CHAPTER – V
SUMMARY AND CONCLUSION

The widely accepted term ‘students with special educational needs’ include students who are in some way different. The groups which belong to the mentioned category are: gifted and talented students; students with developmental disabilities, students with health impairments, behavior disorders, at risk behaviors, learning difficulties, cultural disadvantages; and socio-economic disadvantages.

When discussing the concept of inclusion through the current educational changes, it is apparent that educational policies address all school students who are in some way different and who require adjustment of learning environment, teaching methods and techniques, individualized programs, adjusted contents and communication techniques.

It is important to emphasize that inclusive practices are not solely focusing on the school environment, but facilitate social inclusion of the individual with special educational needs. There is an important role of a local community, where each individual is supposed to satisfy his/her needs, develop to the full potential and give his/her maximal contribution. The main goal is not to solely provide integration for people with special needs, but to assure inclusive living conditions in which all of their educational and everyday needs are satisfied.

The Government has assured that all students have the right to be educated and trained. According to the Constitution of India, secondary and
higher education are not compulsory, but are available to all under equal conditions, primary education is compulsory and free for all students. While, textbooks are free for all elementary schools students (1-8 grade) and students that are attending first grade of secondary school.

Students with special educational needs may be attend programs that are working in accordance to adjusted curriculum for preschool education, special educational groups, or special educational institutions. Special educational needs are determined, based on the evaluation of the primary health care physician and by the professional committee that is organized in accordance to the law. This professional committee functions in accordance with the Regulations on the composition and method of the body of experts in the procedure of actualization of claims upon the social care. Therefore, an adjusted preschool curriculum is established on the basis of findings and opinions of the professional committee, which is organized in compliance with the law and which arranges relations within the social care area and determine types and the degrees of developmental special needs.

According to the Educational Act on Preschool Education, students with special needs have a priority on enrolment in public preschools. Funding of preschool education in India is at the local State Government and Local Government level (municipal or Mandal Parishad). However, since the state takes special care of the persons with special educational needs, the preschool programs for students in special educational groups or special educational institutions are being co-financed from the budget, through the Ministry of Science, Education and Sports.
Inclusive education is achieved by grouping of students with special educational needs in a class within the primary and secondary school, according to regular or an adjusted curriculum with implementation of individualized treatments and additional help from the special teacher-collaborator, or by an organized prolonged professional treatment.

5.1 Objectives

1. To study the importance of implementation of inclusive education at primary and secondary level.
2. To study the care and response of the teachers towards the differently-able students at primary and secondary level.
3. To examine the specialties provided to differently-able students at primary and secondary level education.
4. To analyse the motivational factors influencing on differently-able students.
5. To identify the psychological differences between normal and differently-able students at primary and secondary level of education.
6. To study the barriers in implementation of inclusive education at primary and secondary level.

5.2 Hypothesis

1. There is no significant difference in implementation of inclusive education in primary and secondary level schools.
2. There is no significant difference between and within the groups of teachers in their response towards the implementation of inclusive education in primary and secondary schools of study area.

3. There is no significant difference in the factors of implementation of inclusive education in the primary and secondary schools of study area.

4. There is no significant difference between and within groups of teachers on barriers to learning in an inclusive class.

5.3 Methodology

The present study is descriptive in nature using survey method. A questionnaire was constructed to collect data from the teachers working in Visakhapatnam district of Andhra Pradesh state. The questionnaire is the most effective tool of research in survey method. Questionnaires enable the researcher to collect both quantitative and qualitative information. The questionnaire used in the study was prepared, and standardized by the researcher.

The implementation of inclusive is consisted with seven factors, such as: Admission into school, Category of differently-able students present in the school, Condition of teaching, Special provisions for differently-able students, Relationship with normal students, Motivation and Psychological differences. Each factor collected with number of statements relating to that particular factor.
The main intension of the study is to investigate the implementation of inclusive education in primary and secondary school and identify the barriers in learning. In this connection the investigation has carried out both dependent and independent variables. All the socio-economic factors of the respondents have taken as independent variables and the factors influencing on the implementation of inclusive education are taken as dependent variables.

The data was collected from 384 respondents out of which 52.3 percent (201) sample from the Government schools, 18.2 percent (70) sample from Private aided schools and 29.4 percent (113) sample from Private un-aided schools. The sample was selected for the present study from Visakhapatnam districts which is one of coastal state of Andhra Pradesh state.

The collected data were processed with the help of statistical treatment by using Statistical Package and the results were discussed to analyse the findings of the study. Here the following findings were drawn from the data analysis.

5.4 Major findings

1. Majority of the teachers opined that differently-abled students are joining in their schools and the school is providing equal opportunities for the students admitted irrespective of their physical and mental status.
2. A large number of respondents agreed that their school is possessing with deaf and partially hearing, blind and partially sighted, dumb and partially speaking, immobility in hands, palms, Legs, feet and backbone students. Along with these students educable mentally retarded, trainable mentally retarded, cerebral palsy and epilepsy students also studying in their schools.

3. Most of the teachers expressed that they teach all the students, irrespective of their ability, equally treated and sit together, so all the students in the class are given equal attention and all the classroom provisions are equal irrespective of students ability. Hence the teachers opined there is no special attention needed for inclusive students.

4. The data revealed that majority of the teachers felt differently-able students provided special provisions for their entry and exit into the school and classroom because there is special seating arrangement for them. In some schools provisions like magnifying glasses and hearing aids are provided and activity oriented equipment used for the differently-able students.

