

Conceptualizing the context

The fundamental right which provides all the humans: the effort to develop, develop independent choice, reflect a natural happy and prosperous life irrespective of caste, creed, colour, sect and gender is the Right to Education. Education is the most powerful key in the hands of a person to bravely deal with the poverty and raising the economic standards in the society and hence results in social development. The World Education Encyclopaedia has laid down three essential functions of education that must be fulfilled as per design. Firstly, children take good education not only for the knowledge of core subjects but also a medium to acquire values, attitudes and skills for life time basis. Secondly, education is a medium of understanding other basic type of requirements such as workable job and type of good quality of life. Thirdly, type of education provides training and then education prepares skilled persons for all service levels which affects every sector of world economy. Thus, good training of education is a recurring investment that sustains and accelerates educational development of world economy. "Education enables individuals to make the transition to new social orders by providing self-understanding, better knowledge of the choices available, and a critical appreciation of the nature of change itself". Theories and empirical evidences describe that primary level education and the early years of secondary level education are most vital to educational growth (Abblet & Sengleson, 2001) then evidently proves that when children drop out from primary education the reservoir of potential labour/workforce, type of development of the job force and the type of strength for knowledge-driven progress from which economy any society can draw all benefits may be constrained. At all the local, national and international level education essentially has a

strong influence upon economic, type of social and type of cultural characteristics of persons and type of members of communities ultimately contributes to economic growth and productivity/progress (Brink, 1997).

Education certainly initiates in the upward direction movement in the social structure/framework and thus, it is a strong instrument of positive/productive social change which can help in bridge the gap between different sections/areas of the society. Many factors are responsible for the development of education system of a country as it cannot develop in isolation and need support of all sections/areas through social and structural development, cultural diversities, gender, caste and uneven access and equity in education deeply. In ancient time, India was widely acclaimed as land of knowledge and enlightenment yet access to formal education was limited to selected strata of the society. The modern era should be based on equality in all field of making a prosperous and standard lifestyle and equal opportunity, thus become a basic human right. Indian society is so deeply rooted in social inequalities and prejudices which continue to bring hurdles for the development of nation as a whole. Government has made appraisable steps in uplifting the marginalized sections/areas of the society. The efforts had made major changes for the provision of uplifting the marginalized sections of the society as well by providing better educational support but what about the special children, their need and their education? Special children and their needs are somehow differentiated. They don't get admission in the normal schools as they are treated very low in the society near to dull and dumb. Government takes initiative for such education and established special schools for special education. This initiative of government had now become over dated and also raises questions. The main function of the education is to make any person adjustable in society and also increase independence but what about children with special needs? They have on the one side become isolated and adjustable

and on the other hand treated unequal. Thus, the concept of integrated education has emerged to make them socially adjustable, equal and independent. Education that is for all and common. Till the year 1990s 90% of India's estimated that 40 million of children who are in the age group recorded of four to sixteen years with various types of the disability like physical and mental disabilities were removed/excluded from general/mainstream education. In the recent past, there have been several initiatives taken by the nations of world including India to bring the deprived section i.e. children with special needs to the fold of mainstream/general education so that they are provided an opportunity to grow and receive education in an inclusive environment. However, the provision/availability of education to the deprived section i.e. children with special needs in exclusive educational environments like special schools, integrated set-up etc. dates back to a long past. It is, therefore, necessary to have a glimpse of the developments in education of the deprived section i.e. 'children with special needs' in the past.

Marginalization and Discrimination: Multiple Diagnoses/identified, Multiple Prescriptions

Marginalization as multi-dimensionality- that is, the type of complexity of Marginalization as type of multi-dimensionality is its plagues policy-makers. There are not much type of positive understanding/agreement in the scientific type of academic literature or in the framing and preparing of policy framework and networks about the type of CWSN academics how to realise the 'actual challenges. A number of competed identified and type of diagnosis are there available to put in record for unequal, and even polarized, even distributions of income, equal capacity and most power, all of which prevent and discuss real inclusion in the field of education. We can take an example, for instance may be, type of homelessness. Homelessness people and inadequate housing for the type of Marginalization as type of multi-dimensionality have

emerged as central social issues. Lack of reasonable access to affordable and adoptable, adequate type of required number of housing facility and safe neighbourhoods means a variety of individuals staying from single men means nuclear families with children, live on the margins of social structure and calling the street side stay of the cities home. Many also are on the margins of the forced labour and type of workforce force, working effectively but not earning or getting enough to support themselves and their families. There's a risk of reproducing marginality from one generation to subsequent, as schooling is mortgaged thanks to the lack to attend, to concentrate, or to thrive due to inadequate housing, food or income generally. Governments and therefore the voluntary sector like NGO struggle to deal with the sectional crisis, developing/making initiatives to affect homelessness people, to supply/provide school lunch and breakfasts, and to develop food banks, where on redistribute income/productivity to seniors and families with young children and to market the provision of adequate training. Nonetheless, the said problems remain unchanged. In large part, of solving these problems, and therefore the tenacity of the conditions that are indicators of marginalization, are often attributed to rapid changes related to large trends like sustainable development goal, globalization, new information technologies, e learning, restructured labour/workforce /workforce markets, and new ideologies. to mention that they're "attributable" to such social, technological, economic and political changes, however, isn't to account for them sufficiently to develop a coherent policy analysis. More is required. Seeking an identification of more proximate causes of marginalization forces us to acknowledge that a spread of sometimes competing theoretical explanations is out there. instead of skirting the difficulty of varying interpretations, this Backgrounder will embrace this diversity and work with three

different diagnoses/identified of marginalization, assessing the ways they construct the matter and therefore the solutions offered”.

Stigmatization and prejudice

Discrimination with children with special needs (CWSN) and negative attitudes which is not acceptable toward disability. “These attitudes impede progress towards inclusion. The language widely wants to describe disability serves to perpetuate negative stereotypes and stop full inclusion. Professionals, also because the wider society, commonly use derogatory terms like defective, and imbecile when pertaining to disability, while the assumption that these defects must be corrected prevails within the region. Implementation of inclusive education is hampered by persisting negativity towards disability among the professionals within the education system. Government commitment to inclusion initiatives and therefore the philosophies supporting them are very new, and counter many deeply held beliefs about education. the bulk of teachers still have an equivalent discriminatory attitude towards disability as those evidenced within the majority population”.

Throughout history, children with special needs (CWSN) have been treated differently. On the basis of unfair treatments in society with special children, the history may be divided into seven eras: (*Justin Dart, [Advocate For Rights of Disabled People](#)". New York Times. Retrieved 29 October 2017. ,__abilitymagazine.com. Retrieved 2019-11-06.*)

- The Era of Exclusion: Extermination and recantation
- The Era of Acceptance: As a subject of amusement
- The Era of legal Discrimination and Witchcraft:
- The Era of Sympathy and Asylum: Asylum
- The Era of Isolation settings: Special schools

- The Era of Segregated settings: Special Classes
- The Era of Inclusive settings: Regular classes

