CHAPTER – V
FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 Major Findings of the Study

5.1(i) Findings related to objective number 1 (The status of Children with Special Needs (CWSN) of Barpeta District)

1. The study revealed that 99% CWSN children have been enrolled under SSA during 2014-15 in Barpeta District, Assam. Out of 6098 Children with Special Needs (CWSN) children 6013 have been covered by inclusive education program.

2. It has been found that in case of inclusion of Children with Special Needs (CWSN) in Barpeta District 59% boys and 41% girls were covered by inclusive education under Sraba-Siksha-Abhiyan.

3. The study revealed that the number of Home Based Education provided to the Children with Special Needs (CWSN) was 85, in different categories. Out of that number of boys were 55 (fifty five) and girls 30 (thirty). The number was not sufficient to implement the program.

4. It has been observed during the study that in no cases special classroom or other facilities were provided to the students to implement the program successfully.

5. The study revealed that in four blocks of the area of study no special teachers were appointed to teach the special educational need children. Moreover only blind glasses were distributed to the CWSN children along with the annual remuneration.

6. It has been found that initially Home Based Education was provided to the needy children but consequently it was withdrawn due to number of causes like – insufficient staff, low remuneration to the volunteers, lack of proper facilities to the CRC workers and indifferent attitude of the parents.
7. It has been found that there was not any special provision for aids and appliances for the special child. Only blind glass and monthly allocation was provided to them.

8. It has been found that there was provision for health check-up in day care centers located at urban areas. But the children of rural areas have been deprived from those facilities.

9. The study revealed that there was not any provision for appointment of special teachers under SSA in elementary schools for inclusive education of Children with Special Needs (CWSN).

10. The study revealed that the infra-structural facilities available for inclusive education of Children with Special Needs (CWSN) were not sufficient to fulfill the needs of the children with special needs.

11. It has been found that the attendance of the students was not regular in the classes. There were number of causes like – apathy of the guardians due to lower level of literacy, their poor economic condition, unavailability of transportation facility from school authority, lack of awareness among guardians and parent etc.

12. It has been observed that the schools of rural areas were not inspected regularly by the school inspectors. In urban areas inspection was done annually.

13. The study revealed that the teacher-student ratio was not satisfactory. In some schools the teachers was overstaffed and in others the number of the teachers was not sufficient.

14. It has been observed that the duration of training under SSA for the teachers was very short to input sufficient knowledge and skill to handle the CWSN children in general school set-up.

5.1(ii) Findings related to objective number 2 (the social aspect of inclusive education of parents and students in relation to gender and locality)

1. The study revealed that the attitude of the parents towards social aspect of inclusive education was favorable. Their attitude was
positive and they showed moderate level of attitude on social aspect regarding inclusion.

2. The study revealed that the attitude of the students regarding social aspect of inclusive education has been found positive as the SD was 2.113.

3. It has been found that the attitude of the students on social aspect of inclusive education was positive in both cases of the areas of urban and rural. In case of the students of the rural area the attitude was more positive which 10.93 SD was and in urban area it was 10.67.

4. It has been found that the parents in urban area showed comparatively lower level of attitude than the rural area, as the SD were 2.100 (urban) and 2.326 (rural).

5.1(iii) Findings related to objective number 3 (curricular aspect and level of satisfaction of the students regarding inclusive education in relation to gender and locality)

1. The study revealed that the level of satisfaction of the students on curricular aspect was moderate. Both the boys and girls were satisfied over the curricular aspect of inclusive education.

2. It has been found that in urban area the level of the satisfaction was moderate.

3. It has been observed that in rural area the attitude of the students was favourable. The satisfaction of the students was at the moderate level.

4. The study revealed that the attitude of the students on curricular aspect of inclusive education was favourable and both the students of urban and rural areas showed similar view.
5.1(iv) Findings related to objective number 4 (availability of infrastructural facilities in the rural and urban schools)

1. The study revealed that there was provision for ramp in all urban and rural schools. The response of the students was 100% in both urban and rural areas.

2. It has been observed that only .02% special toilet facilities were available in the schools of urban area. In rural areas the facility was not available as the response of the students was 0%.

3. The study revealed that drinking water facilities were available in the schools. The response of the students for both the urban and rural areas was 100%.