5. Regarding relation between differently-able students with normal students, most of the teachers opined that there is no problem in mingling with each other and normal students show sympathy towards differently-able students. A significant number of teachers were feeling of fear when normal students deal with Differently-able students but all the differently-able students sit and study separately in the school without any problem.
6. The response from the sample teachers denote that differently-able students are motivated and encouraged as they learn with normal students and they are treated on par with other students so their disability is never seen as a problem to them. These achievements from Differently-able students highlighted and appreciated and students learn the social skills of respecting natural differences. Hence, there is a feeling of oneness among all the students.

7. More than eighty percent of the teacher respondents agreed that there is much difference in intelligence between normal and differently-able students, and the personalities of normal and differently-able students are distinctly different. The teachers also felt that the achievement motivation is improved among the differently-able students due to inclusiveness and these students are more aggressive than the normal students. Still the differently-able students are troubled by words and actions by the normal students.

8. It is opined by many of the teachers that the teacher cannot teach all in the same manner hence one group or the other will be affected so differently-able students need special attention. They felt that normal students disturb the class if the teacher teaches according to the level of differently-able students. Most of the teachers agreed that they cannot satisfy the students with hearing problems and sight problem because teacher cannot teach louder and cannot use special visual devises for those students. It is difficult to teacher in addressing the students who are with mentally retired. Hence, the teachers felt that there is a lot of physical and psychological disturbance in the class due
to the presence of differently-able students

9. According to the opinion of the teachers it shows that the academic achievement of students of differently-able students is not on par with normal students because teachers are unaware of special instructional strategies where inclusive education is adopted. So there is a problem from parents of normal students in allowing the differently-able students in the normal classes. Therefore, inclusive education is a burden for normal teacher and at the same time it is troublesome for a normal student.

10. In this regard most of the teachers opined that inclusive education needs to be socially accepted. So that it should be encouraged by all the members of the society. Many of the respondents felt there should be special provisions made in every school for Differently-able students and the teachers should be given special incentives for teaching the differently-able students. In addition to this teachers opined differently-able students should be dealt with a humanitarian touch and they should be offered scholarships for their attendance in normal schools. All most all the teachers felt differently-able students should have the option of selecting subjects and they should be encouraged for higher education.

11. The analysis of data infers that there is a significant difference among the teachers by their designation towards condition of teaching and barriers to learning in an inclusive class, whereas, there is no significant different between and within the groups of teachers on factors of implementation of inclusive education like admission in to
school, category of differently-able students present in the school, special provisions for differently-able students, relationship with normal students, motivation and psychological differences.

12. It can be shown from the response of the teachers that there is no significant difference between male and female teachers on the different factors relating to implementation of inclusive education in primary and secondary schools in Visakhapatnam.

13. The analysis of data infers that there is a significant difference on the above said eight factors of implementation of inclusive education in primary and secondary schools in Visakhapatnam within and between the groups of teachers by school management.

14. It shows that there is a significant difference between residential and non-residential teachers in their opinion towards factors of implementation of inclusive education in primary and secondary schools of study area, and also difference in barriers to learning in an inclusive class.

15. There is a significant difference found between rural and urban teachers on implementation of inclusive education in primary and secondary schools in Visakhapatnam. Where, the Barriers to Learning in an inclusive class are representing more than other.

16. The analysis of data reveals that there is a significant difference among science, arts and language teachers on category of differently-able students present in the school, condition of teaching, special provisions for differently-able students, motivation, psychological differences and barriers to learning in an inclusive class. Whereas, in admission in to
school factor, there is no significant difference found among the three groups of teachers.

17. It shows that there is a significant difference among the graduate, post graduate and M.Phil / Ph.D. qualified teachers on category of differently-able students present in the school, condition of teaching and special provisions for differently-able students, whereas, on school admission, relationship with normal students, motivation, psychological differences and barriers to learning in an inclusive class there is no significant difference between and within the groups.

18. The data reveals that there is a significant difference among D.Ed., B.Ed. and M.Ed. qualified teachers on the implementation of inclusive education factors of school admission, category of differently-able students, special provisions for differently-able students and relationship with normal students. Whereas, there is no significant difference between and within the above said three groups of teachers on condition of teaching, motivation, psychological differences and barriers to learning in an inclusive class.

19. The analysis of data infers that there is a significant difference among the three groups of teachers by their experience level on category of differently-able students present in the school, relationship with normal students and motivational factors, whereas, there is no significant different within the groups on school admission, condition of teaching, special provisions to differently-able students, psychological differences and barriers to learning in an inclusive class.
5.5 Conclusion

There has been a great progress in the area of education, training and youth. Andhra Pradesh state is continuing the education reform process under the Education System Development Plan 2005-2010, which establishes a framework of national indicators and benchmarks. In this process, many elements of reform in the state have been outlined and legally endorsed. Education inclusion in Andhra Pradesh has been well established in law and policy. However, there have been certain problems in practical implementation, which will hopefully be resolved without delay.

There is currently no method of monitoring and evaluating the results of the educational process. A series of strategic decisions will be needed to achieve any permanent improvements in the quality of inclusive education. These decisions will be aimed at improving quality rather than implementing general systemic reforms. The future development of inclusive education will be directed toward teaching processes whose goals are to provide basic knowledge, problem-solving skills, preparation for future challenges and development of students’ general abilities.

5.6 Suggestions for further research

1. A detailed study on the number of differently abled students and their level of disability in each school of the district should be conducted.
2. A study on individuals with special needs who are studying on par with regular students should be conducted.
3. A study on the Comparison of levels of achievement of differently abled students with normal students should be conducted.

4. Barriers of learning to the students with special needs to be identified from their context.

5. A study on the learning difficulties of students with special needs should be conducted.