

Status of Children with Special Needs At Elementary Level of Puri District

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Abstract:

This research paper presents a comprehensive status survey of Children With Special Needs (CWSN) within the educational system in the sampled schools of Puri district. The study aims to evaluate the current state of educational inclusion, accessibility, and the quality of support services available to CWSN students. Data was collected from various schools through questionnaires, interviews with educators and parents, and direct observations. Key findings indicate significant variability in the implementation of inclusive education policies, with disparities in resource allocation and support infrastructure across different regions. The survey also highlights the critical role of teacher training and the need for enhanced collaboration between educational institutions and healthcare providers. Despite progress in some areas, the study reveals persistent challenges, including inadequate physical infrastructure, limited availability of specialized instructional materials, and social stigmatization. Developing and implementing IEPs for children with special needs is essential. These plans outline specific educational goals, accommodations, and support services tailored to the individual needs of each student. 4. Collaboration and Teamwork: Collaboration among teachers, special education professionals, parents, and other stakeholders is crucial for supporting children with special needs. Effective communication and teamwork ensure that the child's needs are addressed comprehensively both inside and outside the classroom. Recommendations are provided to address these issues, emphasizing policy reform, increased funding, and community awareness programs.

Keywords: Children With Special Needs (CWSN), Inclusive Education, The Right to Education (RTE) Act (2009)

Introduction:

The constitution of India clearly states in its Preamble that everyone has the right to equality of status and of opportunity. The Article 41 of the Directive Principles of the Indian Constitution supports the right to work, to education and to public assistance in certain cases including disablement. The erstwhile Article 45 had the provision of free and compulsory education for all children up to the age of 14 years. Based on this, the Constitution (86thAmendment) Act, 2002, has been enacted by the Parliament making education a fundamental right of all children in the age group of 6-14 years under Article 21A. The term 'Special Educational Needs' refers to all those children and youth whose needs arise from disability or learning difficulties. The statement affirms, "Those with special educational needs must have access to regular schools which should accommodate them within child centered pedagogy capable of meeting these needs".

The Right of Children to Free and Compulsory Education Act, 2009: The Right of Children to Free

and Compulsory Education Act is the law that outlines how the fundamental right to free and compulsory education of children in the age group of 6 to 14 is to be implemented. Despite some shortcomings, it is seen as a landmark law envisioning fundamental changes to the education system and the way we have transacted education so far. There are many aspects of the law that support the inclusion of many marginalized groups of children with children with disabilities being one among them. Some of these are:

Mapping of children: Clear responsibilities of the State to map children in their communities and ensure the enrollment, retention and completion of elementary education are an important one. For children with disabilities who face grave barriers not only from systems but also from society and community, a proactive local authority/ state government can go a long way in enabling the child to go to school.

Our schools and classrooms need to reflect this social, constitutional and legal right of every child to be included in the educational processes and practices - our classrooms, now more so than before, needs to be ready to include. To know the status of CWSN in Puri District a research study in this regard is taken.

STATEMENT OF THE PROBLEM :

The study is entitled as “**STATUS OF CHILDREN WITH SPECIAL NEEDS AT ELEMENTARY LEVEL OF PURI DISTRICT**”.

OPERATIONAL DEFINITION OF TERMS USED:

Status: The present position of Children with Special needs studying in different elementary schools in Puri District

CWSN: Children with special Needs is a term refers to students who have disabilities or impairments who require additional support accommodations and specialized educational interventions to meet their unique learning and developmental needs.

Elementary level: The children belonging to the age group of 6-13 years from class I-VIII.

OBJECTIVES

1. To investigate the support of CRCCs, BRCCs and BRP/IEVs on Inclusive Education.
2. To assess the knowledge and skills of teachers to help CWSN in achieving success.
3. To ascertain the opinion of peers and parents towards CWSN
4. To observe the physical facilities conducive for CWSN.

