

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. The World Education Encyclopaedia has laid down three essential functions of education that must be fulfilled as per design. Firstly, children take good education not only for the knowledge of core subjects but also a medium to acquire values, attitudes and skills for life time basis. Secondly, education is a medium of understanding other basic type of requirements such as workable job and type of good quality of life. Thirdly, type of education provides training and then education prepares skilled persons for all service levels which affects every sector of world economy. Thus, good training of education is a recurring investment that sustains and accelerates educational development of world economy. “Education enables individuals to make the transition to new social orders by providing self-understanding, better knowledge of the choices available, and

a critical appreciation of the nature of change itself'. Theories and empirical evidences describe that primary level education and the early years of secondary level education are most vital to educational growth (Abblet & Sengleson, 2001) then evidently proves that when children drop out from primary education the reservoir of potential labour/workforce, type of development of the job force and the type of strength for knowledge-driven progress from which economy any society can draw all benefits may be constrained. At all the local, national and international level education essentially has a strong influence upon economic, type of social and type of cultural characteristics of persons and type of members of communities ultimately contributes to economic growth and productivity/progress (Brink, 1997).

Education certainly initiates in the upward direction movement in the social structure/framework and thus, it is a strong instrument of positive/productive social change which can help in bridge the gap between different sections/areas of the society. Many factors are responsible for the development of education system of a country as it cannot develop in isolation and need support of all sections/areas through social and structural development, cultural diversities, gender, caste and uneven access and equity in education deeply. In ancient time, India was widely acclaimed as land of knowledge and enlightenment yet access to formal education was limited to selected strata of the society. The modern era should be based on equality in all field of making a prosperous and standard lifestyle and equal opportunity, thus become a basic human right. Indian society is so deeply rooted in social inequalities and prejudices which continue to bring hurdles for the development of nation as a whole. Government has made appraisable steps in uplifting the marginalized sections/areas of the society. The efforts had made major changes for the provision of uplifting the marginalized sections of the society as well by providing better educational support but what about the special children, their

need and their education? Special children and their needs are somehow differentiated. They don't get admission in the normal schools as they are treated very low in the society near to dull and dumb. Government takes initiative for such education and established special schools for special education. This initiative of government had now become over dated and also raises questions. The main function of the education is to make any person adjustable in society and also increase independence but what about children with special needs? They have on the one side become isolated and adjustable and on the other hand treated unequal. Thus, the concept of integrated education has emerged to make them socially adjustable, equal and independent. Education that is for all and common. Till the year 1990s 90% of India's estimated that 40 million of children who are in the age group recorded of four to sixteen years with various types of the disability like physical and mental disabilities were removed/excluded from general/mainstream education. In the recent past, there have been several initiatives taken by the nations of world including India to bring the deprived section i.e. children with special needs to the fold of mainstream/general education so that they are provided an opportunity to grow and receive education in an inclusive environment. However, the provision/availability of education to the deprived section i.e. children with special needs in exclusive educational environments like special schools, integrated set-up etc. dates back to a long past. It is, therefore, necessary to have a glimpse of the developments in education of the deprived section i.e. 'children with special needs' in the past.

Marginalization and Discrimination: Multiple Diagnoses/identified, Multiple Prescriptions

Marginalization as multi-dimensionality- that is, the type of complexity of Marginalization as type of multi-dimensionality is its plagues policy-makers. There are not much type of positive understanding/agreement in the scientific type of academic

