Understanding Nature Of Discrimination Through The Voices Of the Marginalized: A Study With Reference To Children with Special Needs

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MAHENDERGARH
2021

Certificate of Declaration

This is to certify that the material embodied in the present work entitled ***"Understanding Nature Of Discrimination Through The Voices Of The Marginalized: A Study With Reference To Children with Special Needs",*** is based on my original Ph.D. research work. It has not been submitted in part or full for any other diploma or degree of any University/ Institution deemed to be University and College/ Institution of National Importance. References from other works have been duly cited at the relevant places.

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The research work embodied in this thesis entitled **"*Understanding Nature Of Discrimination Through The Voices Of The Marginalized: A Study With Reference To Children with Special Needs*",** has been carried out by me from the School of Education, at Central University of Haryana, Jant-Pali Mahendergarh, Haryana, India. The manuscript has checked for Plagiarism verification by Turnitin Software under submission ID no 1585012104 vide Plagiarism Analysis Report No CUH/2021/LIB/1466 dated 21/05/2021. I declare that the work and language included in this thesis is free from any kind of plagiarism.

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List of abbreviations

CARE -	Cooperation for Advancement, Rehabilitation and Organisation
CWSN -	Children with Special Needs
DHH-	Deaf and Hard of Hearing
DPEP-	District Primary Education Programme
ESCAP-	Economic and Social Commission for Asia and the Pacific
CACPE-	Children with special needs in physical environment of school
FN -	Field Note
HI-	Hearing Impairment
IEDC-	Integrated Education for the Disabled Children
IEP-	Individual Education Plan
MD-	Mentally Disable
MHRD-	Ministry of Human Resource Development
NCERT-	National Council of Educational Research and Training
NEP-	National Education Policy
NGOs-	Non-government organizations
NSSO-	National Sample Survey Organisation
PIED-	Project named Integrated Education for the Disabled
PWD-	Persons with Disabilities
SEN-	Special Educational Needs
SSA-	Sarva Shikshya Abhiyan
U.N. –	United Nations
UEE-	Universalization of Elementary Education
UK-	United Kingdom
UNCRPD-	UN Convention on the Rights of Persons with Disabilities
UNESCO –	United Nations Educational, Scientific and Cultural Organisation
UNICEF-	United Nations International Children's Emergency Fund
UNICEF –	United Nations Children’s Fund
USA-	The United States of America
VI-	Visual Impairment
WHO-	World Health Organization
Y-	Yes Available
N-	Not Available

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CHAPTER – I

People with disabilities are vulnerable because of the many barriers we face: attitudinal, physical, and financial. Addressing these barriers is within our reach and we have a moral duty to do so..... But most important, addressing these barriers will unlock the potential of so many people with so much to contribute to the world. Governments everywhere can no longer overlook the hundreds of millions of people with disabilities who are denied access to health, rehabilitation, support, education, and employment—and never get the chance to shine.

Stephen Hawking

Introduction

1.1 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. He 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 requirments such as workable job and type of good quality of life. Thirdly, type of education provides training and then education prepares skilled persos 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 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/mainstreem 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”.

Let us discuss marginalization its forms and who is being considered as marginalized. There may be some reason for the marginalization occurrence. These are the areas where we need to discuss and identify. “In identifying the solution to the questions, we quickly find a further complicating element. Each diagnosis has spawned several theoretical versions or analytical packages. Therefore, each diagnosis and these packages must be unpacked. Only by doing so will it's possible within the last section to start to point to potential convergence and agreements about policy direction. The reader must note, of course, that in identifying these three diagnoses/identified and their different versions, we are working with ideal types. they're analytical creations presented for purposes of dialogue/discussion. Few individual authors or studies are likely to represent pure examples of the category to which they're assign”.

Article 29 on the aims of education, expresses that the tutorial development of the individual is that the central aims which education should allow/permit children to get success in their full capacity which can be defined in terms of the development of cognitive capacities, the development of emotional capacities and the development of artistic capacities In addition to it there is a UNESCO convention which discuss about discrimination in the year 1960 in the field of education. Therefore the eradication of

all types of discrimination the convention talks about against the women in 1979. These are the the international key human rights treaties which only emphasis on putting restriction, elimination and removal of of different kinds of discrimination where the discrimination with women is categorically mentioned. “A logical consequence of those rights is that each one child has the proper to receive the type of education that doesn't discriminate on any grounds like caste, ethnicity, religion, economic status, refugee status, language, gender, disability etc. which specific measures be taken by the State to implement these rights altogether learning environments”. A rights-based approach in the field of education is developed upon three basic principles:

- Access to everyone to free and compulsory provision of education
- Equality, non-discrimination and inclusion
- Provide quality full education, content/subject and transaction.

“The move towards inclusion has involved a series of changes at the societal and classroom level that are amid the elaboration of various legal instruments at the international level. Inclusion has been implicitly advocated since the Universal Declaration in 1948 and it's been mentioned in the least stages during a number of key UN Declarations and Conventions. While there also are vital human, economic, social and political reasons for pursuing a policy and approach of inclusive education, it's also a way of bringing about personal development and building relationships among individuals, groups and nations”. The Salamanca Statement and Framework for Action (1994) asserts that: “Regular schools with inclusive orientation are the foremost effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all.” (In the year 1994 in the document of UNICEF of the Year 2007-page number 6 and 13 innocent digest it was mentioned about the salamanca statement and framework for action, 2011 world Bank

and WHO promotion promoting the rights of children with disabilities, World report on Disability UNICEF, 2009, Progress for Children: A Report Card on Child Protection).

The Jomtien World Conference on Education for All (1990) fix the goal of Education for All (EFA). UNESCO, the international development agencies, united Nation agencies and other various kinds of national, non-governmental and international organisation has been working to achieve the goal which is mention in world conference of education in the year 1990 to make the effort at country level. “All children and children of the planet, with their individual strengths and weaknesses, with their hopes and expectations, have the proper to education. it's not our education systems that have a right to certain sorts of children. Therefore, it's the varsity system of a rustic that has got to be adjusted to satisfy the requirements of all children.” (B. Lindqvist, UN-Rapporteur, 1994). (Statement by Bengt Lindqvist, former United Nation (UN) Special Rapporteur on Disability (1994–2001), Ad Hoc Committee to Consider Proposals for a Comprehensive and Integral Convention on the Rights of Persons with Disabilities, New York, 29 July–9 August 2002.)

It is thus, “imperative that schools and native authorities take the responsibility to make sure that this right is implemented. Concretely this involves:

- Initiating debates around how the community understands human rights;
- Generating collective thinking and identifying practical solutions like how human rights are often made a part of the local school curriculum;
- Linking the Human Rights movement with educational access;
- Fostering grassroots action and strengthening its ties to the policy level so as to market protection;

- Encouraging the creation of community and children's councils where problems with access are often discussed; and
- Developing community-school mechanism to spot children not in class also as develop activities to make sure that children enrol in class and learn. Furthermore, adequate resources must be matched with political will, and constituent pressure maintained on governments to measure up to their obligations. Ultimately, however, success is going to be judged by the standard of basic education provided to all or any learners. within the following sections we discuss how inclusion is defined and what practical steps are required to form inclusion in education a reality".

If we keep all the resource material, learning material at one side and think that students will select and learn accordingly will not fulfill the goal of education. Class room has its own framework where individual student it is adopted and made taught. Classroom involve students in teaching learning process, supporting each other and consistently building their strengths and abilities. Give a benefit of learning from individual students as a peer group. Therefore, the measurement of of quality of education is not only the academic result scored by students but also the development of overall personality. It was also observed that in most of the cases private education system develop excellent infrastructure with adequate resources, technology and comfort zone of students. Therefore, when the parameter of quality come then private partner in the field of education wins the situation. In this way the researcher has observed that the policy makers must be here and discuss various issues among educationist related to disparity in quality education within the the public education system and private education system. The topic of quality education then the inclusive perspective Ness must be taken into care because nowadays it becomes necessity to

provide equal opportunity at all kind of people having individual differences and discriminated in one or another way. In quality education the participation of of all type of learners is recorded. Therefore, the participation of the learner suffering from discrimination in one or another form includes. In this way the motive of quality education achievement is defeated. The attitude of teacher and the tolerance level must be recorded. Here the feedback of students, parents and another stakeholder are also recorded. It was also observed that children with special needs feedback was taken orally or by one to one interaction. In this process the record it comments is depend on the understanding level of of the person who is recording the feedback. The participation of marginalised, discriminated and other kind of exclusion does not make any sense.

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

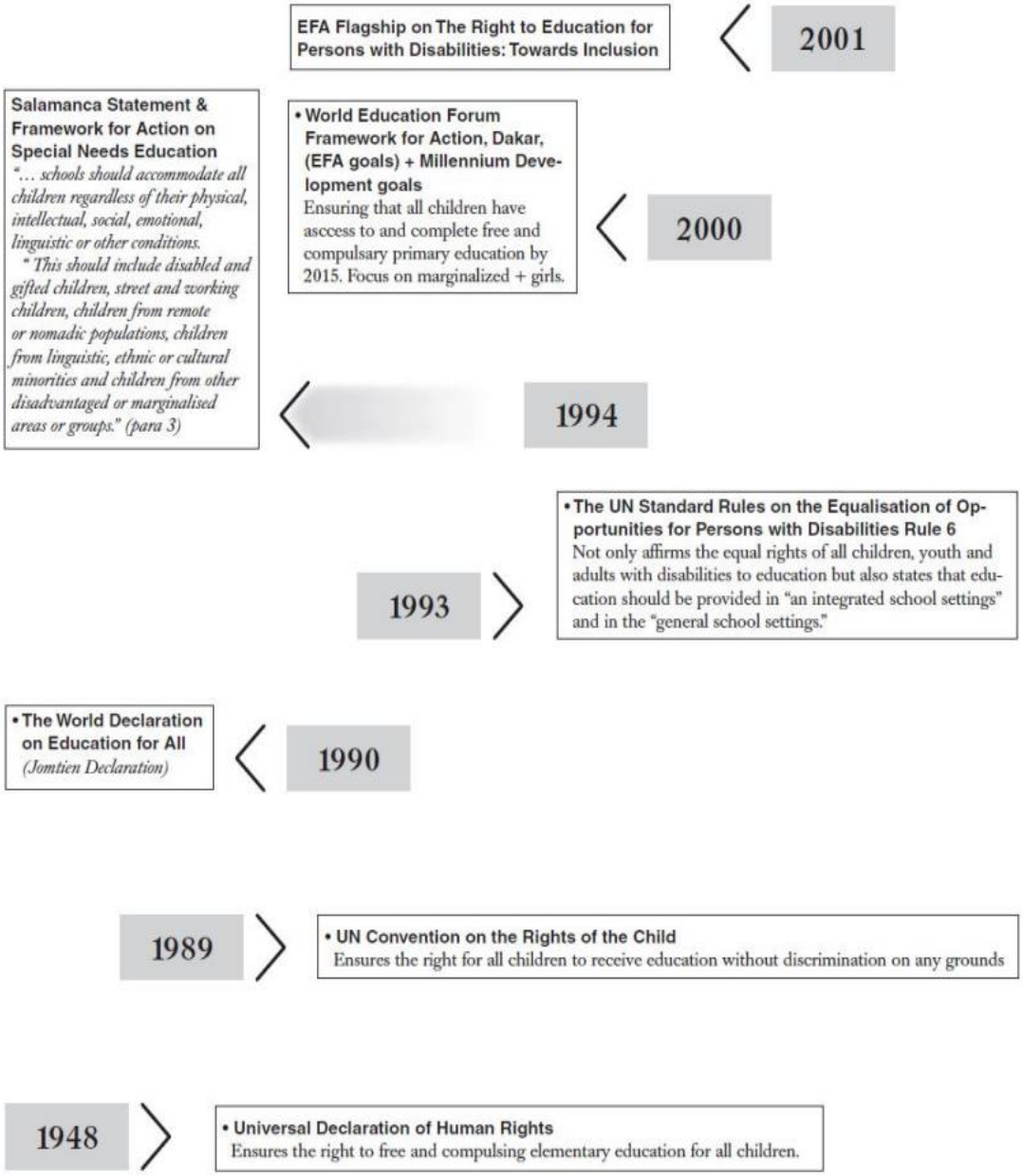
- Universal Declaration of Human Rights (1948)
- UN Convention on the Rights of the Child (1989)
- The World Declaration on Education for All (1990)
- The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993)
- Salamanca Statement & Framework for Action on Special 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 1: The Rights Framework for Inclusion



1.2 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:

a) "**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".

b) "**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".

c) **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;

d) "**Hearing disability** refers to the loss of sixty decibels or more in the better ear in the conversational range of' frequencies".

e) "**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".

f) **Intellectual disability** refers to a person's condition of insufficient development of brain which is characterized by abnormality of intelligence.

g) **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:

a) Children with Hearing and Speech Disability

b) Children with Visual Disability

c) Children with Intellectual Deficits

d) Children with Specific Learning Disability

e) Children with Communication Disorders

f) Children with Orthopaedic Disability

g) Children with Emotional Disturbance

h) Children who are Socially Disadvantaged

i) Children with Multiple Disabilities

j) Children with superior intelligence and special talents.

1.3 Educational Programmes for Children with Special Needs (CWSN): Historical Perspective

"There have always been exceptional children, but there have not always been educational programmes to meet their needs" (Kauffman& Hallahan, 1978). Therefore, historical perspective of various types of educational programs for the marginalised one that is special needs students give some effective thought. Remedial education, compensatory education, special education, special classes, the whole school approach, integration of these and many more programmes continued for some time and in due course, disappeared in history just as the term 'integration' is now being replaced by the term 'inclusion'. As per the Encyclopaedia of Special Education, the introduction of special education began in 1832 with the establishment of first school for the deaf in Kentucky. The first College for the Deaf (Gallaudet College) was started in 1857 in Colombia. In 1896, Rhode Island began education classes for individuals with mental

retardation. The first remedial centres were set up in England in the late 1940s (Golby and Gulliver, 1985). Segregated institutions for individuals with disabilities continued to grow in numbers and size during the late 19th century until the 1950s. Concurrent attempts were made to create Public "common schools", where most children were educated. As per our PWD act 2016 21 kind of disability children need to be give benefit of education and bring them into the mainstream but they are excluded due to one another reason. The student having visually-impaired ment and having some other disability are segregated from the mainstream. Some of the residential institutions and some special schools established to provide education to visually impaired, hearing impaired and children having physical disabilities. The students who has developmental disabilities are mostly not permitted for education at various places. "Almost all children who were wheel-chair-bound, not toilet-trained, or considered in-educable were excluded because of problems that schooling would entail" (Sigmon, 1983). Along with establishment of special schools, special classes in public schools were also held for education of children with disabilities. "Special classes came about not for humanitarian reasons, but because such children were unwanted in the regular classroom" (Chaves, 1977).

Another notable feature is that special teachers are teaching in special schools but most of the regular schools do not have special teachers. Special school and general School are created parallelly so that children with special needs can move and enroll themselves according to you their requirement. In the year 1950 and 1960 the special school started getting recognition and parents having children with special needs started thinking that for the betterment of their child they can enroll them in special schools. This is special schools are having facilities according to to the individual disabilities. One special school was established for mentally retarded and physically handicapped

children in the year 1918. This is school get positive recognition in the public. Of course, various NGOs assumed increasing responsibilities for the education of children with different types of disabilities.

The Movement towards Integration

During 1950s and 1960s in USA some parents' organizations initiated legal actions for the education of their disabled children. A type of group of special education leaders namely Blatt, Lilly, Cruickshank, Dunn, Hobbs, and Wolfens berger started advocating for the rights of the students with disabilities so that they could learn in more normalized school environment like other children with their peers. During the period, a huge number of special educators had found out the possibilities of integrating children with special needs (CWSN) into the regular classrooms. For example, Klaus Wedell motivated children having hearing disorder from a segregated unit in Bristol, England to join the mainstream learning activities. Similarly, in the early 1960s, Peter Mittler initiated to integrate the children having autistic spectrum disorders from a hospital setting into primary schools in England. These two examples indicate that special educators were thinking towards "integration", before the term was coined. The restrictions that were imposed by segregated institutions, special schools and special classes were perceived as problematic. In the early 1970s USA court upheld the decision for the right of all mentally retarded children to free and appropriate education. Due to the pressure of parents, courts and legislators the Education for All Handicapped Children Act of 1975 initiated by the USA govt, which was enacted in 1978. "This law, modified as the Individuals with Disabilities Education Act of 1990 extended the right to a free public education to all children, regardless of disability, in the least restrictive environment possible". The term 'Integration' was thus formally introduced in 1978 (Peter Clough, 2000). By the late 1970s and early 1980s, many disabled students began

to be integrated in to the regular classroom on at least a part time basis. By the 1980s, attempts to educate children with disabilities in the regular classroom on a full-time basis were made. Integrated education for disabled children was the favoured practice in all countries up to World Conference on Special Education Needs held at Salamanca, Spain in 1994.

Integrated Education in India

A large number of initiatives was taken at National and international level towards integrated education. The Education Commission (1964-66) was the first to suggest that "education of handicapped children has to be organized not merely on humanitarian grounds but also on grounds of reality". The Commission also emphasized that the education of the handicapped children should be an "inseparable part of the general education system". Commission wants to provide sufficient resources to disable children and therefore the commission recommended two approaches which helps in enrollment of children with disabilities. These approaches are to establish special schools and integrated education. Integration of children with disabilities into the regular classroom drew the attention of State Governments after the Ministry of Welfare, Government of India initiated the scheme of Integrated Education for the Disabled Children (IEDC) in 1974. The Centrally Sponsored Scheme of IEDC was revised in 1981 and later in 1992, allow/permiting 100 percent assistance to state governments for implementing the scheme. Moreover, Non-Government Organizations (NGOs) are now being involved in providing education to disabled children in regular classroom.

"The National Policy on Education (NPE) 1986 was formulated and was revised in 1992. The National Policy on Education (1986/1992) stated that the children whose needs cannot be met in regular classrooms are to be enrolled in special schools. As soon

as the disabled children enrolled in special schools acquire reasonable levels of daily living skills, communication skills and basic academic skills they will be integrated into regular schools". As per the NPE (1986/1992), "The objective should be to integrate the physically and mentally handicapped with the general community, to prepare them for normal growth and to enable them to face life with courage and confidence".

"In 1987, the Project named Integrated Education for the Disabled (PIED) was implemented by the Ministry of Human Resources Development (MHRD), Government of India on a composite area approach to strengthen the scheme of IEDC. About 13000 children with disabilities in 8 states and 2 urban slums were benefited by the project". Over 9000 teachers received training to work with disabled children in integrated setting (Azad, 1996). Rule 6 of UN Standard Rules for Persons with Disabilities states "States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities in integrated settings. They should ensure that education of persons with disabilities is an integral part of the education system. General education authorities are responsible for education of persons with disabilities in integrated settings. Education of persons with disabilities should form an integral part of national educational planning, curriculum development and school organizations" (Rao, 2003). India was a signatory to the "UN Standard Rules for Persons with Disabilities. In 1992, the Economic and Social Commission for Asia and the Pacific (ESCAP), at its 48th session held in Beijing declared 1993-2002 as the Asian and Pacific decade for Disabled Persons". India attended the ESCAP Committee meeting and pledged to implement the recommendations on total participation and to provide equality to the discriminated group of children with disabilities and to give them opportunity of excess and rehabilitation. It also tries to give skill training as vocational education for promoting

integration of of adults and children with disabilitiesin formal and non-formal educational programmes. The District Primary Education Programme (DPEP), a major internationally assisted programme was launched in November, 1994 in the country to reform and renew the primary education system of the country. It was implemented in 149 educationally backwards districts of 14 states. One significant feature of DPEP was its emphasis on Integrated Education for the Disabled. The remaining districts which were not covered under DPEP are being covered under Sarva Shikshya Abhiyan (SSA) which was launched in the year 2002 and represents the latest and the all subsuming initiative for universal elementary education in the country. The vision of Sarva Shikshya Abhiyan was to To put provision of satisfactory quality education for all with respect to universalisation of education at elementary level totally free by 2010, bridging all social and gender gaps with the active participation of the community in the school affairs. The goals of SSA are:

a) Every child shall be admitted in school, Education Guarantee Centre, Alternate School, Back to school Camp by 2003.
b) Every child must complete 5 years of schooling by 2007.
c) Every child must complete 8 years of elementary education by 2010.
d) Focus on quality education at elementary level which emphasize on lifelong education.
e) To bridge different types of gender and sociatal gaps by 2010.

Government of India has taken a number of initiatives for integrating the children with disabilities into the regular classrooms, but still it lacks in firm commitment to promote integration. The Persons with Disability Act (PWD Act) 1995, has made integration of students with disability a legal responsibility of the Government. The PWD Act, 1995 states, among other things:

“The appropriate Government and the local authorities shall ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of 18 years (Article 26a); endeavour to promote the integration of students with disabilities in the normal schools (Article26b)”. In spite of all these policies and acts, integrated education could not succeed in terms of:

a) Enrolment of children with disabilities;
b) Perception of teachers about the educability of these children;
c) Acceptance and respect by teachers and peers;
d) Collaboration of teachers providing quality education to such children;
e) Leadership of head teachers;
f) Involvement of parents; and
g) Community support.

The trend is at present directed towards inclusive education

1.4 Inclusive Education

The worldwide movement towards inclusion: If you look into the history we found that there are two kinds of educational system. The first is general education system and the second one is special education system. Therefore, the movement was taken place towards the establishment of integration of learners having disability into the the regular classroom. This movement was took place in in the second half of 20th century. Presently there are various acts framed by the government to include and to establish inclusive education system to bring disabled children into mainstream. Julka (2001) has traced the path of inclusion which is presented in the Fig. 2

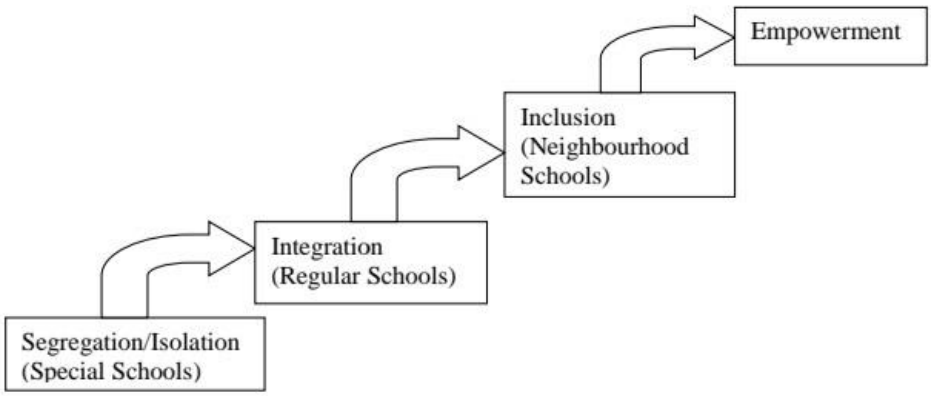


Figure 2: The path of inclusion

"As the figure indicates the policy for the provision of facilities for children with special needs has progressed from segregation in special schools to inclusion in the neighbourhood schools which aims at empowerment of all children. Internationally, the drive towards inclusion of children with special needs into the mainstream of regular schools is fuelled by a number of initiatives and treaties including the UN convention on the Rights of the child (1989), the UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993), Jomtien World Declaration on Education for All (1990) and the World Conference on Special Needs Education (1994)". The World Declaration on Education for All, Jomtien, Thailand, which was reaffirmed in the Dakar Framework for Action (2000), mentions "In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly. Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners……" In 1994, representatives of 92 governments and 25 international organizations formed the world conference on Special Needs Education in Salamanca, Spain. They agreed a new dynamic statement on the education of all disabled children, which called for 'inclusion to be the norm'. Paragraph 2 contains the key statement and comprises the following five clauses.

a) The child right is the first clause which says that, there is a fundamental right to education for every child and every child must be given equal opportunity to maintain and to achieve the desired level of learning.
b) Uniqueness of of each child is the second clause which explains that, the uniqueness of every child must be characterized, identify and according to to their interest, learning needs and abilities education May be provided.
c) The ways of operating education system is the third clause with says that, the diversity among the children and their specific characteristics must be taken care and accordingly teaching was done.
d) Access to to the regular School is fourth clause which says that, every child must get access to regular School and must accommodate irrespective of there disability. The teaching pedagogy bus with designed accordingly.
e) That is the national for the enrollment of special children in regular School is fifth clause which says that, regular School must get orientation for their conversion into inclusive school. The most effective is is get success or overcome on discriminatory attitude of personals working in the school, keeping welcoming attitude, constructing and developing inclusive society in attitude and aptitude. The world conference to the Government across the world to implement inclusive education completely.
f) Lindsay (2000) has very rightly stated “it (inclusive education) is championed as a means to remove barriers, improve outcomes, and remove discrimination. Inclusion is, however, a complex and contested concept and its manifestations in practice are many and various”.

Inclusive School: A school that keepa all the facilities related to inclusive education is called an inclusive school. It is a place to where everyone belongs to be

accepted, supportive and is being supported by his/her peers and other members of the school community in the course of having his/ her educational needs met" (Stainback, Stainback & Forest, 1989). Inclusive teaching and the schools of inclusive nature is a kind of structure which provides and support students with special needs with specific resources as per the guidelines given by government of India. It is a responsibility of a teacher teaching in inclusive school is to provide adequate resources, infrastructure and emotional support to the students having different kinds of disabilities.

According to Thomas, Walker & Webb (1998), "an inclusive school contains the following elements:

It is community based: an inclusive school reflects the community as a whole. Membership of the school community is open, positive and diverse; it is not selective, exclusive or rejecting.

REJECTION, INTEGRATION AND NOW INCLUSIVE EDUCATION

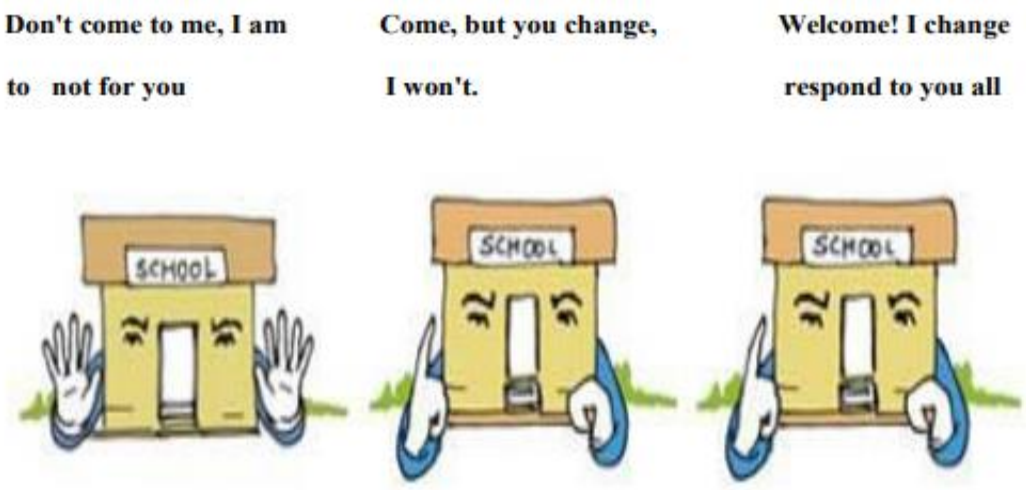


Figure 3: Three types of schools

It is barrier free: an inclusive school is accessible to all who become members- physically in terms of the building and grounds, and educationally in terms of curricula support systems and methods of communication. It promotes collaboration: an inclusive school works with, rather than competitively against other schools;

It promotes equality: an inclusive school is democratic". The structure of inclusive classroom is very different and is defined my Government of India. It says that creating an environment for teaching learning process, for transacting curriculum, and to fulfill the needs of of individual student having different kinds of disability is the core area. The classroom needs to be created in such a manner that every child smile and engage themselves in different kinds of choice activities. This is a kind of classroom where teacher also required to come with full preparation of their teaching, clear vision and strong commitments. But it is difficult to get such ideal classrooms always. "Inclusion without resources, without commitment, without a vision statement, without restructuring and without staff development won't work" (Mara Sapon-Shevin, 2003).

In the year 2005 there is a guide and handbook for inclusive education which was developed bye UNESCO where it says: That education must be given to all the people. When the word is used all the people it means that the people who are general in their health and different kinds of alignment in the form of disability given in RPWD Act 2016 must get education in inclusive setup. Inclusive education means to minimise the exclusion and to optimise the inclusion of children with special needs. It helps in providing learning atmosphere, learning our culture and participation of community as a major stakeholder. The diverse needs of all the children must get quality full education. The marginalized and discriminative group having physical disability, mental disability, economic disability and facing various kinds of negative environmental conditions has a right to receive good quality education. In the year 2008, UNESCO organised the 48th International Conference on Education in the city Geneva. The area of this conference was "Inclusive education: the only way". The main idea of organising press conference is to promote the establishment of inclusive education across the globe. State councillor from China Liu Yandong attended the

conference and made an important speech. She pointed out, “Putting forward inclusive education reflects the respect to everybody and the protection to human rights. It conforms to the requirements of the times and the trend of future. It will have an important effect on establishing harmonious world”.

Meaning and Definitions of Inclusive Education

“Inclusion is a philosophy built on the belief that all people are equal and should be respected and valued as an issue of basic human rights. It is an unending set of process in which children and adults with disabilities have the opportunity to participate fully in all community activities offered to people who do not have disabilities”. … (UNESCO - at the UN-Committee on Rights of the Child, October 6, 1997 - Centre for Human Rights, Geneva).

“Inclusion means the process of educating children with Special Educational Needs alongside their peers in mainstream schools. Inclusive education is a process schools undertake to respond to each pupil as an individual learner within a diverse group, requiring schools’ restructuring of personnel, resources and curricula to accept and utilize diversity……. ***International Encyclopaedia of Inclusive Education***

Inclusive education refers to all learners, young people - with or without disabilities being able to learn together in ordinary pre-school provisions, schools and community educational settings with appropriate network of support services. This means that schools have a duty to try to include children with disabilities in regular classes unless the nature and severity of disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily”…… ***Central Advisory Board on Education----June, 2005***

“Article 27 of UN convention on right of persons with disabilities held on 3rd May 2008 speaks that, “inclusive education is the process of including students with

disabilities in general education system, providing the necessary support when needed, ensuring vocational training, adult education and lifelong learning, providing reasonable accommodation in such places such as schools and workplaces, that is those necessary and reasonable modifications and adjustments that permit inclusion of persons with disabilities. Inclusive education means a system of education wherein all students-i.e. those with and without disability–learn together, most or all of the time, and the system of teaching learning is suitably adapted to meet the learning needs of different types of students such that learning outcomes of comparable/satisfactory quality are achieved for all students……...***The Rights of Persons with Disabilities Bill, 2012".***

Thomas (1997) has defined inclusive as "the acceptance of all pupils in the mainstream system, taught with a common framework and identified as the responsibility of all the teachers".

"Mainstreaming refers to the temporal, instructional and social integration of eligible exceptional children with normal peers based on an ongoing, individually determined, educational planning and programming process and requires clarification of responsibilities among regular and special education, administrative instructional and supportive personnel by **Kauffman".**

"The term mainstreaming is used to mean an integration of regular and exceptional children in a school setting where all children share the same resources and opportunities for learning and full time basis" **Beng.**

"At the level of Education the integration of a disabled child into a regular classroom situation means a concurrent education with a class of non-disabled children. In such a set-up there are greater opportunities for the handicapped child to mix with his non-disabled counterparts in games, sports and other activities. The aim of

integrated education is to assimilate a disabled child into a group of non-disabled and providing opportunities to make his/her as independent as possible" **Rehman Hiffr.**

"Mainstreaming is the education of mildly handicapped children in the regular classroom. It is based on the philosophy of equal opportunity implemented through individual planning to promote appropriate learning achievement and social normalization" **Stephan and Blackhurt.**

"Inclusive Education is a set of values, principles and practices that seeks more effective and meaningful education for all students, regardless of whether they have exceptionality labels or not" **Michael F. Giangreco**.

"Inclusive school or set up may be defined as a place where everyone belongs, is accepted, supports and is supported by his or her peers and other members of the school community in the course of having his/her educational needs met" **Stainback and Stainback.**

"Inclusive Education is the implementation of policy and process that allow/permits all children to participate in all programmes. Policy means that disabled children should be accepted without any restrictions in all the educational programmes meant for other children. The process of inclusion denotes the ways in the system makes itself welcoming to all. Inclusive Education is nothing but making the programme for disabled children as an integral part of the general educational system rather than a system within general education**" M. Manivannan.**

"Inclusive Education implies bringing together of the educational needs of the normal children and the educational requirements of the children with special needs, so as to evolve a common curriculum with a view to provide education to all in regular schools itself. It is a flexible and individualized support system for children and young people with special educational needs. It provides an integral component of the overall

education system and is provided in regular schools committed in an appropriate education for all" **Uppal and Dey.**

"Inclusive Education aims to provide a favourable setting for achieving equal opportunity and full participation for all, thus bringing children with special needs well within the preview of mainstream education. It recognizes the diverse needs of the students and ensures equality education to all through appropriate curricula, teaching strategies, support services and partnership with a community and parents. In simple words, it means that all children with or without disabilities learn together" **Advani and Chadha.**

"Inclusive Education describes the restructuring of special education to permit all or most students to be integrated in mainstream classes through reorganization and instruction innovations (e.g., cooperative learning, collaborative consultation and team teaching)" **Ware (1995).**

To conclude the concept of inclusive education which means the specific attention with supportive resources to special needs students is essentially required which can help special children adopt in the mainstream of education. It also means that the children with special needs really e appreciate if their education is full of quality and they get adequate resources as per the guidelines of government of India.

1.5 Inclusive Education in India

Special Schools in India

"Along with other parts of the world, India too, witnessed the emergence of special schools for people with disabilities. The first school for the deaf was set up in Bombay in 1883 and the first school for the blind was established at Amritsar in 1887. There

was rapid expansion in the number of such institutions. Today, there are more than 3200 special schools throughout India".

Integrated Education

"The concept of integrated education gained momentum in India during the mid-1950s. Small experiments in this area were begun by the Royal Commonwealth Society for the Blind, and the Christopher Blind Mission. The Ministry of Education, too, launched a comprehensive scholarship scheme in 1952-a beginning of the integrated education initiative by the Government".

Integrated Education for Disabled Children

The concept of integrated education came in various countries. The success of integrated education of other countries motivate the Indian Commission in the year 1971 and then the program for integrated education for disabled children was launched by Indian government. This program was launched in December 1974 but the speed of implementation found to be difficult and so it was very slow. Therefore, there was a major shift in the strategy of of implementing and defining the integrated education. It was then the approach was taken as composite area from school-based approach. In the year 1987, the Ministry of Human Resource Development which is now known as ministry of Education in collaboration with UNICEF launch one another experiment of integrated education. This launch was called as Project Integrated Education for the Disabled (PIED). After the launch of this project a large number of children was enrolled. These children are not only mild disability but the signal disability also. The retention rate of non-disabled children in the classroom become low. In this common group the parents and the people from community found to be happy and satisfied that integrated School navy

established at various places. The interaction between the two group of general student and disabled students found to be very good.

Inclusive Education

There is one other important and notable paradigm shift can be seen in this area which was started keeping in view that disability is a kind of attribute which is not by choice taken by someone. The person having certain kind of disabilities must get enrolled in the specific schools as per the nature of their disability and can learn to live a dignified independent life. There are various interventions that could made the teaching learning process of special children convenient in a congenial environment. Therefore, the whole School policy maybe e specific recorded having specific social and environmental model the active. This kind of environment may provide pacific motivation and excellent quality of transaction curriculum.

Inclusive Education in District Primary Education Programme

Inclusive education was also focused in District Primary Education Programme (DPEP). Main challenges which are associated with curriculum where the factors give limitation to the axis of of Curriculum to specific children; it modifies the essential areas so that the curriculum can be framed completely. Therefore, the child centred pedagogy the DPEP in the year 1997 set up a place where these children having certain kind of disability are getting different types of learning opportunities. Individual education program is formally added and included in DPEP in the year 1997. By the end of 1998 many of the the states having DPEP programs has conducted survey for evaluation, assessment week for evaluation and develop some strategies which can support and supply different type of resources for the students required special needs and were enrolled in DPEP in school.

Inclusive Education in Sarva Shiksha Abhiyan

The main and defining objective of Sarva Shiksha Abhiyan (SSA) is Universalization of education (UEE). Three national level important area of UEE are to access, to enrolment and to retention of all children in 6-14 years aged group . The goal of UEE, has been defined by the Constitutional (86th Amendment) Act, making free and compulsory education a Fundamental Right, for all the youngsters within the age bracket of 6-14 years. The Amendment discussed above provides a replacement thrust in the field of education of people With Special Needs (CWSN), if they are not included then the target of UEE can not be achieved. In-fact inclusion of one of the groups, which is extremely crucial for UEE, is probably that of the people with special needs. Hence, education of people with special needs is a critical component of SSA.

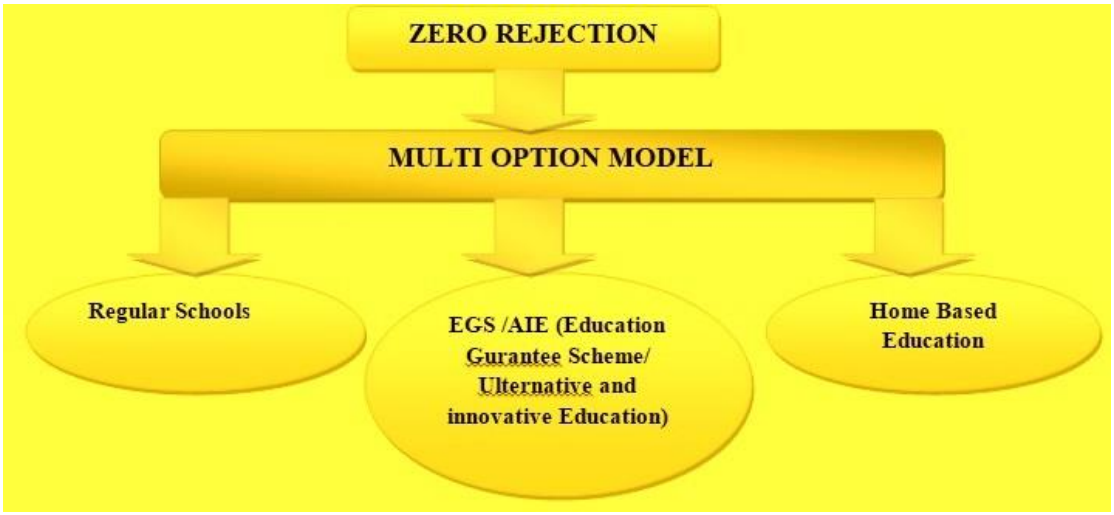


Figure 4: Major Interventions of SSA for Inclusive Education

Inclusive Education in Delhi

As per the Census 2011, there are 7.1 lakh people having various types of disabilities in Delhi who constitutes and added 2.41 percent of the total recorded population of the state and as per the National Sample Survey Organisation (NSSO) estimates the children with specific needs in the State is 1.4% which has been reported

in the UNICEF report titled ‘state plan of action for children. This includes children havinf specific visual disability, hearing, speech, locomotor and mental disabilities. Out of them, 3.14 lakh are disabled in seeing, 0.69 lakh in the specific disability of speech, 0.84 lakh in the specific disability of hearing, 1.81 lakh in movement and 1.64 lakh in the specific disability of mental activity. The State Govt. provides free education to children with the specific disability of visual defect, the specific disability of hearing disorder and youngsters with retardation in Special Schools having specially trained teachers. the sooner emphasis on medical rehabilitation has now been replaced with greater specialise in comprehensive form of coordinated socital and socio-economic rehabilitation. In exercise of the powers conferred by Sub-section (1) and Sub-section (2) of Section 73 of PWD Act, 1995, the government has enacted Persons with Disabilities (Equal opportunities, Protection of right and full participation) to put on hold out basic objectives of PWD Act, 1995 like guidelines for evaluation of varied sorts of disabilities, constitution of State Co-ordination Committee and State Executive Committee, recognition of institutions for persons with disabilities, appointment of Commissioner for Persons with Disabilities etc. besides implementation of provisions of National Legislation like National Trust Act ,1999 & Rehabilitation Council of India Act, 1992.