METHODOLOGY:

Survey Research is defined as the collection of information from a sample of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012, p.160). This type of Research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey method was adopted for the study to collect information about CWSN students in different elementary schools of Puri District.

SAMPLE

The study was conducted in Puri District of Odisha .The sample of the study comprises of

- 08 Schools where CWSN are available.

- 08 concern CRCCs.
- 04 BRCCs (one from each Block)
- Actual students from the sample schools.
- Parents of the concern students.

TOOLS:

The Research Tools includes

- A. Interview schedule for CRCCs, BRCCs,
- B. Questionnaire for BRPs and IEVs.
- C. Questionnaire for H.M of the school.
- D. Opinionnaire for peer groups.
- E. Questionnaire for the concern parents.
- F. Checklist for facilities available for CWSN.

DATA COLLECTION:

Teacher Educators and Teacher Trainees of DIET, Puri acted as Field Investigators and visited the schools and clusters to collect the data. The Teacher Trainees and Teacher Educators visited 8 schools i.e. Kakatpur Nodal Highschool, NaranpurPUPS, Pulakeshwari Nodal High schools, Gorual, Govt UGUP School,Bijipur, Charbatia UGUP School, Mahabalpada PS, Biraharekrishnapur High School,Balagandi High school. The questionnaires were supplied to the Headmasters to collect information regarding the status of CWSN students in their schools. 8 No of CRCCs and 8 BRCCs of respective clusters and blocks were also provided with questionnaires and information is sought from them about CWSN students. The parents of CWSN students are also administered with a questionnaire about their responses of their CWSN wards. An opinionnaire is administered among the peers of CWSN students and responses are recorded. A checklist is used to verify the availability of physical facilities in schools.

Analysis and Interpretation Of Data

The collected information was analyzed in terms of frequencies and percentages. The result is presented in tabular form using percentage analysis.

**TABLE-1
INTERVIEW OF BRCCS REGARDING SUPPORT TO INCLUSIVE EDUCATION**

Sl. No.	INDICATORS	RESPONSES	
		YES	NO
1	Do you have any CWSN children found in your block?	8(100%)	0
2	Whether you found any OH/SI/VI Category?	8(100%)	0
3	Are the CRCCs of your block taken the training for CWSN student?	8(100%)	0
4	If yes, have the CRCCs communicated messages to all the teachers under your cluster?	8(100%)	0
5	Have you are reports regarding school visit of BRPs and CRCCs?	8(100%)	0

6	Have you visited school during classroom transaction of CWSN students?	8(100%)	0
7	If yes, the facilities provided the Govt. of Odisha have been used by the CWSN students or not?	8(100%)	0
8	Are the teachers of your block have been used assistive device during their classroom transaction?	8(100%)	0
9	Are the CWSN students' performance equal to the normal students in your block ?	8(100%)	0

1. It is evident from **Table 1** that all the BRCCs have found CWSN children belonging to different category in their block like OH, SI and VI. They have also provided special training to CRCCs.
2. It is clear from the above table that all the CRCCs of their block have communicated messages to all the teachers under their cluster.
3. All the BRCCs are making regular visits to schools, monitoring the activities of BRPS and CRCCs and keeping reports of their visits and monitoring.
4. As per their responses, all the teachers of their block have been using assistive devices during their classroom transaction and facilities provided by Govt. of Odisha have been used by CWSN student. However regarding performance of CWSN student , most of them ate of the view that the performance of CWSN student are equal to normal student but few BRCCs have responded about in equality in performance of CWSN.