4. The study revealed that there was provision for proper playground in the schools of both urban and rural areas. The response of the students was 100%.

5. It has been observed that 0.4% students of urban area and 0.1% of rural area received hearing aids during the period of study.

6. It has been observed that 0.4% students of urban area and 0.1% students of rural area availed wheel chair facility.

7. The study revealed that 02% students of urban area and 0% students of rural area received tricycle.

8. The study revealed that 30% students from urban area and 19% students from rural received blind glass during the period of study.

5.1(v) Findings related to objective number 5 (whether general education can effectively be provided to the Children with Special Needs)

1. The study revealed that the extremely high level of the attitude of the students towards inclusive education was only 3.3%.

2. It has been found that the high level of attitude was 8.4% of the students on inclusive education in general schools.

3. The study revealed that the attitude of the students at above average level was 21.8% regarding effectiveness of inclusive education in general school.
4. It has been found that the moderate level of attitude of the students on effectiveness of general education was 35.2%.
5. It has been found that the attitude of the students towards effectiveness of inclusive education in general school was 18.2% at below average level.
6. It was found that the low level attitude of the students on effectiveness was 12.7%.
7. It has been found that only .4% students showed extremely low level attitude towards effectiveness of inclusive education in general school.
8. The study revealed that the attitude of the students towards infrastructural facilities was moderate. Both the boys and girls and students from urban and rural areas showed moderate attitude regarding inclusive education.
9. It has been found that the attitude of the students towards curricular aspect of inclusive education was also moderate. Both the boys and girls and students from urban and rural areas showed positive attitude regarding inclusive education.
10. The study revealed that the attitude of the students regarding social aspect of inclusive education was positive. Students from both rural and urban areas showed moderate level of attitude in this aspect.
11. It has been found that the attitude of the students towards behavioral aspect of inclusive education was of moderate level. Both the boys and girls and the students from urban and rural areas showed positive attitude.
12. The study revealed that the attitude of the parents on effectiveness of inclusive education in general school was moderate.
13. It has been found that attitude of the parents of urban area was favourable towards effectiveness.
14. The study revealed that the parents of rural area were satisfied over the facilities provided in general schools for inclusive education.
15. It has been found that the attitude of the male of urban area was favourable over inclusive education in general schools.

16. It has also been found that the attitude of female of rural area was favourable and they showed moderate attitude towards effectiveness of inclusive education in general school.

17. The study revealed that the attitude of the parents regarding infra-structural facilities in general school was positive.

18. It has been observed that the attitude of the parents on behavioral aspect was moderate.

19. The study revealed that the parents showed moderate level of attitude towards curricular aspect of inclusive education.

20. It has been found that the attitude of the parents on social aspect of inclusive education was also at moderate level.

5.1(vi) Findings related to objective number 6 (The attitude of the teachers towards inclusive education in relation to gender and locality)

1. It has been found that the level of the attitude of the teachers were extremely high at Rupsi block only and 1% teachers showed positive attitude towards inclusive education.

2. The study revealed that the teachers showed 14.9% high level of attitude towards inclusive education that was highest at Bhawanipur block and lowest 1.4% at Barpeta block.

3. It has been found that the above average level attitude was highest at Barpeta block and 32.9% were favourable and lowest at Gobardhana block and 5.0% were favourable towards inclusive education.

4. The study revealed that the moderate level of attitude of the teachers was highest at Gobardhana block where 55.0% teachers were in favour and lowest at Bhawanipur block and 31.9% were in favour of inclusive education.
5. It has been found that the level of unfavourable attitude of the teachers was highest at Gobardhana block and it was 25.0% and lowest 8.6% at Barpeta block.

6. It has been found that the most unfavourable attitude was highest at Barpeta block which was 15.7% and lowest at Bhawanipur block that was 4.3% and it was nil at Gobardhana block.

7. It has been found that the teachers showed extremely unfavourable attitude highest at Gobardhana block, which was 10.0% and lowest at Barpeta block that was 2.9%.

8. The study revealed that the level of attitude of the teachers was moderate towards inclusive education where 41.5% showed positive attitude.

9. It has been found that the attitude of the teachers of urban area towards inclusive education was moderate and 41.0% were in favor of inclusive education.

