

A study on the Status of Inclusive Practices for Children with Special Needs in Secondary Schools of Lucknow

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I Background of the study

Inclusive education is the most effective strategy to ensure that all students have an equal opportunity to attend school, study, and develop the skills which are essential to succeed in life. It means providing meaningful learning chances to previously marginalized populations, such as children with impairments and speakers of minority languages. As a system, Inclusive education recognizes the unique contributions that students from various backgrounds make in the classroom and allows varied groups to flourish alongside one another, benefiting everyone.

The focus of Inclusion is on the setting's flexibility to adapt to the child's requirements, changing the rules as needed, and also on the setting's ability to adapt to the child's requirements, changing how it operates as needed. Guidelines issued by **UNESCO in 2005** define inclusion as “a dynamic approach to responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning. As a response to the diversity present among the student population, inclusive education modifies the content, process, methods of engagement and adapts the environment to the needs of each individual. Furthermore, to satisfy individual needs, an inclusive setting strives to provide excellent planning and a variety of activities. The goal of inclusive design is to eliminate the barriers that cause undue effort and isolation. It empowers everyone to participate in everyday activities equally, confidently, and independently.

Inclusive education and practices of inclusion hold a very important place in the life of children with special needs. It has been defined in various ways to address the learning needs of special children. In almost every country, inclusive education and its practices have emerged as one of the dominant issues in education. Many initiatives and efforts have been taken at International and National forums to support inclusive education and its practices. At the International level, the principle of inclusive education was adopted at the ‘World Conference On Special Needs Education: Access And Quality’ popularly known as The Salamanca Statement, 1994. The statement solicits the government of different countries to give highest priority to making education systems inclusive and adopt inclusive education as a matter of policy.

This idea of inclusion was further supported and encouraged by United Nations Standard Rules on Equalization of Opportunities for Persons with Disabilities Proclaiming Participation and Equality for All. It defines inclusive education as process of addressing the diverse needs of all learners by reducing barriers to and within the learning environment. It means attending the age-appropriate class of the child’s local school with individually tailored support (**UNICEF,2007**)

II Status of Inclusion education in India

In India, efforts in the field of inclusive education started with the initiative of National Council of Educational Research and Training (NCERT). NCERT joined hands with UNICEF and launched Project Integrated Education for children (PIED) in 1987 with the aim to strength the integration of children with disabilities into regular classrooms and facilitate their retention.

Initiatives taken by Government of India in the area of inclusive education gained momentum with **National Educational Policy, 1986**, which recommended, as a goal, 'to integrate the handicapped with the general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence'. The World Declaration on Education for All adopted in 1990 gave a further boost to the various developments already set in the country. The Rehabilitation Council of India Act 1992 introduced a

training program for the development of professionals to respond to the needs of students with disabilities. The National Policy for Persons with Disability, 2006, attempts to clarify the framework under which the state, civil society and private sector must operate in order to ensure a dignified life for persons with disability and support for their caretakers. The most recent advancement is the Right of Children for Free and Compulsory Education (2009) which guarantees right to free and compulsory education to all children between ages of six to fourteen. For the education of a child with a disability, the act has to be read in combination with Chapter V of the Persons with Disability Act, 1995. Chapter V of the PWD Act ensures that every child with disability is entitled to a free education up to the age of 18 years.

Keeping in view, the Government of India augmented the new scheme of Inclusive Education to achieve the target of Education for All (EFA) by 2010. Inclusion is an effort to make sure that diverse learners – those with disabilities, different languages and cultures, different homes and family lives, different interests and ways of learning. Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of mainstream education. It is clear that education policy in India has gradually increased the focus on children and adults with special needs, and that inclusive education in regular schools has become a primary policy objective.

In 2001, Sarva Shiksha Abhiyan (SSA) launched to achieve the goal of Universalization of Elementary Education is one such initiative to promote inclusive practices for children with special needs. A zero-rejection policy has been adopted under this scheme, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided with meaningful and quality education. National Curriculum Framework (NCF) 2005 has also laid down a clear framework for inclusive education. In 2005, the Ministry of Human Resource Development instigated a National Action Plan for the inclusion in the education of children and youth with disabilities. Furthermore, IEDC was revised and named “Inclusive Education of the Disabled at the Secondary Stage” (IEDSS) in 2009-10 to provide assistance for the inclusive education of disabled children in 9th and 10th classes. This scheme is now incorporated under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. It is important to integrate these children into regular schools to help them socialize and build their confidence.

The right of Persons with disabilities act (RPWD) 2016 and its provisions ensures a system of education where students with and without disabilities learn together. RPWD 2016 recommends non-discrimination in schools, accessible infrastructure, reasonable accommodations, individualized supports, use of Braille and Indian Sign language in teaching, and monitoring among others. The policy has provisions for recruitment of special educators with cross-disability training and incorporates disability awareness within teacher education.

With the New Education Policy (NEP 2020) Indian education has entered into the era of inclusive education where children with special needs will not be denied admission in schools under any circumstances. NEP 2020 provides handholding to special needs children and leads them to be the part of best schools in the country. Various provisions under this policy will indeed benefit and empower the disabled community at large.

III Need and significance of the study

The Universal Declaration of Human Rights 1948 commits inclusion as a fundamental human Right To Education for all. The United Nations Convention on the Rights of Persons with Disabilities (CRPD), specifically Article 24, strengthened the global shift towards inclusion by mandating States parties improve education systems and undertake measures to fulfill the rights of persons with disabilities to quality inclusive education.

Various initiatives and efforts have been taken at international levels like The Salamanca Statement 1994, programs launched by UNICEF, UNESCO and by other World Organizations. At the national front, India has made efforts by launching programs like – PIED, IEDC and various schemes which include – SSA, RMSA, Right to Education Act etc. to familiarize inclusive education in Indian education system. A continuum of educational provisions, learning materials and devices, transportation assistance and social support services are provided to children with special needs under various programs and schemes as part of inclusive practices. Available education provisions include an open learning system and open schools, alternative schooling, distance education, special schools, home based education, itinerant teacher model, remedial teaching, part-time classes, community-based rehabilitation (CBR) and vocational education, with the main objective of preparing children with special needs for school and a better quality of living through the development of life skills. NEP 2020 also reaffirms the government’s commitment to bridging equity and participation gaps in education, especially for children with special needs.

Proper use and conduction of inclusive practices ensure the overall development of these children. It also recognizes the unique contributions that students from various backgrounds make in the classroom and allows varied groups to flourish alongside one another, benefiting everyone. Despite of the efforts been made, many children with special needs are deprived of education. Those going to schools are not able to avail the facilities for which they are entitled due to the lack of facilities and proper organization of inclusive practices in schools.

Implementation of inclusive practices in a proper manner in schools is still a challenge. This hinders the overall development of children with special needs.

Keeping in view the importance and utmost need for inclusive practices, the present study is an attempt to examine the understanding of inclusive practices from the perspective of the teachers of secondary schools in Lucknow.

IV Statement of the Problem

The formal title of the study is as follows

A study on the status of inclusive practices for children with special needs in secondary schools of Lucknow.

V Objectives of the study

- To study the status of inclusive practices for children with special needs in secondary schools of Lucknow.
- To compare the status of inclusive practices for children with special needs among government and private secondary schools of Lucknow.
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VI Operational Definitions of the key terms

Inclusive Practices: In the present study inclusive practices refers to the following practices which are implemented in secondary schools to provide opportunities and to ensure full participation of children with special needs –

1. Infrastructure related practices
2. Library and Laboratory services related practices
3. Support services and resources related practices
4. Curriculum related practices

Children with Special Needs: In the present study children with special needs refers to those school going children in secondary schools who have some physical, mental, intellectual or sensory impairment which hinders his/her full and effective participation in schools and society equally with others and require exceptional care and extra help.

Secondary schools In the present study secondary schools refers to those government and private secondary schools up to standard XII which are recognized by state government and central government.

VII Review of Related Literature

Review of related literature is an important prerequisite to actual planning and then the execution of any research work. A careful review of journals, researches and other sources of information available online was done on inclusive practices in secondary schools.

Katsiyannis, A., Conderman, G., & Franks, D. in 2017 carried out research on *State practices on inclusion, Remedial and Special Education*. In the survey conducted, forty states responded to the survey. Out of the 40 states only 27 provided supplementary materials. Areas covered in the survey included state efforts to include state policy/guidelines on inclusion, date of implementation of inclusion policy, state technical assistance, training, state-support inclusion programs, research on the effectiveness inclusion practices, state compliance procedures inclusion, inclusion course requirements for certification, and the percentage of school districts implementing inclusionary programming. Only 18 states indicated they had developed policies regarding inclusion, 38 states do provide technical assistance and in service training to districts on inclusion. The most important sources of support listed by respondents were financial assistance, availability of service training and technical assistance, the desire to change, support from professional organizations, and administrative support. Barriers included existing state special education funding formulas (most frequently cited), lack of training, attitudes, fear of loss of services or loss of a job, lack of teacher preparation and others. **Laxmi, Raj in 2018** wrote an article on challenges and prospects of inclusive education in India. In this paper an attempt has been made to discuss the issues relating to the challenges and prospects of inclusive education in India. Secondary sources of data were used to conduct the study. Secondary data was collected from various books, Journals, research articles etc. The methodology of the study also included the thoughts and writings of various authors in the stream of academics and research. Major findings included – 1. Teachers did not feel equipped to teach children with special needs and complained that they need more time to instruct these students. They lacked necessary attitude, skills and competencies required to deal effectively with children with special educational needs. 2. Majority of schools in India are poorly designed and few are equipped to meet the unique needs of students with special needs. 3. Parents wanted to get the right kind of help for their children but they do not know how to deal with the behavioral challenge of their wards. Families were not having enough information about their child's particular disability, its

