

5.SUMMARY, CONCLUSION AND SUGGESTIONS

CHAPTER 5

SUMMARY, CONCLUSIONS, AND SUGGESTIONS

After processing the data, obtaining and interpreting the results in previous chapter, the findings can be generalized to the extent of representatives of the sample and methodology employed in the study. Keeping the major conclusion in view, the educational implications of the study have been worked out. But these conclusions do not fit in all the concern of the study. As such some suggestions have been given for the further research. This chapter is, therefore, devoting to focusing on summary, conclusions, and suggestions for further research.

5.1 SUMMARY

STATEMENT OF PROBLEM

A STUDY OF THE IMPLEMENTATION OF INCLUSIVE SETTINGS IN KENDRIYA VIDYALAYA.

RESEARCH QUESTION

- DOES STUDENTS ARE HAVING INCLUSIVE SETTING ENVIRONMENT?
- DOES SCHOOL IS CREATING INCLUSIVE CULTURE, PRODUCING INCLUSIVE POLICIES, AND EVOLVING INCLUSIVE PRACTICES?
- DOES SCHOOL HAVE BARRIER FREE INFRASTRUCTURE?

RESEARCH OBJECTIVES

- To Study the implementation of inclusive settings in school with the help of an index for inclusion.
- To Study the awareness of students about inclusive education.
- To study how effective an inclusive culture is created in school.
- To study how school, evolve inclusive practices and produce inclusive policies

DELIMITATIONS

- The study is delimited to one of the Kendriya Vidyalaya
- The study is delimited to 200 students.

- The study is based on the understanding of student's perception.

DESIGN OF THE STUDY

In the present study, descriptive survey method was used. Descriptive-survey research uses surveys to gather data about varying subjects. This data aims to know the extent to which different conditions can be obtained among these subjects.

POPULATION

The students of one of the Kendriya Vidyalaya constituted the target population for the present study.

SAMPLE

A sample of 200 students was taken from the Kendriya Vidyalaya based on a random sampling technique.

DEVELOPMENT OF TOOLS

Research tool can be defined as the instrument in the hands of researchers to measure what they intend to in their study.

QUESTIONNAIRE was developed by the researcher. A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents.

one questionnaire was developed by the researcher

- For the students of Kendriya Vidyalaya.

CHECKLIST was developed by the researcher. **Checklists** are used to encourage or verify that a number of specific lines of inquiry, steps, or actions are being taken, or have been taken, by a researcher. These surface in a variety of forms throughout data collection and analysis and thereafter as part of either writing or review.

The objective of this questionnaire is to study the implementation of an inclusive setting in Kendriya Vidyalaya. Questions of the questionnaire were based on the consideration of

this objective, and options of the answers are given in the form of yes, sometimes, no. Total no. Of questions in questionnaire are given below:

Serial no.	Questionnaire	No. Of questions
1	Questionnaire for the students.	20

PROCEDURE OF DATA COLLECTION

Data was collected through direct administration of questionnaire to respondents with the permission of school principal. Respondents in the study included those who participated directly through filling the questionnaire. This data technique is much more efficient, easier and quicker. In addition, the researcher also has the opportunity to explain the purpose of the research, to highlight the instructions for completion and to immediately handle queries and uncertainties.

SCORING

After all the questions have been answered in the form of YES/SOMETIMES/NO adding the numbers for each response to obtain a final score, the researcher analysed the implementation of the inclusive setting in the school.

5.2 CONCLUSION BASED ON THE OBJECTIVES

- a. The implementation of inclusive settings in school with the help of an index for inclusion
 - o 75.88% of the students are creating an inclusive culture in the school.
 - o 63% of the students think that the school is producing inclusive policies.
 - o 52.57% of the students are evolving inclusive practices.
 - o School is creating almost 80% of an inclusive culture, producing 3/4th of the inclusive policies and evolving 75% of the inclusive practices.
- b. 63% of students were aware about the inclusive education.
- c. Almost 80% of the school creates an inclusive culture.
- d. Not even 50% of the school has barrier free infrastructure for CWSN

5.3 EDUCATIONAL IMPLICATIONS

Efforts to educate children with disabilities began soon after independence in India. Over the past four decades, India has moved gradually toward an inclusive education model. Many policies were made to implement inclusive education in school. What school needs for inclusive settings is mainly the optimistic attitude towards CWSN, resources and infrastructure, and teacher's ability. The resources and infrastructure for inclusive education include basic facilities such as ramps, adequate lighting, wheelchairs, etc. to enable a child with a disability to attend a mainstream school. And the entire success of inclusive education hinges on the classroom teacher's ability to differentiate instructions and provide modifications to students with disabilities. To be very honest providing education to children with disabilities should not be seen as a charitable issue, it's rather a systemic issue. Almost half of the school don't have barrier free environment for CWSN, still after so many decades 1/4 of the time schools don't evolve inclusive practices and don't even produce inclusive policies.

Inclusion classrooms are a wonderful concept but they require a lot of training, patience, and compassion on the part of the school. Therefore, it is really important that schools should evaluate themselves timely so that they should know what issues they need to work. Schools can use the index for inclusion. The index is a resource to support the inclusive development of the school. The index usually challenges and supports the development of any school, however 'inclusive' it is thought to be currently.

5.4 RECOMMENDATIONS FOR FUTURE RESEARCH

Any research work cannot be a final word on a problem because it is very difficult for a researcher to touch all aspects of a problem. So, a few suggestions for further research in this direction are needed. The researcher by virtue of her experience in the field of study offers the following suggestions for further research work:

- The present study was conducted on certain limitations. The study, therefore, cannot claim to have comprehensiveness. It is, therefore suggested that this research may be carried out on a large sample other than studied in this study.
- For the cross verification the views of the teacher and parents may be collected.

- A similar study may be conducted on samples drawn from schools situated in other states of the Indian Union and a comparison and validation of results may be made.
- The studies may be replicated by drawing samples from different educational set-ups (Govt., Semi-govt., Private and deemed), colleges and universities to confirm the generalization of the conclusion drawn.
- It will also be advisable to conduct some comparative, follow-up, longitudinal and/or experimental studies as it is likely to go a long way to the implementation of inclusive settings in school and colleges with the help of an index for inclusion
- Thorough observation can't be done due to the COVID19 situation, it will also be advisable to conduct a similar study with more reliable data