TABLE-2

INTERVIEW OF CRCCS REGARDING SUPPORT TO INCLUSIVE EDUCATION

Sl. No.	INDICATORS	RESPONSES	
		YES	NO
1	Do you have taken the special training for CWSN student?	4(50%)	4(50%)
2	Are the teachers trained for providing teaching for CWSN student?	5(62.5%)	3(37.5%)
3	Are there any availability of teaching assistive device for CWSN students in your cluster?	4(50%)	4(50%)
4	Have you properly utilized the funds provided by the Govt. for CWSN students?	5(62.5%)	3(37.5%)
5	Have you arranged any awareness programme for academic improvement of CWSN student?	8(100%)	0
6	Do you have arranged any competition for CWSN students?	6(75%)	2(25%)
7	Are there any weekly or monthly school monitoring programme?	5(62.5%)	3(37.5%)
8	Have you taken any steps for quality improvement of CWSN student?	6(75%)	2(25%)
9	Have you provided the basic facilities to the CWSN student as compared to normal student?	7(87.5%)	1(12.5%)

10	Do you observe any discrimination among the CWSN and normal?	1(12.5%)	7(87.5%)
11	Have you arranged any periodical health checkup programme for CWSN student?	6(75%)	2(25%)

The **Table 2** is representing the analysis report of responses of CRCCS regarding their support for inclusive education.

1. The table clearly indicates that all the CRCCS have arranged awareness programme for academic improvement of CWSN student.
2. Most of them are of the view that they have taken special training and also trained the teachers for teaching CWSN students.
3. There is availability if assistive devices for CWSN student in their cluster and also the Govt. funds are utilized properly .
4. Most of the CRCCs are regularly arranging competitions, health check up camps for CWSN student. Most of them are providing basic facilities to the CWSN student and regularly monitoring to enhance the quality of CWSN student. It is their view of most of the CRCCs that they did not observe any discrimination among CWSN and normal students.

**TABLE-3
RESPONSES TO QUESTIONNAIRE FOR BRP/IEV**

Sl. No.	INDICATORS	RESPONSES	
		YES	NO
1	Listed out the CWSN students school wide	8(100%)	0
2	Classified the CWSN students according to disability	7(87.5%)	1(12.5%)
3	Taking proper steps inclusive	8(100%)	0
4	Provide pedagogical support to teacher	8(100%)	0
5	Taking demonstration class for the teacher meant of	7(87.5%)	1(12.5%)
6	Checking holistic progress card	7(87.5%)	1(12.5%)
7	Giving support to school aids for Govt.	7(87.5%)	1(12.5%)
8	CWSN student getting proper legitimate aid from Govt.	8(100%)	0
9	Providing pedagogical support to HM for enhancing	8(100%)	0
10	Discussing with parents of CWSN student for awareness of health and education	8(100%)	0

Table 3 depicts the opinion of Block Resource Person/ Inclusive Education volunteers of different blocks regarding their support towards CWSN student.

1. The Block Resource persons are listing the CWSN students schools and classifying them according to their disabilities.
2. All the BRPs are taking proper step according to the need of students and providing pedagogical support to the teacher in form of taking demonstration class for them. Most of checking the holistic progress card of CWSN students and giving support to schools for periodical health checkups.

3. It is clear from their response the CWSN students are getting utmost benefits of legitimate aids provided by the Govt.
4. All the BRPs are providing pedagogical support to the Head master for cognitive development of student. All of them are making the parents aware about health and education of their CWSN child through discussion.

TABLE 4 RESPONSES TO HEADMASTERS REGARDING THE USE OF KNOWLEDGE AND SKILL FOR COGNITIVE DEVELOPMENT.

SI No	INDICATORS	RESPONSES	
		YES	NO
1	Do you have taken the special training for CWSN student	2(25%)	6(75%)
2	Provided training to other Teachers takings CWSN class	2(25%)	6(75%)
3	Identified any OH/HI/SI category of student	7(87.5%)	1(12.5%)
4	Takings CWSN class	4(50%)	4(50%)
5	Using the appropriate TLM while taking classes	5(62.5%)	3(37.5%)
6	Using assistive devices in the classroom	4(50%)	4(50%)
7	Providing pedagogical support to the teacher	6(75%)	2(25%)
8	Monitoring classes regularly Getting support from parents	8(100%)	0
9	Getting support from parents	8(100%)	0
10	Students getting necessary medical checkup and other facilities	8(100%)	0
11	Students getting stipends and financial support from Govt. regularly.	7(87.5%)	1(12.5%)
12	Checking the CWSN record of student regularly	8(100%)	0
13	Sharing progress achievement of CWSN student to different stake holders	8(100%)	0

Table 4 clearly indicates Headmasters responses regarding use of knowledge and skill possessed by them for cognitive development of CWSN students.

