



A Study of Communicative Participation of Students with Disability in Mainstream Classroom

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1. Introduction

Communication is the transfer of the information from one person to another person. It is conveyed of reaching others by transmitting ideas, facts, thoughts feelings and values. By communicative participation means to have share in open talkative, to interact openly and share ideas freely. Through communicative participation every one became the part of society because interaction is the process by anyone can easily mix in society. Mainstream is a process on which students with disability got appointing to develop his academics and social skills generally the students with disability hesitate and feel uncomfortable to communicate with students with non-disability. Communicative participation between disabled and students with non-disability plays an important role in success of mainstreaming. Communicative participation helps the students with disability to share their feelings view and ideas with non disabled peers and teachers. The main aim of mainstreaming is to develop the social participation and academic achievement. This social participation depends on the development communicative participation of students with disability. Mainstreaming greatly enhances disabled students for opportunities to interact with his peers and general teachers when students with disability communication freely with peers their hesitation removed and after some time, they students with disability thinks their self as a part of society.

2. Importance of the study

Importance of the study as follow

- Those children with disabilities generally do better when included in mainstream schools instead of special ones. The belief here is that interaction in the mainstream classroom meaningful.
- Communicative participation plays a important role in the success of mainstreaming as much as children with disability interact with his non disabled peers and teachers his students with disability language problem academic and social problem will be solve. Due to much chance of communication student can easily mix up with his community.
- If students with disability does not interact with other non disabled peer and teacher, he will not be able to share his feeling and problem to other and will not as a part of his own community and class.
- Here the researcher wants to find out communicative participation of students with disabilities in mainstream classroom. There is a need to find out the communicative participation of students with disability because communicate participation of disabled plays vital role in success of mainstreaming.
- There is also need to understand communicative participation of students with disabilities because it plays important role in socialization of students with disabilities in mainstreaming.
- In western countries researches have done on the topic Communicative participation of students with disabilities. But in India very few researches have done on the topic communicative participation of students with disabilities.
- Communicative participation of students with disability in mainstream classroom plays vital role in student's academic or personal achievement.

- Communicative participation plays an important role in the success of mainstream and also social integration of students with disability.

3. Objectives

Objectives of the study as follows.

1. To comparatively study the communicative participation of students with disability and students with non-disability in mainstream classroom.
2. To comparatively study the communicative participation of students with Hearing Impairment and students with Visually Impairment in Mainstream classroom.
3. To comparatively study the communicative participation of students with Hearing Impairment and students with Visually Impairment with teachers in mainstream classroom.

4. Hypotheses

In this study three aspects of communicative participation have been considered in the study. They are;

1. Communicative participation of disabled and non-disabled students.
2. Communicative participation of visually impaired and Hearing Impaired.
3. Communicative participation of visually Impaired and Hearing Impaired with Teachers.

5. Research design

This study is showing the communicative participation of students with disability in mainstream classroom. This study also compares the communicative participation of students with disability and students with non-disability. Here communicative participation means communication initiations and responses with teachers and peers. In this study, the Communicative participation of Visually Impaired and Hearing Impaired was seen by the researcher to find out this social interaction. The researcher observed the interaction of students with disability and students with non-disability, students with disability Teachers and students with non-disability teachers. The researcher went to different primary schools and observed the communicative participation of disabled and non-disabled children. The researcher used observation techniques for observing communicative participation. For hypotheses and objective Mann Whitney U test the researcher used for the data analysis. The researcher selected this method because the data was too small. The researcher took only 20 students with disability and students with non-disability as the sample of the study. In this a comparison of total score of two groups was done. For this comparison for steps of communicative participation have been used.

- Total Initiation of communicative participation
- Total Response of communicative participation
- Communicative participation of subject with peer.
- Communicative participation of subject with teacher.

In this study three aspects of communicative participation have been assumed to be communicative measures. They are-

1. Communicative participation of disabled and non-disabled students.
2. Communicative participation of visually impaired and Hearing Impaired.
3. Communicative participation of visually Impaired and Hearing Impaired with Teachers.

6. Result and Conclusion

- There was a significant difference between the status of communicative participation of students with disability and non-disability. So, the first Hypothesis was rejected through statistical analysis. Thus, it was found that communicative participation of disabled was less than non-disabled.
- Here the difference lies between the communicative participation of students with Visually Impairment and students with Hearing Impairment. Communicative participation of students with Visually Impairment was less than communicative participation of students with Hearing Impairment. Thus, the second Hypothesis is rejected.

- The communicative participation of students with Visually Impairment was less than students with Hearing Impairment. Students with hearing impairment can see his surrounding and easily communicate with sign with speech, with gestures While visually Impaired interact of with his peer verbally due to his blindness. He cannot communicate with gesture and sign. Many time it found this peer did not response him. Many time visually impaired fails to initiate the communication with peers. The case of blind is much complicated than hearing impaired. Due to lack of orientation visually impaired can't see the gestures and nonverbal sign of his peers so he fails many times to initiate and response the Communicative participation.
- Hearing impairment student can easily see his environment and peer so he can easily communicate.
- communicative participation of students with Visually Impairment with teacher was more than communicative participation of students with Hearing Impairment with teachers.
- Communicative Participations of students with Hearing Impairment is less than communicative participation of students with Visually Impairment thus third Hypotheses is rejected.
- Here is difference between the communicative participative of students with Visually Impairment and students with Hearing Impairment with teachers.
- Significant different in both group communicative participation of Students with Non-disability is better than students with disability.
- Communicative participation of students with Visually Impairment is less than Hearing Impairment.
- Communicative participation of students with Visually Impairment is less than Hearing Impairment with teacher.

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