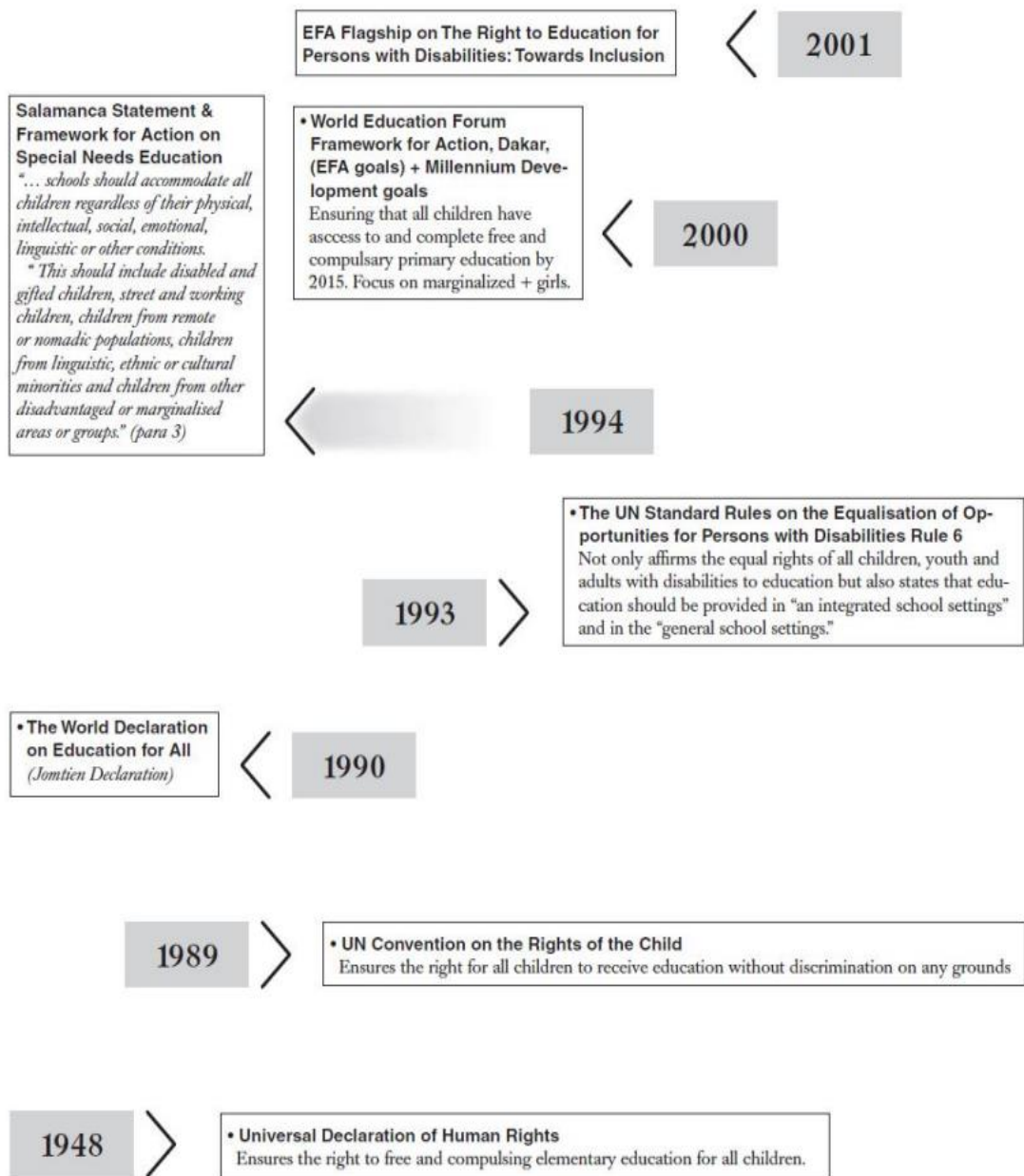
Major steps towards the Education for CWSN at International level

- Universal Declaration of Human Rights (1948)
- UN Convention on the Rights of the Child (1989)
- The World Declaration on Education for All (1990)
- The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993)
- Salamanca Statement & Framework for Action on Special Needs Education (1994)
- World Education Forum framework for Action (2000)
- EFA Flagship on The Right to Education for Persons with Disabilities: Towards Inclusion (2001)

Education of CWSN in India

- first school for deaf was set up in Bombay in 1883
- first school for blind was set up in Amritsar in 1887
- first school for Blind and Deaf – Mysore 1901
- After independence in 1947, India tried to focus on the education of the children including CWSN.
- Planning in 1971 and union government introduced a scheme called “Integrated school”- 1974.

Figure: The Rights Framework for Inclusion



Children with Special Needs: Origin and Concept

First time the concept of children with special needs (CWSN) originated during the British rule. This led to the origin of the term, ‘Special Educational Needs (SEN)’, which became part of UK legislation, its classrooms and importantly-teaching-learning process.

There is no legal definition of this term in India. However, only in a few instances and documents, SEN has been accepted in its broader perspective across the various States of the country. The main focus is always remained on the learners with specific needs. The focus of inclusive education according to MHRD 2003, was on the specific disabilities such as Visual disabilities, Speech and Hearing disabilities, Physical disabilities, and neuromuscular and neuro-developmental disorders included Cerebral palsy, Multiple disability (MD), Autism, Mental retardation (MR), and Learning disabilities (LD). The PWD (Persons with Disabilities) Act 1995 has given the definition of disability and defines different types of disabilities. PWD Act 1995 ensures the equal opportunities, protection of rights and full participation of Persons with disability. It means a person who is suffering from a disability not less than 40% of disability is certified by a medical authority (any institution or hospital, specified for the purposes of this Act by notification by the appropriate Government). The act has recognized the seven types of disabilities namely Blindness, Low vision, Leprosy-cured, Hearing impairment, Loco motor disability, Mental retardation and Mental illness. The act has defined each disability as follows:

- h) "**Blindness** is defined as the condition of a person who suffers from any of the following conditions, a) 100% absence of sight b) Visual acuity up to 6/60 or 20/200 (snellen) in the better eye with correcting lenses c) Limitation of the field of vision subtending an angle of 20 degree or worse”.
- i) "**Person with low vision** refers a person with disorder in functioning of vision even after treatment or standard refractive correction but uses or is potentially capable of using vision for with the assistance of appropriate assistive device”.
- j) **Leprosy cured person** refers to a type of person who has been recovered from leprosy but is suffering from- i) There is a sensation loss in hand, in feet. There

is a paralysis in the eye-lid and eye with no manifest deformity; ii) Manifest deformity and type of paresis; Remarkable mobility in hands and in feet which help and engage them in various kinds of economic work which is normal; iv) Extreme type of physical deformity as well as type of advanced age which prevents him/her from undertaking any profitable vocation, and the expression "leprosy cured" shall be construed accordingly;

- k) "**Hearing disability** refers to the loss of sixty decibels or more in the better ear in the conversational range of frequencies”.
- l) "**Loco motor disability** refers to the disorders in bones functioning, muscles and joints leading to substantial restriction in the movement of the limbs or any form of cerebral palsy”.
- m) **Intellectual disability** refers to a person’s condition of insufficient development of brain which is characterized by abnormality of intelligence.
- n) **Mental illness** refers to the abnormal functioning of mind other than mental retardation

There are checklists available to identify the various disabilities and are currently used to identify children with special needs. “Children with special needs (CWSN) are recognized as unique individuals. Their uniqueness may be noticed in one or more of the following dimensions: vision, hearing, movement, communication, perceptual-motor, social-emotional intelligence and adaptive behaviour”. Consequently, these children can be classified into the following types:

- k) Children with Hearing and Speech Disability
- l) Children with Visual Disability
- m) Children with Intellectual Deficits
- n) Children with Specific Learning Disability
- o) Children with Communication Disorders
- p) Children with Orthopaedic Disability

- q) Children with Emotional Disturbance
- r) Children who are Socially Disadvantaged
- s) Children with Multiple Disabilities
- t) Children with superior intelligence and special talents.

Table: Enrolment of Children with Disabilities:

Others				
State Delhi	Primary	Upper Primary	Secondary	Higher Secondary
	838	143	223	151
	Hearing impairment			
	Primary	Primary	Primary	Primary
	448	448	448	448
Others				
State Delhi	Primary	Upper Primary	Secondary	Higher Secondary
	454	164	72	32
	Multiple Impairment			
	Primary	Upper primary	Secondary	Higher Secondary
	327	20	18	12

Source: "NCERT (2008) Seventh All India School Education Survey (7th AISES), Schools for Physically Challenged Children, NCERT, New Delhi".

Table: Number of Schools Admitting Children with Disabilities:

Visual Impairment			
State Delhi	Upper Primary	Secondary	Higher Secondary
	59	65	42
	Hearing impairment		
	Upper primary	Secondary	Higher Secondary
	50	88	46
Others			
State Delhi	Upper Primary	Secondary	Higher Secondary
	36	24	14
	Multiple Impairment		
	Upper primary	Secondary	Higher Secondary
	15	6	9

Source: NCERT (2008) Seventh All India School Education Survey (7th AISES), Schools for Physically Challenged Children, NCERT, New Delhi.

Table: Details of funds released under Inclusive Education for Disabled at Secondary Stage (IEDSS)

S no.	State	2009-10	2010-11	2011-12	2012-13
1.	Delhi	167.47	140	140.68	-

Source: <http://mhrd.gov.in/inclusive> education. MHRD

Table: Percentage of Girls with Disabilities Enrolled at Secondary and Higher Secondary Level

S. no.	State	2009-10	2010-11	2011-12	2012-13
1.	Delhi	167.47	140	140.68	-

Table: Percentage of Girls with Disabilities Enrolled at Secondary and Higher Secondary Level.

S.no.	State	2009-10	2010-11	2011-12	2012-13
1.	Delhi	-	59.26	54.06	48.62

Source: Data as provided by State/UTs in the State Questionnaire Note: Maharashtra has not provided data gender wise; Uttar Pradesh & Sikkim have not given any data for enrolment of students with disabilities.