literature or in the framing and preparing of policy framework and networks about the type of CWSN academics how to realise the 'actual challenges. A number of competed identified and type of diagnosis are there available to put in record for unequal, and even polarized, even distributions of income, equal capacity and most power, all of which prevent and discuss real inclusion in the field of education. We can take an example, for instance may be, type of homelessness. Homelessness people and inadequate housing for the type of Marginalization as type of multi-dimensionality have emerged as central social issues. Lack of reasonable access to affordable and adoptable, adequate type of required number of housing facility and safe neighbourhoods means a variety of individuals staying from single men means nuclear families with children, live on the margins of social structure and calling the street side stay of the cities home. Many also are on the margins of the forced labour and type of workforce force, working effectively but not earning or getting enough to support themselves and their families. There's a risk of reproducing marginality from one generation to subsequent, as schooling is mortgaged thanks to the lack to attend, to concentrate, or to thrive due to inadequate housing, food or income generally. Governments and therefore the voluntary sector like NGO struggle to deal with the sectional crisis, developing/making initiatives to affect homelessness people, to supply/provide school lunch and breakfasts, and to develop food banks, where on redistribute income/productivity to seniors and families with young children and to market the provision of adequate training. Nonetheless, the said problems remain unchanged. In large part, of solving these problems, and therefore the tenacity of the conditions that are indicators of marginalization, are often attributed to rapid changes related to large trends like sustainable development goal, globalization, new information technologies, e learning, restructured labour/workforce /workforce markets, and new ideologies. to mention that

they're "attributable" to such social, technological, economic and political changes, however, isn't to account for them sufficiently to develop a coherent policy analysis. More is required. Seeking an identification of more proximate causes of marginalization forces us to acknowledge that a spread of sometimes competing theoretical explanations is out there. Instead of skirting the difficulty of varying interpretations, this Backgrounder will embrace this diversity and work with three different diagnoses/identified of marginalization, assessing the ways they construct the matter and therefore the solutions offered".

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

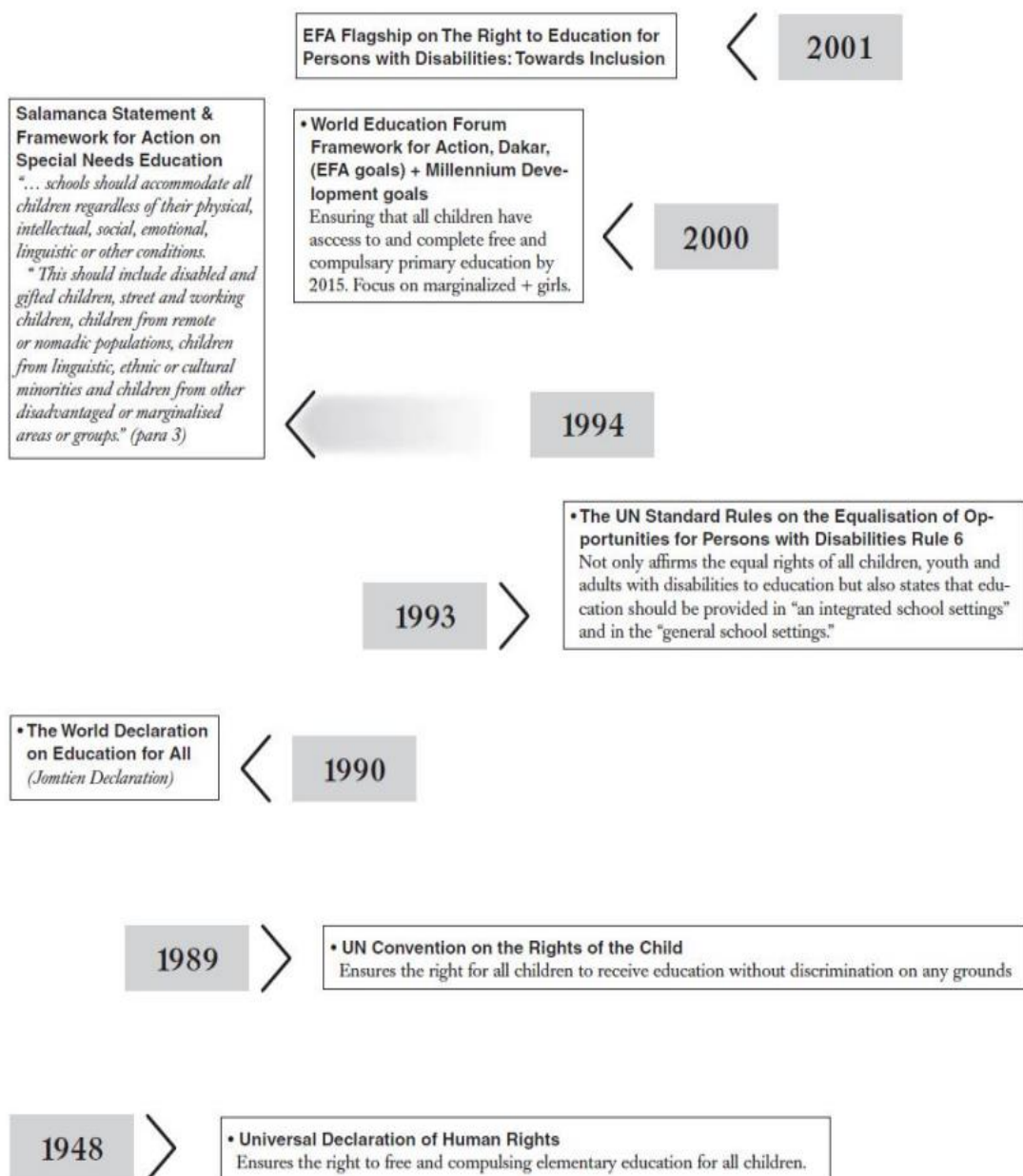
- Universal Declaration of Human Rights (1948)
- UN Convention on the Rights of the Child (1989)
- The World Declaration on Education for All (1990)
- The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993)
- Salamanca Statement & Framework for Action on Special 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 parallely 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/permitting 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 disabilities in 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 societal 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

