## **Contents**

| Chapter   | Content  | Page No. |
|-----------|--|----------|
| No.       |  |          |
|           | Certificate of Declaration                           |          |
|           | Certificate of Originality                           |          |
|           | Acknowledgement                                      |          |
|           | Contents   |          |
|           | List of Abbreviations                                |          |
|           | List of tables                                       |          |
|           | List of figures                                      |          |
|           | List of Box  |          |
| Chapter I | Introduction   | 1-11     |
|           | 1.1 Conceptualizing the context                      |          |
|           | Marginalization and Discrimination: Multiple         |          |
|           | Diagnoses/identified, Multiple Prescriptions         |          |
|           | Stigmatization and prejudice                         |          |
|           | Major steps towards the Education for CWSN at        |          |
|           | International level                                  |          |
|           | Education of CWSN in India                           |          |
|           | 1.2 Children with Special Needs: Origin and Concept  | 12-14    |
|           | 1.3 Educational Programmes for Children with Special | 14- 20   |
|           | Needs: Historical Perspective                        |          |
|           | The Movement towards Integration                     |          |
|           | Integrated Education in India                        |          |
|           | 1.4 Inclusive Education                              | 20-28    |
|           | Meaning and Definitions of Inclusive Education       |          |
|           | 1.5 Inclusive Education in India                     | 28-36    |
|           | Special Schools in India                             |          |
|           | Integrated Education                                 |          |
|           | Integrated Education for Disabled Children           |          |
|           | Inclusive Education                                  |          |
|           |  | _1       |

|             |   | -     |
|-------------|---|-------|
|             | Inclusive Education in District Primary Education       |       |
|             | Programme   |       |
|             | Inclusive Education in Sarva Shiksha Abhiyan            |       |
|             | Inclusive Education in Delhi                            |       |
|             | 1.6 Rational of the Study                               | 36-41 |
|             | 1.7 Research Questions                                  | 41    |
|             | 1.8 Statement of the Problem                            | 41    |
|             | 1.9 Objectives of the Study                             | 41-42 |
|             | 1.10 Operational Definitions of the Terms Used          | 42-44 |
|             | 1.11 Delimitations of the Study                         | 44    |
| Chapter II  | Review of Related Literature                            | 45    |
|             | 2.1 Introduction  |       |
|             | 2.2 Studies Related to Implementation of Various        | 46-60 |
|             | Aspects of Inclusive Education Practices                |       |
|             | 2.3 Studies Related to Inclusive Education Practices    | 60-65 |
|             | Adopted by Teachers                                     |       |
|             | 2.4 Studies Related to Opinions of Parents of Children  | 65-68 |
|             | with Special Needs about Inclusion                      |       |
|             | 2.5 Research Gap- Contextualizing the study in relation | 68-72 |
|             | to literature explored                                  |       |
| Chapter III | Methodology of the Study                                | 73    |
|             | 3.1 Introduction  |       |
|             | 3.2 Research Design                                     | 73-81 |
|             | The site of research work                               |       |
|             | Population  |       |
|             | • Sampling  |       |
|             | 3.3 Tools and Techniques                                | 82-89 |
|             | Observation schedule                                    |       |
|             | Checklist   |       |
|             | Questionnaires  |       |
|             | Unstructured Interview                                  |       |
|             | 3.4 Validity and Reliability of the Tools               | 89-94 |
|             | 2                 |       |

|            | Validity of the tools                                    |         |
|------------|--|---------|
|            | Triangulation Method                                     |         |
|            | Reliability of the tools                                 |         |
|            | Pilot testing  |         |
|            | 3.5 Administration of the Tools                          | 94-96   |
|            |  | 96      |
|            | 3.6 Difficulties faced during data collection            |         |
|            | 3.7 Handling ethical issues                              | 97      |
| ~ ~ ~      | 3.8 Conclusion   | 97-98   |
| Chapter IV | Analysis and Interpretation of Data                      | 99-100  |
|            | 4.1 The transformation of the resisting community        |         |
|            | 4.2 Objective wise Analysis and Interpretation           | 100-160 |
|            | 4.3 Analysis and Interpretation of the views of teachers | 160-161 |
| Chapter V  | Result and Discussion                                    | 163-169 |
|            | 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                       |         |
|            | 5.2 Section II   | 169-176 |
|            | a) Concerns, worries and hope: Voices from the           |         |
|            | teachers   |         |
|            | b) The problem of access to educational opportunity      |         |
|            | 5.3 Section III:   | 177-181 |
|            | a) Parents and the community members: Education          |         |
|            | and educating their CWSN children                        |         |
|            | 5.4 Section IV   | 181-184 |
|            | a) Findings on the basis of observation                  |         |
|            | , 3  |         |

|            | 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  |          |
|            | 5.5 Limitations encountered in the fieldwork                  | 184-185  |
|            | 5.6 Educational implications and National Importance of       | 185-190  |
|            | the Study   |          |
|            | i. National Education Policy (NEP) 2020: Supporting           |          |
|            | Children with Special Needs (CWSN)                            |          |
|            | 5.7 Suggestions for Further Research                          | 190      |
| Sumn       | nary  | 191-237  |
| Biblio     | graphy  | 239-249  |
| Abstr      | act in English and Hindi                                      | 251-255  |
| Appendices |   | i - lxxv |
| I.         | Data collection methods                                       |          |
| II.        | Categories and sub-categories related to instruction theme    |          |
| III.       | Categories and sub-categories related to socialization theme  |          |
| IV.        | Categories and sub-categories related to classroom management |          |
|            | theme   |          |
| V.         | Reflections of trends emerged from in-depth interviews and    |          |
|            | projective writing: Responses from sample students            |          |
| VI.        | Reflections of trends emerged from in-depth interaction:      |          |
|            | Responses from teachers                                       |          |
| VII.       | Reflections of trends emerged from in-depth interviews:       |          |
|            | Responses from parents and community members                  |          |
| VIII.      | Questionnaire 1   |          |
| IX.        | Questionnaire 2   |          |
| X.         | Questionnaire 3   |          |
| XI.        | Observation Schedule  |          |

| XII.  | Consent form from the Participants                      |  |
|-------|---|--|
| XIII. | List of the Activities performed during Ph.D. Programme |  |
| XIV.  | List of children with special needs (2019-20)           |  |
| XV.   | Research Paper Published                                |  |