to sensitise and make other students aware about it. It would definitely help in better inclusion.
- Preparation of teachers at pre-service and in-service teacher education programmes to cater the identity needs of children with disabilities. There should be a component of 'Development of transitioning competency skills' in teacher education programme to prepare teachers in transitioning skills.
- Facilities of guidance and counseling must be provided on compulsory basis at each and every school. In addition to this, a short and compulsory training programme for regular teachers must be organized on 'Development of Guidance skills'.
- All the factors identified in the research which are responsible for education of intellectually disabled students must be made aware to the stakeholders of

education. These factors must be taken care of through different means may it be curriculum, teaching methodology, classroom experiences.

- The teachers should organize a healthy curricular and co-curricular classroom/school activities to promote healthy social functioning.
- A provision of visit to NGOs and engagements with people with disabilities (as role models) must be arranged for all the students. This may increase the self-esteem and motivation level of disabled children.
- The special school and the inclusive schools must work as a team. There should be sharing and exchange of information, physical resources and human resources. The teaching strategies in practice by the special school must be adopted by the inclusive schools to make the learning possible for intellectually disabled students in inclusive classroom.
- The disability researches must be promoted to develop ways to promote healthy identities of people with disabilities in this complex world.

5.6 Limitations of the Study

All researchers met some constraints, which were unsatisfactory outcomes of the provided study challenge. On the other side, one macro limitation might be focused on: a lack of knowledge regarding intellectual disability, a lack of study in this field, and a lack of proper statistics on the status of people with intellectual disabilities in New Delhi. Due to the lack of contemporary information on the total number of intellectually disabled children enrolled in regular or special schools in New Delhi, determining the severity of the national problem has been challenging. Most government websites provide the location of the disability, but international organisations such as the United Nations, UNESCO, and UNICEF have failed to give precise information on children with intellectual disabilities and their enrolment in school in their most recent reports. While it may be claimed that my research provided a high-quality description of what instructors can do in their schools to promote inclusion for intellectually impaired students, it may be beneficial to consider homework in the context of the country's existing laws and practices. One of the causes for the lack of current information is that there are two separate

departments of education: mainstream education and special education, both of which are incorporated into the schools. There is a shortage of thought-provoking and inspiring topics in addition to the absence of facts. It took a lot of time and effort to obtain original data, and the principal is hesitant to say anything about it. One significant difficulty that has persisted throughout this study is the disparity in understanding and application of different terminologies.

5.7 National Importance of the Study

- This research is useful in demonstrating the scope of the problem and the problems or obstacles in meeting the requirements of vulnerable groups, as well as in developing a policy and monitoring and evaluation tools.
- The study's findings are crucial for gathering standardized disability information for decision-making, and they are easily available on the internet for others.
- Every child, however, has the right to an equal chance to get a basic education. Special education is defined by policies and programmes focused on education that are specifically tailored for talented or handicapped children with any type of mental, physical, or emotional problems.
- The trend and technology have changed with the advent of modernization, but people's ways of thinking have not. Children and individuals with intellectual disability are frequently overlooked by society. As a result, children frequently receive negative feedback from their schools and are unable to establish any favourable attitudes about the outside world. This study would help individuals to change their way of thinking specially teachers, who are teaching at school level.
- The main objective of the study is to identify the factors that affect students with intellectual disability, barriers perceived by teachers so this study help in understanding the needs of specialized instructional methods, care, or equipment that can be utilized both inside and outside the traditional classroom not only in Delhi but all over the country.
- As a result, with the help of this study teachers can develop different pedagogical interventions to suit the needs of students, effective and well-maintained

instructions which may be delivered at a quicker or slower pace depending on the student's needs.

- Special education teachers should have a well-defined education imparted at central level so that they can educate each child separately. Educators should come up with original and creative ways to help students better absorb the material they are provided. They should use a trial-and-error approach.
- Patience and tolerance are said to be the most critical keys in a special education classroom. A positive attitude is necessary when it comes to student behaviour. The improper attitude of the professors or tutors might have an impact on cognitive capacity so the study helps to facilitates teachers for their mental preparedness as well as physical.
- As a result of the study not only happiness curriculum is sufficient but a special educator should always have specific attributes, such since intuition, hard effort, a strong sense of humour, originality, and a passion for both children and teaching, as they will not be able to deliver effective instruction to those unique child unless they establish their own emphasis to be a responsible citizens.
- The education, skills development and training course for disabled students should defined nationally so that it become required to carry out the teaching pattern in an easy manner, and teachers can have an in-depth grasp of diverse behavioural patterns and psychology of children with special needs.
- Technology and methods abound in the twenty-first century. Everyone has advanced; therefore teachers who cannot survive in a patient atmosphere may not be able to continue in the long term. If he or she works as a special education teacher, he or she must be exceptionally committed, innovative, resourceful, and determined.
- It is condemning for special educators or teachers to leave a lasting impact on their students. The instructor who is instructing them may be able to inspire the students. A teacher may bestow the greatest gift on a pupil by instilling hope and encouragement in them.
- Only a specialized tutor can give a specific platform for disabled children, as well as the driving of their learning challenges, allowing them to live a successful life and contribution in national development.

