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DOI: <http://ijmer.in.doi./2022/11.02.36>

## SOCIAL ACCEPTANCE OF CWSNs, A STIGMA OR A BOON- STUDY OF SCHOOLS OF MCD

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### ABSTRACT

A child's proper development does not only define about physical health but also his/her mental health. Therefore, a child's better development is based on uniform growth of cognitivism, behaviourism and kinesthetics. In the process not all children receive equal treatment or not every child's capacity is equal. All individual's capacities are different therefore, they would need different treatment. Children with special needs are the one who are victimised and rejected for them being different. Such negative experiences can impact on their overall development. Therefore, the study aimed to understand how far social acceptance of CWSNs of schools of Delhi Municipal Co-operation play an important role in their lives. The social acceptance by community is measured from people from different sectors in a community. According to the results it is observed that, school CWSNs of MCD receive good treatment by the community. Almost all the members from the sample treat CWSNs and other children equally.

**Keywords:** Children with Special Needs, Stigma, Boon, Social Acceptance, MCD, etc

### 1.0 INTRODUCTION

The traditional education partition is important to teach ideal learning strategies by the learner's matching age according to distinct education stages - i.e., Primary, Secondary, and Higher Education. The first stage is more focused with learning tools, the acquisition of core learning abilities, and the cultivation of a mindset that will facilitate future knowledge acquisition (Jha, 2002). The subsequent stages would rely on this foundation for more refined and complex intellectual processes.

The basic premise of an egalitarian school is that "All children regardless of any difficulties or differences they may have inclusive schools must recognize and respond to the diverse needs of their students accommodating both different styles and rates of learning. It was also ensuring quality education to all through appropriate curricula, organized arrangements, teaching strategies, resource use and partnerships with their communities" (UNESCO 1994). For children with impairments, having access to educational intervention in an inclusive context is crucial (UNESCO 2010).

A primary duty for educators is to provide an appropriate learning environment for students' academic and socio-emotional development. There is a substantial corpus of research on the impact of teachers on academic growth, such as student learning processes and cognitive results (Hattie, 2009). Individuals with special needs have rights such as access to health care and an education that is appropriate for their abilities. They are content, active, and productive in their social life as long as they can use these rights effectively in the same way that other people do. After social values began to shift in a positive way, people with special needs who had been ignored and neglected for millennia became socially accepted. This improvement was most noticeable in the field of education (Gökbulut, Gökbulut, & Yeniasır, 2017).

Even while problems to implementing inclusive education systems exist, inclusive education—which fully involves all students, including children with disabilities or other learning challenges, in quality education—has shown extremely effective in helping all students learn (Hayes & Bulat, 2017).

### 2.0 REVIEW OF LITERATURE

(Nabuzoka & Ronning, 1997) The social acceptance of a group of intellectually impaired Zambian primary school students by two groups of non-disabled children was investigated. Over the course of six months, one group had direct interaction with children with disabilities, whereas the other did not. Non-disabled boys who had direct contact with impaired children had more favourable views than non-disabled boys who had no direct contact, while girls had no exposure effects. There were no significant gender disparities among nondisabled children who had contact with impaired peers. Girls had more positive opinions than boys among nondisabled youngsters who had no contact with children with impairments. The findings are preliminary, but they point in the right direction for further research and have some implications for mainstreaming children with disabilities.

The goal of a study by (Gökbulut, Gökbulut, & Yeniasır, 2017) is to show how well students with special needs are accepted by their classmates in Turkish Republic of Northern Cyprus's inclusive programmes. According to the findings, female participants



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show more positive social acceptance for inclusive students than male participants, and there is no difference in social acceptance levels based on the participants' age.

The impact of non-disabled children's engagement in a cooperative learning programme on their acceptance of peers with mild intellectual disabilities were investigated by (Jacques, Wilton, & Townsend, 1998). The non-disabled children in the experimental classes showed significant increases in their social acceptance (sociometric ratings) of the children with mild intellectual disability both immediately after the programme and 5 weeks later, whereas the children in the control classrooms showed no such increases. The findings support the use of cooperative learning methodologies in mainstreaming special educational programmes for children with mild intellectual disabilities, regardless of the form of their previous special educational arrangements.