Table 1: 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 2: 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 3: 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 4: 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 5: 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.

A mixed kind of trend is seen and observed in the admission enrolment of students having any kind of disabilities. In the year 2011- 12 the number of admissions enrollment of students having any kind of disabilities gets increased from 3,287 in the year 2010-11 to 7,479 and then decreased to 6,633 in the year 2012-13. kind of trend is seen and observed in the admission enrolment of boys and girls. Interestingly, the number of girls admission enrolled was higher than boys enrolment in the year 2010-11 and in the year 2011-12. However, in 2012-13, number of boys enrolled surpassed number of girls. In Delhi, maximum students with disabilities are from the category of loco-motor disability category (45%) followed by the category of low vision (39.8%)

Table 6: Training of General and Special Teachers

		General Teachers				Special teachers				
S.no	State	Day of Training	2009-10	2010-11	2011-12	2012-13	2009-10	2010-11	2011-12	2012-13
1	Delhi	1Days	-	200	-	-	-	-	-	-

Source: Data as provided by States/UTs in the States Questionnaire

Various steps were taken by the States Government for the building of environment for students having disabilities like Special Registration Drive for out of School CWSN, Prabhat Perish in all Districts and YUVA helpline.

Table 7: Disabled population- NCT OF DELHI - Census 2011

Number of Disabled	Total Population	% disabled to total population
234882	16787941	1.4

Table 8: Literacy Status of disabled population - NCT OF DELHI - Census, 2011

Literate	Illiterate	Total disabled	% literates to total disabled	literacy rate - population
153420	81462	234882	65.32	86.34

"As per Census 2011, in India, out of the 121 Cr population, about 2.68 Cr persons are 'disabled' which is 2.21% of the total population. In an era where 'inclusive development' is being emphasised as the right path towards sustainable development, focussed initiatives for the welfare of disabled persons are essential. This emphasises the need for strengthening disability statistics in the Country. The National Policy for Persons with Disabilities (2006) recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provides equal opportunities, protection of their rights and full People with disabilities are vulnerable because of the many barriers we face: attitudinal, physical, and financial. Addressing these barriers is within our reach and we have a moral duty to do so..... But most important, addressing these barriers will unlock the potential of so many people with so much to contribute to the world. Governments everywhere can no longer overlook the hundreds of millions of people with disabilities who are denied access to health, rehabilitation, support, education, and employment—and never get the chance to shine.

Stephen Hawking participation in society. To facilitate the national objective, there is a need for collection, compilation and analysis of data on disability". The below given table shows the disabled population as per the literacy at different levels of education.

Table 9: Educational level of disabled persons -Census 2011

	Educational level	Total Disabled Population		
		Persons	Males	Females
INDIA	Illiterate	12196641	5640240	6556401
	Literate	14618353	9348353	5270000
	Literate but below primary	2840345	1706441	1133904
	Primary but below middle	3554858	2195933	1358925
	Middle but below matric/sec.	2448070	1616539	831531
	Matric/sec. but below graduate	3448650	2330080	1118570
	Graduate and above	1246857	839702	407155
	Total	**26814994**	**14988593**	**11826401**
NCT OF DELHI	Illiterate	81462	40022	41440
	Literate	153420	98357	55063
	Literate but below primary	15787	9481	6306
	Primary but below middle	31394	19137	12257
	Middle but below matric/sec.	24793	16359	8434
	Matric/sec. but below graduate	45945	31013	14932
	Graduate and above	26747	16984	9763
	Total	**234882**	**138379**	**96503**

1.6 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 stoped 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.

1.7 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?

1.8 Statement of the Problem

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

1.9 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.

1.10 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.

UN CRPD: Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others..... Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Table 10: 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
Hearing and speech disability	1. Cannot hear and speech at all; or 2. Has difficulty in hearing day-to-day conversational speech (hard of hearing); or 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	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	1. Difficulties in arithmetic, writing, reasoning or reading; or 2. Difficulties in remembering facts; or 3. Poor written expression that lacks clearity; or 4. Inaccurate or slow reading or writing.
Locomotor disability	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	1. Difficulty walking; or 2. Neurological problems; or 3. lack of muscle co-ordinator; or 4. Drooling and problems with swallow/permiting; or 5. Delay in speech development and difficulty in speaking; LCP 1. Loss of sensation in hands or feet; or 2. Loss of sensation and paresis in eye and eye-lid; or 3. Extreme physical deformity as well as advanced age.
Multiple disability	1. Usually have more than one significant disability, such as physical, sensory, behavioural, psychological issues.

1.11 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.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of the connected literature is of paramount importance for the researcher. A researcher needs to be aware of the related researches conducted in the field of study in the past. It is through the review of related studies that the researcher knows the researches that have already been carried out in the past and the gaps that have to be bridged up through conducting new researches.

According to Good (1972), "without the critical analysis of the existing literature, the researcher will be groping in the dark and uselessly, repeat the work already done. Therefore, in order to save time, energy and resources, it is necessary to take an in-depth review of all existing literature".

This Chapter is devoted to the critical review of existing literature related to the present study. The presented review of related literature has a direct or an indirect bearing on this study. It was realised that the objectives of the study, the Chapter was divided into three parts:

a) Studies related to implementation of various aspects of inclusive education practices.
b) Studies related to inclusive education practices adopted by teachers.
c) Studies related to opinions of parents of children with and without special needs about inclusion.

2.2 Studies Related to Implementation of Various Aspects of Inclusive Education Practices

Rane (1983)[1] studied that the resources/facilities found to be available to children with disabilities in Maharashtra. "The results of the study revealed that the Government of Maharashtra had not done any assessment regarding the facilities available to children with disabilities. No monitoring cell was set up to implement, monitor and evaluate the work. There was no specific Government policy for placement and education of children with disabilities in integrated setting. Administrators and institutions had to face a lot of problems and difficulties like non-availability of trained teachers, lack of training of teachers, lack of proper machinery, appropriate tools to identify children with disabilities and non-availability of instructional materials. This study help researcher in understanding that the monitoring and assessment of applicable policies is very essential. I absence of assessment; Institution do not take adequate step to implement the inclusive education practices".

Singh and Prabha (1987)[2] 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 were well accommodated/adjusted with their home and families but still it was found that there exists a high level of lack of connectivity and communication between 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.

Eckman (1993)[3] in a study titled, "Attitudes of educators in GATEWAYS sites toward the inclusion of children with moderate or severe handicaps in regular education classrooms", examined if attitudes of educators in sites that had been operating for

several years were different from attitudes of educators in sites that were newer. The data were collected from 543 respondents from thirty schools across Pennsylvania. Two factors ANOVA 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. This study helps researcher in understanding the attitude of special educators towards differently abled students.

Pickett (1993)[4] evaluated the relationship among structure of school, structure of culture and student thinking, views on diversity and inclusive education. The samples were selected from two middle schools from two different districts: one as consciously advocating for the principles of inclusion and the other with traditional approaches to education. Focus group technique was applied for data collection. Depth interviews were done with focus groups of seventh and eighth grade students and faculty. Significant structural and cultural differences were found between two schools. Additionally, students in both schools differed in their views of inclusive education. The students studying in traditional school had misconceptions and negative misinformation about people having disabilities, and also prevented themselves and their peers into different groupings. They characterized the possibilities of inclusion as a potential "disaster" and unanimously believed that it was a bad idea. On the contrary, the students studying in inclusive setup developed a broader and positive concept of disability, subsuming differences in a more accepting frame of "like us". This study develops a thought of researcher that there is a false information and misconceptions spread in the school where there is no inclusive education setup. This misconception

makes a gap between general and CWSN. This gap needs to be bridge in due course of time.

Davis (1994)[5] conducted a study on "Full inclusion of students with moderate to severe disabilities. How do administrators & teachers feel about it?" The philosophy of educating students having disability with moderate to severe in neighbourhood schools and even in regular classrooms has increasingly become recognized nationally as the "best educational practice". Being able to attend the neighbourhood/home schools allow/permits these students to participate meaningfully in school situations with "normal" peers, just as they hopefully would in neighbourhoods. The term for this "practice" or "service delivery model" is called full inclusion. The study examined the views of regular and special education teachers and administrators on what is critical to ensure the success of full inclusion of students with moderate to severe disabilities in home/neighbourhood schools and determined their attitudes towards the inclusion of these students in home schools. Through this study researcher develops an understanding about the best educational practice for full inclusion where the attitude of school personals and resources are best in use.

Galis (1994)[6] in pre-doctoral research titled, "Inclusive education: Attitudes and beliefs of special and regular educators in the state of Georgia" studied the provisions of services to students with disabilities. It was found that most of the respondents strongly agreed on the importance of making modifications in the classroom environment for disabled students who need them in adapting the particular environment. The respondents also believed that special education plays an important role in providing the valuable services to the students with special needs. They shared their opinion that the class size should be less than the normal classroom when students having various different types of disabilities are placed in regular classrooms. In this

study the participation of CWSN seems to be very effective which can be taken into consideration while adopting inclusive education practices.

Yeager (1994)[7] carried out a study on "Analysis of absenteeism achievement & Self concept of elementary students in an inclusive classroom". "The results of the study confirmed that the inclusive model for special education services was effective in the interaction of the positive self-concept with good attendance and produced similar results on student's achievement. Although students with disabilities compared to their peers had enduring significant differences in the achievement levels tested, Class-within-A-Class results presented a positive academic self-concept and academic progress for all students involved". This study develope an understanding about the absenteeism and effect of their absenteeism on the achievement of CWSN in inclusive classroom.

Afzali (1995)[8] reviewed literature that when we include student with hearing impairment is in the general classroom and the perceptions of general teacher towards them in relating to inclusive education, in the study titled, "Inclusion of deaf students in the regular classrooms: Perceptions of regular educators and deaf educators". Many educators believe that all students benefit when we provide education to CWSN in general classes. Many deaf educators believe that the purpose of educating these students is to teach them to function in a non-hearing society. This study assessed perceptions of teachers about the full hard-of-hearing/ inclusion of deaf/hearing impairment students in the general classrooms. There are various thoughts on inclusive education set-up desirability of various educational conditions were related to the respondent's position and experience. This study develope an understanding related to the perceptions of teachers towards the inclusion of CWSN in inclusive setups.

Doyle (1995)[9] made a qualitative inquiry to gain an initial understanding of (a) the roles and responsibilities of para-educators and (b) the interaction patterns among members of the instructional triad (i.e. para-educator, general educator and special educator) in the study titled, "A qualitative inquiry into the roles and responsibilities of para educators who support students with severe disabilities in inclusive classrooms" Findings indicate that there was a great deal of variability associated with what it means to be a highly effective para-educator. Three specific variables were identified as being related to paraeducator's "effectiveness". These variables are: affective characteristics of paraeducators' attitudes towards students, para-educators' responsibilities related to instruction and para educator's support to the general and special educators in fulfilling their teaching responsibilities. This study develops an understanding about the roles of educators towards CWSN. Who support students with special needs in inclusive setups.

Herman (1995)[10] evaluated that the elementary school principals for the feasibility foe adopting programmes for inclusion in general classroom having severe and moderate disabilities the study titled, "Adaptation of regular elementary classrooms for children with moderate and severe disabilities: Inclusion practices from the Principal's perspective. Elementary principals in this study identified 95% of the presented adaptations as significantly more desirable than feasible with demographic factors having little or no effect. Principals did not view implementation of the adaptations as impractical". This study develops an understanding for the roleplay of leadership in implementing the inclusive education practices.

Thomas (1997)[11] in a study titled, "Inclusive schools for an Inclusive society" found that most of the opinions were against the integration of children with intellectual disorders in "England and the Educable Mentally Retarded (EMR) in the USA". This study develops an understanding of the researcher through the voices the related

stakeholders that proper care is difficult to provide CWSN in inclusive education setup. Therefor separate institution may be structured.

Brown (1998)[12] initiated a study to guage the attitude of the faculty relateives towards inclusive education and therefore the relationship among the amount of years, variables of assignments related to education, and specific gender inclusive education views and experience. The findings suggests that there exists a huge difference between the inclusive education and tutorial assignment groups on the criterion variable of attitude. Also it's found that there's a big difference between the teachers', administrators' and counsellors' attitude towards inclusion. Further a big association was found between their attitude towards the variables of composite set and inclusive education: scholastic or academic kind of assignment, inclusive education challenges and experience, specific gender and no. of years in education. This study develops the understanding of importance of academic assignments given to CWSN.

Zahn (1998)[13] in a study titled, "Perceptions and attitudes of elementary school teachers towards the practice of inclusion, its implementation, impact & future", found that all the teachers except a very few give their vote for the philosophy of inclusion on the other hand most of the teachers advocate that it is very difficult to teach CWSN in general school setting in the name of inclusive education. Pre-service and in-service training efforts did seem to be addressing instructional need of teachers working within inclusive classrooms. However, teachers still felt that the training they are receiving was not extensive enough to meet their needs. Whatever may be the attitude towards disabilities or the practice of inclusion, it is clear that teachers need support, both through local and state administrative practices and staff development. This study

develops an understanding of the researcher that teachers need training to handle CWSN.

A study by Barrafato (1998)[14] examined the supports which contributed to the successful and effective inclusion of CWSN at the early years of school level. The result shows that the people were integrated themselves socially and adjusted to their settings. The various factors were identified by teachers and parents like resources, teacher's aid, increased number of support services, adequate and appropriate teachers training programme like in-service training for teachers and where the class size is small. It needs to be placed effectively to integrate children in general classrooms.

Ricciato (2000)[15] study the There is a requirement of updated knowledge to teach students with multiple disabilities in general classroom. This study shows that there is no significant difference between the special teachers and general teachers for their professional development needs. It also reflects that the training given to to the teachers are congruent with the the effective factors given in the books and other literature. Many of the teachers has participated and like to participate in professional development programs. Nowadays these professional development programs are considered as a step towards inclusive initiative. The study says that, 93% of the teachers are of the view that includes n is good. They agreed for this very strongly and positive concept helps in the agreement for inclusive education set up. This study also discusses about the professional training of regular teachers and special educators time to time to deal with CWSN.

Naidu (2000)[16] studied the conceptions that four teachers in a Midwest Urban Head Start programme held about inclusion in the study titled "head start teachers' conceptions of full inclusion of young children". Findings indicated that teachers (a) viewed inclusion of all students as a moral imperative, (b) believed that inclusive

education meant that all children were teachable, and (c) expressed their own Self efficacy and its sense is worth which has added the positive intervention on all the children with their defined the specific goals as a changing agent of society. This study develops an understanding about the effects of behaviours of educators towards CWSN in educational setups.

Wills (2000)[17] carried out a study on the intervention of of restructuring the special schools and general schools in the name of of inclusive education by the government and the resource teachers for educaters in Alberta. Four major findings emerged from this study. First, inclusive education is being constrained by government restructuring to the point where serious consideration is being given to abandoning inclusive education in favour of a more cost-effective segregated model of special education programme. Second, aspects of restructuring involving shared decision-making and the devolution of authority to the school site facilitated inclusive education. Third, aspects of restructuring inclusive education included: (a) the philosophical underpinnings of a business model that are incongruent with the philosophy of inclusion, (b) the emphasis on fiscal restraint, and (c) complete decentralization of responsibility for special education to the school site. Fourth, educators identified specific strategies for how effective inclusion could occur within the parameters of restructuring. This study reflects that government intervention for restructuring on inclusive education through the framing of policies. It also develops an understanding that policies are not adopted in letter and spirit.

Leyser, Kapperman and Keller (2004)[18] has taken a study related to to cross culture entitled, “Teacher attitudes towards mainstreaming: A cross-cultural study in six nations”. The finding reflect that there is a differences in the attitude and aptitude for inclusion between the countries which were taken for study. The teachers of the

same country and Germany keeps the positive aptitude and attitude which attributed for the setting of of inclusion and practices the law 94-1423. Germany teachers shows positive attitude towards teaching general students and special students in inclusive setup. During the research study there is a lack of of education legislation in Germany and the Teachers of Germany were not provided adequate education related training. The integration and segregated settings of education was practiced at the experimental level. The study comparatively reflects that the attitude of educators towards inclusive education influence on the academic achievement of CWSN.

Ali, Mustapha and Jelas (2006)[19] studied worked on the perceived knowledge and defined attitude towards general classroom teacher and teachers of education of various levels like primary, secondary as inclusion or inclusive education in Malaysia. It was seen through study that general classroom teacher keeps positive attitude towards inclusive education where different types of students having variety of disabilities. Teachers keep a common view that inclusive education is good. It brings children into the mainstream and we need to minimise stereotype negative attitude. The study shows that general teachers appreciate and agreed for the inclusive education.

Berwal (2007) initiated a study to guage the "impact of an intervention programme on awareness levels and Attitudes of highschool administrators, students and teachers towards students with disabilities in inclusive settings. the target of study was to review the impact of intervention programme on the notice and attitudes of highschool students, teachers and administrators towards pupils with disabilities in inclusive settings". It was found that:

1. The intervention programme had a significant positive impact on changing the teachers' and administrators' attitude towards inclusion.
2. It was found in the study that the intervention progr. amme had positively changed the attitudes and aptitude of academic leader and teachers. Their behaviour problems and disciplinary problems change with the intervention of of various programs. 68% teachers agreed to the fact that they are upset very easily while handling children the disabilities as compared to other students.

The given study develops an understanding that intervention programme for awareness and attitude of academic leaders is very fruitful. It gives positive impact in changing the attitude of school personnel's towards CWSN.

Nayak (2008)[20] Find out the attitude towards inclusive education of teachers. titled, "Attitude of parents and teachers towards inclusive Education". The findings of the study stated that teachers were ready to face the challenges and looked forward to teaching in an inclusive classroom. The result of the study shows that there is really e a significant difference when taking options from the teachers to teach in general classroom. This study shows the teachers are ready to face the challenges during curriculum transaction to CWSN.

Opertti and Belalcazar (2008)[21] in a study titled, "Trends in inclusive education at regional and interregional levels: Issues and challenges", found the research report shows that the schools related to special education and other institutions must improve and maintained apparel getup in general schools; is a question of of debate. At the same time the general School or on the call mainstream School for integrating children with disabilities are facing various challenges in adapting the related curriculum with appropriate pedagogy to the the specific disability child. This study reflects on

challenges and issues related to the inclusive education. which helps to understand the necessity of resources and amenities for CWSN.

Cocoran, T. (2009)[22] studied the "Integration of Children with disabilities in a sample of Dublin Primary Schools. The study set out to discover the number of pupils with physical, intellectual or learning disabilities who were integrated into the regular primary schools in Durbin City of North area and to evaluate the actual practices of integration for the schools involved. The data was collected from principal, teachers and class teachers by using questionnaire in relation to 42 children with a variety of disabilities in 28 schools; the physically disabled children were 57%;the most prevalent disability was cerebral palsy; hearing impaired were 11%; 11% had a mild general learning disability; 19% had Down's syndrome; 2% were emotionally disturbed; 67% of the schools had over 300 students; 36% had more than 15 teachers on staff; all but one of the schools had a full-time or part-time learning support teacher. The found results shown that very few parents of disabled children keeps involvement in their children's classroom activities; 68% of schools did not have a statement of policy on integration in their School Plan; 53% of teachers had devised IEPs in respect of the students with SEN in their classes; 97% of teachers did not have professional training in teaching students with SEN; only 16% of integrated schools had been equipped with specialized resources. Schools had the support of the visiting teacher Service for one hour per week; 47% of the SEN students did not have access to the services of professionals such as Psychologists, Physiotherapists, Occupational Therapists, and Speech and Language Therapists". This study seem to be statistical base which helps in preparing the type of resources for CWSN.

Pathy (2010)[23] conducted a study titled, "Pre-service trainees attitude towards inclusive Education". The respondents in this study were full time teacher trainees of

C.I.E, Jamia Millia Islamia, Delhi University, New Delhi, and Maharishi Dayananda University, Rohtak. The sample consisted of 122 students, sixty-five females and fifty seven males. An adaptation of questionnaires used by Gordons (2005) and Choles (2006) were used for the collection of data. The research findings of the given study what's that a big number of free service trainees were agreed towards the the enrollment of CWSN in the mainstream. The responses of please service training seems to be positive towards the the enrollment of CWSN in mainstream. A big number of pre service training essentially required special skills on specific skills for the proper handling of CWSN. The trainers of pre-service replied positively towards the specific skill training. Majority of people see that the adequate number of resources related to CWSN is very essential. This study shows that the resources should essentially be there in the school. Here the resources include human resource and material resource.

Unnikrishnan (2010)[24] mentioned that 'Education for All' will be empty as mentioned by the Government of India if there would not be proper means to practise and implement them in the study titled, "Inclusive Education in India-Challenges and Implications for persons with Special Needs. DPEP seems as a laudable step by the Government of India in promoting Inclusive Education, but much more needs to follow if we have to make Inclusive Education a reality in the coming decades". This study helps researcher in understanding that government policies are very effective but implemented at ground level.

Booth (2011)[25] mentions the development of teacher education institution inclusively shall be a great change in the society in the study titled, "The name of the rose: Inclusive values into action in teacher action". Many critical approaches was identified during the research and it was confined that the mainstream participation is very difficult but not impossible. It gives an idea that it instead of preparing teachers

skillfully to handle CWSN; send to to inclusive school for first hand experience and to accommodate them with inclusive values and culture into action and practices. This is one of the studies which develops an understanding that inculcation of values towards CWSN among teachers working with them is essential. This is one of the areas where very few studies have been conducted.

Smith and Tyler (2011)[26] conducted a study titled, Effective inclusive education: To equip the inclusive education teachers with required skills knowledge and skills. The main purpose of the research work was to expand and give supplement Course work in traditional curriculum by using web-based material for the development of of teachers and teacher education system. The researcher developed an opinion that web based resource all material while using in the classroom has many advantages. For example access to Universe, convenience interactive, multimedia usage and relatively low cost. The teacher must understand the the usability and durability of the map based resources. The researcher was restructuring the curriculum confidently to put in suggestions for the specific reformed and changes. The tools that are required for educating every student effectively. This study shows an importance of teaching skills in the desired area.

Yu, Su and Liu (2011)[27] conducted a study titled, "Issues of teacher education and inclusion in China". Since last four decades children with disabilities in China were made integrated in general education system; this practice is termed as sui ban jin du, literally "learning in a Regular Classroom" (LRC). The term LRC means 'receiving special need education in general and common education classrooms', and this is regarded as a practical form of inclusion in China. "It was found from the study that as a pragmatic model of inclusion in China, the LRC benefits a great number of children with disabilities and continues to allow/permit more children with disabilities to access

equal education". The study creates an understanding on inclusive education practices in inclusive setups as practical form of inclusion in China.

Amr (2011)[28] explored teacher education programmes in the Arab region and the status of teachers' preparation for working in inclusive education settings. The study was entitled as "Teacher education for inclusive education in the Arab world: The case of Jordan". It was explored in the results that both in-service and pre-teacher education programmes had lack of specific skillful training which acquaint inclusive education keeping the fact that mini CWSN will enroll themselves in general classroom. CWSN most of the time do not get adequate facilities in the mainstream schools because teachers are under prepared to teach all children, especially those with special educational needs. This study reflects that there is lack of specific skillful training for teachers to deal with inclusive education environment.

Khan (2012)[29] initiated a study titled, "A study of the attitudes of the teachers and parents towards Inclusive Education and its effect". The main area of research was to find out the attitude of of general teachers and special teachers towards teaching CWSN in inclusive education. The researcher studies the attitude of teachers and that is true of parents towards inclusive education. 100 teachers in number were taken for the study and hundred parents were included. The 50% parents and teachers were of general students and 50% of special students as the sample for the study from different inclusive schools of Bareilly city. It was revealed in the results that the attitude of special and regular teachers towards inclusive education do not differ significantly and when compared the attitude of teachers and parents, teachers found better attitude towards inclusive education. This study discuss about the attitude of teachers and parents towards inclusive education. This study develops an understanding of

researcher the attitude of special teacher and general teacher may be one of the variables which can be added in the research in one or another way.

Khochen and Radford (2012)[30] taken study on of the attitude of of teachers and academic leader towards children with disabilities in primary school mainstream in Lebanon, a middle income Arab country in the study entitled, "Attitudes of teachers and head teachers towards inclusion in Lebanon". The results of the study shown that principals and teachers were having positive attitude for the specific needs students towards inclusion in mainstream education system. Here the participants show their reservation about all the students to be included specifically having some behavioural difficulties, social difficulties and emotional difficulties. The another challenge which could be seen in the search was Limited skillful training and specialist teachers. This study develops an understanding of researcher that attitude of academic leader plays an important role in facilitating CWSN.

2.3 Studies Related to Inclusive Education Practices Adopted by Teachers

Quality indicators in inclusive education programmes were studied by Gorne (1997).[31] The study examined the relationship that exists between regular education teachers' degree of satisfaction with students with specific disabilities in their classroom. The results shows that teachers were successfully implementing programme quality indicators in the areas of classroom organization, instructional methods, staff collaboration and support, and student social support. Teachers were also concerned regarding professional preparation, training and support. This study develops an understanding of researcher that relationship of regular teacher with CWSN helps in implementing the programms of inclusive education setup in regular classroom.

Treder (1998)[32] has conducted a research study, "Teacher effectiveness and teacher attitudes towards children with special needs-implications for inclusive education", the comparison was made between the attitudes of typical and effective teachers towards the issues of inclusion of disabled children in mainstream. The findings of the study revealed that adaptive and appropriate behaviour of the students seemed to be very difficult and very critical at the time of their adjustment in the general classroom whereas the difficult and inadequate behaviour of the students but seems to be responsible for their and acceptance. It is also found that the effectiveness of teachers indicated more interaction with students having learning difficulties and shows advanced level of promotion for practicing behaving in inclusive school. This study develops an understanding of researcher that adjustment is one of the variable for CWSN in inclusive classroom.

Ricciato (2000)[33] studied "teacher perceptions regarding new knowledge needed for inclusion of children with severe multiple disabilities. It is found in the results that the professional development needs of the regular and special education teachers were not differ significantly. It also confirmed that the perceived training needs for the teachers are congruent with promising practices identified in the literature". While teachers agreed on inclusion philosophy, they are concerned with the functional aspects of inclusion which must be examined closely. This study develops an understanding of researcher that professional development of general and special teachers shows significantly positive result. It means that professional development of general teachers may be arranged time to time.

The various studies conducted by researchers at different time and places: Davies and Green (2005)[34], Gordon (2005)[35], Dada and Alant (2006)[36], Van Reusen, Shosho & Bonker (2003)[37], Agran, Snow and Swaner (2009)[38] seen in this research that

teachers keep positive attitude towards inclusion of disabled children into mainstream. Mastropieri and Scruggs (2006)[39] analysed the perception of teachers about inclusion which included 28th survey reports conducted from 1958 to 1995 and found that two third of the teachers were only off the view concept of integration. Moreover, only one third of teachers believed that they had sufficient time, specific skills, adequate resources and specific training which is required for integration. The given study has submitted the result that actually teachers are not prepared skillfully to handle severe kind of disabilities and they fail to to keep positive attitude all the time towards integration of children with disability. This study develops an understanding of researcher that professional development of general and special teachers shows significantly positive result. It means that professional development of general teachers may be arranged time to time.

Anjana (2006)[40] examined the intervention programme impact in the remediation of reading difficulties among children with learning disabilities in the study titled, "Impact of an intervention programme on the remediation of reading difficulties among children with learning disabilities". The study use pre test and post test in the experiment search which involve three stages for operation; the first one is identification, second is treatment and the third one is post testing. Researcher has taken a sample of of 40 subjects and the age group was 8 years to to 10 years. The subject was of grade IV which was purposefully selected. The three schools of english medium was selected from Panipat District of Haryana state. The statistical technique used was standard aviation, mean and T ratio. The major finding seen in the study were; 1. "The prevalence rate of learning disability in reading among grade IV students was found to be 8.68%. This rate varied from 8.29% to 9.60%. 2. The intervening program in the remediation of reading difficulties among children with learning disabilities was found

to be effective in improving reading skills. 3. The intervention program was found effective with respect to Sound Symbol Association (SSA)". This study give an overview on the effect of intervention programme for CWSN.

Salisbury, C., Gallucci, C., Palombaro, M. and Peck, C. (2007)[41] initiated qualitative research study to know about the practices that promote socialization among primary students with severe disabilities and without severe disabilities in an inclusive setup in America entitled "The administrative climate and context of inclusive schools". First phase of the study was of semi structured interviews of the selected teachers. Interviews were conducted with the series of questions framed to identify various practices used by the teachers to develop socialization among students with and without severe disabilities. Observation method is also used to observe the participant's behaviour to record the report scene in the classroom and which was interpret by the teacher for data collected during interview. In phase 2 focus-group interviews were conducted. The main findings of the study were consisted of five themes that indicated types of practices that educators employed to develop the socialization between children with disabilities and without disabilities in inclusive setup:

a) Active facilitation of Social-interactions: For enhancing and developing various kinds of social interaction at various level may be considered as an essential practice of cooperative learning. Students are learning with their peer mutually in collaboration and they strengthen their knowledge in a positive direction with the help of social interaction. Many times it was seen that students assess their teachers to take care of their friends who is is disabled in one or another way. There is a commitment for giving equity, every child is assisted who needed it.

b) Inclusive education teachers worked to create an environment of concern for all.
c) Teachers performed as role model for accepting all the children despite of dissimilarities.
d) The work of teachers gets support from various policies and practices within the school like collaborative learning, team teaching, innovative organizational strategies and assigning groups to the students.

This study develops an understanding of researcher that socialization, cooperative learning and interaction could be one of the area which can be taken into consideration while preparing the questionnaire.

Mishra and Kumar (2009)[42] initiated a research study to examine the impact of strategies used inclusive education on learning and attitude of teachers regarding children with special needs as well as to examine how children with special needs educated in regular schools gets benefited. Twenty disabled students from two schools were randomly selected for case study. It was found in the results that that not only mild and moderate, but children with severe disabilities were seems to be integrated in the primary schools. This study develops an understanding of researcher that adjustment is one of the variables for CWSN in inclusive classroom.

Sharma and Bindal (2010)[43] have analyzed that teachers in inclusive setup should be able to solve problems, informally examine the skills of students, ability to find out, understand and use the individual interest of a child and motivate enthusiastically for developing adequate and necessary skills, ability to fix very high and various kinds of alternative expectations which are concerned with the student, suitable to his situation and according to the society where he lives. Teacher helps in diversity e enrollment and recognize various types of diverse needs of students with

their accommodated learned and unlearned skills. Then it becomes easy to use various learning styles, applying appropriate techniques of teaching, methods of teaching, appropriate teaching aids, equipment's and their use, identify various challenges and overcome these challenges on learning, use appropriate assessment and evaluation, create an inclusive community e in the classroom and outside the classroom. This all help every student to enhance their self esteem. This study develops an understanding of researcher that inclusive education setup is very effective for CWSN to solve their problems formally and informally. It helps in reducing the barriers of learning.

Upadhyay (2012)[44] conducted a study titled, "Impact of Sarva Shiksha Abhiyan (SSA) interventions in primary schools for children with Deaf and Hard of Hearing (DHH)". Randomly identified 10 schools from SSA and 3 special schools were taken up for the selection of DHH students. Data were collected using intervention inventory schedule prepared by the author as well as the school records available at each sample schools. The study revealed relatively poor scholastic performance of DHH students in SSA school due to several factors and some of the important factors were the combined classrooms, non-use of available amplification devices, and teachers' disorientation towards itinerant teachers' intervention. This study develops an understanding of researcher that SSA plays an effective role in the upliftment of CWSN through the education.

2.4 Studies Related to Opinions of Parents of Children with Special Needs about Inclusion

Barrafato (1998)[45] conducted a study to examine the supports provided to disabled children in an inclusive setup like resources and funds, attitude of teachers and parents, in-service and pre-service training and plan which helps in contributing towards the progress of inclusion of children with disabilities at the level of early

childhood. Certain factors are identified by all parents that are considered important for the successful integration of children in regular classroom. The importance of teaching aids and it's usability for the teachers and students, correct in service training for teachers having class size small were stressed. This study develops an understanding of researcher that where there is a involvement of parents and helps in identifying the various types of disabilities and required resources for their children helps the school authorities.

Horton (1998)[46] , researcher is of the opinion that parents of CWSN and parents of general students views on inclusion of CWSN of in common classroom in a study titled, "Opinions of parents of both disabled & non-disabled elementary school children regarding inclusion of disabled of disabled students in regular education classes". The result of the study shows that parents of CWSN are giving positive opinion for the inclusion of general students with them. Whereas the parents of of general students do not agree totally that CWSN may get enrollment in general classroom. Parents of disabled children were more favourable towards inclusion of their children in inclusive settings in comparison to parents of non-disabled children. It was also observed that the reply of parents are very specific that they have a positive attitude towards different kinds of disabilities were: social, sensory, motor, academic and behavioural from the viewpoints of most acceptable for inclusion to least acceptable. This study develops an understanding of researcher that involvement of parents in identifying the required needs for their children helps the school authorities. Therefor the questionnaire for parents may be prepared for the research work.

Grove and Fisher (2000)[47] In this study the research literature shows that there is a big range of opinion and views of parents to get enrolled their child having certain kind of disability in a General School in inclusive education setup. Some of the parents

have positive opinion regarding inclusive setup, while others are against inclusive settings. As the trend of inclusive education is growing, other than the enrolment parents are of the view to have safe environment for their child having any kind of disability. It would be very hard for parents to search institutions with educators who have sufficient knowledge about inclusive education for providing appropriate services to the children. It is found in the results that the parents were of the view that the staff in inclusive schools lacked knowledge about the needs of the disabled children. They also found that it is difficult for them to access information from teachers and other staff as well as to provide them the information about the needs of the children. There are divergent perspectives concern to the requirment of the children.

Freeman and Alkin (2000)[48] In this study the researcher concerns about the type of socialization explained by parents entitled, “Academic and social attainments of children with mental retardation in general education and special education settings”. It was found that parentsare also of the view that the child having sever disability may not be admitted in the inclusive school because in that case the peer group will not accept them. The benefits of social implications is defeted, they still of the view that children having severe disabilities would be rejected. This study develops an understanding of researcher that the children of severe disabilities may be included in the mainstream but they found rejected socially by their peer group.

Cuskelly, Gilmore and Campbell (2003)[49] studied the attitude of community towards the Down syndrome child in regular classrooms. It was found that the parents of Down syndrome students know the educational, social and emotional benefits of enrolling their child in inclusive education but they had seen their child id not well accepted by other general children. Most of the parents felt the needs of students with special needs could be better educated in special education classes. This study develops

an understanding of researcher that the attitude of community plays an important role and therefor it may be considered during the recording of voices of CWSN in the related areas.

Daniel and King (2007)[50] in a study titled, "Impact of inclusion education on academic achievement, student behaviour and self-esteem and parental attitudes" found parents are really worried for the degree taken by their children's Individual Education Plan (IEP) actually help the requirment of their children when the children were sent for education in an inclusive setup. This study develops an understanding of researcher that self-esteem and parental attitude plays a vital role in the preparation of individual education programme for different types of disabled children.

Palmer, Borthwick-Duffy, Widaman and Best (2008)[51] in a study titled, "Influences on parent perceptions of inclusive practices for their children with mental retardation" found that parents keep positive attitude and action towards the inclusion because they have to send their child in the inclusive school. They saw the benefit of their chils only. It was observed that the sociolisation of the child is better in general school. Child develops his cognitive skills better in general school and child feel good and motivated in general school. This study creates an understanding of researcher that facilities for mentally retarded (intellectual disabled) children is difficult to provide in inclusive education but due to the influence of parents mentally retarded (intellectual disabled) children are included in inclusive schools.

2.5 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 every thing 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.

CHAPTER-III

METHODOLOGY OF THE STUDY

3.1 Introduction

In the foregoing two chapters, the background of the present study and review of literature have been presented. This chapter consists of description of the methodology which was adopted and the research design. According to Schumacher and McMillan (2001), "research design is described as the procedures used in conducting research including how, when, from whom and under what conditions the data will be gathered". It also includes the methods used for the collection of data and the procedure in general for completing the research procedure.

Methodology helps in exploring the research problem from various possible angles so as to lead to the discovery of truth. The success of a research study depends upon the appropriateness of selected methods and tools for the study. Research is defined as systematic and intensive process of carrying on an in-depth method of analysis. It was done with the intention to find out what exist at present in a particular context. This facilitates the collection of data from a relatively large number of cases at a particular time. The Qualitative type of research design, procedure of sampling and the collection of data strategies that were used in this research are explained in the present chapter.

3.2 Research Design

The research design is the contextual design and where the research is conducted. It reflects the blue print of the data collection and data analysis. To write appropriate designe of research helps in finding out the appropriate result. It helps in making research as efficient as possible. Selection of specific design is eventually depending on the purpose, type and nature of research.

Best and Kahn (1985) have made scientific classification of educational research which is wide and comprehensive and all researches are likely to fall under one of the following three types or a combination of these types of research design:

a) Historical research
b) Descriptive research
c) Experimental Research

In the present study qualitative descriptive methodology of research was used. Qualitative descriptive methodology of research study is described as the method uses the qualitative description and non-quantifiable relationships between given variables without any manipulation under qualitative descriptive method of research. It aimed with finding out the existing present social and educational structure. The present study was intended to study the social and educational implementation of equal educational opportunities for the children with special needs. The views of special educators, teachers and children with special needs studying in regular schools were investigated. Qualitative research design was used by the researcher to study the nature of discrimination against the children with special needs. According to Cloete (2002), "a qualitative approach is relevant to an investigation into inclusive education. The approach is used for gathering information about special education. Due to the uniqueness of learners having different types of disabilities as well as within them the approach allow/permited researchers to collect required information. Hence the researcher opted for the qualitative research design".

The present study examines the discrimination in social and educational environment of schools between normal and special children. Children's having special needs were given a platform to share their experiences regarding different behaviour

and opportunities transfer to them in inclusive setups. They were also asked to identify the barriers they experienced.

