

SUMMARY, MAJOR FINDINGS, AND CONCLUSION

5.0 INTRODUCTION

The introduction and review of related literature are presented in chapters 1 and 2 respectively. The methodology employed for the study along with the selection of tools, the procedure of data collection, and the statistical techniques for the analysis of the data is presented in chapter 3. Chapter 4 is devoted to the analysis of data, results, and findings of the study. This chapter includes a summary of all the chapters. The present study is about the perception of parents, teachers, and academic leaders on the inclusion of children with special needs (CWSN) at the school level. The researcher proceeds in the study with the setting up of objectives.

5.1 OBJECTIVES OF THE STUDY

1. To study the perception of Parents about the inclusion of Children with Special Needs (CWSN) with reference, inter alia, to
 - Pedagogical practices
 - Teacher training
 - Infrastructure
 - Teaching-learning resources
 - Curricular activities
 - Learner assessment
 - Challenges and opportunities

2. To study the perception of Teachers about the inclusion of Children with Special Needs (CWSN) with reference, inter alia, to
 - Pedagogical practices
 - Teacher training

- Infrastructure
- Teaching-learning resources
- Curricular activities
- Learner assessment
- Challenges and opportunities

3. To study the perception of Academic leaders about the inclusion of Children with Special Needs (CWSN) with reference, inter alia, to

- Pedagogical practices
- Teacher training
- Infrastructure
- Teaching-learning resources
- Curricular activities
- Learner assessment
- Challenges and opportunities

4. To suggest measures to promote education amongst Children with Special Needs (CWSN).

5.2 RESEARCH QUESTIONS

The study will investigate to answer the following question:

1. What do Parents perceive on the Inclusion of Children with Special Needs (CWSN) concerning the following aspects of education?

- Pedagogical practices
- Teacher training
- Infrastructure
- Teaching-learning resources
- Curricular activities
- Learner assessment

- Challenges and opportunities

2. What do Teachers perceive on the Inclusion of Children with Special Needs (CWSN) concerning the following aspects of education?

- Pedagogical practices
- Teacher training
- Infrastructure
- Teaching-learning resources
- Curricular activities
- Learner assessment
- Challenges and opportunities

3. What do Academic leaders perceive on the Inclusion of Children with Special Needs (CWSN) concerning the following aspects of education?

- Pedagogical practices
- Teacher training
- Infrastructure
- Teaching-learning resources
- Curricular activities
- Learner assessment
- Challenges and opportunities

5.3 METHODOLOGY

A survey research methodology was followed in the study. As per the nature of the study, a simple random sampling technique is used in the selection of the sample. The sample consists of 30 parents, 30 teachers, and 10 academic leaders of different educational institutions/ organizations (both elementary and secondary schools, fully government-owned or government-recognized private schools and, Academic leaders from Rajya Shiksha Kendra, Bhopal, M.P.) of Bhopal district.

5.3.1 TOOLS

Since the study is based on a new concept, self-constructed interview schedules are used to explore the perception of stakeholders on the inclusion of children with special needs (CWSN) at the school level. During the study, the following tools were used to collect the data:

- Interview schedule for parents
- Interview schedule for teacher
- Interview schedule for academic leaders

The Interview Schedule consists of a set of semi-structured questions seeking their perception of the following aspects of education;

- Pedagogical practices
- Teacher training
- Infrastructure
- Teaching-learning resources
- Curricular activities
- Learner assessment
- Challenges and opportunities

5.3.2 STATISTICAL TECHNIQUE FOR DATA ANALYSIS

Simple and inferential statistics are used to analyze and interpret the data.

5.4 FINDINGS OF THE STUDY AND RECOMMENDATIONS TO FACILITATE THE INCLUSION OF CHILDREN WITH SPECIAL NEEDS AT SCHOOL LEVEL

5.4.1 Perception of Parents on the inclusion of children with special needs (CWSN) concerning various aspects of education at the school level