10. It has been found that 42.3% teachers showed positive attitude in rural area which was at moderate level.

11. It has been revealed that the urban- rural difference of the attitude of the teachers regarding inclusive education was highest 41.5% at moderate level.

12. The level of the attitude of the teachers of both male and female towards inclusive education was highest at moderate level. The study revealed that 44.2% male and 41.5% female teachers were in favour of inclusive education for Children with Special Needs (CWSN).

13. The study revealed that the attitude of the teachers regarding behavioral aspect of inclusive education was positive and their level of attitude has been found moderate.

14. The investigator observed that the attitude of the teacher related to social aspect of inclusive education have been found positive.

15. It has been observed that the teachers showed positive attitude on curricular aspect of inclusive education in general school.
16. The study revealed that the attitude of the teachers on infrastructural facilities has been found moderate.

5.1(vii) Findings related to objective number 7 (The attitude of the parents towards inclusive education in relation to gender and locality)

1. The study revealed that 11.6% parents showed high level of attitude towards inclusive education.
2. It has been found that 28.0% parents showed above average level of attitude on inclusive education for CWSN children.
3. The study revealed that 26.5% parents showed moderate level of attitude towards inclusive education.
4. The study revealed that the attitude of the parents was 24.0% at below average level on inclusive education.
5. It has been found that the low level of attitude of the parents towards inclusive education was 7.4%.
6. It has been found that parents showed 2.5% extremely low level attitude towards inclusive education for children with special needs.
7. The study revealed that the attitude of the parents was positive regarding infrastructural facilities of inclusive education. The parents from urban and rural areas showed moderate level of attitude.
8. It has been found that the attitude of the parents on behavioural aspect of inclusive education was moderate. Both the male and female and parents from urban and rural areas showed positive behaviour on inclusive education.
9. It has been found that the attitude of the parents on curricular aspect of inclusive education was positive. Both the male and female and parents of urban and rural areas showed moderate level of attitude towards inclusive education.
10. The study revealed that the attitude of the parents on problem related aspect of inclusive education was of moderate level.
11. The study revealed that the attitude of the parents regarding inclusive education was highest at above average level. Their attitude was positive on inclusive education.
12. It has been found that the attitude of the male towards inclusive education was highest at high level which was 26.8%.
13. It has been found that the level of attitude of the female was highest at high level that was 44.4%.
14. The study revealed that the level of attitude of the parents of urban area regarding inclusive education was highest at above average level. 28.7% showed positive attitude towards inclusive education for children with special needs.
15. The study also revealed that parents of rural area showed highest level of attitude at above average level which was 27.2%.

5.1(viii) Findings related to objective number 8 (Problems related to inclusive education)
1. The study revealed that the attitude of the students towards problem related aspect of inclusive education was moderate.
2. It has been found that both the boys and girls showed moderate attitude on problem related aspect.
3. The study revealed that the attitude of the parents on problem related aspect of inclusive education was moderate.
4. It has been found that the attitude of the parents from urban and rural areas was at moderate level. The attitude of both male and female was moderate.

5.2 Discussion on Findings
The investigator collected some information from the school Heads, teachers, students and parents during the study to find out various aspect of inclusive education and its effectiveness. The investigator provided more emphasis to know the attitude of the teachers, parents and students on inclusive education. On the basis of the responses
from teachers, students and parents the investigator discovered some problems related to inclusive education as mentioned below:

1. Facilities provided to the children with special needs were limited.
2. Training of the teachers was not adequate
3. Most of the guardians were not properly conscious about the problems of their children
4. The implementation of the program under SSA was not overall satisfactory.

The discussion on the findings has been presented on the basis of the analysis and interpretation of the present study.

In the first objective the status of inclusive education for Children with Special Needs (CWSN) has been studied in Barpeta district, Assam. It has been found that the overall status of inclusive education in Barpeta District was not satisfactory. Though enrollment of the CWSN children was satisfactory, but the implementation of the inclusive education program was not satisfactory. The attendance of the students was not regular due to number of facts. Supply of aids and appliances for CWSN children was not adequate. Home Based Education has not found satisfactory and the ratio of teacher- student has been found inadequate. It has been observed that there was neither any provision of special classroom or other facilities for the CWSN children nor any provision of recruitment of special teachers in the schools. Moreover the duration of training of the teachers was too short for inclusive education.

