

Exploring the Adequacy and Satisfaction of Resources in Achieving Well-being for Children with Disabilities:

A Case Study of Bhojpur District

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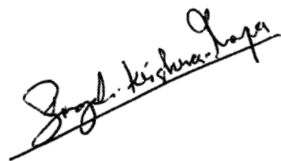
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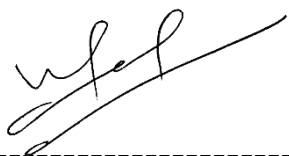
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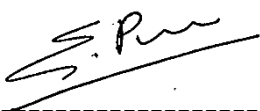


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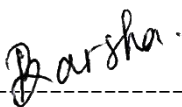
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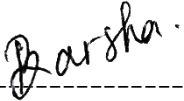


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Declaration

By signing, I certify that the paper titled "Exploring the Adequacy and Satisfaction of Resources in Achieving Well-being for Children with Disabilities: A Case Study of Bhojpur District" is entirely original, with no previous submissions to academic institutions for different degrees.



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Disclaimers

This project titled “Promoting Gender Equality and Social Inclusion in Schools Building on What Children Value and Aspire to Do and Be” is being implemented by LIKE Lab, Kathmandu University School of Arts, with support from the Global Partnership for Education and Innovation Exchange (GPE KIX) and International Development Research Centre (IDRC). The views expressed herein do not necessarily represent those of IDRC or its Board of Governors.

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Abstract

Education is the foundation for human growth and development. A student's experience while getting education can significantly be shaped by multiple factors, including disability. Children with disabilities require additional resources to participate effectively in the classroom. However, it is important to move beyond the availability of resources and explore whether the children are satisfied with the given resources. This study explores resource availability, adequacy, and satisfaction based on the participants' experiences by utilizing a welfarist approach to understand their well-being. The objective of this study is to explore how the resources for Children with Disabilities are available and adequate and whether the students are satisfied within a community school setting in Bhojpur District. This study also highlights the barriers faced by Children with Disabilities. It shows how their experiences of inabilities are not merely because of impairment but rather also created by societal values that necessitate equality, fairness, and respect. The research adopted a qualitative research design and used tools namely observation, focus group discussion, and key informant interviews to collect primary data. Purposive sampling was used to select the participants for the research, where a total of 11 students with disabilities and 18 teachers participated from 2 schools: Yashodhara Secondary School's Resource Classroom and Bhojpur Residential Basic School of the Deaf.

The findings of this research are organized into 3 themes: supportive environment, need-based resources, and future after special education. These thematic evidences are built on the experiences of Children with Disabilities. A supportive environment was one of the most pivotal aspects of the children's growth and development, where teachers and caretakers played a major role at both institutions. The resources, such as physical and financial, were available, even though many of them were not adequate, and the participants were not satisfied. The study has highlighted the importance of having sufficient resources and being satisfied. Likewise, the research offers a reflection on the prospects of Children with Disabilities in the future.

Keywords: Children, Disability, Adequacy, Satisfaction

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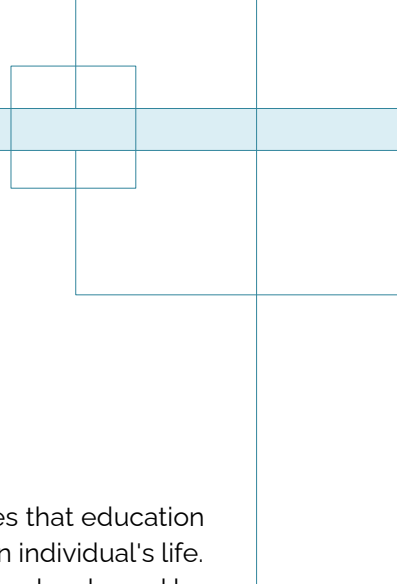
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List of Abbreviations

BRBSD	Bhojpur Residential Basic School of the Deaf
CA	Capability Approach
CWDS	Children with Disabilities
FGD	Focus Group Discussion
GoN	Government of Nepal
KII	Key Informant Interview
PWDS	Persons with Disabilities
SDG	Sustainable Development Goal
SESP	School Education Sector Plan
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNCRPD	United Nations Convention on Rights of Persons
UNDP	United Nations Development Programme
WHO	World Health Organization
YSS	Yashodhara Secondary School



Chapter 1

Introduction

1.1 Background of the Study

The Universal Declaration of Human Rights (1948), Article 26 states that education is a fundamental human right that plays a pivotal role in shaping an individual's life. However, an individual's experiences while getting an education can be shaped by multiple factors. One of which is "disability." According to the WHO (2011), in comparison to Persons without Disabilities, Persons with Disabilities experience higher rates of poverty, worse health outcomes, a lower level of education, and less economic involvement. Persons with disabilities are naturally at a disadvantage because of the deficiencies within them that can lead to violence and discrimination, hindering their equal and effective participation in society. Terzi (2007) states that education is considered a basic capability as firstly, lack of education opportunities would affect the individual, particularly children, because education develops human capabilities such as communication and reasoning. Secondly, the opportunity to get educated can allow individuals to expand their other capabilities, serving as a foundation for other capabilities. The capability to be educated opens future doors and choices at the broader level as it creates better life prospects, opportunities, and participation, which ultimately relates to the enhancement of freedom.

Dominic et al. (2020) in their research, have highlighted that the advancements in assistive technologies have been changing swiftly in recent years and various assistive technologies are being utilized to give educational opportunities to PWDs, helping to unlock their cognitive potential while allowing the teachers and curricula to reach their goals. It also ensures students' engagement in the learning process. However, it is important that the assistive technologies and resources available are sufficient both qualitatively and quantitatively. People with disabilities should be provided with additional support and resources to participate in society to maintain an adequate standard of living (Wilkinson et al., 2015). However, there is little direction about the needs and types of resources that people with different impairments require. Wilkinson et al. (2014) have shown that human support or personal assistance is an important resource for Persons with Disabilities to access opportunities as Persons without Disabilities. Yet, the findings displayed that the assistance required for activities such as socializing was not fully met. People with intellectual disabilities faced restrictions in terms of socializing, wherein they were socially isolated from the wider community. Likewise, people with hearing disabilities faced barriers while communicating due to inadequate access to interpreters. It is essential to ensure the distribution of essential resources along with a supportive environment for Persons with Disabilities to assure that they can enhance their capabilities, which may allow them to feel less vulnerable and more empowered.

The GoN (2022) states that there are currently 380 resource classes, 36 special schools, 12 blind and deaf schools, and 23 inclusive schools that are currently functioning in Nepal and that cater to children with disabilities in the SESP (2022-2032). The development of braille materials for the visually impaired, learning

materials, trained teachers, and the creation of accessible physical environments are a few policies that have been developed for Persons with Disabilities. However, given the diverse needs that individuals have, the availability and adequacy of resources for individuals, as well as their satisfaction with these resources, remain significant concerns.

It is necessary to assess whether resources such as assistive technologies and teacher support services are being properly utilized or not. Resource utilization for students with disability facilities and services in education could be understood as the resources that are available, adequate, and satisfactory and that contribute to the individual's overall well-being. It involves ensuring that the facilities, such as infrastructure, tools, and support services, are not only present but also functional and enable full participation. This study employs the Welfarist approach to explore the personal experiences that individuals have while utilizing the resources that would enable their personal development and cater to their needs by focusing on the resource availability, adequacy, and satisfaction in the only 2 schools, which are Yashodhara Secondary School's resource classroom and Bhojpur Residential Basic School of the Deaf, that provide education to children with disabilities in Bhojpur District.

1.2 Statement of the Problem

Globally, People with Disabilities often face inequalities in access to some fundamental services like getting an education. According to the GoN (2022), in Nepal, initiatives like the School Education Sector Plan (2022-2023) represent a major step forward in Nepal's long-term goal of ensuring inclusive access to quality education for every child in the country. This initiative has been able to develop services like accessible learning environments through learning materials and braille scripts. However, despite the arrangement of various services for Persons with Disabilities, many are not able to utilize these resources. Bines and Lei (2011) emphasize that even after the rise of interest in disability and education in many countries, there is limited information on provisions across all countries about the process of developing a more inclusive school. Much of the information available on Persons with Disabilities is mostly based on surveys, providing little awareness about the actual experiences.

Achieving true equality in education must go beyond just access to schools, as simply bringing them to mainstream schools does not guarantee true equality, given the systematic barriers and lack of tailored support. Students with Disabilities encounter multiple barriers in education, such as inadequate infrastructure, a lack of teaching materials trained teachers, and social exclusion. The barriers limit their effective involvement in education and influence their growth and development negatively. Furthermore, the students face societal exclusion and discriminatory attitudes, which make them more vulnerable. A holistic approach is required at the individual, family, and community levels to address inequality. The emphasis at the individual level must be on identifying and attending to personal needs, as well as ensuring that everyone feels safe, included, and respected. Collective awareness, along with inclusive practices, is important to reduce systematic barriers at the family and community levels. Although education systems are crucial to this process, the current system often fails to acknowledge and value the abilities of students with disabilities. Disability is a social issue, as the barriers they experience are not merely because of impairment but rather created by society and traditional

values. Addressing these barriers requires social justice perspective to ensure equality, fairness, and respect.

Distributive justice involves the fair distribution of resources and opportunities in society. The issue of distributive justice is extremely relevant for people with disabilities, who often experience structural disadvantages in sectors like education. Injustice in distribution occurs when resources are distributed in a way that disadvantages certain groups. The society should ensure that people with disabilities achieve access to resources that would enable them to participate in the society equally and fairly.

Even though the government in Nepal has provided broad insights about the categorization of disability and prevalence among students, there is little empirical study on the actual experiences of the individuals who have been provided the resources. It is important to be aware of the experiences of Students with Disabilities and to explore whether the available resources are necessary for them. The study sheds light on current resource distribution by focusing on whether the current provision of resource distribution, such as the budget based on disability identification, is sufficient and need-based. The distribution of resources and the person's well-being depend on whether the person is satisfied with the given resources or not. The ability of Children with Disabilities to be involved in educational environments completely and actively, is further limited by issues including social stigma and discrimination that might affect their well-being. This research fills the gap by exploring the personal experiences of Children with Disabilities and provides their perspectives on their satisfaction with the available resources.