The site of research work

The researcher has selected four schools of Govt of NCT of Delhi as the learning site for research purposes. The researcher selected these schools in particular because of the numbers of students and teachers, which represent a wide social-educational environment. Another purpose behind selecting these schools in particular by the investigator is connectivity to schools and availability of permission to work with a big number of children with special needs for a deeper understanding or insight of the inclusive education in these schools.

School – 1: Government Boys Sr. Sec. School Baprola New Delhi-43

This school is located in Baprola village, Zone -17, West-B district of Delhi. The school is a boy's school under Govt. of NCT of Delhi. School has 3148 students, out of which 27 are children with special needs (CWSN). The school employs about 125 teachers with one special educator. The school is located on main Nangloi-Najafgarh road, which gives easy access to the school by public and privet vehicles to all.

School – 2: Government Girls Sr. Sec. School Baprola, New Delhi-43

This school is also located in Baprola village, Zone -17, West-B district of Delhi. The school is a girl's school under Govt. of NCT of Delhi. School has 2911 children, out of which 25 are children with special needs (CWSN). The school employs about 132 teachers with one special educator. The school is located on main Nangloi-Najafgarh road, which gives easy access to the school by public and privet vehicles to all.

School – 3: Government Co-Ed. Sr. Sec. School Baprola vihar, New Delhi-43

This school is located in Baprola vihar, Zone -17, West-B district of Delhi. The school is a co-ed. school under Govt. of NCT of Delhi. School has 2011 children, out of which 18 are children with special needs (CWSN). The school employs about 82 teachers with one special educator. The school is located on main Nangloi-Najafgarh road, which gives easy access to the school by public and privet vehicles to all.

School – 4: Government Sarvodya Bal Vidhyalya Matiala, New Delhi-43

This school is located in Matiala village, Zone -18, West-B district of Delhi. The school is a boy's school under Govt. of NCT of Delhi. School has 2422 children, out of which 15 are children with special needs (CWSN). The school employs about 86 teachers with one special educator. The school is located on main matiala road, which gives easy access to the school by public and privet vehicles to all.

Population

As per the Census 2011,

- In India out of the 121 Cr population, 2.68 Cr. Persons are 'Disabled' which is 2.21% of the total population.

Population, India 2011			Disabled persons, India 2011		
Persons	**Males**	**Females**	**Persons**	**Males**	**Females**
121.08Cr	62.32 Cr	58.76 Cr	2.68 Cr	1.5 Cr	1.18 Cr

- Among the disabled population 56% (1.5Cr) are males and 44% (1.18Cr) are females. In the total population, the male and female population are 51% and 49% respectively.
- Majority 69% of the disabled population resided in rural areas (1.86Cr disabled persons in rural areas and 0.81Cr in urban areas). In the case of total population also, 69% are from rural areas while the remaining 31% resided in urban areas.

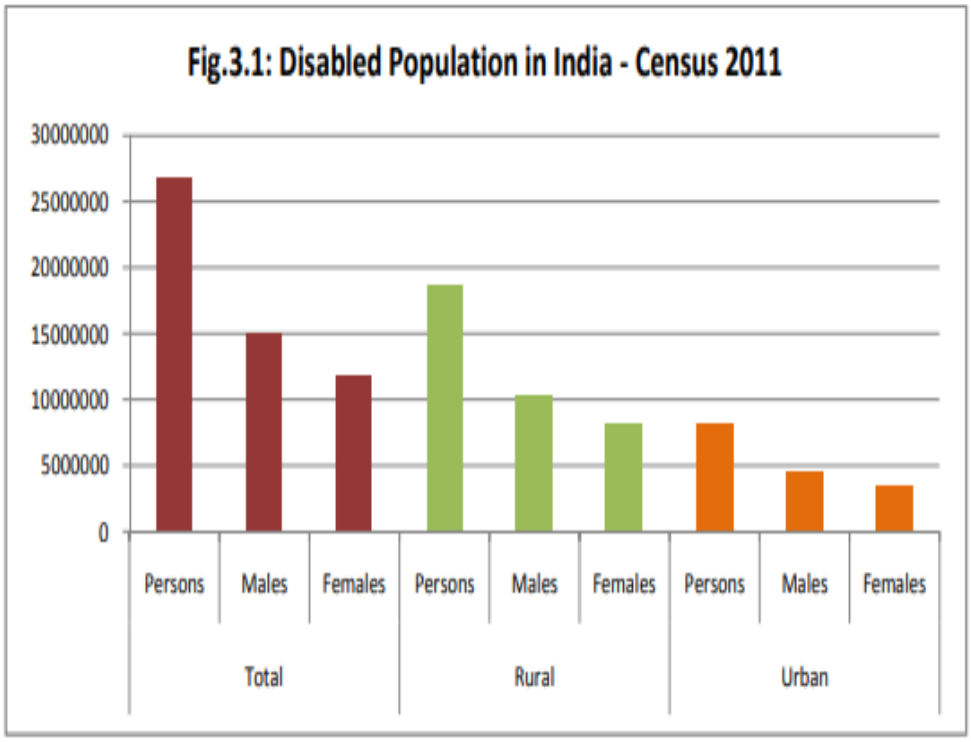


Table 11: Literacy rate among disabled person vis-à-vis population literacy rate

State/UT	% Literates to total disabled	Literacy rate population
NCT of Delhi	**65.32**	**86.34**

Table 12: Disabled persons by age group- NCT of Delhi- Census, 2011

Age Group	Total Number of Disabled Persons		
	Persons	**Males**	**Females**
Total	234882	138379	96503
0-4	8333	4576	3757
5-9	14142	8263	5879
10-19	38188	22702	15486
20-29	40038	24922	15116

Table 13: Annual Report 2018-19

Classification of Persons with Disability by Residential Area is as under:

Population of Persons with Disabilities by Residential Area India, 2011			
Residential Area	**Persons**	**Males**	**Females**
Rural	18631921 (69.49%)	10408168	8223753
Urban	8178636 (30.51%)	4578034	3600602
Total	**26810557**	**14986202**	**11824355**

Source: Office of the Registrar General & Census Commissioner, India

Educational Level of Persons with Disability is as under:

Educational Level	Persons	Males	Females
Literate	14618353	934835	5270000
Illiterate	12196641	5640240	6556401
Literate but below Primary	2840345	1706441	1133904
Primary but below Middle	3554858	2195933	1358925
Middle but below Matric	2448070	1616539	831531
Matric but below Graduate	3448650	2330080	1118570
Graduate and above	1246857	839702	407155
Total	**26814994**	**14988593**	**11826401**

Source: Office of the Registrar General & Census Commissioner, India

The population of this study consisted all children with special needs students of class 6 to 11 studying in schools with inclusive setups under Govt. of NCT of Delhi.

Sampling

The objective of this study was to examine the social and educational environment of schools considering the right of equal education and educational opportunities for CWSN in schools. It was necessary to select a sample of schools with inclusive setups, which were having a large number of children with special needs. In this regard McMillan and Schumacher (2001), "maintain that qualitative researchers investigate in-depth small, distinct groups as the researcher is concerned with

understanding the social phenomena from the research participants' perspective. McMillan and Schumacher (2001) further recommended purposeful sampling because the samples that were selected were expected to be knowledgeable and informative about the phenomena the researcher was trying to investigate. Makhado (2002) stresses the fact that it is important to select information- rich cases, as this will help the researcher to address the purpose of the research". Thus, for the purpose of this research a three-stage sampling procedure was followed as shown in Figure 3.1

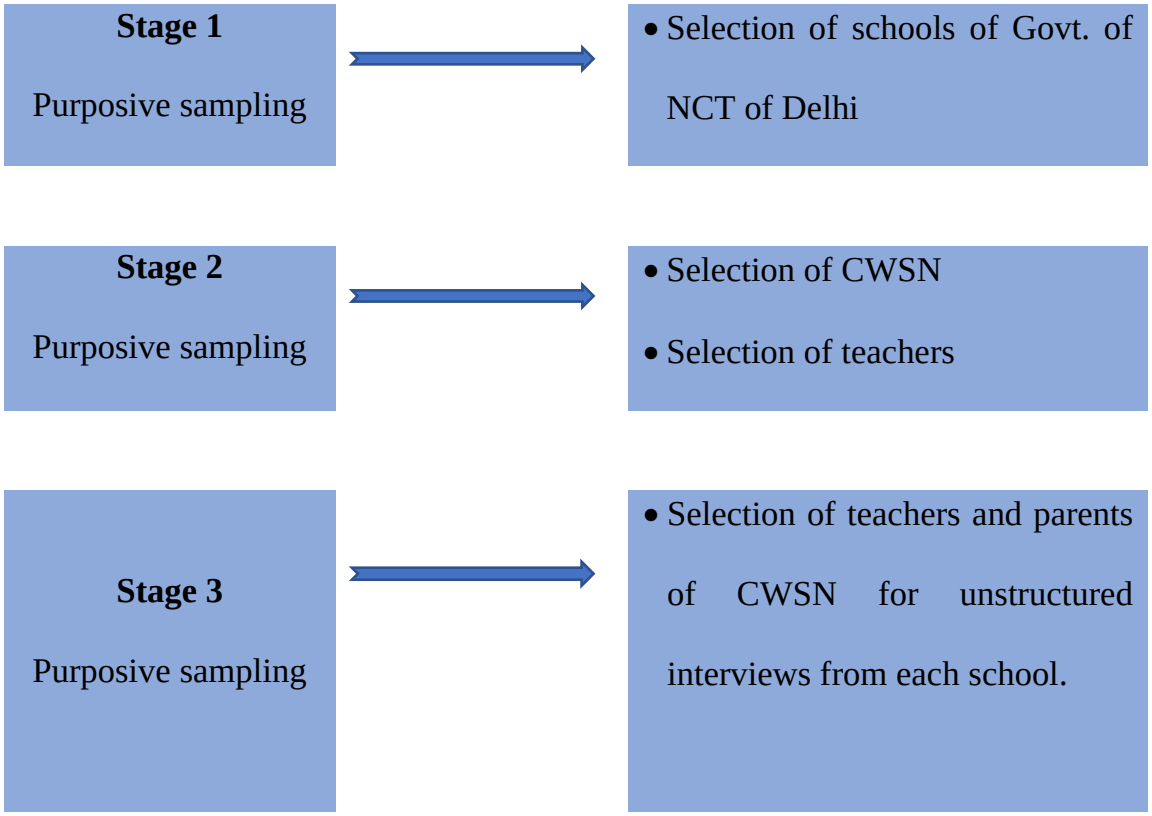


Figure 5: Details of stages of sampling

Observation of schools

a) Government Boys Senior Secondary School, Baprola New Delhi
b) Government Girls Senior Secondary School, Baprola New Delhi
c) Government Co-ed Senior Secondary School, Baprola vihar New Delhi
d) Government SBV Matiala New Delhi

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 15: 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

3.3 Tools and Techniques

Tools are the instruments that are employed to find out the new facts from the collected data and which helps in exploring the the different dimensions of the collected data. The selection of tool is directly related to to the objectives framed for the study, time duration of the study, availability of of related software and personal efficiency. In the present research study, the researcher was unable to find relevant standardized tool to understand the nature of discrimination in educational status and opportunities given to the CWSN in schools environment. Therefore, the objectives of the study may be achieved and it was decided to develop appropriate tools for the study to investigate and to examine the perception of various persons directly involved in teaching learning process of CWSN. The tools were developed by the researcher under the guidance of supervisor through literature analysis and a pilot study was also conducted. In the present study the tools and techniques was used for the CWSN studying in inclusive education set up. The tools developed by the researcher are mentioned below: in figure 6.

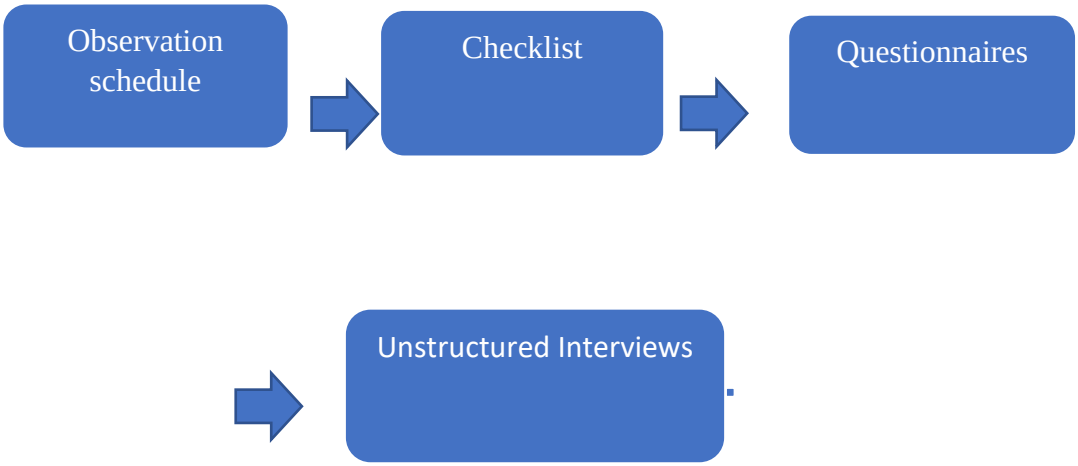


Figure 6: Tools of the study

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	• Observation schedule for physical verification of children with special needs.
Checklist	• Amenities for children with special needs
Questionnaire	• Educational experiences and views of CWSN • Educational barriers (social and academic) • Perceptions of teachers regarding education of children with special needs
Unstructured Interviews	• Verify answers given in questionnaire • Discover unexplained views and experiences • Explanation for unclear answers • Personal views and perceptions regarding education of CWSN • Triangular verification

Observation schedule

During the research work the observation was recorded because this is the descriptive research where the voices children with special needs were collected. During the collection of of the words of subject the observation is very essential to record. McMillan and Schumacher (2001) suggest that the “…observational method relies on a researcher’s hearing and seeing things and recording these observations, rather than relying on subject’s self-report responses to questions or statements”. Engelbrecht (2003) believed that, “…observation is a major means of collecting data in

qualitative research". Observation of the voices collected provides an insight of original situation of researcher and the sample. There is one objective in the study that whether resources are available as per the norms or not. For this objective meaning of the subject says that yes but it while answering they have certain kind of unnatural fear that maybe the school personnel may not like there reply. Here the facial expression and the extent of tone matters.

The researcher could not find any standardized tools for the physical verification of the children with special needs. Therefore, the researcher used enrolment data of CWSN Provided by the Special educators of each school and designed a tool for structured observation to provide systematic description for the physical verification of children having special needs. The observation schedule is attached as Appendix - A. The observation schedule was constructed and finalized after taking news of various experts. The Pilot study was conducted, literature was analysed and then the observation schedule was prepared to adopt in this research work. There are some functional and some non-functional was taken like, in class, seating arrangement, dialogue/discussions between CWSN and general students- teachers, classroom behaviour, access to learning facilities, resources- labs, participation in school activities, curricular and co-curricular activities.

The researcher was concerned with the physical verification of children having special needs. Thus, the school data was also observed for further verification. A manual was attached with the observation schedule to identify the categories of children having sensory and locomotor disability considered under each type of disability. The details for collection of data under each category are described below:

Table 17: Types of Disability

Hearing disability	• Mild: Between 26-40DB • Moderate: Between 41-60DB • Severe: Between 60-70DB • Profound: Between 71-90DB • Total Deafness: 91DB and above
Visual disability	• 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	• Deformity of Limb • Dysfunction of joints of limb • Polio • Paralysis • Deformity of Body
Intellectual disability	• 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	• Dyslexia • Dysgraphia • Dyscalculia • Dyspraxia • ADHD • Oral/written language disorder

Cerebral palsy & LCP	• Spastic • Athetoid • Hypotonic • Ataxic • Mixed cerebral palsy LCP:- • Loss of sensation in hands or feet; or paresis in eye and eye-lid • Extreme physical deformity as well as advanced age
Multiple disability	• More than one significant disability, such as physical, sensory, behavioural, psychological issues.

Checklist

One another important tool named as checklist in this research work. This checklist is prepared on the basis of the directions given by the government. This checklist helps researcher to record various amenities for children with visually impairment in the physical environment of the school. It helps in finding out the amenities for children with locomotor disability in the physical environment of the school, amenities for children with hearing and speech disability in the physical environment of the school and immunities for children with mental disability in the physical environment of the school. It provides first and information about the physical facilities and resources available in the school. The given table as discussed, the same.

Table 18: 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

Furthermore, the first and experiences on the basis of of the pilot study and checklist the expert has finalize the draft of given Checklists of amenities for children with special needs in physical environment for ensuring barrier free environment of school was constructed. The details of the important components and their related items in the checklist which must be present in the physical environment of the school are mentioned as above. The checklist is attached as Appendix-B.

Questionnaires

According to Van Rensburg, Landman and Bodenstein (1994), "a questionnaire is a set of questions dealing with some topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration'. the questionnaire as a measuring instrument has the greatest influence on the reliability of research data". In the present research study the questionnaire was adopted as per the objective of finding the views, perception of educators regarding the education of CWSN in their school.

According to Dane (1990) the detailing of of every question, responsive in the given format of the questionnaire are determined by the following:

a) Choice of the subject taken for the research study.

b) Aim of the research study.

c) Size of the sample for study.

d) Method of collecting data.

e) Analysis of the collected data.

There are various questions which was written in the questionnaire but 800 to understanding the level of the subject the researcher has explained the question differently. There was no hesitation and destruction in changing the the structure of question number of times. The questionnaires were reviewed rigorously by experts. After regular and meaningful changing in the questionnaire; it was designed for the research purpose in following manner:

- Designing of questionnaire was discussed with the supervisor and various related experts' number of times which takes lot of time and finally constructed.
- This question was used for pretest to reduce the the maximum possible errors.
- The researcher's avoided prejudice, ambiguity, bias, and technical language used in the questions. The questions made very simple so that it can understand by every one.
- The questionnaire-A consisted of two sections. Section-I required biographical information about the students which is mentioned as below:
  - Name of the School
  - Student's Name
  - Class
  - Gender

• Type of disability

Section-II consisted of forty-eight items which were categorized into groups of common themes in order to have a clear understanding and flow of information.

The questionnaire-B consisted of two sections. Section-I required biographical information about the teachers and special educators which is mentioned as below:

• Name of the School

• Teacher's Name

• Gender

• Total Experience of teaching

• Educational Qualification

Section-II consisted of eight groups of common themes in order to have a clear understanding and flow of information.

Unstructured Interview

The unstructured interviews were organised after reviewing the data collected with other tools of study. For the present study the unstructured interviews of teachers and parents were undertaken to achieve the objective of finding the views and perception of teachers, special educators regarding teaching-learning process for CWSN and parents about the education of their children in their school. The questions which were asked were in order to have a clear understanding and flow of to understand their opinion and views.

3.4 Validity and reliability of the tools

In qualitative research the researcher has accountability to collect the data according to the objectives designed. the findings of the pilot study fix the validity and

reliability of the tool. Khumalo (2000) stressed that, "to establish the trustworthiness of the data in qualitative research it is important that the researcher should use different procedures". The reliability and validity stablish trustworthiness in the research and therefore its measurement it is essential to get proper result.

Validity of the tools

Ary, Jacobs and Razavieh, Best and Kahn, (2001) describe validity as "… the extent to which an instrument or procedure measures what it is supposed to measure". In essence reality is multidimensional, ever-changing and in a sense subjective. Therefore, it is very difficult to ensure the validity of the tool. In the year 2002 Smit says that quality of research is depend on its internal validity. It is not depending on the external validity. The internal validity reflects logical internal relationship which give genuine reason to the data. It says that how the findings of the data maid real. In the year 2002 Makhado give different dimensions to address validity. He says that researcher only observe that item which they want to observe. The researcher only here that items which the wants to hear. These questions need to to be taken into consideration. The strength of the present research study is depending on its internal validity and therefore, the validation process was executed where is systematically.

a. The researcher findout and identified different items and components for the study tools.
b) Items were counstructed and developed which was related to the components.
c) The tools was discussed among the experts for their observation and specific comments and suggestions.

d) The suggestions on the tool was provided by experts and the same was incorporated in the respective tools.

e) The validity of the prepared interview was findout by comparing the interviewee's response with other source of data.

f) The items in the checklist were phased in such a way that they were discriminative in quality.

g) Best (1977) is of the opinion that the validity of observational measurements are improved when observation are made at frequent intervals by the same observer. Thus, the researcher did observation in the selected schools frequently.

h) The pilot study was done to enhance the validity of all the tools, some items were changed, some items were rephrased and some repositioned. However, no statistical analysis was entertained to prove the validity and reliability of the tool.

i) Facts were recorded, photographs were taken while administering the personal interview wherever possible. Thus, it can be observed that the validity of each tool is inbuilt and therefore reveals the context and purpose for which it was designed. In other words, each research tool possessed the content validity. The tools validity was again confirmed by making each tool appraise critically by the supervisor and expert of the field.

Triangulation Method

The researcher has used and adopted triangular methods concept to ensure the the different applications. It refers to to the use of various approaches to enhance self motivation. According to Sethosa (2001) "… triangulation refers to the use of multiple

methods in the collection of data in order to compensate for the limitations of each method". In the present study data triangulation comprising of gathering data from different stakeholders was done along with it methodological, between method involving various tools and use of qualitative research methods was undertaken to arrive at convergent findings was undertaken. The method of triangulation was used in establishing validity of the tools like.

- Checklist for physical verification of available amenities, support and services for CWSN in schools
- Questionnaire on teaching learning process of children with special needs for teachers and students
- Observation schedule for physical verification of children with special needs
- Personal interview on teaching learning process of children with special needs for teachers and special educators
- Pilot testing and other relevant documents to enhance the credibility of interpretations.

The process of triangulation method ia sa follows:

- The validity of research study depends on the different sources use for data collection.
- Data was observed from different angles and it was used by various techniques of experiences of the voices collected, observation schedule and interview.
- The reliability and accuracy is depend on the records of facts and transcripts collected.
- The records of facts and transitive collected as an important implication to find out the the reliability e and accuracy.
- The data was cross checked by different methods

- By asking parallel questions to ascertain clear response.
- Observation was frequently done

Reliability of the tools

Reliability is a concept of statistic which co relates the consistency and obtaining the same result having the same variables which were not changed. Silverman (2002) defines reliability as "… the degree to which the finding is independent of accidental circumstances of the research". In addition to that reliability as Sethosa (2001) puts it "… is the degree of consistency with which the instrument or procedure measures whatever it is supposed to measure."

Pilot testing

Dane (1990) opinions that, "A pilot study is an abbreviated version of a research project in which the researcher practises or tests the procedures to be used in the subsequent full-scale project". For the purpose of this study the researcher conducted a pilot run at a very successful and renowned inclusive Sr. sec. school located in west Delhi. The above school had implemented inclusive setups. Educators at the pilot school had experience in implementing inclusive education in their classrooms. The researcher selected sixth to eleventh class children having special needs, six teachers and one special educator of the school. The six teachers and special educator in the pilot school were trained and qualified. The purpose of the pilot study was to determine the way the tools would be comprehended by the populations to be surveyed. No quantitative analysis of the data was carried out. The samples were motivated and encouraged to give any kind of suggestions and comments on the specific items given in the questionnaire. The feedback was collected from the the subject, and then the

observation was recorded by the researcher. On the basis of of the commons came from various experts the draft was prepared. Plug, Meyer, Louw and Gouws (1991) list some of the purposes of the pilot study. The Pilot study of the research develop and Insight in the researcher about various approaches of the area. The various areas which was not covered by the researcher was also identified. The error during the data collection was reduced to the maximum in the present study. The item and their language was reframed in a simplified manner. The researcher has utilise lot of time in preparing the different questionnaires. Therefore, the pilot testing is essential, as Marshall and Rossman (2001) emphasized that "… questions have to be pilot tested on a small group to determine the usefulness and reliability of the information before it is administered to a larger group of respondents".

3.5 Administration of The Tools

The researcher administered the tools in four schools of inclusive setups of Govt. of NCT of Delhi. In the present study the researcher has selected the respondent which includes teachers, special educator and children with special needs of its convenience. The observation of the schools for physical verification of available amenities, support and services for CWSN in schools was conducted by the researcher himself using Observation schedule for physical verification of available amenities, support and services for children with special needs. The observer himself observed each section of class VI to XI in each school and verified the total number of children with special needs. Moreover, the register was consulted for further verification of the students. The verification of schools in terms of available amenities for CWSN in physical environment was done by the researcher himself using checklist of amenities for children with special needs in physical environment of schools.

The children with special needs from sixth to eleventh class were identified and the researcher himself took their statements after taking permission from the authority. Answers writing in questionnaire was held in the classroom in all the schools. The children with special needs were briefed about the procedure. They were asked to be open and truthful about their experiences in school environment as their input was of significance to the research. The researcher took the help of the special educator in this process. The method used for administration of the questionnaires was discussed.

Questionnaire of teachers was administered to at least 30 teachers of six to tenth class who were teaching children having special needs and Questionnaire of CWSN was administered to all special children of the school. For conducting the research, the researcher has taken permission in advance from the school authorities that the purpose is to collect the data for research. The teachers were taken into confidence and discuss the objectives of the research. The research tool i.e. Checklist, questionnaire, observation schedule and the questions to be asked was shown to the teachers as well as to the competent authority. It was also explained that how inclusive education is essential and now it needs to be implemented completely. The classroom activities are very essential in inclusive education. Teachers were made aware the sensitivity of the research. Whenever they required they were free to ask any question to the researcher. The venue for the personnel interview for teachers was in classroom or staffroom after school teaching hours in each school. However, venue for the personnel interview of parents was in staffroom or available separate room of school after school teaching hours in each school. The interview schedule was screened to observe the teaching learning process which was used to teach the children with special needs in inclusive setup and during the interview different type of notes was recorded by the researcher.

The interview questions were based on the responses, collected before with other tools from all the participants for the sake of clarification.

3.6 Difficulties faced during data collection

Since, the study involved purposive sample, therefore, locating school that serve the purpose of researcher was a tedious task. However, once the sample school was finalized, the first round of problem was sorted out. The second major problem that I encountered was related to recording the responses from the respondents. The dilemma was pertaining to how to select the relevant response out of several responses. This dilemma remained in the beginning phase of data collection and hence, I recorded all the responses manually. These were recorded in pointers and later elaborated in the evening before retiring to the bed. However, the above-mentioned dilemma remained short lived as while elaborating and going through the objectives of the research. I understood the distinction between relevant and irrelevant information.

The next difficult task was handling and processing the huge data collected during the entire fieldwork that extended for around sixteen months. There were several aspects that were recorded from the field. Going through these aspects of the entire data multiple times was a tedious job. Therefore, the difficulty was related to what to incorporate and what to leave out. This difficulty was sorted out once a master sheet of responses were prepared and categorized according to objectives on the one side and sample respondents on the other. Afterward, the data was read out and placed according to these categories. Similar and dissimilar responses were recorded with whatever number of times it was occurred.

3.7 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.

3.8 Conclusion

In this chapter the researcher has discussed about the descriptive research design which was used for the research study. The researcher has also discussed how the observation schedule was prepared, what precautions were taken while preparing checklist, and in the same way what precautions were taken while constructing questionnaire. The researcher also discusses about the Waves of taking personal

interviews and changing of language during the personal interviews. It was also mention that observation was recorded on the basis of of the expression of the reply. The checklist gives the quantitative data only but the questionnaire and voices of children collected provides the qualitative description of the research area.

CHAPTER IV

Analysis and Interpretation of Data

4.1 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 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 then 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.

4.2 Objective wise analysis and interpretation

Keeping in view of the problem for the present study, the following objectives have been framed.

Objective 1:- To study the classroom behaviour of teachers towards CWSN.

Table 19: Views of CWSN about the access to the teachers to solve their problems

Sample Group	Sample	Yes	No
CWSN	80	18	62
	%	22.5	77.5

Responses: The above written question is about views of CWSN about the access for the teachers to solve their problems. The result is very disappointing because only

eighteen respondents say yes that they go to the teacher to solve problems and sixty-two say no. It seems that teachers are not accessible by the CWSN learners to discuss and solve their problems.

Table 20: Views of CWSN about the equality in checking of their homework and classwork

Sample Group	Sample	Yes	No
CWSN	80	47	33
	%	58.7	41.2

Responses: The above written question is about the views of CWSN about the equality in checking of their homework and classwork. The result shows that forty-seven respondents say yes that their homework and class work checked same as other and thirty-three say no. So, from the responses made by the learners it can be assumed that there are some teachers who still neglect the CWSN learners and don't check their homework properly.

Table 21: Responses of CWSN on calling them by their teachers

Respondent	CWSN	
	80	
Called by teachers	No. of Response	% of Response
By name	49	61.2
By gesture	17	21.2
From given name	04	5.0
By the name of your disability	07	8.7
Abusively	01	1.2
Any other way of calling	00	0.0

The above table describes the responses of CWSN on calling them by their teachers, it is clear from the table that forty-nine learners have said that they are called by their name and seventeen respondents have said that by gesture they are being called. Similarly, it is seen that only four learners have responded that they are called by their teachers from the given name, which is really very disappointing while seven learners have said by the name of disability they are addressed. On the other hand, one learner has responded that abusively they are addressed but no one goes for the option that any other way of calling. In a nut shell it can said that most of the CWSN learners are called by their original name by their teachers. But it cannot be denied that they have to experience the insult of being called by their name on the basis of their disability. They also experience the abusive languages of their classmates which is not congenial for the CWSN learners.

Class room: There are various waves which provide effective learning environment an equal opportunity by modifying teaching methods, teaching style and teaching technique. Most of the children who are not getting adequate support from their family are responding negatively. They are very low in their performance. The teaching aids and the revised teaching pedagogy can improve their performance.

Box 1: Verbatim reflects the Class room teaching system by the child having Learning disability

A 9th class learning disable child said, "Sabhi teacher mujh se prashani nhi puchtey. Hindi ke sir aur Sanskrit ke sir hi mujh se kabhi kabhi beech beech me prashani puch letey h, aur me bhi unse kabhi bhi kuch puch sakta hu. Sir ne mujhe kuch samjh na aane par puch lene ke liye keh rakha hai…. jyadatar teacher doosre baccho se hi prashan puchtey rehtey hai." (S4/B/78/2019)

(One child of class 9th having learning disability said, every teacher do not ask my difficulty during the class. Only Hindi and Sanskrit subject teachers ask my difficulties during the class. The child is comfortable in asking the difficulties to the Hindi and Sanskrit subject teacher because sir has given freedom to me to ask any kind of difficulty. Rest of the teachers ask problems to other students only. Student with hearing impairment told that teachers intentionally ignored them due to their impairment and poor academic performance.)

Reflection: The attitude of teachers towards CWSN regarding asking question/ interaction during class room teaching was not appropriate. The child having learning difficulty wants to participate in classroom interaction but teachers do not ask to the CWSN having learning difficulty that whether they understand the concept taught or not.

Box 2: Verbatim reflects the Class room teaching system by hearing disable child

Mujhe sunnai dene me dikkat hoti h, isiliye sabhi teacher mujh se jyada swal nahi puchtey hai. Jab koi teacher mujh se puchtey hai aur mujhe sunai nahi deta to me samajh nahi pata, iske bad mujhe baitha detey h aur fir prashan nahi puchtey, kyoki aagey baithne vale bache unko bata detey h ki mujhe kam sunai deta h… isiliye fir me bhi unse nahi puchta… (S1/B/05/2019)

(I have a problem in hearing and so teachers do not ask me much questions. If teacher ask me any think and I could not respond immediately due to hearing impairment than teacher ask the same to the student sitting next to me. Because of this attitude I also do not ask any thing in the class.)

Reflection: The attitude of teachers towards CWSN having hearing difficulty during class room teaching was not appropriate. Teachers do not ask CWSN having

hearing difficulty in a way that he understands the question. During the discussion with teacher it was observed that; to pay attention on every child is very difficult in every class. CWSN needs attention all the time even after class.

Box 3: Verbatim reflects the Class room teaching system by low vision disable child

Teacher mujh par dhyan nahi detey, mujhe andekha kar dete h. Teacher jo kaam blackboard par kratey h, mujhe theek se dikhai nahi deta. Isliye kaam pura karne se reh jata h, kyoki teacher bina puchey hi use mitta detey hai. Ek mam ko jab maine thodi der rukne ko bola to unhone dhyan nhi diya aur blackboard par aagey ka kaam shuru kar diya. Mera humesha kaam reh jata h aur fir pura nahi kar pati. Class teacher ko maine bataya to mam ne kaha ki kisi aur bache ki copy lekar kaam pura kar liya karo, tumhare liye rukegey to syllabus kaise pura hoga…. (S2/G/43/2019)

(Teacher do not pay attention on me and ignore me. Whatever teacher writes on the blackboard; I could not see properly and so I cannot complete my work on time. Teacher rub the blackboard without asking me that whether I had completed the work or not.)

Reflection: Here also the attitude of teachers towards CWSN during class room teaching was not appropriate. It seems that teacher is only completing their syllabus. Whether students of their class have understood or not is not the matter of concern. Teachers do not ask CWSN that whether they understand the concept taught or not. Whether they want any additional teaching in the area.

Box 4: Verbatim reflects the Class room teaching system by low vision disable child

Mujhe likhne me jyda smay lagta h jiss se mera paper reh jata h aur mere no. kam aatey h. dusre bache jaldi paper kar lete h aur ghar chale jatey h. mujhe teacher

baar baar jaldi karke paper jama karne ko kahtey rahtey h, jabki samay bhi pura nahi hota. Mujhe pura samay hone s pehle hi paper jama karana padta h, kyoki jab teacher baar baar boltey h tab acha nahi lagta aur m jama kar deti hu…… (S2/G/52/2019)

(I takes much time in writing and therefore I could not complete my paper on time and I get less marks. Other students complete their work fast and move to their houses. Teacher repeatedly ask me to complete the work fast and submit the paper. It results that I submit the incomplete paper before time because when teacher ask me again and again to submit the paper fast than I feel bad.)

Some teachers use such teaching styles that makes it easier for the CWSN to follow, but the best effort depends on the attitudes of individual teachers. A 16 years old (one-time failure) student with low vision said that some of his teacher wrote-down notes on the blackboard and spoke slowly for him, others did not speak and he left behind. He said that none of his teachers provided written notes and they refused to provide notes to him.

Reflection: The attitude of teachers towards CWSN during class room teaching was not appropriate. Teachers do not ask CWSN that whether they understand the concept taught or not. Here it is observed and concluded that the appropriate teaching style, teaching methods and teaching tactics matters. It needs to be according to the individual needs of the students. Every student needs all types of academic support. There is a lack of attitude and patience in the teachers.

Box 5: Verbatim reflects the Class room teaching system showing appreciation gesture

Kuch teacher mujhe bahut ache lagtey h, kyoki ve mujhe help kartey h, mere liye pdhaye gaye path ko dhire dhire bolkar likhne ka time detey h. jabki kuch teacher mujhe koi study material ya notes nahi detey aur unhone mana kar diya h ki unke pass notes nahi h…. (*S2/G/43/2019)*

(I like some of the teachers very much because they help me. They teach me the chapter which is already taught in the class. Also they give me sufficient time to write the notes. Some teachers do not provide any notes and they said that they do not have any notes with them.)

Reflection: When the attitude of teachers towards CWSN during class room teaching was appropriate then the desired results are seen. A very few teachers were sensitizing towards the actual need of the child. They understand the actual learning needs and accordingly they teach with providing notes.

Box 6: Verbatim reflects the Class room teaching system by hearing disable child

A hearing disable student of 9th class said,

kuch teacher bahut jaldi jaldi bolkar padhatey hai,… mujhe iss se kuch bhi samajh mai nahi aata, na hi mai kuch likh pata hun. Unke itni speed sai bolne per.

(Some teachers teach in very high speed that I could not understand anything. I could not write anything.) (S4/B/76/2019)

Reflection: The attitude of teachers towards CWSN during class room teaching was not appropriate. Teachers do not ask CWSN that whether they understand the concept taught or not. That much of the variation in teacher's attitudes can be attributed to the government failure to implement the right to education and equal

educational opportunities, however this kind of support to children is not ensured by the system. But it can stop at the level of awareness and goodness of the hearts of teachers.

Another child said that class teacher denied to give him extra time in unit test. Teacher replied him to submit test before leaving classroom as time was over and he could not wait for him only.

While some children responded that they were given extra 20-30 minutes during annual examination, although the duration of unit tests, class tests and term end exams was same as other students. Responses describes that some teachers understand their needs, but they are in minority, while the majority of teachers follow common school system. In almost all three-sample school's researcher examined that the children with special needs were failing academically and had withdrawn from school. One aim of inclusion is to fight with prejudices and stereotypes, but without ensuring reasonable accommodations and amenities this important goal is far away.

Objective 2: To study the behaviour of general students towards CWSN.

Table 22 Views of CWSN about the behaviour of peers in classroom (discriminate/misbehave)

Sample Group	Sample	Yes	No
CWSN	80	47	33
	%	58.7	41.2

In this table the total sample is 80 and regarding the discriminative behaviour 58.7% has responded that the behaviour of the peer group is correct. Where as 41.2% CWSN responded that the behavioue of the peer group is not discriminated. CWSN wants to study in an inclusive school where general children are also studying.

Table 22 a. Behaviour of classmates with CWSN

Respondent	CWSN	
	47	
Discriminative behaviour faced by the CWSN from peers	No. of Response	% of Response
To fight with CWSN	07	14.8
To abuse with CWSN	09	19.1
Tampering with bag and other material/ take out	15	31.9
Make false complain to the teachers repeatedly	04	8.5
Pick on you/ tease you	06	12.7
Christening	04	8.5
Other	02	4.2

Responses: The above written question is about views of CWSN about discriminative behaviour of classmates with CWSN. The above results show, forty-seven learners have experienced the discriminative behaviour by the peers and thirty-three have not. Moreover, it is revealed that seven respondents have experienced the fight by other children and nine respondents have experienced the abuse by other children. Again, fifteen respondents have experienced tampering with bag and other material/ take out by other children, this incident is very much prominent among all the discriminative behaviour. Whereas four respondents have experienced the false complain to the teachers repeatedly by other children. It is also seen that six respondents have experienced the teasing by other children, again two have experienced christening and two something other. So overall it can be seen that most of the CWSN learners face inappropriate behaviour from their peers may be because of their disability and for other reason. General students fight with CWSN, abuse them, tampering with bag and other material/ take out their things, make false complain to the teachers repeatedly. They some times help also but most of the time CWSN needs to keep in the observation of

teachers. Class monitor feels help less most of the time due to handling the temperament of the individual. The responses are given by the CWSN and they thought that the researcher may help them in this area.

Table 22 b. Responses of CWSN on calling them by their friends

Respondent	CWSN	
	80	
Called by classmates and friends	No. of Response	% of Response
By name	31	38.7
By gesture	09	11.2
From given name	15	18.7
By the name of your disability	18	22.5
Abusively	07	8.7
Any other way of calling	00	0.0

The above table describes the responses of CWSN on calling them by their friends, it is clear from the table that thirty-one learners have said that they are called by their name and nine respondents have said that by gesture they are being called. Similarly, it is seen that fifteen learners have responded that they are called by their classmates from the given name while eighteen have said by the name of disability they are addressed. On the other hand, seven learners have responded that abusively they are addressed but no one goes for the option that any other way of calling. In a nut shell it can said that most of the CWSN learners are called by their original name by their friends and classmates. But it cannot be denied that they have to experience the insult of being called by their name on the basis of their disability. They also experience the abusive languages of their classmates which is not congenial for the CWSN learners.