The social adjustment and acceptance of pupils who have been classified as learning challenged are investigated. A review of the literature (Fox & Weaver, 1989) focuses on the specific characteristics of learning challenged pupils that prohibit them from establishing successful peer engagement and acceptance. There are two main techniques to remediation discussed: direct remediation of the learning handicapped pupils' social skills and actions, and modifying the attitudes of their non-disabled classmates. Curriculum strategies are offered, as well as recommendations for further research.

### 3.0 RESEARCH METHODOLOGY

#### 3.1 Statement of the problem

Development of students depend on their ability to accept others. Being ignored by peers can have a detrimental effect on one's social, emotional, and academic well-being. Because of the considerable diversity of the student population, finding important criteria to successfully foster student social acceptability is extremely difficult in inclusive classrooms. Therefore, it becomes a challenge for children with special needs to survive the expectations of the society.

#### 3.2 Objective of the study

1. To study the support of community in facilitating the social acceptance of CWSNs in the primary schools of MCD covered under SSA

#### 3.3 Operational definitions

**Social Acceptance:** Social acceptance means learning, accepting, and adapting to the differences and diversity in other children or classmates. It is the acceptance of a child in a group/class. Social acceptance affects children of all sorts. If the child is accepted socially, he/she is cooperated and assisted within and outside the classroom settings.

**Children with Special Needs (CWSN):** The term refers to the children who has special needs due to any disability such as physical, sensory and intellectual disabilities.

**Municipal Corporation of Delhi (MCD):** MCD is an autonomous body that came into existence in April 1958 to provide civic amenities, including primary education in Delhi.

#### 3.4 Research Design

As per the requirements of objectives, this particular study has incorporated descriptive and exploratory research methods. Suitable data for the study is collected through both qualitative and quantitative paradigms. The research technique used is based on the top to bottom exploration work. Hence, for the detailed analysis researcher found these techniques most suitable.

#### 3.5 Area of research

In particular, primary schools pertaining to "Municipal Corporation of Delhi" is taken into consideration for the purpose of conducting research activities. MCD is one of the three local body responsible for imparting education especially to primary students. In addition to this, certain level of profound arrangement or knowledge into the execution relating to comprehensive instructions were felt in these schools.

#### 3.6 Population of the study

In the present study, the population consist of the MCD primary schools of Delhi having children with special needs enrolled in different classes (Std. I-V), from where sample is to be drawn. Besides the community members shall be included in the study so to understand the level of acceptance of the community towards CWSNs.



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### 3.7 Sampling

The total population was subjected to simple random sampling and the total sample of the study consisted of 25 inclusive schools with two CWSNs from each selected school (50 in total) and community members of each CWSN.

### 3.8 Tools for data collection

- i. Personal interview - To obtain a comprehensive overview of community participation for accommodating, promoting and facilitating inclusion of CwsNs in MCD schools, all the concerned members of the community were interviewed including SMC members, neighborhood people, community activists, political/ public representatives, NGOs and Govt. officials.
- ii. Observation schedule – types of impairments- hearing, visual, locomotor, SL'D and down syndrome
- iii. Questionnaire - a survey was attempted to accomplish the goal of finding perspectives just as view of Teachers, guardians, & communities in general towards "retention, academic achievement and social acknowledgment of children with extraordinary requirements".
- iv. Considering Tool for Social Acceptance by Peers

In accordance to the objective of measuring social acceptance of CwsNs by their normal counterparts in the school, the researcher made an attempt to develop a tool based on different disabilities and acceptance of these disabilities by the classmates. The tool basically consists of 4 situations cum brief stories depicting the admission or presence of some special child in the class. The first situation focusses on visual impairment whereas the second one depicts speech and hearing disability child. The third description is of locomotor disabled one and the fourth situation belongs to slow learner child. Following these narrations, six questions, separately for each narration, pertaining to the social acceptance of the disabled child were asked from the peers. These questions were framed keeping in view the acceptance at school level as well as at personal level, that is, whether the peers are interested in accepting the disabled child when it comes to homely affairs. For example, it was asked whether they would call the disabled child in their birthday party organized at their residence.

While planning and development of this tool, it was taken into consideration that gender biasness could be minimized. Hence, out of four narrations, two narratives are on each gender. Also considering the level of grade I to V children, this tool was prepared in Hindi language so that children may connect easily with the situations presented to them.

While the administration of the tool, initially the questionnaire was given to the peers. In case the sampled peers were unable to read or understand, the researcher herself explained the story to them and then asked the predefined questions.