effects and its impact on the capacity of their child. 4. Community involvement and partnerships between government agencies and NGOs was lacking in promoting inclusive education. **Scolt, C. (2020)** carried out a mixed method study to explore the Inclusive Education Practices, Outcomes and Limitations In Primary Schools Of West Bengal. The study aimed to understand the effect of inclusive practices in the government schools of West Bengal. A sample of twenty government primary schools from the districts of Hooghly and Howrah in West Bengal were included in this research study. The sequential mixed method approach was implemented. Structured interview schedules and in-depth interview guides were conducted to collect data from head teachers, class teachers and parents of Children with special needs in order to derive detailed knowledge on the inclusive practices in these schools. **A study in 2020 was conducted by Mokaleng, M. & Mowes, Andrew D.** to assess the issues affecting the implementation of inclusive education practices in selected secondary schools in the Omaheke region of Namibia. A quantitative research approach was adopted to achieve the objective. The sample of the study was made up of 90 secondary school teachers in the Omaheke region which was selected through stratified sampling technique. Questionnaires was used for data collection. The data was analyzed by means of descriptive statistics in the form of frequencies and percentages. The results indicated that the implementation of inclusive education was hindered by various issues such as inappropriate policy development issues, attitude of teacher, lack of teacher training, inadequate support and resources, as well as curriculum issues. **Sigstad, H., Holmberg, J. & Morken, I (2021)** examined inclusive practices in primary school by exploring how teachers realize inclusion in a school for all. Sample constituted of 40 teachers from one selected primary school. Ten qualitative focus group interviews were conducted with these teachers. Data analysis was done through thematic and structural analysis to identify the themes. The results indicated that inclusive practices were placed around the efforts and initiatives taken by teachers to achieve inclusion. They organized teaching, established a sense of belonging to the community, developed social competence, and facilitated academic achievement. The biggest challenge in success of inclusion was variation in meeting students' diversity. Despite several barriers, satisfactory inclusive practices depended on close collaboration, where teachers worked to facilitate equal education and fostered belongingness in an enriching learning environment. This resulted in which their students had experienced achieving their individual goals.

VIII Design of the Study

Research Approach The purpose of this research was to study the status of inclusive practices for children with special needs in secondary schools of Lucknow and to compare the status of inclusive practices between government and private schools. Therefore, Quantitative research approach was used for the present study. Descriptive survey method was applied in the study.

Sources of Data – The data that is raw, original, and extracted directly from the official sources is known as primary data. This type of data is collected directly by performing techniques such as questionnaires, interviews, and surveys. For the present study data was collected through questionnaire on inclusive practices. The questionnaire was prepared by the researcher.

Sample and Sampling Technique –

Sample consisted of 10 secondary schools of Lucknow run by Central Government and State Government. Out of these 10 schools, 5 government schools and 5 private schools contributed in the present study.

As the present study intended to study the status of inclusive practices, therefore, to select the secondary schools purposive sampling technique was employed for seeking the information on the existing inclusive practices carried out in the schools. These schools were inclusive in nature.

Tool for the study

For the present study, the researcher constructed and used following tool to collect the essential data.

Questionnaire on Status of Inclusive Practices in Secondary Schools

Researcher searched for appropriate tool to study the status of inclusive practices in secondary schools of Lucknow. As no appropriate tool was available, so the researcher decided to construct self-made questionnaire for studying the status of inclusive practices in secondary schools of Lucknow.

Questionnaire On Status Of Inclusive Practices In Secondary Schools consisted of 37 items in the following categories - (13 in category I, 7 in category II, 9 in category III and 8 in category IV)

- I. Infrastructure related inclusive practices
- II. Library and Laboratory services related inclusive practices
- III. Support services and availability of human resources related inclusive practices
- IV. Curriculum related inclusive practices

Scoring: For scoring the responses received, Yes and No responses for each question of all the schools were tallied and to get the percentage of Yes and No for each question no. of responses were divided by the total number of participants.

Content validity of the items were checked by the expert. The content validity of Questionnaire on Status of Inclusive Practices in Secondary Schools was ensured at every stage by seeking the opinion of the experts from the fields of education.

Data Collection Procedure for Questionnaire on Inclusive Practices in Secondary Schools

Data through questionnaire was collected from 10 secondary schools of Lucknow in which 5 were government schools and 5 were private schools. The researcher contacted the school authorities and explained them the purpose of data collection. Permission was sought from the school authorities for collecting the data related to inclusive practices. After the permission was granted from the school management, the researcher gathered the data from the school.

Data Analysis Technique

Simple Percentage method was used to analyse the data gathered through questionnaire. Responses from the questionnaire were also analysed in descriptive manner.

IX Analysis of Results from questionnaire

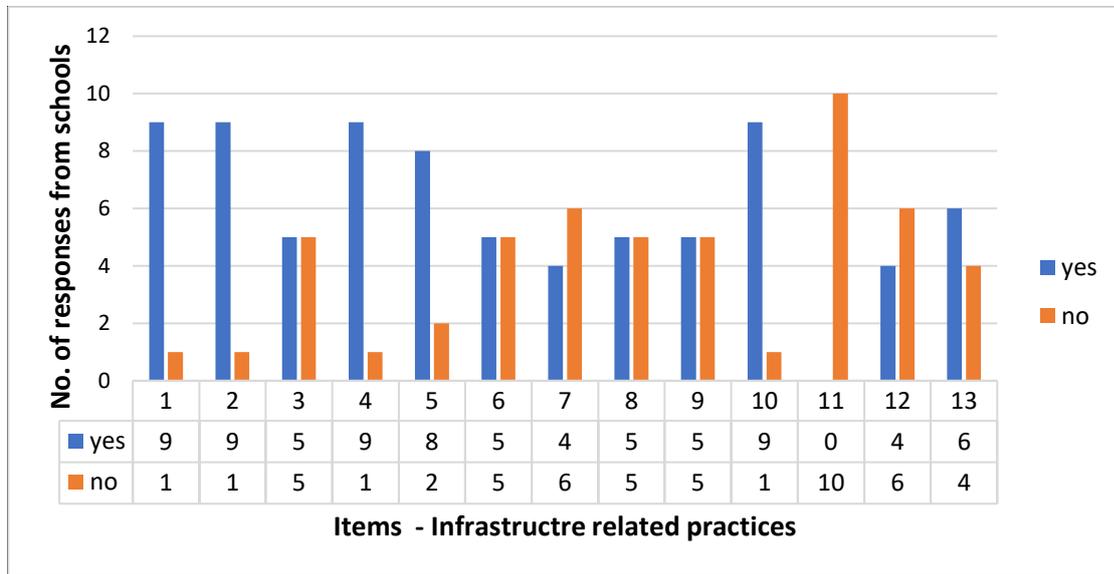
This section contains the results obtained from questionnaire to study the status of inclusive practices for children with special needs in secondary schools of Lucknow. The results are displayed according to the objectives and category wise. While interpreting the data and discussion, children with special needs will be referred to as CWSN
Objective 1 – To study the status of inclusive practices for children with special needs in secondary schools of Lucknow.

Category I was related to the infrastructure related inclusive practices followed in secondary schools of Lucknow. Table 1 shows the response of schools to the items related to infrastructure related practices present in school. Availability of infrastructure related practices is also shown in percentage in Table 1

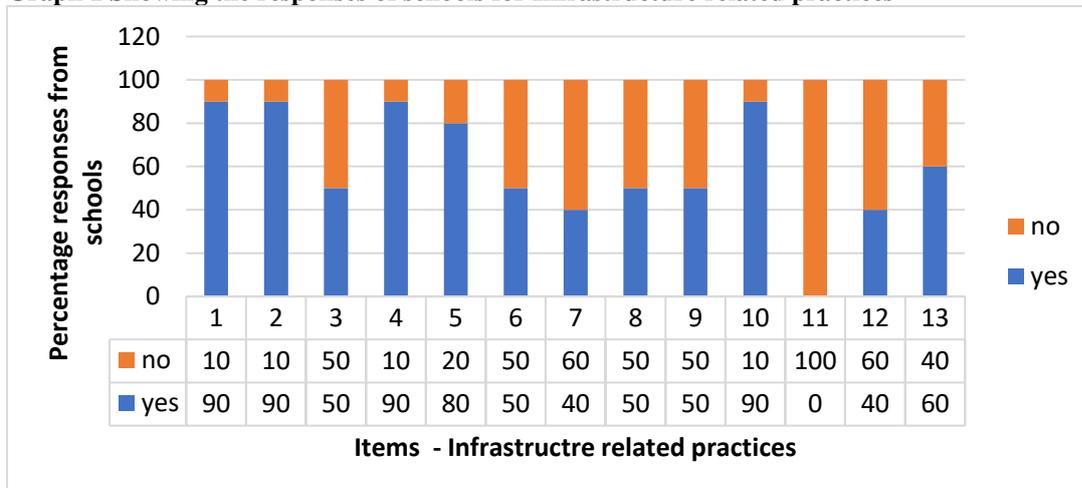
Table 1 Status of Infrastructure related Practices in secondary schools of Lucknow

| Sl. No. | ITEMS | YES | | NO | |
|---------|---|--|--------------------------------------|--|--------------------------------------|
| | | Number of Responses from schools (Frequency) | Responses from schools in Percentage | Number of Responses from schools (Frequency) | Responses from schools in Percentage |
| 1. | Are school building children with special needs friendly? | 9 | 90 | 1 | 10 |
| 2. | Is there Ramp facility in School? | 9 | 90 | 1 | 10 |
| 3. | Do you have lift facility for children with special needs? | 5 | 50 | 5 | 50 |
| 4. | Are inclusive classrooms available on ground floor? | 9 | 90 | 1 | 10 |
| 5. | Is Furniture available as per the needs of children with special needs? | 8 | 80 | 2 | 20 |
| 6. | Is separate resource room available in the school for children with special needs? | 5 | 50 | 5 | 50 |
| 7. | Is there installation of handrails on stairs and on ramps? | 4 | 40 | 6 | 60 |
| 8. | Is there installation of handrails in corridors for free movement of CWSN? | 5 | 50 | 5 | 50 |
| 9. | Are classrooms easily accessible for children with special needs? | 5 | 50 | 5 | 50 |
| 10. | Is arrangement of drinking water facility in accordance with the needs of special children? | 9 | 90 | 1 | 10 |

| | | | | | |
|-----|---|---|----|----|-----|
| 11. | Are toilets disabled friendly? | 0 | 0 | 10 | 100 |
| 12. | Is the playground children with special needs friendly? | 4 | 40 | 6 | 60 |
| 13. | Does activity room have arrangements according to the needs of children with special needs? | 6 | 60 | 4 | 40 |



