*R*eview *A*rticle

A COMPARATIVE STUDY ON FUNCTIONING OF STUDENT WITH THE SPECIAL NEED AND STUDENTS WITHOUT SPECIAL NEED

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ABSTRACT

Inclusive education is understood differently by educationists, practitioners, government, parents, disabled people's organizations and other key stakeholders. This is evident at all levels and affects the acceptance, design, implementation and quality of the entire process. The Salamanca Framework focuses on inclusive education as a strategy to include children with special educational needs in mainstream education by responding the needs of individual learners. A present, there is a growing awareness about inclusive education among educators. In special school concept the special education component is a part of the general education system. Where Inclusive education is goes one step further. In this approach, the special education is an integral part of the general education system. The need for inclusive education has to be viewed in the background of the reality of services for children with special needs (C.W.S.N.). The present study has been conducted on Varanasi district of the U.P. The descriptive survey method was used in the present study to obtain the information about the barriers of the education of C.W.S.N. in inclusive education.

INTRODUCTION

Inclusive Education is a development approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. Inclusive education means that school can provide a good education to all pupils irrespective of their varying abilities. All children are treated with respect and ensured equal opportunities to learn together. The Principle of Inclusive education was adopted at the word conference on Special Needs Education: Access and Quality (Salamanca, Spain 1994) and was restated at the world Education Forum (Dakar, Senegal, 2000). The idea of inclusion is further supported by the UN standard Rules on the Equalization of opportunities for persons with Disability Proclaiming participation and equality. Inclusive education is a process of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively within general school/ college system. Inclusive schools no longer distinguish between "general education" and "Special education" programs, instead the school college is restructured so that all students learn together i.e. cooperative learning. Inclusion in education involves

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- To educate all children together for their mutual benefit.
- To change attitudes towards different children by forming the basics for a 'just and non-discriminatory' society which encourages people to live and learn together.
- Increasing the participation of students in and reducing their exclusion from, the culture, curricula and communities of local school/ colleges.
- Reducing barriers to learning and participation for "all" students not only those with impairments or those who are categorised as having special educational needs.
- Learning from attempts to overcome barriers to the access and participation of particular students to make change for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
- Acknowledging the right of students to an education in the locality.
- Emphasising the role of school in building community and developing values, as well as increasing achievement.
- Recognizing that inclusion in education in one aspect of inclusion in society.

In its broadest and all encompassing meaning, Inclusive Education, as on approach, seeks to address the learning needs of all students, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people with or without disabilities being

able to learn together through access to common pre- school provisions, schools/ colleges and community educational setting with an appropriate network of support services. This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs. It aims at all stake holders in the system (learners, parents community, teachers, administrators and policy makers) to be comfortable with diversity and see it as a challenge rather than a problem.

Background of the Study

The framework for implementation of Inclusive education is to ensure that every child with special needs. Irrespective of the kind, category and degree of disability is provided education in an appropriate environment. The thrust of inclusive education to all children with special needs learn in general school. Uttar Pradesh Education for all projects has adopted 'Zero Rejection Policy' by ensuring that every child with special needs is providing meaningful and quality education. Inclusive education is nothing, but making programs for disabled children as an integrate part of the general education system rather than a system within general education (Mishra, 2005). This Study has addresses to the question whether these special education efforts meet the needs of children with disabilities and comply with the conviction of inclusion. It has been advocated that student with the disabilities learn along side their age appropriate peers in general education classroom with appropriate aids and services. This study also advocated the general students who learn together disabled students have faced any problem for study with them.

The barriers may be different kinds that prevent participation of students with disabilities in spectrum of activities those go on in the school. How barriers are related to participation are focused below: Barriers are factors in an individual environment that through their absence or presence, limits functioning and create disability. These include aspects such as a educational problems, lack of relevant assistive instruments, library, sports, teaching techniques etc. Therefore the researcher intended to carry out a comparative study functioning on students of the special needs and students without special needs children to find out level of the participation of inclusive school and also to identify possible barriers those have been negatively influencing, the mission of inclusive education.

The objectives were formed for this study to achieve these following goals

Objectives

- To find out the educational problem of C.W.S.N and normal children in inclusive set up.
- To find out the assistive instruments problem of C.W.S.N and normal children in inclusive set up.
- To find out the library related problem to C.W.S.N and Normal students in inclusive set up.
- 4-To find out sports related problem to C.W.S.N and Normal students in inclusive setup.
- To find out teaching Techniques related problem of C.W.S.N and Normal students in inclusive setup.