1.3 Objective of the Study

The general objective of the research is to explore how the resources for Children with Disabilities are available and adequate and whether the students at Yashodhara Secondary School and Bhojpur Residential School of the Deaf are satisfied in the resource classroom.

Specific Objectives:

- To explore whether the available resources are adequate for Children with Disabilities at the institutions.
- To understand the satisfaction level of students and stakeholders with the available resources.
- To discover the presence of a supportive environment for the well-being and learning outcomes of Children with Disabilities.
- To understand the future prospects for Children with Disabilities after their special education.

1.4 Research questions

- How adequate are the available resources?
- How satisfied are the children and stakeholders (teachers and caretakers) with the available resources?

- How does a supportive environment impact the well-being of children with disabilities?
- What are the future prospects for children with disabilities once they complete their special education?

1.5 Significance of the Study

In Nepal, the formulation of policies to enable basic services like education and resources has been implemented, but there is limited empirical data about the sufficiency and satisfaction that an individual derives from those resources. This establishes a gap between the policy and the actual execution. This study focuses on Bhojpur District and contributes to existing knowledge by exploring the actual experiences of Children with Disabilities and focuses on resource sufficiency and satisfaction. The findings from the study are highly beneficial for stakeholders as they provide site-specific insights that could be used as empirical evidence for policymakers to improve and implement policies that foster well-being. This in turn would enable them to identify and provide need-based resources rather than relying on generalized national data. Need-based resources would guarantee that the policies are not only realistic but also in line with the actual requirements. When resources align with the actual needs of individuals with disabilities, they can be independent and self-reliant in the future.

The knowledge acquired in my undergraduate studies in disability management through varied reading materials highlighted the diverse situations and needs of people with disabilities. Although it presented a generalized context about the overall situation, the learning was not adequate to demonstrate the diverse living conditions. At an individual level, conducting this research has been a valuable opportunity to apply my theoretical understanding in a real-world setting. Furthermore, it has allowed me to understand the resource availability, adequacy, and satisfaction that the children get from the resources they currently have.

The findings and conclusion will serve as an important insight for future researchers in similar contexts, allowing them to broaden the findings and explore the relationship between resource sufficiency, satisfaction, and well-being for Children with Disabilities. Finally, the study is important to create a positive change for Children with Disabilities where their voices are heard and their potential is fully realized.

1.6 Limitations of the Study

The research provides important insights about the current resource adequacy and satisfaction of students with disabilities. However, during the research, several limitations were identified, and they have been outlined below:

Communication Barriers: The research focuses on collecting information about children with disabilities; therefore, during the data collection process, ensuring effective communication, particularly in making participants understand the questions, was a big challenge. For children with hearing difficulties, a translator facilitated the communication, which was helpful but it also took additional time and effort to ensure clarity.

Generalizability: The findings of the study may not apply to other areas or regions because the study focuses on the Bhojpur District. Additionally, as the data primarily came from individuals with intellectual and hearing disabilities, the results might not be generalizable to those with other kinds of disabilities, who have different experiences and requirements.

1.7 Organization of the study

The research is divided into 6 chapters. The first chapter provides an introduction to the study, which involves the study's background, problem statement, research objective, research questions, significance of the study, and its limitations. The second chapter focuses on literature review that includes an in-depth overview of the concepts. The third chapter presents the methodology utilized for the research. The fourth chapter explains the findings of the research. The fifth chapter provides the discussion, and the sixth chapter offers the research conclusion.

Chapter 2

Literature Review

This chapter presents a detailed overview of the concepts of disability, disability models and Welfarist approach and its application in this research. Beginning with an introduction to disability and its models, the section aims to provide an overview of the concept, followed by an understanding of disability in the Nepalese context along with the current global and national situation and the types of education offered to PWDs. This research has applied the welfarist approach as the theoretical base, which prioritizes individuals' happiness and satisfaction. Finally, this chapter presents a theoretical framework for this research.

2.1 Understanding the Concept of Disability

2.1.1 Disability

Disability is a multifaceted concept, and different interpretations of the term have developed over time. Two important models provide contrasting explanations of disability-influencing perceptions, customs, and rules. They are the medical and social models.

2.1.2 Models of Disability

2.1.2.1 Medical model

This model views disability as an outcome of an individual's physical or mental limitations that are least likely to be connected to social or geographical environments. According to Olkin (1999), disability can be understood based on medical models. This model views disability as an individual's medical condition where individuals differ from what is considered as being "normal," and having a disability is a devastating and unacceptable state that results in a personal tragedy for the person with the impairment and their family. Disability is considered naturally abnormal and pathological, as it involves a defect or flaw in the body's system, which can be seen from the definition provided by WHO (1980).

According to WHO (1980) in the International Classification of Impairments, Disabilities, and Handicaps, disability has been defined as " *any restriction or lack (resulting from an impairment) of ability to perform an activity in a way or within the range that is considered as normal for a human being. The feature of disability is characterized by additional or lack of conventionally expected activity performance and behavior, and they may be temporary or permanent, reversible or irreversible, and progressive or regressive. Disabilities may arise as a direct consequence of impairment or as a response by the individual, particularly psychologically, to a physical, sensory, or other impairment.*" (pg.143)

Creamer (2009) claims that the medical model is a source of terms like "handicapped" and "retired." To cure what is not considered "normal," medical treatment that helps to cure and rehabilitate the body's abnormalities is important. However, for impairments that cannot be improved by medical treatments, the only solution would be to accept their abnormality and provide support with the required care. According to Johnstone (2012), PWDs cannot be compared to their able-bodied counterparts because the latter are viewed as superior and better than the former. It is very common to view persons with disabilities as being "less than," "inferior," or in need of "fixing" to be able to adhere to the ideal standard of an able body. Society has often overlooked the diverse abilities, qualities, and contributions of PWDs when they are compared with an individual without a disability. This paradigm reinforces discrimination, marginalization, and the concept that PWDs are less valuable and have no agency.

2.1.2.2 Social Model

According to D'Alessio (2011), the social model of disability was established as a reaction to the limitations of the medical model, which gained recognition during the British Disability Movement of the 1960s and 1970s. This model argues that disability is caused as a result of societal restrictions and attitudes that prevent individuals from participating in society, unlike the medical model that views disability as an individual problem. Society disables people with impairments, and thus, the solutions exist in transforming the society to eliminate the barriers rather than focusing on fixing an individual.

Michael Oliver, a scholar with a disability, has fundamentally contributed to discussions about disability. He has defined disability as a product of economic and social structures that tackle the problems of discrimination against PWDs, resulting from societal exclusion and negative perceptions. The main goal of the social model is to deconstruct and criticize the individualistic model of disability by offering a viewpoint based on the personal experiences and knowledge of disability held by PWDs. Oliver (1996) states that the oppressive social and economic systems marginalize people and are the cause of impairment rather than the physical or mental health of the individual. These socio-economic systems, such as discriminatory actions, create barriers that limit opportunity and participation for PWDs.

This model promotes that PWDs must fully be accepted as equal citizens having the same rights and opportunities as everyone else in society. The social model aims to integrate PWDs into society by removing structural exclusion and promoting equality. Likewise, it places a high priority on important issues that have a direct connection to the lives of individuals with disabilities, such as civil rights to protect them from discrimination and independent living, to empower autonomy, choice and eliminate poverty by addressing economic issues and barrier-free accessible environments, work, and educational opportunities. By addressing such issues, this model works to remove restrictions on participation and promote a community where everyone can thrive.

2.1.3 Disability in the Nepalese Context

The GoN (2017) has defined disability as "A person who has a long-term physical, mental, intellectual or sensory disability or functional impairments or existing

barriers that may hinder his or her full and effective participation in the social life on an equal basis with others".

According to the GoN (2017) in the Acts Relating to Rights of Persons with Disabilities, disability has been classified into 10 categories:

- Physical disability: A problem that arises in the operation of physical parts, use, and movement in a person due to problems in nerves, muscles, and composition and operation activities of bones and joints.
- Disability-related to vision: The condition where there is no knowledge about an object's figure, shape, form, and color in an individual due to problems with vision.
- Disability-related to hearing: Problems arising in an individual related to discrimination of composition of the parts of hearing and voice, rise and fall of position, and level and quality of voice.
- Deaf-blind: An individual who is without both hearing and vision.
- Disability-related to voice and speech: Difficulty producing parts related to voice and speech, difficulty in the rise and fall of voice to speak, unclear speech, repetition of words and letters.
- Mental disability: The inability to behave by age and situation and delay in intellectual learning due to problems in performing intellectual activities like problems arising in the brain and mental parts and awareness, orientation, alertness, memory, language, and calculation.
- Intellectual disability: A person who is in a condition that results in a problem in doing an activity relative to the age or environment due to lack of intellectual development resulting from the lack of development of intellectual awareness along with the increase in age.
- Disability associated with hemophilia: A person who has such a physical condition that there arises a problem in the clotting of blood due to deflection in factors in blood because of a genetic effect.
- Disability associated with autism: A person who has problems in the development of veins or tissues and functionality.
- Multiple disabilities: A problem of two or more types of disability mentioned above.

Similarly, based on the severity of a disability, they have been categorized under complete, severe, moderate, and mild disability, and they are issued disability cards (GoN, 2017):

- Profound Disability (Red Card Holders): A condition where there is difficulty in carrying out daily activities even with the continuous assistance of others.
- Severe (Blue Card Holders): The condition of having to continuously take other people's assistance to carry out individual daily activities and to take part in social activities
- Moderate (Yellow Card Holders): The condition of being able to perform daily activities by oneself with or without others' support; if the physical facilities are

available, the physical barriers are removed, and there are opportunities for training and education.

- Mild disability (White Card Holders): The situation in which taking part in regular daily activities and social activities by oneself is possible if there are no social and environmental obstacles.

2.1.4 Global and National Situation of Persons with Disabilities

The WHO (2023) estimates that about 1.3 billion people in the world experience disability, which represents 16% of the total population. According to the UNICEF Fact Sheet (2022), almost 240 million children have some form of disability globally, and asserts that all children deserve the best life throughout. Children with disabilities are entitled to the same rights as other children, such as the right to education without discrimination. However, many children still continue to face exclusion and lack of opportunities, wherein their disability decreases their chances of getting an education. Graham (2014) states that the obstacles preventing children with disabilities from attending school are mostly because of the negative perceptions and discrimination within society. In many cultures, children with disabilities are linked with punishment by the family for their mistakes. Such concepts hinder the children's participation in education and as well as society, making them feel excluded.