Graph 1 Showing the responses of schools for Infrastructure related practices



Graph 2 Showing the percentage for Infrastructure related practices in schools

Table 1 and Graph 1 & 2 show that –

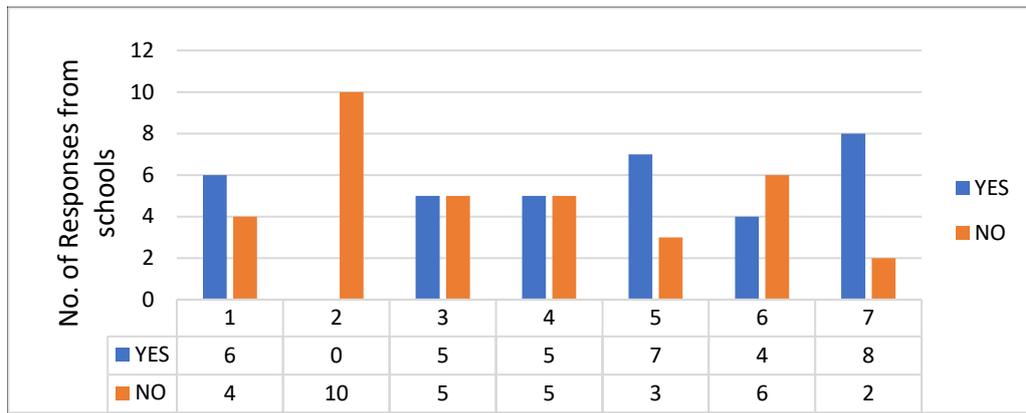
- 9 out of 10 schools reported that their school building was children with special needs friendly. Only 1 school building was not friendly for CWSN. This shows that 90 % of the schools had CWSN friendly school building and 10 % school was not having this facility.
- 9 schools were having ramp facility whereas only 1 school did not have this facility. 90 % of schools provided ramp facility for children with special needs and 10 percent were not having this facility.
- It was found that out of 10 schools half of the schools i.e., 5 schools had lift facility for children with special needs and remaining 5 schools were lacking this facility. 50 % of schools were having the facility of lift whereas 50 % schools did not have.
- It was found that 8 out of 10 schools were having inclusive classrooms at ground floor that means 80% schools had provision of inclusive classrooms at ground floor and remaining 20% did not having this facility.
- 8 schools were having furniture available as per the needs of children with special needs and 2 schools did not have this facility i.e., 80% schools were having furniture available according to the requirements of children with special needs and 20% schools did not have furniture which was CWSN friendly.

- It was found that separate resource room facility for CWSN was available in half of the schools i.e., 5 schools and remaining 5 schools did not have any resource room for CWSN. 50 % of schools had resource room available as per the needs of children with special needs whereas 50 % schools did not have.
- The facility of handrails on stairs and ramps were found only in 4 schools out of 10 and 6 schools did not have this facility, that means only 40% schools having handrails on stairs and ramps and 60% schools lacked this facility.
- It was found that out of 10 schools half of the schools i.e., 5 schools had handrails installed in corridors for free movement of children with special needs and remaining 5 schools lacked this facility. 50 % schools were having handrails in corridors for free movement of children with special needs whereas 50 % schools did not have.
- Regarding the easy access of classrooms for children with special needs, 5 schools provided easy access to CWSN and 5 school did not have this facility. 50% schools had classroom easily accessible for children with special needs and 50% percent were not having this facility.
- The facility of drinking water in accordance with the needs of special children were in 6 schools out of 10 and 4 schools had drinking water facility but it was not according to the needs of CWSN that means only 60% schools having drinking water in accordance with the needs of special children and 40% schools did not having this facility.
- It was found that out of 10 schools none of these schools had disabled friendly toilets for children with special needs that means zero % schools were having disabled friendly toilets.
- Playgrounds of 4 schools were children with special needs friendly and 6 school did not have this facility. 40% % schools having playground for children with special needs and 60 % were not having this facility.
- The facility of activity room according to the requirements of children with special needs was available only in 6 schools out of 10 and 4 schools did not have this facility, that means only 60% schools had activity room arranged according to the needs of children with special needs and 40% schools lacked this facility.

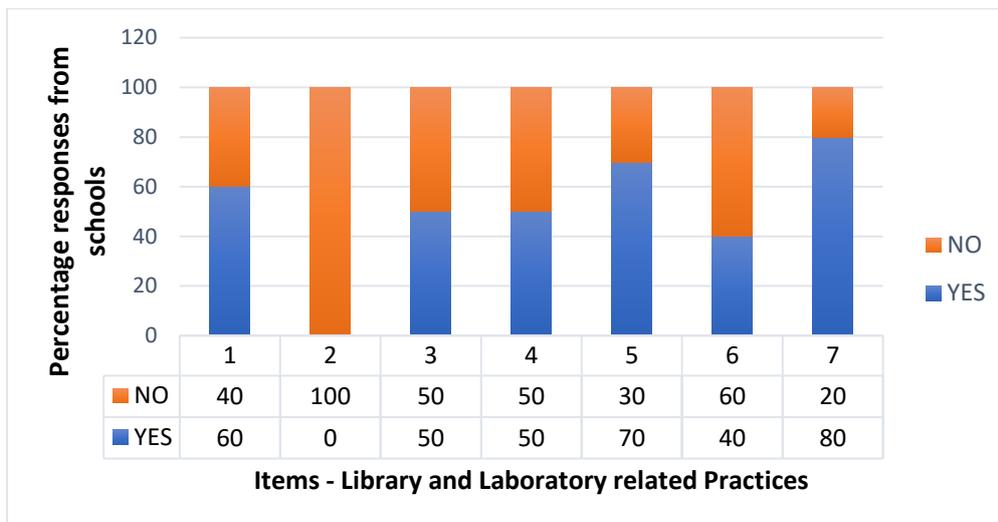
Category II was related to the **library and laboratory services related inclusive practices** in secondary schools of Lucknow. Table 2 shows the responses received from 5 government and 5 private schools related to library and laboratory services. The table 2 also displays the percentage of schools having the library and laboratory services for children with special needs

Table 2 -Status of Library and Laboratory Services in secondary schools

| Sl. No | ITEMS | YES | | NO | |
|--------|--|----------------------------------|------------|----------------------------------|------------|
| | | Number of Responses from schools | Percentage | Number of Responses from schools | Percentage |
| 1. | Are sufficient books available for children with special needs? | 6 | 60 | 4 | 40 |
| 2. | Are books/ study material available in braille for visual impaired students? | 0 | 0 | 10 | 100 |
| 3. | Are audio books available for visually impaired students? | 5 | 50 | 5 | 50 |
| 4. | Is the furniture available in library children with special needs friendly? | 5 | 50 | 5 | 50 |
| 5. | Is library easily accessible to children with special needs? | 7 | 70 | 3 | 30 |
| 6. | Are wheelchairs available for physically impaired children? | 4 | 40 | 6 | 60 |
| 7. | Are laboratories accessible for children with special needs? | 8 | 80 | 2 | 20 |



Graph 3 Showing the responses of schools for Library and Laboratory related practices



Graph 4 Showing the percentage for library and laboratory services in schools

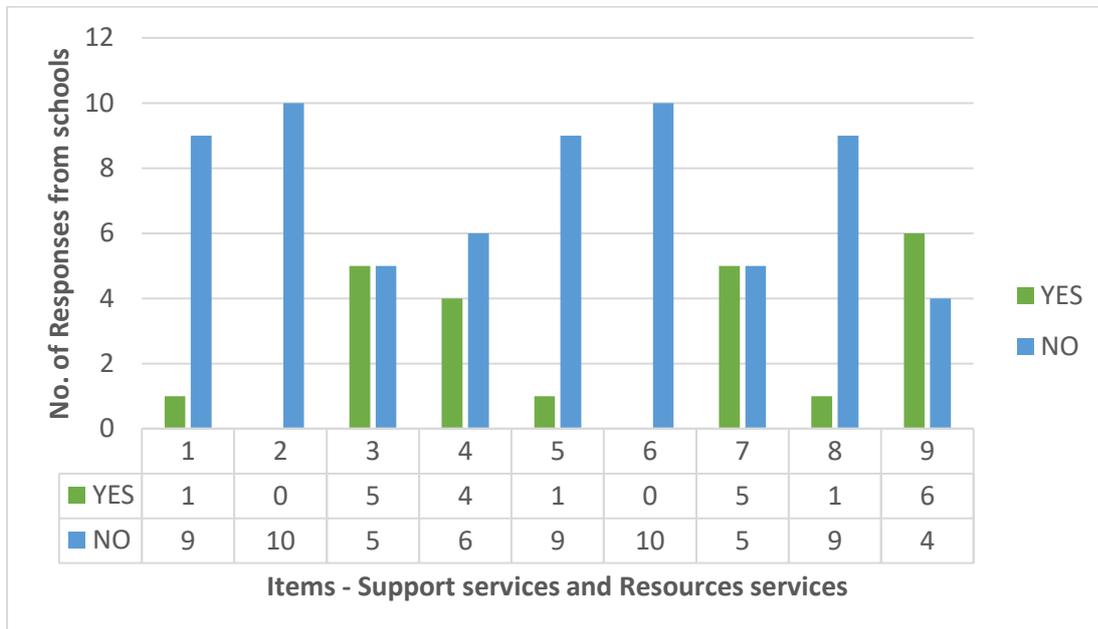
From Table 2 and Graph 3 & 4 it is clear that -