In a study done by Kalita, Mina (2013) on “A Study of the Inclusive Education Program for Disabled Children under Sarba-Siksha-Abhiyan Mission in Assam” reported that there were variations in the position of identification, enrolment, attendance of Children with Special Need for different categories and supply of aids and appliances was not satisfactory. Though the stakeholders and volunteers, resource teachers and other members related to the programme were sincere to their services, the level of retention was very high.

In 2013 a study carried out by Ali, Dr. Shahjahan on “A Study of Integrated Education for Disabled Children of Elementary Schools with Special Reference to Barpeta District, Assam find out the result that in the field of educational adjustment disabled students differed significantly from the normal students. The admission
procedure was not effective and the facilities provided to such students were not satisfactory.

In a study “Impact of Home Based Education on Children with Special Needs” by Banu Nasrin and T.S. Nagamoni, 2011 concluded their result that Home Based Education was offered as one of the educational options for children with severe and profound disabilities under Sarva-Shikha-Abhiyan. Provision was made to teach specialized skill to those children by specially trained teachers. Successful inclusion of children with disabilities was only possible when the regular schools could involve and committed to inclusion.

In the second objective, the social aspect of inclusive education was studied. The result of the findings revealed that the attitude on inclusive education was favorable. The parents showed positive attitude towards inclusive education and the level was of moderate. The attitude of the students was also positive. In both urban and rural areas the attitude was at moderate level. The attitude of the parents on inclusive education was at moderate level in both urban and rural areas.

In a study of Premila K.S and Mary Arul “Building Disability Awareness among Students is Need of the Hour” 2014 mentioned that to provide one a fair chance to live well in the society, equality among people is very much needed and hence the need to find out disability through awareness so that proper care may be taken to tackle with the problem. The study revealed that the education should be cost-effectiveness of the entire system and it should be the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

Singal et al, 2010 undertook a study on disabilities. The study was purpose-designed survey the included questions on disability, collected information on individual. Family and administered on urban-rural household. The findings of the study revealed that social participation and high status in society influenced in this regard, as they made it their habit.

In a report commissioned by the Australian Research Alliance for Children and Youth (ARCY) for the Department of Education, Employment and Workplace Relations mentioned that appropriate preparation of all stakeholders was another requisite of inclusive education. Social inclusion issues should be responded well, issues
surrounding choice and equity, increased pressure to demonstrate improvement in academic outcomes; acceptance of social and political changes in the school community.

The third objective of the present study was framed to study the curricular aspect and level of satisfaction of the students regarding inclusive education. The findings of the study revealed that the attitude of the students towards curricular aspect of inclusive education was as a whole moderate. The level of satisfaction was moderate. It has been observed that students of both urban and rural areas showed moderate attitude and level of satisfaction regarding curricular aspect was also moderate.

In 1991 Bhuyan, Prabhat Chandra revealed in his study “Development of Education among Physically Handicapped Students of Assam since Independence” revealed that curriculum for physically handicapped was not properly organized. There was no proper facility for vocational training in all the educational institutions for deaf, dumb and the blind.

Rout Kumar Gyanendra, in his article “Attitude of Teachers towards Inclusive Education in India” 2014 concluded that lack of academic and flexible curriculum and lack of training are the ultimate challenge in affecting teacher’s attitude negatively in inclusive education program.

Patel V. Jayanthibhai in a study 2015 discussed that regarding curricular adaptation, an inclusive curriculum applies to all students regardless of their physical, intellectual, emotional, linguistic or other conditions.

The fourth objective of the present study was related to availability of infra-structural facilities in inclusive education at general schools revealed that the level of attitude of the teachers towards infra-structural facilities was of moderate level. There was no difference between male and female teachers in their attitude. Teachers of urban and rural areas showed moderate level of attitude. On the other hand the attitude of the students on availability of infra-structural facilities was moderate. Students of urban and rural areas and both boys and girls showed positive attitude and their level of attitude was moderate.