According to the GoN National Statistics Office (2023), in the National Population and Housing Census 2021, it was found that 2.2% of the country's population have some type of disability, where around 2.0% of all women and 2.5% of all men have some form of disability. The following list of percentages illustrates the frequency of various categories of disability: physical (37.1%), low vision (17.1%), blind (5.4%), deaf (7.9%), hard of hearing (8%), deaf and blind (1.6%), speech impairment (6.4%), psycho-social disability (4.3%), intellectual impairments (1.8%), hemophilia (0.8%), autism (0.8%), multiple disabilities (8.9%). The GoN has been providing allowances for persons with complete and severe disabilities. Persons with complete and severe disabilities receive Rs 3,990 and Rs 2,123 per month (UNICEF, 2022).

Eide et al. (2021) discovered that a significant percentage of people lack access to formal education in Nepal. Similarly, the situation is more difficult for girls with disabilities from rural areas. It was found that PWDs typically received lower grades than People without Disabilities among those who have access to education in school. Attainment and access barriers in education have prevented persons with disabilities from achieving an optimum standard of living. Likewise, research conducted by Wehmeyer (2006) has discussed the concept of having access to educational resources for CWDs. The author states that CWDs do have access to education, but they are not being provided the accommodations and modifications that would allow them to benefit from that access. Furthermore, teachers in the institutions often lack the tools and training that are needed to make the curriculum changes required for meaningful access. It is important to look beyond just access to ensure that every student, including those with disabilities, advances in their education.

2.2 Policies for Persons with Disabilities

Different policies have been developed to foster an inclusive education for PWDs, internationally and nationally. UNCPRD was adopted in 2006, which viewed PWDs as equal members of society with equal human rights. Article 24 of the UNCPRD (2006) states that the state must provide lifelong learning and an inclusive education system at all levels, along with the accessibility of general post-secondary education, vocational training, lifelong learning, and adult education on an equal basis and without prejudice. Furthermore, the state parties must also support PWDs to ensure their full participation in education by providing measures that facilitate their learning. Some of the measures include Braille scripts, augmentative communication methods, and sign language. Similarly, SDG prioritizes education as a key issue for the 2030 agenda, where Goal 4 of the SDG aims to ensure equitable and inclusive education for all individuals (UNDP)

The Constitution of Nepal (2015) mentions rights related to education in Article 31, and clauses 3 and 4 specify that citizens with disabilities are entitled to free higher education as per the law. Moreover, visually impaired individuals have the right to access free education in braille, and citizens with hearing and speaking impairments will get education through sign language under the law.

Grimes (2021) states that Nepal's National Education Policy of 2019 has mandated a provision of special and inclusive education which is based on the degree of disability. For children who are not able to move, the policy recommends the functioning of the special schools with residential units. Furthermore, the policy mandates the distribution of infrastructures that are accessible to PWDs and also advocates the modification of curriculum, methods of teaching and evaluation, textbooks, and assistive materials accordingly

The School Education Sector Plan (2022-2032) contributes to a guideline that supports and sustains education in schools. This plan is built on the core values of inclusivity and diversity for all individuals, including PWDs. The goals include ensuring equitable participation and access for all CWDs and economically disadvantaged groups. The plan also ensures that children with cognitive and functional limitations are supported through inclusive education where schools cater to the diverse requirements of the students. It aims to provide basic health services, food, and sanitation, an inclusive curriculum, and trained teachers. Likewise, it focuses on enhancing the educational and physical environments by assuring that the schools are free from abuse, fear, and discrimination, and allow diversity to ensure that all children can engage in activities that promote inclusive learning.

2.3 Understanding Utilitarianism and the Welfare Approach

2.3.1 Utilitarianism

Jeremy Bentham was the founder of utilitarianism. He prioritized the fundamental values of having morally acceptable or appropriate behavior that would not harm others but would increase their utility or happiness. This approach focuses not only on one individual but also on everyone who has been affected. Jeremy Bentham and John Stuart Mill were the classical utilitarians who were concerned with social and legal reforms to change corrupted laws and unfair social practices. Both philosophers denied traditional values that were justified by relation to "natural

order," and they argued that morality should be based on utility, which produces the most happiness for an individual.

2.3.1.1 Jeremy Bentham (1748-1832)

Jeremy Bentham was a British philosopher and a social reformer (Singer & Lazari-Radek, 2017), and he prioritized maximizing happiness and minimizing suffering for the greatest number of people.

Bentham believed that the major motivational factors for human actions were related to the principles of pain and pleasure in their lives. Actions are considered right if they promote happiness and wrong if they cause unhappiness to people. He was initially associated with psychological egoism, which suggested that people acted only in their self-interest; this later conflicted with his idea of promoting overall well-being. He later discovered that people could act in ways that would contribute to social good. This transition allowed him to integrate individual self-interest with the social good and eventually formulate a more universalist moral philosophy that would promote the greater good for the greatest number.

His focus was not on assessing actions based on character; but on consequences. Hedonic calculus developed by Bentham, was a vital contribution to utilitarianism. This idea was influenced by Humes to judge the actions based on pleasure and pain, providing the calculus with factors such as duration and intensity, giving a quantitative measure to him for measuring and comparing the consequences of alternate choices. Likewise, he also believed that laws and morality should be responsive to the changing times and should reject all notions of any fixed universal principles of wrongness.

2.3.1.2 John Stuart Mill (1806-1873)

John Stuart Mill was a British philosopher during the 19th century. He supported Jeremy Bentham but rejected some of his key points that were related to happiness. Bentham considered that all pleasures were equal and could be judged only by their quantity based on their intensity and duration. However, Mill further developed Bentham's theory by maintaining that intellectual pleasures like learning are better than basic pleasures such as eating or relaxing. He recognized that humans have, by nature, favored these higher pleasures because they are more rewarding and satisfying, as they can engage the mind and drive to a deeper sense of happiness. Although he made a distinction between pleasures, he accepted Bentham's view that happiness is the ultimate goal. Unlike Bentham, who focused more on the external consequences, Mill developed ideas about human emotions and morality, putting more emphasis on the internal feelings of love and sympathy in guiding human behavior. According to Mill, humans have a natural concern for others, which contributes to morality and pleasure in society.

In addition, he also highly emphasized "individuality," which he described as being the potential of a person to set his/her ideals independently rather than living up to an authority. According to him, individuality can produce happiness and well-being for its supporters through the acquisition of skills related to creativity and critical thinking.

2.3.1.3 Utilitarianism and Disability

Utilitarianism advocates the distribution of resources between PWDs and persons without disabilities. It states that the resources can be distributed to persons with disabilities when they benefit more from the resources than those without. Unlike other egalitarian theories, utilitarianism imposes limits on redistribution when the resources no longer benefit individuals or improve their well-being. For example, when the cost of a product is greater than the benefit an individual can derive from the product, redistribution is no longer useful. Disabled people can derive less marginal welfare from resources than non-disabled people. Example: If an individual is given a bicycle who has a disability related to vision, he/she will not be able to use and enjoy the resources. In this case, rather than distributing the bicycle to PWDs, the resource could be given to an individual who can actually benefit from it.

Persons with disabilities are naturally at a disadvantage, making them vulnerable to the services that they can get and the activities that they can participate in. To ensure that they can participate in a school setting, they require additional resources such as assistive devices and supportive environments. It is important to ensure that required resources have benefits. According to Stein (2002), PWDs can benefit more from additional resources than those without disabilities because:

1. PWDs can use the additional resources to improve their disability, which can enable them to improve their welfare. Individuals diagnosed with various types of disabilities often face barriers that limit their ability to participate in the outer world. Additional resources that are tailored to their specific requirements can significantly enhance their quality of life and their overall welfare.
2. After using some of their resources to improve disability, disabled people may have fewer resources left over. For PWDs to effectively manage their condition, they frequently need to invest in substantial physical, financial, and emotional resources. Their well-being and quality of life may be enhanced by these efforts, but at the same time, they also deplete the resources that they might save for the future.

2.3.2 Welfare Approach

MacAskill et al. (2023) state that utilitarian theories has four elements: consequentialism, welfarism, impartiality, and aggregationism. This study focuses on welfarism. Welfarism is a perspective that values an outcome based on the well-being an individual derives from it. MacAskill et al. (2023) have stated that philosophers have used the term "well-being" to understand and address something good for a person. Keller (2009) has stated that welfare is the other term for "well-being," where the things that improve or advance an individual's welfare are those things that improve the individual's best interests, benefit, and make his/her life better off in the most essential way. According to welfarism, individual welfare is the primary focus of morality, where welfarists assert that facts regarding an individual's best interest serve as the base for morality in a certain way and believe that enhancing an individual's life is the ultimate goal of morality.

The welfarist approach emphasizes that all individuals have an equal level of welfare, where welfare equality could be related to a person's happiness, success, and overall satisfaction they have with their lives. People have different preferences, and their definitions of satisfaction might differ. It creates a problem

of what people believe makes their lives successful. Well-being is a subjective state of an individual and it varies based on their subjective well-being, happiness, and satisfaction. For instance, if two people have similar resources, person A might be satisfied with the resource, whereas the other might not be satisfied with the current resources. The differences between the two individuals are variations in their perception of welfare rather than their actual overall success with their lives (Dworkin, 2000: 38). Two major understandings of welfare, form the basis of the egalitarian debate. Firstly, well-being has been defined as the success of achieving personal life goals and satisfying one's aspirations and preferences. Secondly, the achievement of individuals' conscious states, including their pleasure, happiness, and enjoyment, is regarded as their well-being. Welfare equality can, therefore, be regarded as equal levels of personal enjoyment or satisfaction with their preferences.

The welfarist approach believes that enhancing well-being is an ultimate objective that ensures an individual's happiness and satisfaction. In this research, welfare can be explored based on the availability, adequacy, and satisfaction that students derive from the resources that they have been provided with. Each individual is different in their own way, and their definition of satisfaction is diverse. Children with disabilities are a diverse group of people who require additional resources to meet their daily requirements. These resources, when adequately utilized, play a pivotal role in enhancing their well-being.