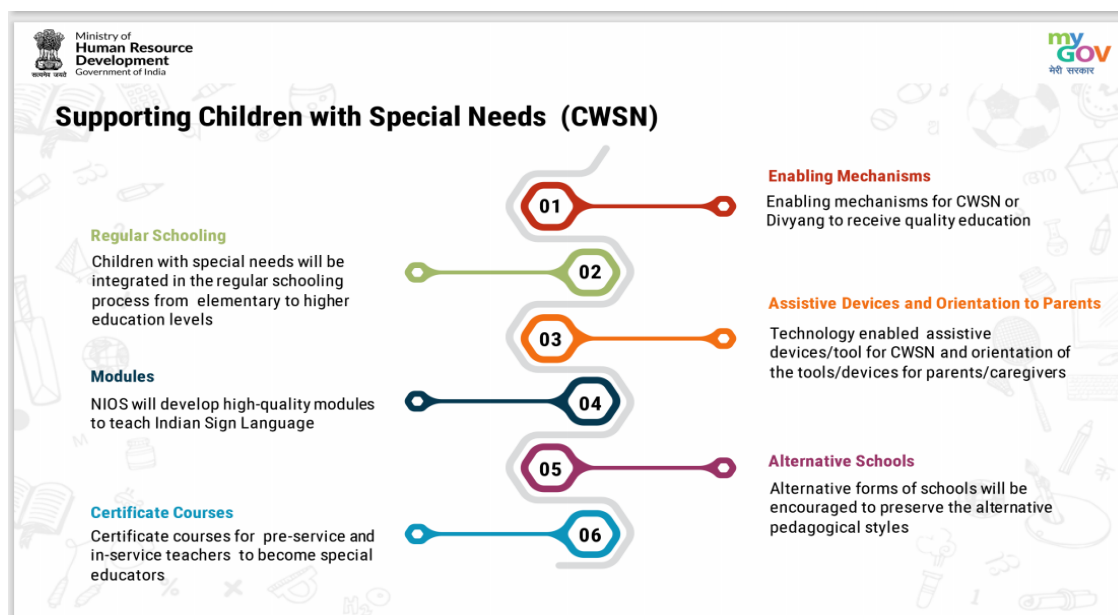
- As a result, special needs education is critical for children's overall development. This allows them to mature and become more integrated into society. Anyone with any form of impairment should never be prevented from conquering the world.
- That is, persons with special needs, including children and adults, should be given every opportunity to succeed without being stigmatized. Children with special needs should be handled according to their needs so that, despite their restrictions, they may clearly develop their cognitive abilities.
- It is critical to have a more comprehensive educational system with instructors who have received specialized training. For both children with and without special needs, learning should be an enjoyable and exciting activity.

(a) National Education Policy (NEP) 2020: Supporting Children with Special Needs (CWSN)

Education of children and youth with disabilities has also been a part of National Policy on Education (NPE), 1986 and the Programme of Action (1992). An important policy development took place after 1992 with the enactment of Persons with Disability (Equal Opportunities, Protection of rights and Full Participation) Act 1995. The act makes it a statutory responsibility under Inclusive Educations on the part of Central, State and even Local Governments to provide free education in an “appropriate environment” for all children with disabilities. The National Curriculum Framework (NCF-2005) on school education has also reiterated faith in common school system and neighbourhood schools. NCF, 2005 recommends to make the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability both in cognitive and non-cognitive areas (*Savita & Sharma, 2021*). The New Education Policy 2020 also emphasizes the necessity of developing procedures that allow Children with Special Needs (CWSN) or ‘Divyang’ to have the same access to quality education as any other. The position of need of implementation was evaluated taking into consideration some intervention under NEP 2020. These interventions under NEP 2020 include identification, functional and formal assessment, provisions of aids and appliances, teacher training, resource support, provision of home based education, awareness and community mobilization on inclusive education and other co-curricular activities for children with disabilities

