

A) General Information: -

- 1. Name of the Institute:** DIET, Daryaganj, New Delhi-110002
- 2. Details of the Investigator(s):**

Name	Designation	Place of posting at the time of project completion	Present place of posting	Contact No	E-mail
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- 3. Project/ Study Conducted Academic Session:** 2019-20
- 4. Institute where Project/Study submitted:** DIET, Daryaganj
- 5. Theme of the Project/Study:** Inclusive Education
- 6. Level of the study:** School

B) Summary of the Conducted Research work/Project/Study: -

- 1. Title:** “Strategies used by the teachers and principals for promoting inclusion in the schools of central district of Delhi- An Exploratory Study”
- 2. Introduction:** To achieve the goal of Universalize Elementary Education it is imperative to provide sustainable quality education to children with special needs. In this endeavor, the three important aspects are access, enrolment and retention of all CWSN in 6-14 years of age. The 86th amendment in the constitution has further strengthened the commitment by making free and compulsory education a Fundamental Right for all children in the age group of 6-14 years through Inclusion of new Article 21.A in Part III of the constitution thus making Education of CWSN an integral part of SSA. The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Teachers used various strategies to provide equal opportunities to learn for all students.
- 3. Research Objectives:** Following are the objective of this study:
 - To study the teaching-learning strategies used by teachers for inclusion.
 - To study the strategies used by the principals for creating inclusive environment.
 - To study the problems faced by teachers, principals in relation to inclusion.

4. Research Design:

- **Research method(s):** Analytical method was used to analyze the collected data
- **Statistical techniques:** Tabulation of data on five point scale was used and then interpreted on different areas and objectives of the study.
- **Tools and techniques:** Tools and techniques used: Two self made questionnaire for teachers and head of school were used to collect data.

5. Research findings: Major findings of this study are as follows:-

- Teachers, parents, students and principals play a vital role for the setup of inclusion in schools.
- Teaching learning material is used by the teachers as per requirement of CWSN.
- Teachers used the reinforcement technique to participate SEN in the classroom
- Data based decision is used by the teachers to identify and plan for meeting with parents of CWSN they encouraged the CWSN students to participate in co-curricular activities in their peers.
- Schools planed the training to teachers for dealing with CWSN students. They also provide counseling sessions for the parents of CWSN to provide the better opportunities and support to CWSN students.
- Teachers use resources in their school like medical facilities and resource room etc. which are available.

6. Problems faced by teachers and principals in promoting inclusion:

- Acceptance of CWSN's by other students is the main problems
- Some principals need more equipment for resource room and special teacher.
- A literature problem was there as principals face this problem they also need training for general teachers.

7. Educational implications: Findings help to stakeholder to meet the need to children with special educational needs. It also helps to teachers to identify the domain and the need of children with special needs to meet their needs.

8. Scope of the study: It will help to teachers to improve their teaching-learning strategies to promote the inclusion in schools as well as in society in the light of guiding principle of Indian constitution. Because inclusion is a process not the product. So we need to modify the strategies as per the need of children.