

Title of the Research “A Study of Implementation of Inclusion of

Children with Special Needs in Delhi

Primary Schools”

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Abstract

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. The trends in the educational provision for the Children with Special Needs have since the past two decades continued to focus on their education as that for their peers without special needs. Inclusion workably implies attending the school that the pupil would have attended in the absence of a significant special need. It implies a radical reform in terms of curriculum, assessment, pedagogy and grouping of pupils. Inclusive education has become one of the major concerns of education policy in every part of world nowadays. Government of India through various schemes and programme has been making special efforts in assuring the enrolment of children and youth with disabilities in the regular school system to the extent possible. The emphasis is therefore laid on inclusive education that uses the existing infrastructure/institutions and professionals to the extent possible and does not create a plethora of completely new institutions which are expensive and take time to come up. The objectives of the study were to identify schools with good practices of inclusion and to investigate the perception, attitude of the elementary school principals and teachers towards inclusion of students with disability in the schools, the implementation strategies and practices of inclusion in schools and the role of principals in introducing change in schools. The case study of 20 MCD schools was part of the research work. The study analyzed data of case study of 20 MCD schools, 49 teachers dealing with

CWSN in these schools,72 observations of Children with special needs and 20 principals of these schools. The tools used for the study were attitude scale, survey, and interview schedule and classroom observations. Data obtained was subjected to appropriate quantitative and qualitative analysis. **The findings of this study** emphasize the importance of *implementing strategies* and not ‘dumping’ students with disabilities into general education classes. Care must be taken in establishing inclusion settings in resistant environments. The primary school principals’ perception about children with special needs was, in part related to their attitude towards inclusion. Most of the principals showed favorable attitude towards inclusion. Pre service and in-service training programs for principals need to address inclusion as part of their curriculum. Professional development opportunities should include opportunities to observe and know more about the children. The principals threw light on non availability of effective infrastructure facilities in schools. The teachers believed in inclusive education. The in-service training programmes conducted for the teachers proved very beneficial. Curriculum requires a flexible, success-oriented means of assessment, examination and evaluation. The government policy focus should be on pedagogy, curriculum and attitudes.

In nut shell this study shows that principal is a key change agent in school, leadership is reflected in perceptions and practices, implementing inclusion means introducing change into school and finally it is the leadership that promotes the introduction of change in the school. With more confident and skilled teachers the inclusive education programme will be a success in the classrooms also.