Rational of the Study

In spite of the constitutional provisions of equal educational opportunities to all citizens under the Indian constitution and some efforts of the government, children with special needs (CWSN) in general and in particular have not been able to respond to the challenges of improving their educational status and have not kept pace with that of the rest of society. The reasons for the children with special needs (CWSN) educational issues cannot be understood in isolation. It should be understood in tandem with other indicators of human development. This is why; Cohen and Ball (1999) consistently refer to environmental contexts, in which human development remains rooted. The researcher considers, that, the dimensions related to the influence of sociocultural, historic-political, educational, inclusiveness, psychological, and economic discourses

of society, in general have a major influence upon the social consciousness and shaping the perception of children with special needs (CWSN). Therefore, the researcher believes that it is necessary to analyse education of children with special needs (CWSN) in terms of above development of the country that has marred the education in inclusive setup for children with special needs (CWSN). The community has created a vacuum for the development of children with special needs (CWSN) and along with the acute psychological crisis of identity. Further, the deliberate neglect of the community of children with special needs (CWSN), on the part of the government, has marred its impact on their education and employment. Therefore, it is necessary to adopt a systematic, analytical approach to understand and unravel their educational concerns and issues of children with special needs (CWSN). The researcher believed it to be important to understand the education of children with special needs (CWSN) in the context of the contemporary society, where it was seen that the developmental process is slow, recorded wages are less and unemployment is increasing. Thus, literatures suggest, that, most children with special needs (CWSN) thinks that opportunities of upward mobility and their economic development are stopped and their community has borne the brunt of official neglect and discrimination.

Thus, the research was conceived and formulated on a very wide canvas of children with special needs (CWSN) in India i.e. in context of their living and seeking of individual and collective significance, and, the meaning of their existence. It concerned, directly and indirectly, to their world view and meaning-making about self and the others. It also, covertly and overtly relates to their identity, freedom and security as all of these issues are interrelated and impinge on one another. Thus, the study is situated at a juncture, when, there is a right to free and compulsory education, and, the

concerns with regard to quality of education, are central, to policy makers and in the arena of academic discourse.

The need of the present research arose, while the researcher was working on disabled children during his M. Phil. course of study. During M.Phil. in education, the researcher worked upon education and life prospects of some sections of children with special needs (CWSN) in Delhi, the researcher took on the case studies upon Muslim girls and focused her study upon attitude of society, teachers and parents towards education. The proposed area emerged as issue, when the researcher interacted with some samples belonging to children with special needs (CWSN) community.

This led the researcher to explore some of the available literatures relating to the children with special needs (CWSN) community and found their typicality. Further, in India, most of the sociological and educational studies focus attention to what happens inside the school, as well as, within the classrooms, in everyday contexts. This helps to understand the nuances relating to prevalent inequalities that prevent the spread of equal opportunities, good quality of education, and so on more minutely, as compared to traditional research, which focuses on standard technique of set of techniques. However, very few studies have been done in context of what goes on within schools and classrooms in everyday life contexts. In larger context of ‘providing equal educational opportunities to all’ the state has failed in multiple ways as is reflected through prevalence of inequalities- qualitative and quantitative, gender, access and so on. Further, educationists and researchers largely tend to neglect everyday lived experience in the process of schooling- where student engage within themselves with teachers and other school personnel that ultimately shapes their meaning making in the process of education. This is because, understanding the experiences of education, provides broader analysis of the process of educational systems where access, quality,

equity and similar other factors works. This is why, what goes on in the life of students at schools becomes significant. Therefore, the researcher felt it important to understand schools- focusing participants in the process of schooling, i.e., students, teachers, community members and other participants, so as to unravel, how they negotiate with them. The purpose for deciding to do this was to examine the socio-political and cultural contexts of such meaning making and not just to provide description of how meaning is produced by different stakeholders in school. This is why, Giroux and Simon (2000; 1541) give emphasis on the understanding of the struggle for going to school and the struggle to adopt related pedagogy. It was also considered and considered for schools that school is a place where the knowledge is constructed even if there is no support from the side of the parents and society. Hence, the researcher believed that it was necessary to pay attention to socio-political and cultural forces that shape school experience in varied social contexts. Actually, there are various ways by which the agencies of schooling could be understood. One way to understand it is the assertion of students where they rebel, question and go against the norms of school, challenge authority and so on. The other ways of understanding are to unfold the forms and roles of agencies that remain covered and do not always directly expressed, but, remain embedded in the student culture, and, exert far reaching consequences that reflect through the students' perspectives, attitudes, and world-views and so on. At this level, students seek to assert their independence, from ideological and indoctrinated characteristic phenomenon of school processes. With this understanding, the researcher has tried to examine different agencies of schools that discipline, punctuality, constrain and shape their experiences in multiple ways. This is why, the researcher, thought it to be essential to unearth, unpack and unravel the world of children with special needs (CWSN) culture in inclusive school setup. This was also important because students

construct their own perception of several factors that contribute to create important aspects of 'life' at school. Children with special needs (CWSN) play a very important and significant role that are often contradicted and contested- this need to be uncovered. The location of the schools especially, in the West Delhi region, undoubtedly, shape and provide meaning to perception of students. Hence, the voice of students in the meaning making processes of schooling, was essential to understand. Therefore, it was important for the researcher, to let the children with special needs (CWSN) speak for themselves and researcher to listen their voices carefully and patiently in order to unravel their aspirations and perspectives so as to reach the analysis correctly. This was because, the ways by which students negotiate and interpret the principles of school, often create a gap, between, schools as imagined by the authorities, and, as perceived by the students. Thus, it was important to understand how are different concerns of children with special needs (CWSN) expressed in the everyday contexts of school? How do they negotiate and contest in different settings viz. a viz. life at school and life at home? How do children with special needs (CWSN) try to realize their goals? How do teacher, parents and other personnel contribute to the complex experience of students? What forms of identities are constructed in different settings?

The work is important because it has tried to uncover fascinated life of children with special needs (CWSN) at schools in contexts of resistance, relationship, identities and ways of being. It has captured the voice of experience, feelings and perception of children with special needs (CWSN). The narratives provide rich description accounts of what children with special needs (CWSN) think and feel while at school.

Research Questions

The present research study attempts to address the following questions

1. What are the behavioural practices in inclusive education at school level?

2. What are the social and academic problems faced by CWSN in inclusive education setups?
3. Do CWSN gets equal opportunity in curricular and co-curricular activities?
4. Do the required resources are available in schools for CWSN?
5. What is the pattern of examination for CWSN?
6. What are the views of parents towards the education for their special educational need's child?
7. What type of discriminative behaviour experienced by CWSN?

Statement of the Problem

“Understanding Nature of Discrimination through the voices of the marginalized: A study with reference to children with special needs”.

Objectives of the Study

As per the rational of the study the objectives of the study is as follows:

1. To study the classroom behaviour of teachers towards CWSN.
2. To study the behaviour of general students towards CWSN.
3. To understand the participatory experiences of CWSN during curricular and co-curricular activities.
4. To examine the resources available in schools for CWSN.
5. To analyse the support services provided to CWSN during examination.
6. To understand the views of parents towards the education for their special educational need child.
7. To explore discriminative experiences of CWSN.

Operational definitions of the terms used

Discrimination: In this study discrimination is an action or practice that excludes, disadvantages, or differentiates between children on the basis of special needs or

perceived trait. It is an act of making distinctions between children based on the physical appearance, personality, disability as well as other categories.

Voices of The Marginalized: Marginalized are certain groups of children, those are systematically disadvantaged, because they are discriminated against on the basis of their disability, physical appearance and special needs. In this study the term voices of the marginalized used for the social-educational experiences of CWSN, experienced in school environment.

Children with Special Needs: Children with special needs are those who deviate from the norm in intellectual or physical characteristics to such an extent that they require a modification in school practices or special education services in order to develop to their maximum capacities.