Dimitrios Kokaridas, Georgia Vlachki, Eleni Zourmatzi, Asterios Patsiaouras 2008 in their study on “Parental Attitudes Regarding Inclusion of Children with Disabilities in Greek Education Setting” mentioned that quality of instruction and
availability of support services created a feeling of uncertainty to parents of children with disabilities about the positive or negative outcomes of inclusion of inclusion practices.

Singal Dr. Nidhi 2009 in a study “Education of Children with Disabilities in India” mentioned that redistribution of resources and access has been considered one of the desirable and important matters in case of inclusive education. Children with disabilities tend to belong to the lower economic strata and without these special schemes it cannot facilitate the basic elements. For girl’s access to education depends on infrastructure and transformations in the curriculum and pedagogy.

Chandra Satish and Meetei M Rohan in a study “Taking the Challenge of Inclusive Education in India” 2012 revealed that infrastructures in schools were not sufficient to meet the needs of CWSN. Improper environment along with limited teaching-learning materials impacts the attitude of teachers towards inclusive education.

Devi Mridusmita, 2012 in a study “Socio-Economic Status and Education of Children with Special Needs (CWSN) in Nagaon and Morigaon districts” revealed that infrastructural and environmental facilities, co-curricular and recreational facilities availed by Children with Special Needs in the schools of Nagaon and Morigaon districts were inadequate. Academic support availed by Children with Special Needs in the schools were inadequate.

The fifth objective was framed to examine if whether general education can effectively be provided to Children with Special Needs (CWSN) students. The result of the study showed that the highest level of attitude of the students was at moderate level. The attitude of the students on availability of infrastructural facilities was at moderate level. Both the boys and girls and students of urban and rural area showed moderate level attitude. On behavioral aspect they showed positive attitude and the level of attitude was moderate. On curricular aspect the students showed moderate level attitude. Regarding social aspect the attitude was also moderate.

On effectiveness of inclusive education in general school, the attitude of the parents was moderate. Parents from both urban and rural areas showed attitude at above average level.
Elkins John, Kraayenoord Van E. Christina and Jobling Anne, 2003 in “Attitude of Parents on Inclusive Education” revealed that the response of the parents regarding inclusion was moderate. All parents were strongly or moderately supportive of the benefit of inclusion for CWSN children in general. The mutual benefits of social interaction, greater independence, gender understanding and tolerance by their peers, friendship with non-disabled peers and imitating their behavior proved as the most salient benefits of inclusion.

In 2014 Wondwosen Mitiku, Yitayal Alemu, Semahgn Mengsitu conducted a study on “Challenges and Opportunities to Implement Inclusive Education” revealed that the schools had little opportunities to pave the way to implement inclusive education. Challenges that faced to implement inclusive education were- the attitude of the teachers and the parents towards children with disability and teachers of students with special needs, lack of attention from the education office, lack of educational materials, large class size and lack of skilled manpower etc.

The sixth objective of the present study was framed to study the attitude of the teachers towards inclusive education in relation to gender and locality. The investigator observed here that the attitude of the teachers towards inclusive education was positive. The level of attitude of the teachers was moderate related to inclusive education. The teachers of both urban and rural area showed moderate level of attitude. Their attitude was positive regarding inclusive education in general school. Both the male and female teachers showed moderate level attitude on inclusive education.

Rout Kumar Gyanendra, (2014) in his study “Attitude of Teachers towards Inclusive Education in India” reviewed positive attitude of individuals with disability, non-disabled peers; teachers and administrators contribute to the successful implementation of inclusive education. Teacher’s attitudes were found to be influenced by the nature and severity of the disability conditions, training of teachers, experience, gender and availability of support.

Boer de Anke, Piji Jan Sip and Minnert Alexander (2011) in a study “Regular Primary Schoolteachers Attitudes towards Inclusive Education”, observed that teachers with less teaching experience were significantly positive in their attitudes towards Students with Educational Needs. Again who had previous experience with inclusion education were significantly positive in their attitudes than the teachers who had zero
experience. The teachers who received training hold more positive attitude than others who had least knowledge toward inclusive education.

Elliot (2008) examined the relationship between attitude of teachers toward inclusion and teacher effectiveness. Teachers with a positive attitude toward inclusion provide all of their significantly more practice attempts, at a higher level of success.

