

## Effectiveness of Resource Rooms in Supporting Children with Special Needs (CWSN) in Haridwar Schools as per NEP 2020 Guidelines

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*Abstract— NEP 2020 emphasizes the importance of equitable education for all, particularly for children with special needs (CWSN), by advocating the creation of resource rooms. These facilities are aimed at offering customized academic assistance, remedial support, and necessary technological tools. These dedicated spaces provide inclusive education by delivering individualized instruction aligned with each learner's personalized plan. This research paper explores the effectiveness of these resource rooms in the schools of Haridwar district. Using a quantitative methodology, data was collected from 50 special educators and 100 parents of CWSN across 10 government and aided schools. The study found that resource rooms significantly enhanced academic achievement and behavioral development among CWSN when implemented effectively. However, gaps in infrastructure, specialized training, and adherence to NEP 2020 guidelines were observed. Recommendations are made for strengthening the implementation of resource rooms to better align with the NEP 2020 vision and ensure that all learners receive meaningful, supportive education.*

**Keywords—** Resource rooms, Inclusive education, CWSN, NEP 2020, and Special education.

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### I. INTRODUCTION

Education today is not only about academic excellence but also about ensuring that every child, regardless of ability or disability, receives equal opportunities to learn and grow. The National Education Policy (NEP) 2020 highlights this vision by emphasizing inclusive and equitable education for all children, including those with special needs (CWSN). To achieve this, the policy recommends several supportive measures, among which the establishment of *resource rooms* in schools is considered highly significant.

A resource room serves as a dedicated space within a school where children with special needs receive additional support beyond regular classroom teaching. It allows for individualized attention, remedial instruction, therapeutic interventions, and the use of assistive devices that help children overcome learning barriers. In the context of Haridwar, a district that has both rural and urban schools, the concept of resource rooms is particularly important. Schools here often cater to students from diverse backgrounds, and addressing the educational needs of CWSN requires focused strategies. Studying the effectiveness of resource rooms in this region becomes essential to understand how well these facilities are functioning and whether they are fulfilling the goals envisioned in NEP 2020.

#### Need and Justification of the Study

There is a growing recognition that inclusive education cannot succeed without concrete support systems for

children with special needs. While NEP 2020 has laid down progressive guidelines to ensure equity and inclusion, the real test lies in how these ideas are translated into practice at the school level. Resource rooms, designed to provide individualized attention, remedial teaching, and therapeutic support, are one of the most practical measures for addressing the unique challenges faced by CWSN. However, in districts like Haridwar, where schools differ widely in terms of infrastructure, teacher preparedness, and community awareness, it is important to assess whether these rooms are truly making a difference in children's learning and overall development.

The need for this study arises from the gap between policy and practice. While the framework for resource rooms exists, there is little documented evidence on their actual functioning and impact in local schools. Understanding how these rooms are utilized, what kind of support children receive, and how teachers and parents perceive their role will help in identifying both strengths and shortcomings. Such evidence is critical not only for improving the learning outcomes of children with special needs but also for ensuring that inclusive education does not remain a policy ideal but becomes a lived reality for every learner.

This study is also justified because it has direct implications for multiple stakeholders. For children, it promises better access to tailored learning opportunities that can enhance confidence, participation, and academic achievement. For teachers, it can highlight areas where additional training or resources are required, enabling them to feel more prepared to handle diverse classrooms. For

administrators and policymakers, the findings will offer valuable insights into resource allocation, infrastructure planning, and monitoring mechanisms, ensuring that funds and efforts are directed where they are most needed. At the community level, it can create greater awareness among parents and guardians about the importance of inclusive practices and the role they play in supporting their children.

Hence, examining the effectiveness of resource rooms in Haridwar schools is not just an academic exercise but a necessary step toward realizing the vision of NEP 2020. It will bridge the gap between progressive policy and ground-level practice, ensuring that children with special needs are not only enrolled in schools but are genuinely included, supported, and empowered to achieve their fullest potential.