1. It is seen that some of the headmasters are takings classes and using appropriate TLMs and assistive devices.
2. Most of the Headmasters are providing necessary pedagogical support to the teachers and monitoring classes regularly.
3. All the headmasters are getting support from parents. Most of them are of the view that their students are getting medical check up and other facilities.
4. Most of them have opined the CWSN students are getting stipends and other financial support from Govt.
5. As per the above table all the headmasters are checking the record of CWSN students of their respective schools regularly and sharing the progress achievement of CWSN students with different

stake holders and parents. However it is seen that neither the headmaster nor the teachers have taken special training to teach the CWSN students.

TABLE-5 OPINION OF PEER GROUP

Sl. No.	INDICATORS	RESPONSES	
		YES	NO
1	CWSN friends are actively and joyfully participating in Teaching Learning Process	8(100%)	0
2	CWSN friends are properly using the teaching aids.	7(87.5%)	1(12.5%)
3	Teachers are providing special attention and pedagogical supports to CWSN	8(100%)	0
4	Helping your CWSN friends in Learning process	8(100%)	0
5	Teasing CWSN friends	8(100%)	0
6	CWSN friends are behaving properly	8(100%)	0
7	CWSN friends are participating in co-curricular activities	8(100%)	0
8	CWSN friend play with your outside the classroom	8(100%)	0
9	CWSN friends are eating MDM with you in proper manner	8(100%)	0
10	CWSN friends are using school toilet properly	7(87.5%)	1(12.5%)

The **Table-5** describes the opinion of peer group regarding the behaviour of CWSN friends in the school.

1. It is crystal clear from Table-6 that the CWSN child is actively and joyfully participating in teaching learning process by using , teachers aids provided by the teacher.
2. All of them opined that they are behaving properly with their friends. They are of the view their CWSN friend is playing outside the classroom, eating MDM in proper manner and also using school toilet properly.
3. All of them stated that they are not at all teasing their CWSN friends rather helping them in teaching learning process. The peer groups remarked that the teachers are providing pedagogical support and giving special attendance to CWSN student.

Table-6 RESPONSES OF PARENTS OF CWSN STUDENTS

SL No	INDICATORS	RESPONSES	
		YES	NO
1	Kid is regularly going to school	6(75%)	2(25%)
2	Kid is interested to go to school	7(87.5%)	1(12.5%)

3	Behavior of the kid is good to others	7(87.5%)	1(12.5%)
4	Family members are well behaving the kid	8(100%)	0
5	Taking proper care	8(100%)	0
6	Present in the Parent Teacher Meeting	8(100%)	0
7	Discussing with BRP regarding problem of child.	8(100%)	0
8	Discussing with headmaster of the school regarding progress of child.	6(75%)	2(25%)
9	Class teacher discuss with you regards child improvement	6(75%)	2(25%)
10	Child faces any problem in school (with friend and learner)	2(25%)	6(75%)
11	Kid is getting assistive material provided by Govt.	5(62.5%)	3(37.5%)
12	BRP aware you regards the health of your kid periodically	6(75%)	2(25%)

The **Table – 6** described the concern of parents towards their CWSN ward.