Table: Definition of Types of disability as per Census 2011

Type of disability	Definition
Visual disability	1. Cannot see at all; or 2. Has no perception of light even with the help of spectacles; or 3. Has perception of light but has blurred vision even after using spectacles, contact lenses etc. A simple test is whether the person can count the fingers of hand from a distance of 10 feet in good daylight. Such persons can however, move independently with the help of remaining sight; or 4. Can see light but cannot see properly to move about independently; or 5. Has blurred vision but had no occasion to test if her/his eyesight would improve after taking corrective measures. 6. One-eyed person not to be considered as disabled in Seeing
	1. Cannot hear and speech at all; or 2. Has difficulty in hearing day-to-day conversational speech (hard of hearing); or

Hearing and speech disability	<ul style="list-style-type: none"> 3. Has difficulty in speaking or conversation 4. If she/he is using a hearing aid. 5. Hearing problem in one ear not to be considered as having hearing disability.
Intellectual disability	<ul style="list-style-type: none"> 1. Is taking medicines or other treatment for mental illness; or 2. Exhibits unnecessary and excessive worry and anxiety; or 3. Exhibits repetitive (obsessive-compulsive) behaviour/thoughts; or 4. Exhibits sustained changes of mood or mood swings (joy and sadness); or 5. Has unusual experiences - such as hearing voices, seeing visions, experience of strange smells or sensations or strange taste; or 6. Exhibits unusual behaviours like talking/laughing to self, staring in space; or 7. Has difficulty in social interactions and adoptability.
Specific learning disability	<ul style="list-style-type: none"> 1. Difficulties in arithmetic, writing, reasoning or reading; or 2. Difficulties in remembering facts; or 3. Poor written expression that lacks clarity; or 4. Inaccurate or slow reading or writing.
Locomotor disability	<ul style="list-style-type: none"> 1. Deformity of Limb; or 2. Dysfunction of joints of limb; or 3. Polio; or 4. Paralysis; or 5. Deformity of Body.
Cerebral palsy & LCP	<ul style="list-style-type: none"> 1. Difficulty walking; or 2. Neurological problems; or 3. lack of muscle co-ordinator; or 4. Drooling and problems with swallow/permitting; or 5. Delay in speech development and difficulty in speaking; <p>LCP</p> <ul style="list-style-type: none"> 1. Loss of sensation in hands or feet; or

	<p>2. Loss of sensation and paresis in eye and eye-lid; or</p> <p>3. Extreme physical deformity as well as advanced age.</p>
Multiple disability	<p>1. Usually have more than one significant disability, such as physical, sensory, behavioural, psychological issues.</p>

Delimitations of the Study

In view of limited time and resources the present study was delimited as follows by the researcher:

- The present study was limited to four schools with inclusive setups of Govt. of NCT of Delhi.
- The sample for the study was confined to NCT of Delhi only.
- The present study was limited to class VI to XI only.
- To children with special needs studying in these four schools was taken for the research purpose. The study was limited to the following categories of CWSN: Low vision, specific learning disability, hearing and speech disability, locomotor disability, intellectual disability, cerebral palsy & LCP, multiple disability.

Research Gap: Contextualizing the study in relation to literature explored

Researcher had explored the studies related to implementation of various aspects of inclusive education practices, studies related to inclusive education practices adopted by teachers and studies related to opinions of parents of children with special needs about inclusion. On the bases of these studies it can be said that the environment of the school is not only created by the official discourse, rather, it is simultaneously constructed by the students, who brings meaning to the situation where they live, study, play and interact. This is why, the study also concerns the ideals that evolve and formulated, negotiated and expressed in everyday life of children with special needs (CWSN) at school. Hence, the present research will help to understand the social world

of everyday life experiences that often remain uncaptured through the recording and analysis of empirical information. Thus, the research will help several other researchers, students, teachers, and all those working in the field of children with special needs (CWSN) education to understand the embedded issues relating differently abled person in general and in particular as it contributes to understand meaning making in school processes. The researcher thought to unpack and unravel the world of children with special needs (CWSN) as constructed in school life. Actually, different culture, media and other information from the outer world enters the school, and, create a unique culture within school. As a consequence, the students do not remain isolated and get influenced with them and ultimately construct their own understanding of 'life' in school as they are conscious human being that own dreams and aspirations. Further, the study seeks to provide 'alternative' frame that will help to cater to a particular similar marginalized social group. Since the exploration is situated around the ground realities, therefore, the policy makers could be benefited to unravel and unearth the basic issues, at intervention level, since, it provides pragmatic and an in-depth understanding relating to education of children with special needs (CWSN). Furthermore, the linkages between experiences of children with special needs (CWSN), and, their schooling has been traced out which will help the readers in multiple ways- howsoever, they want to utilize the research. The factors taken in the research are potentially relevant and constitute the basis, due to which, educational development of children with special needs (CWSN) in India has not kept pace with the time. All the above-mentioned concerns raised certain important issues to be explored. Studies on facilities available to CWSN in schools shows, Rane studied the facilities available to CWSN in Maharashtra. The results of the study revealed that the Government of Maharashtra had not done any assessment regarding the facilities available to CWSN. Administrators and institutions

had to keep all the resources which are related to CWSN in the school itself. Sharing of resources are not possible. Visuals are not possible every time. Class homework is not possible for ant topic; it has to specify. Training of skilled teachers and their recruitment is essential. Above all the attitude of teachers really matter. If there are all resources and you do not have attitude to use them then everything is useless. Studies evaluated integrated education facilities for CWSN in schools shows, Singh and Prabha tried to evaluate facilities provided to the physically handicapped students in integrated educational schools of Bihar. It was found that the available facilities were not accessed by the students for whom these facilities were provided. It was also found that although these disabled children are adjusted effectively in their families but the sme environment is not found in the school. Even it is difficult to creat home environment in the classroom because there are no. of children having individual differences. The children and their family members. This study also reflects that the students are not getting adequate facility and there exist a lack of communication with parents. Study attitudes of educator towards inclusion of CWSN in regular education classrooms shows, Eckman showed significant differences in acceptance of inclusion between elementary and secondary respondents. Respondents from elementary schools were in acceptance of inclusion. There were indicators that educators feel that the level of inclusion operating in their school is the best regardless of whether that is 100% inclusion or mostly special education placement. Research work has been done on education practices adopted by teachers in inclusive setups: Anjana (2006) examined “the impact of an intervention programme in the remediation of reading difficulties among children with learning disabilities, Sharma (2010) Evaluate the influence of inclusive education practices on learning and teacher attitude towards children with special needs”, Upadhyay (2012) studied the Impact of SSA interventions in primary

school for children with deaf and hard of hearing. Studies has been done on opinions of parents of CWSN about inclusion also. Harton (1998): has researched on the parents of two types; one is having CWSN and the other having general child. Daniel and King (2007): conducted “a study evaluate impact of inclusive education on academic achievement, student behaviour and self-esteem and parental attitudes. Khan (2012: conducted a study of attitudes of the teachers and parents towards inclusive education and its effect”. The need of the present research arose during researcher’s M.Phil. course of study. During M.Phil. in education, the researcher worked upon education of children with special needs (CWSN) in Delhi and focused his study upon attitude of society and teachers towards the education of CWSN. The proposed area emerged as issue, when the researcher interacted with some samples belonging to children with special needs (CWSN) community. The work is important because it has tried to uncover fascinated life of children with special needs (CWSN) at schools in contexts of resistance, relationship, identities, opportunities, and ways of being. It has captured the voice of experience, feelings and perception of children with special needs (CWSN). Most of the studies conducted and focused on attitudes of regular teachers, special education teachers, principals towards inclusive education. A few studies conducted on perceptions and beliefs of principals and administrators about disability and feasibility of inclusive education at primary level. Another trend found among researcher to study the roles and responsibilities of para- educators, training needs of teachers, opinions of parents of CWSN or non-disable about inclusive education. Probably very few attempts have been made so far to study the discriminative experiences and discrimination in inclusion education settings. Therefore, a descriptive study on the nature of discrimination with CWSN in inclusive education settings at school level is justifies.

Methodology of The Study

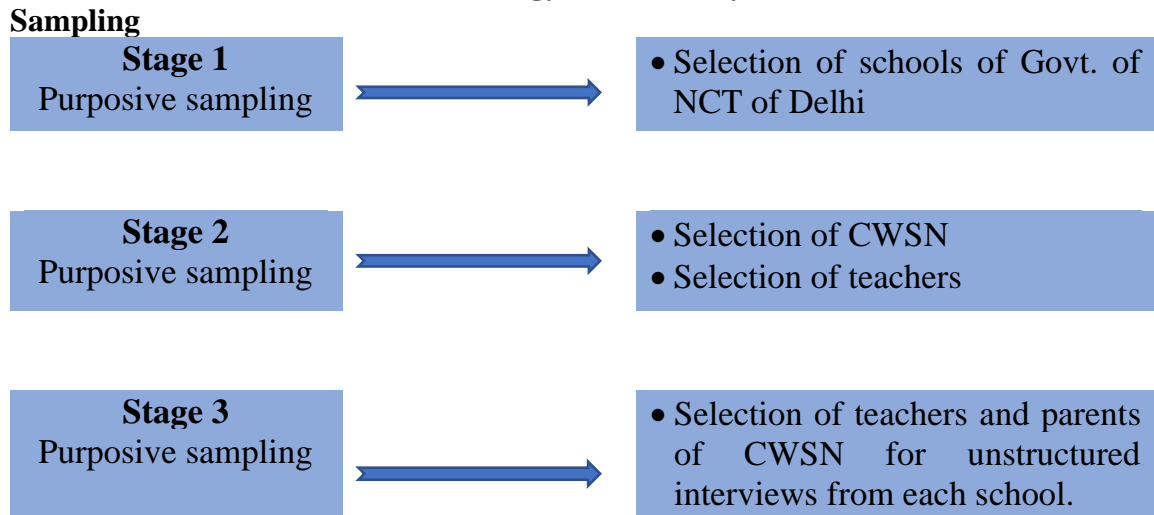


Figure: Details of stages of sampling

Table 14: Details of selected schools and sample

Schools	No. of Students	Teachers	Parents
Government Boys Senior Secondary School, Baprola New Delhi	27	25	5
Government Girls Senior Secondary School, Baprola New Delhi	25	10	5
Government Co-ed Senior Secondary School, Baprola vihar, New Delhi	18	15	5
Government SBV Matiala New Delhi	10	10	5
Total	80	60	20

