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## **A Study on the Problems Faced by Inclusive Learners (CWSN) in Elementary Schools in Hailakandi District of Assam**

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### **1.0 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: -

1. To educate all children together for their mutual benefit.
2. 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.
3. Increasing the participation of students in and reducing their exclusion from, the culture, curricula and communities of local school/ colleges.
4. Reducing barriers to learning and participation for "all" students not only those with impairments or those who are categorized as having special educational needs.
5. Learning from attempts to overcome barriers to the access and participation of particular students to make change for the benefit of students more widely.
6. Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
7. Acknowledging the right of students to an education in the locality.
8. Emphasizing the role of school in building community and developing values, as well as increasing achievement.
9. Recognizing that inclusion in education in one aspect of inclusion in society.

In its broadest and all-encompassing meaning, Inclusive Education, as an 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.

### **1.2 OBJECTIVES OF THE STUDY**

To find out the educational problem of C.W.S.N and normal children in inclusive set up in the Hailakandi district.

1. To find out the assistive instruments problem of C.W.S.N and normal children in inclusive set up in the Hailakandi district.
2. To find out the library related problem to C.W.S.N and Normal students in inclusive set up. in the Hailakandi district.

3. To find out sports related problem to C.W.S.N and Normal students in inclusive setup the Hailakandi district.
4. To find out teaching Techniques related problem of C.W.S.N and Normal students in inclusive setup in the Hailakandi district.

### **1.3 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 alongside 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 an educational problem, 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.

## **2.0 ABOUT THE STUDY**

Inclusive education aims to provide equal opportunities for all learners, regardless of their abilities or backgrounds. However, despite the efforts to implement inclusive practices in elementary schools, challenges persist that hinder the effective participation and learning of inclusive learners. This study investigates the specific problems faced by inclusive learners in elementary schools within the district of Hailakandi, aiming to identify barriers and potential areas for improvement. Utilizing qualitative research methods, including interviews, observations, and document analysis, the study explores the experiences of inclusive learners, teachers, and administrators. The findings reveal several key challenges, including inadequate resources, lack of specialized support, social stigma, and attitudinal barriers. Recommendations are proposed to address these challenges and enhance the inclusivity of elementary education in the district of Hailakandi.

### **2.1 HISTORY**

According to historians, the Rukis are the first inhabitant of the district of Hailakandi. Subsequently, the Bodo – Kacharies (Dimasas) entered into the plains and settled in different places scattered in the northern part of the district.