Box 7: Verbatim reflects the uncomforted zone- general student towards CWSN

A Low vision child told that,

Sir, mai jiska bhi paas baithta hun vo hi kaitha hai ki, "iska kaam kabhi khatam hi nahi hota. Agar mai iski madad karta hu to mera homework aur classwork choot jata hai. Mai iskai pas bhi nahi baithna chahata hu. Jab mai iska sath baithata hu to teacher mujsa he iska kaam karne ko kahati hai. Mujahi isko school bus tak la kar jana hoto hai. Lunch mai bhi iska dhayan rakhna parta hai". (S1/B/03/2019)

(Sir, my sitting is changing very frequently. Because of my disability I take help to the student sitting near to me and that student said that, "His work never finishes. If I start helping him then I could not able to complete my homework and classwork on time. I do ot want to sit with him. When I sit with him then teacher ask me to assist him in his day to day work. I have to take him to the bus and also take care during lunch time".)

Reflection: The attitude of peer group is cordial and sympathetic but they do not want to engage full time in assisting the differently abled child. Low vision children feel difficulty in completing their day to day academic and other activities. On the other hand, they are expected to do the work properly. It was also observed that general students want to help disabled child but feels irritation.

Objective 3: To understand the participatory experiences of CWSN during curricular and co-curricular activities.

Table 23. CWSN those Like to study in this school

Respondent	Sample	Yes	No
CWSN	80	52	21
	%	65%	26.25%

Table 23 (a) Views of CWSN about who likes to study in this school

Respondent	CWSN	
	59	
Like school because	No. of Response	% of Response
Have many friends here	11	18.6
Teachers behave well	09	15.2
Siblings study here	07	11.8
Parents sent to this school	08	13.5
There is an opportunity to participate in various activities	05	8.4
School is close to home; it is easy to come and go	19	32.2

Responses: The above written questions are about the views of CWSN who likes to study in the school and the reason for their likings to study in the particular study. From the result it is clear fifty-two CWSN like to go to school and rest twenty one don't like to go to school. The other responses are not very satisfactory as only eleven respondents have many friends there. The teachers behave well with nine respondents only. If we consider the siblings of CWSN, only seven respondents' siblings' study there, which his very less in numbers. The parents of eight respondents sent them to that school. Only five respondents get an opportunity to participate in various activities, it seems that CWSN don't get much opportunity to partake. The School is close to home of nineteen respondents only, which makes them to commute easily.

Table 23 (b) CWSN those who don't like to study in this school

Respondent	CWSN	
	21	
Like school because	No. of Response	% of Response
Have no good friend here	03	14.2
Teachers don't behave well	04	19.0
Siblings don't study here; they go to other school	02	9.5
Parents sent to this school	00	0.0
There is no opportunity to participate in the activities in which you want to participate	07	33.3
Here have to face the problem of commuting from home	05	23.8

Responses: The above written question is about the views of CWSN about reasons for disliking the school. The responses are like these only three respondents have no good friends there. The teachers do not behave well with four respondents, which can be a valid reason for disliking the school. Only two respondents' siblings do not study there. No parents sent them to that particular school. Only seven respondents did not get the opportunity to participate in the activities in which they want to participate, which seems the major reason for disliking and not going to the school. Five respondents have the problem of commuting from home, this is also a big issue for the CWSN learners. There is no opportunity to participate in the activities in which you want to participate.

Table 24. Participation in classroom activities

Respondent	CWSN	
	80	
Participation of CWSN in different classroom activities	No. of Response	% of Response
Solving questions on blackboard	11	13.75
Oral question-answer	09	11.25
Quiz	16	20.00
Class test	36	45.00
Story reading	06	7.50
Role play	04	5.00
Any other activity	00	00

Responses: The above written question is about participation of CWSN in different classroom activities. The responses are like these eleven respondents say that they participate in solving questions on blackboard but nine respondents say that they participate in oral question-answer. Now sixteen respondents say that they participate in quiz and thirty-six respondents say that they participate in class test, which is satisfactory as compare to other activities whereas six respondents choose to participate in story reading, likewise four learners partake in role play and no respondents participate in any other activity. It seems that most of the learners of CWSN category don't participate or reluctant to partake in various activities in the classroom apart from class test.

Table 25: Views of CWSN about the attitude of teachers during interaction in class

Sample Group	Sample	Yes	No
CWSN	80	38	42
	%	47.5	52.5

Table 26: Reasons for not answering the questions

Respondent	CWSN	
	42	
Reasons for not answering the questions by the CWSN	No. of Response	% of Response
Answers are not asked	13	30.9
Don't understand anything	04	9.5
Don't know the answers	21	50
Feel scared	04	9.5

Responses: The above table depicts the reasons for not answering the questions by the CWSN learners. It is very much clear from the given responses that thirty-eight CWSN learners responses to the questions asked by the teachers and rest forty two don't. It means the majority of the learners have some sort of valid reasons that is why they don't answer. Further it can be seen thirteen respondents say that they are not asked questions and four do not understand anything, whereas twenty-one do not know the answer and rest four scared. So, the prominent reason among all for not answering the questions is that they are not asked questions and some sort of sense of fear also there among the respondents.

Table 27: Participation of CWSN in games

Respondent	CWSN	
	80	
Participated games	No. of Response	% of Response
Football	04	5.0
Cricket	03	3.7
Kho – Kho	01	1.2
Table-Tennis	07	8.7
badminton	11	13.7
Not participated in any game	49	61.2
Any other game	05	6.2

Responses: The above table is all about the participation of CWSN learners in games, the responses depicts that four respondents participate in football which is very less in number, whereas three in cricket, the number is not satisfactory at all and one candidate in kho-kho. Seven in table-tennis and eleven in badminton. Forty-nine do not participate in anything and five respondents any other game, that is not acceptable at all. The above responses show that most of the CWSN learners don't participate any game which is not justified at all and very less people participate in games available in the school.

Table 28*:* Participation of CWSN in different types of activities

Respondent	CWSN	
	80	
Participated activities	No. of Response	% of Response
Holi, Diwali, Dushera, Children's day fair	21	26.2
Essay writing competition	02	2.5
Drawing competition	33	41.2
Science exhibition	00	00
Any other	02	2.5
Not participated	22	27.5

Response: The table depicts about the activities that the CWSN learners participate in and the result shows that eleven respondents participate in Holi, Diwali, Dussehra, Children's day fair, the number of candidates participate in are pretty much appreciable on the contrary two respondents have participated in essay writing competition, which is very poor in numbers. Now, thirty-three respondents have partaken in drawing competition and no one in science exhibition, two in any other and twenty-two do not even participate. It can be concluded that CWSN pupils are very much keen interested

in drawing competitions and festive activities, but talking about other activities it is very much inadequate.

Table 29: Type of persons for participating with CWSN

Respondent	**CWSN**	
	80	
With whom they participate in co-curricular activities	No. of Response	% of Response
With normal students	33	41.2
Individual	19	23.7
With special needs children	23	28.7
Any other	05	6.2

Response: The above table showed the responses about the partners of CWSN in co-curricular activities. Thirty-three respondents say that they have participated with normal students, nineteen participated individually, twenty-three with special needs children and five with any other. The above information reveal that majority of the learners participate with normal students which is very good sign.

Table 30: Persons Motivating for participation

Respondent	CWSN	
	80	
Who is motivator for CWSN to participate in co-curricular activities	No. of Response	% of Response
Friends	21	26.2
Teachers	16	20
Parents	07	8.7
Siblings	02	2.5
Self	19	23.7
No one	12	15
Any other	03	3.7

Response: The above table is about the result for motivators of CWSN. The responses are like twenty-one students have said that their friends motivate them to participate. Sixteen have said that their teachers motivate them to participate. Again, seven have said that their parents motivate them to participate. Two students say that their siblings motivate them to participate. Whereas nineteen are self-motivated. On the contrary twelve candidates have said that no one have motivated them and three have opted for any other. The result shows that friends and teachers motivate the CWSN students very much but the role of the parents and siblings is very poor. But good part is that they are self-motivated.

Table 31: Stopping CWSN from participating in Co-curricular activities

Sample Group	Sample	Yes	No
CWSN	80	49	31
	%	61.2	38.7

Response: The above table shows the responses of CWSN about prevention from participating in Co-curricular activities, it is revealed that forty-nine respondents are prevented from participating in co-curricular activities and thirty-one are not prevented. It means that majority of the CWSN learners are prohibited to participate, which needs to be taken into consideration.

Table 32: Activities in which CWSN want to participate but unable to participate

Respondent	CWSN	
	80	
Activities in which CWSN want to participate	No. of Response	% of Response
Race	18	22.5
Football	08	10.0
NCC and SCOUTS	17	21.2

Table tennis	08	10.0
Kho-Kho, Kabaddi	25	31.2
Cricket	04	5.0
Any other game	00	0

Response: The above table shows the activities in which CWSN wanted to participate but could not participate. Above information reveal that eighteen respondents say that race in which they wanted participate, eight say football. Again, seventeen students have said NCC and SCOUTS, whereas eight have said table tennis and twenty-five have said kho-kho, kabaddi. Now four learners have said cricket and no one have responded about the any other game. From the above result it is seen that CWSN learners wanted to participate in various activities, but could not participate. Race, kho-kho and kabaddi are the most liked games by them, in a nut shell it can be said that they are interested but not encouraged to participate.

Table 33: View of CWSN on various events participation in schools' celebration

Respondent	**CWSN**	
	80	
Celebrations of schools'	**No. of Response**	**% of Response**
Children's day	13	16.2
Independence Day	05	6.2
Republic day	04	5.0
Teacher's day	00	0.0
Environment day	09	11.2
Sports day	07	8.7
Annual day	11	13.7
Not any	31	38.7
Any others	00	0.0

Response: The above table depicts the view of CWSN on participation in schools' celebration. The responses are like these, thirteen respondents have said that they participate in Children's day whereas five have said in Independence Day. It is seen in the table that four learners have said in Republic day they have participated and no one in teacher's day. Again, nine respondents have participated in Environment day, likewise seven in Sports day, eleven in Annual day and thirty-one have not participated in any celebration but no one in any others. In a nutshell it can be understood that large portion of the CWSN learners do not part of any celebration very few are part of various activities conducted by the school.

Table 34: Role played by CWSN in school programme celebrations

Respondent	CWSN	
	80	
Role played by CWSN in Celebrations of schools'	No. of Response	% of Response
Participate in play	00	0.0
Delivering a speech	00	0.0
Sing song	02	2.5
Playing musical instruments	03	3.7
Recite poetry	03	3.7
Telling stories	04	5.0
To dance	21	26.2
To discipline	04	5.0
To anchoring	00	0.0
To decorate	04	5.0
Not any	39	48.7
Any other	00	0.0

Response: The above table depicts the role played by CWSN in school programme celebrations. The result can be described as no one has participated in play, similarly

no one has also participated in delivering a speech. Although two respondents have participated in sing song but there are three candidates who have participated in playing musical instruments. Only three respondents have taken part in recite poetry, four in telling stories and twenty-one in to dance. Likewise, four candidates have partaken to maintain the discipline but no one in anchoring. Now, four candidates have participated in decorating, thirty-nine in not anything and no one in any other. So, in a nut shell it can be said that large portion of the CWSN learners do not take part in anything, which is very much unsatisfactory and also it is seen that very few learners come forward to be a part of the above-mentioned activities. Only 33% replied for this open-handed question and Mostly students want to be Monitor in class, and some wants to be team captain, few of them like to dance on stage in any school function.

Table 35: Role of CWSN during prayer meeting or morning assembly

Respondent	CWSN	
	80	
CWSN during morning assembly	No. of Response	% of Response
Doesn't go there, live in classroom	14	17.5
Participate in assembly with classmates	28	35.0
Live with CWSN during assembly	37	46.2
Participate in organizing morning assembly	01	1.2
Any other	00	0.0

Response: The above table shows the role of CWSN during prayer meeting or morning assembly. The result is that fourteen respondents have said that they don't go there and live in classroom, on the other hand twenty eight participate in assembly with classmates, it seems that some portion of the students attend the prayer meeting . Again,

thirty-seven live with CWSN during assembly, but one participates in organizing morning assembly, which is quite appreciable and no one go for any other. The result reveals that large number of CWSN learners stay with the CWSN learners during assembly, but good part is that major portion do take part in the assembly. On the other hand, few learners are there who stay back in the classroom during prayer meeting.

Question no 26: **Have you ever tell a story, recite poem, read news, prayer etc. from the stage of prayer meeting like other children?**

Table 36: Participation of CWSN in morning assembly activities (story, recite poem, read news, prayer etc.)

Respondent	Sample	Participated	Not participated in activity
CWSN	80	11	69
	%	13.7	86.2

Response: The above table shows the participation of CWSN in morning assembly activities. The responses are like these, eleven numbers of respondents have mentioned that they participate in those mentioned activities on the other hand sixty nine learners have said they do not participate in morning assembly activities. So the result is not at all satisfactory, large number students don't participate only a few learners are part of the same.

Table 37: Asking the CWSN for participation in activities

Respondent	Sample	Yes	No
CWSN	80	32	48
	%	40	60

Response: The above table shows the responses for asking the CWSN leaners for participation in activities, so it is clearly seen from the table that only thirty-two pupils have said yes that they are asked for participation and forty eight said no they are not asked for participation. So, from the above responses it can be figure out that majority of the CWSN learners never asked for participation, these should be taken into consideration and should be rectified. But it should also be appreciated for the fact that a good number of pupils also asked for the same.

Table 38: Children with whom CWSN compete in sports

Respondent	CWSN	
	80	
With whom CWSN compete in games	No. of Response	% of Response
With all children	27	33.7
With special needs children	38	47.5
Play self	05	6.2
Any other	00	0.0

Response: The above table depicts that with whom CWSN learners compete in games, the responses are like these that twenty-seven respondents have said that with all children they compete, thirty-eight with special needs children, on the other hand five have said that they play self and no one chooses the option for any other. So far it can be seen that most of the CWSN learners play or like to play with the same category pupils and it is also evident that many leaners play with normal pupils.

Box 8: Verbatim reflects the behaviour of general student towards CWSN

An intellectual disable child told that, *kal kee res mein mujhe bhee daudana hai par classs monitar mera naam list mein nahin likh raha! usane bataaya sar ne kaha hai sahee-sahee bachchon ke naam*

likhana games mein sabhee ke nahin! to kya main sahee nahin hoon? mera naam kyon nahin likh raha! monitar theek se sun nahin sakata mainne kaha kik tum bhee kaise todoge! jab seetee ajegee aur sunatee to hai nahin tumhen…. (S2/G/30/2019)

(I also have to take part in running in tomorrow's race, but the class monitor is not writing my name in the list! He said that Sir has said that writing the names of the right children is not for everyone in the games! So, am I not right? Why not writing my name! The monitor could not hear properly. I said, how will you also take part in racing! How will you hear When the whistle blows)?

Reflection: The attitude of peer group is cordial and sympathetic but they do not want to disobey the teacher. It was also observed that general students want to help disabled child but feels irritation.

Objective No- 4 To examine the resources available in schools for CWSN .

Part-A: Checklist of amenities provided to children with low vision for ensuring barrier free physical environment

S. No	Main components	School 1	School 2	School 3	School 4
1	Path from gate to school building clear and levelled	Y	Y	Y	Y
2	Path from gate to school playground clear and levelled	Y	Y	Y	Y
3	Entrances and doorways in the school buildings minimum 4’ to 5’ feet wide	Y	Y	Y	Y
4	Clear walkway of any hung and protruding obstructions such as windows, lights, low branches, flowerpots and sign posts	Y	Y	Y	Y

5	Handrail, guards, and kerbs provided at dangerous point in the walkway.	Y	Y	Y	Y
6	Bright colours (preferably yellow) used at every change in slope, at the beginning and ending of a staircase	Y	N	N	Y
7	Signage's in print, visuals, and Braille at the readable height	N	N	N	N
8	Non-slip surfaces	Y	Y	Y	Y
9	Hazard free environment	Y	Y	Y	Y
10	Optimized Natural lighting	Y	Y	Y	Y
11	Warning strips/ textures	N	N	N	N
12	Accessible Classroom	Y	Y	Y	Y
13	Availability of Resource room/Special class	Y	Y	Y	Y
14	Seating arrangement so that the child gets clear view of teacher's face as well as the black board.	Y	Y	Y	Y
15	Accessibility via tactile path of transport place in school	N	N	N	N
16	Accessibility of tactile path to the Canteen	N	N	N	N
17	Accessibility via tactile path to the toilets	N	N	N	N
18	Accessible drinking water outlet	Y	Y	Y	Y
19	Clear visibility of the teacher while teaching	Y	Y	Y	Y
20	Clear visibility of Black board	Y	Y	Y	Y
21	Availability of first aid Room	Y	Y	Y	Y

Part- B: Checklist of amenities provided by school to children with locomotor disability, cerebral palsy, leprosy cured person and multiple disability for ensuring barrier free physical environment.

S.No	Main components	School 1	School 2	School 3	School 4
1	Path from gate to school building clear and levelled	Y	Y	Y	Y
2	Path from gate to school playground clear and levelled	Y	Y	Y	Y
3	Entrances and doorways in the school buildings minimum 4’ to 5’ feet wide	Y	Y	Y	Y
4	Spacious corridor	Y	Y	Y	Y
5	Wheelchair accessibility to classrooms	Y	Y	Y	Y
6	Wheelchair accessibility to toilets	N	N	Y	N
7	Disabled friendly toilets	Y	Y	Y	Y
8	Adjustable furniture	N	N	N	N
9	Accessible drinking water outlet	Y	Y	Y	Y
10	Accessible canteen/ Mid-day meal	Y	Y	Y	Y
11	Warning strips/ textures	N	N	N	N
12	Accessibility of transport place in school	Y	Y	Y	Y
13	Disabled friendly transport	N	N	N	N
14	Ramp with handrails	Y	Y	Y	Y
15	Classes at ground floor	Y	Y	N	Y
16	Adequate space in between the rows for wheelchair to move	N	N	N	N
17	Sufficient space under the table/computer table to accommodate wheelchair	Y	Y	Y	Y
18	Accessible drinking water outlet	Y	Y	Y	Y
19	Availability of first aid Room	Y	Y	Y	Y

Part- C: Checklist of amenities provided by school to children with hearing and speech disability, for ensuring barrier free physical environment-

S.No.	Main components	School 1	School 2	School 3	School 4
1	Acoustically well insulated classroom	Y	Y	Y	Y
2	Clear visibility of the teacher while teaching	Y	Y	Y	Y
3	Clear visibility of Black board	Y	Y	Y	Y
4	Visual clues	N	N	N	N
5	Assistive and alarming devices including devices for hearing of bell, time alarm etc.	Y	Y	Y	Y
6	Availability of first aid Room	y	Y	Y	Y
7	Helper/ Aaya	Y	Y	Y	Y

Part- D: Checklist of amenities provided by school to children with intellectual disability and specific learning disability for ensuring barrier free physical environment-

S.No.	Main components	School 1	School 2	School 3	School 4
1	Acoustically well insulated classroom	Y	Y	Y	Y
2	Clear visibility of the teacher while teaching	Y	Y	Y	Y
3	Clear visibility of Black board	Y	Y	Y	Y
4	Visual clues	N	N	N	N
5	Assistive and alarming devices including devices for hearing of bell, time alarm etc.	Y	Y	Y	Y
6	Availability of first aid Room	Y	Y	Y	Y
7	Helper/ Aaya	Y	Y	Y	Y

Table 39: Facilities as per need of CWSN available in school premises

Respondent	CWSN	
	80	
Available facilities	No. of Response	% of Response
Toilet	11	13.7
Drinking water	08	10.0
Play-ground	37	46.2
Sports material	09	11.2
library	05	6.2
Science labs	03	3.7
Computers lab	07	8.7
Any other	00	0.0

Responses: The above written question is about facilities as per need of CWSN available in school premises. The responses are like these eleven respondents say that toilet facility suit them. Eight respondents say that drinking water facility suit them, whereas thirty-seven respondents say that playground facility suit them, it is very evident that most of the CWSN go for this option, which is satisfactory but nine respondents say that sports material facility suit them, that is poor in number. Five respondents say that library facility suit them, then it may be concluded that there may be some facilities that are not sufficient for them. Now, three respondents say that science labs facility suits them. Seven respondents said that computer lab facility suit them. No other respondents said about any other facility. Overall it can be said that there are some facilities which requires some sort of improvement.

Table 40: Means used by the CWSN to come to the school

Respondent	CWSN	
	80	
Means of come to school for CWSN	No. of Response	% of Response
Bus	21	26.2
Car/ Motorcycle	06	7.5
Auto	00	0.0
Bicycle	09	11.2
Wheel chair	04	5.0
Walk	38	47.5
Any other	02 (with parents)	2.5

Response: The above table depicts the means used by the CWSN to come to the school, the result can be described as that twenty-one respondents come by bus and six by car/motorcycle to reach the school, so it is very clearly mentioned that some CWSN learners avail the bus transportation facility to some extent. Again no one come by auto, whereas nine respondents come by cycle and four by wheel chair. It is very shocking that thirty-eight learners come to school on foot and only two with parents. So, it is clear that major portion of the CWSN learners come on foot which is really very shocking because so many facilities are there for CWSN but in ground reality they don't access the facility.

Table 41: Problems related to visiting different places in school

Respondent	CWSN	
	80	
Places in school premises	No. of Response	% of Response
Library	19	23.7
Science Lab	09	11.2
Toilet	13	16.2
Computer lab	11	13.7
Play ground	19	23.7
Class room	09	11.2
Any other	00	0.0

Responses: The above table shows that the problems related to visit different places in school, the responses are like these nineteen respondents having the problem to visit Library and nine students have the problem to visit Science Lab. Again, thirteen students have the problem to visit Toilet whereas eleven learners have the problem to visit Computer lab and nineteen to visit Playground. On the other hand, nine are having the problem to visit Class room and no one has opted for the choice of any other. The responses can be analysed in this way that most of the students have the problem to visit the library and playground, these two places are very essential for the students so it is a matter of major concern. It is also seen that large students have the problem to visit the other places.

Observation: Accommodation provided by schools for CWSN

Researcher observed that there is lack of amenities and accommodation provided in schools for children with special needs. Students with physical disabilities said that they need to go up and down the stairs to reach their classrooms, labs, libraries and bathrooms too.

Box 9: Verbatim of a locomotor disable child of class 9th

Sir library first floor par hai or bar bar vaha aane jana nahi kar sakta, humare school ki library niche ground p honi chahiye thi, taki free class mai mai vaha ja kar padh sakta. Library free period m kisi k sath jata hu, tab vaha sir nahi miltey. Sir apni kisi class m gaye hotey hai, library lock hoti hai. Phir hamari koi class lag jati hai… (S3/CE/70/2019)

(Sir, Library is at the first floor and frequently we cannot go there. library should be at ground floor so that I can go there in the free period. When I go

to library with someone than librarian is not available. May be sir is in some class or library is lock and my class is also scheduled.)

Reflection: Library should be at ground floor or there should be a provision of ramp or lift in the school. Provision may be made to issue more books to CWSN.

Observation: Children with hearing impairments said that they have never been provided written notes and there is no sign language instructions available in the school premises. It was observed that even special education teacher instructs them only. There is no use of sign language for hearing impaired children. Special education teacher described that visual aids, braille, electronic materials and enlarged texts for visually impaired children are not available in school, even teachers are not expecting for this in session. All three sample schools have a resource room, but resources for CWSN are not available as per need. These rooms are used as store room for storing data and documents related to CWSN.

Observation: Lack of accessible classrooms and teaching-learning materials

The students having Orthopaedic impairment face the problem from moving one place to another place, one classroom to another classroom in the school. A student told that, " their school has only one special bathroom for CWSN on the first floor and he face problems to reach there as his class is on the first floor".

The low vision students always have a scarcity of large print study material. The visually impaired child required book in Braille but they are not getting it. Even teachers are not able to use braille books. Most of the students are not complaining at all in this regard.

Observation: Availability of special education teachers

The RPWD Act-2016, says that the government should appoint special education teacher in all schools including teachers those are qualified in sign language or braille to provide a barrier-free learning environment to CWSN, while there are only one special education teacher in each sample school, but among of them there is not a single special education teacher who know the sign language or braille. Student teacher ratio as per RTE act 2009 should be 1: 7 in case of special children, but is practice ratio is 1: with other responsibilities regarding office work and school activities.

Box 10: Verbatim reflects the views of administration towards the necessity of resources for teaching of CWSN

A special education teacher said that,

Maine jab iss school me join kiya tab ek resource room tak yha nahi diya gaya tha. Mujh se pehle jo teacher yha thai, vo guest teacher thai aur baccho ki list taiyaar karne kai alawa, koi vyavastha nahi ki gai thi. Joining ke bad jab maine principal sir se ek room ki mang ki to pahle to unhone kaha ki sir extra room nahi h, aur pahle ke teacher room ke bina hi kaam kartey rehtey thai. Aap kyu room mang rahe ho.

(When I joined this school there was no resource room allotted. Before I joined this school there was only one teacher as resource teacher. She only prepares the list of the students. Apart from this there is no facility provided. After joining when I asked Principal to allot one room than he replied that, 'the previous teacher do not require anything. Why are you asking for it.)

Reflection: This type of statements presents that there is discrimination exist in form of indirect discrimination. Children are facing in different school level activities. These discriminative behaviours of teachers and classmates with CWSN undermine the intended purpose of inclusive education, which is to "respond to the diversity of

needs of all learners" (UNESCO), and to ensure the overall development of their potential and sense of dignity and self-respect. That much of the variation in teacher's attitudes can be attributed to the government failure to implement the right to education and equal educational opportunities. However, the kind of support given to the children cannot ensure that the system is working as per the guidelines. It also stops the degree of awareness among teachers. Statement presents that there is not any positive response from the side of administrator of the school and he had no need for such resource room.

Box 11: Verbatim of a special education teacher for resource room

Further he said,

Ek din jab fir se maine room ki jarorat ki baat rakhi to unhone kaha "sir aap office me baith jaya kriye" (office ke kaam me help karne ke liye). Lekin kaffi baar bolne ke baed bhi jab maine unse room na milne ke baad circular dikhaya tab unka ravaiya kuch change hua aur unhone us room ko khali karaya jisme keval tutey-footey desks aur anye khrab saman ko rakha gaya tha. Iske baad room ki saaf safai, maramat aadi sbhi ko lekar unke sath kaafi bar bahas karni padi, tab jakar ek room as a resource room kehne ko mila h……. baki aap iski halat dekh hi saktey h. abhi mujhe 7-8 month yha join kiye huy h aur har choti choti cheez ke liye bahas karni padti h. kisi prkar ka principal ki aur se ek baar me positive response tak nahi milta h……

(One day when once again I asked for the room to the principal then he replied, 'why don't you sit in this office. Sit in this office and help in office work'. Then I showed the circular regarding the separate room for the purpose then he allots me one room where all the furniture was broken and in the bad condition. For the cleanliness of that room I have an argument all the time. Rest you can see the

condition of the room. I have to struggle for the small items and argue with the principal. I never get positive response from the side of the principal.)

Reflection: Another special education teacher said that he has not enough time to work with special needs children because it's girls' school and for office work male staff is not available, so principal appoints me for all official works, which are related to head office, district, zone and PO. More of that his seat is in school office and he works on school related records and documents etc.

This kind of discriminatory treatment of principals towards the education of CWSN creates an environment of barriers in receiving equal education and opportunities.

Observation: Access to school

All three sample schools are situated on main road and proper transport facilities are available up to the main gate of schools in form off public and privet transport, although schools are not providing any school bus or transport facility itself for CWSN . Most of the children come to school by their own. While the children are coming to school they face undesirable behaviour by the driver or bus conductor/ helper and some of other passengers, especially in privet vehicles. They take off them in the middle of road without stopping properly on bus stop. Sometimes this attitude weighs on these students, as an incident happened with a 8th class girl. A polio effected child of girl's school. She said,

Box 12: Verbatim reflects the behaviour of the Bus driver: A locomotor disable child

chutti ke bad, me aur kuch bache bus stop par ghar jane ke liye bus ka wait kar rahe the. Humne green bus ko rokne ka ishara diya, lekin driver ne bus ko stand par nahi roka aur stand se aagey jakar rok diya. Sabhi bache dodkr bus me chad gaye. Me

pair se chalne me dikkat ki vajah se jab bas tak pahuchi to jaise hi me bus m chadhne lagi, unhone bus chala di aur mera hath chutt gaya. Hath chutt jane se me gir gai aur pahiye ke niche mera pair aa gaya. Ek saal tak mai hospital m hi illaj krai. School ek saal tak nahi aa saki arum era pair abhi bhi theek nahi hai. Dwaiya chal rahi hai…. (S2/G/41/2019)

(After school finishes I and some of the general students move to the bus stand to catch the bus. Bus driver did not stop the bus at the bus stop. He stopped at some distance and because of this every one ran and climb the bus. I also ran and hold the door handle of the bus but driver started the bus and moves. It results that I fell down and one of my leg injured. Since last one year I am in the hospital for the treatment. I could not go to school and my leg is still not cured. I am on medicine.)

This type of testimonial presents that the children with special needs faces different problems during their journey form their house to schools.

Further she said,

Accident ke bad s mujhe pahle se or jyda chalne phirne m dikkat hone lagi h, police ne bhi unko tabhi chodd diya. School se ab mujhe mere mama lene pr chodne k liye aatey h, mujhe school aana ab acha nahi lagta. Pehle mujhe lagta tha ki me padhkar kuch ban sakti hu, isliye school aana acha lagta tha. Ab mujhe aisa nahi lagta….. (S2/G/41/2019)

(After accident I have more problem in moving from one place to another. On my complained Police did not took any action and relieved them at that time only. Now my maternal uncle pick and drop me to the school. I do not like to go to school. Earlier I thought that I will do something in life and I can stand on my own feet but now I do not like that.)

An another child said,

Kai baar bus s utartey time public dhakka marti hai, bus me driver- conductor jaldi jaldi utarne ka pressure daltey h, jisse hume preshani hoti hai. Kai baar chot bhi lag jati hai….. (S2/G/50/2019)

(Many times, when I get down from the bus; public push me from the back and driver-conductor both pressurise me to get down fast. So, I feel problem and sometimes I get injured.)

An another child said

School aatey waqt kuch bache chedkhani kartey hai, comment kartey hai, jhgda bhi karne lagtey hai. Kuch bache humse kiraye ke paise chhinn letey hai aur school me bolne par pitne ki dhamki detey hai….. (S1/B/23/2019)

(While coming to school some students teases me, passes comment and fights also. Some students forcefully take money of bus fare. If I said that I will be complained than they put terror of beating.)

Reflection: Such discriminatory experiences of CWSN indicate towards the need of proper transport arrangements form school to home. However, schools are not too far away from the residence of CWSN, still it's a long distance for physical impairment students, it should be done for safety reasons.

Objective No. – 5 To analyse the support services provided to CWSN during examination.

Table 42: Views of CWSN about extra time in exams as per the provision

Respondent	Sample	Yes	No	Not given by school	No need for extra time
CWSN	80	12	38	19	11
	%	15	47.7	23.7	13.7

Response: The table depicts about the views of CWSN about providing or taking extra time in exams, they have responded in this way that twelve respondents have said yes that they are given extra time by the school to complete their paper on the other hand thirty-eight candidates have said no that they don't take any extra time. Similarly, nineteen students have said that are not given any extra time by school and eleven learners have said that they don't need for extra time. So, it can be concluded that majority of the CWSN learners don't take any extra time and a few students get the extra due their nature of disability.

Table 43: Examination room for CWSN: Separate of same

Respondent	CWSN	
	80	
Exam room for CWSN	No. of Response	% of Response
with other children	67	83.7
Separate room	08	10.0
Sometimes with other children	05	6.2
Any other	00	0.0

Response: The table is all about for examination room for CWSN, regarding this they have responded that sixty-seven CWSN sit with other children during exam, whereas eight candidates have their exams in separate rooms. On the other hand five candidates have said that they sometimes sit with other children to take the exam and no one has selected for any other option. So, in a nutshell it can be concluded that almost all the CWSN learners appear in the examination with the normal students. Only few students appear in the examination in separate rooms.

Table 44: Problems faced by CWSN during exams

Respondent	CWSN	
	80	
Problems of CWSN	No. of Response	% of Response
Related to seeing and reading words in Question paper	11	13.75
Related to complete paper in given time	18	22.5
Related to understand questions	37	46.25
Related accessibility to exam room and seating arrangements	09	11.25
Related to instructions given by examiner	05	6.25
Other	00	00

Response: The table reveal the brief description about the problems faced by CWSN during exam. It is seen that eleven respondents have said that they had problem related to seeing and reading words in question paper. Again, eighteen candidates having problem related to complete the paper in given time, so it can be said that the time allow/permited to complete the paper is not enough. It is revealed through the data that thirty-seven candidates having the problems related to understand the questions and nine respondents have said that they have the problem related to accessibility to exam room and seating arrangements. Similarly, five students have selected the option related to instructions given by examiner and no one has selected the last option i.e. other. In other words, it can be concluded the language of the question paper is not understood by majority of the students. Other problems which are very prominent are seeing and reading the words of the question paper and completion of the paper on time.

Table 45: Views of CWSN on failing in a class

Respondent	Sample	Yes	No
CWSN	80	67	13
	%	83.75	16.25

Response: The table describe about the views of CWSN on failing in a class. The responses are like these sixty-seven respondents have said yes that they have failed in class and thirteen have said no. So it means that majority of the CWSN students have failed in the examination and very few are there who never fail in the class.

Reflection

Researcher observed that schools failed to modify tests, exam papers to accommodate CWSN. In schools, low vision students are most affected because of question papers, which are generally typed in font size of 10 to 12. Government has made the provisions for providing appropriate facility but school do not concern with that. The end user is not getting appropriate support during examination.

Box 13: Verbatim reflects the examination system

A child said that few teachers take the initiative and read questions aloud in exams. While all teacher does not like to read questions for him. He said:

Exam me question paper ko padhne me dikkat aati hai. Shabdo ko padhne ke liye kaffi samay tak dekhna padta hai aur bahut samay lag jata hai, jiss se paper pura nahi ho pata. Har prashan ko teacher se nahi pooch sakta. Kuch teacher to bagair puche hi questions ko padh kar bata detey h, jabki kuch hume khud se padhne or karne kai liye kehkar mana kr detey hai….(S3/CE/69/2019)

(I feel difficulty in reading the question paper. To read the words I have to spend much time and so that I could not complete my test paper on time. I cannot ask every question to the teacher. Some teachers help in reading the question but some refuse to read and said that I have to read it of my own.)

Reflection: The attitude of teachers towards CWSN during examination was not cordial. Special children need additional support to complete the paper. They want their question paper font size must be according to their need. Low vision children feel difficulty in reading the questions when font size is not appropriate for them.

Such verbatim reflect the attitude of teachers towards CWSN during examinations. Non-availability of large printed question papers depends them on other students and teachers. Although there is a provision to provide large printed material to the children with low vision, but in practice, they are ignored by the examination system of schools as well as by the teachers.

Lack of appropriate evaluation system

During a examination it was observed that question paper it is not readable buy low vision student. The low vision student needs large print question papers during the class test, internal assessment and during end term examination. This is the biggest barrier and failure of of evaluation system. Now what to say about continuous and comprehensive evaluation.

There is a separate standard for the evaluation children with special needs to assess their academic performance. These standards are fixed but at school level this policies are not followed. The assessment of students is done wrongly. The RPWD Act 2016 save that the assessment of children with disabilities must be flexible.

Box 14: Verbatim reflects the examination system: A Low Vision Child

The policy is is looking very good in paper but it was observed that the policy is not adopted properly. According to the policy document; the assignments, class test, homework and final examination must be according to the requirement of of the child disability. The low vision student required large font every time. He said,

Mujhe likhne mai jyda smay lagta hai jiss se mera paper reha jata hai aur mere number, kam aatey hai. dusre bache jaldi paper kar letey hai aur ghar chale jatey hai, mujhe teacher baar baar jaldi karke paper jama karne ko kahtey hai, jabki samay bhi pura nahi hota. Mujhe pura samay hone se pehle hi paper jama karana padta hai, kyoki jab teacher baar baar boltey hai tab acha nahi lagta aur me paper jama kar deti hu… (S2/G/52/2019)

(I takes more time in writing because of reading difficulty. The font size is not appropriate for me. Because of this I could not able to complete my paper on time. Other general students complete their paper on time and leave the class. I required extra time as per the rule and the extra time is allotted to me in question paper. On the other side the teacher continually asking me to submit the paper which disturbs me and I left the question paper and leave the class. I submit the paper with completing it.)

Reflection: The attitude of teachers towards CWSN during examination was not cordial. Special children need additional support to complete the paper. They want their question paper font size must be according to their need. Low vision children feel difficulty in reading the questions when font size is not appropriate for them. The extra time as per the rule is mentioned in the question paper. Due to disturbance of asking again and again for submitting the answer sheet student indirectly forced to

submit the incomplete paper before time. There is a lack of cooperation and motivation.

Researcher had examined data related to the results of 2017 to 2019 in result registers. It was found that on average about 30% to 35% of CWSN were promoted to 10^{th} class (CBSE board class) in annual result and 3% to 8% were promoted after re-examination. This percentage shows that many children with special needs never reach up to class 10^{th}. Although there are many special provisions to conduct their examinations and evaluation, but these provisions are not followed by the school completely. As well as government guidelines describes these special provisions through the circular and other documents before the examination, still these provisions are not being fulfilled completely; as large font size questions paper for low vision, seating arrangements in exam rooms for the physically impaired children, instructions in sign language to hearing impaired, providing extra time for completion of exams etc.

Objective no- 6 To understand the views of parents towards the education for their special educational need child.

Lack of family support

"Parents attitude and available resources play an important role in determining whether children with special needs can overcome the multiple barriers preventing them from attending school and getting an equal education with normal children. In some cases, however parents and grandparents themselves are the first barrier of their child education, they do not think that their children are capable for learning and this they do not bring them to school".

To ensure that children with special needs have access to equal education, a step is to inform parents and grand-parents about their children's "right to education" and about their duties towards their children's education.

A chid with multiple disabilities respond that his grandmother always says that he has no ability to learn because he has not strength in his right hand and leg and he is not able to speak properly with some mental disorder. My hands don't work, how can I go to school daily? She was worried about me, more than my parents and not in fever of my education. But my father was always with me and come to my school with me to reach me in class.

A 6th class low vision girl told that she would really like to go to school, but her father said she can't because "everything is inconvenient" at school. She can not even walk without somebody hand and that there is no one who can care for her there. But her mother was in her support and she come to school with her mother daily.