At the first stage the list of all schools of district west-B of NCT of Delhi was collected from the directorate of education's records. Purposive sampling was carried out, to select the schools having large number of children with special needs. Further purposive sampling procedure was used to select four schools of Delhi in which children with special needs were available in large numbers. Out of these four schools were in west-B district of Delhi. At the second stage, teachers of the four selected schools and the children having special needs from class VI to XI were selected

purposefully. In the third stage purposive sampling was done on the basis of availability, consent and interest of teachers and parents to participate in research, for the selection of parents of CWSN and teachers teaching in inclusive classroom setups from class VI to XI from each school. “Several groups of people were engaged to procure information to achieve the objectives of the study. The study targeted subject teachers, physical education teachers, special educators and other staff involving in teaching- learning process and all the children having special needs studying in class VI to XI. The information acquired from these groups was used for triangulation to establish the validity of the research findings, since the major part of the study involved collection of qualitative data”.

Table : Details of selected schools and sample with their disability

Schools	No. of Students	Intellectual Disability	Specific Learning Disability	Hearing and Speech Disability	Low Vision	Locomotor Disability	CP & LCP	Multiple Disability	Total
Government Boys Senior Secondary School, Baprola New Delhi	27	15	1	6	1	0	3	1	27
Government Girls Senior Secondary School, Baprola New Delhi	25	11	0	2	2	7	2	1	25
Government Co-ed Senior Secondary School, Baprola vihar New Delhi	18	5	3	2	1	4	1	2	18
Government SBV Matiala New Delhi	10	4	2	2	0	2	0	0	10
Total	80	35	6	12	4	13	6	4	80

The tools developed by the researcher are mentioned below:

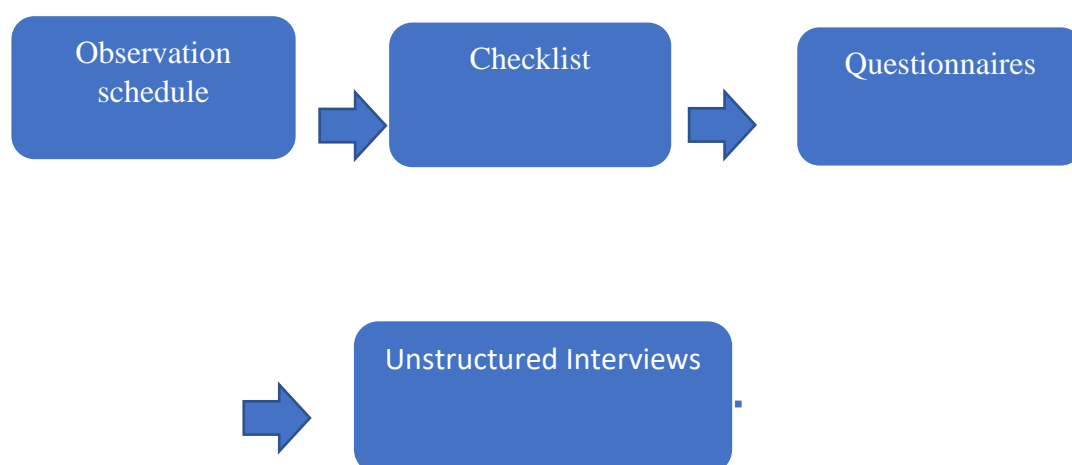


Figure: Tools of the study

John W. Best (1992) commented that, “like the tools in the carpenter box, each is appropriate in a given situation, to accomplish a particular purpose”. Every tool of research is appropriate in the given situation to fulfill the specific purpose. Each tool was administered to a specific target group. The details about the tools and target groups are given in the

Table 16: Data collection tools and the targeted perspectives

Observation-Schedule	<ul style="list-style-type: none"> • Observation schedule for physical verification of children with special needs.
Checklist	<ul style="list-style-type: none"> • Amenities for children with special needs
Questionnaire	<ul style="list-style-type: none"> • Educational experiences and views of CWSN • Educational barriers (social and academic) • Perceptions of teachers regarding education of children with special needs
Unstructured Interviews	<ul style="list-style-type: none"> • Verify answers given in questionnaire • Discover unexplained views and experiences • Explanation for unclear answers • Personal views and perceptions regarding education of CWSN • Triangular verification

Table: Types of Disability

Hearing disability	<ul style="list-style-type: none"> • Mild: Between 26-40DB • Moderate: Between 41-60DB • Severe: Between 60-70DB • Profound: Between 71-90DB • Total Deafness: 91DB and above
Visual disability	<ul style="list-style-type: none"> • Partially Sighted: The Visual impairment was corrected to the maximum possibility but child is not positively give educational performance • Low Vision: Vision between 20/70-20/60 and cannot be corrected • Profound/ Legally Blind: Vision between 20/400-20/1000 is profound • Totally Blind: Lack of light perception.
Locomotor disability	<ul style="list-style-type: none"> • Deformity of Limb • Dysfunction of joints of limb • Polio • Paralysis • Deformity of Body
Intellectual disability	<ul style="list-style-type: none"> • Mild (Educable): Mental age 8-12, learn to approximately 6th grade level • Moderate (Trainable): Mental age 5-8, can-not learn academic subjects in school • Profound/Severe: Require life-long care and supervision and are often confined to institutions
Specific learning disability	<ul style="list-style-type: none"> • Dyslexia • Dysgraphia • Dyscalculia • Dyspraxia • ADHD • Oral/written language disorder

Cerebral palsy & LCP	<ul style="list-style-type: none"> • Spastic • Athetoid • Hypotonic • Ataxic • Mixed cerebral palsy <p>LCP:-</p> <ul style="list-style-type: none"> • Loss of sensation in hands or feet; or paresis in eye and eye-lid • Extreme physical deformity as well as advanced age
Multiple disability	<ul style="list-style-type: none"> • More than one significant disability, such as physical, sensory, behavioural, psychological issues.

Table: Component and items wise details of the Checklist of amenities for children with special needs in physical environment of school

Tool	Main Components	Items
Check list for provisions in Physical Environment	Part-A: Checklist of amenities for children with visual disability in physical environment	21 Items
	Part-B: Checklist of amenities for children with locomotor disability, cerebral palsy & LCP in physical environment	19 Items
	Part-C: Checklist of amenities for children with hearing and speech disability in physical environment	7 Items
	Part-D: Checklist of amenities for children with mental disability in physical environment	7 Items

Handling ethical issues

In the qualitative research, especially in context of research utilizing descriptive methodology, ethical considerations, such as, confidentiality, safety and well-being of the respondents remain prime concern of the researcher in the entire process of data collection. Since the major informants were CWSN, hence, I maintained the confidentiality of the respondents. Even in the process of report writing, the

confidentiality of the respondents has been maintained and their original identity has not been disclosed. In the beginning, many CWSN respondents were little apprehensive to disclose the information, however, with the development of personal bonding such apprehensions faded away. They came to realize that the information provided by them will remain a secret with me and will not be disclosed. Once this realization came to them even those children wanted to interact who were not included in the sample. I also assured them, that, their participation would not put them in any kind of trouble, awkward situation, pain or injuries. The respondents were also assured that their revelation of perceptions and experiences which will be published as a report will hide their identification and complete anonymity will be maintained. Thus, the identity of the respondents has been disguised in writing the report so as to maintain their confidentiality and do justice with the ethical issue.