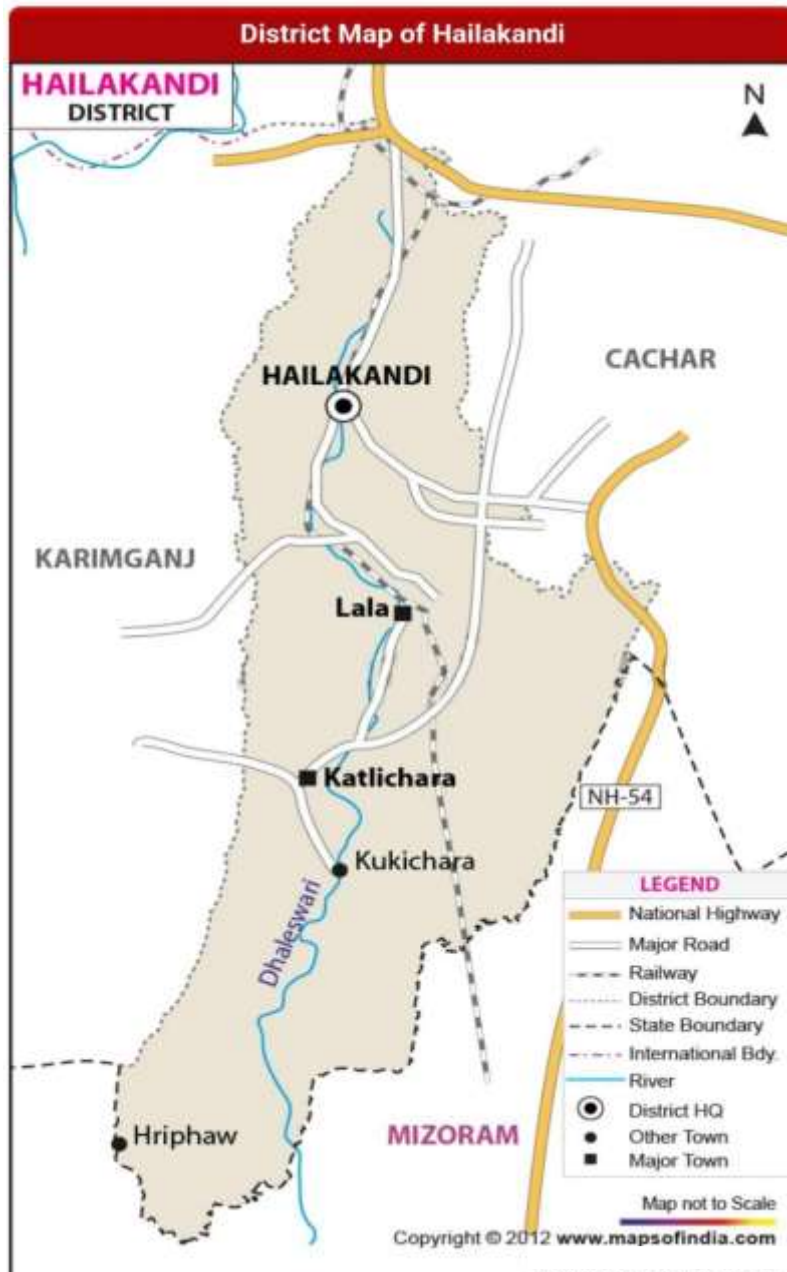
The name "Hailakandi" derives from the Kuki word 'Halam' which means a small state and 'Kundia' a Boro – Kachari word which means a plot of land for temporary plugging according to the opinions of the historians like Rajmohan Nath and others.

There are some other opinions in regard to nomenclature of the term Hailakandi. These are as follows: -

- That the area was abundant in paddy cultivation, particularly 'Shail' paddy was more production and was the granary of the area as a whole. For that reason it was called "Shailkandi". Kundi a Kuki word meaning 'a bunch' a land of the Kukis, from this it turned into Hailakandi.
- The Western portion of present Hailakandi was known as Boroibari. It was under the occupation of one Ipra Queen 'Hail'. She was the landlord of the estate and from her name it became "Halirakandi" and then turned into Hailakandi.
- Hailakandi a leaning plot, though it is difficult to decide which is historically correct yet according to majority opinion the combination of the derivatives of "Halam" and "Kundia" was the origin.
- Hailakandi came under British rule in 1830 with Silchar the other part of the state of Cachar. The Britishers built their native club at Monacherra, Hailakandi and Polo ground at Girin Tilla, which is still in existence. During 2<sup>nd</sup> World War (1942-43) the first Airport of the Valley was build at Chandrapur Bhabanipur village near Lala and 2<sup>nd</sup> Airport was build at Kanchanpur village but both are now used as paddy fields.

**2.2 GEOGRAPHY**

Hailakandi district is situated in the southern most corner of Assam, High hill ranges have separated the district from the main land of Assam. Its adjoining districts are Cachar, Karimganj and interstate boundaries linked with the State Mizoram. The 154 No. National Highway is the life line of the district via through Dhaleswari, Panchgram. The railway link approached from Badarpur Railway Junction and air linkage available through Kumbirgram of Cachar district are the viable ways available to reach Hailakandi district.