Similarly parents of 13th year old hearing disabled child did not send him to school upto the age of 10 year, because they were worried that the school would not enroll their child and explained that he can't learn. When they come to delhi than his parents enrolled him in school under RTE in class 6th.

"Parents of some children with special needs also have little knowledge about the type of support and modifications that could helped their children to get a quality education in inclusive schools. One of them said that he did not expect the class to adapt to his child, since it is his child who is the problem, especially because the class size is often big and teacher is already very busy with the other children".

Box 15: Verbatim reflects the behaviour of Parents

One parent told that,

Yah aapka bacha hai, thodi sun ne bolne me dikkat hai. Lakin jaha aap 50-60 bache class me padha rahe hai, vahi ye bhi padh lega, jaisa padh sakega.

(He is your child. He has difficulty in hearing and speaking. Where you are teaching 50-60 students there he will also manage to learn something.)

A mother of CWSN explained to researcher,

Meri beti ka admission school me abhi kuch din pahle hi hua hai. Pahle 8-9 year tak ye kisi school nahi gai. 4th class me humne name likhwaya tha lakin, vaha teahers n kaha ki agar bachi ko aane jane me jyda dikkat h to ghar p rehne do attendance hum laga legey, jab jyda jroort hogi tab phone kr degey aap sath l aaya karna. Isko bolne or suune m dikkat h. yaha thoda bahut kuch bacho ke sath ghuul mil jayegi, to kuch seekh legi. Baki bacho jaise to yeh nahi seekh sakegi.

(My daughter gets admission in this school few days back. She did not went to any school till the age of 8-9 years. School enrolled my daughter in class 4th . Teacher said that as you have difficulty in attending the school so you can stay at home and I will put attendance. If you find any problem than we can discuss on phone. She cannot learn as other students learns.)

Reflection: Yet the schools can't refuse to enrol CWSN, some parents of CWSN are not aware about that and they are often grateful when their children start going to school. They are asking teachers for support of their children. Parents are not aware about the disability rights and they almost never ask for any form of accommodation provided by the schools. One parent told that she has brought her daughter inside the classroom because of physical barriers at school, but when she came in higher grades, the whole class moved to the second floor. It was difficult for her to take her daughter

at second floor. She complained and requested to change her classroom on ground floor, but she was refused. The school said that there is a shortage of classroom and it is not possible to shift the class at ground floor. Renovation of old school buildings as per PWD act is not possible every time.

It was observed and accepted by the teachers that some children, those are in category of CWSN hardly come to school and they are short in attendance. When researcher talk with parents then the reply came, the mother of a 12year old physically impaired child told that she could not come daily with her child to school, because she worked on daily wages and her father is not alive. She has to go on work at 8:00 am to 5:00 pm. Her child cannot go to school herself due to lack or transport form the residence to school and she can't afford privet transport for her child. Further she said that school contacted me one or two time to know the reasons that why she is absent since long time, when I told them about situation of mine, they replied to struck off her name form school.

In such cases the situation is especially problematic, where both parents are working and they have to to leave their child to their neighbor's house, friends and sometime to their grandparents. These people may not be aware of the resources and then it becomes the biggest education barriers in the field of disability. These types of experiences shared by the parents shows that there is a lack of a proper referral system towards the education of CWSN to find out the solutions for the education of their children.

Discrimination and reasonable accommodation

Children with special needs and their parents very often get support from the SMC's. The SMC plays an important role of mediator between parents and schools to

find solutions of their situations. She told that one of the SMC's member got the children enrolled in school after one year after talking to the school and now my daughter some once in week and studying in class 7th. However, a number of parents complained that SMC failed to act for the education of CWSN , members of SMC's neglecting accommodations and barriers related to school premises. SMC works as per the school matters. The mother of a learning impairment child told that teachers avoided addressing her son's situation and learning problems, her son was denied to enrol by the nearest school to my home. In her word- she said,

Box 16: Verbatim reflects the Class room teaching system: Mother of hearing-disable child

Me apne bache ka admission krane ke liye pass k school gai thi, lekin vaha mujhe idhar udhar bhejne kai bad kaha gaya ki unke pass seat khali nahi hai kyoki har class me pehle sai hi 70-75 bache ho chuke hai. Unhone kaha ki principal sai baat kar lena. Me 2-3 baar school gai principal se bat karne kai liye lekin ve school mai hotey hi nahi thai.

(I went to one of the school to get admission of my child. Personals of school send me from one desk to another and finally said that there is no seat vacant for the admission because in every class there are 70-75 students enrolled. The Office staff directed me to talk to the principal. I went to school for 2-3 times but I could not meet the principal because Principal was not in the school.)

Further she said,Mai apne ghar vale kai sath hi kaam par jatti hu aur admission ke liye rooz rooz yaha vaha kai chakkar nahi laga sakti. Mere 5 aur bhi bache hai iske alawa. Rooz kaam sai chutti nahi kar sakti. Isliye jab vaha admission nahi hua to kuch dino bad iss school ke ek SMC member ne bache ka admission yaha krane me mdad ki.

(I do go for job with my husband. I have five more children. I cannot take leave from my job frequently. After some time one SMC member helped me in getting admission in the same school. She told that she wanted to enrolled her son in that school because her elder daughter is also studying there, it may be beneficial for her son and daughter but could not happened. In next session she will try for the enrollment again.)

Reflection: Although this is legal provision under the RTE-2009 act that 6-14 years of child must get compulsory education; schools should help children with special needs in their educational rights. Schools are prohibited from denying them for admission. But schools are not very supportive in this area. Actually CWSN required additional resources in terms of teaching learning process, examination and evaluation and physical resources.

Theoretically, it was observed that the discrimination facing by the people can take legal action against the school or android application to the concerned government office. But as one parent explained about her situations that it is not easy task for them. Those are depended on daily wages, even they can't afford fees for this kind of legal actions.

The school administration has not recorded any complained of discrimination about denying admission to children with special needs. A member (teacher) of school's "complaint committee" said that they had never taken any action against admission in-charge for denying admission because they had "never found" any such incidents or "never received any such complaints", relating discriminatory denial of admission to any children with special needs.

Objective No-7 To explore discriminative experiences of CWSN .

Table 46: Awareness of CWSN about the concept of discrimination in school and in their social life

Respondent	Sample	Completely Aware	Partially Aware	Not Aware
CWSN	80	34	19	27
	%	42.50%	23.75%	33.75%

Responses: The above written question was about the awareness of discrimination faced by children with special needs in their social life. The responses were not very satisfactory as only thirty-four respondent were aware about what discrimination in their social life. Nineteen were partially aware and twenty-seven were not aware at all. It also shows that the children who are not aware about the description

Table 47: Class from which CWSN started their studies (going to school)

Respondent	CWSN	
	21	
Class from which they started studies	No. of Response	% of Response
Class 1 – 3	03	14.2
Class 4 – 5	04	19.0
Class 6 – 8	02	9.5
From any other class	00	0.0

Responses: The above written question is about the class from which CWSN started their studies. The responses are like these only three respondents started studies from Class 1 – 3. Four respondents started studies from Class 4 – 5. Two respondents had started studies from Class 6 – 8 and no students had started studies from any other class. It is very clear that very few CWSN started their schooling from early stage.

Table 48: Views of CWSN about the education in inclusive setup (opposed your schooling).

Facility	Sample	Yes	No
CWSN	80	31	49
	%	38.7	61.2

Responses: The above written question is about the views of CWSN about the education in inclusive setup. The responses are that thirty-one CWSN respondents oppose about the education in inclusive set up and forty-nine CWSN respondents do not oppose about the education in inclusive set up, which is more or less satisfactory.

Table 49: Seating arrangement of CWSN in classroom

Respondent	CWSN	
	80	
Seating arrangement of CWSN in classroom	No. of Response	% of Response
In first two rows	13	16.2
In last two rows	44	55.0
In middle two rows	21	26.2
Any other place	02	2.5

Responses: The above written question is about seating arrangement of CWSN in classroom i.e. where they usually seat. The responses are like these thirteen respondents say that they sit in first two rows and forty-four respondents say that they sit in last two rows, then it can be said that most of the CWSN learners prefer or compelled to seat in these two rows. Now twenty-one respondents say that they sit in middle two rows. Two respondents say that they sit any other place. So, from the above responses it is very clear that least number of students get the opportunity to seat in the front and very few numbers of learners have the liberty to seat anywhere.

Table 50: Equality in teaching of all subjects by the teachers

Respondent	Sample	Yes	No
CWSN	80	47	33
	%	58.7	41.2

Responses: The above written question is about equality in teaching of all the subject by the teachers. The result shows that forty-seven respondents say yes and thirty-three say no. So, it can be concluded that most of the teachers teach the CWSN learners equally like other students but there are some teachers who still discriminate with these categories of pupils.

Table 51: View of CWSN on stopping them to participating in Co-curricular activities

Respondent	CWSN	
	80	
Who stops CWSN to participate in co-curricular activities	No. of Response	% of Response
Friends	21	26.2
Teachers	19	23.7
Parents	09	11.2
Siblings	02	2.5
Self	17	21.2
No one	11	13.7
Any other	01	1.2

Responses: The above table describe about the view of CWSN on stopping them to participate in co-curricular activities. The result was like these twenty-one respondents have said that their friends stopped them to participate in Co-curricular activities. Again, nineteen students have said their teachers and nine students have responded that their parents stopped them to participate. Likewise, two learners have said their siblings,

seven said that they themselves do not want to participate. It is again seen that eleven candidates have said that no one inhibited them to partake and only one have said any other. So, the overall scenario that can be understood that CWSN are stopped by the persons who are close to them.

Table 52: Role maker of CWSN in school programme celebrations'

Respondent	CWSN	
	80	
Selection of role of CWSN in school celebrations'	No. of Response	% of Response
Self	11	13.7
Teacher/trainer	32	40.0
Self-group of participators	18	22.5
Parents	02	2.5
Siblings	01	12.7
Friends	04	1.2
Any other	12	15.0

Responses: The above table depicts the role maker of CWSN in school programme celebrations. The result could be described as eleven respondents have said that they themselves have decided their role in the programme, while thirty-two have said their teacher/ trainer has decided the same for them. Again, eighteen have responded that their self-group of participators take the decision on behalf them that what would be their roles and two say that their parents and one say that their siblings decide their roles in those events. On the other hand, four pupils have said their friends and twelve say any other. The above result show that teacher and trainer take the major decision about the role of CWSN in school programme ceremony. Very few learners are there who takes the decision on their own.

Table 53: Views of CWSN on stopping them to attend or participate in sports activities

Respondent	Sample	Yes	No
CWSN	80	29	51
	%	36.2	63.7

Responses: The above table shows the views of CWSN on stop to participate or attend them in sports activities. The result clearly reveals the fact that twenty-nine respondents have responded that they are stopped to participate in sports activities and fifty one have said no that they are not stopped to play in sports activities ever. So more or less the result is satisfactory as the majority of CWSN learners are never stopped by anyone to play or participate but it cannot be denied that even though the number is less still there are some learners who are inhibited to play or attend.

Table 54: Coming to school on sports day: replies of CWSN

Respondent	Sample	Yes	No
CWSN	80	42	38
	%	52.5	47.5

Responses: The above table depicts the responses about the presence of CWSN on sports day, the responses are that forty-two respondents have said that they come to school on sports day and thirty-eight candidates have said that they don't come to school on sports day. Although majority of the pupils come on the sports day but still there are large number of pupils who don't come to school on sports day, which is a matter of concern.

Table 55: likes of CWSN to participate in sports activities

Respondent	Sample	Yes	No
CWSN	80	62	18
	%	77.5	22.5

Responses: The above table depicts the responses of CWSN about their wish to participate in sports activities, the responses are like these sixty-two respondents have said that they like to participate in sports activities and rest eighteen have said they don't like to participate. It is very evident from the data that majority of CWSN are wish to participate in events and sports activity and very less pupils are don't have any sort of enthusiasm to participate.

Table 56: Responses of CWSN on discriminative behaviour with them

Respondent	CWSN	
	80	
Discriminatory behaviour of others towards the CWSN	No. of Response	% of Response
Teachers	22	27.5
Parents	01	1.2
Siblings	01	1.2
Classmates	32	40.0
Neighbours	08	10.0
No one	16	20.0
Any other	00	0.0

Responses: The above table depicts the discriminatory behaviour of others towards the CWSN. The result shows that twenty-two respondents have said that their teachers show discriminative behaviour with them while one respondent has said that their parents show discriminative behaviour. Again, one has said that their siblings have discriminative attitude towards them. Now thirty-two have said their classmates, it seems that most of the classmates of CWSN show the discrimination towards them. On the other hand, eight have said their neighbours shows discriminative behaviour. It should be appreciated that most of the neighbours are not involve in this. At the end

sixteen respondents have said no one shows any kind of discrimination and no responses for any other. From the above information it is seen that after the friends of CWSN learners the teachers show discrimination towards them, which is very much disappointing thing but good part is that very few parents and siblings show discrimination towards them.

Table 57: Views of CWSN on occurrence problem in commuting to and from school

Respondent	Sample	Yes	No
CWSN	80	32	48
	%	40	60

Responses: The table description is about the problem occurring in commuting to and from school. The responses are like thirty-two CWSN learners have said yes that they have problem in commuting to and from school and forty-eight have said no that they do not have any problem. So, it is clear that majority of the pupils do not have any problem to commute but still there are some students who have the problem to commute.

Table 58: Views of CWSN on imposing to a particular subject that they did not want to take

Respondent	Sample	Yes	No
CWSN	80	07	63
	%	8.75	78.75

Responses: The table describe about the views of CWSN on imposing to a subject that they did not want to take, it is depicted in the table that seven learners have responded as yes that they are imposed to take a subject which they did not want to take and sixty-three have said no that they are not imposed ever. So, from the above it is clearly seen that majority of the students have chosen their subjects on their own.

Table 59: Marks obtained by the CWSN in previous examination

Respondent	CWSN	
	80	
Marks obtained in previous class	No. of Response	% of Response
1% - 25%	15	18.75
26% - 50%	49	61.25
51% - 75%	15	18.75
Above 75%	01	1.25

Responses: The above table provide the information about marks obtained by the CWSN in previous examination, the range of % of marks obtained in previous class by CWSN given in the table, fifteen respondents have said that they have secured marks 1% - 25%, forty nine students have said that they have obtained marks 26% - 50%, fifteen students have responded as that they have obtained marks 51% - 75% and one have obtained above 75%. So, it can be said that the achievement levels of the CWSN students are not satisfactory as majority of the students have obtained marks 26%-50%, which needs to be taken into consideration, only few students manage to get good marks.

Table 60: Views on defining the marks in the examinations

Respondent	CWSN	
	80	
Marks in exams	No. of Response	% of Response
Score same marks as other students	11	13.75
Not score same marks as other students	13	16.25
Score very low marks than other students	55	68.75
Score very high marks than other students	01	1.25
Other	00	00

Responses: The above table provide the information about marks in the examination, now eleven respondents have said that they score same marks as other students, whereas thirteen respondents have said that they don't score same marks as other students. Again, fifty-five learners have said that they score very low marks than other students, only one student has said that he or she scores very high marks than other students and no other has gone for other option. It is a matter of great concern that CWSN students secure very low marks as other students which needs to be taken into consideration and must be rectified. Though there are very few who scores more than normal students.

Description about the discrimination faced by CWSN in school

Responses: Researcher has recorded the voices of the students and the gist of the verbatim is that if the disability is from by birth than parents do not think to send their children to the school at the right age. For this there were various reasons like parents were engaged in providing the training of daily living activities, financial crunch is another barrier, helping for every activity from the start of the day to end of the day parents were so tired that they could not even think for sending the school. When students took admission in the school then they required all kind of facilities for their learning process. Due to sometimes lack of resources and due to lack of sensitivity of teachers; CWSN faced discrimination during teaching learning process. Every time teacher said that I will explain you later or I will provide you later or you cannot do it or it is not meant for you or you sit at one place only. These were the various comments passed by the teachers and so the peer group learn the same. One another discrimination

was that CWSN gets very rare experience of participation in co-curricular activities. They were deprived with basic skills/ training which general students gets.

Description about the discrimination faced by you outside the school

Responses: In the previous response it was seen that the first discrimination was done by the parents due to one or another way. People from society pass different sarcastic comments like you cannot do anything in the life so why to waste money and time for schooling. Even you cannot get job. Or you can get job by government policies. Difficulty in communicating from one place to another. Assistive devices are very expenses. Lack of emotional support was mentioned by most of the children.

It was observed that some children was not motivated to understand the outcome of barriers because of multiple disabilities. Some students mostly either drop out or get transfer to other schools. They were scolded by fellow students because of being lower than other children in school. A large number of students said they were really treated very badly by peer students. A speech impaired child of class 7 said,

Box 17: Verbatim reflects the Class room behavior system: by A Speech and Language disable child

A Speech and Language disable 7th class student said,

Class me teacher mujhe hi martey hai, kyoki mai sabhi ko acha nahi lagta. Mujhe bolne me dikkat hoti h to me kisi kaam se dosto ke paas chala jata hu. Class mai idhar udhar jaane par meri pitai ho jati h. bache bhi mera majak udatey h aur chedkhani kartey hai. ye sab mujhe acha nahi lagta, isiliye me agli class me school change karuga…. (S1/B/17/2019)

(In class teacher beats me only because nobody likes me. I have a problem in speaking too and for this I went to other students for help. For this teacher beats me as I am moving around in the class. Students make joke/fun of me and tease me. I do not like this behaviour and I will change the school in the next class.)

Reflection: This type of statement presents that there is discrimination exist in form of indirect discrimination. Children are facing in different school level activities. These discriminative behaviours of teachers and classmates with CWSN decline the key purpose of inclusive education. The objective of UNESCO in this area says that every child having any kind of disability needs to be address immediately. It also says that overall development includes providing self respect and self dignity to the individual. There is a lot of variation and differences in the attitude of teachers in providing equal rights and equal educational opportunity to all the children. On the other hand this kind of assurance cannot be e given by the system. It can only stop when teacher themselves aware from their heart.

Limited access to board classes

A very few children with special needs reach up to CBSE board classes (10^{th}& 12^{th}). Some concern has impairment of mild level. It was observed that the majority of CWSN left school after being failed in class 9^{th}. More than 75% of CWSN score less than 30% marks in exams, however they passed up to class 8^{th} due to being under non-detention policy. They appeared two times in re-examination organised under the government policy of re-examinations in compartment cases. Except 2 to 5 percentage students of school, they could not score more than 33% marks (criteria to be pass in

class). Question papers remain common as discussed before and no extra time provided to CWSN during these re-exams too.

Limited subject choices

Inclusive school system has opened doors to got admission in any stream without discrimination as RPWD Act-2016 recommend to admit them without discrimination and to provide education and opportunities equally with other students. 29% students said that they could not get subjects as per their choices. A few students of special needs said that some subjects are imposed on them. Although, the teacher in-charge of admission denied to it, they said that as per department guidelines they enrolled them and choice of subject is depending on the students.

Box 18: Verbatim reflects the Class room behaviour of the teacher in selecting the optional subject

Maine jab admission ke liye form bhara tab usme English subject bhara tha, lekin sir ne kaha tum English nahi chala paogey, mushkil se paas ho paye ho, English tumko nahi milegi. Sanskrit padhni hai to admission form jama kar leta hu, varna bhag jao. Unhone kaha ki internal marks tumhe diye gay h tab pass ho gye, varna tumse 100 me se 33 no nahi lekar aaye jatey. Sanskrit milegi leni hai to bolo vrna kisi aur school me try karo..... (S4/B/86/2019)

(When I filled form for admission then I had taken English subject and filled the same in the admission form. But sir replied while verifying the admission form that, you cannot take English subject because you cannot study it effectively and you can nor pass in this subject. Therefore, you will not get English subject. If you would like to take Sanskrit subject than I will submit your form otherwise go away. He said that I was passed only because of internal subject. I cannot score even 33

marks out of 100 marks. You will get Sanskrit subject otherwise take admission in some other school.)

An Another student said,

Mujhe commerce with maths chahiye tha, lekin admission nahi diya gaya, kyoki unhone kaha ki maths ke liye 10th class me standard maths hona chahiye. 10th me maine standard math hi exam form me bhara tha, lekin maths ke sir ne mera subject basic math kara diya. Sir bole, standard math me tum fail ho jaogey uska paper hard aayega. Basic math kro ache no aayegey to % badhegi aur pass bhi ho jaogey…. (S2/G/54/2019)

(I want Commerce and Mathematics subject but I was refused by putting remarks that, I can get this subject only if I had taken standard mathematics in class 10th. In my class 10th exam form I filled Standard Mathematics but my sir said that you cannot score passing marks in standard mathematics and so you take Basic Mathematics. In Basic Mathematics you can score passing marks. Sir changed the subject.)

Reflection: In these testimonials the experiences of CWSN during the process of admission, demotivating students having special needs and being the nearby schools, they can't go to other schools. Students are not aware of the future prospects of the subjects.

One of them said, I don't like Sanskrit because it was a not a willfull selection and not my selection, it's not easy to understand too. In schools only five subjects with one additional physical education subject is available in all the sample schools taken. Two language subjects are compulsory out of three, languages are main subject not the additional subject. So, student with Sanskrit are not happy. A student said that nobody

in my family know Sanskrit, how they can help me in study. Both of my elder brothers are student of B.Com. and B.Sc. They can help me in all the subjects but they cannot help me in Sanskrit subject.

4.3 Analysis and Interpretation of the views of teachers

Teachers views about the ethos of inclusion in their school:

On the assumption, discussion and observation during the data collection it was concluded that there is a successful implementation of inclusive policy and it is mainly dependent on teachers in institutions/schools being positive about it. The analyses showed evidence of positive attitudes of administrator, teachers, parents and the peer group, but no proof of acceptance or implementation of a full inclusion or 'zero reject' approach to the provision of inclusiveness. Discussion with teachers shows that there is a cooperation between different subject teachers and they said that there should be encouragement and rewards for their positive and progressive behaviour towards CWSN. Teachers said that it is very difficult to handle and keep patience every time and therefore life skills training for behaviour reinforcement, mentoring the micro teaching, and modelling positive behaviour is required every year. Schools are welcoming and accepting CWSN because of the policy framed. Teachers said that they want to be a part of decision making in school policies. They suggested that there is a scarcity of required resources which can be meet out with sharing of resource with other schools. Teachers are supportive, teachers are trusted by leadership and teacher's leadership behaviour management strategies are towards CWSN. There should be weekly meetings between teachers and leadership for subject coordination, examination and evaluation.

Teachers beliefs about special needs and inclusion:

CWSN need individual attention and time whereas sever CWSN must go to special school because presence of sever CWSN has negative impact on their teaching. Problems with including CWSN can be dealt with specialized trained teachers which is needed for working in inclusive environment. School need additional help in classroom to take care of CWSN so that teachers can able to describe the special needs. Student teacher ration should be less to give optimum Academic Achievement which is the key to inclusion and good social and academic support for CWSN in mainstream. The movement for 'inclusive education' is part of a broad human rights agenda which is acceptable by every person in the school.

Teachers beliefs about inclusion and their pedagogical outcomes:

Teachers Parent collaboration needs to be strengthened. Evaluation of learning needs for CWSN and then use of appropriate pedagogy may be used; as suggested by one of the teachers. Teachers are not using alternating learning task rather they said that need more training to simplify the teaching-learning task. Resource teacher has suggested may types of strategies and said that implementation can be done by trained teachers. Training must be provided every year. Teacher use outdoors as resource and do not prepare mixed ability grouping. There is a lack of cooperative learning and extra worksheet for all children was not given. There is no informal assessment. Teachers are challenged for giving extra time and attention. Sitting arrangement for CWSN is difficult when more children are there in one class.

CHAPTER V

Result and Discussion

5.1 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 though 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 nondiscriminativeness 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 2004[1]; 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*

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

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".

5.2 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. This equality and security will be ensured only by the teacher. Teacher is considered the specialist of human

behaviour who provides specialized instructions and support to the students who are in need without labelling them. The responsibility of a challenged child should be undertaken by all teachers. Some of the areas are identified where teachers try to act as per the requirement of the child and as per the RPWD Act 2016 like:

1. He should make the students understand and accept human differences.
2. He should adopt the 'Zero rejection policy'.
3. He makes the child realize his calibre and potentiality.
4. He motivates the child to enrich his various skills.
5. The teacher infuses positivity among students.
6. He assesses child's potentials.
7. He also assesses learner's needs.
8. He constantly reassesses child's progress.
9. The teacher regularly observes the behaviour of the child.
10. By regular assessment, he determines the strengths and weaknesses of the learners.
11. He ensures the cordial relationship between students with and without disabilities.
12. He develops self-concept in disabled children.
13. He provides the realistic opportunity to the disabled students to become sciatic.
14. He motivates the parents of children with SEN for involvement in setting individual goals for their children.
15. He develops self-confidence in the children.
16. He motivates exceptional children to gain maximum achievement.
17. He makes the child emotionally, physically and educationally sound.
18. He provides the students career-counselling.

Special education teacher has a significant role to play for the development of the child with special education needs. The study has compiled the views of special educator/ resource teacher where they claimed that they are not benefiting the end users. Resource teacher has given various areas where they need to work at the ground level but due to availability of time, resources and a greater number of students; fails to perform their duties. The researcher has identified certain areas where the teacher needs to think of like:

1. The teacher infuses certain skills in SEN child.
2. He should enhance his ability to acquire, organise, identify and communicate information.
3. He should develop the ethics to work co-operatively with other professionals dealing with the students with special educational needs.
4. He should make him capable of working with various technologies.
5. He should also feel the needs for parents of SEN child.
6. The teacher should collect the relevant material for children with special needs.
7. He should determine the practical steps necessary for meeting the needs of the child with special needs.

Handling of Visually Challenged Children-Teacher have a great responsibility especially for the visually challenged students. The following steps are missing in the sample schools like:

1. The foremost is positive treatment to them.
2. The teacher should arrange adaptive environment for physically challenged particularly and for visually challenged.
3. He should adopt role playing methods to increase self confidence in SEN Child.
4. They should be asked to sit in the front rows of the class.

5. The concerned students should be motivated to participate in various activities.
6. He should make provision for their interaction with the well sighted students.
7. For the partially sighted, large printed material should be used.
8. He should use specialized material and equipment
9. Medical security should be ensured.
10. The well sighted students should understand the problem of visually impaired.

Handling of Hearing disabled Students – the children with hearing disabilities also require a special care form the teacher which seems to be partially missing like:

1. They should be co-operated in facing their problem.
2. When they speak, they should face the students.
3. Material should be provided with chalk board and/ or handwriting.
4. Their dictation should be slow.
5. Teacher should encourage the children to participate in curricular and co-curricular activities.
6. He should avoid lengthy sentences.
7. He should avoid lengthy sentences.
8. Report of the children should be submitted to the parents frequently by the teacher.
9. He should use the modern techniques in such a way that hearing-impaired child can get it properly.
10. He should maintain the link among resource, teacher, parents and community.

Handling of Orthopedically Handicapped Students – Teacher's role in dealing with physically challenged children is very noteworthy. Though the children with and without disabilities are not generally different yet children having disabilities need

much attention. The following are some points which was necessarily to be noticed missing while dealing with the children having orthopaedic disability:

1. First, he should be made confident of his disability as miniature.
2. Teacher should teach the child to handle the disability in a better way.
3. He should be taught to handle all parts of his body even the paralysed part also.
4. He should teach him the determination, patience and courage.
5. His posture and position in class should also be well defined and designed.
6. He should be treated as common student with special attention.
7. Their dependence should be removed at the earliest.
8. He should be made capable of handling his needs in his own way independently.

Handling with the student having learning Disability- The dealing with the children having learning disability is the most challenging task in teaching learning process especially in inclusive school. Such group of children needs special attention and teachers are particularly trained for them because their disability is directly related to the education purpose and this affects deadly the purpose. So teacher has to be very careful to deal with children with learning disability. The few areas are partially missing which was observed and interact with children, parents and teachers like:

1. The resource teacher should work with the parents and other teachers because he only cannot handle such cases.
2. He should pay particular attention to the problem (s) faced by the child.
3. He should work in the direction of developing the ability in child.
4. He should differentiate the meanings of words in different context.
5. He should make a frequent observation and assessment of child's activities and characteristics.

6. He should also be made part of the activities done by other student having no disabilities.
7. Teaching aids are the proved weapon for such children.

Handling of Children with CP- They are some special children who also require special attention and efforts as were done in case of dealing with the children having learning disability. They should also be treated differently. The following areas were seeming to be missing:

1. Motivation is the unmissed weapon which cannot be replaced with other.
2. The other students having no disability should also be motivated to treat the sufferer well.
3. The resources teacher should treat them on regular basis and handle them politely.
4. Audio-visual aids should be used.
5. Emotional support is a must.
6. The different kinds of people should be easily accessible to the sufferer.
7. The students should be engaged in all types of co-curricular activities.

It is natural and obvious that the physically or mentally challenged students are handled by a special teacher or a resource teacher. They are helpful for the general class teacher and also for the successful inclusion. It is the resource teacher who prepares such an environment in which both disabled and non-disabled children sit together and positively affects the inclusive set up. He is the only person who makes the disabled child feel home like in the company of students without disability. The following are the responsibilities of a resource teacher wants to perform but due to related support they cannot perform accordingly. Resource teacher could not ensure the success of inclusion but he helps in identification of disabled children. He could not continuously

monitor the progress of the disabled child. He was not maintaining the laicism with other professionals in relation to the child. He fails partially in the following more areas:

1. A screening test should be organised for a disabled child.
2. A specific environment should be created for the children with SEN.
3. A resource room help should be provided until he gets involved in the regular classroom.
4. Particular seminars and programmes are to be organised to motivate the suffering children.
5. An assessment of the needs of the child should be done.
6. A certain progress report should be made.
7. He should enable other teachers to acquire educational and communication related potential of children with disabilities.
8. He should diagnose the problem and carry out the remedial work.
9. He is necessary to achieve maximum level of independence and ensure high productivity.
10. He makes other teacher familiar with the equipment use for disabled children.
11. He helps in developing individualized education programmes.
12. He prepares a report on the basis of data collected and communicating results to the other staff members.
13. He makes all the students with disability home like among other students having no disability.

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 requirment 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.

5.3 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.

Making Community an Effective Agency of Education

The community and the schools should work in tandem, they must complement each other. The school must function as a centre of the community. It must participate in the activities and programmes of the community. The school and the community should cooperate with each other. The community should act as a role model before the CWSN. The children will emulate them. The community should provide the CWSN with pure environment in which they can develop in the best possible way. The outlook of the community should be broad, not narrow. The community should develop in the CWSN reasoning and critical powers. The co-operation of the family should be sought for making the community a powerful agency of education. The state should extend full cooperation in the educational activities of the community. Many facilities are provided but at the ground level it was observed by the researcher that the end user i.e. CWSN is not benefitted.

Role of Family in Parent Professional Partnership with school

The parents should ensure that their children's admission (CWSN) in the school is in time. Late admission can make the children lag behind in studies. The parents should provide for the educational requirements of the child (CWSN) like, books, exercise books, pen and other educational material so that the children do not feel handicapped on this account. The parents must keep track of their (CWSN) children's attendance in the school so that they attend school regularly. And if they are irregular, the parents must learn the cause and try to remove it. The parents should take interest in the studies of their children (CWSN) and must know their educational progress and their participation in other activities in the school. The parents should solve the problems that hinder the development of the interests of their children. The parents should make regular visits of the school of their children to find out if they have any problems, and

if they do have any, their solution should be sought. The parents should regularly check the school diary of their children and the information sought about the children should be made available to the school. The parents should encourage their children (CWSN) to participate in the co-curricular activities of the school and help them in the all-round development of their personality. The parents should find out the weaknesses of their children and find a solution to him. If the child is weak in mathematics or in science, the parents should meet the teachers concerned and help their child at home in his studies, in the subjects he is weak in. They should devote additional time to the child to remove his weaknesses. The parents should give due regard to the teachers. This will cultivate in the children a habit of showing proper regard to their teachers. The parents should see the school report of the children regularly. This will help them to know if their child is weak in any subject or if he is suffering from some ailment. They should see that the child's problems, if any, are solved. These were the views of the parents and teachers but they were not showing any interest because of many reasons. It is clear that home and school complement each other. The responsibility for the education of the family does not fall on the Teachers alone. The parents too must also bear the responsibility. *Vinoba Bhave has rightly said, "In an ideal scheme of things home should become school and school should become home".* If the children get the home atmosphere and if the home provides a congenial environment conducive to education, their hidden capabilities and powers will come to the fore and can be developed suitably well. In this way the school and home are the two sides of the same coin.

Benefits of Parent Professional Partnership

In inclusive education, parent professional partnership is very beneficial in the education of disabled and non-disabled students. There are the following benefits of Parent professional partnership which researcher has acknowledged.

1. Parent professional partnership is helpful for the identification of diverse needs of students at homes as well as in schools.
2. It is helpful in making education more meaningful and useful for all students.
3. It respects each student needs and preferences.
4. In parent professional partnership, the suggestions are given to overcome the barriers in education.
5. Parent professional partnership provides equal learning opportunities ot all learners.
6. This partnership plans to meet, create and evaluate students together.
7. It is helpful in creating well designed individualised educational programme.
8. It provides adequate supports and services to the exceptional children.
9. It makes SEN learners emotionally, psychologically socially and economically sound.
10. In parent-professional partnership, the professional skills are developed in the area of cooperative learning peer tutorial and adaptive curriculum etc.

Developing parent professional partnership is not any easy work. It requires commitment, time and extra support to be successful. So great efforts should be made for active parent professional partnership. Collaboration between parents and professionals is based on well-constructed plans that identify specific accommodation, modifications and goals for learners with SEN and coordinating effective communication between parents and professionals. In order to build type of strong partnership, type of families and type of school staff members need time to get to understand each other better, plan how to work together to adjust SEN learners with normal learners. There is need of reinforcing mutual trust and belongingness. Proper information and training services should be provided to parents so that they can

understand the concept of inclusion. School staff should always create a welcoming environment for parents.

5.4 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.

v. 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.

b) 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".

5.5 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.

5.6 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.

a) undertake or cause to be undertaken surveys, investigations and research concerning the cause of occurrence of disabilities;
b) promote various methods of preventing disabilities;
c) screen all the children at least once in a year for the purpose of identifying at-risk cases;
d) provide facilities for training to the staff at the primary health centres;
e) sponsor or cause to be sponsored awareness campaigns and disseminate or cause to be disseminated information for general hygiene health and sanitation;
f) take measures for pre-natal, peri-natal, and post-natal care of mother and child;
g) educate the public through the pre-schools, primary health centres, village level workers and anganwadi workers;
h) 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:

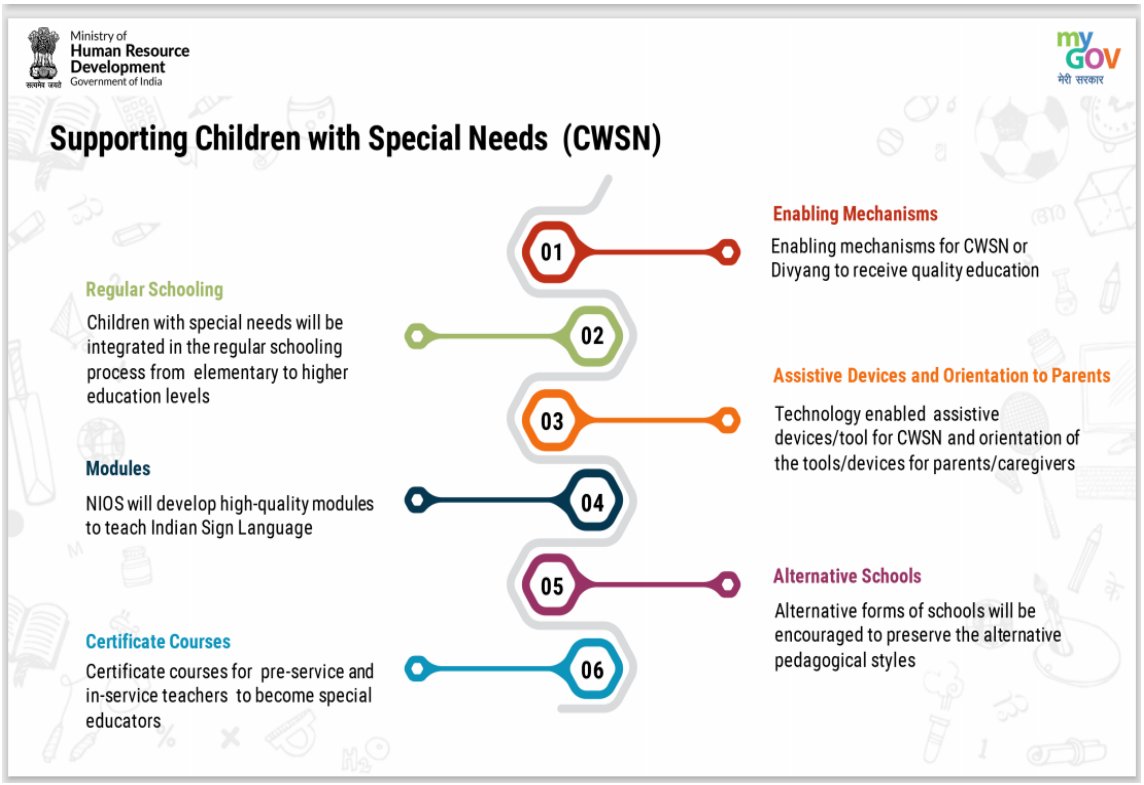


Figure 7: National Education Policy (NEP) 2020: Supporting Children with Special Needs (CWSN)

The Policy also idetify the importance of creating and developining 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".

5.7 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.