- A. **Pedagogical Practices:** Responses of the majority of parents (70%) suggest that the same teaching-learning strategies should not be followed for children with special needs (CWSN) and other children in the class because they need special time and care. The teacher should adopt special teaching-learning strategies to meet the individual needs of children with disabilities (e.g. sign language, ICTs, and assistive technologies).
- B. **Teacher Training:** The majority of the parents (100%) suggested that the teachers should be specially trained on the strategies of dealing with children with special needs.
- C. **Infrastructure:** The majority of the parents (100%) suggested that the infrastructural facilities should not be the same for children with special needs (CWSN) and other children. Barrier-free infrastructural facilities including ramps, handrails, disabled-friendly toilets, etc. need to be developed for children with special needs in school.
- D. **Teaching-Learning Resources:** Responses of parents indicate that a majority of parents (80%) perceive that teaching-learning resources should not be the same for children with special needs (CWSN) and other students in the class rather resources should be as per the needs of children with disabilities such as assistive devices, technology-based tools (e.g. textbooks in accessible formats such as large print, audiotapes, electronic texts, and Braille).
- E. **Curricular Activities:** The majority of parents (60%) perceive that the curricular activities should be the same for children with special needs (CWSN) and other

children to supporting their participation in the schooling activities. Responses of parents suggest that involvement of children with special needs (CWSN) in various curricular activities can result in improvements in the areas of social interaction, appropriate behavior, self- esteem, and language development. Being involved in the same curricular and learning activities as their peers allows children with special needs (CWSN) to develop better interpersonal skills.

- F. **Learner Assessment:** The majority of parents (100%) believe that the strategies for learner assessment should not be the same for children with special needs (CWSN) and other children rather assessment should be made flexible in terms of choice of subjects, specific relaxations (disability wise) during the examination, and amanuensis are given as per the disability.
- G. **Challenges:** The majority of parents (80%) believe that the inclusion of children with special needs (CWSN) in school is challenging because of a lack of sufficient well-equipped man and material resources.
- H. **Feedback to facilitate the education of children with special needs (CWSN) at the school level:** The responses of parents suggest that teacher behavior should be more cooperative and parents should be involved in school activities.

5.4.2 Perception of Teachers on the inclusion of children with special needs (CWSN) concerning various aspects of education at the school level

- A. Pedagogical Practices:** Responses of teachers indicate that half of the percentage of teachers (50%) perceive that the same teaching-learning strategy should be followed for children with special needs (CWSN) and other children in the classroom because it is beneficial for all including slow or average learners. Other benefits for ordinary students are the presence of extra aid in the classroom as well as an adaptation to different learning styles. Responses of teachers suggest that in an inclusive environment, different teaching techniques can be used to educate all types of learners effectively. The children without special needs can benefit from different learning styles being taken into consideration in an inclusive environment, because every child, disabled or not, has his/her style of learning. However, equally half of the percentage of teachers (50%) suggest that special teaching-learning strategies such as sign language, multi-media approach should be used for children with special needs (CWSN).
- B. Teacher Training:** The majority of teachers suggested that they need special training on the strategies to identify learning disabilities faced by children with special needs (CWSN) and plan specifically for their mitigation, use of appropriate technology, and assistive devices. The majority of the general teachers suggested that they are not trained on all disabilities and need the assistance of special educators and therapists to cater the needs of all learners.
- C. Infrastructure:** The majority of the teachers (80%) suggested that the infrastructural facilities should not be the same for children with special needs (CWSN) and other children and physical access to schools for children with special needs should be addressed providing accessible classrooms, laboratories, playgrounds, resource room (academic lab, low vision Lab, soundproof room, therapeutic room), etc.
- D. Teaching-Learning Resources:** Responses of teachers suggest that half of the percentage of teachers (50%) perceive that the teaching-learning resources

should be the same and inclusive with minor adaptation like changes in learning content and use of assistive devices for children with special needs (CWSN) and other students in the class as it is beneficial for all including slow or average learners. However, equally half of the percentage of teachers (50%) suggested for designing and developing textbooks in accessible formats (e.g. large print, braille, inclusive TLMs) for CWSN.

- E. **Curricular Activities:** The majority of teachers (90%) suggested that curricular activities should be the same for children with special needs (CWSN) and other children to promote their social adjustment. Being involved in the same curricular activities as their peers allows children with special needs can develop better interpersonal skills.
- F. **Learner Assessment:** The majority of teachers (100%) suggest that the strategies for learner assessment should not be the same for children with special needs (CWSN) and other children in terms of both functional and formal assessment.
- G. **Challenges:** The majority of teachers (80%) perceive that the inclusion of children with special needs (CWSN) in school is challenging because of a lack of sufficient resources and time to collaborate with colleagues for designing appropriate teaching methods and materials to support the inclusion of children with special needs (CWSN) in the regular classroom.
- H. **Feedback to facilitate the education of children with special needs (CWSN) at the school level:** The responses of teachers suggest that special educators and therapists should be appointed in schools and in-service training for adaptations to teach children with special needs (CWSN) should be provided.