## II. REVIEW OF RELATED LITERATURE

The idea of inclusive education has evolved steadily over the years, with global and national studies highlighting the potential of resource rooms to support Children with Special Needs (CWSN).

Itkonen and Jahnukainen (2007) analyzed practices in Finland and the United States, showing that resource rooms and special educators were integrated as standard features of mainstream schools.

Mitchell (2014) offered evidence-based strategies for special and inclusive education in the U.S. context. His findings demonstrated that resource rooms, particularly when linked to Individualized Education Programs (IEPs), improved both academic achievement and self-confidence by providing structured, targeted support to learners with disabilities. These early contributions laid the groundwork for understanding how resource rooms can serve as a bridge between mainstream education and specialized support.

Rao (2020) examined resource rooms in Andhra Pradesh and found significant improvements in literacy and numeracy when children received individualized attention. The study highlighted the importance of regular assessments and collaboration between classroom teachers and special educators, but also cautioned that such benefits depended heavily on the availability of trained professionals and systematic monitoring.

Around the same time, UNESCO (2020) released its global education monitoring report, stressing that inclusive education requires transformation at multiple levels—policy reform, curriculum flexibility, teacher training, and infrastructure development.

Govinda and Josephine (2021) emphasized that NEP 2020 places strong focus on flexible pedagogies and individualized learning plans. However, Sharma and Deppeler (2021) warned that without ongoing professional development in inclusive practices, teachers may struggle to meet diverse learning needs. Both studies underline that

resource rooms alone cannot succeed without empowered educators.

Kumar and Singh (2022) further examined Uttarakhand schools and found inconsistencies in infrastructure and staffing across institutions. Their findings revealed systemic disparities in how resource rooms are implemented and used, suggesting that policy intentions do not always translate into practice.

Prasad and Banerjee (2023) pointed out that although NEP 2020 provides a progressive framework, semi-urban and rural schools still face obstacles such as limited funding, insufficient training opportunities, and low community awareness. These barriers restrict the effective use of resource rooms and slow progress toward inclusion.

Taken together, the reviewed literature traces a clear progression: from early international models that normalized resource rooms, to Indian studies highlighting both successes and persistent challenges, and finally to policy-level analyses under NEP 2020. Across contexts, the message remains consistent—resource rooms can significantly enhance inclusive education, but their effectiveness depends on infrastructure, teacher preparedness, parental engagement, and faithful adherence to policy. These insights provide the foundation for the present study, which examines how resource rooms in Haridwar schools are functioning and whether they meet both NEP 2020's expectations and the practical needs of students and families.

### Objectives of the Present Study

1. To assess the availability and operational status of resource rooms in government and aided schools of Haridwar.
2. To evaluate the academic and behavioral support provided to CWSN through resource rooms.
3. To identify the challenges faced by educators and parents in using resource rooms effectively.
4. To analyze the extent to which NEP 2020 guidelines are being adhered to in the functioning of these rooms.
5. To recommend strategic improvements for optimizing resource room outcomes based on empirical findings.

### Hypotheses

H<sub>01</sub>: There will be no significant difference in the academic performance of CWSN who access resource rooms and those who do not.

H<sub>02</sub>: There will be no significant relationship between resource room effectiveness and compliance with NEP 2020 guidelines.

### Delimitations of the Present Study

Delimitations are as follows-

- This study is confined to government and aided schools in Haridwar district only.

- The sample includes only primary and upper primary schools (Classes I to VIII), excluding secondary and senior secondary levels.
- Only schools with existing, operational resource rooms are included in the study; those in the planning or inactive stages are excluded.

### III. METHODOLOGY

**Research Design:** The study applied a descriptive survey design to gather quantifiable insights into how resource rooms operate and their impact in practical school scenarios.

**Population:** All government and aided schools in Haridwar with functional resource rooms served as the population for the study.