- 6 out of 10 secondary schools were having sufficient books available for children with special needs and 4 schools were not having sufficient books available for children with special needs. This shows that 60 % schools had sufficient books available for CWSN and 40 % school lacked this service.
- It was found that none out of 10 schools was having books or study material available in braille for visual impaired students that means zero % schools had books or study material available in braille for visual impaired students.
- It was reported that 5 schools were having audio books available for visually impaired students and 5 school did not have this facility. 50% % schools had audio books availability for visually impaired student and 50% percent were not having this facility.
- Out of 10 schools it was reported by 5schools that the furniture available in library was as per the requirements of the children with special needs whereas rest of the 5 schools reported that they were not having the furniture according to children with special needs. It means that50% of schools had this facility and 50% did not have.
- It was also found that in 7 schools CWSN had easy access to library whereas only 3 schools lacked this feature. This means 70% schools had easy access to library for children with special needs and 30% schools did not have this facility.
- Out of 10 schools only 4 schools were having the wheelchairs facility available for physically impaired children for accessing the library and 6 schools did not have this facility that means 50 % schools had the wheelchairs available for physically impaired children and 50% did not have this facility.
- Regarding the access to laboratories for children with special needs, 8 schools had this facility whereas only 2 schools did not have this facility. 80% schools were having laboratories accessible for children with special needs and 50% percent were not having this facility.

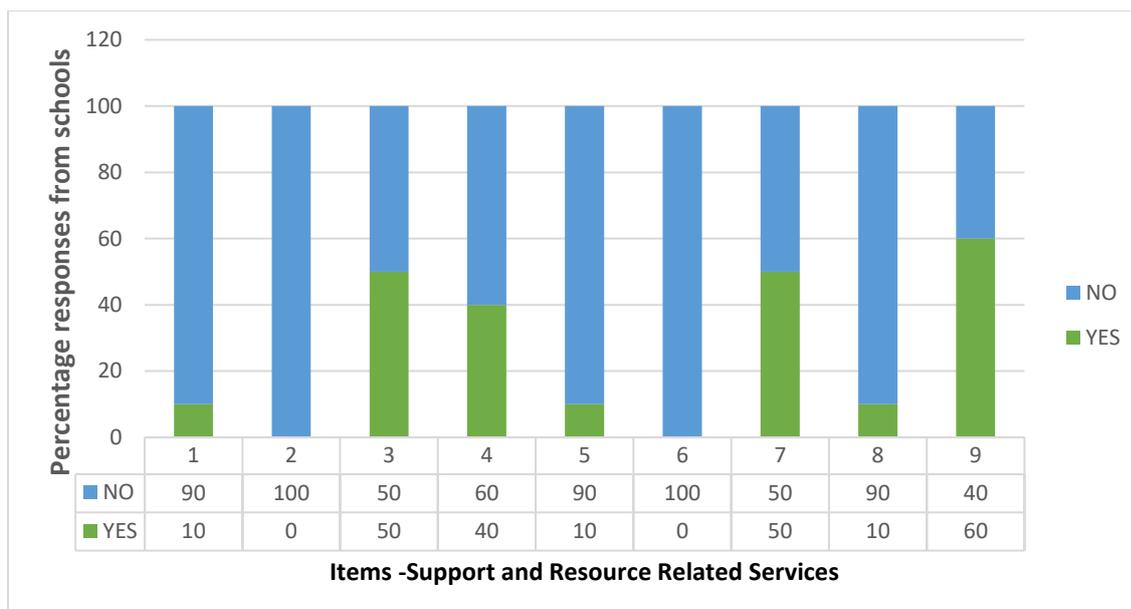
Category III was related to the support services and availability of human resources in secondary schools of Lucknow. Table 3 shows the status of government and private secondary schools with respect to these practices. The table 3 also presents the percentage of schools having the support and human resource related services

Table 3 - Status of Support Services and availability of Human Resources in secondary schools

| Sl. No. | ITEMS | YES | | NO | |
|---------|---|----------------------------------|-------------------------|----------------------------------|-------------------------|
| | | Number of responses from schools | Percentage % of schools | Number of responses from schools | Percentage % of schools |
| 1. | Is the Psychotherapist available in school for children with special needs? | 1 | 10 | 9 | 90 |
| 2. | Is psychiatrist provided for children with special needs? | 0 | 0 | 10 | 100 |
| 3. | Are the medical emergency services available in school? | 5 | 50 | 5 | 50 |
| 4. | Do you have special educators in school children with special needs? | 4 | 40 | 6 | 60 |
| 5. | Is there occupational therapist in school? | 1 | 10 | 9 | 90 |
| 6. | Is there speech therapist in school? | 0 | 0 | 10 | 100 |
| 7. | Does the school provide guidance and counseling services to CWSN? | 5 | 50 | 5 | 50 |
| 8. | Are aids and appliances provided to CWSN as per government policy? | 1 | 10 | 9 | 90 |
| 9. | Do children with special needs have easy access to computers? | 6 | 60 | 4 | 40 |



Graph 5 Showing the responses of schools for Support Services and the availability of Human Resources



Graph 6 Showing the percentage for Support Services and availability of Human Resources in secondary schools

From Table 3 and Graph 5 and 6 it is evident that –

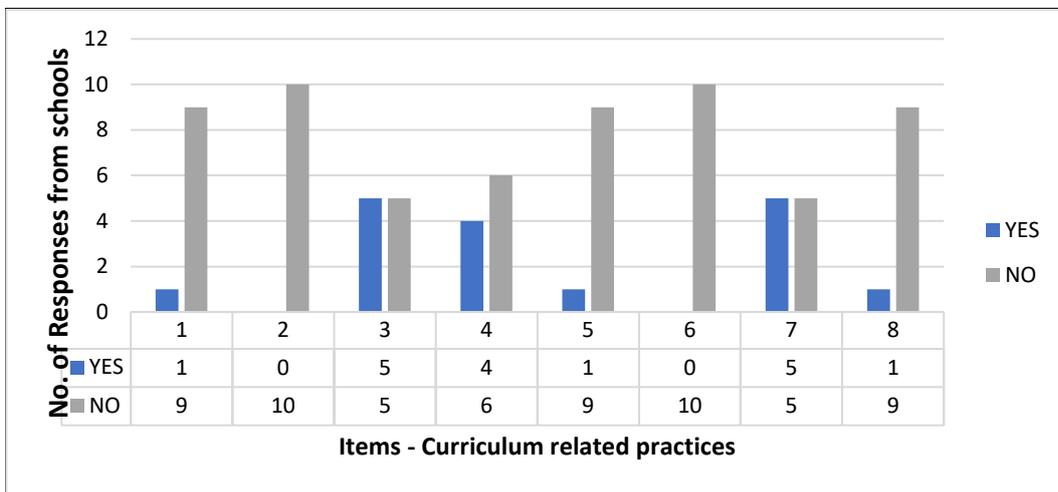
- Only 1 out of 10 schools was having Psychotherapist available in school for children with special needs and 9 schools did not having this facility. This shows that only 10 % schools had Psychotherapist available in school for children with special needs and 90 % school did not have this facility.
- It was found that none of the schools had availability of psychiatrist for children with special needs. This means zero % school had psychiatrist for children with special needs
- Regarding the availability of medical emergency services half of the schools i.e., 5 schools reported that this service was available in their school for children with special needs and rest 5 schools were not having this facility. This shows that 50 % schools were ready for providing medical emergency services for special needs children and 50% schools did not have this facility.
- Only 4 out of 10 schools were having special educators in school for addressing the issues related children with special needs and 6 schools did not have a special educator. This shows that only 40 % schools had special educators in school children with special needs and 60 % school were not having special educator.
- Only 1 out of 10 schools were having Occupational therapist available in school for children with special needs and 9 schools did not have this facility. This shows that only 10 % schools having Occupational therapist available in school for children with special needs and 90 % school were not having this facility.
- It was found that none of the schools out of 10 having speech therapist for children with special needs having speech related issues that means zero % school were having speech therapist for children with special needs.
- It was found that out of 10 schools half of the schools i.e. 5 schools were providing guidance and counseling services to children with special needs and 5 schools did not had this facility that means 50 % schools provided this facility to children with special needs friendly and 50% schools were not equipped with this service.
- The facility of aids and appliances provided to CWSN as per government policy was done by only in 1 school out of 10 and 9 schools lacked this service, that means only 10% schools were providing aids and appliances as per government policy and 90% schools not.
- It was found that out of 10 schools 6 schools had easy access to computers for CWSN and 4 schools were not having this facility. This means 60 % schools having the easily accessible computer for CWSN and 50% did not have this facility.