1. All of the parents have responses that they are taking proper care of their CWSN child and behaving well. They are not only concern about their health but also remain present in parent teacher meeting in the school.
2. All of them are discussing with Block Resources person regarding problem of their child. Regarding attendance in School, Most of the CWSN student are interested to go to school regularly.
3. Most of them are behaving well to their family members. Most of the parents are discussing with Head master periodically to know the progress if their child.
4. Many parents have given positive responses about availability of assistive materials from Govt. It is the view of most of the parents that the BRP is aware about the health of their child periodically. However it is a matter of concern from most of the parent in spite of all types of support their child is facing some problems in school with friends and in the learning process.

TABLE-7 RESPONSES OF CWSN STUDENTS REGARDING AVAILABILITY OF PHYSICAL FACILITY

SL No	INDICATORS	RESPONSES	
		YES	NO
1	Availability of a Location Map at the entrance point of school.	2(25%)	6(75%)
2	Availability of Staircase for CWSN student	4(50%)	4(50%)
3	Availability of Ramp and Rail	6(75%)	2(25%)
4	Availability of accommodation for the use of toilet.	5(62.5%)	3(37.5%)
5	Availability of hand wash Basin.	2(25%)	6(75%)
6	Provision of Braille language script book	1(12.5%)	7(57.5%)
7	Facilities for low vision student to sit in the front	6(75%)	2(25%)
8	Provision of audio aids for VI student	6(75%)	2(25%)
9	Proper Utilization of Audio Assistive	4(50%)	4(50%)

	Devices		
10	Availability of bold letter books for low vision student	5(62.5%)	3(37.5%)
11	Use of lip reading language for SI student	3(37.5%)	5(62.5%)
12	Use of gesture, posture and symbol	6(75%)	2(25%)
13	Teacher is suitable and delightful for CWSN student	4(50%)	4(50%)
14	Teaching learning process done through smart classroom by the use of smart board	2(25%)	6(75%)

The **Table-7** indicates the availability of physical facilities in the school for CWSN student.

1. It is seen that most of the schools, have facilities like Ramp and Rail, audio aids for visually impaired students, bold letter books for low vision student, front bench sitting arrangement for low vision student, and special accommodation for using toilet, lip reading and symbolic language for sensory impaired student. Most of CWSN students are of the view that audio assistive devices provided by Govt. are properly utilize.
2. Physical facilities like stair case facility, special hand wash base, location map, braille language script book for blind student and smart classroom with smart board are not available on most of the school.

MAJOR FINDINGS OF THE STUDY

1. It is concluded from the reporting of all the BRCCs that they have provided special training to CRCCs regarding the CWSN children like OH, SI and VI and CRCCs of their block have communicated messages to all the teachers under their cluster.
2. It is found from the reporting of BRCCs that 100% the BRCCs are making regular visits to schools, monitoring the activities of BRPS and CRCCs and keeping reports of their visits and monitoring.
3. As per the responses of BRCCs all the teachers of their block have been using assistive devices during their classroom transaction and facilities provided by Govt. of Odisha have been used by CWSN students properly.
4. Regarding the performance of CWSN students it is concluded from the reporting of BRCCs that 100% of the BRCCS are of the view that CWSN student are equal to normal students.
5. It is found from the responses of CRCCs that 50% of CRCCS have taken special training for CWSN students and 62.5% of them have reported that the teachers are trained for providing teaching to CWSN students.
6. It is revealed from the reporting of CRCCs that 100% CRCCs have arranged awareness programmes for academic development of CWSN students. 75% CRCCS are regularly conducting school monitoring programme, arranging competitions, and organizing periodical health checkup camps for CWSN students.
7. It is reported from the reporting of CRCCs that 50% of CRCCs confirmed the availability of assistive devices in their cluster and 87.5% CRCCs are providing basic facilities to CWSN students as compared to normal children.