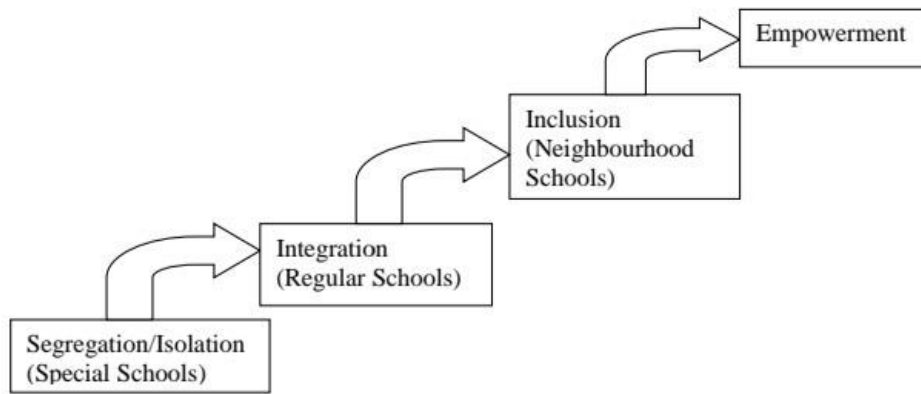


Figure 2: The path of inclusion

“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 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 keeps 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