Analysis and Interpretation of Data

The transformation of the resisting community (CWSN)

There is no ideal situation in the society. Whether we talk of discrimination, we talked of inclusion, the talk of of getting or providing educational resources, societal helpfulness, teaching learning process and many more. The policy makers has prepared the policy by understanding the needs and requirement of children with disabilities at ground level. Policymakers has done adequate research in this area and then develop a policy which can be implemented. The handbook of policy with its summary is also provided. Now the training in the related area is also available. The funds are available and sanctioned. Then where is the lacking. The lacking is the sensitivities. People not sensitive at all towards children with disabilities. It was also observed that if somebody is sitting on the the administrative post and having their own children with certain

disability are not sensitive at ground level to provide adequate resources. Now how to transform the resisting community who really wants a little care from their parents, teachers and Society. Why society things that they cannot do anything. The policy of government clearly says that everyone must live a dignified life, self-respect and help in in their own sustainable development. There are various kinds of disabilities; cognitive disability has some limitations in in various functional skills, developmental skills, good communication, social skills and specially taking care of themselves. To maintain self-respect time to time policymakers has changed to the term of disability. There are various limitations in accessing from one place to another place. The problem comes when there is a scarcity of funds in the family. The marginalised family you busy in their day to day job to get money than they really ignore their disabled child. They want to take care of them but being they are on daily wages they cannot leave their job. The awareness towards right to education is not in them. On the other hand, due to less education they themselves are not able to to provide good education to them. There is one thing which is very common in every person having disability or for not having disability is that their dreams, their aspiration and the planning to do better in their life. This demand of getting education is very common and very realistic. Children with disabilities at certain point of time realise that education can only change their life and therefore they started demanding the education of their choice. Due to various barriers in the school system and in the attitude of society they could not get the choicest education. The present research work is an attempt to identify and collect the voices of children having various kinds of disabilities; to put in front that the funds are available, resources available but the intention of of using the resources really matter. There is a joint effort to bring these children into mainstream to reduce their dependability.

Result and Discussion

Section I:

- a. Schooling and CWSN children's concern, despair and hope
- b. Shattered hope of opportunity, trust deficit and the sense of powerlessness
- c. CWSN as a member of community: Perspective and educational involvement
- d. Inferior education and improper training for life
- e. Emotional bonding, unpleasant encounter and challenges: The voices of the CWSN

a. Schooling and CWSN children's concern, despair and hope

The system of schooling is very complex process. In this process of providing the education to children with special needs; there are many areas and personals concerns. Every facility, resources and congenial environment is established by the people involved in the education system. These are Principal, teachers, supporting staff, supervisors etc. The Government has made policies to establish educational institutions in inclusive education set-up. Special provisions have been made for the children with special need. The researcher had seen and observed that the related resources are available in the schools but the optimum utilisation is not there. There is a dire need for the sensitisation of teachers, principal and other supporting staff towards children with special needs. Children with special needs are facing many problems which needs to be rectify. The researcher had identified a number of areas that they find difficult in their lives because of their disabilities, including a lack of understanding and thoughtlessness shown by members of the public, access and design issues, service intransigence, transport problems, unequal access to information on services and entitlements, gaps in providing educational services, social isolation, and a variety of personal difficulties, such as reading and writing. They said that while these were not new difficulties and that the situation had improved over the years, they also said that much more needs to be done by

everyone concerned. Verbatim comments in relation to each of these areas are essential to discuss. Some participants felt the situation was worse when the stereotyping was done by an organisation that was supposed to be working on behalf of people with disabilities. *“A number of participants mentioned instances where they were unable to access a building, use facilities, or manoeuvre through streets due to poor design of buildings or a lack of maintenance of footpaths. Others spoke of inadequate access to information, education and transport as being critical to the lives of everyone, including people with disabilities”*.

b. Shattered hope of opportunity, trust deficit and the sense of powerlessness

“I am in a wheelchair and yesterday during the school function, the cars were all on the footpaths and we couldn't get down the road. Issues like people parking on footpaths or in disabled parking spots, this comes back to statutory address and implementation. We have parking spaces but not adequate implementation”. There is an example of inflexibility services which was observed by a student that different disability person required different kind of accessible resources and support. Sometimes some students are getting the proper care and sometimes the proper care is missing. *“We have to make our services more flexible to meet our needs as they arise. Also, the mobility allow/permitances may be given to the students. Some participants were dissatisfied with the level of services provided to people with disabilities, while others said they had experienced difficulties by not knowing how to access services they needed”*. *“When I move to some office for any kind of requirement they told me to go to another office and then another office also do the same”*. Single window system may be generated for the children with special needs.

c. CWSN as a member of community: Perspective and educational involvement

Most of the students felt that living alone which is named as isolation is a big condition for any one specially people with disabilities, especially if they are not cared one to one by their teachers. While some of these students were in a good relationship with their peer group, most were not. “Relationships were difficult to find due to their disability and the unreasonable boundaries that are placed on relationships in their service and by their parents. A personal lack of confidence and a tendency for some people with disabilities to place too much emphasis on their disability are also factors that were perceived to inhibit the development of long-term relationships. Few participants used social networking sites, partly out of fear and a lack of computer literacy”. Teachers are not paying much attention to acquaint students for the technology. Some other important and essential issues, some CWSN facing difficulty In daily living activities like washing, dressing, daily living activities, cooking, celebrating social festivals, family functions, driving, access to gymnasium, step out for shopping place and picture hall, going on holidays and managing money. “Independent living was perceived by this group to be primarily about choice and control. They felt that it was about knowing what you want and having sufficient support and resources to ensure it happens. However, they also acknowledged that independent living was not always about doing things for yourself and that it often entails *knowing what you want and directing other people to do what you cannot do*”. There are some limited hours for the personal assistance which is not sufficient. “The UN Convention on the Rights of Persons with Disabilities recognises the equal right of all people with disabilities to live in the community and to full participation and inclusion in the community. It is Government policy to support people with disabilities to live ordinary lives in ordinary places, and to reconfigure disability services and supports to achieve this. The policy is to

progressively move people who live in residential institutions to more appropriate homes in the community”.

d. Inferior education and improper training for life

It is very essential to understand the attitude of school personnel towards children with special needs. In this context the social construction of disability and various kinds of impairment can be discuss and realise the discrimination faced by children with special needs. Elimination of negative attitude is not seen whereas the intervention of various facilities not given to the children with special needs. The provision for education is very high to bring the children with special needs into the mainstream but these provisions are not applied in letter and spirit. Therefore, many time parents and students are of the view that they are wasting their time, money and energy in the School. Inclusive school most of the teaching learning process is for general students. Because of this child with special needs deprived and feel discriminated as they could not understand the concept taught classroom. They completely depend on the resource teacher. The resource teacher does not visit School every day and to note attention effectively to every student. In this way children with special needs keeps on waiting for their turn to come and syllabus is completed. Assessment system of the school is not appropriate because there is a common assessment system adopted for general and special children. The pattern of examination is faulty. Various provisions which are already their policy document for children with special needs in an inclusive school are not adopted properly. Different disability concern students' needs different type of accessibility and different types of reading- learning material. This all reflects the improper training for life. No skill-based and vocational training is given in the school. Participation in co-curricular activity are very low.

e. Emotional bonding, unpleasant encounter and challenges: The voices of the CWSN

Emotional bonding between teacher and students gives direction to the child to come to school on time. The emotional bonding is missing a lot. Attitude of school personals needs to reviewed. The negative attitude was perceived by some of the children with special needs. They discuss that this is the barrier and make us depressed. It realises every time that we are burden on the society. There are various strategic approaches to develop attitude interventions at educational institutions. The negative attitudes deal directly against various kinds of discrimination and various kinds of injustice. This kind of interventions of various kinds of justice and nondiscriminateness promote and help in equality in the field of education with desired employment. It is very essential to understand the attitude of school personnel towards children with special needs. In this context the social construction of disability and various kinds of impairment can be discuss and realize the discrimination faced by children with special needs. Elimination of negative attitude is not seen whereas the intervention for developing attitude must be of wide range. Disability Awareness Training is needed for all the teachers or aspirents but the way it is carried out is matter. It was observed that the teachers are well qualified but because of the attitudinal factor the skills are not reflecting during teaching learning process. The impact of awareness training on disability should be monitored and evaluated. It helps in developing type of equality, type of autonomy, type of dignity and type of solidarity or type of social justice – which is essential if governments and individuals are to commit themselves to ensuring that each and every person can access the required places.

“Attitudes are directly influenced through questioning, personal experience and positive or negative reinforcement (Fossey, 1993; Sdorow, 1990, cited by Eby et al,

1998). Attitudes are indirectly influenced through social learning and observation or by learning through association (Fossey, 1993; Sdorow, 1990 cited by Eby et al, 1998). Teachers' attitudes towards students with disabilities have a significant impact on the educational experience (Kenny et al, 2000 cited by Lodge et al 2004²; Genesi, 2007). While legal mandates declare that children with disabilities may be included in the regular classroom, these mandates don't ensure that they will be accepted or treated fairly by their teachers or peers (Genesi 2007 citing Marks, 1997). Mason (1995) cited by Lodge et al (2004) argues that schools need to actively engage in challenging pervasive societal attitudes of able-bodyism and able-mindedness". The social construction of disability is depending on various factors and leads to effect self-esteem. The person become ambivalence, stereotyping, stigmatization, prejudice and discrimination. *"Social isolation would appear to be a critical and increasing problem for many people with disabilities, particularly if they are more in number in one class. This problem is compounded by difficulties associated with the development of personal relationships, some of which are personal and others the result of families and service providers that are perceived to be too protective. Independent living was perceived by this group to be primarily about choice and control. They felt that it was about knowing what you want and having sufficient support and resources to ensure it happens. However, they also acknowledged that independent living was not always about doing things for yourself and that it often entails 'knowing what you want and directing other people to do what you cannot do'. The provision of adequate resources and assistance with routine tasks would represent a significant help for many of these participants in living independent lives"*.