SUMMARY

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. He 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 persos 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 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/mainstreem 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

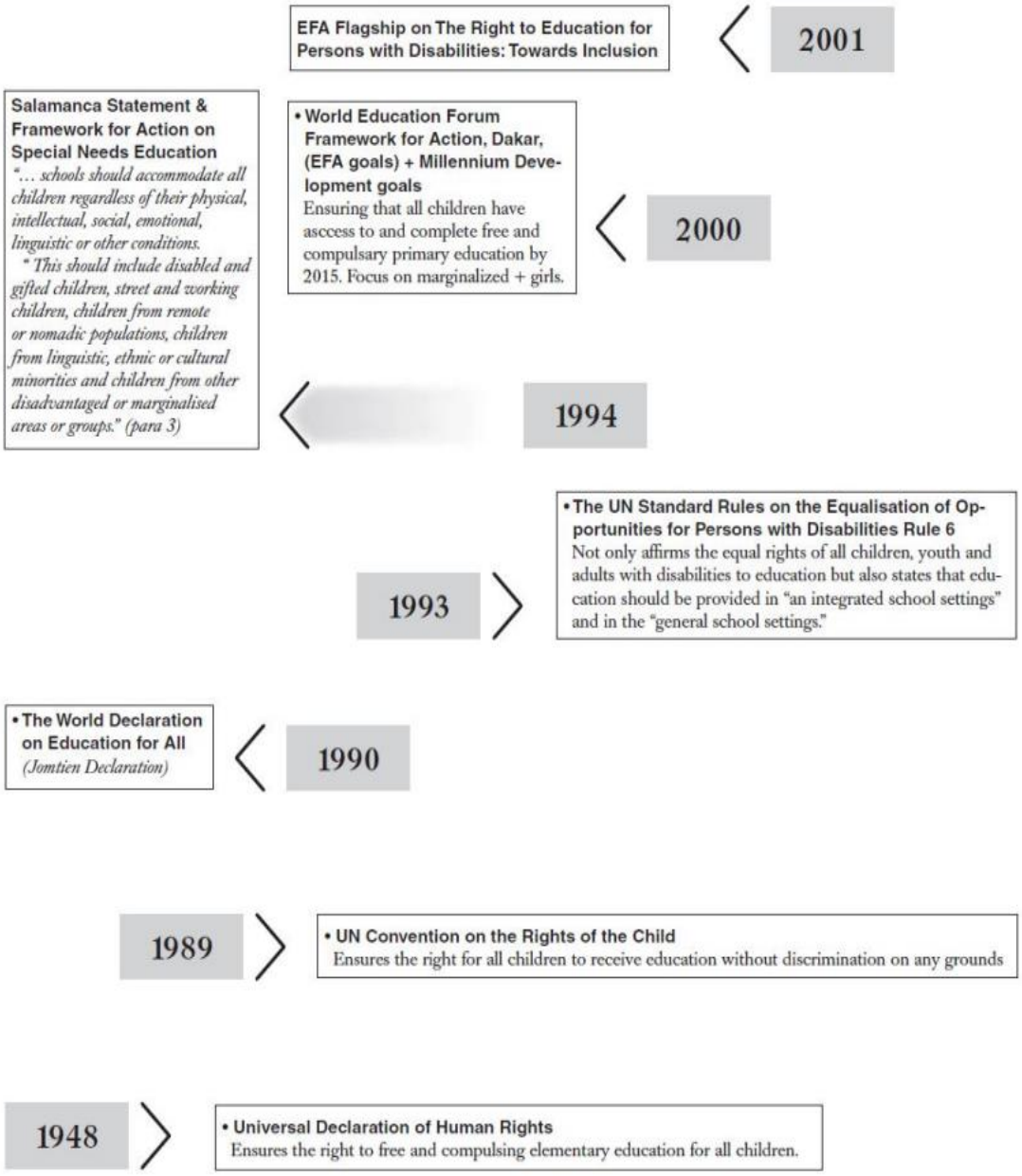
Major steps towards the Education for CWSN at International level

- 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 stoped 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	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	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	1. Difficulties in arithmetic, writing, reasoning or reading; or 2. Difficulties in remembering facts; or 3. Poor written expression that lacks clearity; or 4. Inaccurate or slow reading or writing.
Locomotor disability	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	1. Difficulty walking; or 2. Neurological problems; or 3. lack of muscle co-ordinator; or 4. Drooling and problems with swallow/permiting; or 5. Delay in speech development and difficulty in speaking; LCP 1. Loss of sensation in hands or feet; or

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

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

Sampling

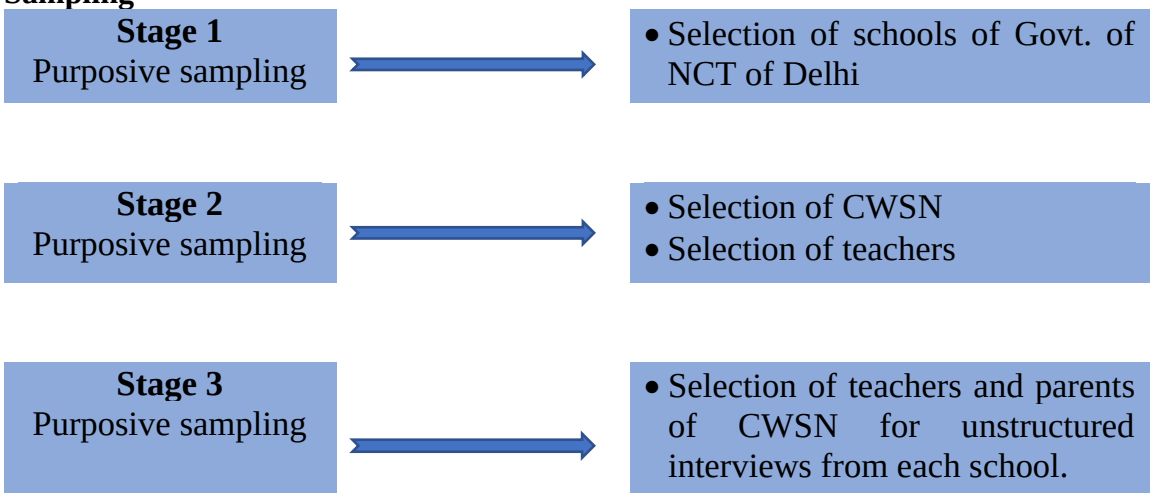


Figure: Details of stages of sampling

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:

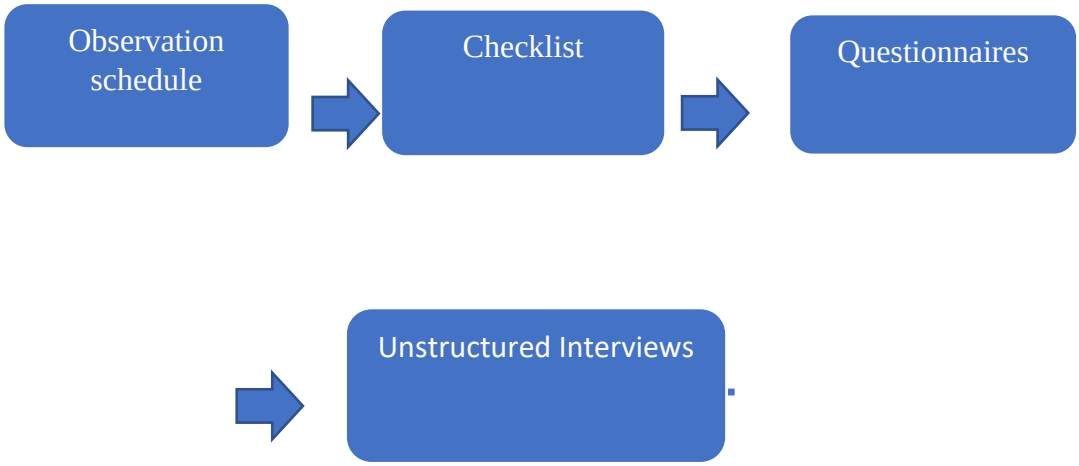


Figure: Tools of the study

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	• Observation schedule for physical verification of children with special needs.
Checklist	• Amenities for children with special needs
Questionnaire	• Educational experiences and views of CWSN • Educational barriers (social and academic) • Perceptions of teachers regarding education of children with special needs
Unstructured Interviews	• 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	• Mild: Between 26-40DB • Moderate: Between 41-60DB • Severe: Between 60-70DB • Profound: Between 71-90DB • Total Deafness: 91DB and above
Visual disability	• 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	• Deformity of Limb • Dysfunction of joints of limb • Polio • Paralysis • Deformity of Body
Intellectual disability	• 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	• Dyslexia • Dysgraphia • Dyscalculia • Dyspraxia • ADHD • Oral/written language disorder

Cerebral palsy & LCP	• Spastic • Athetoid • Hypotonic • Ataxic • Mixed cerebral palsy LCP:- • Loss of sensation in hands or feet; or paresis in eye and eye-lid • Extreme physical deformity as well as advanced age
Multiple disability	• 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 though 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 nondiscriminativeness 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 2004[2]; 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 requirment 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:

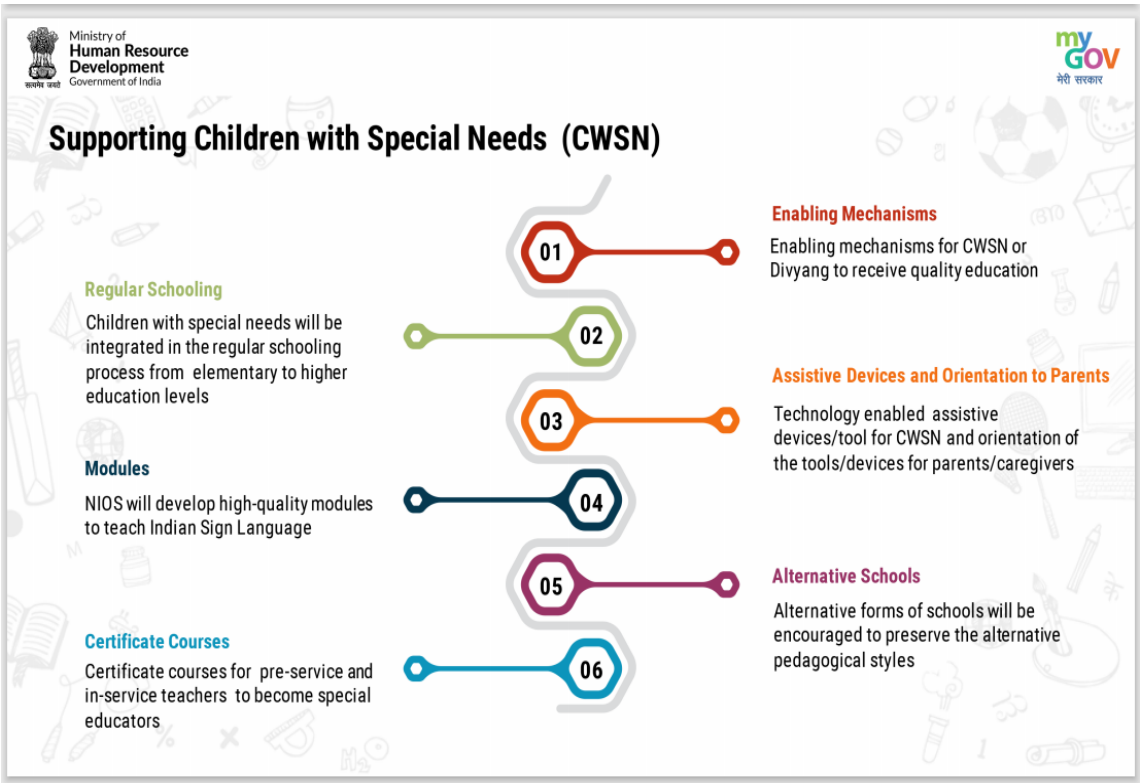


Figure: National Education Policy (NEP) 2020: Supporting Children with Special Needs (CWSN)

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.

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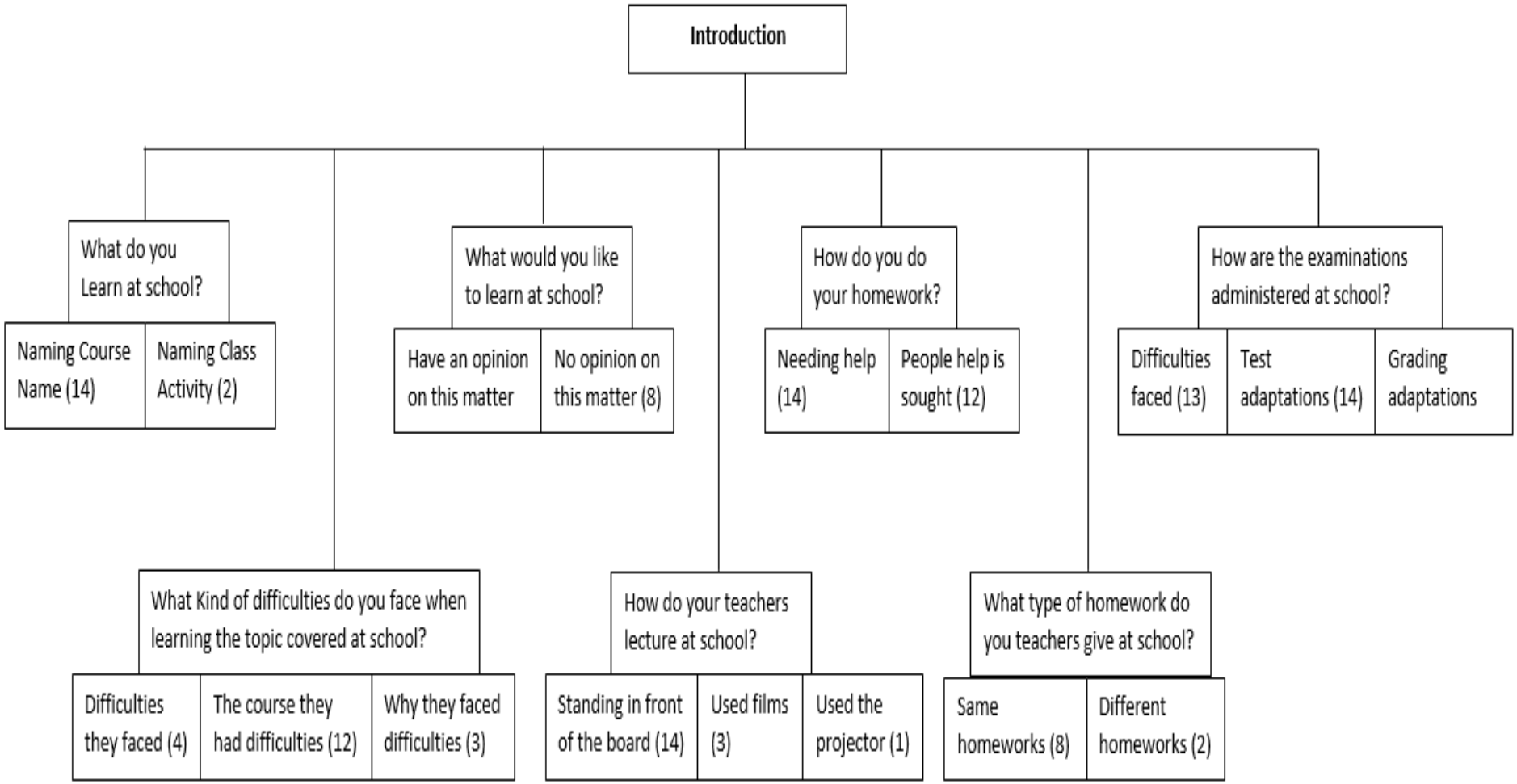
Data Collection Methods

Appendices I

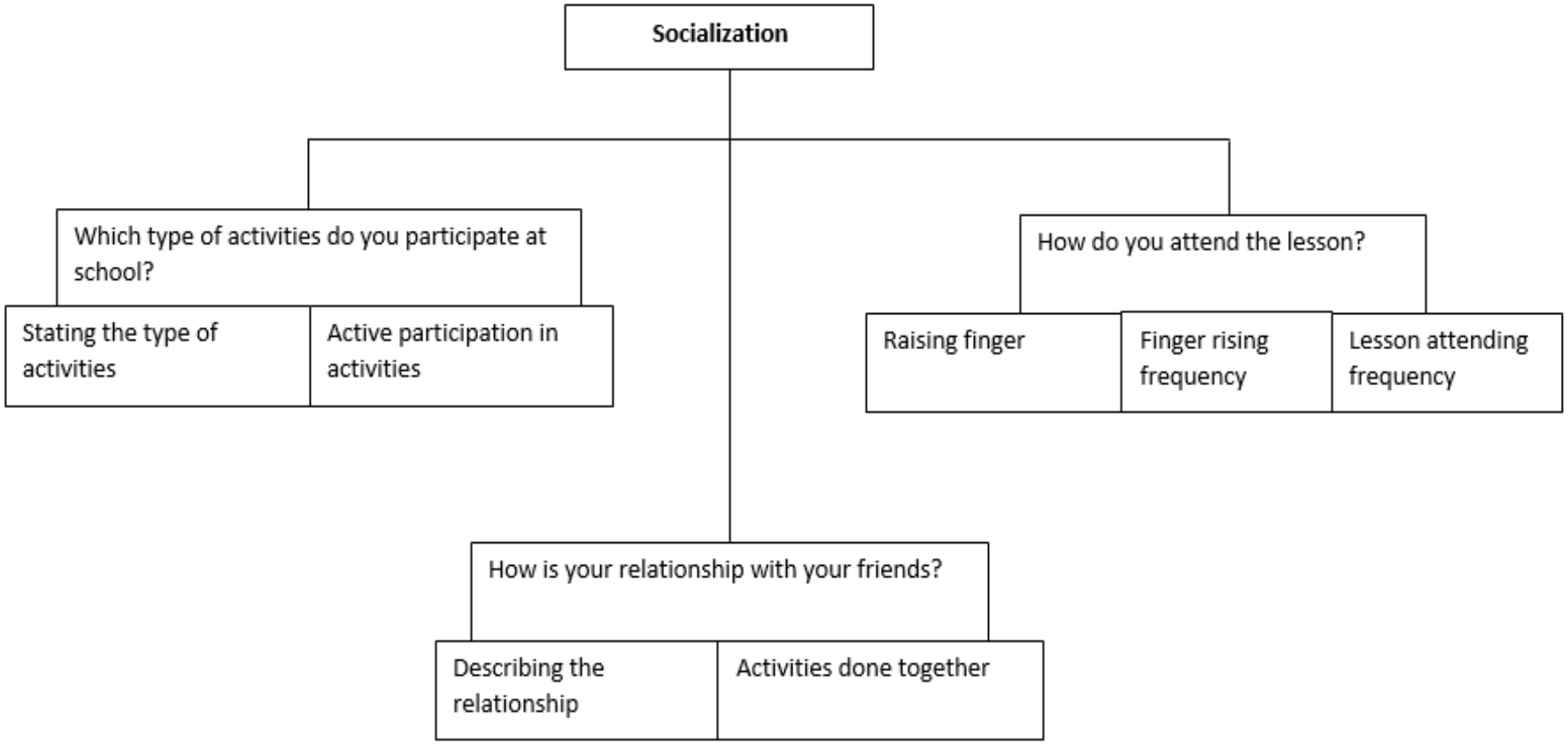
Five Stage Model	**Stage 1 Compiling Primary Record**	**Stage 2 Preliminary Analysis**	**Stage 3 Dialogical Data collection and analysis**	**Stage 4 Describing system relations**	**Stage 5 Explaining system relations**
Research Steps	Participant Observation	…….--	Triangulation data Collection	Examining Social sites in the wider locale Beyond Primary Research site	…….
Purpose	• Record Daily Routine as naturalistically as possible • Observing directly when and where action takes place	……	To validate Research's Interpretation and to enrich the Data	To Discover System Relations	……..
Participants	• Female • Male • Teachers • Non-teaching staff	…….	Female adolescents Teachers School /dormitory Staff Principles	……	……
Site	• Class Room • School premises	Dining room Classroom	Classroom School office Dormitories	Outside of School	…….
Methods	• Fieldnotes • Photographs	…….	Photo-voice with female /photo -taking	Interpreted data gathered with links to macrostructure	……..
Techniques to support objective validity claims	•Used flexible observation schedule •Prolonged engagement •Used low inference vocabulary •Peer-debriefing	……	Consistency Check on Recorded Interview Non -leading Interview Technique Member Check	Peer debriefing -Comparing and Contrasting with other Research Finding or theories	…….

Five Stage Model	Stage 1 Compiling Primary Record	Stage 2 Preliminary Analysis	Stage 3 Dialogical Data collection and analysis	Stage 4 Describing system relations	Stage 5 Explaining system relations
Data	……	Initial Meaning reconstruction (low level of inference)	Pragmatic Horizon Analysis	Explore System relation between Social Sites	Interpretating System relation by Comparing to existing Social – theoretical model
Analysis/Method	• ……..	Pragmatic horizon analysis (high level of Inference)	…….	…….	…….
Purpose	• ……	To gain Holistic Impression of meaning based on various positions of participations and other people in the setting	To Confirm the theme and categories generated form stage 2	To Discover system relation between social sites	To compare data to existing macro theories of society
Methods	• ……	Coding Prelimray Reconstructive Analysis	Photo- voice with Female Adolescents Photo- taking Photo- interview (Individual interview with Teachers & Principles	Interpret data gathered with links to macrostructure	Interpret results to Confirm, Extend or modify Social theories
Techniques To Support Objective Validity Claims	• …….	Peer debriefing Member Check	Consistency Check On recorded interview Technique Member Check	Peer Debriefing Match between researcher's reconstruction and those published by others researchers.	…….

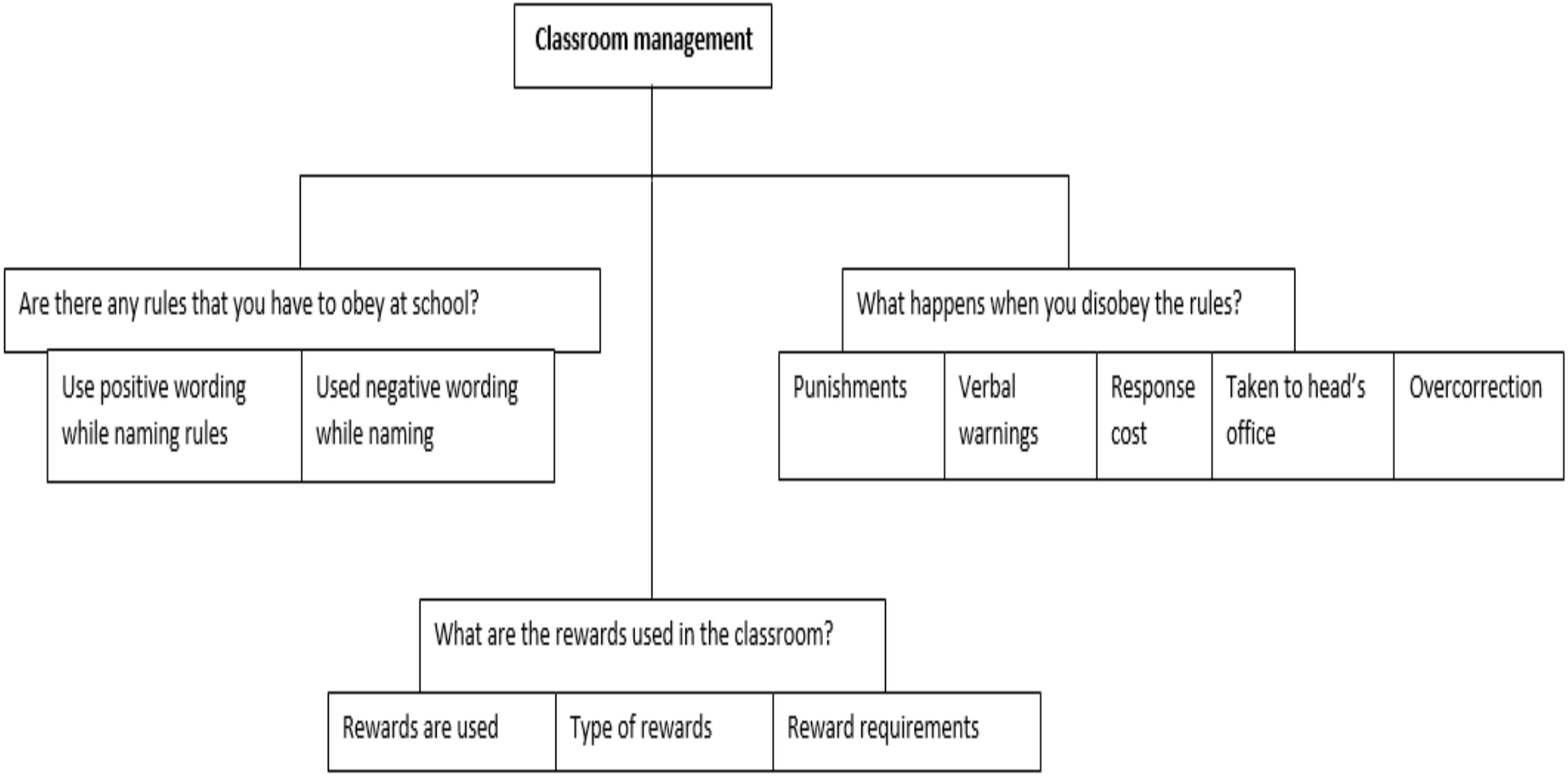
Categories and Sub-Categories related to Instruction theme **Appendices II**



Categories and Sub-Categories related to Socialization theme **Appendices III**



Categories and Sub-Categories related to Classroom Management theme **Appendices IV**



Appendices V

Reflections of trends emerged from in-depth interviews and projective writing

Responses from sample students

Areas/ Category	School 1	School 2	School 3	School 4
Familial attachment and everyday life engagement	• Too much efforts relating to daily living chores • The first task that they accomplish is to arrange drinking water, which is wake-up necessity. • Male remain sitting idle doing nothing • Male at the nearby tea stalls, or, at the 'darwaza' of the house. • Unconcerned engagement of the male in the house hold daily chores • overburdened female members of the house to	• No time to engage themselves in their studies • Girls accomplish all sorts of house hold work from brooming their house to prepare food, as well as, rearing their small siblings even if they are unable to do. • The first task that they accomplish is to arrange drinking water, which is wake-up necessity. • Girls has to do accomplish household chores as per their capacity. • Boys remain sitting idle doing nothing	• The first task that they accomplish is to arrange and dress up themselves. • Girls with any disability helps her mother in household work. • Male remain sitting idle doing nothing • Unconcerned engagement of the male in the house hold daily chores • Relatives remain present at each-other places for passing comments.	• Too much efforts relating to daily living chores • Scolded by parents since the begin of the day. • The first task that they accomplish is to arrange drinking water, which is wake-up necessity. • Male child remain sitting idle doing nothing • Girls with any disability helps her mother in household work. • Unconcerned engagement of the male in the house hold daily chores

	look after the daily living activities of their differently abled child. • Relatives de motivate the family concerning the care • The girl children, gets less attention in this situation. • Absence of any role model and learning environment • Do not find any opportunity for going beyond their secondary classes due to unsupportive behavior. • Parents also are willing to provide education to their children	• Unconcerned engagement of the male in the house hold daily chores • Overburdened the girl members of the house to look after the daily affairs of the house • Relatives sometimes appreciate for getting education. • Paucity of quality time to invest in learning help. • Attachment of special needs children with their family leaves no time for them to focus on studies. • Fear of not finding any opportunity for going beyond their secondary classes due to unsupportive behavior.	• Boys are more socialized in the same environment then girls. • Paucity of quality time to invest in her learning because of the proper help. • Absence of any role model and learning environment keeps them in hard struggling. • Do not find any guidance for going beyond their secondary classes. • Parents also are willing to provide education to their children • Parents are asking for the scholarship.	• Do not find any guidance for going beyond their secondary classes. • Parents also are willing to provide education to their children • Parents are asking for the scholarship. Parents sends them to school for the purpose of the scholarship. Parents enjoy their scholarship amount.

World views	• Expectation for jobs • Education gives ability to get jobs • Girls can do anything which boys do • Girls are not getting equal opportunity that boy gets • Desire of upward mobility through education are high • Actually, most of the schools are admitting because of the related government policies. • Away from attaining education up to a level • Positive hope for life through schooling and education. • Bringing a positive aspect to their life because of the fact that beyond their secondary classes	• Expectation for jobs • Education gives ability to get jobs • Girls can do anything which boys do • Girls are not meant for doing household work like a servant • Why people don't give education to girls • Social life which bring order and meaning to girls' collective social life • Girls fail to see the processes of schooling synthesizing into a unified whole • Do not have opportunity to groom themselves educationally	• Expectation for jobs • Education gives ability to get jobs • Girls can do anything which boys do • Security concerns in outside. • No equal treatment to different sections of population • Social life which bring order and meaning to collective social life • Fail to see the processes of schooling synthesizing into a unified whole • Do not have opportunity to groom themselves educationally	• Expectation for jobs • Education gives ability to get jobs • Girls can do anything which boys do • Security concerns in outside. • No equal treatment to different sections of population • Girls fail to see the processes of schooling synthesizing into a unified whole • Away from attaining education up to a level • Bringing a positive aspect to their life because of the fact that beyond their secondary classes

	• The lack of opportunity for upward mobility in terms education, as, institutions beyond secondary classes • Positive hope for life through schooling and education.	• Bringing a positive aspect to their life because of the fact that beyond their secondary classes • The lack of opportunity for upward mobility in terms education, as, institutions beyond secondary classes	• The lack of opportunity for upward mobility in terms education, as, institutions beyond secondary classes • Desire of upward mobility through education are high • Positive hope for life through schooling and education.	• desire of upward mobility through education are high in the girls • Positive hope for life through schooling and education.
Despair and hope	• Sense of powerlessness • Firmly believe in the developmental aspect of education • Do not have prospect to grow educationally beyond secondary classes in the absence of educational institutions in the region • Apathy of the male dominated society	• Sense of powerlessness • Firmly believe in the developmental aspect of education • Opportunity structure for them is totally blocked • Do not have prospect to grow educationally beyond secondary classes in the absence of educational institutions in the region	• Sense of powerlessness • Firmly believe in the developmental aspect of education • Opportunity structure for them is totally blocked • Do not have prospect to grow educationally beyond secondary classes in the absence of educational institutions in the region	• Sense of powerlessness • Firmly believe in the developmental aspect of education • Opportunity structure for them is totally blocked • Do not have prospect to grow educationally beyond secondary classes in the absence of educational institutions in the region

	• Poor accessibility, facility and opportunity • Parents do not want to send their girl child farther for higher educational studies • Education in the schools located in their areas do not provide them any prospects of growth and their upward mobility in their life • Feeling of estrangement which discourage them to invest time, money and energy in education • Dissatisfaction towards education • Failure in shaping their future positively • Dissatisfaction towards quality of education provided by schools	• Apathy of the male dominated society • Do not permit them to continue with their studies beyond school • Poor accessibility, facility and opportunity • Parents do not want to send their girl child farther for higher educational studies • Education in the schools located in their areas do not provide them any prospects of growth and their upward mobility in their life due to demotivation. • Improper transaction of curriculum which diminishes the future prospects • Failure in shaping their future positively	• Apathy of the male dominated society • Do not permit them to continue with their studies beyond school • Poor accessibility, facility and opportunity • Parents do not want to send their girl child farther for higher educational studies • Education in the schools do not encourage them any prospects of growth and their upward mobility in their life • Girls do not see any life prospects from education in their region	• Apathy of the male dominated society • Do not permit them to continue with their studies beyond school • Poor accessibility, facility and opportunity • Parents do not want to send their girl child farther for higher educational studies • Education in the schools neither guide nor motivate for prospects of growth and their upward mobility in their life • Girls and boys do not see any life prospects from education in their region • Shattered hope due to environment in home, as well as, school

	• Fail to nurture the career and hence they cannot compete with other receiving better education • They have developed their interest in education • Male domination in decision making for girl children • Positive impact of education and dream better life through their educational journey • Powerlessness and demoralization also empower and equip them to resist the educational dominated decisions	• Dissatisfaction towards quality of education provided by schools • They have developed their interest in education, but they are not getting any guidance for the future. • Male domination in decision making for girl children • Dissonance acculturation between the neo-literate girl children and the male members among the community • Positive impact of education and dream better life through their educational journey • Breaking the educational boundaries through their success journey	• Shattered hope due to environment in home, as well as, school • Failure in shaping their future positively • Dissatisfaction towards quality of education provided by schools • They have developed their interest in education, but they cannot receive higher education because of unavailability of proper guidance • Male domination in decision making for girl children • Dissonance acculturation between the neo-literate girl children and the male members among the community • Positive impact of education and dream	• Failure in shaping their future positively • Dissatisfaction towards quality of education provided by schools • They have developed their interest in education, but they cannot receive higher education because of unavailability of proper educational and vocational guidance • Parents domination in decision making for girl and boy children • Dissonance acculturation between the neo-literate girl children and the male members among the community • Positive impact of education and dream better life through their educational journey

			better life through their educational journey • Powerlessness and demoralization also empower and equip them to resist the educational dominated decisions	• Powerlessness and demoralization also empower and equip them to resist the educational dominated decisions
CWSN as a member of community: Perspective and educational involvement	• CWSN view education in terms of necessity and consequence • Employability with handsome earning and better lifestyle through their educational journey • Desire is mainly due to their poor economy and livelihood • Lack of familial support due to financial and cultural constraints • Absence of promising and quality education facilities in their schools	• CWSN view education in terms of necessity and consequence • Employability with handsome earning and better lifestyle through their educational journey • Their long suppression of desire due to extreme patriarchal society • Resistance and perspective towards education • Lack of familial support due to financial and cultural constraints	• CWSN view education in terms of necessity and consequence • Employability with handsome earning and better lifestyle through their educational journey • Their long suppression of desire due to extreme patriarchal society • Change of perception among parents towards CWSN education • Supporting their CWSN study	• CWSN view education in terms of necessity and consequence • Employability with handsome earning and better lifestyle through their educational journey • Their long suppression of desire due to extreme patriarchal society • Change of perception among parents towards CWSN education • Supporting their girl children study • Lack of familial support due to financial and cultural constraints

	• Few schools available up to senior secondary classes • Blocks their path of educational development • Habitat is non-conducive for their involvement in educational activities • Feel depressed and thus, shw their resistance as they have realized the positive aspects of schooling	• Educational wellbeing is hindered due to negligence of the area by the government • Support is essentially needed for their development and upward mobility • Absence of promising and quality education facilities in their schools • Blocks their path of educational development • CWSN fail to find motivating factors which could bring them into fold of contest mobility	• Lack of familial support due to financial and cultural constraints • Educational wellbeing is hindered due to negligence of the area by the government • Few schools available up to senior secondary classes • Blocks their path of educational development	• Educational wellbeing is hindered due to negligence of the area by the government • Few schools available up to senior secondary classes Blocks their path of educational development
Inferior education and improper training for life	• Several issues with regard to schooling, which may be covertly or overtly affecting the CWSN education • Happy going to school • Freedom to come out of their home	• Several issues with regard to schooling, which may be covertly or overtly affecting the CWSN education • Happy going to school • Freedom to come out of their home	• Several issues with regard to schooling, which may be covertly or overtly affecting the CWSN education • Happy going to school • Freedom to come out of their home	• Several issues with regard to schooling, which may be covertly or overtly affecting the CWSN education • Happy going to school • Freedom to come out of their home

	• CWSN are to trying to come out of the processes of their marginalization to do better educationally in life	• Get some times away from their daily household chores • CWSN are overburden with household chores as difficult for them to perform • CWSN are to trying to come out of the processes of their marginalization to do better educationally in life	• Get some times away from their daily household chores • CWSN are overburden with household chores due to performance difficulty • Attend the school in a hope of doing something better in life	• Get some times away from their daily household chores • CWSN are overburden with household chores • CWSN are to trying to come out of the processes of their marginalization to do better educationally in life
Emotional bonding, unpleasant encounter and challenges: The voices of the CWSN	• Emotional bonding and unpleasant encounter with schools • Regularity in coming to school • Cordial relation with the teachers and bonding with their peers • Motivated a number of CWSN in dreaming better life prospects	• Emotional bonding and unpleasant encounter with schools • Regularity in coming to school • Cordial relation with the teachers and bonding with their peers: Very few • Positive motivation for education	• Emotional bonding and unpleasant encounter with schools • Regularity in coming to school • Schooling also provided them space to share their feelings with their peers • Positive motivation for education	• Emotional bonding and unpleasant encounter with schools • Regularity in coming to school • Schooling also provided them space to share their feelings with their peers • Positive motivation for education

	• Positive motivation for education • School has generated some sort of positive attitude among several CWSN • Chances of access to schooling beyond x standard because of subject selection become quite bleak • Lesser number of schools with good resources • Losing of friends due to dependency most of the time. • Exploitation of some of the CWSN by the physical education teacher	• School has changed CWSN thought and life in several ways • Willing to come to school • Got motivated in schooling • Fading once the CWSN reach in 9th standard • Will not be able to come out of their houses after their class x • Demand of upgrading secondary schools to senior secondary schools • Lesser number of schools • Chances of access also become bleak • Challenges with regard to education of the CWSN	• School has generated some sort of positive attitude among several CWSN • Fading once the CWSN reach in 9th standard • Will not be able to come out of their houses after their class x: Searching the job • Lesser number of schools with adequate resources • Chances of access also become bleak because of transportation • Positive emotional impact that school has made upon the perception of the girls	• School has generated some sort of positive attitude among several CWSN • Fading once the CWSN reach in 9th standard • Will not be able to come out of their houses after their class x • Lesser number of schools • Chances of access also become bleak because most of the are moved for the job at small places • Positive emotional impact that school has made upon the perception of the CWSN
Utilitarian perception of	• Educational quality	• Educational quality	• Educational quality	• Educational quality

education and blockage of path: CWSN experiences	• Partially satisfied with their schooling • See schooling only in terms of its utilitarian or functional aspects • Feel that they can develop themselves • Dutifully and obediently accept ritualistic instructions from the teachers • Force change in the school activities and even in its structure through their constant and continuous demand • Education provided in the region as school has failed to upgrade itself and open their path for the guidance of higher education • Lack of basic amenities such as proper drinking water, bathroom and sanitation	• Partially satisfied with their schooling • See schooling only in terms of its utilitarian or functional aspects • Cross their narrow boundaries and will get empowered • Never get courage to question or challenge any of its activity • School has generated positiveness not only among their students, but, also among the CWSN parents • Came out of their reluctancy towards education of the girl child • CWSN feels themselves empowered to even resist and challenge the traditional teaching in the class	• Partially satisfied with their schooling • See schooling only in terms of its utilitarian or functional aspects • Students are not equipped to challenge the existing norms of the school and its activities • CWSN seemed to be happy coming to school • Processes of schooling have developed the taste of education among CWSN	• Partially satisfied with their schooling • See schooling only in terms of its utilitarian or functional aspects • Cross their narrow boundaries and will get empowered • Never get courage to question or challenge any of its activity • School has generated costiveness not only among their students, but, also among the CWSN parents • Came out of their reluctance towards education of the girl child • CWSN feels themselves empowered to even resist and challenge the

	• Education unattractive, inactive and non-promising due to poor quality			traditional teaching in the class
Encountering and traversing marginality: Insights from the CWSN	• Marginality in terms of socio-economic position of a person • Fringes of the society with lack of access of resources • Opportunities of development of personal competencies • Most marginalized section of the society • Do not have the access to services or opportunities as any other CWSN from any other community: Upper income group • Locating in the harsh environment of their habitat and travelling for a far distance for schooling	• Marginality in terms of socio-economic position of a person • Lack of freedom of choices • Most marginalized section of the society • CWSN are excluded, discriminated • Do not have the access to services or opportunities as any CWSN from any other community other than rick people • Do not have trust upon the leader of the area who was accused by the CWSN for their own welfare rather than welfare of the region	• Marginality in terms of socio-economic position of a person • Lack of freedom of choices • Most marginalized section of the society • Marginalized in terms of being located in remote and harsh environments of habitat • Do not have the access to services or opportunities as any other CWSN from any other resource full schools • Locating in the harsh environment of their habitat and travelling for a far distance for schooling	• Marginality in terms of socio-economic position of a person • Lack of freedom of choices • Most marginalized section of the society • CWSN are excluded, discriminated • Do not have the access to services or opportunities as any CWSN from any other community other than rick people • Do not have trust upon the leader of the area who was accused by the CWSN for their own welfare rather than welfare of the region