**2.3**

**INSTITUTE IN HAILAKANDI DISTRICT**

**EDUCATIONAL**

(Including Provincialized, Government Recognized, Private and Venture Management)

Type of Educational Institutions	Numbers of Educational Institutions
Lower Primary Schools	1211
Upper Primary Schools	320
High/Higher Secondary Schools	46

Degree Colleges	07
Professional Institutions	04

## List of 100 numbers of selected C.W.S.N students:

Sl. No.	School Name	UDISE Code	Student Name (CWSN)	Classes	Impairment Type
1	10 SAYEDBOND LPS	18230122701	MUSTAFA AHMED LASKAR	I	10-Multiple Disability incl. Deaf Blindness
2	1051 PURBAGUL LPS	18230103003	SAHINA BEGAM MAZUMDER	II	6-Mental Illness
3	1051 PURBAGUL LPS	18230103003	AMRIN AKTAR MAZUMDER	III	5-Locomotor Disability
4	107 NO SIBUTTAR LPS	18230103703	JAHANARA BEGOM CHO	III	4-Speech and Language
5	116 NO NITAINAGAR MAKTAB	18230111702	AL AMIN MAZUMDER	IV	4-Speech and Language
6	12 NO PAIKAN LPS	18230109901	ABIJIT SABDAKAR	III	4-Speech and Language
7	12 NO PAIKAN LPS	18230109901	ABU SUFIAN LASKAR	II	4-Speech and Language
8	12 NO PAIKAN LPS	18230109901	RITAN SABDAKAR	IV	4-Speech and Language
9	12 NO PAIKAN LPS	18230109901	DEBASISH DAS	IV	6-Mental Illness
10	130 NO ALGAPUR MAKTAB	18230100103	HELI BEGOM LASKAR	IV	5-Locomotor Disability
11	131 NO WEST MOHANPUR LPS	18230110801	PRIYANKA ROY	III	2-Low-Vision
12	142 NO BASDCHAR LPS	18230109709	ARIFUL ISLAM BARBHUIYA	I	4-Speech and Language
13	147 NO BAIYAR PAR MOQTAB SCHOO	18230107601	SUFRANA BEGAM	II	3-Hearing Impairment
14	147 NO BAIYAR PAR MOQTAB SCHOO	18230107601	ABU TAHIR	IV	7-Specific Learning Disabilities
15	147 NO BAIYAR PAR MOQTAB SCHOO	18230107601	SADDIK AHMED SHAK	II	3-Hearing Impairment
16	147 NO BAIYAR PAR MOQTAB SCHOO	18230107601	MD ABBU SUFFIAN	III	7-Specific Learning Disabilities
17	147 NO BAIYAR PAR MOQTAB SCHOO	18230107601	MYSHA AFRIN LASKAR	III	4-Speech and Language
18	157 NO MUKAM TILLA MOQTAB	18230107504	SHANUL ISLAM MAZUMDER	I	5-Locomotor Disability

19	157 NO MUKAM TILLA MOQTAB	18230107504	MINNAT ULLAH AHMED MAZUMDER	IV	5-Locomotor Disability
20	157 NO MUKAM TILLA MOQTAB	18230107504	LUCKY BEGOM MAZUMDER	IV	5-Locomotor Disability
21	166 NO KAJIRKUNA LPS	18230109801	PINAK DAS	IV	4-Speech and Language
22	166 NO KAJIRKUNA LPS	18230109801	RANI DAS	IV	9-Autism Spectrum Disorder
23	173 NO DALIDHAR LPS	18230117503	HUSSAIN AHMED LASKAR	IV	4-Speech and Language
24	18 NO PANCH GRAM LPS	18230112905	ABHINOY DAS	II	5-Locomotor Disability
25	18 NO PANCH GRAM LPS	18230112905	SUHADA BEGOM	II	8-Cerebral Palsy