Prince, Mayfield, McFadden and Marsh (2000) find out that the teachers would be required to accept the pupil and adjust the classroom and instructional activities to meet the academic, behavioral and social need of the pupil.

The seventh objective was related to the attitude of the parents towards inclusive education in relation to gender and locality. The study revealed that the attitude of the parents in inclusive education was positive. The level of attitude was of above average level. On behavioral aspect of inclusive education parents from both urban and rural areas showed above average level of attitude. Regarding curricular aspect of inclusive education their attitude was positive. On problem related aspect the attitude of the parents was moderate. The parents showed moderate level of attitude regarding infrastructural facilities in general schools.

Arjmandia Ali Akbar and Kakabaree Keivan (2014) on “The Investigation of Parent’s Attitude toward Inclusive Education for Slow Learners”, observed that parents of slow learners expressed positive attitude towards integration plan. Variables of parent’s ages, parent’s academic level and number of children’s friends had a significant relation with parent’s views. The more the age, educational level and number of children’s friends, the more they positive were found.

Dimitrios Kokaridas, Georgia Vlachki, Eleni Zourmazi, Asterios Patiovouras (2008) in a study “Parental Attitudes Regarding Inclusion of Children with Disabilities in Greek Educational Settings’, observed that quality of instruction and availability of support services created a feeling of uncertainty to parents of children with disabilities about the positive or negative outcomes of inclusion of inclusive practices. They showed confidence regarding equal treatment of their children by teachers in typical classes and their acceptance by parents of peers without disability.

Elkins John, Kraayenoord Van E. Christina and Jobling Anne (2003) in “Attitude of Parents on Inclusive Education”, observed that the response of the parents
regarding inclusion was moderate. All parents were strongly or moderately supportive of the benefit of inclusion for Children with Special Needs (CWSN) children in general.

The eighth objective of the present study was framed on problem related aspect of inclusive education. The investigator observed that the attitude of the students regarding problem related aspect of inclusive education was moderate. Both the boys and girls showed moderate level attitude. Students from both urban and rural areas showed moderate level attitude. The attitude of the parents on problem related aspect was moderate. Parents from urban and rural areas showed moderate level attitude and attitude of both male and female has been found moderate.

A Report by Australian Research Alliance for Children and Youth (ARCY) 2013 reviewed that before implementing the policies of inclusive education in a popular region, urban- rural situations as well as the fiscal constraints, support structures and the capacities of the implementing authority should be kept in mind.

Devi Mridusmita (2012) in a study “Socio- Economic Status and Education of Children with Special Needs (CWSN) mentioned that infra-structural and environmental facilities, co- curricular and recreational facilities availed by Children with Special Needs (CWSN) were inadequate along with medical, parent- teacher association, midday meal, uniform and transportation facilities in the schools of Nagaon and Morigaon Districts. Academic support availed by Children with Special Needs (CWSN) in the schools was also inadequate.

Kumar Anil (2012) in “Common School System still a Distant Dream”, observed that appropriate infrastructure including school building, teaching staff and learning equipments from the government had been found necessary condition to make inclusive education a success. Government should ensure good quality elementary education conferring to the standards and norms specified in schedule 8 (d), Right to Education (RTE) act, 2009.

Sharma V. (2001) conducted a study on “The Attitude and Concerns of School Principals and Teachers regarding the Integration of Students.” The investigator observed that lack of resources such as special education teachers and Para- professional staff, non- availability of appropriate instructional materials, lack of funding and lack of teachers training had a major concern to implement inclusive education policies in general schools.
5.3 **Educational Implications of the Study**

On the basis of the present study following implications have been put forwarded for educational implications –

1. Regarding training the present study revealed that both teachers and parents should be included under the program so that knowledge about proper care and development regarding education of CWSN children can be provided to invite more students to the general schools.

2. It has been found during the study that to handle the specially need children in the general classroom the general teachers need extensive training. The state government should make proper provision under SSA to train up the all teachers in the line of inclusive education.

3. It has been found that Counseling is one of the worth measure to educate the parents to understand the problems faced by the impaired children and help them to progress. There should be provision for counseling from the part of both the Sarva-Shikha-Abhiyan and school authority along with other educational organizations.

4. It has also been revealed during the study that the teachers and the experts should properly motivate the parents with adequate guidance to maintain proper collaboration for implementation of the inclusive education program.