Category IV was related to the curriculum related inclusive practices in secondary schools of Lucknow. Table 4 shows the items related to curriculum and the status of government and private secondary schools with respect to these practices. The table 4 also reveals the percentage of schools having the curriculum related inclusive practices.

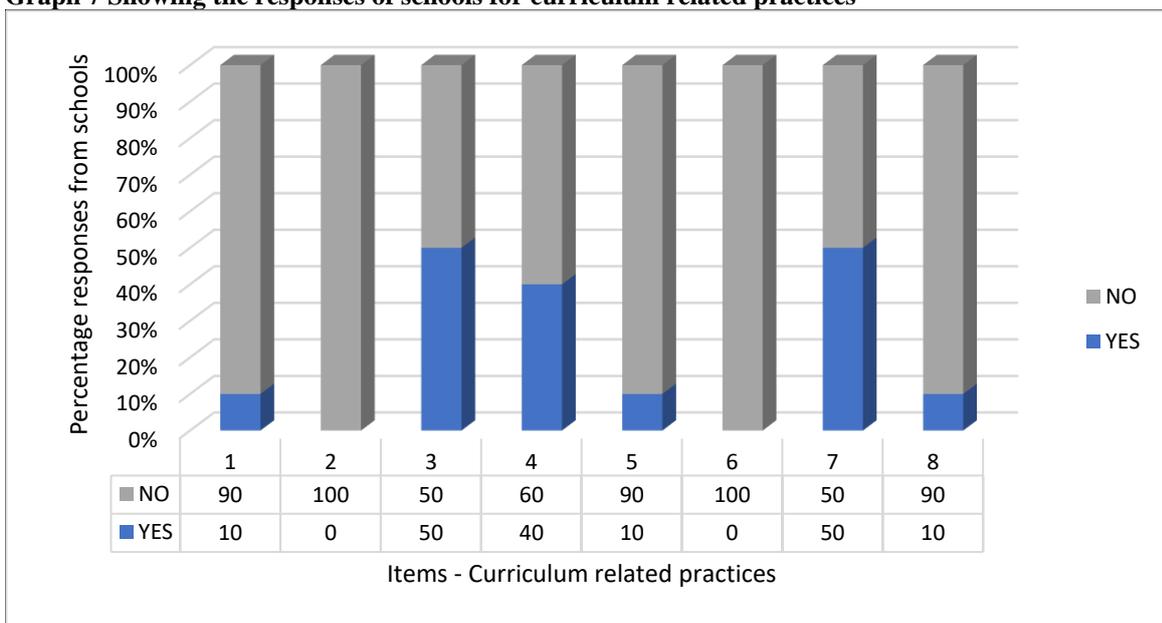
Table 4 - Status of Curriculum Related Services in secondary schools of Lucknow

| Sl. No. | ITEMS | YES | | NO | |
|---------|-------|-------------------|-------------------------|-------------------|-------------------------|
| | | Number of schools | Percentage % of schools | Number of schools | Percentage % of schools |
| | | | | | |

| | | | | | |
|----|--|---|----|----|-----|
| 1. | Are the individualized educational programs conducted in school by special educators? | 1 | 10 | 9 | 90 |
| 2. | Is the need assessment done by teachers of every individual student? | 0 | 0 | 10 | 100 |
| 3. | Do you conduct diagnostic test for identifying CWSN? | 5 | 50 | 5 | 50 |
| 4. | Does the school provide learning friendly environment to CWSN? | 4 | 40 | 6 | 60 |
| 5. | Are teaching and learning aids adapted according to CWSN? | 1 | 10 | 9 | 90 |
| 6. | Does the school provide textbooks and curriculum in accessible formats for CWSN? | 0 | 0 | 10 | 100 |
| 7. | Does the school provide skill development and vocational education to CWSN as per their special ability? | 5 | 50 | 5 | 50 |
| 8. | Does the school provide flexibility in assessment and evaluation for CWSN? | 1 | 10 | 9 | 90 |



Graph 7 Showing the responses of schools for curriculum related practices



Graph 8 Showing the percentage for curriculum related practices in secondary schools

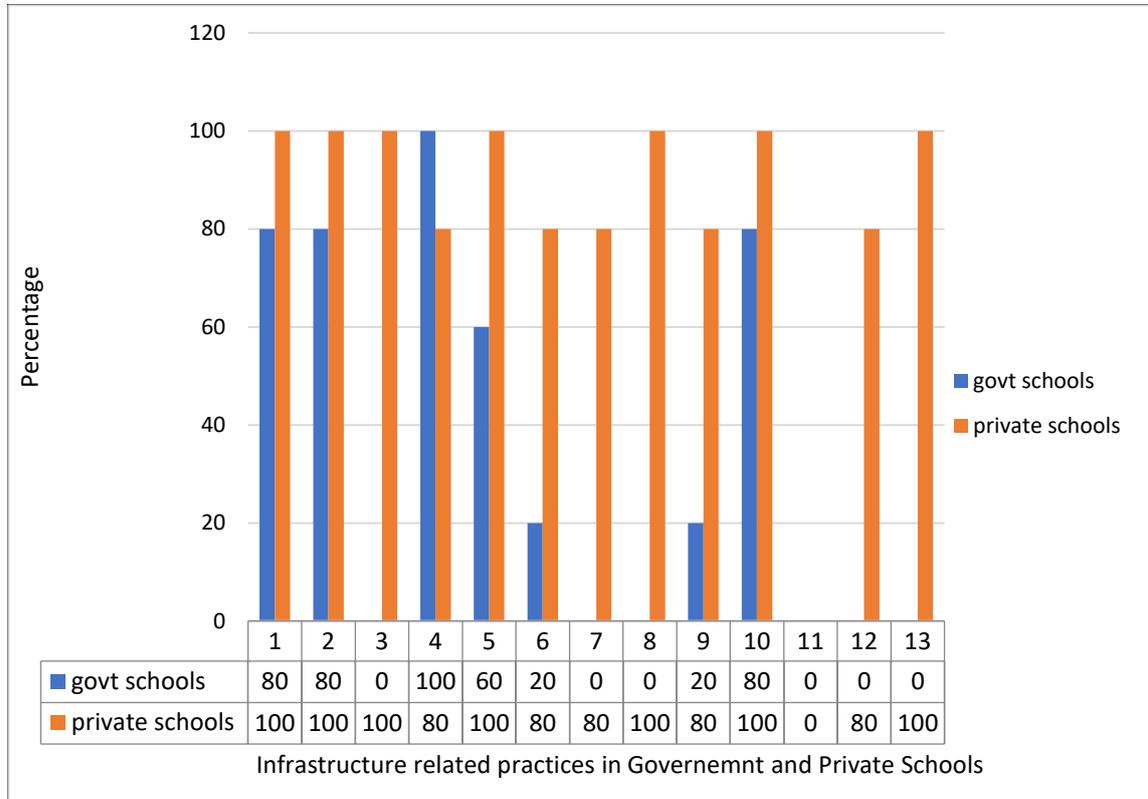
- Only 1 out of 10 schools were implementing the individualized educational programs in school by special educators for CWSN whereas 9 schools did not have any of this provision. This shows that only 10 % schools having the individualized educational programs conducted in school by special educators for CWSN and 90 % school were not having this facility.
- It was found that none of the schools was doing need based assessment for children with special needs that means zero % school was conducting need based assessment done for children with special needs.
- It was found that 5 schools out of 10 conducted diagnostic test for identifying CWSN and 5 schools did not having this facility that means 50 % schools conducted diagnostic test for identifying CWSN and 50% not.
- 4 out of 10 schools provided learning friendly environment to special needs children and in 6 schools children with special needs were not provided with such environment. This indicates that in 40 % schools only school environment was CWSN friendly and 60 % schools were not having this.
- Only 1 out of 10 schools was having teaching and learning aids adapted according to children with special needs and 9 schools were not having teaching aids as per the needs of special needs children. This shows that only 10 % schools were having teaching and learning aids adapted according to children with special needs and 90 % schools were not having this facility.
- It was found that out of 10 schools none of the schools provided textbooks and curriculum in accessible formats to children with special needs that means 00 % school was having this in practice.
- It was reported by 5 schools that they had facility of providing skill development and vocational education to CWSN as per their special ability and 5 schools reported that they did not provide this that means 50 % schools having the facility of providing skill development and vocational education to CWSN as per their special ability and 50% did not having this facility.
- It was found that out of 10 schools only 1 school was providing flexibility in assessment and evaluation for CWSN and 9 schools did not having this facility that means only 10 % schools provided flexibility in assessment and evaluation for CWSN and 50% did not have this facility.