8. It is clear from the reporting of BRP/IEVs of different blocks that 100% of BRPS have listed out the CWSN students school wise. And taking proper step according to the need of students and providing pedagogical support to Headmasters for cognitive development of students.
9. It is concluded that 87.5% of BRPs are taking demonstration class for teachers, checking the holistic progress card of CWSN students and giving support to school aids for Govt.
10. It is found from the responses of Headmasters that 100% of Headmasters have used the knowledge and skill possessed by them for cognitive development of CWSN students
11. It is reported that 50% of the headmasters are taking classes and using appropriate TLMs and assistive devices. 75% of the Headmasters are providing necessary pedagogical support to the teachers and monitoring classes regularly. 87.5% of them have opined the CWSN students are getting stipends and other financial support from Govt.
12. It is found that 100% Headmasters are taking medical checkups of CWSN students and checking the record of CWSN students of their respective schools regularly and sharing the progress achievement of CWSN students with different stake holders and parents.
13. However it is seen from the report of Headmasters that 25% Headmasters and Teachers have not taken Special training to teach CWSN students.
14. It is found from reporting of peers 100% of peers opined that CWSN students are behaving properly with their friends and actively as well as joyfully participating in the Teaching Learning Process. They are of the view that their CWSN friends are playing outside the classroom, eating MDM in proper manner.
15. As per the report of peer Group 87.5% of peers are of the view that CWSN students are using school toilets properly.
16. It is found that 100% of peers are not at all teasing their CWSN friends.
17. As per the report 75% of parents have viewed that their kids are interested and going to school regularly. 87.5% of the parents are remarking the good behavior of their kids.
18. It is concluded that 100% of Parents have responded that they are taking proper care of their CWSN child and behaving well. They are not only concern about their health but also remain present in parent teacher meeting in the school.
19. 100% of the parents are discussing with Block Resources person regarding problem of their child. 87.5% of parents responded that their CWSN students are behaving well to their family members.
20. 75% of the parents are discussing with Head masters periodically to know the progress of their child.
21. 62.5% parents have given positive responses about availability of assistive materials from Govt.
22. It is the view of 75% of parents that the BRP is aware about the health of their child periodically.
23. It is concluded from the study that in spite of all the facilities 25% parents opined that the CWSN students facing some problems in teaching and learning.
24. It is concluded from the reporting of CWSN students that 75% of the schools have facilities like Ramp and Rail, audio aids for visually impaired students, bold letter books for low vision student, front bench sitting arrangement for low vision student, and special accommodation for using toilet, lip reading and symbolic language for sensory impaired student.
25. 50% of CWSN students are of the view that audio assistive devices provided by Govt. are properly utilized and the teacher is suitable for CWSN students.

26. It is found that only 25% students responded that physical facilities like stair case facility, special hand wash base, location map, Braille language script book ,smart classrooms are available in schools.

DISCUSSION

The BRCCs have opined that the CWSN students belonging to the category of OH, VI, and SI are equal to the normal students in their performance. The BRCCs of Puri District are regularly visiting schools, monitoring activities of CRCCs and BRPs. As per their report the assistive devices are properly utilised by teachers and the CWSN students are entertaining the facilities provided by Govt. The CRCCs have taken special training for CWSN students .Awareness programmes are organised for their academic development of students competitions and health check-up programs are arranged for maintaining the wellbeing of CWSN students. The BRPs are listing and classifying students and providing pedagogical support to the Headmasters by taking demonstration classes. The Headmasters are also taking classes using appropriate TLMs, providing pedagogical support to teachers and monitoring classes. The Headmasters are regularly getting the health check-up of CWSN students and reporting their academic progress to different stake holders and parents.

The peers of CWSN students have revealed that they behaving properly with their friends. They are also actively participating in classroom and out of classroom activities like playing games, eating MDM, using toilet in proper manner.

As per the information recorded from parents, their CWSN kids are also taking interest and attending schools regularly. The parents are taking proper care of their children attending PTM regularly, discussing with their BRPs regularly. The parents have affirmed the availability of assistive devices from Govt in schools.