5. It has been found that there is a need to develop infrastructural facilities, modification of curriculum and introduction of sophisticated learning materials and useful methods to develop the program. Adequate support system and services should be extended for proper implementation of the program.

6. The present study also found that there should be provision for training of teachers at both pre- service and post- service to make them acquaint well with working condition in an inclusive environment.

7. It has been found that identification is one of the major issues related to implementation of inclusive education in general classroom situation.
More emphasis should be given on preparation of children on the form of early childhood intervention before enrolment.

8. It was the observation of the investigator that Home Based Education should be an integral part of inclusive education to the needy children wherever and whenever necessary.

9. During the present study the investigator found that there should be provision for transport facilities in schools for better communication.

10. During the present study one of the major challenges of inclusive education has been found lack of adequate number of teachers in general schools. Provision should be made for appointment of more teachers to maintain a proper ratio between the teacher- students.

11. It has also been found that there should be provision for proper evaluation of the CWSN children so that separate evaluation can ensure progress of academic activities of the CWSN children.

12. The present study revealed that extensive provision for co –curricular activities along with the curricular subjects can make the inclusive education program more effective in general schools.

13. It has been found that more involvement of local community in inclusive education program is another factor for effective implementation of the program more.

14. The investigator found that the government should be more concern to allocate necessary funds to the schools.

15. Regarding involvement of it was found that SSA should coordinate the whole program effectively along with central, state, district and local boards of education.

16. It was found during the present study that public policies, supportive legislation and budgetary allocation should get privilege from the part of the policy makers to make inclusive education more meaningful.

17. During the present study it was found that inclusive education program mainly concerned with the role played by stakeholder participation, community mobilization and mobilization of Non-Governmental
Organisation, private and government resources. Collaborative effort is necessary for implementing inclusive education more successfully.

18. Regarding the involvement of the parents the study observed that proper knowledge about the curriculum for inclusive education is necessary to send their children to general schools without worry.

19. It was observed during the present study that the Non-Governmental Organisations can play a strong role to spread awareness regarding the value of inclusive education in general masses so that the campaign of inclusive education comes a reality for all specially needed children in general schools.

20. Regarding curriculum for inclusive education it was found that it should be based on modern technology so that severely affected children can be facilitated with learning from home.

21. Regarding the role of community the present study observed the positive attitude of the community and immediate neighbour can solve various problems of the specially need children which has not been found up to the mark.

22. It has been found that though every child of a society is a valuable asset and CWSN children also cannot be excluded from it, but in our society they are yet to recognize as a productive member and a resource. Social acceptance has not found up to the mark. It still considered their birth as a fault.

23. One of the major issues regarding education for all the present study has been found that though it was considered as the fundamental right of each and every child of the countryman and education for all has marked as one of the major objectives of central as well state government to make education access for every citizen in India, SSA was unable to attain the level of cent percent literacy during the time frame of 2000 – 2010. The census report of 2011 revealed that 30% people of our country remained till illiterate. Literacy campaign could not include them. The National Policy of Education 1986 recommended inclusive education for especially abled children in general school set up. But till date the dream
24. It was found during the present study that the curriculum has been considered as the main vehicle of transaction of knowledge in teaching-learning process, but in reality the curriculum for the CWSN children in general school was not satisfactory.

25. There was not much difference between the curriculum for normal and CWSN children.

26. It has been found that some special facilities for the CWSN children like special room, library, toilet, communicating materials, and transport facilities must be considered as much needed in general schools which have been found unavailable in general schools.

27. The investigator observed that the whole process of inclusive education can never function without positive attitude of the teachers if adequate facilities could be provided then they would develop it towards CWSN children in general schools which can change the scenario of teaching-learning process along with solving the problems faced by the teachers in educational situation like – inadequate teacher-student ratio, improper training, and awareness about the problems and in some cases irregularity of service which create negative impact in the whole system of inclusive education.

28. It has been found that parents play a vital role in inclusive education system but in most of the cases the issue strike by the illiteracy of the parents of Children with Special Needs (CWSN) and their ignorance that lead to ineffective implementation of the inclusive program.