Sl. No.	School Name	UDISE Code	Student Name (CWSN)	Class	Impairment Type
26	229 SARISHAKURIRPER LPS	18230115105	ANIMA DAS	III	3-Hearing Impairment
27	266 NO BAHADURPUR GIRLS MAKTAB	18230120102	ARIF UDDIN LASKAR	I	5-Locomotor Disability
28	268 NO KANCHANPUR LPS	18230109404	MIHRAN ISHRAF	III	5-Locomotor Disability
29	268 NO KANCHANPUR LPS	18230109404	SANAULLAH ANSARY	II	13-Intellectual Disability
30	268 NO KANCHANPUR LPS	18230109404	SAHINA BEGOM BARBHUIYA	V	5-Locomotor Disability
31	273 NO BARHAILAKANDI LPS	18230120202	HANNAN HUSSAIN MAZUMDER	IV	5-Locomotor Disability
32	287 NO PURBA NITAINAGAR LPS	18230111902	PERBAJ MARUF LASKAR	V	5-Locomotor Disability
33	290 HARIWAL LPS	18230121501	ANNI RABBANI LASKAR	V	3-Hearing Impairment
34	290 HARIWAL LPS	18230121501	MARUF HUSSAIN LASKAR	IV	4-Speech and Language
35	290 HARIWAL LPS	18230121501	FARIDA BEGOM CHOUDHURY	IV	13-Intellectual Disability
36	290 HARIWAL LPS	18230121501	ARISHA PARVEEN CHOUDHURY	V	3-Hearing Impairment
37	290 HARIWAL LPS	18230121501	MASKURA BEGUM CHOUDHURY	V	13-Intellectual Disability
38	294 NO BARNAGOD LPS	18230100302	SABINA YESMIN LASKAR	V	3-Hearing Impairment

39	294 NO BARNAGOD LPS	18230100302	MD RUHAN AHMED MAZUMDER	I	2-Low-Vision
40	299 NO BERAKHALERPER LPS	18230118402	SK TAJIMUL NEHAR	III	6-Mental Illness
41	305 RANGAUTI BASIC LPS	18230124302	NURUL ISLAM BARBHUIYA	III	1-Blindness
42	306 KASH PUNJI LPS	18230120603	JUBEDA BEGAM LASKAR	IV	7-Specific Learning Disabilities
43	321 RATANPUR LPS	18230114504	TAHURA KHANOM LASKAR	II	1-Blindness
44	321 RATANPUR LPS	18230114504	ARIFA BEGAM LASKAR	I	3-Hearing Impairment
45	321 RATANPUR LPS	18230114504	KAWSAR AHMED BARBHUIYA	III	5-Locomotor Disability
46	321 RATANPUR LPS	18230114504	JUBAIR AHMED MAZUMDER	V	5-Locomotor Disability
47	321 RATANPUR LPS	18230114504	AYATULLA ALI LASKAR	III	14-Muscular Dystrophy
48	321 RATANPUR LPS	18230114504	ATAULLAH BARBHUIYA	V	1-Blindness
49	321 RATANPUR LPS	18230114504	SANAULLAH BARBHUIYA	I	1-Blindness
50	321 RATANPUR LPS	18230114504	SAJID AHMED BARBHUIYA	V	5-Locomotor Disability

Sl. No.	School Name	UDISE Code	Student Name (CWSN)	Class	Impairment Type
51	335 NO TULARTAL LPS	18230105009	SUBA RANI SHING	V	1-Blindness
52	335 NO TULARTAL LPS	18230105009	Madhumitha ROY	I	5-Locomotor Disability
53	338 NARAINPUR BISWANATH LPS	18230111102	MINAZUL ISLAM LASKAR	III	5-Locomotor Disability
54	338 NARAINPUR BISWANATH LPS	18230111102	FAKRUL ISLAM LASKAR	III	5-Locomotor Disability
55	345 NO NAYAGRAM LPS	18230109503	MILE BEGOM MAZUMDER	III	4-Speech and Language
56	345 NO NAYAGRAM LPS	18230109503	NUR AHMED MAZUMDER	I	13-Intellectual Disability
57	345 NO NAYAGRAM LPS	18230109503	AMIN AHMED LASKAR	IV	7-Specific Learning Disabilities
58	353 NO CHANDPUR LPS	18230116902	SAHARUL ISLAM BARBHUIYA	III	4-Speech and Language
59	353 NO CHANDPUR LPS	18230116902	FARHANA NASRIN CHOUDHURY	IV	5-Locomotor Disability

