

## **CHAPTER 5**

### **SUMMARY, FINDINGS AND CONCLUSION**

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#### **5.1 Introduction**

This chapter gives a brief summary of the present study, conclusion based on the findings and suggestions for further research. Summary and findings are usually the final task of a research work. The researcher has arrived at this stage after a detailed analysis of the data and making objectives more significant.

#### **5.2 Summary of the Study**

Assistive devices can help the differently abled students to get access to the quality education. The availability of these devices in regular schools is a major concern of the current education system in India. Central and State Government organizations are making endless efforts to overcome this problem. As per the provisions of the RPWD Act 2016, it is the teacher's responsibility to identify children with specific learning disabilities and provide appropriate assistive devices to enhance their learning experience in the classroom.

Data on the need for assistive devices is a scarce in India. Estimation of the availability of assistive devices in schools can be a difficult task to come up with, and reports on the assistive technology produced by various organisations don't provide the detailed information on the availability of assistive devices and their requirement for differently abled students in schools.

Despite of considerable growing need for assistive devices in schools, there is a paucity of research in this area which prevents the development of evidence-based practices and policies in inclusive education. Contextual approach helps to understand the need and availability of infrastructure and assistive devices in schools.

The present study entitled "Availability of Assistive Devices for Differently Abled Students in Schools of Bhopal" is designed to collect and suggest the possible solutions for the research objectives namely the availability of infrastructure and assistive devices for differently abled students in schools.

The results of the survey are also useful to various organizations for the development and ground level execution of different policies. The findings of the present study on the availability of assistive devices for differently abled students

have shown that there is scarcity of the availability of these devices in most of the schools.

### **5.3 Findings of the Study**

In the present study, it is found that very few number of assistive devices are available to the differently abled students in schools. However, many factors are responsible for the unavailability of these devices. The main findings of the present study are as follows:-

- The present study has revealed that many schools in Bhopal area are lacking most of the assistive devices which are necessary to get access to quality education. Some of the schools that had lacked adequate quality and quantity and also these devices are personal rather than provided by the school.
- The results of the data analysis reveal that there is only 16 % availability of these assistive devices where as there is 84 % non availability of these devices for differently abled students in schools.
- The availability percentage of these devices is comparatively high in the schools which are located in urban area and very poor availability has been noticed in the schools of rural area.
- The analysis of the data collected from the schools on the availability of assistive devices reveals that mostly teachers in the schools are aware of these assistive devices.
- So many factors are effecting the unavailability of assistive devices in the schools such as funding, underlying differences in education policies, socio-economic and political conditions.
- In the present study, teachers have expressed their main concern over lack of funding to provide the assistive devices to differently abled students according to their needs. They also recommend for the appointment of special educators as per the need of students in schools.
- The findings of research have also shown that when it comes to the usage of these devices, teachers are lacking the requisite knowledge and abilities about how to use the devices due to the lack of special educators.

- Some teachers are suggesting that the Central / State government should provide training, worksheets and planners for the better implementation of different policies for inclusive education in schools.
- In some private schools, teachers have not been informed about the training programmes conducted specially on inclusive education policies by Central/ State organizations. The teachers have expressed their interest in participating in such training programmes and suggested the researcher to raise this issue for further action plan through this research work.

#### **5.4 Conclusion**

Inclusive education is an official policy recommendation. Its conceptual journey starts from special education-to-integrated education to inclusive. Inclusive education as a policy recognises diverse needs of different learners. Diverse needs emanating from socio-cultural marginalisation and disabilities associated with individual learners. To translate the prescription into reality, there is a need of creation and preparation of education system that facilitates opportunities of learning to every child. Creating meaningful learning opportunities, particularly for differently abled children – ‘Divyang’- institutional preparedness in terms of physical infrastructure and cognitive infrastructure, which are pre-requisite for effective learning.

Keeping this pre-requisite in view, researcher has worked on the availability of assistive devices in schools.

##### **5.4.1 Suggestions**

- Appropriate use of assistive devices within an inclusive educational environment is a key facilitator and has a positive impact on the educational outcomes for differently abled students in schools.
- Results of the research revealed the status of availability of assistive devices that is not encouraging. In absence of these devices, both physical and cognitive- creative learning opportunities that really lead to learning becoming a distant dream. Hence, policy makers and administrators have to work towards the creation of appropriate assistive devices and technologies in schools.
- Central / State government should involve teachers from private schools in the training programmes and provide them planners for the better implementation of policies.

- Special educators should be appointed and engaged in the selection of assistive devices; should be knowledgeable about how to use the devices, integrate them into the inclusive classroom, and assess them.
- According to the results of the data analysis, there is a need to develop a scientific research that examines the development of comprehensive understanding of the benefits of newly emerging technology which support the requirements of differently abled students in this technological era.
- The government should primarily invest in learning, providing the necessary educational resources and infrastructure, which will ensure differently abled students to avail these devices.

#### **5.4.2 Suggestions for Further Research**

Present study primarily focused on the availability of assistive devices for differently abled students. This is a basic necessity and it is a prior to process. Therefore, research may be initiated on the following aspects.

1. Teachers and other educational stake holders attitude towards the learning of differently abled students.
2. Status of assistive devices in classroom process in schools where assistive devices are in place.
3. Effect of assistive devices on learning.