Objective No. 2 - To compare the status of inclusive practices for children with special needs in government and private secondary schools of Lucknow

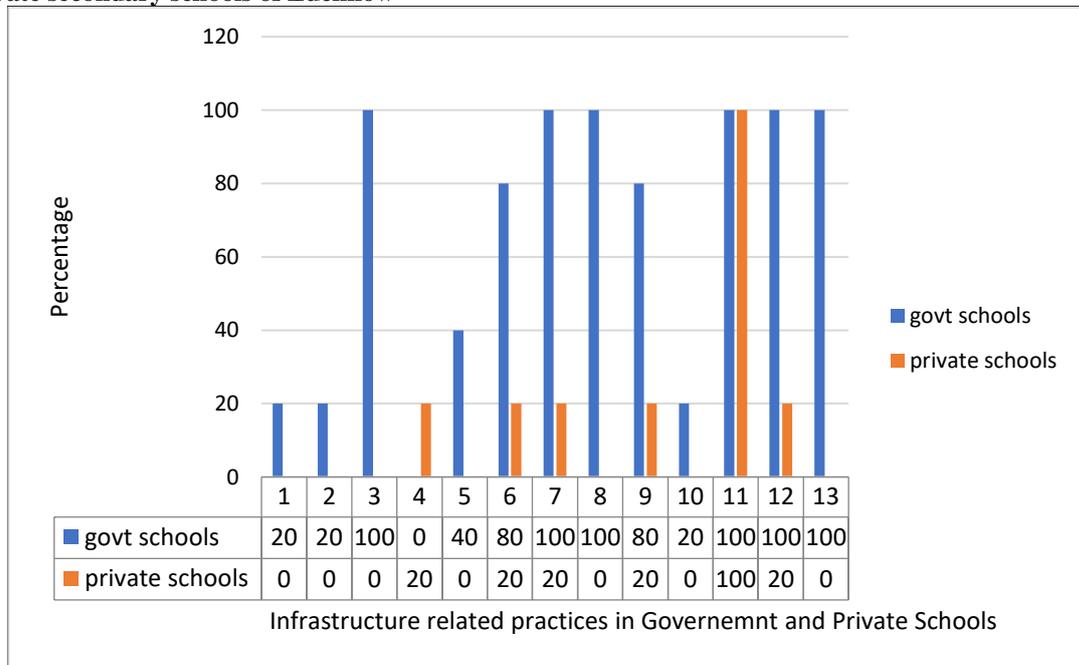
Table 5 showing the percentage difference between Infrastructure related Practices in government and private secondary schools of Lucknow

| Sl. No. | ITEM NO | YES | | NO | |
|---------|---|-------------------------------|---------------------------------|-------------------------------|---------------------------------|
| | | Percentage % of Govt. schools | Percentage % of Private schools | Percentage % of Govt. schools | Percentage % of Private schools |
| 1. | Are school building children with special needs friendly? | 80 | 100 | 20 | 0 |
| 2. | Is there Ramp facility in School? | 80 | 100 | 20 | 0 |
| 3. | Do you have lift facility for children with special needs? | 0 | 100 | 100 | 0 |
| 4. | Are classrooms available on ground floor for CWSN? | 100 | 80 | 0 | 20 |
| 5. | Is Furniture available as per the needs of children with special needs? | 60 | 100 | 40 | 0 |
| 6. | Is separate resource room available in the school for children with special needs? | 20 | 80 | 80 | 20 |
| 7. | Is there installation of handrails on stairs and on ramps? | 0 | 80 | 100 | 20 |
| 8. | Is there installation of handrails in corridors for free movement of CWSN? | 0 | 0 | 100 | 100 |
| 9. | Are classrooms easily accessible for children with special needs? | 20 | 80 | 80 | 20 |
| 10. | Is arrangement of drinking water facility in accordance with the needs of special children? | 80 | 100 | 20 | 0 |
| 11. | Are toilets disabled friendly? | 0 | 0 | 100 | 100 |

| | | | | | |
|-----|---|----|-----|-----|----|
| 12. | Is the playground is children with special needs friendly? | 0 | 80 | 100 | 20 |
| 13. | Does activity room have arrangements according to the needs of children with special needs? | 20 | 100 | 80 | 0 |



Graph 9 showing the percentage difference of available Infrastructure related Practices in government and private secondary schools of Lucknow



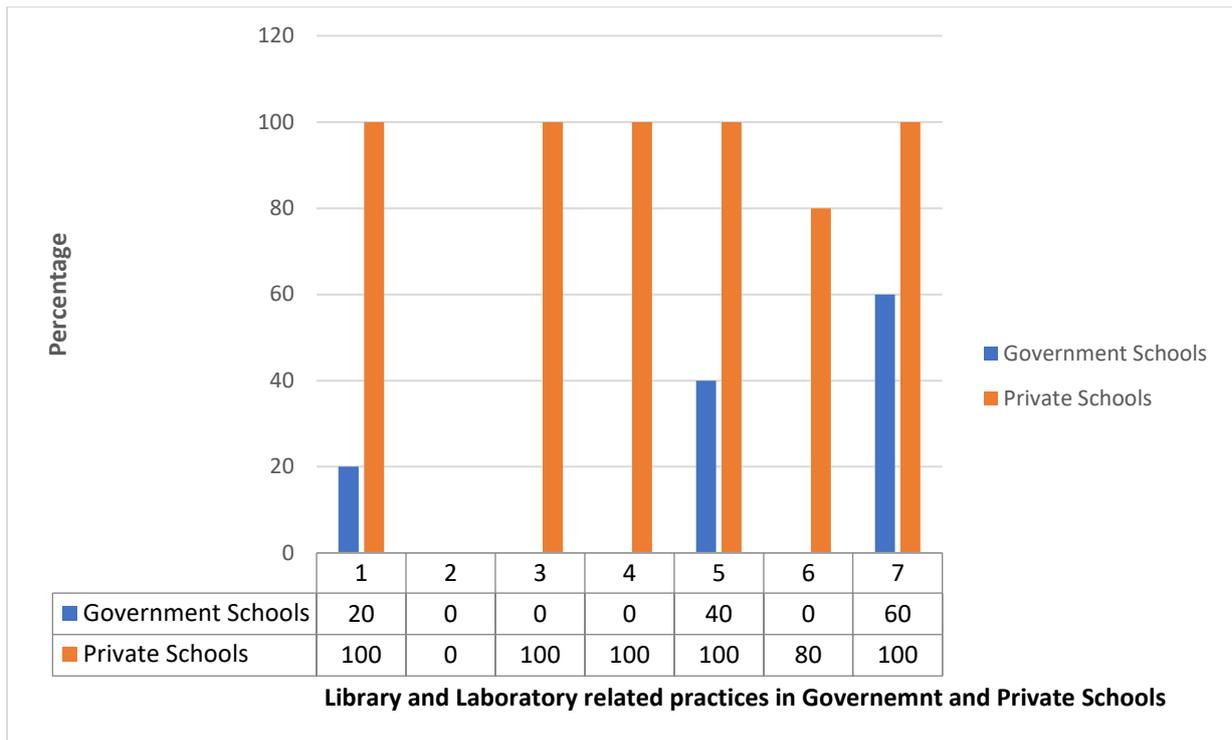
Graph 10 showing the percentage difference of non availability of Infrastructure related Practices in government and private secondary schools of Lucknow

Table 5 and Graph 9 and 10 indicates the comparison between the government and private secondary schools regarding infrastructural facilities available for CWSN.

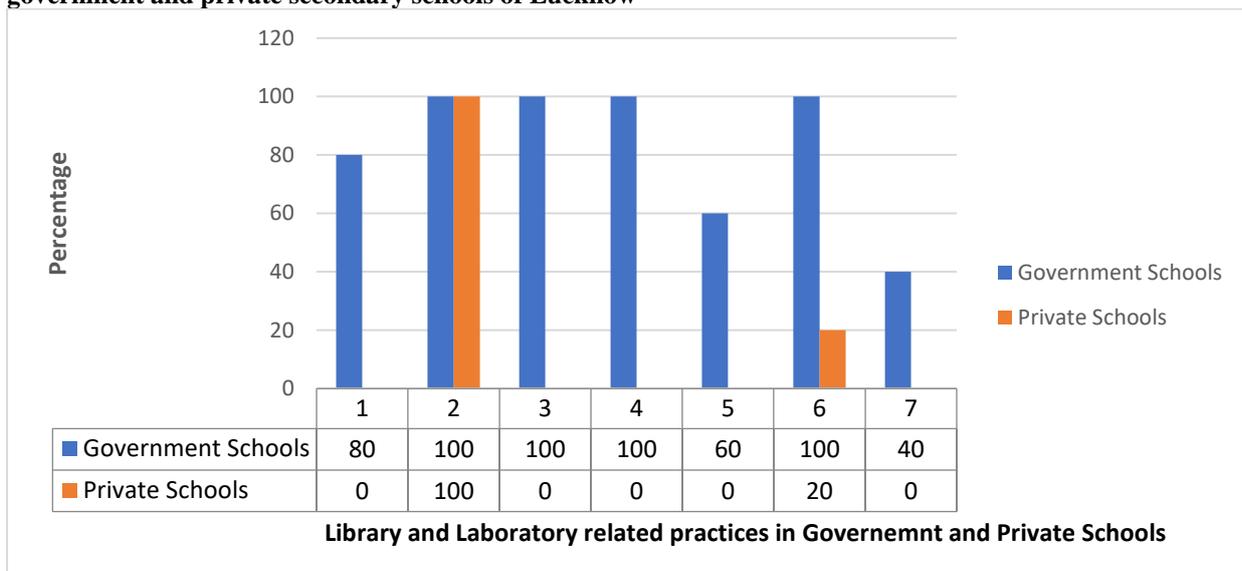
- 100% of the private schools had school building which was children with special needs friendly whereas 80% of the government schools had children with special needs friendly building and 20% school building were not CWSN friendly.
- All the private schools i.e. 100% of the private schools had ramp facility for easy movement of special needs children and only 80% government schools had this facility and 20% government schools did not have.
- Lift facility was 100% in private schools but none of the government schools was having the lift facility.
- 100 % of government schools reported that classrooms were available on ground floor for CWSN whereas only 80% of private schools provided classes at ground level and 20% did not.
- When it comes to the availability of furniture in schools, all the private schools (100%) reported that furniture was children with special needs friendly whereas only 60% government schools had furniture as per needs of children with special needs friendly and 40% government schools were not meeting this criterion.
- Only 20% government schools had separate resource room for children with special needs and a large no i.e.,80 % of government schools did not have separate resource rooms. Opposite to that 80 % private schools had separate resource room available for children with special needs and 20% did not have.
- None of the government schools had installation of handrails on stairs and on ramps for easy movement of CWSN whereas all private schools had installation of handrails on stairs and on ramps. This facility makes easy walk for children with special needs.
- Neither government nor private schools had installation of handrails in corridors for free movement of children with special needs. This created hindrance in free movement for children with special needs.
- Easily accessible classroom for children with special needs is very important so that without facing problem they reach to their class and continue their study. It was recorded that only 20% government schools had this facility and majority i.e., 80% did not have this facility and this was vice-versa with private schools.
- Drinking water facility was 100 % in private schools for CWSN whereas 80 % government schools had this facility for CWSN and 20 % of government schools did not have this facility for CWSN.
- Neither government nor private schools had toilets which were children with special needs friendly.
- All the private schools i.e.,100 % has playground which was friendly for CWSN whereas 80 % government schools also had the same facility. Only 20% government schools did not have.
- All the private schools had the arrangements of activity room in accordance with children with special needs whereas only 20% government schools were having arrangements of activity room in accordance with children with special needs and majority of i.e. 80% government schools were lacking this facility.