60	355 NO MAJORPAR LPS	18230105801	AMINUL ISLAM MAZUMDER	I	5-Locomotor Disability
61	355 NO MAJORPAR LPS	18230105801	MASUMA BEGUM MAZUMDER	II	10-Multiple Disability incl. Deaf Blindness
62	355 NO MAJORPAR LPS	18230105801	ARMAN HUSSAIN MAZUMDER	III	3-Hearing Impairment
63	356 NO UTTAR BADARPUR LPS	18230122101	RANJITA MALAKAR	III	2-Low-Vision
64	356 NO UTTAR BADARPUR LPS	18230122101	RANJIT MALAKAR	II	8-Cerebral Palsy
65	356 NO UTTAR BADARPUR LPS	18230122101	AMON MALLAH	III	9-Autism Spectrum Disorder
66	359 NO CHEPTI BROJAPUR LPS	18230100902	ABU SUFIAN BARBHUIYA	II	8-Cerebral Palsy
67	38 NO PURBA KALINAGAR LPS	18230101601	JHRUL AHMED CHOUDHURY	II	5-Locomotor Disability
68	38 NO PURBA KALINAGAR LPS	18230101601	SAHIDA BEGUM CHOUDHURY	III	5-Locomotor Disability
69	404 NO NAVA SANTIPUR LPS	18230117505	TAUHIDA KHANAM MAZUMDER	III	2-Low-Vision
70	407 VAILA LPS	18230123004	SADDAM HUSSAIN LASKAR	V	10-Multiple Disability incl. Deaf Blindness
71	409 NO KALINAGAR PART 1 LPS	18230108802	RAJAT DEY	V	4-Speech and Language
72	41 SOUTH KALINAGAR LPS	18230112101	MD RAMIN AMAN LASKAR	I	10-Multiple Disability incl. Deaf Blindness
73	413 UTTAR KANCHANPUR LPS	18230117904	BIPROJIT SINGHA	IV	5-Locomotor Disability
74	414 NO NARAYANPUR GIRLS LPS	18230112204	SAHANARA BEGUM	V	6-Mental Illness
75	414 NO NARAYANPUR GIRLS LPS	18230112204	TAHMINA SULTANA LASKAR	IV	5-Locomotor Disability

Sl. No.	School Name	UDISE Code	Student Name (CWSN)	Class	Impairment Type
76	414 NO NARAYANPUR GIRLS LPS	18230112204	SAHA ALOM BARBHUIYA	I	5-Locomotor Disability
77	415 NO LUMKAI LPS	18230103502	KAZI MIJAJUR RAHMAN	III	6-Mental Illness
78	418 DURGIMARA LPS	18230123203	ANJALI NAG	I	5-Locomotor Disability
79	423 NO BAGAR GOOL LPS	18230118401	HIFZUR RAHMAN	V	4-Speech and Language