	• Determination for study in a wake of better future • Breathing hope and endeavoring constantly to aspire better from every previous day in spite of several hurdles in life • Girls have realized their rights and are coming out of their home to receive education • Non-accessibility of quality schools for their education in the region, fail to make it to the opportunity structure which they aspires for • Fail to achieve opportunity in the era of contest mobility • Absence of educational institution catering to the need of entire population of CWSN	• Locating in the harsh environment of their habitat and travelling for a far distance for schooling • Determination for study in a wake of better future • Encounter enumerable problems perpetuated largely by their patriarchal autocrat community and society • Non-accessibility of quality schools for education in the region, fail to make it to the opportunity structure which they aspires for • Broken their educational boundaries to keep their hope and determination • Educational authority intervention is essential to change the educational situation of the CWSN population	• Determination for study in a wake of better future • Positive hope that one day they can change the thought and will bring change • Non-accessibility of quality higher educational institution in the region, fail to make it to the opportunity structure which they aspires for • Look up to their teacher for their proper guidance and emancipation • Educational authority intervention is essential to change the educational situation of the CWSN population	• Locating in the harsh environment of their habitat and travelling for a far distance for schooling • Determination for study in a wake of better future • Encounter enumerable problems perpetuated largely by their patriarchal autocrat community and society • Non-accessibility of quality schools for education in the region, fail to make it to the opportunity structure which they aspires for • Broken their educational boundaries to keep their hope and determination • Educational authority intervention is essential to change the educational

	• Biggest hurdles for their upward educational mobility			situation of the CWSN population

Appendices VI

Reflections of trends emerged from in-depth interaction

Responses from Teachers:

Areas/ category	School 1	School 2	School 3	School 4
The problem of access to educational opportunity	• Resource teachers do not have freedom to establish resource room • Accessibility to schools especially after the secondary classes is a major problem • Primary as well as secondary schools are sufficient to cater to the need of school going CWSN • Absence of better and quality education facility	• Resource teachers do not have freedom to establish resource room • Accessibility to schools especially after the secondary classes is a major problem • Good schools, which could provide quality education and opportunity to CWSN to compete with others having quality education are a major problem in the area	• Accessibility to schools especially after the secondary classes is a major problem • The patriarchal autocratic problem that CWSN children face prevents them to come to achieve education • Transportation problem is also high which create hinderance in the path of educational development	• Resource teachers do not have freedom to establish resource room • Primary as well as secondary schools are sufficient to cater to the need of school going CWSN • Absence of better and quality education facility • Opportunity structure are missing in the school

	• Opportunity structure are missing in the school • Government policies are not followed • Upward mobility through education remains blocked • CWSN parents not investing time, resource and energy in the education • Community expects that education should provide upward economic mobility and employment which remains missing as a result of absence of qualitative education • Absence of resource teacher in senior secondary schools has shattered the CWSN hope and confidence towards life aspiration	• Positive consciousness of the CWSN community • Changing at a very slow pace and allowing girls to come for study • CWSN parents not investing time, resource and energy in the education • Absence of resource full senior secondary schools has shattered the CWSN hope and confidence towards life aspiration • Absence cultural capital, burden of household chores and role model • The hope and efforts of teachers for the education of CWSN have not died down • Economic hardship faced by the CWSN multiplies	• Upward mobility through education remains blocked • CWSN parents not investing time, resource and energy in the education • Familial, as well as, reasons related to safety of the CWSN add to the worries of the teacher where the CWSN are stopped anytime in between their education • Positive perception among community members as the schools located in the area has facilities • The hope and efforts of teachers for the education of CWSN have not died down produced role model for children to follow	• Government policies are not followed • Upward mobility through education remains blocked • SCWSN parents not investing time, resource and energy in the education • Community expects that education should provide upward economic mobility and employment which remains missing as a result of absence of qualitative education • Absence of resource teacher in senior secondary schools has shattered the CWSN hope and confidence towards life aspiration

	• CWSN lag behind in the competitive opportune structure • Economic hardship faced by the CWSN multiplies to their shattered hope of realizing their educational dream • CWSN community as well expect that education should provide them upward economic mobility and hope of better employment • The hope and efforts of teachers for the education of CWSN have not died down	to their shattered hope of realizing their educational dream • Helpers are not provided. Not by school and not by parents	• Economic hardship faced by the CWSN multiplies to their shattered hope of realizing their educational dream	• CWSN lag behind in the competitive opportune structure • Economic hardship faced by the CWSN multiplies to their shattered hope of realizing their educational dream • CWSN community as well expect that education should provide them upward economic mobility and hope of better employment • The hope and efforts of teachers for the education of CWSN have not died down

Reflections of trends emerged from in-depth interviews
Responses from Parents and community members

Areas/ category	School 1	School 2	School 3	School 4
Desire for education and fear of safety	• Prevalence of fear for security • More exposed to the value of girls CWSN • Worried about the prevalence of poor affairs of education in majority of the schools located in the areas • They desire their children excel in life by attaining quality education • Fear of snatching the belongings of CWSN by peer group • Fear of demanding the facilities	• Prevalence of fear for security • Inability to send their CWSN for higher education to far off places • Fear of safety of girl children in the region have a deep impact upon the consciousness of CWSN parents • Remain deeply wary for the CWSN coming out in such unsafe environment and habitat • Feared more for the safety of the belongingness/ property of CWSN	• Prevalence of fear for security • Inability to send their CWSN for school education to far off places • Fear of safety of children in the region have a deep impact upon the consciousness of CWSN parents • Fear of beating makes quite • Fear of snatching the belongings of CWSN by peer group • Fear of demanding the facilities	• More exposed to the value of girls CWSN • Worried about the prevalence of poor affairs of education in majority of the schools located in the areas • They desire their children excel in life by attaining quality education • Fear of snatching the belongings of CWSN by peer group • Fear of demanding the facilities

Appendices XII

CONSENT FORM FOR PARTICIPANTS IN RESEARCH STUDIES

Please complete this form after you have read the information about the research:

Title of study:

"*Understanding nature of discrimination through the voices of marginalized: A study with reference to children with special needs"*

- The information you have submitted will be published in a Ph.D. Thesis. Please note that confidentiality will be maintained and it will not be possible to identify you from any publications.
- If you have any question arising from the information sheet or explanation already given to you, please ask the researcher.
- I understand that I will be able to withdraw my data up to the point of publication or up until the point stated on the information sheet.
- I consent to the processing of my personal information for the purposes explained to me. I understand that such information will be treated in accordance with the terms of the data protection act.
- Thank you very much for considering taking part in this research.

Participant's Statement:

I……. agree that the research titled above has been explained to me to my satisfaction and I agree to take part in the study. I have read the information written above and understand what the study involves.

Participant's Sign.

Researcher's Statement:

I…… confirm that I have carefully explained the nature, demands and importance of the study to the participant.

Researcher's Sign.

Appendices XIII

List of the Activities performed during Ph.D. Programme

Seminar/Conference Attended

a) Seminar on 5.12.17, on the topic "Visiting Gandhi" organized by University of Delhi.

b) Worked with Care Promise Welfare Society for the welfare, advancement and upliftment of the weaker section of the nation, and achieved certificate of social service on 26/12/2017.

c) Online workshop on "How to publish in Scopus indexed journal" on 31.10.2020 organized research and publication division of Gujarat National University, Gandhinagar, Gujarat.

d) Two days (17-18 October, 2020) National Webinar on "Decoding NEP 2020- A National Dialogue/discussion with Regional & Cultural Aspirations" organized by ETEI Baripada, Mayurbhanj, Odisha.

e) National Level E-Quiz on Higher Education and it's prospects in present era, on the occasion of National Education Day, 11 November 2020, organized by Faculty of Education, Integral University, Lucknow, Uttar Pradesh.

f) Online lecture on "Inclusive education in India" by Prof. Sarika Sharma, Central University of Haryana organized by GGSIP University Delhi Teachers Group. On 08 June 2020.

g) Online lecture "Cooperative Learning" by Prof. Amit, Dean of School of Education" Guru Nanak Dev University, Amritsar. Organized by School of Education MGAHV, Wardha.

h) Webinar on 25th January 2021 on the topic "Inclusive Education: Recent Trends and Challenges" organized by Composite regional center for skill development, Rehabilitation and Empowerment of Persons with Disabilities (CRC)- Lucknow, Uttar Pradesh.

i) Webinar on 28th January 2021 on the topic "Scope in national education policy-2020 for children with disabilities" organized by Composite regional center for skill development, Rehabilitation and Empowerment of Persons with Disabilities (CRC)- Lucknow, Uttar Pradesh.

j) Webinar on 29th January 2021 on the topic "Promoting natural language in children with hearing loss" organized by Composite regional center for skill development,

Rehabilitation and Empowerment of Persons with Disabilities (CRC)- Lucknow, Uttar Pradesh.

k) Webinar on 4th February 2021 on the topic "Employment of Persons with Disability in light of RPWD Act- 2016" organized by Composite regional center for skill development, Rehabilitation and Empowerment of Persons with Disabilities (CRC)- Lucknow, Uttar Pradesh.

l) Online course on 16th January 2021 on the topic "अधिकारों की समझ, यौन शोषण और पाक्सों अधिनियम-2012" organized by NCERT on DIKSHA app.

m) Online course on 25th December 2020 on the topic "विद्यालय नेतृत्व- संकल्पना और अनुप्रयोग" organized by NCERT on DIKSHA app.

n) Online course on 29th October 2020 on the topic "स्वस्थ विद्यालयी परिवेश निर्मित करने के लिए व्यक्तिगत-सामाजिक योग्यता विकसित करना" organized by NCERT on DIKSHA app.

o) Online course on 25th December 2020 on the topic "विद्यालयी शिक्षा में नयी पहलें" organized by NCERT on DIKSHA app.

p) Online course on 9th November 2020 on the topic "विद्यालय में स्वास्थ्य और कल्याण" organized by NCERT on DIKSHA app.

q) Online course on 7th November 2020 on the topic "शिक्षण अधिगम प्रक्रिया में जेंडर आयामों की प्रासंगिकता" organized by NCERT on DIKSHA app.

r) Online course on 17th January 2021 on the topic "कोविड-19 परिदृश्य, विद्यालयी शिक्षा में चुनौतियों का समाधान" organized by NCERT on DIKSHA app.

s) Online course on 25th December 2020 on the topic "दिल्ली पूर्व प्राथमिक शिक्षा" organized by NCERT on DIKSHA app.

t) Online course on 26th October 2020 on the topic "पाठ्यचर्या और समावेशी कक्षा" organized by NCERT on DIKSHA app.

u) Online course on 16th January 2021 on the topic "मापदंड-पूर्व व्यावसायिक शिक्षा" organized by NCERT on DIKSHA app.

v) Online course on 24th November 2020 on the topic "विद्यालयी आधारित आकलन" organized by NCERT on DIKSHA app.

w) Online course on 5th November 2020 on the topic "दिल्ली शिक्षण अधिगम और मूल्यांकन में ICT" organized by NCERT on DIKSHA app.

x) Online workshop on “Research Methodology” on 01.02.2021 to 07.02.2021 organized by Govt. Auto. Girls P.G. collage of Excellence, Sagar (M.P.).

Paper Published

a) “Children with special needs and their educational aspirations” in journal of Central University of Haryana an international multidisciplinary refereed research journal, ISSN: 2348-3377, vol. 2 pp 106-116, published in august 2016.

b) “Children with special needs in inclusive education system: Inclusion or exclusion” in journal of Remarking an Analisation, ISSN:2394-0344, vol. 5, Published in January 2021.

c) “Different perspectives of inclusive education for children with special needs” in journal of Anathology: The research, ISSN:2456-4397, vol. 5, Published in January 2021.

Appendices XIV

List of children with special needs (2019-20)

Government Boys senior secondary school, Baprola, New Delhi

Research Site: 1

Gender - Male

S. no.	Class	Code no.	Section	Categories of Disability
1	IX	S1/B/01/2019	G	Intellectual Disability
2	IX	S1/B/02/2019	C	Leprosy cured person
3	IX	S1/B/03/2019	C	Low Vision
4	IX	S1/B/04/2019	B	Cerebral Palsy
5	IX	S1/B/05/2019	D	Hearing Disability (Hard Of hearing)
6	IX	S1/B/06/2019	G	Cerebral Palsy
7	IX	S1/B/07/2019	G	Intellectual Disability
8	IX	S1/B/08/2019	G	Intellectual Disability
9	VIII	S1/B/09/2019	B	Specific Learning Disability
10	VIII	S1/B/10/2019	B	Intellectual Disability
11	VIII	S1/B/11/2019	B	Intellectual Disability
12	VIII	S1/B/12/2019	B	Multiple Disability
13	VIII	S1/B/13/2019	B	Hearing Disability (Hard of Hearing)
14	VIII	S1/B/14/2019	E	Intellectual Disability
15	VIII	S1/B/15/2019	B	Intellectual Disability
16	VII	S1/B/16/2019	G	Intellectual Disability
17	VII	S1/B/17/2019	C	Speech and Language Disability
18	VII	S1/B/18/2019	G	Intellectual Disability
19	VII	S1/B/19/2019	G	Intellectual Disability
20	VI	S1/B/20/2019	D	Hearing Disability (Deaf)
21	VI	S1/B/21/2019	D	Intellectual Disability
22	VI	S1/B/22/2019	E	Intellectual Disability
23	VI	S1/B/23/2019	G	Intellectual Disability
24	VI	S1/B/24/2019	C	Speech and Language Disability

25	VI	S1/B/25/2019	B	Intellectual Disability
26	VI	S1/B/26/2019	B	Speech and Language Disability
27	VI	S1/B/27/2019	E	Intellectual Disability

Government Girls Senior Secondary School, Baprola New Delhi

Research Site: 2

Gender - Female

S. no.	Class	Code	Section	Categories of Disability
1	VI	S2/G/28/2019	B	Intellectual Disability
2	VI	S2/G/29/2019	D	Intellectual Disability
3	VII	S2/G/30/2019	C	Intellectual Disability
4	VII	S2/G/31/2019	C	Multiple Disability
5	VII	S2/G/32/2019	B	Locomotor Disability
6	VII	S2/G/33/2019	D	Intellectual Disability
7	VII	S2/G/34/2019	E	Hearing Disability/ Speech Disability
8	VII	S2/G/35/2019	E	Intellectual Disability
9	VII	S2/G/36/2019	F	Intellectual Disability
10	VII	S2/G/37/2019	F	Intellectual Disability
11	VIII	S2/G/38/2019	D	Intellectual Disability
12	IX	S2/G/39/2019	F	Locomotor Disability (OH)
13	IX	S2/G/40/2019	D	Cerebral Palsy
14	IX	S2/G/41/2019	D	Locomotor Disability (OH)
15	IX	S2/G/42/2019	E	Hearing Disability
16	IX	S2/G/43/2019	E	Low Vision
17	IX	S2/G/44/2019	F	Locomotor Disability (OH)
18	IX	S2/G/45/2019	G	Intellectual Disability
19	IX	S2/G/46/2019	D	Locomotor Disability (OH)
20	IX	S2/G/47/2019	D	Intellectual Disability

21	IX	S2/G/48/2019	B	Intellectual Disability
22	IX	S2/G/49/2019	F	Cerebral Palsy
23	IX	S2/G/50/2019	B	Locomotor Disability (OH)
24	IX	S2/G/51/2019	E	Intellectual Disability
25	X	S2/G/52/2019	B	Low Vision
26	X	S2/G/53/2019	D	Locomotor Disability (OH)
27	XI	S2/G/54/2019	B	Locomotor Disability (OH)

Government Co-Ed Senior Seconday School, Baprola vihar New Delhi

Research Site: 3

Gender – Female/Male

S. no.	Class	Code	Section	Categories of Disability
1	VII	S3/CE/55/2019	E	Intellectual Disability
2	VII	S3/CE/56/2019	E	Multiple Disability
3	VIII	S3/CE/57/2019	F	Specific Learning Disability
4	IX	S3/CE/58/2019	D	Specific Learning Disability
5	X	S3/CE/59/2019	D	Locomotor Disability (OH)
6	VI	S3/CE/60/2019	C	Intellectual Disability
7	VI	S3/CE/61/2019	D	Intellectual Disability
8	VI	S3/CE/62/2019	F	Intellectual Disability
9	VII	S3/CE/63/2019	E	Hearing Disability
10	VII	S3/CE/64/2019	D	Specific Learning Disability
11	VII	S3/CE/65/2019	F	Multiple Disability
12	VII	S3/CE/66/2019	F	Intellectual Disability

13	VIII	S3/CE/67/2019	E	Locomotor Disability (OH)
14	VIII	S3/CE/68/2019	C	Locomotor Disability (OH)
15	IX	S3/CE/69/2019	E	Low Vision
16	IX	S3/CE/70/2019	E	Locomotor Disability (OH)
17	IX	S3/CE/71/2019	F	Hearing Disability
18	IX	S3/CE/72/2019	F	Cerebral Palsy

Sarvodya Bal Vidyalaya, Matiala, New Delhi

Research Site: 4

Gender - Male

S. no.	Class	Code no.	Section	Categories of Disability
1	IX	S4/B/73/2019	E	Intellectual Disability
2	VIII	S4/B/74/2019	D	Speech and Language Disability
3	VIII	S4/B/75/2019	E	Intellectual Disability
4	IX	S4/B/76/2019	F	Hearing Disability
5	IX	S4/B/77/2019	E	Thalassemia
6	IX	S4/B/78/2019	G	Specific Learning Disability
7	IX	S4/B/79/2019	C	Intellectual Disability
8	IX	S4/B/80/2019	D	Specific Learning Disability
9	VIII	S4/B/81/2019	B	Intellectual Disability
10	VIII	S4/B/82/2019	D	Multiple Disability
11	VI	S4/B/83/2019	A	Locomotor Disability
12	VI	S4/B/84/2019	C	Intellectual Disability
13	XI	S4/B/85/2019	B	Hearing Disability
14	XI	S4/B/86/2019	C	Cerebral Palsy
15	VIII	S4/B/87/2019	B	Locomotor Disability

<u>प्रश्नावली: (क)</u>

<u>विशेष आवश्यकता वाले बच्चों के लिए</u>

<u>नोट:</u> यह प्रश्नावली विशेष आवश्यकताओं वाले बच्चों के संदर्भ में विभेदीकरण को समझने के लिए, शोध-कार्य हेतु तैयार की गई हैं। इसमे दिये गये सभी जवाबों को केवल विश्लेषण हेतु प्रयोग किया जायेगा। अत: सभी प्रश्नों के उत्तर देकर शोधकार्य को प्रभावी बनाने में अपना सहयोग दें।

प्रश्नों के उत्तर देने मे किसी प्रकार का संकोच न करे। उचित विकल्प को अपनी इच्छानुसार चुने, इसमें कोई विकल्प सही या गलत नही हैं। जिन प्रश्नों में आपके जवाब का कारण पुछा गया है, वहाँ कारण अवश्य बताये ताकि विषय अधिक स्पष्ट हो सके।

अपनी पहचान के संदर्भ में निश्चिंत रहे। आपकी पहचान को गुप्त रखा जाएगा।

विधार्थी का नाम: .....

पिता/अभिभावक का नाम: .....

कक्षा व विभाग: .....

विधालय का स्वरूप: बाल विधालय .....

बालिका विधालय .....

सह-शिक्षा विधालय .....

दिव्यांगता का स्वरूप: .....

1 निम्न में से आप किसे विभेदीकरण मानते है?

a) समान अवसर मिलना

b) असमान या भेदभावपूर्ण व्यवहार होना

c) सभी गतिविधियों मे समान भागीदारी

d) अन्य .....

2 आपको अपने इस स्कूल मे पढना अच्छा लगता है?

हाँ

नहीं

- **आपको अपने स्कूल मे पढना अच्छा लगता है क्योकि:-**
  a. आपके कई मित्र यहां हैं।
  b. आपके शिक्षक अच्छा व्यवहार् करते हैं।
  c. आपके भाई-बहन यहाँ पढते हैं।
  d. आपके माता-पिता ने आपको इसी स्कूल मे भेजा हैं।
  e. आपको यहाँ विभिन्न गतिविधियों मे भाग लेने का अवसर मिला है।
  f. यह स्कूल आपके घर के नजदीक हैं, जिससे आपको आने-जाने मे आसानी रहती हैं।
- **आपको अपने स्कूल मे पढना अच्छा नही लगता क्योकि:-**
  a. आपका यहाँ कोई अच्छा मित्र नही हैं।
  b. आपके शिक्षक आपके साथ अच्छा व्यवहार् नही करते।
  c. आपके भाई-बहन यहाँ नही पढते, वे किसी अन्य स्कूल मे जाते है।
  d. आपके माता-पिता ने आपको इसी स्कूल मे भेजा हैं।
  e. आपको यहाँ उन गतिविधियों मे भाग लेने का अवसर नही दिया जाता जिसमे आप भाग लेना चाहते है।
  f. आपको यहाँ घर से आने-जाने की समस्या का सामना करना पड्ता हैं।

3 आपने किस कक्षा से अपनी पढाई (स्कूल जाना) को शुरू किया?

a) कक्षा 1-3

b) कक्षा 4-5

c) कक्षा 6-8

d) अन्य किसी कक्षा से .....

4 क्या कभी किसी ने आपके स्कूल में पढाई करने या स्कूल आने-जाने का विरोध किया है?

a) नहीं

b) हाँ, किसने? .....

5 स्कूल में उपलब्ध कौन-सी सुविधाएँ आपके अनुसार उपयुक्त हैं?

a) शौचालय सुविधा (Toilet facility)

b) पेयजल की सुविधा (Drinking water facility)

c) खेल का मैदान (Play-ground)

d) खेल उपकरण (Sports equipment)

e) पुस्तकालय (Library)

f) विज्ञान प्रयोगशाला (Science labs)

g) कम्प्यूटर लैब (Computer lab)

h) अन्य कोई.....

<u>कक्षागत क्रियाएं</u>

6 आपका कक्षा में बैठने का स्थान कहां हैं?

a) आगे की दो लाइनों में

b) पीछे कि दो लाइनों में

c) मध्य की दो लाइनों में

d) अन्य कोई स्थान .....।

7 कक्षा में होने वाली किस-किस गतिविधि में आप हिस्सा लेते हैं:-

a) ब्लैकबोर्ड पर प्रश्न हल करने में

b) मौखिक प्रश्नोत्तर में

c) Quiz

d) Class test

e) Story reading

f) Role play

g) अन्य कोई.....

8 क्या सभी विषयों के शिक्षक आपको समान रूप से सिखाते/पढाते हैं?

a) हाँ

b) नही,-कारण .....

9 क्या आप अपनी समस्याओं को हल करने के लिए शिक्षक के पास जाते हैं?

a) हाँ

b) नही,-कारण .....

10 क्या आपके ग्रहकार्य (Homework) और कक्षागत-कार्य (Class work) को अन्य बच्चों के समान जाँचा जाता हैं?

a) हाँ

b) नही,-कारण .....

11 आपकी कक्षा के साथी आपकी दिव्यांगता (Disability) के कारण आपके साथ कभी भेदभावपूर्ण/गलत व्यवहार करते हैं?

a) हाँ

b) नही

अगर हाँ, तो उनके व्यवहार को निम्न मे से चुनिये:-

i. आपके साथ लडाई-झगडा करना

ii. गाली - गलोच करना

iii. आपके सामान के साथ छेडछाड करना/ सामान ले लेना

iv. शिक्षक से बार बार झूठी शिकायत करना

v. आपका मजाक बनाना/ चिढाना

vi. नाम निकालना

vii. अन्य कोई.....

12 शिक्षक पढाते समय सभी बच्चों से प्रश्नोत्तर पूछते हैं। क्या आप भी उत्तर देते है?

a) हाँ

b) नहीं, कारण .....

आप प्रश्नों के उत्तर नहीं देते, क्योंकि:-

i. आपसे प्रश्न नही पूछा जाते

ii. आपको कुछ समझ नही आता

iii. आपको उत्तर पता नही होता

iv. आपको डर लगता हैं।

<u>पाठ्य-सहगामी क्रियाएं</u>

13 कक्षा के अलावा आप स्कूल में ओर कौन-कौन से खेल खेलते हैं?

a) फ़ूटबांल

b) क्रिकेट

c) खो-खो

d) टेबल टेनिस

e) बैडमिंटन

f) कोई खेल नही खेलते

g) इनसे अन्य कोई खेल खेलते हैं, खेल का नाम .....

14 निम्न मे से किन किन गतिविधियों मे आप भाग लेते हैं?

a) होली, दीपावली, दशहरा, बाल मेला

b) निबंध प्रतियोगिता

c) ड्राइंग प्रतियोगिता

d) अन्य कोई.....

15 आप इन गतिविधियों में किनके साथ भाग लेते हैं:-

a) सामान्य बच्चों के साथ

b) स्वंय अकेले

c) विशेष आवश्यकता वाले बच्चो के साथ

d) अन्य कोई.....

16 इन गतिविधियों में भाग लेने पर कौन आपका उत्साहवर्धन/प्रोत्साहन देता हैं?

a) आपके मित्र

b) आपके शिक्षक

c) आपके माता-पिता

d) आपके भाई-बहन

e) आप स्वंय

f) कोई नही

g) कोई अन्य.....

17 क्या आपको कभी किसी प्रतियोगिता/गतिविधि में भाग लेने से रोका/मना किया गया हैं?

a) हां

b) नहीं

18 वे कौन-सी प्रतियोगिता/गतिविधि हैं, जिनमें आप भाग लेना चाहते हैं, लेकिन ले नही पाते?

a) दौड लगाना (रेस)

b) फुट्बाल खेलना

c) NCC और SCOUTS

d) टेबल टेनिस

e) खो-खो, कबड्डी

f) क्रिकेट

g) अन्य कोई खेल .....

19 इन गतिविधियों में भाग लेने से आपको रोक देता हैं:-

a) आपके मित्र

b) आपके शिक्षक

c) आपके माता-पिता

d) आपके भाई-बहन

e) आपका स्वंय का मन

f) कोई नही

g) कोई अन्य.....

20 स्कूल में होने वाले किस समारोह मे आप भाग लेते है:-

a) बाल दिवस
b) स्वतंत्रता दिवस
c) गणतंत्र दिवस
d) शिक्षक दिवस
e) पर्यावरण दिवस
f) खेल दिवस
g) स्कूल का वार्षिकोत्सव समारोह
h) किसी में नहीं
i) अन्य कोई .....

21 इन समारोह मे आपने कौन सी भुमिका निभाई:-

a) नाट्क में भाग लेना
b) भाषण देना
c) गाना गाना
d) संगीत यंत्र बजाना
e) कविता सुनाना
f) कहानी सुनाना
g) डांस करना
h) अनुशासन बनाना
i) एनकरिंग करना
j) साज-सजावट करना
k) किसी मे नहीं
l) अन्य कोई.....

22 समारोह में आपकी इस भुमिका का चयन किसने किया?

a) आपने स्वंय
b) आपके शिक्षक/शिक्षकों ने
c) आपके समूह ने
d) आपके माता-पिता नेit
e) आपके भाई-बहन ने
f) आपके प्रशिक्षक ने
g) अन्य कोई.....

23 क्या कभी कोई आपको इन कार्यक्रमों में आने/भाग लेने से रोकता हैं?

a) नही
b) हाँ, कौन?.....

24 अगर आपको अवसर दिया जाये तो आप स्कूल मे निम्न मे से और कौन-सी भूमिका निभायेगें:-

a) मोनीटर
b) टीम कैप्टन
c) हैड-बाय/ हैड-गर्ल
d) प्रार्थना-सभा आयोजक
e) अन्य कोई.....

25 प्रार्थना सभा में आपकी भूमिका:-

a) वहाँ आप नही जाते, अपनी कक्षा के कक्ष में बैठते हैं।
b) अपनी कक्षा के साथियों के साथ प्रार्थना सभा मे भाग लेते हैं।
c) विशेष आवश्यकता वाले बच्चों के साथ रहते हैं।
d) प्रार्थना सभा का आयोजन कराने मे भाग लेते हैं।
e) कोई अन्य .....

26 क्या आपने भी कभी अन्य बच्चों की तरह प्रार्थना सभा के मंच से कोई कहानी, कविता, समाचार, प्रार्थना आदि सुनाई हैं?

a) हाँ
b) नही, कारण .....

27 क्या आपसे इसके लिए नाम देने हेतु कहा जाता है?

a) हाँ
b) नही, कारण .....

28 क्या आप खेल दिवस आयोजन के दिन स्कूल आते हैं?

a) हाँ
b) नही, कारण .....

29 क्या आप इस आयोजन व खेलों/खेल मे भाग लेना चाहते है?

a) हाँ
b) नही, कारण .....

30 आपकी किन बच्चों के साथ प्रतियोगिता/खेल कराया जाता हैं?

a) सभी बच्चों के साथ
b) विशेष आवश्यकता वाले बच्चों के साथ
c) अकेले खिलाया जाता हैं
d) अन्य कोई .....

31 खेलो मे भाग लेने से कोई आपको रोकता/मना करता हैं?

a) नही
b) हाँ, कौन .....

32 आपके मित्र आपको किस प्रकार पुकारते/सम्बोधित करते हैं?

a) आपके नाम से
b) इशारे से
c) बच्चों द्वारा दिये गये नये नाम से
d) आपकी दिव्यांगता के नाम से
e) गाली-गलोच करके
f) अन्य तरीके से .....

33 आपके शिक्षक आपको किस प्रकार पुकारते/सम्बोधित करते हैं?

a) आपके नाम से
b) इशारे से
c) बच्चों द्वारा दिये गये नये नाम से
d) आपकी दिव्यांगता के नाम से
e) गाली-गलोच करके
f) अन्य तरीके से .....

34 आपके माता-पिता/भाई-बहन आपको किस प्रकार पुकारते/सम्बोधित करते हैं?

a) आपके नाम से
b) इशारे से
c) बच्चों द्वारा दिये गये नये नाम से
d) आपकी दिव्यांगता के नाम से
e) गाली-गलोच करके
f) अन्य तरीके से .....

35 आपको निम्न मे से किसी का व्यवहार अपने प्रति भेदभावपूर्ण लगता/महसूस होता है?

a) शिक्षक
b) माता-पिता
c) भाई-बहन
d) कक्षा के साथी
e) पडोस के बच्चे/पडोसी
f) किसी का नहीं
g) अन्य कोई .....

36 आप घर से स्कूल कैसे पहुंचते हैं?

a) बस से
b) कार से
c) आटो से
d) साईकिल से
e) मोटरसाईकिल से
f) व्हील-चैयर से
g) पैदल
h) अन्य कोई .....

37 स्कूल आने-जाने में किसी प्रकार की समस्या आती हैं?

a) नही
b) हाँ, किस प्रकार की .....

38 निम्न में किसी स्थान पर आने-जाने, उठने-बैठने, कार्य करने आदि में किसी प्रकार की समस्या आती हैं?

a) पुस्तकालय
b) प्रयोगशाला
c) शौचालय
d) कम्प्यूटर लैब (Computer lab)
e) खेल के मैदान (Play-ground)
f) कक्षा-कक्ष (Class room)
g) अन्य कोई .....

<u>विधालय स्तर पर परीक्षाएं</u>

39 क्या परीक्षाओं में आप अन्य बच्चों को मिले समय के अतिरिक्त समय लेते हैं?

a) हाँ
b) नही
c) अतिरिक्त समय नही दिया जाता।
d) अतिरिक्त समय की आपको आवश्यकता नही होती।

40 आप परीक्षा अन्य बच्चों के साथ देते हैं अथवा उनसे अलग कक्ष में देते हैं?

a) अन्य बच्चों के साथ
b) अन्य बच्चों से अलग कक्ष में
c) कभी कभी अन्य बच्चों के साथ
d) अन्य कोई.....

41 आपको परीक्षा के दौरान किस-किस प्रकार की समस्याओं का सामना करना पडता हैं?

a) पेपर में शब्दों को देखने सम्बधी समस्या।

b) समय सीमा में पूर्ण करने की समस्या।

c) पेपर को समझने की समस्या।

d) परीक्षा कक्ष में आने-जाने, उठने-बैठने सम्बंधी समस्या।

e) शिक्षक द्वारा दिये गये निर्देशों को समझ पाने सम्बंधी समस्या।

f) अन्य कोई.....

42 क्या आप पर कोई विषय थोपा गया हैं, जिसे आप लेना नही चाहते थे?

a) नही

b) हाँ, कौन सा? .....

43 क्या आप कभी किसी कक्षा में फ़ेल हुए हैं?

a) नही

b) हाँ, कौन-से? .....

44 आपको पिछली कक्षा में कितने % अंक मिले थे?

a) 1 से 25 प्रतिशत

b) 26 से 50 प्रतिशत

c) 51 से 75 प्रतिशत

d) 75% से अधिक

45 परीक्षाओं में आपके अंक:-

a) अन्य बच्चों के समान आते हैं

b) अन्य बच्चों के समान नही आते

c) अन्य बच्चों से बहुत कम आते है

d) अन्य बच्चों से बहुत अधिक आते है

46 आपके इस प्रकार के अंक आने के कारण बताईए:-

a) अध्यापक आपको अच्छे से नही पढाते।

b) अध्यापक आपको अच्छे अंक नही देते।

c) आपको जो पढाया जाता हैं, वह समझ में नही आता।

d) आपकी समस्या को समझा नही जाता, जिससे आपके अंक अच्छे नही आते।

e) अन्य कोई कारण .....।

अनुभवात्मक प्रश्न

47 स्कूल के संदर्भ में अपने उन अनुभवों के बारे में लिखिए, जिनमें आपको लगा कि आपके साथ विभेदीकरण किया गया हैं।

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48 स्कूल के अलावा अपने उन अनुभवों के बारे में लिखिए, जिनमे आपको लगा कि आपके साथ विभेदीकरण होता हैं।

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<u>प्रश्नावली: (ख)</u>

शिक्षक/शिक्षिकाओं के लिए

कक्षायी प्रक्रियाओं के मुद्दे:

1. चर्चा का मुद्दा: पाठ्यपुस्तकों में विशेष बालक और इसके प्रति शिक्षको के नजरिये: चित्र संदर्भ, विषय वस्तु तथा अभ्यास का स्वरूप - समानता, असमानता या तटस्थ पूर्वाग्रह, रूढिबद्धता, निरपेक्षता

- पाठ्य पुस्तको में विशेष व सामान्य बालकों की शिक्षा को लेकर क्या भुमिका हैं?

- क्या पुस्तकों मे आपको कुछ नजर आता है?

- विशेष आवश्यकता वाले बच्चों के शिक्षण-अधिगम के लिए अन्य और क्या विशेषता अपनाते है- पाठपुस्तकों के अतिरिक्त?

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2. चर्चा का मुद्दा : कक्षायी व्यवस्थाओं में विशेष बालक- उठना, बैठना, मांनीटर व संमूह बनाना, विधार्थियों की बातचीत, कार्य जाँचना |

    - आपकी कक्षा में विशेष बालकों का व्यवस्थापना किस प्रकार होता हैं?

- चर्चा का मुद्दा : कक्षा के क्रियाकलाप - किस प्रकार के कार्यकलाप, कार्य विभाजन, मानीटर भूमिका, व्यक्तिगत कार्य और प्रोत्साहन |
    - विशेष आवश्यकता वाले विधार्थियों के लिए किस प्रकार के क्रियाकलाप निर्धारित किये जाते हैं और वे उनमें किस प्रकार की भागीदारी निभाते हैं?

- चर्चा का मुद्दा - कक्षा में शिक्षण शास्त्रीय सबोधन व प्रोत्साहनपुर्व भूमिका - नामों से पुकारना, अन्य |
- आप विशेष आवश्यकता वाले बच्चों को कैसे पुकारते हैं?

क्या कभी विशेष व सामान्य बच्चों को पुकारने में परेशानी होती हैं?

- क्या कभी विषेश बच्चों को पुकारने के दौरान गुस्सा आता हैं? कब व क्यों?

- चर्चा का मुद्दा : कक्षा में शिक्षकों की विशेष बच्चों के प्रति समझ - संवेदनशील प्रयास, रजिस्टर में नामांकन, प्रश्न पुछने के लिए प्रोत्साहन, कार्यो में भिन्नता |
- स्वंय किसके साथ ज्यादा सुविधापुर्ण : दोनों से अपेक्षित व्यवहार, प्यार व क्रोध व सजा का किस तरह से प्रकटिकरण, कक्षा में विशेष बच्चों को शामिल करने, शैक्षिण प्रेरणा अस्मिता का विकास|

- विशेष व सामान्य विधार्थियों को कक्षा में पढाते समय आपके क्या अनुभव हैं?

- क्या आप विशेष बच्चों की विशेष आवश्यकताओं से परिचित हैं? उनके प्रति शिक्षक की क्या भुमिका हैं?

- शिक्षा का विशेष विधार्थियों के भविष्य में क्या उपयोग हैं? क्या सामान्य और विशेष बालकों के लिए शिक्षा सामान्य रूप से महत्वपूर्ण हैं?

- चर्चा का मुद्दा (शिक्षक के कक्षागत व्यवहार) : समय के पाबंद, विधार्थियों के अधिकारों से अवगत, अतिरिक्त जानकारी देने वाले, विधार्थियों की भावनाओं व समस्याओं को सुनने वाले, समान व्यवहार रखने वाले, सकारात्मक शब्दों का प्रयोग करने वाले, शंकाओं को दूर करने का प्रयास करने वाले कौन-सी विभिन्न उपागम / विभिन्न पद्धतियों का प्रयोग करने वाले, अनुशासन के मायने |
- मान लीजिए कुछ कार्यो को करवाने में आपको विधार्थियों की आवश्यकता हो तो कौन-से कार्यो के लिए सामान्य बच्चों से कहेगें तथा कौन-से कार्यो के लिए विशेष बच्चों से कहोगें? क्या इन कार्यो को करने मे दोनों की रूचि में अंतर होता हैं|

अगर कोई सामान्य बच्चा विशेष बच्चों का कक्षा में मजाक बनाता हैं तो आपकी क्या प्रतिक्रिया होगी?

- आपके लिए अनुशासन के क्या मायने हैं? विशेष बालकों की किन बातों से आपको परेशानी होती हैं? जब ये विधार्थी किसी नियम का उल्लंघन करते हैं तो आप किन नीतियों का प्रयोग करते हैं?

- विशेष आवश्यकता वाले विधार्थियों की शिक्षा में उनकी आर्थिक, सामाजिक, सांस्कृतिक परिस्थितियों को आप किस रूप में देखते हैं?

- चर्चा का मुद्दा : विधार्थियों की भागीदारी - कौन अधिक प्रश्न पुछता हैं, किसकी सक्रिया भागीदारी, उत्तर देने के लिए तत्पर, किस विषय में ज्यादा भागीदारी बाहर के संसार के प्रति जिज्ञासु, भागीदारी का स्वरूपु कैसा, भिन्न गतिविधि गतिविधियाँ जेंडर पुर्वाग्रहित या जेंडर रूढिबद्ध या जेंडर संवेदनशीलता तुलनात्मक रूप से कौन बेहतर |
- विशेष बच्चों के लिए किस प्रकार की गतिविधियाँ निर्धारित की जाती है और उनकी भागीदारी किस प्रकार की होती हैं?

