



**CHRIST**  
(DEEMED TO BE UNIVERSITY)  
BANGALORE · INDIA

## Notice for the PhD Viva-Voce Examination

Ms Nikhita Jindal (Registration Number: 1850071), PhD scholar at the School of Social Sciences, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Tuesday, 13 August 2024 at 11.30 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

- Title of the Thesis** : **Experience and Agency of Children with Intellectual Disabilities in Schools: An Ethnographic Study in Haryana, India**
- Discipline** : **Sociology**
- External Examiner (Outside Karnataka)** : **Dr S Srinivas Rao**  
Professor  
Zakir Hussain Centre for Educational Studies  
Jawaharlal Nehru University  
New Delhi
- External Examiner (Within Karnataka)** : **Dr Shaukat Azim**  
Professor  
Department of Sociology  
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Dharwad - 580 003  
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- Supervisor** : **Dr Sudhansubala Sahu**  
Assistant Professor  
Department of Sociology and Social Work  
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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

**Place:** Bengaluru  
**Date:** 31 July 2024

**Registrar**

# ABSTRACT

India has over 24 million children aged 0-18 with disabilities, including the highest population at risk of developmental disabilities. However, there is limited knowledge about their experiences, particularly for children with intellectual disabilities in school settings. This study aims to address this gap by exploring the lived experiences and agency of these children within their schools, families, and neighborhoods, challenging their marginalized status. The research examines different school setups (government, private, and mainstream) in Haryana, India, through ethnographic methods, including interviews, observations, and shadowing.

The findings reveal exclusionary practices in schools, but also highlight diverse experiences influenced by social environments, cultural norms, and personal attributes. The analysis emphasizes children's active construction of meanings and their awareness of the cultural context. The study also explores their agency through their use of digital technologies. By integrating agency, culture, and structure, this research provides a comprehensive understanding of the experiences of children with intellectual disabilities in Indian educational environments.

*Keywords: Children with intellectual disabilities, inclusive education, agency, negotiated agency, silence*

## Publications:

1. **Jindal, N. & Sahu, S.** (2022). "Exploring the use of mobile phones by children with intellectual disabilities: experiences from Haryana, India." *Disability & Rehabilitation: Assistive Technologies*, 1-7. Doi: 10.1080/17483107.2022.2079008
2. **Jindal, N & Urvashi, S.** (2020, June 26). Schools must ensure that moving online won't disadvantage children with special needs. *The Wire*. <https://thewire.in/rights/virtual-learning-children-with-special-needs>
3. **Jindal, N.** (2020, July 13). What's in a name? On practices of discriminatory naming. *Medium*. <https://medium.com/un-scholarly/whats-in-a-name-1f5cc5cf918>
4. **Malu, B., Rajan, S., Jindal, N., Thakur, A., & Raghuram, T.** (2022). Perceived Discrimination of Old Settlers in Sikkim. *Changing Societies & Personalities*, 6(3), 677–691. doi:10.15826/csp.2022.6.3.195