29. Successful implementation of inclusive education mainly depended on skilled teachers and related professionals and the right conditions to demonstrate their skills. But these facilities have been found limited in general school which lead the program ineffective.

30. It has been observed that regularity in inspection of the schools has not been maintained and especially in rural schools there was not regular
inspection. It may be considered as the main setback of implementation of the inclusive program in general schools.

31. It has been observed during the present study that till date some schools have been running by single teacher, though in urban areas some schools have been marked by overstaffing, but in rural areas some schools have been running by single teacher to take which may be considered as major obstacle of inclusive education. These anomalies hamper in the implementing process.

5.4 Suggestions for Further Research

Research is a continuous and never ending process. Here one area of the study opened up new avenues to study the various process of the related area of study. It is never possible to include each and every corner of the study for the investigator at one time. The investigator could not cover all possible variables of the present study related to inclusive education for Children with Special Needs (CWSN) and attitude of the parents, teachers and students of elementary stage. Inclusive education is a broader area and to constraints of time the investigator could not include each and every possible corner of the study area. In order to bring a clear picture about the implementation of inclusive education under Sarba-Siksha-Abhiyan there is a need to study various factors and possible variables as well as elements of the topic in great detail. In the present study the investigator could identify only some of the significant factors related to the topic which came in notice during the entire study and every aspect was not possible to cover up in a single study. But there is every possibility to leave for research to carry out by other researchers in future related to the present topic.

Some of the possible areas for further study are as follows:

1. The present study can be separately taken out by including all areas of inclusive education like – women, disadvantaged groups as well as SC/STs along with CWSN children.

2. Study on the restructuring curriculum for Children with Special Needs (CWSN) in general school set up and introduction of ICT is another urgent need for further research.
3. Study on the attitude of normal children in general schools towards inclusive education in relation to their peers.

4. Study on the future opportunities and educational placement for CWSN children after completion of their schooling.

5. Study on relationship between the teacher’s qualification, attitude, stress, gender and the problem of large classes and problems related with the implementation of inclusive education.


7. Study containing on the problems related to identification of CWSN at earlier stage for proper care and development.

8. The present study was confined to Children with Special Needs (CWSN) of Provincialised elementary children of Barpeta District only. There is much scope to conduct study at secondary and higher stage including other districts.

5.5 Conclusion:

The concept of inclusive education is based on the concept of education for all. Education is a birth right of each and every child in India. The Constitution of India has declared ‘Education’ as a fundamental right for the citizen of India. Being a right education should be access to every child irrespective of their normalcy. In inclusive set up education provided opportunities to all children with disabilities in regular schools along with their normal peers. Inclusive education enables a child who needs special care to overcome disability to make them useful member of the society.

Attitude plays a significant role in inclusive education system. Positive attitude leads to successful implementation of inclusive education in regular schools. Attitude of parents is most significant in this process as the parents are closely related to the children and they know the nature and type of disability of their children from earlier stage. Attitude of the teachers can change the whole picture of the program. Attitude of the students is also an effective factor in inclusive education. The study revealed that parents were positive in most of the cases to send their children with disabilities to general schools. Their attitude has been found above average regarding social,
behavioral and problem relate aspects but in case of infrastructural facilities they were not much satisfied and they were in favor of providing more facilities to general schools from the part of the government for children with special needs. There was not much difference between in attitude of the parents of urban and rural areas. Teachers were also positive in their attitude and they showed moderate level of attitude towards inclusive education. They were more concern about providing more facilities in general schools to make inclusion more meaningful. Training has been found another necessary factor for effective implementation of the program. Teachers need extensive training to handle the CWSN children along with the normal counterpart. The students also showed moderate level of attitude regarding inclusive education in general schools and both the urban and rural showed similar views. There was no difference between boys and girls in attitude towards inclusive education. the study revealed that implementation of inclusive education under SSA has been found moderately successful. The students, parents and teachers were not highly satisfied over the infrastructural facilities provided to general schools and problems related to inclusive education in Barpeta District, Assam. The level of satisfaction has been found moderate in all aspect of the area of the present study. Much scope is there to improve the condition. There should be more involvement from the part of the government as well as the school authority to implement the program in a meaningful way. The government should be more conscious about the problems related to implementation of inclusive education so that Education for All become possible throughout the Barpeta District in general schools.