- क्या विशेष आवश्यकता वाले व सामान्य विधार्थी एक-दूसरे से पढाई में, साथ बैठने में खेलने में, ग्रह कार्य में, बातचीत में, पुस्तकालय में, गतिविधियों में, कक्षा में होने वाली गतिविधियों आदि में अंतर्क्रिया करते हैं? क्या आप पसंद करते हैं कि उनकों इन परिस्थितियों में अलग-अलग रखा जाएं?

- चर्चा का मुद्दा: अन्य

  कक्षा से बाहर की प्रक्रियाओं के मुद्दे-

  चर्चा का मुद्दा: किसकी भागीदारी, सामान्य बच्चे/विशेष बच्चे, विचार कथन, प्रार्थना, पंक्ति का व्यवस्थापन, मंच की अन्य गतिविधियाँ, नियमितता |

- सवेरे प्रार्थना के समय स्टेज पर मंच की गतिविधियों मे विशेष आवश्यकता वाले विधार्थियों की भागीदारी का स्वरूप कैसा हैं?

  चर्चा का मुद्दा: खेल का मैदान: किसकी भागीदारी, कौन से खेल, कौन-सा मैदान, सक्रिय व सह-संबंधित भागीदारी खेलते समय झगडे?

- खेल के मैदान में विशेष आवश्यकता वाले विधार्थी कैसे प्रेरित होते है?

  चर्चा का मुद्दा: पुस्तकालय: कब प्रवेश, पुस्तके ढूढ़ना, समाचार पत्र, शांत बैठना, रूचि व सक्रिय घर ले जाना

- विशेष आवश्यकता वाले विधार्धियों की पुस्तकालय में अभिरूचि का स्वरूप क्या हैं?

चर्चा का मुदा: प्रतियोगिता कौन ज्यादा भागीदार, कौन सी प्रतियोगिताएं किसे प्रोत्साहन, आंतरिक व बाहरी भागीदारी में किससे अपेक्षा |

- विशेष आवश्यकता वाले बालकों और सामान्य बालकों के लिए आयोजित की जाने वाली विभिन्न प्रकार की प्रतियोगिताओं के नाम बताए, आप विशेष आवश्यकता वाले विधार्थियों को किस प्रकार से प्रोत्साहन देते हैं? जब ये विधार्थी स्कूल से बाहर जाते हैं तो शिक्षक के रूप में आपकी उनसे क्या अपेक्षाएँ होती हैं?

चर्चा का मुदा: प्रयोगशाला - विभिन्न प्रयोगशालाओं में प्रवेश, क्रियाकलाप, भागीदारी

- विभिन्न प्रकार की प्रयोगशालाओं में विशेष आवश्यकता वाले विधार्थियों की भागीदारी का स्वरूप किस प्रकार का हैं?

चर्चा का मुद्दा: समारोह - किसकी भागीदारी, किस प्रकार की भागीदारी

- विधार्थियों की भागीदारी समारोहों में किस प्रकार की होती हैं?

चर्चा का मुद्दा: अनुशासन- किस पर नियंत्रण, किस प्रकार का नियंत्रण

- अनुशासन की प्रक्रिया में किस प्रकार कार्य किया जाता हैं

शिक्षकों के लिए क्रियाकलाप

कथन	स्वीकृत	अस्वीकृत
• सामान्य व विशेष बालकों को समान शिक्षा की जरुरत है?		
• मैं विशेष आवश्यकता वाले बच्चों को मानीटर बनाना पसंद करूगा?		
• सभी बच्चों को समान रूप से स्वतंत्र छोड़ देना चाहिए?		
• विशेष व सामान्य सभी बच्चे समान व्यवसाय अपना सकते हैं?		
• विशेष व सामान्य बालकों के बीच समान गतिविधियों का आयोजन करना चाहिए?		
• विशेष व सामान्य बालक सभी कर्तव्यों को समान ढंग से निभा सकते हैं?		

<u>अपने अनुसार चुनिए:</u>

प्र-2 विशेष बालकों के लिए शिक्षा की उपयोगिता

	सहमत	असहमत
• विशेष बच्चों में सकारात्मक आत्मप्रतिरूप और आत्मविश्वास विकसित करती है?		
• विशेष बच्चों को आर्थिक योगदान के लिए तैयार करती है?		
• विशेष बच्चों के स्वास्थ्य और पोषणता के स्तर को सुधारती है?		
• विशेष बच्चों की आने वाली पीढी की शिक्षा को सुनिश्चित करती हैं?		
• विशेष बच्चों को उनके अधिकारों के प्रति सजग करती है?		
• विशेष बच्चों को सामासिक नेतृत्व हेतु तैयार करती है?		

- जीवन के हर क्षेत्र में जैसे परिवार, पंचायतों, विधानमंडल में विशेष बच्चों की भागीद्ारी, निर्णय प्रक्रिया के लिए तैयार करती हैं?
- विशेष बच्चों को अकेले जीवन जीने में सक्षम बनाती हैं?
- विशेष बच्चों को स्वंम अपना मनपसंद जीवन साथी चुनने की सोच विकसित करती है?
- विशेष बच्चों को स्व रोजगार के लिए तैयार करती है?
- विशेष बच्चों मे मनपसंद कार्य करने की स्वतंत्र सोच पैदा करती हैं?
- कोई भी व्यवसाय अपना सकने के योग्य व उसका निर्णय लेने के लिए तैयार करती हैं?

प्र-3 निम्न में से कौन-सा काम किसे करने को कहेगें?

	सामान्य	विशेष बालक
• बाजार से ब्रेड/सब्जी लाना		
• झाड़ू ल्गाना		
• भोजन बनाने में मदद करना		
• मवेशी चराने जाना		
• आपको एक गिलास पानी दे		
• अतिथियों के लिए चाय बनाये		
• कपडे धोने/ सुखाने मे मदद करे		
• कक्षा में झाड़ूं करना		
• कक्षा में कविता पाठ करें		
• शारीरिक सफ़ाई का निरीक्षण		
• आपके रजिस्टर पर कवर चढाएं		
• आपकी कुर्सी को मैदान तक पहुचाएं		
• बिजली का फ़्युज सुधारना		
• दीवाली पर कक्षा की सजावट		
• स्कुल की बेल बजाना		
• कक्षा में मानीटर बनाना		

- प्रार्थना करवाना
- वार्षिकोत्सव पर न्रत्य मे भागीदारी
- ग्रहकार्य जमा करना

प्र- 4 आपके अनुसार विशेष आवश्यकता वाले बच्चों में निम्न में से कौन-कौन से गुण होते हैं? सही का निशान लगायें

स्वावलम्बी	चंचल
मुखर	आसानी से हताश
शांत	बातूनी
बहिर्गामी	जिददी
निष्क्रिय	तर्कसंगत
नम्रभाषी	महत्वाकांक्षी
धनलोभी	व्यवसाय उन्मुख
सतबंध	सक्षम
यथार्थवादी	अटल
रूखा	दब्बू
विनोभि	हठधर्मी
कलात्मक	व्यक्तिपरक
गंभीर	युक्तिसंगत
सहायक	अप्रत्यक्ष
अव्यवस्थित	जल्दी से खिन्न
व्यवहारिक	नेता
कठोर	आत्मविश्वासी
भावुक	स्पष्ट
मजबूत	बेढंगा व्यवहार
सुग्राही	कोल्हापूर्ण
कल्पनात्मक	प्रभावी
धार्मिक	कोमल
उग्र	सक्रिय
धैर्यवान	निष्पक्ष
नम्र	डांवाडोल
कार्यकुशल	स्वतंत्र

प्र-5 आपके मतानुसार विशेष आवश्यकता वाले बच्चे किस प्रकार की भूमिका अदा कर सकते हैं?

भुमिका

- लिडरशिप
- निर्णय लेना घर, स्कूल, कार्य स्थल
- सुविधाजनक
- असुविधाजनक

प्र-6 आपके मतानुसार स्कूल में भागीदारी निभाने में किससे किस प्रकार की पाठ्य-सहगामी क्रियाएं करवानी चाहिए?

क्रियाएं	**सामान्य ब्च्चे**	**विशेष बच्चे**

- ब्रत्य
- नाटक
- वाद-विवाद
- संगीत
- कविता वाचन
- प्रश्नोत्तर
- अन्य

प्र-7 किस प्रकार के मूल्य आप विशेष आवश्यकता वाले बच्चों को देना चाहेगें सही का निशान लगाए?

मूल्य

- देखभाल व बांटना आज्ञाकारी
- आत्मविश्वासपूर्ण
- शांत
- सहनशील
- श्रम के प्रति सम्मान
- नारी के प्रति सम्मान
- देशभक्त
- अहिंसावादी
- ईमानदार
- सत्यवादी

- अन्य धर्मो के प्रति सम्मान
- शब्द प्रेम
- साफ-सफाई
- समय पाबंद
- मानवाधिकार
- साथ रहना सीखना

प्र-8 आपके अनुसार विशेष आवश्यकता वाले बच्चों को निम्नलिखित विषय किसे पढाने चाहिए?

विषय	**विशेष अध्यापक**	**सामान्य अध्यापक**	**महिला अध्यापक**
हिन्दी			
अंग्रेजी			
गणित			
संस्क्रत			
इतिहास			
राजनीति विज्ञान			
कम्प्यूटर			
अर्थशास्त्र			
संगीत			
भौतिक विज्ञान			
रसायन विज्ञान			

विशेष आवश्यकता वाले विधार्थियों से बातचीत हेतु

1. पसंद

- आप सामान्य बच्चों के साथ पढ़ते हैं क्या आपकों लगता है कि आपकी कक्षा सदैव उनके साथ चले या नही? क्यों?

- क्या आपको अपनी प्राथमिक कक्षाओं और वर्तमान की कक्षा में कोई अंतर नजर आता हैं? क्या?

- क्या आपको पिछ्ले स्कूल और वर्तमान स्कूल में कुछ अंतर हैं, कौन -से बेहतर मानते हैं, क्यों?

- क्या आपको बाहर घूमना फिरना पसंद हैं?

- क्या आप स्कूल की तरफ से बाहर घूमने गए हैं अगर हाँ तो कैसा लगा?

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2. आकांक्षाएं अस्मिता तथा निर्णय :

- आपको विधालय आना कैसा लगता हैं?

- क्या आपको पढना-लिखना अच्छा लगता हैं? क्यों?

- क्या आपके माता-पिता आपको पढा लिखाकर खुश होते हैं? क्यों?

- आपको कौन-कौन से विषय अच्छे लगते हैं? क्यो?

- क्या आपको लगता हैं कि पढ-लिखकर आप अपना जीवन अच्छे से बिता सकते हैं? आपके जीवन में इस की क्या भूमिका हैं?

  कौन से शिक्षकों का पढाया आपको ज्यादा समझ आता हैं? कैसे?

  कौन-से शिक्षक आपको पसंद हैं? क्यों?

  पिछ्ली कक्षा में आपके कितने प्रतिशत अंक आए थे?

- क्या कभी आप फस्ट/सेकंड/थर्ड स्थान पर आए हों? हाँ तो कौन-सी कक्षा में और किस स्थान पर, यदि नहीं रहे तो बता सकते हो कि ऐसा क्या कारण था जो नही आ पाए?

- आप पढ लिखकर क्या बनना चाहते हैं?

- क्या आपको लगता है कि आपको जीवन में कुछ बनने का मौका मिलेगा या आपके मार्ग में कुछ बाधाएं आएंगी?

- जब आप कुछ बन जाओगे तब घर का काम करोगें?

- रोजगार के साथ-साथ घर का काम करना ठीक मानते हों?

- तुम्हारे लिए कपडों का चयन कौन करता हैं?

- अगर कभी आपको परिवार के विरोध में जाकर विवाद करना पड़ा तो क्या आप कर पाओगें और क्या निर्णय लोगे?

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3 जीवन के प्रति नजरिया व रिश्तों की समझ |

- क्या आपको लगता हैं कि आप और सामान्य बालक एक दूसरे से भिन्न हैं?

- क्या आपको लगता हैं कि विशेष आवश्यकता वाले बच्चे अन्यों से कमजोर हैं?

- किसी महत्वपूर्ण व्यक्ति से मिलते वक्त हमे किन-किन चिजों का ध्यान रखना चाहिए-

बाल	बोलने का तरीका
बैठने का तरीका	आंखे
जूते चप्पल	मुस्कान
कपड़े	

- आपको छुट्टियाँ कैसी लगती हैं?

- आपके घर में आपको और आपके भाई बहन मे से कौन छुट्टियों में ज्यादा मजे कराता हैं?

- आपका सबसे अच्छा दोस्त कौन है?

- आप दोस्त बनाते समय किस-किस चीज का ध्यान रखते हैं?

- अगर आपसे पूछा जाये कि क्या आप दुसरों से अलग हैं तो आप कौन कौन सी ऐसी विशेषताए बताएंगे जो आपको दूसरों से अलग करती हैं?

- क्या आपके घरवाले आपको बहुत प्यार करते हैं? सोचो और बताओं कि वो ऐसा क्या करते है, जिससे आपको लगता हैं कि वो आपको प्यार करते हैं?

- अगर आप ना हों तो किस किस को फ़र्क पडता हैं?

- अगर आपको मौका मिले तो आप अपने आप में कौन कौन से बदलाव लाना चाहोगें?

- आपकी कक्षा में कुछ बच्चें शांत बैठे रहते हैं, और कुछ बहुत शैतानी करतें हैं ! ऐसे समय में आप क्या करते हैं ?

- क्या आपके अध्यापक आपसे प्यार करते हैं ?

- आपको आपके किस विषय के अध्यापक सबसे अधिक अच्छे लगते हैं ?

- आपको ये अध्यापक सबसे अच्छे क्यों लगते हैं ?

- आपके सबसे पसंदीदा अध्यापक कि तुलना में दुसरे अध्यापक क्यों पसंद नही ?

स्कूल-ड्रेस/पहनावा:

प्र- 1 आपको कैसे कपडे पहनना पसंद हैं?

प्र- 2 जो कपडे आपको पसंद हैं, क्या वे आपके-चलने फ़िरने, उठने-बैठने में सुविधापूर्ण हैं?

प्र- 3 क्या आपको आपकी स्कूल ड्रेस पसंद हैं?

प्र- 4 अगर आप स्कूल ड्रेस में ना आये, तो क्या कोई आपके कपडों को लेकर टिप्पणी करता हैं/ डांटते हैं?

अध्यापक:_____

सहपाठी:_____

अभिभावक:_____

शिक्षक/ शिक्षिकाओं के प्रति नजरिया:-

प्र- 1 जब आपको कोई परेशानी होती हैं, तो आप कौन-से शिक्षक के पास जाते हैं? और क्यों?

प्र- 2 आपको कौन से शिक्षक सबसे ज्यादा पसंद हैं और क्यों? दूसरों से वे क्यों अलग हैं?

प्र- 3 आपको किस शिक्षक द्वारा पढाया गया ज्यादा समझ आता हैं और क्यों?

प्र- 4 क्या आपको कभी शिक्षक डाँटते हैं? क्यो?

प्र- 5 क्या आप बता सकते हैं, शिक्षको को कौन से विद्धार्थी ज्यादा अच्छे लगते है और क्यों?

कक्षायी गतिविधियों में भागीदारी:-

प्र- 1 क्या आपको कक्षा में सब कुछ समझ आता हैं? यदि नहीं तो क्या आप प्रश्न पूछते हो और क्या शिक्षक उसका जवाब देते हैं?

प्र- 2 क्या आप मोनीटर बनना चाहते हो?

प्र- 3 आपके स्कूल में कौन सी गतिविधियाँ होती हैं?

प्र- 4 क्या आप इनमें भाग लेते हैं?

प्र- 5 आपको कक्षा में कौन-सी गतिविधि बेहद पसंद हैं?

प्र- 6 आपको कौन-से विषय की कक्षा सबसे अधिक पसंद हैं?

प्र- 7 कौन-से विषय की गतिविधियाँ आपको बिल्कुल भी पसंद नही है?

प्र- 8 कौन-कौन सी गतिविधियाँ ऐसी हैं जो आप नही कर पाते? या नही करना चाहते?

प्र- 9 क्या शिक्षक आपसे कभी अपना कोई काम करवाते हैं? हाँ तो कौन-कौन से काम-

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प्र- 10 आपको कैसा लगता है जब अध्यापक आपसे अपना काम करवाते हैं?

अच्छा बुरा

प्र- 11 जब आप कक्षा में अकेले होते है तो क्या करते हैं?

प्र- 12 क्या अपको लगता हैं कि कक्षा में बच्चों के व आपके साथ अध्यापक का व्यवहार अलग-अलग हैं?

प्र- 13 क्या आपको लगता हैं कि अन्य बच्चों का व्यवहार आपके प्रति अलग-अलग हैं?

कक्षा से बाहर की गति विधियों में भागीदारी:

- कुछ गतिविधियाँ ऐसी होती है जो कक्षा से बाहर होती हैं क्या आपको पता है, वह कौन-कौन सी हैं?

- आप विधालय की कौन-कौन सी गतिविधियों में भाग लेते हैं?

  प्रार्थना स्थल प्रतियोगिता

  हाऊस सांस्कृतिक कार्यक्रम

  खेल

- क्या संगीत, नत्य, योगा, वाद-विवाद, कविता, खेल, आदि आपको पसंद हैं?

- क्या ऐसे कोई कार्य हैं जो आप गतिविधियों के अलावा करते हो?

- क्या कोई ऐसा कार्य हैं जो शिक्षक या किसी अन्य का है लेकिन आप उसे करते हो?

- क्या कोई गतिविधियां या खेल ऐसे है जिनको आप नहीं कर पाते, सामान्य बालक करते हैं?

- आप इन गतिविधियों को क्यों नहीं करते/कर पाते हो?

सजगता

- सामाजिक और घरेलू स्थितियों की वजह से क्या कभी आपकी शिक्षा पर कोई प्रभाव पड़ा हैं?

- आपको क्या लगता हैं कि घर की स्थितियां हमारी शिक्षा पर प्रभाव डालती हैं?

- क्या आपको लगता हैं कि शिक्षा से आपके जीवन में कोई बदलाव आएगा?

- स्कूल में आप सामान्य बालकों के साथ पढते हों? क्या आपको लगता हैं कि दोनों की स्थितियों में कोई फर्क हैं?

आत्मकथ्यात्मक प्रश्नोत्तर व अनुभव लेखन तथा क्रियाकलाप

आत्मकथ्यात्मक प्रश्नोत्तर

- आपने अपनी पाठ्यपुस्तकों में कवियों व लेखकों की जीवनियॉ पढि है? इसी तरह हर व्यक्ति की एक कहानी होती हैं आप अपने जीवन के बारे में एक कहानी लिखों|

- हर व्यक्ति के जीवन में कुछ न कुछ समस्याएँ होती हैं? जैसे घर की, स्कूल की, पढाई की, दोस्तो की, रिश्तेदारों की आदि| क्या आपके जीवन में भी कुछ समस्याएँ हैं? आप इन समस्याओं से कैसे निपटते हों? एक निबंध लिखो- मेरे जीवन की समस्याएँ|

- प्रत्येक विधार्थी की स्कूल को लेकर, शिक्षा को लेकर कोई न कोई समस्या या शिकायत है| आप भी अपनी शैक्षिक समस्याओं पर निबंध लिखें |

अनुभव आधारित

- क्या अपको स्कूल में कभी ऐसा महसूस हुआ हैं कि आप अन्य बच्चों से अलग हो या आपमें और अन्य बच्चों में अंतर किया जाता हैं? आपको ऐसा कब और क्यों महसूस हुआ?

- अगर विधालय में सभी बच्चे आपके समान हो तो आपको कैसा लगेगा और क्यों?

- हमारे समाज में अक्सर किसी न किसी कारण से हमारे साथ भेदभाव होता है| अपने अनुभवों को याद करके बताइये कि आपको कब-कब लगता हैं कि आपके साथ भेदभाव हो रहा हैं?

क्रियाकलाप

- आपके स्कूल में मनाए जाने वाले समारोहो, जिनका नाम नीचे लिखा है, उसमे अपनी भुमिका बताइये, जो आप निभाते है या निभाना चाहते है

समारोह	भूमिका
वार्षिकोत्सव	_____
शिक्षक दिवस	_____
स्वतंत्रता दिवस	_____
गणतंत्र दिवस	_____
खेल दिवस	_____
बाल दिवस	_____

- **आप इनमे से कौन-सा रोजगार अपने लिए उचित मानते हैं? उस पर सही निशान लगाओं जिसको नही मानते उस पर गलत का**

योग प्रशिक्षण	होटल मालिक	इंजीनियर
टिचर	जासूस	अन्य
राजनीतिक नेता	गाईड	
वैज्ञानिक	मोबाइल की दुकान का मालिक	
ब्यूटि पार्लर	टेनिस कोच	
ट्रक ड्राइवर	डाक्टर	
ड्राइवर	मेकेनिक	
पत्रकार	पायलट	
नर्स	वकील	

कक्षा के अवलोकन बिन्दु (क) जीवंत

भूमिका

- कक्षा की स्थितियॉ
- विधार्थी की भूमिका
- मानीटर की भूमिका
- शिक्षक/ शिक्षिका की भूमिका

संवाद

- शिक्षक - विधार्थी
- शिक्षक - मानीटर
- शिक्षक - शिक्षक
- मानीटर - अन्य विधार्थी / विशेष विधार्थी
- सामान्य विधार्थी - विशेष विधार्थी
- विशेष विधार्थी - विशेष विधार्थी

विशेष विधार्थीयों की भागीदारी

- प्रश्न पूछना
- उत्तर देना
- अतिरिक्त सूचना देना
- विभिन्न मूद्दो पर बातचीत
- गतिविधि / क्रियाकलापों में

लीडरसिप

- प्रश्नोत्तर में
- क्वीज़ में
- शिक्षक - शिक्षक वाद - विवाद में
- संवाद की भाषा में
- मानीटर होने पर
- गतिविधि / क्रियाकलाप
- पठन में
- लेखन में - श्यामपट्ट पर

कोड बिंदु क्रियाकलाप

- कक्षा की स्थितियाँ
- संगीत / कविता वाचन / कहानी कथन पठन / लेखन / नाटक / वाद-विवाद / सामूहिक कार्य

कक्षा के अवलोकन बिंदु (ख) अजीवंत

कोड बिंदु	कक्षा की स्थितियां
• बैठने - उठने की व्यवस्था	▪ याद्ष्छिक ▪ सयुक्त ▪ अलगाव
• शिक्षण अधिगण सामग्री	▪ चाक ▪ डस्टर ▪ पुस्तकें
• डायरी	▪ शिक्षक द्वारा डायरी ▪ विधार्थी द्वारा डायरी
• कक्षा का भौतिक ढांचा	▪ ब्लैक बोर्ड, ▪ बेलेटिन बोर्ड, ▪ श्वेत-बोर्ड, दरवाजा-खिड़कियां, ▪ डेस्क/दरी, ▪ दीवारों की सजावट
• मूल्यांकन	• प्रोजेक्ट, • चार्ट, • मौखिक, • लिखित, • कापी की जाँच कितने दिन की समय सीमा में • सतत/असतत

कक्षा का अवलोकन (ग) प्रच्छन्न पाठ्यक्रम बिंदु

कोड बिंदु	कक्षा की स्थितियां
• नजरे मिलाना	▪ एकटक देखना ▪ रूक-रूक देखना
• हाथों के इशारे	▪ अंगुली दिखाकर संबोधन ▪ हाथ के इशारे से गुस्सा ▪ हाथों की मुद्रा
• चेहरे के हावभाव	▪ गुस्सा ▪ भौंहे चढाना ▪ खुलकर हंसना ▪ बहुत ज्यादा हंसना ▪ सरल व गंभीर मुद्रा
• संवाद की भाषा का स्वरूप	▪ प्रसन्नतापूर्ण ▪ कड़क भाषा ▪ संतुष्टकारी
• विशिष्ट शैली	▪ बैठना ▪ घुमना (बीच में) ▪ चलना ▪ बाहर आना-जाना ▪ खडे रहना

1 कक्षा का अवलोकन: शोधकर्ता द्वारा

कक्षायी व्यवस्था:

- कक्षा में उठने-बैठने का प्रबंधन शिक्षक किस प्रकार करते हैं? क्या सीटे तयशुदा होती है या बच्चों को स्वतंत्रता है अपनी पसंद से बैठने की?
- क्या बच्चे आपस में बातचीत कर सकते हैं?
- क्या शिक्षक सामान्य व विशेष आवश्यकता वाले बच्चों को अलग-अलग ढंग से पढ़ाते हैं?
- विशेष बालक सामूहिक क्रियाओं में भाग लेते हैं?
- क्या शिक्षकों का शिक्षण सामान्य बालकों में विशेष आवश्यकता वाले बच्चों के प्रति समान भाव पैदा करने में सक्षम हैं?

कक्षा के क्रियाकलाप:

- क्या सामान्य व विशेष आवश्यकता वाले बच्चों के लिए अलग-अलग क्रियाकलाप संयोजित किये जाते हैं?
- सामान्य व विशेष आवश्यकता वाले बच्चों को अलग-अलग भूमिकाएं दी जाती हैं? (समान रूप से)
- सामान्य व विशेष आवश्यकता वाले बच्चों को अलग-अलग जिम्मेदारियां दी जाती हैं? (समान रूप से)
- सामान्य व विशेष आवश्यकता वाले बच्चों को अलग-अलग कामों हेतु प्रोत्साहन देते हैं?

संबोधन व प्रोत्साहनपूर्ण भूमिका:

- क्या शिक्षक बच्चों को नाम से पुकारते हैं?
- क्या विशेष बालकों के उदाहरण शिक्षण के दौरान दीए जाते हैं?
- क्या शिक्षक विशेष आवश्यकता वाले बच्चों को प्रोत्साहित करता हैं?

विशेष बालकों के प्रति समझ:

- क्या शिक्षक विशेष आवश्यकता वाले बच्चों के प्रति संवेदनशील हैं?
- क्या शिक्षक सामान्य बच्चों को विशेष बालकों के प्रति संवेदनशील बनाने का प्रयास करता हैं?
- क्या शिक्षक बच्चों से कार्य करवाते हुए कोई भिन्नता स्थापित करता हैं?
- क्या सभी को बराबर प्रश्न पूछने के लिए प्रोत्साहित करता हैं?

- विधार्थी सुविधापूर्ण स्थिति महसूस करते है या नही?
- क्या शिक्षक का सामान्य व विशेष बच्चों के प्रति प्यार व क्रोध अलग-अलग तरह से प्रकट होता हैं?
- क्या अलग-अलग तरह की सजाएं दी जाती हैं?
- क्या शिक्षक-शिक्षिकाएं कोई विशेष बच्चों से जुडा उदाहरण या घटना बताते हैं, या उसकी चर्चा करते हैं इसकी क्या प्रतिक्रिया होती हैं तथा शिक्षक/ शिक्षिकायें इसे कैसे संभालते हैं?
- शिक्षक विशेष बच्चों के प्रति संवेदनशीलता लाने हेतु क्या प्रयास करते हैं?
- शिक्षक विशेष आवश्यकता वाले बच्चों का नामांकन कहां-कहां कराते हैं?

कक्षागत व्यवहार (शिक्षक/शिक्षिकाओं के)

- क्या शिक्षक कक्षा में प्रतिदिन आते हैं?
- क्या शिक्षक कक्षा में समय के पाबंद हैं?
- क्या जब विधार्थी कक्षा के बीच में प्रवेश करते है, तब शिक्षक खुश होते हैं?
- कक्षा में क्या-क्या गतिविधिया होती हैं? शिक्षक कक्षा में क्या-क्या कार्य करवाते हैं?
- अगर शिक्षको को अपने व्यक्तिगत कार्य करवाने है तो वे किसे कहते हैं? ऐसे कौन से कार्य है, जिन्हें विशेष बच्चों से करवाते हैं तथा ऐसे कौन से कार्य है जिन्हें सामान्य बच्चों से करवाते हैं?
- क्या कक्षा के शिक्षक शिक्षण के दौरान की गई बातचीत में नकारात्मक वाक्य या शब्दों का प्रयोग करते हैं?
- क्या शिक्षक अपने शिक्षण के दौरान विधार्थियों को अपनी समस्याएं कहने की ओर प्रेरित करते है और विशेष आवश्यकता वाले बच्चों की व्यक्तिगत समस्याएं सुनते हैं?
- क्या विधार्थी पढाते समय, बातचीत करते समय अपनी भावनाएं, समस्याएं शिक्षक के सामने अभिव्यक्त करते हैं और क्या शिक्षक उन्हें सुनते व समझते हैं?
- क्या शिक्षक शिक्षण के दौरान विधार्थियों की शंकाओं को दूर करने का प्रयास करते हैं?
- शिक्षक/शिक्षिकाएं अपने शिक्षण के दौरान किस प्रकार के प्रश्न पूछते हैं- तथ्यात्मक प्रश्न, तर्कपरक प्रश्न, मुक्त प्रश्न, अमुक्त प्रश्न?
- क्या स्कूल के महत्वपूर्ण निर्णयों में शिक्षको की कोई भागीदारी होती हैं?
- क्या शिक्षक अपने शिक्षण में विभिन्न उपागमों/पद्धतियों का प्रयोग करते हैं?
- अगर कोई विशेष बालक, सामान्य बालकों जैसे कार्य करे तो शिक्षक क्या करते हैं?

विधार्थियों की भागीदारी

1. क्या कक्षा में विशेष बच्चे सामान्यों से अधिक प्रश्न पूछते हैं?
2. क्या विशेष बच्चे शिक्षण अधिगम में सक्रिय भागीदारी निभाते हैं?
3. क्या विधार्थी प्रश्नों के उत्तर देने के लिए तत्पर रहते हैं?
4. विशेष विधार्थियों की किस विषय को लेकर कक्षा में ज्यादा भागीदारी हैं?
5. क्या कक्षा से बाहर के प्रति विशेष बच्चे जिज्ञासु होते हैं?
6. कक्षा में सामान्य बच्चों का व्यवहार विशेष बच्चों से किस प्रकार भिन्न हैं?
7. क्या विधार्थी पढाई में, साथ बैठने में, खेलने में, बातचीत में, पुस्तकालय में, गतिविधियों में एक-दुसरे के साथ अंतर्क्रिया करते हैं? क्या शिक्षक पसंद करते हैं कि उन्हें इन गतिविधियों में अलग-अलग रखा जाए? यदि विधार्थी खुद समुह बनाते है, तो क्या वे समानता को ध्यान में रखते हैं?
8. पढाई और खेलों में तुलनात्मक रूप में सामान्य और विशेष बालकों में कौन बेहतर हैं?
9. क्या कक्षा में होने वाली गतिविधियां पूर्वाग्रहित होती है या सढिबद्ध या संवेदनशील हैं?
10. कक्षा की कौन-सी ऐसी गतिविधियाँ हैं, जिनमें विशेष बच्चे भाग लेते है या नही लेते?
11. शिक्षकों के अनुसार कक्षायी शिक्षण-अधिगम प्रक्रियाओं में कौन ज्यादा सक्रिय है- सामान्य या विशेष आवश्यकता वाले बच्चे ?

2 कक्षा के बाहर परंतु स्कूल का अवलोकन : शोधकर्ता द्वारा

- प्रार्थना सभा: किसकी भागीदारी, सामान्य बच्चे/विशेष बच्चे, विचार कथन, प्रार्थना, पंक्ति का व्यवस्थापन, मंच की अन्य गतिविधियाँ, नियमितता
- खेल का मैदान : किसकी भागीदारी, कौन से खेल, कौन-सा मैदान, सक्रिय व सह-संबंधित भागीदारी खेलते समय झगडे

अवलोकन

- पुस्तकालय: कब प्रवेश, पुस्तके ढूढ़ना, समाचार पत्र, शांत बैठना, रूचि व सक्रियता, घर ले जाना
- अर्धावकाश: आपस में खेल कूद, बातचीत, कक्षा में रहना या घुमना, खेलना-कूदना
- योग की कक्षा: भागीदारिता अभ्यास, प्रेरणा
- शौचालय: साफ-सफाई, पानी की व्यवस्था, सुरक्षात्मक माहौल
- प्रयोगशाला: किसका प्रवेश, किसकी भागीदारी
- प्रतियोगिता: कौन ज्यादा भागीदार, किसे प्रोत्साहन

- समारोह का स्वरूप: किसकी भागीदारी, किस प्रकार की भागीदारी
- अनुशासन: किस पर नियंत्रण, किस प्रकार का नियंत्रण

प्रार्थना सभा में

- स्टेज पर प्रार्थना सभा में प्रार्थना में भाग लेते हैं?
- स्टेज पर मंच की गतिविधियों में भागीदारी करते हैं?
- मंच पर कविता या विचार का वाचन करते है?
- कक्षा की पंक्ति में व्यवस्थित ढग से खडे होते हैं?
- प्रार्थना सभा में समय पर आते हैं?

खेल के मैदान में

- विशेष आवश्यकता वाले बच्चे कौन-कौन से खेलो में भाग लेते हैं?
- क्या शिक्षक/शिक्षिकाएं उन्हें सामान्य बच्चों के साथ खेलने को प्रेरित करती हैं?
- क्या विधार्थी खेलते समय झगड़ा करते हैं?
- विशेष आवश्यकता वाले बच्चों हेतु खेलने का मैदान कौन-सा हैं?

पुस्तकालय में

- क्या विशेष आवश्यकता वाले बच्चे पुस्तकालय जाते हैं?
- पुस्तकालय से पढने के लिए पुस्तके या समाचार पत्र लेते हैं और उन्हें घर ले जाते हैं?
- क्या विधार्थी पुस्तकालय में शांत बैठते हैं?
- क्या विधार्थी को पुस्तकालय तक पहुंचने में किसी प्रकार की असुविधा का सामना करना पड़ता हैं?

अर्धावकाश के समय

- क्या सभी बच्चे खाना बांटकर खाते हैं?
- क्या विशेष आवश्यकता वाले बच्चे सामान्य बच्चों के साथ बातचीत करते हैं या नहीं?
- सामान्य बच्चों के साथ खेलते हैं या नहीं?

योग के समय

- क्या विधार्थी योग की कक्षा में भाग लेते हैं?
- क्या शिक्षक अभ्यास के लिए प्रेरित करते हैं?
- प्रेरणा का मानक क्या हैं?

शौचालय

- शौचालय में पानी, सफाई आदि की व्यवस्था हैं?
- क्या शौचालय सुरक्षात्मक द्ष्टि से उचित हैं?
- क्या शौचालय अकेले जाते हैं या साथियों के साथ?

प्रयोगशाला

- विधार्थियों की प्रयोगशाला में किस प्रकार की भागीदारी हैं?
- प्रयोगशाला तक पहुँच सुगम हैं?

प्रतियोगिता

- प्रतियोगिताओं में भागीदारी हैं या नहीं?
- शिक्षको द्वारा विभिन्न प्रकार की गतिविधियों हेतु किस प्रकार का प्रोत्साहन दिया जाता हैं?
- विशेष बालकों की क्षमताओं के आधार पर प्रतियोगिताएं होती हैं या नहीं?

समारोहों का स्वरूप

- समारोहों मे विशेष बालकों की भागीदारी किस प्रकार की होती हैं?
- क्या विशेष बालक अलग-अलग प्रकार के कार्यक्रमों में हिस्सा लेते हैं?
- विशेष बालकों के कार्यक्रमों के प्रति अध्यापकों का रवैया कैसा हैं?
- विशेष बालकों के कार्यक्रम आने पर सामान्य बच्चों की प्रतिक्रिया क्या होती हैं?
- विशेष बालकों और सामान्य बच्चों को मिलने वाले पुरस्कारों में कोई अंतर होता है या नही?
- विशेष बालकों को पुरस्कार कौन देता हैं?
- विशेष बालकों का समारोहों में रूझान है या नहीं?

अनुशासन

- विशेष बालकों को अनुशासन में रखने की आवश्यकता पड़ती हैं?
- विशेष बालकों को कैसे अनुशासन में रखा जाता है?
- सामान्य व विशेष बालकों को अनुशासित रखने में किसी प्रकार का अन्तर हैं?

स्कूल

स्कूल का भौतिक ढाँचा व स्कूली प्रक्रियाओं हेतु उपकरण:

- स्कूल की लोकेशन:
- स्तर:
- प्रकार: एकल लड़का / लड़की / सह शिक्षा
- व्यवस्थापन: सरकारी / निजी / सामुदायिक सहायता प्राप्त
- भौतिक सुविधाएँ: दीवार चारदीवारी, कक्षाएं, बिजली, खेल का मैदान, खेलकूद उपकरण, हवा की आवाजाही, फर्नीचर, ब्लैकबोर्ड, नोटिस बोर्ड, पीने का पानी, शौचालय, लाइब्रेरी रूम संदर्भ पुस्तके, प्रार्थना कक्ष आदि |
- स्वास्थ्य सम्बंधी सुविधाएँ: प्रथम चिकित्सा बाक्स, चिकित्सा कक्ष

विभिन्न स्तरों पर विषय चयन

क्र	स्तर	विषय	विशेष आवश्यकता वाले बालक	सामान्य बालक	संयुक्त कक्षायें
1	प्राथमिक				
2	माध्यमिक				
3	उचतर मा स्तर				

स्कूल की समय सारणी

1. प्रार्थना सभा :
2. विभिन्न विषयों के लिए निर्धारित समय :
3.

गतिविधियाँ	विशेष आवश्यकता वाले बालक	सामान्य बालक	संयुक्त
• संगीत • नत्य • वाद-विवाद • खेल • अन्य रूचियां उपचारात्मक शिक्षण लंच किसके लिए अन्य कार्य			

कक्षा की वह गतिविधियाँ जो विशेष आवश्यकता वाले बच्चों -सामान्य बच्चों के लिए पाठयचर्या के साथ जोड़कर निर्मित हुई हैं। (पाठ्यक्रम से अलग)

गतिविधियाँ	विशेष आवश्यकता वाले बालक	सामान्य बालक	संयुक्त
▪ सिलाई ▪ कढाई ▪ हाथ से सामान बनाना ▪ मिटटी के खिलौने ▪ पढ़ना			

▪ लकड़ी का सामान ▪ लिखना ▪ नत्य करना ▪ वाद-विवाद ▪ कंठ संगीत ▪ यांत्रिक संगीत ▪ कविता वाचन ▪ कम्पूटर ▪ अन्य कोई			

व्यवहारात्मक मुद्दों को उद्बोधिक करना

मानक	विशेष आवश्यकता वाले बालक	सामान्य बालक	संयुक्त
काउन्सलिंग साथी समूह अंतर्क्रिया विषयगत मूल्यांकन अविभावक के साथ बातचीत सजा अन्य			

मुख्य रूप से कक्षा कक्ष/ कक्षा कक्ष से बाहर की गतिविधियों के चार प्रकार से अवलोकित करने का प्रयास किया जाएंगा |

1. विशेष बालकों के संदर्भ मे पूर्वाग्रह
2. विशेष बालकों के संदर्भ मे रूढिबद्धता
3. विशेष बालकों के संदर्भ मे संवेदनशीलता
4. विशेष बालको के संदर्भ मे समावेशीकर