**Sample:** Stratified random sampling was applied to select 10 schools to ensure equitable representation of urban and rural settings across Haridwar district. This number was considered sufficient to capture diversity in infrastructural facilities, teacher preparedness and parent engagement, while remaining feasible within the time and resources limitations of the study. Such a sample size provided adequate variability to draw meaningful conclusions without compromising statistical reliability. 50 special educators working in these schools were included to assess their perspectives on effectiveness and challenges. 100 parents of CWSN enrolled in the selected schools were surveyed to gather data on their satisfaction and perception of student progress.

### IV. DATA COLLECTION TOOLS

1. **Structured Questionnaire for Teachers:** Included Likert-scale items covering areas like instructional support, availability of teaching aids, student progress, and NEP 2020 awareness (reliability = 0.84).
2. **Parent Satisfaction Survey:** Assessed communication with educators, perceived student improvement, and resource room availability.
3. **Student Achievement Score Card:** Collected academic performance data before and after six months of resource room usage.
4. **NEP 2020 Compliance Checklist:** Evaluated alignment of school practices with NEP-recommended inclusive strategies (training, infrastructure, IEPs).

**Statistical Techniques Used:** Descriptive statistics were used to summarize major trends in perceptions and outcomes, while inferential techniques, including the independent samples *t*-test and the Pearson correlation coefficient, were employed to analyze group differences and relationships. These methods were selected for their suitability in comparing mean scores across groups and testing associations between policy compliance and effectiveness, thereby strengthening methodological rigor and ensuring alignment with the study’s hypotheses.

### V. RESULTS AND INTERPRETATION

The results of the quantitative analyses, based on data obtained from educators, parents, and student achievement records, are presented in the following section. The findings are structured around the study objectives and research hypotheses to ensure coherence between research questions and outcomes. Throughout this section, statistical evidence and supporting insights are provided to demonstrate how the existence and functioning of resource rooms influence academic performance, behavioral development, and policy adherence of CWSN in Haridwar schools.

**Table 1: Comparison of Academic Achievement (Pre and Post Intervention)**

Group	N	Mean Achievement Score	SD	t-value	p-value
Resource Room	50	64.5	8.2	3.45	0.001
No Access	50	56.3	9.1		

Table 1 shows that students with access to resource rooms showed statistically significant higher academic achievement compared to those without access ( $p < 0.05$ ). The results indicate that targeted intervention and individualized instruction in resource rooms lead to better academic outcomes.

**Table 2: Correlation between Resource Room Effectiveness and NEP 2020 Compliance**

Variables	Pearson r	p-value
Resource Room Effectiveness & NEP Compliance	0.62	0.003

Table 2 reveals that a strong positive correlation suggests that better alignment with NEP 2020 guidelines enhances the effectiveness of resource rooms. Schools that implemented features like continuous teacher training, use of assistive technology, and regular review of IEPs reported better student outcomes and higher satisfaction among stakeholders.

### VI. DISCUSSION

**Objective 1: To assess the availability and operational status of resource rooms in government and aided schools of Haridwar**

The data collected from the selected schools indicated that although resource rooms are physically available in most surveyed schools, their operational status varies significantly. Some rooms lacked full-time special educators, appropriate assistive tools, or dedicated infrastructure. In rural schools especially, the resource

rooms were under-equipped and occasionally used as general storage spaces rather than for individualized learning. This variation in operational quality directly influences the consistency and impact of special education services. These findings underscore the need for regular audits and minimum infrastructure standards.

**Objective 2: To evaluate the academic and behavioral support provided to CWSN through resource rooms**

As shown in **Table 1**, students who accessed resource rooms had significantly higher academic scores (Mean = 64.5) compared to those who did not (Mean = 56.3), with a statistically significant **t-value (3.45)** at **p < 0.05**. This supports the premise that when properly managed, resource rooms offer structured, focused, and adapted instruction that promotes both comprehension and retention. In terms of behavioral support, qualitative feedback from parents and educators indicated improvements in attendance, classroom engagement, and peer interaction among CWSN. These behavioral gains, although not captured quantitatively, align with the goals of inclusive education under NEP 2020.