Table 6 showing comparison of Library and laboratory related Practices in government and private secondary schools of Lucknow.

| Sl. No. | ITEM NO | YES | | NO | |
|---------|--|-------------------------------|---------------------------------|-------------------------------|---------------------------------|
| | | Percentage % of Govt. schools | Percentage % of Private schools | Percentage % of Govt. schools | Percentage % of Private schools |
| 1. | Are sufficient books available for children with special needs? | 20 | 100 | 80 | 0 |
| 2. | Are books/ study material available in braille for visual impaired students? | 0 | 0 | 100 | 100 |
| 3. | Are audio books available for visually impaired students? | 0 | 100 | 100 | 0 |
| 4. | Is the furniture available in library children with special needs friendly? | 0 | 100 | 100 | 0 |
| 5. | Is library easily accessible to children with special needs? | 40 | 100 | 60 | 0 |
| 6. | Are wheelchairs available for physically impaired children? | 0 | 80 | 100 | 20 |
| 7. | Are laboratories accessible for children with special needs? | 60 | 100 | 40 | 0 |



Graph 11 showing the percentage difference of available Library and laboratory related Practices in government and private secondary schools of Lucknow



Graph 12 showing the percentage difference of non-availability of Library and laboratory related Practices in government and private secondary schools of Lucknow

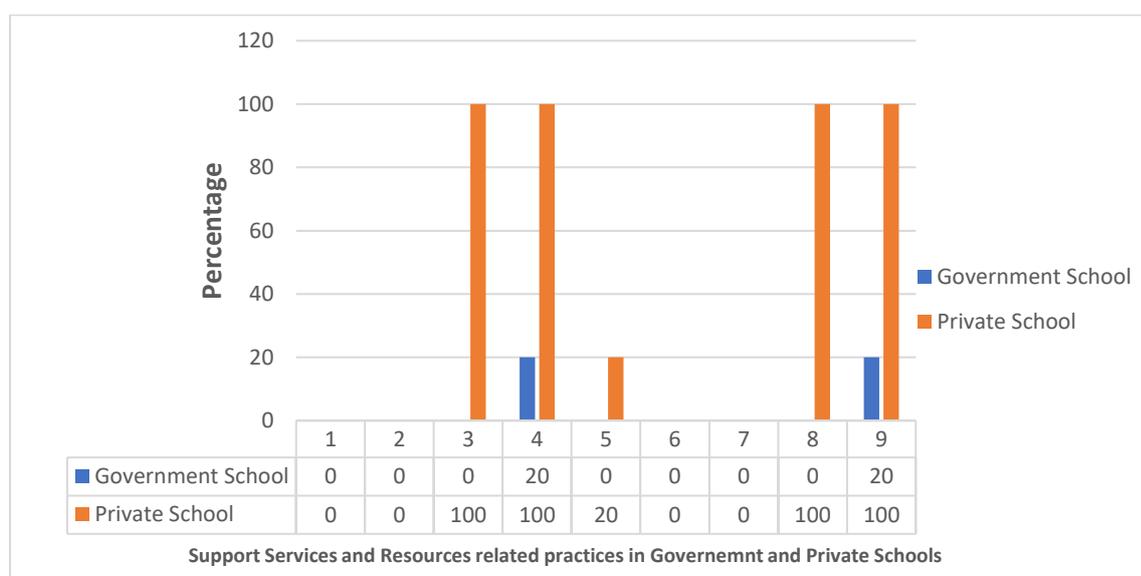
From the table 7 and graph 11 and 12 it is clear that both government and private secondary schools differed in practicing library and laboratory related services.

- 1 The data in the table shows that all the private schools i.e. 100% had sufficient books available for children with special needs whereas majority of the government schools i.e. 80% of them lacked this facility. Only 20 % government schools had books available for CWSN.
- 2 It was also noticed that neither private nor government schools had books or study material available in braille for visual impaired students.
- 3 All the private schools were equipped with audio books for visually impaired students but none of the government schools were equipped with this facility.
- 4 Similarly, all the private schools had availability of furniture for CWSN wheras government schools lacked on this point also.
- 5 As compared to private schools only 40% government schools had easy access to library for children with special needs and 60% did not have. The percent of private schools in this regard was 100 %

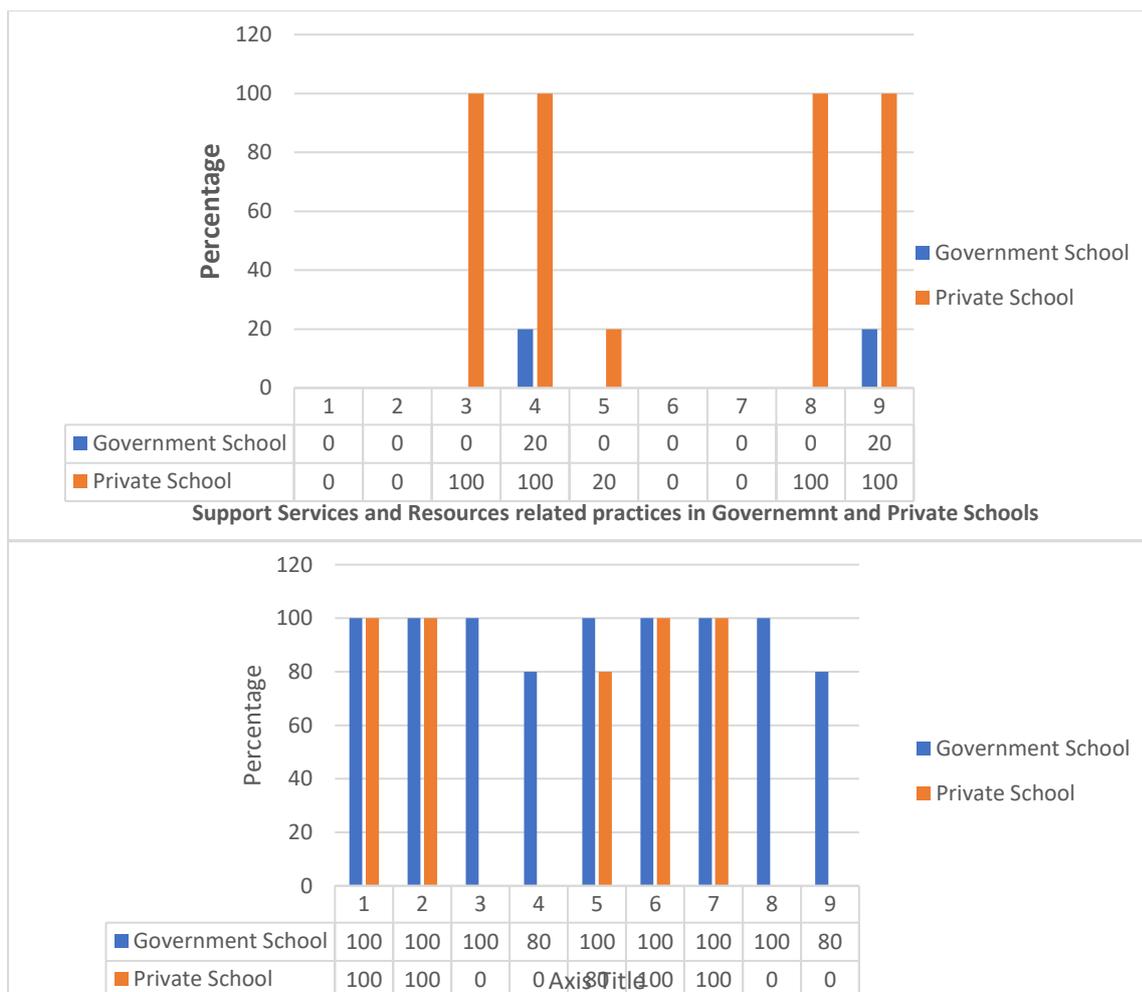
- 6 Table 7 shows that none of the government schools had wheelchairs available in library for physically impaired children as compared to private schools. 80% of the private schools had wheelchairs available for CWSN and only 20% did not have.
- 7 As compared to government schools, private schools i.e., 100 % had laboratories which were easily accessible by children with special needs. 60% government schools provided easy access to laboratories to CWSN whereas 40% did not provide.

