

**Name of the candidate** : **Quazi Ferdoushi Islam**  
**Name of the supervisor and co-supervisor** : **Prof. Aejaz Masih and Prof. Najma Amin**  
**Department** : **Educational Studies**  
**Title** : **A Study of the Provision of Educational Services and Inclusive Practices in Elementary Schools of Delhi w.r.t. Children with Special Needs**

---

#### **ABSTRACT**

The study studied the implementation of inclusive education practices in government schools of Delhi in terms of the provision of educational services provided to children with special needs (CWSN) in mainstream schools of Delhi.

Seven fully funded government schools of Delhi from Central and south-east district of Delhi formed part of the sample. Two experts from leading educational organizations also formed part of the sample. Data sources included Principals/ heads of school who filled out the school readiness information blank (SRIBCWSN), guided interviews with special education teachers, general classroom teachers, classroom observation and interviews with parents of CWSN. Focus Group Discussion (FGDs) was done with CWSN learners as well as the regular students. Relevant documents were analyzed by extracting relevant portions of legislations, policies, programs etc. pertaining to inclusion of children with disabilities and inclusive education. The CWSN profile was analyzed to draw a comprehensive understanding of how schools addressed the needs of CWSN learners in terms of the inclusion process. The researcher observed the infrastructural facilities pertaining to physical access of CWSN learners on the basis of a check list. Some aspects of the analysis is based on informal data collected during casual conversations with the class teachers, special education teachers, sports teachers and the school heads from the sampled sites after observation (seven government schools of south – east Delhi and central Delhi under DOE). Also the data from orientation camp for parents of CWSN of class IX and X and the subsequent FGD formed the supplementary data for this study.

Based on the major findings regarding the current position of inclusive education practice in schools

The models of inclusion in practice were:

1. Policy complaint model: This model is primarily based on the policy compliance to Right to Education Act (RTE), 2009. Schools stakeholders are in various stages of attempt to inclusion amidst the policy mandate of RTE to cater to all learners including children with disabilities with the support of physical infrastructure and government provision of CWSN entitlements but minus the necessary resources to support real inclusion. This model has led to the emergence of two sub-models in the schools as a direct consequence of the policy complaint Model:
  - 1.a. Resource room with a resource crunch model and 1.b. Integration –in-disguise model
2. Charity Model : The other model of inclusion in the schools is the charity / sympathy framework. School stakeholders, especially regular students and school teachers reported feeling “sorry” for them.
- 3 Social change model: Still in the making: Based on a policy perspective against a backdrop of changing legislations (RPWD, 2016) and a greater focus to CWSN in the SSA module towards the universalization of primary education by 2020 focus on disability has penetrated policy making. Teachers, schools are trying to implement inclusive education , each in their own way. But these are at best modest efforts where teachers are skeptical of CWSN inclusion due to a dearth of spealized skills and knowledge on their part, coupled with a lack of resources. In a nutshell, it may be noted regarding the implementation of inclusive education in schools of Delhi as reflected in the verbatim of a school principal “ Inclusive education is in its initial stages, give it time, it will work wonderfully”. Or as in the verbatim of an expert, “ The stage is set for inclusion without any ready performance of actors”.