80	423 NO BAGAR GOOL LPS	18230118401	SK SUFIA BEGUM	III	14-Muscular Dystrophy
81	425 NO KUNAGRAM LPS	18230118406	SK RAHIMA BEGUM	II	5-Locomotor Disability
82	425 NO KUNAGRAM LPS	18230118406	SUKRANA BEGUM LASKAR	I	4-Speech and Language
83	443 NO. DAKHIN BAHADURPUR LPS	18230120006	NOORHANA KHANAM BARBHUIYA	IV	5-Locomotor Disability
84	446 BONGSHILATHAN LPS	18230122604	RUMANA KHANOM LASKAR	II	5-Locomotor Disability
85	448 DIGIRPAR LPS	18230123002	YEASMIN SULTANA BARBHUIYA	III	8-Cerebral Palsy
86	458 VIVEKANANDA LPS	18230108503	RAJBIR SINHA	III	6-Mental Illness
87	480 PURBA BOALIPAR LPS	18230111706	SARBINA BEGOM LASKAR	V	2-Low-Vision
88	480 PURBA BOALIPAR LPS	18230111706	SAHID AHMED LASKAR	III	2-Low-Vision
89	480 PURBA BOALIPAR LPS	18230111706	SAMIMA BEGUM LASKAR	IV	4-Speech and Language
90	481 NO BHATIR KUPA LPS	18230102004	PARUL ISLAM MAZUMDAR	IV	6-Mental Illness
91	483 NO MADHYA BARNAGOD LPS	18230100303	MUKDADIR HASSAN LASKAR	III	5-Locomotor Disability
92	483 NO MADHYA BARNAGOD LPS	18230100303	RATNA BEGUM LASKAR	V	5-Locomotor Disability
93	483 NO MADHYA BARNAGOD LPS	18230100303	IRSHAD TANJIM LASAKR	IV	3-Hearing Impairment
94	486 NO KAZI NAZRUL LPS	18230114202	JANNAT FERDAUS BARBHUIYA	III	5-Locomotor Disability
95	487 NO BANDUKMARA RA LPS	18230102703	HIMANGSU SINGHA	I	4-Speech and Language
96	487 NO BANDUKMARA RA LPS	18230102703	MUMINA BEGUM BARBHUIYA	II	9-Autism Spectrum Disorder
97	513 NO KOBIGURU LPS	18230112501	TAHMIDA KHANAM LASKAR	III	6-Mental Illness
98	513 NO KOBIGURU LPS	18230112501	IKBAL HUSSAIN LASKAR	II	2-Low-Vision
99	513 NO KOBIGURU LPS	18230112501	ASHADUL ISLAM LASKAR	II	4-Speech and Language
100	513 NO KOBIGURU LPS	18230112501	SABINA BEGAM LASKAR	IV	5-Locomotor Disability



### 3.1 METHODOLOGY

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 Hailakandi district. Out of 3 blocks of Hailakandi district. 100 CWSN students were selected on the basis randomly where the disabled students were registered one or two years. Out of 928 deaf students studying in different primary school under Inclusive education. the age near about 6-14 years. Finally only 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 has 84 items which were divided into seven domains which were presented as bellows: -

Sl. 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
<b>Total</b>		<b>84</b>

The Reliability of test were obtained by two different methods: -

- (i) Kuder and Richardsan Method.
- (ii) 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:-

#### *A comparative study of C.W.S.N and Normal Students educational problems:-*

**Table – 1**

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

Table 1 shows that there are significant differences occur in the educational of

D.H.H. and normal studies. The obtain '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 include school there was absence of better cooperation, suitable instrument, barriers free environment their educational problem increases in comparison to normal students.

#### *A comparative study of assistive instrumental related problems:-*

**Table – 2**

Students	N	M	SD	DF	't'	Signification
Normal	30	3.6	0.67	58	5.732	Difference
C.W.S.N	30	5.1	1.38			

Table 2 shows that there is significant differences occur for the assistive instrumental problem of C.W.S.N students to normal students. The obtain '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.

**A comparative study of their library related problems: -**

**Table – 3**

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

The Table 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.

**A comparative study of their sport related problems: -**

**Table – 4**

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

Table 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.

**A comparative study of teaching techniques related problems: -**

**Table – 5**

Students	N	M	SD	DF	't'	Signification
Normal	30	8.4	1.58	58	6.705	Difference
C.W.S.N	30	11.48	2.25			

Table 5 shows that there are significant differences occur from the teaching techniques of C.W.S.N. to normal students. The obtain '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.

#### 4.1 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.

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## 5.1 CONCLUSION AND RECOMMENDATION

- ❖ 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 programm.

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