### 3.9 Data analysis

In accordance to the pre-defined objectives and variables, the collected data was tabulated in separate tables, which have been presented in the next chapter. Regarding statistical treatment, most of the data have been concluded by applying simple percentage method to test all the framed hypothesis. 't' test was employed to examine the significance level of difference in understanding about the importance of social acceptance of CWSNs.

### 3.10 Limitations of the study

1. The present study was limited to Children with Special Needs those were enrolled under the SSA Programme only.
2. The present study was limited to Primary schools of Municipal Corporation of Delhi only.

## 4.0 RESULT AND DISCUSSION

Table no. 01: Present status of children with special needs alongside various impairments in primary schools of MCD

	Sample	Grade	Children with special needs & impairments				
			Hearing Impairment (HI)	Visual Impairment (VI)	Locomotor Impairment (LI)	Specific Learning Disability	Down's Syndrome
Physical Verification	50	I	4	3	2	2	1
		II	3	4	1	1	2
		III	3	2	1	1	1
		IV	4	1	4	1	0
		V	2	2	3	1	1
<b>Total</b>			16 (32%)	12 (24%)	11 (22%)	6 (12%)	5 (10%)



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From the table above, data of the number of children with special needs in inclusive schools surveyed by the researcher. In these 25 primary schools surveyed 50 children with special needs and impairment were there. Amongst them, 32% children had hearing impairment, followed by 24% kids having visual impairment, while 22% kids having locomotor impairment. Similarly, it was also identified that, 12% of total kids had SLD, while 10% of them suffered from Down Syndrome, respectively.

It is also evident that no children with speech impairment, emotional or social maladjustments were found in these classes of surveyed primary schools. Hence it may be concluded that without a disability certificate no child is being listed in the category of CwSNs. Besides it may also be inferred those teachers and principal are unable to identify the children with special needs other than the one who are visible to be disabled.

**Interview Schedule for Assessing Support by Community members in facilitating better social acceptance of CwSNs**

It is being ascertained that support showed by community members and civil society is being determined, which thereby played a crucial role in facilitating social acceptance of Children with Special Needs. As a result, from this table it is observed that, four components were being taken into consideration towards making judgements about support received by CwSN.

**Table 2.0. Interview Schedule for Assessing Support by SMC members in facilitating better social acceptance of CwSNs**

Encourages interaction of other children with CWSNs	Encourages children to participate in various social activities along with CWSNs	Encourages children to support CWSNs in performing and participating in various activities	Organizes and celebrates various occasions and festivals to facilitate participation of all children including CWSNs
60%	72%	72%	Nil

From the table given above, it is ascertained that 72%each of SMC members encourages children to participate in various social activities along with CWSNs and to support CWSNs in performing and participating in various activities. 60% of the SMC members encourages interaction of other children with CWSNs. Sad part of the numbers is that, no SMC members organizes and celebrates various occasions and festivals to facilitate participation of all children including CWSNs.

**Table 03: Interview Schedule for Assessing Support by Neighborhood people in facilitating better social acceptance of CWSNs**

Encourages interaction of other children with CWSNs	Encourages children to participate in various social activities along with CWSNs	Encourage children to support CWSNs in performing and participating in various activities	Organizes and celebrates various occasions and festivals to facilitate participation of all children including CWSNs
24%	64%	64%	Nil

Similar to the response of SMC members, Neighborhood people also did not organize and celebrated various occasions and festivals to facilitate participation of all children including CWSNs. Whereas, 64% of neighborhood people encouraged children to participate in various social activities along with CWSNs and also encouraged other children to support CWSNs in performing and participating in various activities. Only 24% of neighborhood people encouraged interaction of other children with CWSNs.

**Table no. 04: Interview Schedule for Assessing Support by Community activists in facilitating better social acceptance of CWSNs**

Encourages interaction of other children with CWSNs	Encourages children to participate in various social activities along with CWSNs	Encourage children to support CWSNs in performing and participating in various activities	Organizes and celebrates various occasions and festivals to facilitate participation of all children including CWSNs
80%	88%	88%	84%

The table depicts that 88% of community activists encouraged children to participate in various social activities along with CWSNs and Encourage children to support CWSNs in performing and participating in various activities. Whereas, 84% of the activists Organizes and celebrates various occasions and festivals to facilitate participation of all children including CWSNs. Lastly 80% of the activists encourages interaction of other children with CWSNs.