This study's objective is to assess important resources, such as financial, human, and physical resources, that may have an impact on students' satisfaction. Human resources could, for instance, establish a nurturing atmosphere where parents, classmates, teachers, and caregivers all recognize each person's unique strengths and offer the best possible assistance. On the other hand, physical and financial resources can include financing, instructional materials, and access to sufficient infrastructure, such as playgrounds and classrooms, that foster an atmosphere in which people can enhance their well-being. Likewise, this approach prioritizes heterogeneity and diversity among people who value different opinions that people have about their satisfaction. Children with Disabilities have different abilities and traits that make them unique from everyone. Since the objective of the study is to demonstrate the adequacy and satisfaction that students with disabilities receive from the resources, it is consistent with the welfare approach's goal of fostering individual fulfillment.

2.4 Different approaches for understanding individuals' well-being

Egalitarians are individuals who believe that all people are equal and deserve equal consideration. Amartya Sen believes that the egalitarian perspective focuses more on the number of commodities or resources an individual holds rather than how they can utilize those resources. Sen has proposed a question of "Equality of What?" in the egalitarian debate that provides equal consideration to all 3 main approaches to debate equality: the resourcist approach, the welfarist approach, and the capability approach.

The resourcist approach views equality as the equal distribution of resources. When individuals share equal resources, it is assumed that the person is well-off. However, Sen and Nussbaum have criticized this approach by arguing that this approach ignores human diversity and its advantages and disadvantages. For

instance, two people, A and B (where B has a visual impairment), share equal, identical resources, such as a computer. Person B is at a disadvantage compared to Person A as he/she lacks an important resource, which is his/her sight. This means that they are not equally well off when it comes to equality of resources. Instead of looking at whether the person can do with the resources and the possible conversion factors, person B's disadvantage is viewed as their problem, as stated by the medical model. The diversities within humans are overlooked in this approach. Terzi (2010) states that this approach emphasizes the ways to lead a meaningful life instead of the degree of freedom individuals have to select the life they find valuable.

The capability approach by Sen evaluates equality based on an individual's freedom to choose what they value the most. Rather than focusing on the number of resources an individual holds, this approach focuses on capabilities or the freedom to achieve rather than the final achievement. It lays emphasis on the fact that an individual's well-being depends on the freedom that individuals have to function, and it prioritizes what people can do with the resources they have. Likewise, central to the capability metric is the idea of human diversity, which involves giving attention to the complex relations between individual and external differences, and how individuals vary in their abilities to transform resources into meaningful objectives.

The welfare approach maintains that all individuals must be equal in their levels of welfare, where welfare equality could be related to a person's happiness, success, and overall satisfaction with their life. People have different preferences, and their definitions of satisfaction might differ, creating a problem of what people believe makes their lives successful. For instance, people can have similar resources, where one individual could be satisfied while the other might not be satisfied with the current resources.

2.5 Education for Persons with Disabilities

Detterman and Thompson (1997) have stated that over the last 300 years, there has been one significant change in education, which is the number of people getting education. Education was originally accessible to only those who belonged to financially secure groups, and they were able to receive special instructions from their private tutors. Presently, education, as stated in law, is considered a fundamental human right. Education being a fundamental human right imposes the duty of the state, stakeholders, and beneficiaries to ensure that everyone is aware and can work accordingly. However, all individuals are different and diverse in their abilities and skills. Using a 'One Size Fit' approach for all students would not enable everyone to participate effectively. The following paragraphs will go into greater detail about the different types of education, focusing on special and inclusive education.

2.5.1 Special Education

PWDs have abilities that require a different or specialized learning environment. Special education is one of them. Special education has been defined as "an instruction that is specifically developed to respond to the learning needs of PWDs" by the Individuals with Disabilities Education Act. Cook and Schirmer (2003) have stated that special education is a tailored approach to education that applies not

only to PWDs but also to various individuals who are in vulnerable situations. This type of education consists of a wide variety of teaching materials and practices that are specially formulated to meet the different requirements of students with trained educators in the field.

The UNCRPD (2006) has recognized the diverse nature of PWDs, requiring the need to protect and promote the human rights of all individuals. This perspective has influenced special education in terms of educational equity, human rights, and social justice. Educational equity, or equitable education, is a system that enables all students to achieve their educational potential despite their individual or social factors. Special education has very often been seen as a pathway for providing equity for persons with disabilities, yet the current education may not promote equity as there are numerous parts in the intersectionality of special education, such as economic backgrounds and gender (Cook, 2003).

2.5.2 Inclusive Education

Special education has changed and developed over the years. The system has moved from providing a special segregated school to an integrated school and, recently, to a more inclusive learning environment for CWDs. Theoretical shifts that defined disability based on medical positions and focused on individual deficiencies have transitioned from a segregated to an inclusive institution, as these shifts now focus on analyzing the environmental and social limitations, where disability is viewed as a social construction. According to UNESCO (1994), the Salamanca Statement has emphasized the necessity of recognizing inclusive schools as being the most helpful approach to obtain education for every citizen and which should be placed on the nation's development agenda.

Article 26 of the UDHR claims that education is a basic human right that should be accessible to everyone. Likewise, Article 24 of the UNCRPD declares that the state must provide life-long learning and an education system that is inclusive at all levels for PWDs. Inclusive education can stem from a political dimension that critiques excluded practices and policies. Terzi (2010) states that the political dimension challenges the educational and social settings that create policies and practices of exclusion that define diversity as a "disadvantage" and "abnormality." According to UNICEF (2017), inclusive education is a system that includes all learners, regardless of their abilities or needs, and supports their learning together.

Terzi (2010) states that inclusive education is important for fostering an inclusive society in which education plays a fundamental role in achieving that goal. This approach focuses on respecting diversity and recognizing differences that exist in society. It involves responding to diverse voices and empowering everyone in society and, thus, different learning needs are required to achieve the goals. Furthermore, inclusive education can promote a culture of acceptance, understanding, and collaboration across heterogeneous communities where everyone can learn to live and thrive together.

2.6 Conceptual Framework

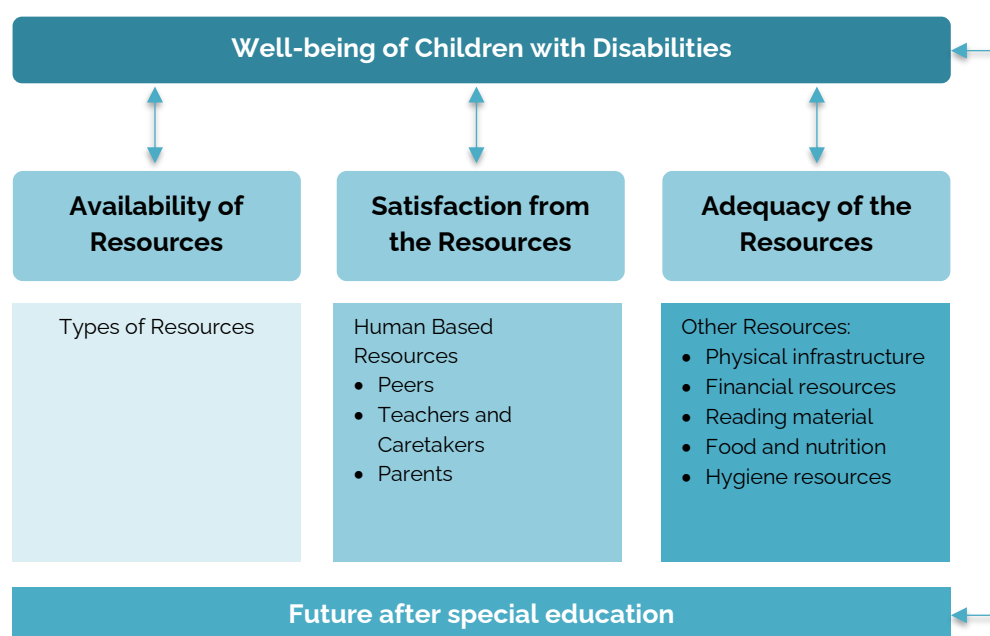
The conceptual framework for this research is grounded in the welfarist approach. This approach emphasizes that all individuals must be equal in their levels of

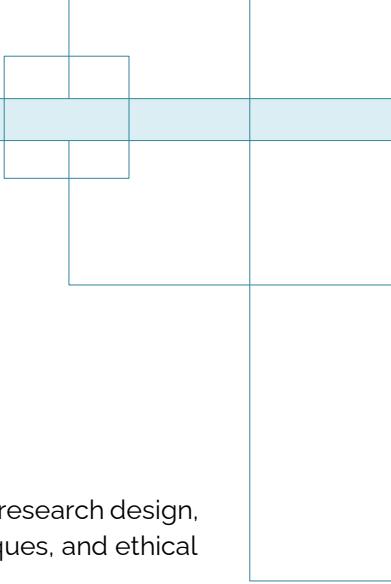
welfare, where welfare can be related to the equal satisfaction derived by individuals from their lives.

This conceptual framework highlights that the well-being of CWDs can be assessed based on the satisfaction they acquire from the available resources. The children's well-being is influenced by the presence of both human and material-based resources, including their sufficiency. The human resources involve teachers and caretakers, peers and parents and the material resources include physical infrastructure, financial resources, reading materials, food and nutrition, and hygiene resources.

This framework portrays an organized understanding of how various domains, such as availability, adequacy, and satisfaction from the given resources, can impact the present and future well-being of children with disabilities.

Figure 1 Conceptual Framework





Chapter 3

Methodology

This chapter provides a detailed methodology including description of the research design, study site, data collection tools, sampling technique, data analysis techniques, and ethical considerations that were applied in this research.