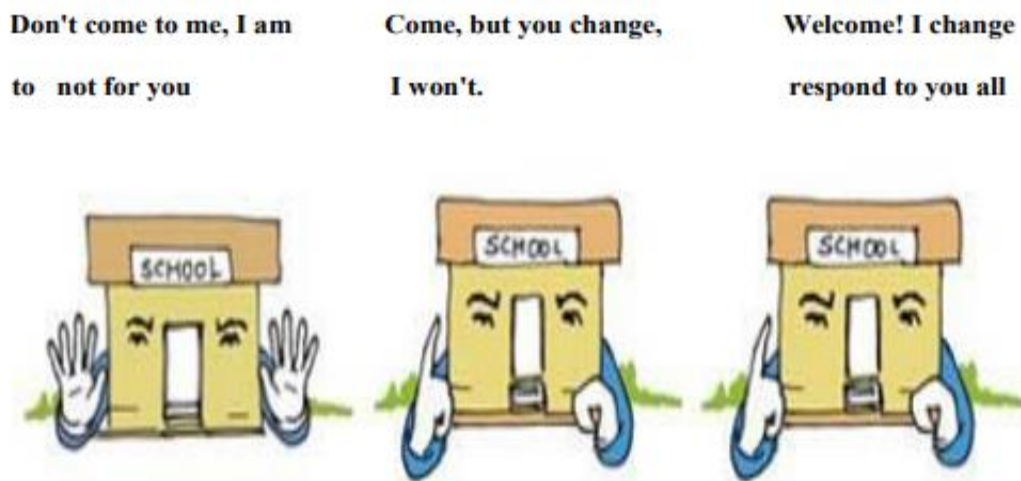


Figure 3: Three types of schools

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 by Government of India. It says that creating an environment for teaching learning process, for transacting curriculum, and to fulfill the needs 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 by 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 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.

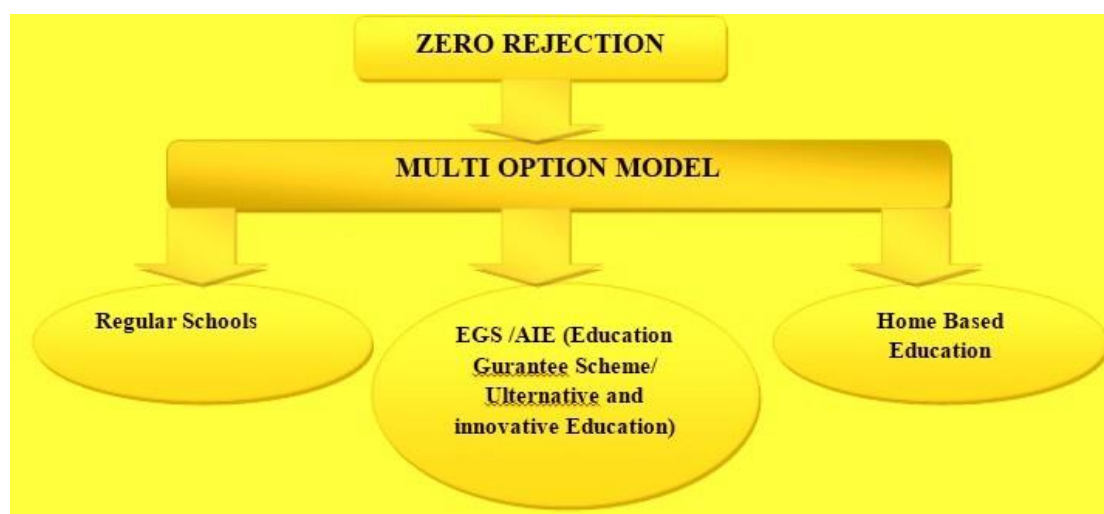


Figure 4: Major Interventions of SSA for Inclusive Education

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				
	Primary	Upper Primary	Secondary	Higher Secondary
State	838	143	223	151
Delhi	Hearing impairment			
	Primary	Primary	Primary	Primary
	448	448	448	448

Others				
State	Primary	Upper Primary	Secondary	Higher Secondary
	454	164	72	32
Delhi	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	Upper Primary	Secondary	Higher Secondary
	59	65	42
Delhi	Hearing impairment		
	Upper primary	Secondary	Higher Secondary
	50	88	46

Others			
State	Upper Primary	Secondary	Higher Secondary
	36	24	14
Delhi	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

S.no	State	Day of Training	General Teachers				Special teachers			
			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 stopped and their community has borne the brunt of official neglect and discrimination.

Thus, the research was conceived and formulated on a very wide canvas of children with special needs (CWSN) in India i.e. in context of their living and seeking

of individual and collective significance, and, the meaning of their existence. It concerned, directly and indirectly, to their world view and meaning-making about self and the others. It also, covertly and overtly relates to their identity, freedom and security as all of these issues are interrelated and impinge on one another. Thus, the study is situated at a juncture, when, there is a right to free and compulsory education, and, the concerns with regard to quality of education, are central, to policy makers and in the arena of academic discourse.