5.4.3 Perception of Academic leaders on the inclusion of children with special needs (CWSN) concerning various aspects of education at the school level

- A. **Pedagogical Practices:** Responses of the academic leaders indicate that half of the percentage of academic leaders (50%) perceive that the same teaching-learning strategy should be followed for children with special needs (CWSN) and other children in the classroom because it is beneficial for all children including slow or average learners. These strategies encourage children to learn together. However, equally half of the percentage of academic leaders (50%) suggested teaching-learning strategies should be as per the individual needs of children with disabilities.

- B. **Teacher Training:** The majority of academic leaders suggest that teachers should be specially trained on the strategies of dealing with children with special needs (CWSN).

- C. **Infrastructure:** The majority of academic leaders perceive that infrastructural facilities should not be the same for children with special needs (CWSN) and other children and prioritizes barrier-free facilities. Not only ramps but also accessible classrooms, laboratories, playgrounds, etc. should be designed to create an enabling environment.

- D. **Teaching-Learning Resources:** Responses of academic leaders suggest that half of the percentage of academic leaders (50%) perceive that the teaching-learning resources should be the same for children with special needs (CWSN) and other students in the class because it is beneficial for all children including slow or average learners. However, equally half of the percentage of academic leaders (50%) suggested the development of inclusive TLMs (Tactile, 3D multisensory approaches, Augmentative and Alternative communication (AAC), etc.) for the inclusion of children with special needs.

- E. **Curricular Activities:** The majority of academic leaders (100%) perceive that the curricular activities should be the same for children with special needs (CWSN) and other children to supporting their participation in the schooling activities.
- F. **Learner Assessment:** The majority of academic leaders (100%) perceive that the strategies for learner assessment should not be the same. Children with severe and profound disabilities should be provided with general and special relaxations during the assessment.
- G. **Challenges:** The majority of academic leaders suggest that lack of orientation & sensitization program for educational stakeholders for addressing the needs of children with disabilities, parental and peer awareness make inclusion a challenging task.
- H. **Feedback to facilitate the education of children with special needs (CWSN) at the school level:** Financial support should be provided to schools for the integration of children with special needs (CWSN), as well as for the establishment of the resource room, curriculum for intellectually disabled children, and appointment of special educators and therapists in every school. Collaboration with resource centers for children with special needs (CWSN) as well as volunteer organizations can help in the successful implementation of home-based education for children with severe and profound disabilities.

5.5 CONCLUSION

As stated by the National Education Policy 2020, one of the priority areas of action regarding education programs for children with special needs (CWSN) or Divyang will continue to be mainstreaming them in neighborhood schools and supporting their participation in the schooling process from the Foundational stage through Grade 12. It is apparent from the findings of the present study that for successful inclusion of children with special needs (CWSN) into regular classrooms various educational aspects such as pedagogical practices, teacher-training, infrastructure, curricular activities, learner assessment, and teaching-learning resources must be in alignment. At the school level redefining the role and responsibilities of teachers, the readiness of academic leaders to support the implementation of reforms initiated by the Government of India, and collaborative networking with parents is often influenced by the perception and concern that they hold regarding inclusion.

It can also be concluded that the majority of the stakeholders, specifically, parents, teachers, and academic leaders have positive perception and accept the inclusion of children with special needs at the school level. Besides, the suggestions of the stakeholders indicate that while they hold positive perceptions and beliefs about the inclusion of children with special needs (CWSN) there remains some concern about the implementation of inclusive education in the mainstream classroom. The findings of the study suggest that the inclusive education programs in India can be successfully implemented if appropriate measures are taken to provide in-service training to general teachers for adaptations to teach children with special needs (CWSN), the appointment of special educators and therapists to assist teachers. Besides, scholarships for children with special needs (CWSN) to encourage their participation, provisions for home-based education for children with severe and profound disabilities, use of Sign Language in schools, and orientation & sensitization programs should be organized for all the stakeholders from time to time. These efforts could help to reinforce a cooperative spirit amongst stakeholders in implementing inclusive education in India.

5.6 SUGGESTIONS FOR FURTHER STUDIES

1. The study can be further extended to study the “Perception of Parents, Teachers, and Academic Leaders on the Inclusion of Children with Special Needs (CWSN) at the Higher education level.
2. The study can help in organizing both pre-service and in-service teacher training courses in special education.
3. The study can help in designing and developing Teaching-learning resources such as textbooks in accessible formats (e.g. large print, braille), the curriculum for intellectually disabled children, and inclusive TLMs for CWSN.
4. The study can be further extended to increasing the sample size.