(Dev & Kumar, 2015) . It will also be given top attention to ensure the inclusion and equal participation of children with disabilities in ECCE and the educational system. From the Foundational Stage to higher education, children with disabilities will be able to participate completely in the usual educational process. Inclusionary education is defined by the Rights of Persons with Disabilities (RPWD) Act 2016 as a "system of education in which students with and without disabilities learn together, and the system of teaching and learning is suitably adapted to meet the learning needs of various types of students with disabilities." (Pandey, 2020) This Policy is fully compliant with the terms of the RPWD Act 2016 and supports all of the Act's recommendations for school instruction. NCERT will guarantee that professional entities such as the National Institutes of RPwD are consulted when formulating the National Curriculum Framework.

To that end, resources will be provided to schools/school complexes for the integration of children with disabilities, the recruitment of special educators with cross-disability training, and the establishment of resource centers, as needed, particularly for children with severe or multiple disabilities. According to the RPWD Act, all children with disabilities will have barrier-free access. Different categories of children with disabilities have differing needs.



Source: myGov, MHRD, 2020

(*MHRD, 2020*), Schools and school complexes will collaborate and be encouraged in providing accommodations and support mechanisms appropriate to the requirements of all students with disabilities, ensuring their full participation and inclusion in the classroom, as outlined in National Education Policy 2020, 27. 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 more easily integrate into classrooms and engage with teachers and peers (*Devi & Sarkar, 2019*). Children with physical impairments have the option of attending ordinary or special school, according to the RPWD Act of 2016. Resource centres, in collaboration with special educators, will support the rehabilitation and educational needs of students with severe or multiple disabilities, as well as assisting parents/guardians in achieving high-quality home schooling and skilling for such pupils. Children with severe and profound disabilities who are unable to attend school will continue to have a home-based education option. Children who get home-based education must be treated equally to other children in the public school system. A review of home-based education's efficiency and efficacy will be conducted, based on the principles of equity and equal opportunity (*Khan & Sahoo, 2020*). Based on this audit, guidelines and criteria for home-based schooling will be prepared in accordance with the RPWD Act 2016. Teachers must be assisted in identifying and mitigating learning problems as early as possible. Use of suitable technology that allows and enables children to work at their own speed, flexible curriculum that utilise each child's abilities, and the creation of an environment for appropriate evaluation and certification are all examples of specific actions. In order to ensure equitable access and opportunities for all students with learning disabilities, assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will develop guidelines and recommend appropriate tools for conducting such assessments from the foundational stage to higher education (including for entrance exams).

5.8 Suggestions for Further Research

The following suggestions are made for further research:

- Only three districts of New Delhi were geographically covered in the present study therefore a study may be planned in a wider geographical region.

- A follow-up study in the same three districts may be undertaken. This follow-up study would not only provide conclusive results on the problems for implementing inclusive education but also help in determining the reliability of the present day.
- The sample of present study was only from school level; a similar study may be planned for degree colleges, nursing colleges, engineering colleges, poly-technics, universities etc. to get an extensive and intensive understanding for implementing inclusive education at different educational institution.
- Although the sample for this study was drawn from a plain area, a comparison study of children and schools from tribal, desert, and backward areas may be done. Similar findings in another setting would broaden the implications of this study.
- A further research is warranted to determine self-efficacy, current skill level and training needs of stakeholders for removing the problems and placing the facilitators for successful inclusive practices.
- A research study may be planned to document the problems to early intervention for intellectually disabled children in inclusive settings versus early intervention in isolated settings.
- In view of the overall scenario of education of the disabled in the country, a study to find out the position of problems to education of children with intellectual disability in special schools may also prove its usefulness.
- A study to review contents and methodology of in-service training programs on inclusive education for intellectually disabled student may be conducted. This would enable the policymakers to determine the suitability of contents and methodology which is currently being used to train the teachers and head teachers for practicing inclusion.
- In the present study the perception of teachers and head of the schools regarding problems to inclusion and education of children with intellectual disability were determined the factors which affecting the learning of intellectually disabled student, so a study may be conceived by including a district education officers, a state project officers, rehabilitation professionals and NGO's in the sample to get a broader picture of a status of implementation of inclusive education for intellectually disabled students.