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

This led the researcher to explore some of the available literatures relating to the children with special needs (CWSN) community and found their typicality. Further, in India, most of the sociological and educational studies focus attention to what happens inside the school, as well as, within the classrooms, in everyday contexts. This helps to understand the nuances relating to prevalent inequalities that prevent the spread of equal opportunities, good quality of education, and so on more minutely, as compared to traditional research, which focuses on standard technique of set of techniques. However, very few studies have been done in context of what goes on within schools and classrooms in everyday life contexts. In larger context of ‘providing equal educational opportunities to all’ the state has failed in multiple ways as is reflected through prevalence of inequalities- qualitative and quantitative, gender, access

and so on. Further, educationists and researchers largely tend to neglect everyday lived experience in the process of schooling- where student engage within themselves with teachers and other school personnel that ultimately shapes their meaning making in the process of education. This is because, understanding the experiences of education, provides broader analysis of the process of educational systems where access, quality, equity and similar other factors works. This is why, what goes on in the life of students at schools becomes significant. Therefore, the researcher felt it important to understand schools- focusing participants in the process of schooling, i.e., students, teachers, community members and other participants, so as to unravel, how they negotiate with them. The purpose for deciding to do this was to examine the socio-political and cultural contexts of such meaning making and not just to provide description of how meaning is produced by different stakeholders in school. This is why, Giroux and Simon (2000; 1541) give emphasis on the understanding of the struggle for going to school and the struggle to adopt related pedagogy. It was also considered and considered for schools that school is a place where the knowledge is constructed even if there is no support from the side of the parents and society. Hence, the researcher believed that it was necessary to pay attention to socio-political and cultural forces that shape school experience in varied social contexts. Actually, there are various ways by which the agencies of schooling could be understood. One way to understand it is the assertion of students where they rebel, question and go against the norms of school, challenge authority and so on. The other ways of understanding are to unfold the forms and roles of agencies that remain covered and do not always directly expressed, but, remain embedded in the student culture, and, exert far reaching consequences that reflect through the students' perspectives, attitudes, and world-views and so on. At this level, students seek to assert their independence, from ideological and indoctrinated

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

The work is important because it has tried to uncover fascinated life of children with special needs (CWSN) at schools in contexts of resistance, relationship, identities and ways of being. It has captured the voice of experience, feelings and perception of

children with special needs (CWSN). The narratives provide rich description accounts of what children with special needs (CWSN) think and feel while at school.

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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Is taking medicines or other treatment for mental illness; or 2. Exhibits unnecessary and excessive worry and anxiety; or 3. Exhibits repetitive (obsessive-compulsive) behaviour/thoughts; or 4. Exhibits sustained changes of mood or mood swings (joy and sadness); or 5. Has unusual experiences - such as hearing voices, seeing visions, experience of strange smells or sensations or strange taste; or 6. Exhibits unusual behaviours like talking/laughing to self, staring in space; or 7. Has difficulty in social interactions and adoptability.
Specific learning disability	<ol style="list-style-type: none"> 1. Difficulties in arithmetic, writing, reasoning or reading; or 2. Difficulties in remembering facts; or 3. Poor written expression that lacks clarity; or 4. Inaccurate or slow reading or writing.
Locomotor disability	<ol style="list-style-type: none"> 1. Deformity of Limb; or 2. Dysfunction of joints of limb; or 3. Polio; or 4. Paralysis; or 5. Deformity of Body.

Cerebral palsy & LCP	<ol style="list-style-type: none"> 1. Difficulty walking; or 2. Neurological problems; or 3. lack of muscle co-ordinator; or 4. Drooling and problems with swallow/permitting; or 5. Delay in speech development and difficulty in speaking; <p>LCP</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.