3.1 Research Design

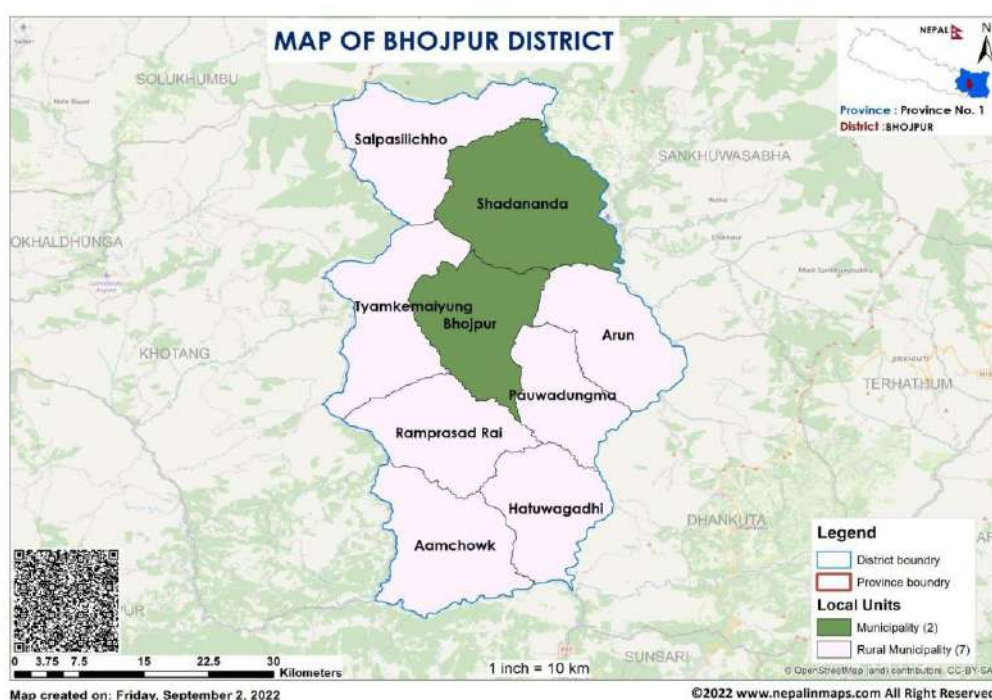
This research utilises a qualitative research design. Research that is qualitative in nature involves collecting and analyzing non-numerical subjective information to explore the people's beliefs and attitudes toward a certain fact or circumstance. Fossey (2016) states that qualitative research aims to "illuminate the subjective meaning, actions, and context of those being researched" and prioritize the viewpoints and experiences of the research participants.

This approach was used to explore the availability of resources, their adequacy, and the satisfaction that children with disabilities get from those resources. It has allowed us to gather the subjective experiences of the students and teachers in terms of the ability to use the resources and the frequent challenges they face while using the resources. Through case studies, key informant interviews, focus group discussions, and observation, the research has collected actual insightful information.

3.2 Description of the field site

The research was conducted in two special schools in the Bhojpur district. Bhojpur district is located in Province 1 of Nepal, and it covers an area of 1,507 square kilometers. According to the GoN National Statistics Office (2023), in the National Population and Housing Census 2021, the total population of the Bhojpur District is 157,923, with a population density of 105 persons per square kilometer, and 3.5% of the population in Bhojpur District has some form of disability. This field site is important for this research as there are only 2 special schools in the Bhojpur district that provide education for persons with disabilities namely Yashodhara Secondary School's (YSS) Resource classroom and Bhojpur Residential Basic School of the Deaf (BRBSD).

Figure 2 Map of Bhojpur District



Source: Nepal in Maps

YSS is located in Taksar, Bhojpur, and runs a special education program consisting of a resource classroom, which was established in the year 2060 B.S. There are currently 12 children who have intellectual disabilities, which include 5 male and 7 female students belonging to the age group of 6 to 15 years. BRBSD is located in the Ward 9 of Bhojpur District, and it was established in the year 2076 B.S. by the Bhojpur Deaf Association on the property of Bal Mandir. Currently, it offers education till grade 5, with a total of 23 students (13 females and 10 males) belonging to the age of 5 to 15 years.

3.3 Duration of study

This research began in November 2024 and continued until March 2025, and consisted of one field visit to the Bhojpur district of Koshi Province in Nepal. The field study was conducted at the YSS and BRBSD schools from November 24th to November 29th, 2024. Three FGDs, five KII, and observations were conducted throughout the one-week study.

3.4 Sampling technique

Etikan et al. (2016) state that purposeful sampling, which is also known as judgment sampling, is a method where participants are specifically chosen based on their attributes. This study employs a purposive sampling technique to ensure that the participants chosen, accurately reflect important demographic characteristics, specifically CWDs, age, and gender. This technique was intentionally chosen to gather participants who can offer a range of perspectives essential to the research,

especially with relation to how students with disabilities use resources and to what extent they are satisfied with the resources.

2.1.1 Sample Size

This research is primarily based on 5 KIIs and 3 FGDs. For the FGD, a total of 12 male principals participated, which allowed us to acquire more information about the existing condition of CWDs and the availability of educational institutions in Bhojpur District.

At YSS's resource classroom, a FGD involving 7 students (4 female and 3 male) between the age groups of 6 to 15 years was conducted, and a male instructor and a female caretaker of CWDs were also interviewed as a part of the KII of this research. Similarly, 4 students (2 male and 2 female) between the age groups of 11 to 15 years took part in the FGD at the BRBSD along with a translator to encourage effective communication. Furthermore, 3 KIIs involving 2 females and 1 male instructor were carried out. There were 11 student participants, making up 100% of the total sample. 45% involved males and 55% involved female participants (Table 3.1). The age distribution of the participants in Table 3.2 shows that the majority are between 12 and 14 years old, accounting for 45%. This is followed by participants aged 9 to 11 years, who make up 27%. Participants aged 6 to 8 years represent 19%, while the smallest groups aged 15 to 17 years constitute 9%.

Table 1 Gender of Respondents (Students)

Gender	Number	Percentage (%)
Male	5	45%
Female	6	55%
Total	11	100 %

Table 2 Age of Respondents (Students)

Age	Number	Percentage (%)
6-8	2	19 %
9-11	3	27 %
12-14	5	45 %
15-17	1	9 %
Total	11	100%

Source: Field Visit, 2024

3.5 Data collection methods

The research employed various qualitative research methods. The primary data was collected using observations, key informant interviews, FGD, and case studies, while secondary data was gathered through relevant articles, books, and reports.

Observation: This research has used observation to systematically gather information about whether the provided resources are available and adequate for CWDs and if they are satisfied with the available resources. Throughout the

research, careful observations and field notes were made regarding the immediate surroundings of the CWDs' classrooms, residential units, playground, washrooms, and kitchen area at YSS and BRBSD school. The interactions between the children and the resources were also observed, providing important information for the case studies.

Key Informant Interviews: KIIs in this research involved interviewing individuals who had knowledge and understanding about the current situation of CWDs and the availability and sufficiency of resources. During KIIs, semi-structured questionnaires were utilized, and data were collected from five experts, like teachers and caretakers of the school. This was done to get an in-depth understanding of the current situation of resource utilization. The information collected from the experts played an important role in obtaining a comprehensive understanding of the resources available to CWDs, and how they use them in their daily routine.

Focus Group Discussion: FGD was used to get an in-depth understanding from CWDs about the current practices in their schools regarding the resource availability, adequacy, and satisfaction they derive from the resources. This tool has allowed us to understand the participants' perceptions and their experiences about resource utilization. Three FGDs involving 4-12 individuals were conducted for data collection in this research. The initial FGD included focal principals from different schools, offering an overview of the present situations of CWDs and the availability of schools in the Bhojpur District. This was followed by the second and third FGD, which engaged CWDs from YSS and BRBSD.

Case Study: Case studies allow in-depth explorations of people and their experiences. In this research, cases have been developed through focus group discussions, observation, and interviews with the respondents, which explained how the resources available to them could meet their requirements. The case studies illustrate the current situation of CWDs by focusing on their need-based resources, supportive environments, the value of love and care, and the students' future after special education.

3.6 Data analysis

The data gathered from FGD, KII, and observation have been analyzed through thematic analysis, wherein it has been converted into codes. These codes included key aspects like the institution, age, the available resources, adequacy, and subjective satisfaction. Based on the code, a more general theme, such as the kinds of resources offered, how students can use these resources to fulfill their requirements, and their satisfaction was also developed. To combine and illustrate these topics, different cases have been prepared at the end, providing an in-depth understanding of how the resources are available and adequate and whether the students are satisfied with them.

3.7 Ethical Considerations

Throughout the study, ethical consideration was maintained to guarantee the safety and dignity of participants. All participants were given a complete explanation of the study's objectives before conducting the research, and informed consent was obtained. As a result, participants were given full transparency about

the study and their participation throughout the whole data collection process. To maintain confidentiality, participants' privacy has been safeguarded, and pseudonyms have been used to protect participants' identities. Likewise, participants' needs, values, and beliefs have also been taken into consideration in the research, and they have been treated with the utmost respect and dignity.

Chapter 4

Findings

This chapter provides an in-depth explanation of the research findings. It has been categorized into three main sections that involve human resources: supportive environment, need-based resources, and future after special education. Under these sections, different cases have been provided to illustrate the resource availability, adequacy, and satisfaction derived from them. CWDs are particularly vulnerable because they are naturally at a disadvantage because of the multiple daily activities that they are not able to carry out in their lives. They need a wide range of resources to work effectively and be satisfied.

The resources have been divided into three major categories, which involve physical, human, and financial resources. This research has concentrated on resources, including infrastructure, monetary resources, reading materials, food and nutrition, and human resources involving parents, teachers, caretakers, and peers. It also emphasizes the love, support, and time they receive from these individuals, along with the overall adequacy and satisfaction they derive from it.

4.1 Human Resources: Supportive Environment

The presence of a supportive environment has been seen as one of the most pivotal factors in improving the learning and overall well-being of CWDs, as observed in both YSS and BRBSD schools in the Bhojpur District. This section elaborates on the different people who play significant role in the lives of CWDs. A variety of individuals, including educators, caregivers, peers, and family members, are crucial in fostering an environment that allows children to socialize, learn, and play together.

4.1.1 *Role of Teachers and Caretakers*

The municipality has assigned one special educator and one caregiver for each special school, and to meet the students' requirements, the members need to be trained well. At both institutions, it was discovered that the caretakers and educators were given minimal to no training. For instance, S, who is the principal at the BRBSD, stated, "I did not get much training from the government. To communicate with the children, I learned sign language independently." This highlights the need for conducting training sessions that equip teachers and caretakers with the skills that are required to support children with disabilities.

At YSS's resource classroom, there are currently 2 staff members at the institution, one caretaker and a teacher, who provide essential emotional and social support that plays a crucial role in children's development. Caretakers and children feel connected, and they understand each other. Through guidance, children can perform tasks and foster the necessary skills that are beyond education.

M. K., Female, YSS stated,

"I was assigned as the caretaker by the Bhojpur Municipality to look after the children, and I have been working for the past 21 years. Over the years, I have not only cared for them, but I have also ensured that they receive the things that are required for their growth and development. All the children are different, and they have unique abilities and needs, and we recognize and respect that and help them achieve it, emphasizing that they are loved and valued. Everyone here in the resource classroom lives like a family. The children see me as their mother, and I treat them like my own children. Despite having minimal resources, the children live happily."