² Lodge, A., Lynch, K. (2004) Diversity at School, Dublin: Institute of Public Administration

Section II:

- a. Concerns, worries and hope: Voices from the teachers
- b. The problem of access to educational opportunity

a. Concerns, worries and hope: Voices from the teachers

As everybody knows that our society is becoming more and more complex day by so the teacher has a crucial role to play. He has a lot of responsibilities to be dealt with disabled children. And for this, he has to seek help of the inclusive setting which necessarily requires co-operation and good understanding between regular special and resource teacher. For teaching the scholars have set the theory of 3R's Rights, Roles and Responsibilities. The teacher is always impartial and who treats all students equally. All the students should be given equal opportunities to learn whether they are dull, intelligent etc. all students should be treated equally.

b. The problem of access to educational opportunity

In Indian school the quality of education which is provided to the children matters and therefore it pays attention to teacher morale, academic performance, strong and insignificant curriculum, high enrolment rates and repetition rates highlighting the need for critical participation and evaluation of this universal curriculum. of type of equality. However, type of efforts to address these issues cannot be seen alone in the social and educational context. Any attempt to create a truly inclusive type of program (extending beyond minimal educational ideas for children with disabilities as currently thought) ultimately needs careful consideration of all aspects of learning and social. It involves the need to deal with problems at large, small, large levels. Here it not only recognizes the diversity of society in terms of importance, but also brings an important focus on the need to consider school responsibilities, attitudes and the role of teachers and the vision of a developing education community. Evidence from Singal (2006b) and Jha

(2002) shows that type of awareness in a particular sense, such as 'inclusive education' is not a guarantee that teaching habits of type of learning are included. Changes in the type of classroom require simultaneous changes in type of technology, type of curriculum structure, and type of changes in attitudes and type of beliefs as reflected in the school culture. While it is important for teachers to be informed and assisted in developing new teaching strategies, focusing on that knowledge emphasizes the need to focus on changing values, beliefs and attitudes. There is a requirement to examine again the ideas surrounding type of values and type of educational goals for children with disabilities. Ongoing debates about 'inclusion' in India could provide an impetus for critical understanding in current teaching practices and type of education policies. The inclusion requires a different type of school culture, and this could be an opportunity for the type of Indian education system to test its many failures so that we can participate in the type of visible world.

Section III:

- a. Parents and the community members: Education and educating their CWSN children

a. Parents and the community members: Education and educating their CWSN children

Role of Family in the Modern Age

Today the aim of education in our country is to make the children capable citizens of the democratic country through their physical, mental, moral, social and cultural and vocational development. These days the necessity of education for religious and spiritual development is also being considered essential. The family helps us in achieving these aims. There is no society in the world where family system in some form or the other does not exist. Family is a universal institution. It is found all

over the world. In the family organisation, each member has responsibility towards it. Family is at the centre of social organisation. All families together constitute the society; the family is a small unit of the society. Therefore, the first support for CWSN is given by the family members. The family is the cradle of social virtues. The CWSN learns social virtues while living within the family. The family influences the child's personality in a great measure. A family is a permanent social institution which helps their CWSN for their educational rights. It is the first duty of the parents to give equal opportunity to their general and special children. Researcher has observed that there is a big problem with in the family to provide easy access to their CWSN . Their financial condition does not allow/permit them.

Section IV:

- a. Findings on the basis of observation
 - i. Peer-to-peer relationships
 - ii. Evaluation of children's individual needs
 - iii. Extra time and individual attention
 - iv. Assessment modes
 - v. Encouraging desirable behaviour
 - vi. Teaching and resources for inclusion
- b. Critical reflections: concluding thoughts and future possibilities

a. Findings on the basis of observation

i. Peer-to-peer relationships

Good relationships with peers make significant contributions to healthy emotional well-being. Traveling around the globe can be a daunting task. Children and adolescents benefit from the social and emotional support of friends, but they may also experience occasional social pressures and peer pressure. Peer-to-peer relationships provide a unique type of environment in which children learn a type of social skills, such as empathy, type of cooperation, and type of problem-solving strategies. Peer-to-peer

relationships can also have a negative impact on social development through bullying, isolation, and deviant peer practices. Emotional education programs for all, school-based, and social programs provide a solid foundation for promoting healthy social development and building positive peer culture.

ii. Evaluation of children's individual needs

Evaluation of CWSN is a very complex process. But it is well defined. It can not be same as general students. There are various classroom activities which can not be performed by the visually impaired children. In the same way hearing impaired children and mentally disability children cannot perform all the activities of the classroom. Therefore, individual needs of the different types of disability requires different evaluation types. Resource teachers can add their expertise in this area. It was observed that the low vision children are not getting question paper of larger font. Some students want their question paper to be readout when they required but it does not happen.

iii. Extra time and individual attention

“Extra time and individual attention were both used as a differentiation strategy by some of the respondents to support CWSN”. They are supposed to get extra time in examination but the invigilator puts pressure on the mind of the child to finish before time. In this pressure students do not complete their full question paper. On the other hand, they get comments like, *Zayada time lakar bhi tum kuch nahi kar saktai*.

iv. Assessment modes

Depending on their beliefs about “the inclusion rate, five of the respondents tried to introduce various assessment methods in their teaching, so that other CWSNs were better supported in academic progress with their peers. Saima reports how it separated the test of one child with a short attention span that sometimes could not understand instructions either orally or in writing”.

v. Encouraging desirable behaviour

Some teachers believe that it is possible for them to be able to maintain a healthy flow of instruction in their classroom. If a child was upset or indifferent, they would stop calling their name, so as not to embarrass themselves and use subtle tactics to help them regain their focus.

Vi Teaching and resources for inclusion

As another type of segregation, teachers have used a type of resources and created their own to make type of inclusion possible within and outside their regular classrooms. The observation mentioned that the funds for the resources are available but resources are not available. The resource rooms are taken into use of other activity.

Critical reflections: concluding thoughts and future possibilities

Efforts aimed at educating children with disabilities in India have been largely based on the broader concept of social justice, with a focus on achieving equitable policy and the provision of resources (as evidenced by a strong focus on resources, resources and resources). However, working with such a sense of justice is the same rather than slowing down and there are two fundamental flaws. Firstly, it is extremely selfish in its appearance and finds the problem 'inside' the child, and secondly it takes attention in asking how community structures and institutions support patterns of injustice. On the other hand, it can be argued that this focuses on the redistribution of desirable and essential resources, as children with disabilities are often economically disadvantaged, and without these special programs can often be deprived of essential needs. However, a little attention to construction issues is not enough and does not provide all justice. Here the tendency to 'fix' a first-degree concern, where access does not work automatically brings balance. "All the government policies and measures are absolutely critical to attaining full inclusion and equity for all SEDGs - but they are not sufficient.

What is also required is a change in school culture. All participants in the school education system, including teachers, principals, administrators, counsellors, and students, will be sensitized to the requirements of all students, the notions of inclusion and equity, and the respect, dignity, and privacy of all persons. Such an educational culture will provide the best pathway to help students become empowered individuals who, in turn, will enable society to transform into one that is responsible towards its most vulnerable citizens. Inclusion and equity will become a key aspect of teacher education (and training for all leadership, administrative, and other positions in schools); efforts will be made to recruit more high-quality teachers and leaders from SEDGs in order to bring in excellent role models for all students”. As per the National Education Policy-2020, “Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities”.