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**Table no. 05 Interview Schedule for Assessing Support by Political/Public representatives in facilitating better social acceptance of CWSNs**

Encourages interaction of other children with CWSNs	Encourages children to participate in various social activities along with CWSNs	Encourage children to support CWSNs in performing and participating in various activities	Organizes and celebrates various occasions and festivals to facilitate participation of all children including CWSNs
Nil	84%	84%	Nil

The above table shows no political/public representatives seem to encourage interaction of other children with CWSNs and none of them organizes and celebrates various occasions and festivals to facilitate participation of all children including CWSNs. But, 84% of political/public representatives seen encouraging children to participate in various social activities along with CWSNs and same number of them encourage children to support CWSNs in performing in various activities.

**Table no. 06: Interview Schedule for Assessing Support by NGOs in facilitating better social acceptance of CWSNs**

Encourages interaction of other children with CWSNs	Encourages children to participate in various social activities along with CWSNs	Encourage children to support CWSNs in performing and participating in various activities	Organizes and celebrates various occasions and festivals to facilitate participation of all children including CWSNs
80%	92%	92%	88%

From the table it is evident that 92% of NGOs encourage children to participate in various social activities along with CWSNs and Encourage children to support CWSNs in performing and participating in various activities. 88% of them organize and celebrate various occasions and festivals to facilitate participation of all CWSNs. 80% of the NGOs encourage interaction of other children with CWSNs.

**Table no. 07: Interview Schedule for Assessing Support by Government officials in facilitating better social acceptance of CWSNs**

Encourages interaction of other children with CWSNs	Encourages children to participate in various social activities along with CWSNs	Encourage children to support CWSNs in performing and participating in various activities	Organizes and celebrates various occasions and festivals to facilitate participation of all children including CWSNs
92%	96%	96%	92%

As per the data 96% of the Government officials encourage children to participate in various social activities along with CWSNs and encourage children to support CWSNs in performing and participating in various activities. 92% of the officials encourage interaction of other children with CWSNs along with organizing and celebrating various occasions and festivals to facilitate participation of all children including CWSNs

**Table no. 08: Mean, SD, SED and ‘t’-value for ascertaining level of acceptance amongst CWSN group, and normal children in primary schools of Municipal Corporation of Delhi**

Variable	N	Sum	Mean	SD	SED	‘t’-Value	Remark
CWSN children	50	1869.00	37.38	10.38	2.03	0.01	NS
Children with no specific needs.	50	1870.00	37.40	9.94			

df	0.05	0.01
98	1.98	2.63

On the basis of above table, mean of students representing CWSN group and students representing other group are 37.38 and 37.40 respectively, wherein standard deviation of students of CWSN group and normal group are 10.38 and 9.94, respectively, while standard error of deviation is being determined at 2.03. Furthermore, calculated T-value is 0.01. Besides, for df=98table, ‘t’-values are 1.98 and 2.63 at 0.05leveland0.01levelrespectively.



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Thus, from above table, it is significantly visible that as calculated ‘t’-value is much lower than table ‘t’-value at both degree of freedom levels, it is said that there exists very low of difference amongst mutual acceptance level of CWSNs to that of their peers with no such needs, thereby representing that CWSN students are altogether being positively accepted by children with no such needs, thereby establishing positive attitude amongst them.

### 5.0 DISCUSSION AND CONCLUSION

The study “Social Acceptance of CWSNs, a stigma or a boon- study of schools of MCD” has aimed to identify the importance of social acceptance among children with special needs of school children in Municipal Corporation of Delhi. Social acceptance was measured from SMC members, NGOs, Government officials, Community activists, political/public representatives and neighbourhood people to know to what extent do they support or encourage children with special needs.

It was observed that, community activists, NGOs and Government officials play a very important role in facilitating social acceptance among children with special needs. Whereas, other sectors like SMC, neighbourhoods and political/public sectors do encourage children but lack in organising special programs to CWSNs.

The most important aspect to be noticed from the study is that, the sectors chosen do not discriminate between other children and CWSNs. They consider CWSNs to be contributing along with other children. They represent that, they encourage both types of children equally for whatever is better for them.

In the conclusion researcher would mention that social acceptance can become a boon to CWSNs as it facilitates their education, participation and their survival in the society. It symbolises that CWSNs are liable to provisions of human rights as much as other people are. The constitution of India does accept CWSNs as equal to others, therefore, discrimination does not make sense.

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