Table 8 showing Comparison of support services and resources related Practices in government and private secondary schools of Lucknow.

| Sl. No. | ITEM NO | YES | | NO | |
|---------|---|-------------------------------|---------------------------------|-------------------------------|---------------------------------|
| | | Percentage % of Govt. schools | Percentage % of Private schools | Percentage % of Govt. schools | Percentage % of Private schools |
| 1. | Is the Psychotherapist available in school for children with special needs? | 0 | 0 | 100 | 100 |
| 2. | Is psychiatrist provided for children with special needs? | 0 | 0 | 100 | 100 |
| 3. | Are the medical emergency services available in school? | 0 | 100 | 100 | 0 |
| 4. | Do you have special educators in school children with special needs? | 20 | 100 | 80 | 0 |
| 5. | Is there occupational therapist in school? | 0 | 20 | 100 | 80 |
| 6. | Is there speech therapist in school? | 0 | 0 | 100 | 100 |
| 7. | Does the school provide guidance and counseling services to CWSN? | 0 | 0 | 100 | 100 |
| 8. | Are aids and appliances provided to CWSN as per government policy? | 0 | 100 | 100 | 0 |
| 9. | Do children with special needs have easy access to computers? | 20 | 100 | 80 | 0 |



Graph 13 showing the percentage difference of available support services and resources related Practices in government and private secondary schools of Lucknow



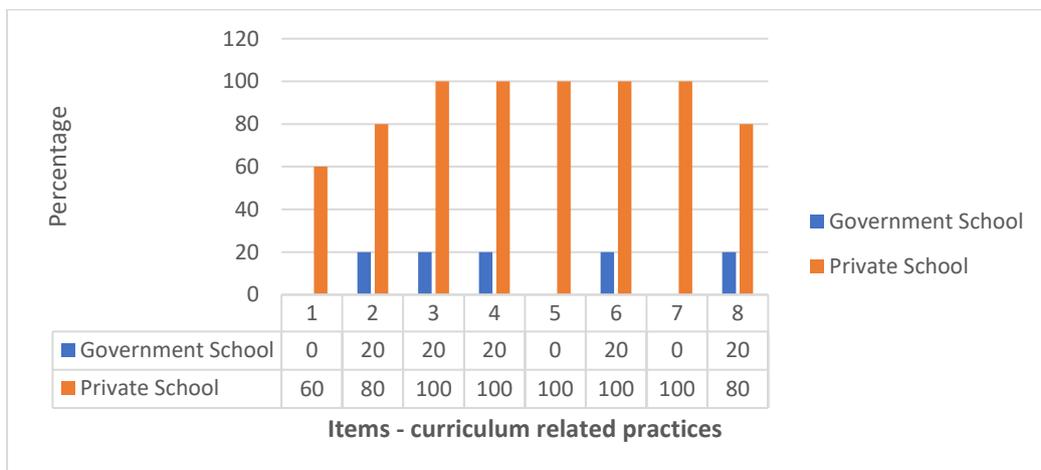
Graph 14 showing the percentage difference of non-availability of support services and resources related Practices in government and private secondary schools of Lucknow

From the table 8, it is evident that government and private secondary schools differed in having support services and resources related practices. This is also shown through graph 13 & 14.

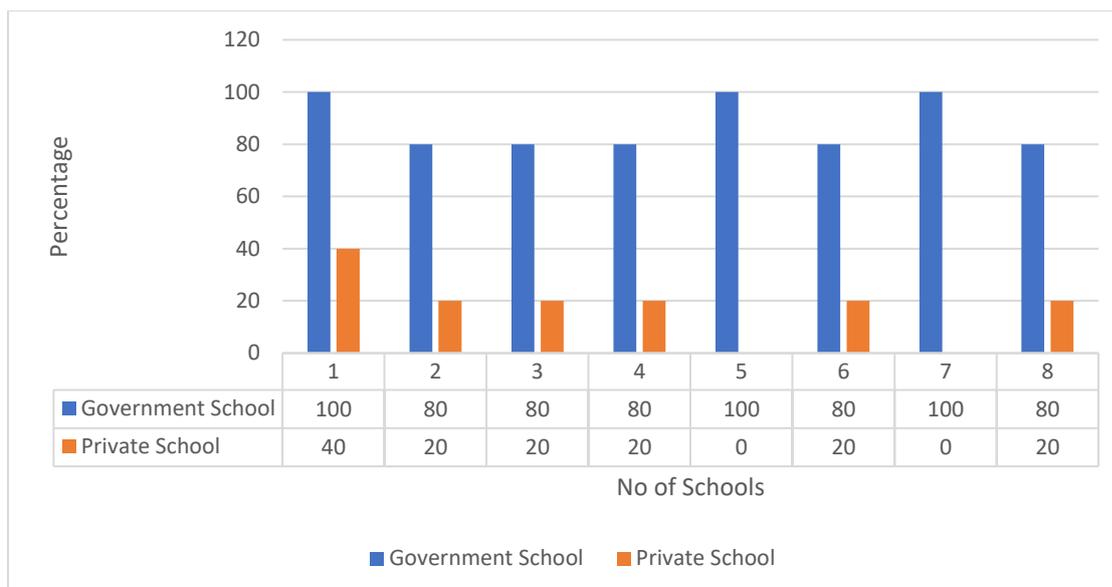
- From the table 8 the result shows that neither government nor private schools had Psychotherapist and psychiatrist available for children with special needs.
- The recorded result shows that none of the government schools had the medical emergency services available in school whereas all the private schools i.e. 100 % had medical emergency services available in school.
- Majority of the government schools i.e., 80% of them did not have special educators whereas 100% private schools had special educators to cater the needs of CWSN.
- All government schools i.e., 100% lacked in having occupational therapist in their school for children with special needs. On the similar note only 20% private schools had occupational therapist and majority of private schools i.e. 80% of private school did not have.
- The findings show that all the government and private schools lacked in having speech therapist and guidance and counseling services for children with special needs in schools.
- Table 4.7 shows that none of the government schools had aids and appliances to be provided to children with special needs as per government policy and in contrast all the private schools had aids and appliances available for the CWSN.
- comparing the findings related to the availability and access to computers for CWSN, it was found that in all the private schools CWSN were availing computer facilities whereas only 20% government schools were able to provide this facility to CWSN. 80% of government schools lacked on this ground.

Table 9 showing Comparison of Curriculum related Practices in government and private secondary schools of Lucknow

| Sl. No. | ITEM NO | YES | | NO | |
|---------|--|-------------------------------|---------------------------------|-------------------------------|---------------------------------|
| | | Percentage % of Govt. schools | Percentage % of Private schools | Percentage % of Govt. schools | Percentage % of Private schools |
| 1. | Are the individualized educational programs conducted in school by special educators? | 0 | 60 | 100 | 40 |
| 2. | Is the need assessment done by teachers of every individual student? | 20 | 80 | 80 | 20 |
| 3. | Do you conduct diagnostic test for identifying CWSN? | 20 | 100 | 80 | 0 |
| 4. | Does the school provide learning friendly environment to CWSN? | 20 | 100 | 80 | 0 |
| 5. | Are teaching and learning aids adapted according to CWSN? | 0 | 100 | 100 | 0 |
| 6. | Does the school provide textbooks and curriculum in accessible formats for CWSN? | 20 | 100 | 80 | 0 |
| 7. | Does the school provide skill development and vocational education to CWSN as per their special ability? | 0 | 100 | 100 | 0 |
| 8. | Does the school provide flexibility in assessment and evaluation for CWSN? | 20 | 80 | 80 | 20 |



Graph 15 showing the percentage difference of available curriculum related practices in government and private secondary schools of Lucknow



Graph 15 showing the percentage difference of non-availability of curriculum related practices in government and private secondary schools of Lucknow

From the table 9 and graph 15& 16 it is evident that government and private secondary schools differed in Curriculum related Practices. The table shows that-

- Table 9 indicates that none of the government schools had individualized educational programs conducted by special educators as compared to 60% private schools which used IEPs for children with special needs. 40% private schools did not have individualized educational programs conducted in school by special educators.
- While comparing the findings of need-based assessment for CWSN, 80% private schools had this facility as compared to 20% government schools.
- By comparing the data it shows that only 20% government schools conducted diagnostic test for identifying children with special needs and also provided them learning friendly environment. The data also shows that all the 100% private schools conduct diagnostic test for identifying children with special needs and provide them learning friendly environment.
- It is clear from the table that none of the government schools had teaching and learning aids adapted according to children with special needs and did not provide them skill development and vocational education. In contrast to private schools where all 100% schools had these facilities.
- Only 20% government schools provided textbooks and curriculum in accessible formats to children with special needs and majority of them i.e. 80% did not have this facility. In other way all the 100% private schools provided textbooks and curriculum in accessible formats for children with special needs.
- By comparing the data regarding to provide flexibility in assessment and evaluation for children with special needs only 20% government schools had this facility. 80% of government schools did not provide this facility and in contrast 80% private schools provided flexibility in assessment and evaluation for children with special needs and 20% did not do so.

Conclusion

The study endeavored to know the status of inclusive practices for children with special needs in secondary schools of Lucknow. Inclusive practices were more or less available in all the government and private schools of Lucknow which were part of the study. No school was found which had all the four categories of inclusive practices available in all. From the comparison made in objective 4, it can be concluded that private schools were more prepared and equipped in providing inclusive practices to CWSN whereas government schools were not so prepared and equipped.

It can be concluded that inclusiveness can't not be successful alone. To make inclusive practices more successful schools should work with all the stakeholders like teachers, parents, peers and community. School administration should work in the direction of making schools more inclusive for children with special needs.

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Disclosure statement

No potential conflict of interest was reported by the author(s).

Ethical approval

The study received ethical approval from the government and private schools of Lucknow, India for conducting the study and informed consent from participants was obtained.

Notes on Contributors

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