Limitations encountered in the fieldwork

All researcher encountered some type of limitations, which is an inevitable result of the given research process. In short, it can be focus on one macro limit: the lack of type of information about type of special needs in India. Lack of type of available information and type of data on the status of people with disabilities in Delhi was a major problem. The unavailability of any recent statistics regarding the number of CWSNs enrolled in

ordinary or special schools means that it has been difficult to determine the severity of the national situation. Most government websites point out the location of the disability, but even international type of organizations, such as UN, UNESCO and UNICEF, have failed to provide detailed type of information on CWSN education enrolment in their latest type of reports. While it can be argued that my study was a type of quality account of what teachers can do in their schools in working for inclusion, it may be helpful to set homework in the larger context of existing policies and practices in the country more broadly. One of the reasons for the type of lack of up-to-date information can be attributed to the fact that there are two different departments of education and special education, which are integrated with the schools. In addition to the type of lack of data, there is a type of lack of thought-provoking and motivational issues. It took lot of time and energy to get original data. Principal is not ready to talk much in this regard. One important challenge that has persisted during this research has been the differences in the understanding and use of different words and terms. Many students were of the view that my report will help them in getting their educational rights properly. This thought of the students deeply shattered me because at that time I can collect data only. I cannot help them in anyway.

Educational implications and National Importance of the Study

“All persons with disabilities have the right to be free from discrimination in the enjoyment of their rights. This includes the right to be free from discrimination on the basis of disability, but also on any other basis such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status”.

Through the voices of the children with special needs collected in this research few areas where CWSN needs respect and lead a dignified life like: type of equality

before the type of law without discrimination, type of right to life, type of liberty and type of security of the person, type of equal recognition before the law and type of legal capacity, type of freedom from torture, type of freedom from exploitation, type of violence and type of abuse, type of right to respect physical and mental integrity, type of freedom of movement and nationality, type of right to live in the community, type of freedom of expression and opinion, type of respect for privacy, respect for home and the family, type of right to work, type of right to an adequate standard of living, type of right to education, type of right to health, right to participate in political and public life, right to participate in cultural life and many more.

“All persons with disabilities have the right to be free from discrimination in the enjoyment of their rights. This includes the right to be free from discrimination on the basis of disability, but also on any other basis such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

- i) undertake or cause to be undertaken surveys, investigations and research concerning the cause of occurrence of disabilities;
- j) promote various methods of preventing disabilities;
- k) screen all the children at least once in a year for the purpose of identifying at-risk cases;
- l) provide facilities for training to the staff at the primary health centres;
- m) sponsor or cause to be sponsored awareness campaigns and disseminate or cause to be disseminated information for general hygiene health and sanitation;
- n) take measures for pre-natal, peri-natal, and post-natal care of mother and child;
- o) educate the public through the pre-schools, primary health centres, village level workers and anganwadi workers;
- p) Create awareness amongst masses through television, radio and other mass media on the causes of disabilities and the preventive measures to be adopted”.

The Central and State Governments and local authorities needs to ensure that every type of child with disability has access to free and adequate education till the

age of 18. “The Govt. shall provide aids and appliances to persons with disabilities and shall provide land at concessional rates for allotment to persons with disabilities for housing, business, special recreation centres, special schools, research centres and factories by entrepreneurs with disabilities. Govt. transport shall take special measures to adopt their facilities and amenities so that they permit easy access to persons with disabilities, inclusive of persons on wheel chairs. Building and toilets shall be constructed with ramps and other features so that wheel chair users can have access to them. Government and local authorities shall promote and sponsor research in order to prevent disability, rehabilitate the disabled, develop assistive devices, identify jobs for disabled and develop pre-disabled structural features in factories and offices. Person having eighty per cent or more of one or more disabilities are considered persons with severe disability. Governments shall establish and maintain institutions for them. Where private institutions exist, which meet Government standards, they shall be recognized as institutions fit for persons with severe disabilities. The Central Government shall appoint a Chief Commissioner for persons with disabilities for the implementation of this Act. The Chief Commissioner shall coordinate the work of the Commissioners, monitor the utilization of funds given by the Central Government for persons with disabilities, ensure that rights and facilities made available to persons with disabilities are protected, and submit an annual report to the Central Government on the implementation of this Act. As any individual knows, every child comes into a family with an abundance of needs: to be loved and cared for, nurtured, fed, clothed and educated, among other things. A child with special needs is basically a child who, because of his or her unique medical or developmental difficulties, has needs in addition to those of his or her peers. Special needs may range from mild to more severe. Most special needs respond well to treatment or special programs and services”.

“The teacher plays a very important role in accomplishing most of the needs of the child. The Disability Act 1995 and UNCRPD rights is an important aspect for the teacher to explain it to the parents and other stake holders. Role of the teacher is very crucial while dealing with CWSN, teacher has to understand the meanings of each disability, identify the child and classify it to which group of disability it belongs to, and later send the child to a professional for assessment and once the assessment is done, she can plan for further intervention jointly working with professionals and parents”. The National Education Policy (NEP) 2020 speaks for supporting Children with Special Needs (CWSN) which is reflecting in this figure below:

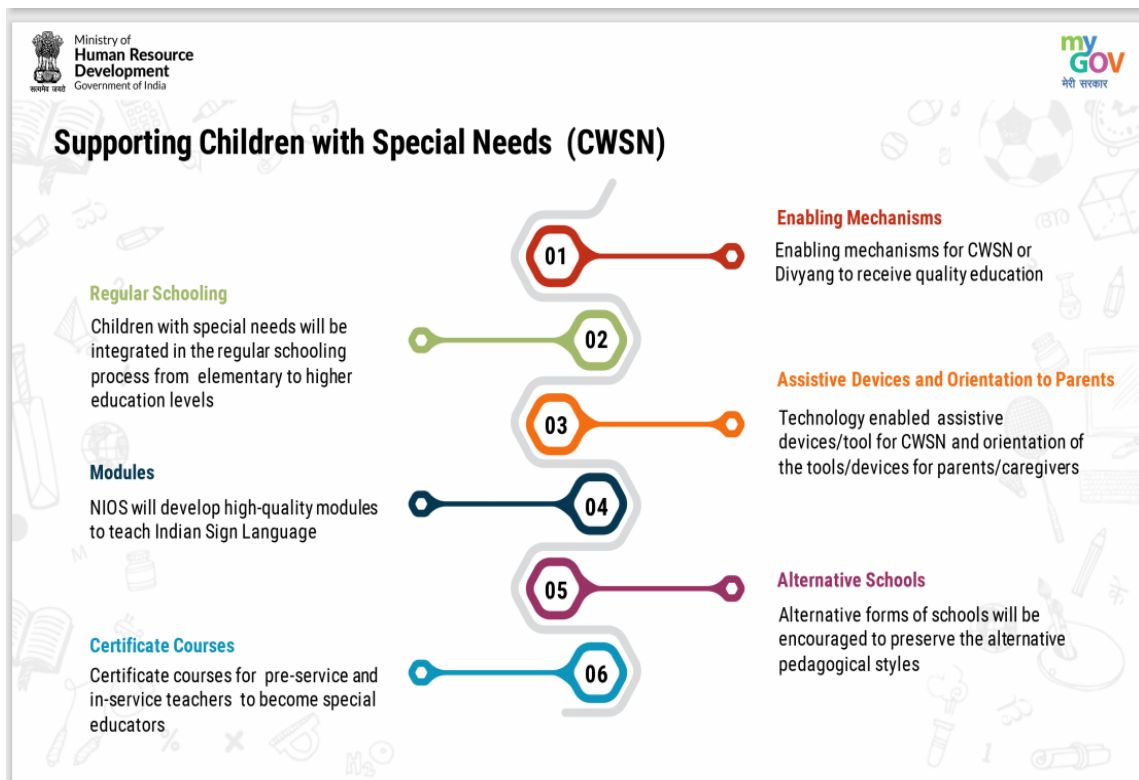


Figure: National Education Policy (NEP) 2020: Supporting Children with Special Needs (CWSN)

The Policy also identify the importance of creating and developing enabling mechanisms for providing Children with Special Needs (CWSN) or Divyang, and the same opportunities of obtaining type of quality education as any other child. “The Policy also recognizes the importance of creating enabling mechanisms for providing

Children with Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child. Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a ‘system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPWD. To this end, schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act. Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This will apply to all school activities including

arts, sports, and vocational education. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. Adequate attention will be paid to the safety and security of children with disabilities. The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation”.

Suggestions for Further Research

There are six main types of disability discrimination like direct type of discrimination, type of indirect discrimination, type of failure to make reasonable adjustments, type of discrimination arising from disability, type of harassment and victimisation. In the present research; all the areas were taken into consideration in the form of voices of the specific group. These areas can be taken independently to contextualise the actual situation. The related suggestions may be made for the implementation of the policies.

Social Security is another area which can be taken for the research like financial type of assistance to non-government organizations for the rehabilitation of persons with disabilities, Insurance coverage for the benefit of the government employees with disabilities and unemployment allow/permitance to the people with disabilities who are registered with the special employment exchange for more than a year and could not find any gainful occupation.

Grievance Redressal is an important area where following areas suggested for the research like: violation of the rights as prescribed in this act, people with disabilities may move an application to the authorities.