The statement provided by M.K. highlights that for CWDs, support from their caretakers and teachers is important for their development. It aligns with the welfarist approach that emphasizes an individual's well-being by focusing on the unique needs and abilities of each child. The school played an important role in emphasizing heterogeneity among the children. Rather than simply relying on addressing the limited resources they have, the school has fostered an environment where the children become happy and satisfied. Furthermore, the CWDS satisfaction and a sense of belonging illustrate enhancement in their well-being.

The main objective of the teacher and caregiver at the YSS's resource classroom is to help children acquire fundamental skills that will allow them to be independent and enhance their activities of daily living, such as showering, using the toilet, dressing, getting out of their beds and making it, walking, and eating their food. Similarly, they also aim to teach children basic skills like writing their names. This was regarded as a crucial component of the child's development, as the children place more value on playing and socializing with their friends than studying. They feel that instead of not being able to develop anything, the children are at least able to do some basic things. This demonstrates a balance between the development goals of the school and the CWDs preferences for activities that bring them happiness and satisfaction.

At the BRBSD, there are currently 3 teachers and 2 caretakers at the institution who look after the children. S, who is a caretaker of the children, states, "For children's development, the most important tool is sign language." The teachers and caretakers interact with the students using sign language, which serves as a vital medium for their learning and interaction. The students are taught the same curriculum as in normal schools; however, teaching them sign language takes a lot of time. Despite being time-consuming, the teachers want their students to be satisfied with their education and be independent in the future. The emphasis on providing students with the means to become independent and happy, aligns with the welfarist objective of improving an individual's general well-being and standard of living. Every student is unique and they have diverse needs. Being able to satisfy the different needs they have is their priority, which has been realised by communicating with the children and organizing different programs to some extent to ensure their participation. However, in spite of all efforts, lack of resources hinders the fulfillment of certain needs.

Likewise, with only 3 teachers and 23 students in total, the teacher-to-student ratio is too low to adequately address the welfare of the child. While the welfarist approach places a strong emphasis on establishing an environment that best serves the needs of the children, the restriction in the teacher-to-students ratio affects the capacity to offer tailored needs to the children, which is important to promote their well-being.

4.1.2 Role of Peers

One of the most important elements at YSS and BRBSD schools was the role of peers. Supportive peer relationships and connections often build an environment that is crucial for enabling an individual's development and well-being.

For instance, in YSS, the two eldest students, R, who is 14 years old, and G, who is 12 years old, care for younger students. They guide younger children in handling their daily tasks, which include helping with the house chores, eating their meals, and making their beds. The peer support ensures that the children can become self-reliant to a certain extent. This reflects a structured peer support system where older children create a nurturing environment, allowing other children to learn from one another through shared experiences.

M.K., Female, Caretaker at YSS, stated:

"The children at the residential school typically did not like engaging with students from the school that is besides their building, and they often hesitated to play outside when they found other students around because they felt disconnected and discriminated against. The students get scared when they see others, and they run back into their classrooms, waiting for others to leave the playground."

S.K., Female, Caretaker at BRBSD, shared:

"The children were not willing to interact with people outside their school. The children often felt discriminated against and felt that others did not understand them, which made them reluctant to engage with those beyond the school environment."

The statements provided by M.K. and S.K. feature the societal judgments and challenges faced by CWDs. The children are often disconnected and discriminated against by people in society, which negatively affects their overall well-being. One of the most prevalent problems was a lack of engagement with the outside world that is beyond the children's school setting. The children were content with the lives they had at the school, where their peers treated them with respect. Outside of their classrooms, they faced unwanted stares and hate from the people who were considered "normal."

Despite policies such as the SESP (2022-2032) that aim at creating an environment that is free from fear and discrimination to enhance the well-being of CWDs, such instances show that many CWDs are still not able to live a life that is free from discrimination and fear, impacting their well-being. This disrupts the idea of the welfarist approach that prioritizes enhancing individuals' happiness and satisfaction from their lives.

4.1.3 Role of Family

Parental involvement for CWDs in their daily lives and their education plays a crucial part in influencing academic achievements and overall development. However, it was found that, at both institutions, parental involvement was very low.

J, Female, Intellectual Disability, aged 9 years, YSS shared,

"I was pampered by my parents, but they sent me to school to ensure that I had a place where I could receive basic care and education as my parents could not take good care of me and they were busy meeting their economic demands." She further stated that "although I enjoyed living with my peers and caregivers at school, I miss my parents the most, and I cry sometimes as I want to go back home and live together with my family."

The above statement of J shows that economic constraints can reduce parental involvement in their child's life, depriving them of emotional support and care, which is an essential aspect for a child's life. The sadness that she feels because of her parents' absence affects her well-being according to the welfarist approach.

Mr. S. L., who is a teacher at the YSS, stated that *"most parents of the children are farmers who have limited economic resources."* Their financial limitations and lack of time meant that they could only visit their children during holidays, which reduced their active engagement in their children's life. Parents also believed that the government would provide their children with the necessary support, so they did not have the responsibility, making their engagement with their children negligible. The lack of involvement can sometimes be unfavorable for the children's long-term development as they miss out on the most essential support from their parents, which is crucial for them. Another issue that was concerning at this school was that the parents usually took away the pocket money of Rs. 500 that was provided to the students by the government. This practice may take away the students' financial autonomy in the future, depriving them of the chance to improve their well-being.

Similarly, at the BRBSD, parental involvement was minimal, however, there were a few parents who participated in yearly school programs. Also, many parents were hesitant to acknowledge their children's inability to hear, fearing societal judgment. Due to this, they delay admitting their children to school, depriving them of important opportunities for their growth and social integration.

4.1.4 Value of love, care, and support received from teachers, peers, and parents for CWDs

Love and care are as critical as physical resources for CWD's to foster their well-being. The role of teachers, caretakers, and peers was seen as one of the most important sources of love and care a child can receive within their schools. Teachers and caretakers inside the school premises often step in as representatives of their caregivers who help children emotionally with minimal parental involvement.

This aligns with the welfarist approach that aims at increasing the overall happiness and satisfaction of individuals. The presence of key actors like teachers and caretakers, their constant presence, understanding, and their support create a safe and accepting environment where children feel valued, respected, and satisfied.

B, Female, Disability related to hearing, aged 15, BRBSD stated,

"I feel supported and respected by my teachers, caretakers, and peers. We share a very good bond. I am happy with the environment inside the school as together we can learn, eat, and play. Being inside the school makes me feel understood and included."

"However, when I go outside the school, it gets difficult for me to interact with other people. Many cannot use sign language, and it makes it hard for me to interact with them. It makes me feel different about how I am."

B's statement shows that the close relationship that she has with her teachers, caretakers, and friends allows her to flourish academically inside her school, which serves as a safe place for her. Since the majority of people cannot use sign language outside her school, communication has become a major barrier for her, making isolation more prominent. Likewise, peers also play a crucial role in learning and living together, creating a sense of harmony and belongingness among themselves. As CWDs at both institutions did not feel happy about connecting with the outside world, for them, socialization with the internal environment is of utmost importance to build connections and experience a sense of love and togetherness.

Despite the positive impact of school-based relationships in creating satisfaction among all the students, the lack of adequate parental love and care remains a huge concern because parents play an irreplaceable role in a child's well-being and development. The cases identified at YSS and the BRBSD show that factors such as economic challenges and social stigma can prevent children from getting love and care from their parents. Well-being, according to the welfarist approach, is based on the overall satisfaction they have in their lives. However, in this case, factors such as financial constraints hinder children from getting love and care, and it should be a concern while evaluating their well-being.

4.2 Need-based resources

Stein (2002) states that PWDs can benefit more from additional resources as they can use them to improve their situation, which can enable them to improve their welfare. For CWDs, multiple resources are required to ensure that they can live in a safe environment and undertake different activities in their daily lives. The different types of resources, such as physical infrastructure, financial resources, reading material, food and nutrition, and hygiene resources, are a few of the common resources that were observed at the institutions. However, an individual's well-being must not only be measured based on the availability of some resources. Rather, it should be based on the adequacy/sufficiency and the satisfaction that an individual acquires from it.

This section explores different resources that are available and adequate, with a focus on the measure of satisfaction that CWDs and the stakeholders (teachers and caretakers) have. Likewise, the presence of the resources indicates the availability and accessibility. Whether or not these resources are need-based has also been highlighted in the sections below.

4.2.1 Availability of Resources

The following section provides an elaborate account of the various resources that were available at YSS and BRBSD school based on the data that had been gathered from observation, KII, and FGD.

4.2.1.1 Physical Infrastructures

Physical infrastructures include buildings, playgrounds, and walking areas. At YSS, there was a classroom, a playground, 2 residential units that were separated based on gender, kitchen area, dining area, toilets, and bathrooms. Likewise, the BRBSD school, which was established on the premises of Bal Mandir, featured 3 classrooms (for grades 1 to 5), residential units (separated based on gender), playgrounds, a kitchen, dining area, toilets, and bathrooms.

4.2.1.2 Financial Resources

The GoN provides Rs 2128 per month for PWDs with a blue card at both institutions, and the children receive Rs 5000 from the Bhojpur municipality yearly. Out of the Rs 5000, Rs 500 is saved for the students' pocket money, and the rest of it is used for their monthly expenses, such as their food and medicines. Similarly, both institutions receive certain amounts through donations from individuals and organizations.

4.2.1.3 Reading Materials

Reading materials include notebooks, books, and stationery supplies like pens and pencils. It was found out that, in YSS, they received donations from external organizations that provided them with supplies like books, pens, and pencils. Likewise, at BRBSD, educational resources such as books and copies are provided by people during their special occasions. Assistive materials such as pictures and televisions were also present for the students to improve their learning.

4.2.1.4 Food and Nutrition

As a part of the government's initiative to provide food to children, the government provides Rs. 15 to all students for 180 days as a part of the midday meal program. Together with the program, the students at both institutions are provided food 3 times a day based on the schedule that has been developed by the school. The school aims to reduce the consumption of junk food as much as possible.