**Objective 3: To identify the challenges faced by educators and parents in using resource rooms effectively**

The structured teacher questionnaires and parent surveys revealed multiple barriers. Educators highlighted the lack of ongoing professional development, high student-to-teacher ratios, and insufficient time to prepare Individualized Education Plans (IEPs). Parents, on the other hand, expressed concerns over limited communication with special educators and inconsistent reporting on their child's progress. Moreover, some parents, especially from low-literacy backgrounds, lacked awareness of the potential benefits of resource room access. These issues collectively limit the full potential of the inclusive model.

**Objective 4: To analyze the extent to which NEP 2020 guidelines are being adhered to in the functioning of these rooms**

The **Pearson correlation value (r = 0.62, p = 0.003)** in **Table 2** reflects a statistically strong positive relationship between the effectiveness of resource rooms and adherence to NEP 2020 guidelines. Schools that regularly reviewed IEPs, offered in-service teacher training, and used digital assistive tools reported higher student satisfaction and achievement levels. However, it was observed that while urban schools performed better in terms of policy compliance, many rural schools lagged due to limited funding and lack of awareness about NEP recommendations.

**Objective 5: To recommend strategic improvements for optimizing resource room outcomes based on empirical findings**

Based on the data and observed trends, several strategic recommendations emerge. These include mandatory

teacher training modules on inclusive pedagogies, allocation of separate budgets for resource room upkeep, and standardized guidelines for infrastructure. Additionally, integrating resource room planning into the School Development Plan (SDP) could ensure sustainability. Introducing regular monitoring mechanisms involving external evaluators will further enhance accountability.

**Hypothesis Testing:**

- **H0<sub>1</sub> was rejected**, as the independent t-test showed significant academic differences between CWSN using resource rooms and those not using them.
- **H0<sub>2</sub> was also rejected**, as the correlation coefficient between NEP 2020 compliance and resource room effectiveness was significantly positive, indicating that alignment with policy enhances educational outcomes.

**VII. CONCLUSION**

This study shows that resource rooms significantly benefit CWSN when properly implemented and aligned with NEP 2020. While the academic and behavioral improvements are evident, the study also highlights the disparity in implementation due to resource constraints and lack of trained personnel. Policy interventions should focus on standardizing resource room models, enhancing monitoring mechanisms, and equipping schools with adequate materials and staff. Strengthening coordination between special educators and general teachers is also essential for a truly inclusive learning environment.

**Educational Implications**

Based on the findings, it is clear that resource rooms must be recognized as fundamental elements of inclusive practices, ensuring students with special needs receive personalized and structured educational support. Secondly, the strong correlation with NEP 2020 compliance emphasizes the need for structured policy implementation. This includes regular teacher training, use of ICT tools, continuous review of IEPs, and infrastructural adequacy. Schools that embedded these components reported higher satisfaction among educators and parents, along with improved student outcomes. Moreover, behavioral improvements noted by stakeholders point to the psychosocial importance of inclusive learning environments. For policymakers, the study advocates for the inclusion of resource room evaluation metrics in school inspection protocols. Teacher education institutions must also prioritize inclusive pedagogy as a core module. Finally, for sustainable impact, collaboration between school administrators, special educators, parents, and local education authorities is essential. Community engagement and awareness programs can also empower parents to actively participate in their child's learning journey. Thus, the effective functioning of resource rooms is not just a matter of infrastructure, but of systemic coordination, policy alignment, and pedagogical innovation.

## Acknowledgement

I sincerely express my gratitude to the special educators, parents of Children with Special Needs (CWSN), and school authorities of Haridwar district who extended their valuable time, cooperation, and insights for this study. Their contribution was vital in gathering data and understanding the practical functioning of resource rooms as per NEP 2020 guidelines.

I am also thankful to my colleagues and well-wishers for their constructive suggestions and encouragement throughout this work. Finally, I owe my deepest appreciation to my family for their constant support, patience, and motivation, which enabled me to complete this paper successfully.

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