

CHAPTER-V
FINDINGS, EDUCATIONAL IMPLICATION,
SUGGESTIONS AND CONCLUSIONS

5.0 INTRODUCTION

This chapter includes the brief introduction, research findings, educational implications, suggestion for future research and conclusions.

In the recent years, there have been vast and positive changes in the perception of society towards persons with disabilities. It has been realized that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures. According to census 2001, there are 2.19 crore persons with disabilities in India which constitutes 2.13 percent of the total population, and 51 percent of persons with disabilities are illiterate. This forms quite a large chunk of the population. Hence, there is a need for mainstreaming the persons with disabilities in the general education system through inclusive education.

Inclusive education is about making sure that each and every student feels welcome and their unique needs and learning styles are attended to and valued. It implies that regular school curriculum, teaching methods, organization, and resources and to be adapted quite significantly so sure that every student, regardless of ability or disability, can participate successfully in the mainstream of education. Philips regarding the education of children with special needs have changed dramatically over the past two decades and several countries including India have lead in the effort in implementing policies which foster the integration and more recently inclusion of students with special needs into the mainstream education system.

Inclusion is a rich, healthy and modern approach of education which provides multidimensional opportunities for academic and social achievements. Inclusion is about making sure that each and every student feels welcome and that his or her different needs of education and learning styles are attended and valued.

Inclusive schools have imbibed the values in students upon which the United State founded the principles of pluralism, tolerance, and equality. They ask teachers to provide appropriate individualized support and service to all students without the stigmatization that comes with separation from mainstream student life. Research shows that most students learn and perform better when exposed to the riches of the general education curriculum and main stream schooling. At times inclusion gives complexes and negativity. On the contrary negativity, contrary, inclusion enhances learning for students with and without special needs.

Students learn, and use their learning differently, the goal is to provide all students with the instruction they need to succeed as learners and achieve high standards, alongside their friends and neighbors confidently. Inclusive education is an intermixing of philosophy and pedagogical practices that allows each student to feel respected, confident and safe so that he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the best interests of the student, which promotes social cohesion, belonging, and active participation not only in learning but also a complete school experience with positive interactions with peers and others in the school community. These experiences will be shared by the schools and communities. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their members. Inclusive education is carried out through a range of public and community programs and services available to all students equally. Inclusive education is the foundation for ensuring a humanistic society in true sense National Council of Educational Research and Training (NCERT, 2013)

In this educational system efforts are being made to bring the students with disabilities in main stream by bringing them to general class with the help of constitutional provisions government of India is implementing the same throughout the country and stressing that all the educational institutions must be inclusive. After all this the real situation is quite different. Large numbers of children who struggle daily with additional hardships, are not getting the chance to improve their lives through education Globally it is estimated that 70 percentage of children with disability, including those with mild mental retardation, can attend regular schools provided the environment is designed to be accessible and the institution is willing to accommodate them. Meeting this goal of inclusion requires all structures and community-based services to be accessible to all the members of the community without discrimination.

5.1 Major Findings

- From the study it is found that majority of Pupil-teachers that is 80% have high awareness towards inclusive education. It can be infer from the study that most of Pupil-Teachers are well versed with various aspects of inclusive education .
- It is revealed that 7.5% of pupil teachers have average awareness towards inclusive education. It shows that very less number of Pupil-Teachers are averagely aware concerning to various aspects of inclusive education.

- It is also found that 12.5% Pupil-Teachers have low awareness towards inclusive education. It indicates the need of awareness for the Pupil-Teachers about various aspects of inclusive education.
- There is no significance difference between male and female Pupil-Teachers regarding their awareness towards inclusive education.
- There is no significance difference between Arts and Science Pupil-Teachers regarding their awareness towards inclusive education. But arts students have little better awareness (14.55) in comparison to their counter parts.

5.2 Educational Implications

Education is the core of equality and empowerment. Although the right to education and equal educational opportunities are guaranteed by the Indian Constitution, it is disturbing to find that more than half of the population of children and young people with disabilities are denied these rights and do not receive an adequate education in an appropriate place, ambient. Therefore, inclusion is an educational approach and a philosophy that offers community membership and greater opportunities for academic and social outcomes for all students. Inclusion in education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging to other students, teachers and support staff. One of the main objectives of inclusion is to prepare students to participate as full and contributing members to society. Looking at it from a different perspective, inclusion does not mean "dumping". Rather, it gives a message: "Everyone belongs to school and everyone is welcome to the school." In addition to guaranteeing equity and equality in schools, inclusive education is also a step towards guaranteeing the right to education.

Inclusive education is the need of the hour keeping in view the population explosion and availability of limited resources to meet out educational and other demands of all members of the population. But, the success of this concept entirely depends on teachers, their commitment and awareness towards students with hearing impairment who are to be imparted education in inclusive settings. Further, inclusive education has become a part of the present educational policies worldwide. However, the success of inclusive education largely depends on its stakeholders, such as teachers, peers, regular schools, parents, communities, policy makers, etc.

District where the network connection problem was faced to receive, fill and send the questionnaire.

4. The fourth challenge was to receive the filled questionnaire more than one time from the same Pupil-Teachers. Some of the regular Pupil-Teachers have filled the questionnaire more than one time. Therefore, the researcher faced the challenge to count actual numbers of filled questionnaires.

5. The fifth challenge was to clarify the doubts regarding items of the questionnaire. Some Pupil-Teachers have no knowledge about how to access google form. Therefore, they were talked at any time of the day with the researcher on mobile to clarify the doubts related to items of the questionnaire.

6. The sixth and final challenge was to fill the questionnaire by Pupil-Teachers of other institutions. This question was frequently asked by the Pupil-Teachers to the researcher. The result was that the data collection has been delayed.

5.4 Suggestions for Further Study

Based on the findings of the present research, this study shows that the awareness of Pupil - Teachers towards inclusive education are positive in sense and they are agreed to accept inclusive education as well. The findings of the present research are amalgamated by the following suggestions for further study.

The awareness of special school Pupil-Teachers can be taken for future study.

- The awareness of parents can also be taken for future study.
- Similar study can be done with different and more variables.
- Similar study can be conducted at other districts of Odisha state and any place of India.
- This study was limited to Pupil-Teachers of B.Ed level. A similar study can be done with students with different level.
- The survey design was used in the present study. Another research design can be used for further study like interviews, experiments, etc.
- A comparative study on awareness of regular Pupil-Teachers and special school Pupil-Teachers can be done for further study.

- To study the awareness of college and University level professors can also be used for further study.
- This study was limited to Pupil-Teachers of the Odia medium. A similar study can be conducted for the Pupil-Teachers of other mediums like Hindi, English, etc. also.
- This research work can be expanded to various fields of special education.

5.5 Conclusions

This chapter deals with the introduction, major findings, educational implications, challenges faced during research work and suggestions for further study.

This research reveals that the awareness of regular Pupil-Teachers were more positive towards inclusive education. Most of the regular Pupil-Teachers were agreed to accept the students regardless of their disability. They were ready to participate in training program based on inclusive education, for increasing their knowledge and skills. Thus, the researcher has achieved all the objectives as framed for the study.