The physical facilities like ramp and rail, audio aids, bold letter books are available with the schools. But location map, Braille language script, smart classrooms are rarely available in schools.

SUGGESTION:

- Special training should be provided to teachers and Headmasters.
- More teaching assistive devices should be available for CWSN students.
- Robust monitoring should be done at school level and block level.
- Scholarly use of assistive devices should be done by the teachers in classroom.
- More involvement of parents of CWSN students are needed.
- Problems of CWSN should be discussed and addressed.
- Provision of Location map, Braille book, hand basin, sign language for students.
- More number of trained teachers should be appointed.
- Smart classroom teaching by the use of smart board should be done for CWSN students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The status of children with special needs at the elementary level carries significant educational implications, impacting various aspects of the educational system, from teaching methods and classroom environment to policy and resource allocation. Here are some key implications:

1. Individualized Education Plans (IEPs)

IEPs are fundamental for students with special needs. They ensure that each child receives tailored

educational goals and the necessary support services. This customization requires collaboration between teachers, special education professionals, and parents to monitor and adjust the plan as needed.

2. Inclusive Education

There is a strong push for inclusive education, where children with special needs are integrated into mainstream classrooms. This approach promotes social inclusion and equal opportunities. Teachers need training in differentiated instruction and classroom management to address diverse learning needs effectively.

3. Specialized Training for Educators

Teachers must be equipped with skills to identify and address the needs of students with disabilities. Professional development programs focusing on special education, behavioral management, and adaptive teaching strategies are essential. This ensures that educators can create a supportive learning environment for all students.

4. Resource Allocation

Adequate resources, including specialized staff (e.g., special education teachers, aides, therapists) and materials (e.g., assistive technology, modified learning tools), are crucial. Schools must allocate sufficient funding to ensure these resources are available, impacting budgetary decisions and policy priorities.

5. Parental Involvement

Active parental involvement is critical for the success of children with special needs. Schools must facilitate strong home-school communication and engage parents in the educational process. Workshops, support groups, and regular meetings can help parents navigate the special education system and advocate for their children's needs.

6. Assessment and Accountability

Standardized testing and assessment methods must accommodate the needs of students with disabilities. Alternative assessments and modified testing conditions are often necessary to provide an accurate measure of a student's abilities and progress. Schools must be accountable for the educational outcomes of all students, including those with special needs.

7. Social and Emotional Support

Children with special needs often require additional social and emotional support. School counselors, psychologists, and social workers play a vital role in providing this support. Programs that foster social skills, self-esteem, and emotional resilience are beneficial.

8. Transition Planning

As students with special needs progress through elementary school, planning for transitions—whether to middle school, high school, or other settings—is essential. Transition plans should address academic, social, and vocational goals, ensuring that students and their families are prepared for the next stage of education.

9. Community and Peer Relationships

Promoting understanding and acceptance among peers is crucial. Programs that encourage peer support, buddy systems, and disability awareness can foster a more inclusive school culture. Positive peer relationships can enhance the social experience of students with special needs, contributing to a more inclusive community.

The educational implications of the status of children with special needs at the elementary level are multifaceted, requiring a comprehensive and collaborative approach. By addressing these implications

through well-designed policies, effective teaching practices, and adequate support systems, schools can create an environment where all students have the opportunity to succeed.

CONCLUSION:

The present study explored the clear picture of CWSN students in Puri District of Odisha. It unraveled the role of BRCCs, CRCCs and BRPs in providing support services for inclusive education. It also threw light on the opinion of parents, peers on the behavior and participation of CWSN in curricular and co-curricular activities. It is concluded from the study that the status of CWSN students in Puri Dist at Elementary level is quite satisfactory. For a successful implementation of inclusive Education, schools should be equipped with assistive devices, special teachers, well equipped resource rooms and necessary physical facilities. The CWSN students can be mainstreamed and equalized in different spheres if more training and technology will be provided to elementary schools.

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