

Review of: "Challenges of Learners with Disabilities in Open Schools in India"

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Potential competing interests: No potential competing interests to declare.

The present paper entitled: *Challenges of Learners with Disabilities in Open Schools in India* is of high interest and I would like to thank you for giving me the opportunity to read it. In my opinion, the text should be split into two papers. The first paper should focus exclusively on the challenges of learning and the second on the practices of differentiating educational materials and on the differentiated assessment of students with disabilities.

I suggest the above separation because in this way will be given to author the opportunity to better theorize concepts very basic to the research such as: interpretive approaches to disability, critical approaches to inclusive education, the political dimension of inclusion and linking inclusive thinking to inclusive education policy in India.

The aforementioned matters will give meaning and substance to the researched questions regarding the challenges in Open Schools in India. A critical approach to the challenges would have real interest.

In the second part, some modifications concerning the educational material are presented. At this point, it would be more interesting not to propose a solution to a problem, but to identify the nature of the problem. In particular, is it the form of a text or its conceptual content that hinders the educational process? The content of the knowledge offered, in my opinion, is more important as well as the way it is connected to the previous experiences of students with disabilities.

The challenges in the present research should not be seen as a matter of technical issue, but more deeply. It would be good if the challenges were seen as an issue concerning the quality of education we offer to people with disabilities.

For this reason, I would suggest that the challenges should be related to the macro-level of education policy, dominant cultural values on disability, the economy and the labor market to explore the impact of the macro-level on shaping educational expectations and educational practices in educational contexts such as Open Schools.

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