4.2.1.5 Hygiene Resources

Both institutions have ensured the availability and accessibility of essential resources, separate toilets, bathrooms, soap, and water in the toilets to ensure the hygiene of students. Likewise, to ensure menstrual hygiene, essential products like sanitary napkins have been made available to the students through donations and school provisions. S, the principal at BRBSD, stated, *"The school had been providing sanitary napkins to girls for several years. From this year onward, the municipality has also started to distribute it."*

4.2.2 Resource Adequacy

Different resources were available and accessible at both of the institutions. However, it is also important to understand whether the present resources were adequate for all the students. Mr. S.L. stated that *"although the resources are available and accessible for children in YSS, they are not adequate"*. Likewise, the teachers at BRBSD school also stated that there were resources, but they were in limited numbers. This section will provide a thorough explanation of the adequacy of the resources that have been mentioned in Section 4.2.1.

Physical infrastructures, including classrooms and residential units, are important for CWDs, as the surroundings that prioritize students' studies, comfort, and growth affect their well-being. Both institutions provide a classroom space and a residential area where the students can rest. The BRBSD school provides education to 23 students till grade 5, with only 3 classrooms. The institution's ability to accommodate a range of learning demands is restricted by the number of classrooms, which could lower educational outcomes and alleviate their sense of well-being. Likewise, there are 2 separate bedrooms segregated based on gender. However, the small number of rooms has resulted in congestion, which could affect the students' comfort. At YSS school, until recently, boys and girls resided in the same rooms; now, they have constructed separate rooms demonstrating gender-sensitive practices. Whereas, with only one classroom, children of all ages learn together in a single classroom, which might promote diversity, it could also mean that it might be difficult to accommodate children's diverse educational requirements, impacting their well-being.

Financial resources, like the provision of a yearly allowance of Rs. 5,000 from the Bhojpur Municipality and Rs. 2128 monthly based on their colored identity cards from the government, demonstrate a positive initiative that would provide some financial support contributing to the children's well-being. However, the amount, despite being helpful, might be inadequate to address the diverse needs, such as health, education, and nutrition that students have. Out of the allowance, Rs. 500 is segregated as their pocket money. While the pocket money could ensure a sense of autonomy, the amount is often taken away by their parents, limiting the intended purpose. The remaining amount, Rs. 4500, is spent on the child's daily needs, which is not sufficient as observed in both institutions. These expenditures are important, but they leave little room that is required for areas that can improve children's quality of life, like their healthcare needs and educational resources, through additional investments after they leave school.

Reading materials such as notebooks, pencils, and assistive materials play an important role in enabling CWDs to undertake learning activities. Reading materials are essential for learning, and being educated helps in the development of a child. However, at both institutions, their goals were different. According to the caretaker and teacher at YSS, the development of a child for them was in developing basic skills and writing their names instead of academic growth. The students have been able to get vocational training through organizations that teach them to make incense sticks and candles. In the recent past, they thought the children were not capable of doing anything. This highlights that many individuals with disabilities have naturally been viewed as incapable, and this concept might deprive them of their abilities. Likewise, it was found out that the children were least interested in studies, as, despite multiple efforts, they were struggling to study.

T, a Female with Down Syndrome, aged 11 years, YSS stated,

"I am least interested in studies because I find it very difficult to read and write, despite my teachers and caretakers' help. But I can write my name myself, and I can draw pictures too."

"For me, happiness is in dancing and singing."

T's statement shows that like many of her peers, she has shown limited interest in studies, and this disinterest was made evident by the number of stationery supplies that were stored inside the cupboard, which were never used. Although the reading materials were available and adequate in this case, their lack of use demonstrated a disconnection between the provided resources and their actual needs and interests.

At the BRBSD school, they want their students to develop through education and be independent in the future. The students are taught the same curriculum, and they give regular examinations like in regular schools. Although this effort provides equal educational opportunities, the unique learning needs of students require additional reflection. Visual aids such as picture books help students bridge the gap by understanding the diagrams that have been presented for children with hearing difficulties. For instance, the teachers use sign language and picture books to educate their students. However, it requires a significant amount of time for the students and the teachers to complete a chapter. While there are resources available in their school, they are not sufficient to address the challenges of effectively acquiring knowledge completely.

Food and nutrition also play a vital role in an individual's life, and adequate nutrition supports the physical and cognitive development of children with disabilities. Both institutions provide meals 3 times a day along with the midday meal program; however, both institutions face challenges in meeting the dietary requirements of the students. A teacher at YSS stated, *"The students sometimes eat their meals just to fill up their stomachs; it does not provide them any nutritional value."*

This suggests that the students sometimes do not have adequate nutritional food, making them feel hungry and unsatisfied. Likewise, the BRBSD runs the school for 250 days a year and also provides mid-day meals of Rs 15 to students. However, the government only provides the midday meal program for 180 days, which means that the school has to pay for the rest of the 70 days, which is financially difficult for them. Both institutions also struggle to meet the nutritional requirements of CWDs due to insufficient funds and resources. Although the government's provision of providing Rs 15 is a good initiative, given how costly everything is, the amount is not adequate to meet the children's nutritional needs.

YSS and BRBSD have made a commendable effort to ensure the hygiene of their school's surroundings and their students by ensuring an adequate supply of resources like segregated washrooms, soap, water, and sanitary napkins that promote hygiene. Providing sanitary napkins and educating female students about the process has highlighted the institution's proactive efforts towards promoting menstrual hygiene, ensuring that female students have all the required resources. However, despite the resources being adequately present in the institutions, at YSS, it was observed that some students heavily relied on caretakers for personal hygiene tasks; as a result, their hygiene practices were not as well-maintained as

they could be, which indicates that some students are not able to independently handle their hygiene. While the role of caretaker is valuable in this case, it is also important to promote independence in these tasks to promote some level of self-reliance that will help the children in the future.

4.2.3 Satisfaction

The resources that were available and adequate at both institutions highlight that the institutions have created an enabling environment that has allowed the children to live and learn together. However, as the Welfarist approach emphasizes the happiness and satisfaction that an individual derives by using a resource, it is important to understand whether students are satisfied with the resources or not. The following section explains satisfaction based on their subjective experiences.

4.2.3.1 Human Resources

The students showed satisfaction with human resources like the teachers, caretakers, and peers in their schools; for them, a supportive environment has played a major role in facilitating their learning and it has allowed them to develop. For CWDs who face exclusion in the mainstream schools, having supportive environments in the form of love, care, and understanding is very important. As the students have been living together, they have formed a sense of belonging amongst each other, showing signs of love, care, and harmony, which is an essential aspect of human society. The relationships that they have developed within the school have made them feel safe, and secure. On the other hand, the students have shown dissatisfaction with the lack of parental involvement in their schools, as most of them miss their families and want to live with their families as well. Although the children's school environment provides them with a sense of safety and love, it might not fully replace the emotional support and attachment that students get from their families.

S.K., the caretaker at the BRBSD, stated that *"the school requires more teachers to ensure that each child has the equal opportunity to learn and understand together."*. The caretakers and teachers at both institutions have shown dissatisfaction with the number of staff that were currently employed at their respective institutions, as they felt that there were limited teachers in their schools and the government had not provided them with the required training, making it difficult for them to teach their students sometimes.

The responses gathered from the students and teachers about their satisfaction with human resources highlight a contrasting perspective. For CWDs, the love and care they received from their teachers and caretakers was very important, and for teachers, the number of individuals currently employed in the school was not sufficient to meet the requirements of the students, highlighting the subjective state of satisfaction that an individual has, according to the welfarist approach.

4.2.3.2 Other Resources

Similar responses were provided by the students at both institutions. The responses of the students with disabilities through FGD at BRBSD stated that they were all very satisfied and felt safe in the classrooms and residential units. They were also

satisfied with reading materials, and hygiene resources that their school had provided. On the other hand, all of them showed some dissatisfaction with the variety of foods that were given to them. At YSS, the students stated their preferences in food as different from what was being currently provided to them by the school, showing some dissatisfaction. Food and nutrition are essential aspects of human growth and development, and meeting the dietary requirements based on the students' needs is important to ensure their well-being and satisfaction. The students at both institutions wished to incorporate new food items because they got bored of consuming the same food every day.

The teachers, on the other hand, showed dissatisfaction with the current financial resources, reading materials, food, and physical infrastructure. They stated that *"all the resources were inadequate, such as the classrooms and the residential area, as they believed that the areas were unable to meet the requirements of the CWDs."*

The responses gathered from the students and teachers about their satisfaction with the resources highlight a different and contrasting perspective. Teachers, who are often in charge of managing resources and planning for sustainability, may view the infrastructure as being inadequate due to overcrowding. On the other hand, students receiving and using those facilities in their daily lives may perceive them as adequate and satisfactory, which makes up for the idea of the welfarist approach that states that individuals are diverse, and their definition of satisfaction or well-being is subjective because of their difference in belief.

4.3 Future after special education

It is important to consider the future of individuals with disabilities as it impacts their growth and overall quality of life. This section provides insights into the future of CWDs after special education and highlights the importance of considering their present condition to ensure a better future.

The transition from childhood to adolescence is an essential period where individuals with disabilities require a lot of support: human support as well as financial and physical support. The children with disabilities at both YSS and BRBSD get special education and other comprehensive services until the age of 16, which allows for their growth and well-being. However, there is a major concern after they turn 16, as they have to leave the institutions and return to their families. Although the government will provide a monthly allowance for persons with disabilities who have their identity cards, to what extent they will be able to utilize it to effectively improve their well-being is an issue.

The case below shows the present condition of a student with a disability, which creates a concern for people like him and others regarding their future.

G, Male, Intellectual Disability, aged 12 years, YSS stated,

"I feel very happy when I am with my family and enjoy their presence like I enjoy being inside the school with my teachers and friends. When I returned home during a vacation with my family, my parents took less care of me as they did not have enough money. I could not eat the food that I wanted, which made me sad. Due to

lack of money, my parents made me and my siblings work in the agricultural fields to help out."

The statement above highlights a situation of G where his family depends on agricultural income and they are not financially secure. At an age where he should be properly taken care of along with learning, his parents want him to work in the agricultural fields to ensure that they earn well. This raises issues for their well-being. As for children, learning is a transformative tool that will allow them to develop; however, G's case creates concern, as belonging to a financially weak family places him at risk of losing that opportunity.

Many children with disabilities like G belong to economically disadvantaged backgrounds. As they turn 16, they must leave school, and a lack of structured support from the family might force them into the cycle of agricultural labor, limiting their full potential.