Research Design

The study mainly involved a descriptive survey method. The Choice of the sample has to be made on the basis of research purpose. The population (C.W.S.N and Normal Students of inclusive schools) of the present study were restricted to the varanasi district. Out of 9 blocks of Varanasi districts. The School were selected on the basis randomly were the disabled students were registered one or two years. Out of 100 deaf students studying in different primary school under Inclusive education. the age near about 6-14 years. 30 C.W.S.N and 30 Normal students were randomly selected. The tools be created own self on the support of guides. The food have 84 items which were divided into seven domains which were presented as bellows

S.No.	Domains	No. of Items
1	Language related problem	17
2	School adjustment related problem	10
3	Instrumental related problem	12
4	Teaching Techniques related problem	18
5	Library related problem	09
6	Sport related problem	06
7	Health related problem	12
	Total	84

The Reliability of test were obtained by two different method

- Kuder & Richardsan Method
- Test - retest method

The test should be administrated on 60 students a high degree of reliability co-efficient was obtained i.e. 0.738 different dimensions of the scale and their proxibility validity should be occur. 745. The test should be adopted mean, standard derivation and 't'-test. The observations of the researcher have also been in corporated while interpreting the data below

Objective 1.1. A comparative study of C.W.S.N and Normal Students educational problems

Students	N	M	SD	DF	't'	Signification
Normal	30	33.7	2	58	20.369	Difference
C.W.S.N	30	46.05	3			

The above table shows that there are significant differences occur in the educational of D.H.H. and normal studies. The obtaing 't' value is 20.369 which is greater than 0.05 significance scale. The region of differences is that due to losses of hearing capacity. The C.W.S.N have also facing educational problems for this their education should be effected. In the incluse school there was absence of better coperation, suitable instrument, barriers free environment their educational problem increases in comparison to normal students.

Object 1.2. A comparative study of assistive instrumental related problem

Students	N	M	SD	Df	't' Value	Signification
Normal	30	3.6	0.67	58	5.732	Difference
C.W.S.N	30	5.13	1.38			

The Table 1.2 shows that there is significant differences occur for the assistive instrumental problem of C.W.S.N students to normal students. The obtaing 't' value is 5.732 which is more than 0.05 significance level. The C.W.S.N. Students instrumental problem is more in comparison to normal students. The region is that with the losses of hearing capacity the C.W.S.N. Students education should be effected for improving their education level these students have needed various type of supporting instrument like. (Auditory test, hearing aids, loop induction, group hearing aids etc.) which are unable in inclusive school so their instrumental related problems occur more than normal students.

Objective 1.3. A comparative study of their library related problems

Students	N	M	SD	Df	't' Value	Signification
Normal	30	0.03	0.18	58	1.860	Difference
C.W.S.N.	30	0.31	0.81			

The Table 1.3 shows that there is no significance differences occur between library problem of C.W.S.N. and Normal students. The obtaing 't' value is 1.860 which is not more than 0.05 significance level. The region is that in the inclusive school the library facilities is not better absence of suitable book, absence of librarian, lack of resource persons. Problem should be faced by both normal & hearing impaired students. So there is no significance differences occur from his domains

Object 1.4. A comparative study of their sport related problems

Students	N	M	SD	Df	't' Value	Signification
Normal	30	2.2	0.92	58	8.424	Difference
C.W.S.N.	30	4.18	1.11			

The Table 1.4 shows that there is significant differences occur from the sport problem of C.W.S.N Students to Normal Students. The obtaing 't' value is 8.424 which is more than 0.05 significance level. The region is that in the inclusive school there is no chance should be provided for hearing impaired children. lack of support, Neglated by teachers, principal. No praise, absence of class fellow support so that problem of C.W.S.N. students is more than normal students.

Object 1.5. A comparative study of teaching techniques related problems

Students	N	M	SD	Df	't' Value	Signification
Normal	30	8.4	1.58	58	6.708	Difference
C.W.S.N	30	11.48	2.25			

The table 1.5 shows that there are significant differences occur from the teaching techniques of C.W.S.N. to normal students. The obtaing 't' value 6.708 which is greater than 0.05 significant level. the region of differences is absence of trained teacher, unknown of teaching techniques, reduce of supporting instruments, unknown of hearing test, speech therapy, total communication, sign language. Absence of special educator so C.W.S.N. students facing more problem in comparison to normal students.

Finding of the Study

- It has come to light that absence of trained teachers.
- Absencing of special educator.

- Non available of amplification device.
- Absence of support services in inclusive schools. Such as early communicative training (Auditory training, Speech training, Language training etc.)
- Inadequate language development of communicate with hearing peer and teachers also absence of support for communication through sign language.
- Lack of appropriate qualitative education intervention for student with hearing impairment studying in inclusive school.
- The regular school teacher appeared to hearing very little are no knowledge of the disabilities.
- Lack of library facilities.
- No support for participation of disabled children in any sport are cultural programs.
- Lack of class- fellows supports.

Suggestion to improve the existing situation

- Community awareness program must be launched and village education committee should be strengthened to have a check the education of his children.
- School authority should be involved for this matter.
- Hearing impaired students studying in inclusive schools should be equipped with suitable hearing aid having customized ear mould.
- The barriers of suitable qualitative education will removed when the training of teachers and provisions on resource supports need to be strengthened.
- The support services must be planed with adequate number of resource teachers.
- The resource support should include auditory training speech and language training as well as adaptation of teaching techniques to the needs of deaf students in the inclusive classrooms.
- Supporting for the participation of school programs as well as social programms.

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