S. K.T., Male, Teacher, Disability Related to Hearing, BRBSD mentions,

"I have a hearing, and I have experienced the struggles in my daily life. As BRBSD provides education till grade 5, the students either remain uneducated afterward or join other schools that provide special education. Currently, there are only 2-3 students who are studying at a school in Biratnagar in grade 10."

"As a mentor of CWDs, I want to see my students become educated and employed in the future to ensure that they become independent and self-reliant. To ensure that the children become independent, it is necessary to give education, skills, and training to the students, which would allow them to engage in the job market."

S.K. has a disability related to hearing, and he has faced a lot of challenges in society, where he has been judged by the people. For him, being financially stable is the most important aspect that needs to be considered for PWDs. In order to ensure independence, education, training, and skills are of utmost importance. However, according to Jonathan and Leopold (2025), capitalism is driven to generate profit and efficiency, devaluing individuals who cannot participate in the workforce. The current competitiveness in society often fails to provide opportunities for PWDs, which may make them more vulnerable.

While considering their future, it is also important to ensure that their present is in good condition. Improving the present situation of CWDs for a better future might ensure that the students can get maximum training, such as vocational training and skills that will allow them to work independently in the future. It is also necessary that the children, until they turn 16 years old, receive all the love, care, and support from their peers, teachers, and family.

Chapter 5

Discussion

In this section, the major findings of the research have been discussed, followed by a recommendation towards a shift for understanding well-being through an alternative approach, considering the limitations of the Welfarist approach.

PWDs often experience structural discrimination and disadvantages, making them vulnerable to be deprived of important aspects like education. The fair distribution of resources ensures that PWDs can participate in society. The findings from the research provide the subjective experiences of CWDs while utilizing different resources by focusing on the adequacy and satisfaction that they derive from them. Various resources such as human, financial, physical, nutrition, and reading materials are important for CWDs to learn and develop. However, the available resources were not completely adequate and the students were not satisfied with them in this case.

The research revealed that having a supportive environment is a vital aspect of the growth and development of a child. The role of peers and teachers was considered a pivotal aspect for CWDs, however, there is a need for a rise in the number of teachers to cater to the students' needs. The students at both BRBSD and YSS school felt most safe and happy within their school premises, which contributed to enhancing their well-being, according to the welfarist approach. However, they felt rejected and discriminated against once they stepped out of their schools. It shows that society still has a certain negative perception of people who have disabilities. Similarly, parental involvement was minimal at both institutions as parents were financially unstable, so they were busy in their jobs. The dissatisfaction shown by CWDs due to the lack of engagement of the parents in their education and their daily lives can have an impact on their well-being.

Utilitarianism states that the resources can be distributed to PWDs when they benefit more from the resources than those without. Unlike other egalitarian theories, utilitarianism imposes limits on redistribution when the resources no longer benefit individuals or improve their well-being. Lack of physical infrastructure was prominent through observation in this research, where the CWDs studied and resided in a small space, which could affect their overall development, learning, and well-being. Although they were happy and satisfied with their classrooms and residential units, their caretakers showed dissatisfaction, which highlights that the definition of satisfaction and well-being is different for all individuals and well-being is a subjective state of an individual and it differs based on their subjective happiness, satisfaction, and well-being (Terzi, 2010).

CWDs receive a monthly allowance from the government, however, it is essential to consider to what extent this money can be used and whether the allowance is enough to help them in the future. The amount that they get is not sufficient for them in the present to fulfill their requirements. They eat meals three times a day, which is adequate, but the food they get is not nutritious, and the students are not satisfied at the same time. It shows that despite the food being adequate, it helps the children in just reducing their hunger and does not offer required nutritional value. Also, available resources at YSS were not need-based as many of them were kept aside, highlighting a need to provide need-based resources for CWDs.

CWDs have a safe space for growth and development inside their schools at both YSS's resource classroom and BRBSD till they are 16 years of age. After they turn 16, they must return to their families. The cases mentioned in section 4.3 show how difficult life can be, considering the competition in the market. Belonging to an economically weak family, along with the negative societal interpretations regarding PWDs, can make the life of CWDs difficult, impacting their present as well as their future well-being.

Researches conducted on PWDs majorly focus on quantitative values like the number of individuals and the number and type of resources that have been distributed to them. Focusing on just the numerical value can overshadow the actual needs that CWDs have. This study adopted a welfarist approach to explore subjective experiences that are beyond numerical values. However, this approach misses out on some fundamental aspects that could be looked upon from an alternative approach like Capability Approach.

Capability Approach (CA) by Amartya Sen focuses on an individual's capabilities and freedom to evaluate their well-being. Capabilities involve people's ability to carry out various functions, and functioning is the achieved outcome of an individual. This approach views disability not only as a deprivation of capabilities but also arises from a combination of personal characteristics along with social, cultural, and environmental elements (Terzi, 2010). The opportunities to achieve certain doings or beings depend on conversion factors, where a person can transform his/her resources into capabilities and functioning, allowing for real freedom. Rather than just the internal abilities of an individual (personal), external aspects (social and environmental) determine the actual freedom an individual has while converting resources.

For instance, the welfarist approach focuses on meeting fundamental needs and ensuring individuals' satisfaction and happiness from the resources that are available to them. While the approach addresses the individual's immediate well-being, it does not look into the broader societal restrictions and biases that might restrict the children's best interests. The CA, on the other hand, highlights factors such as societal judgment and prejudice that can hinder an individual's freedom and opportunity to utilize the available resources that would enhance their well-being. This approach can provide a more focused perspective on the ways to meet the needs and requirements of children. As opposed to concentrating just on welfare, this approach emphasizes improving people's capabilities to achieve outcomes they value and have a reason to value. Similarly, when the ratio of teacher to student in the BRBSD school is inadequate to meet the various demands of students, it can limit their capabilities to perform the functions that they want and value, like studying or gaining independence. The capability approach thus prioritizes how important it is to create an environment that allows students the freedom to reach their greatest potential.

Chapter 6

Conclusion

Ensuring adequate distribution along with satisfied needs and requirements is important for children with disabilities to enhance their well-being. This research explored the adequacy and satisfaction that students derive from the resources in two special schools in the Bhojpur District, Nepal. Different policies and provisions have been enacted by the GoN for PWDs, which include monthly allowances, special schools and residential units, supply of food and nutrition, health services, and trained teachers. However, it is crucial to understand whether the distributed resources are sufficient and ensure the satisfaction of the beneficiaries or not. The lack of real-world data from beneficiaries' personal experiences regarding the resources, emphasizes a need for researchers and policymakers to gather firsthand sights to ensure that the provisions and services are truly impactful and sustainable. This study aligns with the welfarist approach that focuses on the satisfaction of individuals, and the research sheds light on important resources such as physical, financial, nutritional, and human. The data collected through FGD, KII, and observation has allowed us to provide a subjective interpretation of the experiences that students have from the resources at the micro-level.

The research findings reflect that although there are resources available, some of them are not need-based, are inadequate, and CWDs have shown dissatisfaction with them. Contrasting opinions could also be seen in the responses gathered from children and their teachers, where their definitions of satisfaction differed. Although the children stated that they were happy with some resources, such as infrastructure, reading materials, and financial resources, they were not sufficient for the children. Challenges such as overcrowded facilities and limited nutritional provisions underscore the need for a more targeted resource allocation. The children mostly showed dissatisfaction with the food they received and wished they could get different meals. Many resources present in YSS were not based on the children's needs, and thus, they were not being utilized at all. This highlights the need for providing targeted or tailored resources.

Beyond resource adequacy and satisfaction, factors such as financial constraints and social judgment have also restricted CWDs from participating in the outer social world because they are treated differently by people in society. The welfarist approach prioritizes well-being based on satisfaction; however, as it fails to acknowledge the presence of factors like socio-economic conditions, the capability approach can provide a more nuanced perspective.

The importance of supportive environments at both schools was emphasized at both institutions, and the love and care the students received allowed them to enhance their well-being. However, the lack of trained teachers and the low teacher-to-student ratio draw attention to investing in teacher training programs to ensure that the diverse requirements of the children are met adequately. Also, the minimal parental involvement at both institutions was prominent because of financial constraints and lack of awareness. To combat this, conducting workshops and awareness sessions could be instrumental in making parents understand their roles better and learn skills to support their children.

Furthermore, the study has also highlighted the need to focus on the children's lives after special education, as once they are out of their schools, a lack of support for their skill development and training, leaves them vulnerable to socio-economic marginalization. To ensure the independence and sustainability of their well-being, it is necessary to equip students with life skills and vocational training and boost community and family engagement.

The problem of CWDs is diverse, and one approach might not cater to everyone's needs. By recognizing the importance of understanding resource satisfaction and adequacy of the resources, a more tailored resource distribution could be enacted, allowing CWDs to live a life with respect and harmony.

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Annex-1

Interview Checklist

1. Infrastructures

- Are residential units comfortable for students with different needs?
- Do washrooms help students with disabilities?
- Are playgrounds safe for the children?
- How well do children participate in outdoor activities? Do they enjoy the activities?
- What additional things would make you happy?
- Are you satisfied?

2. Learning materials

- Are teaching materials provided in a visual format helpful? (TV and Pictures)
- How effective is communication using sign language?
- Are you satisfied with the teaching mechanism/overall mechanism?
- Does this help in building your educational capability?

3. Supportive environment

- Do the students feel supported and respected by their teachers and peers?
- Do the students connect well with their peers?
- Do the students feel discriminated against or left out within and outside their school?

4. Nutrition

- Are midday meals provided, and do they meet the nutritional requirements of students with disabilities?
- Do the students like the food served at school? Is there anything you would like to change?
- Do you think the school helps you stay healthy?
- Are any accommodations made in the food menu or mealtime arrangements for students with specific disabilities?
- Are the meals sufficient?

5. Social Factors

- Do the students interact with their peers at school?
- Do the students like playing with their friends at school?
- Are there any challenges related to exclusion among students?
- Do your parents help you with your schoolwork or learning?

For students

- How often do you participate in school activities?
- What challenges do the students face daily?
- What is the one thing you could change to make school better?
- What do you like the most about schools?

For teachers

- What additional support is required?
- What do students need the most to develop in school?
- What resources do you think are currently missing?

Annex-2

Pictures from the field



Washroom at YSS's resource classroom



Washroom at BRBSD



Residential Unit at YSS



Residential Unit at BRBSD



During data collection at YSS

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