



STUDY OF AWARENESS ABOUT SEGREGATED EDUCATION, INTEGRATED EDUCATION AND INCLUSIVE EDUCATION AMONG SCHOOL TEACHERS

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Abstract

From the constitution to the Kothari Commission in the early days of the republic, to the 2005 Action Plan for Children and Youth with Disabilities and the 2006 National Policy for People with Disabilities recently, the Indian government tends to write inclusive policies on education. The progress in governmental policies that point towards efforts of inclusion in mainstream education in India. However, the current statistics and literature point to an entirely different situation on the ground. There are several areas across which people with disabilities receive unequal services in India. Out of such services, Education is an important area which is helpful to make disabled ones educated, skilled, to make aware social realities and for their rehabilitation. Simultaneously, teachers play an important role in the implementation of three models of special education, i.e., segregated, integrated and inclusive education. Therefore, to know about the awareness among school teachers regarding these three models of special education, researcher decided to undertake a survey study. The purpose of the study was to know about awareness regarding segregated, integrated and inclusive education among school teachers. The study included use of opinionnaire for data collection from one hundred and twenty-six teachers from eighteen different schools.

Keywords-*Segregated Education, Integrated Education, Inclusive Education and School Teachers*



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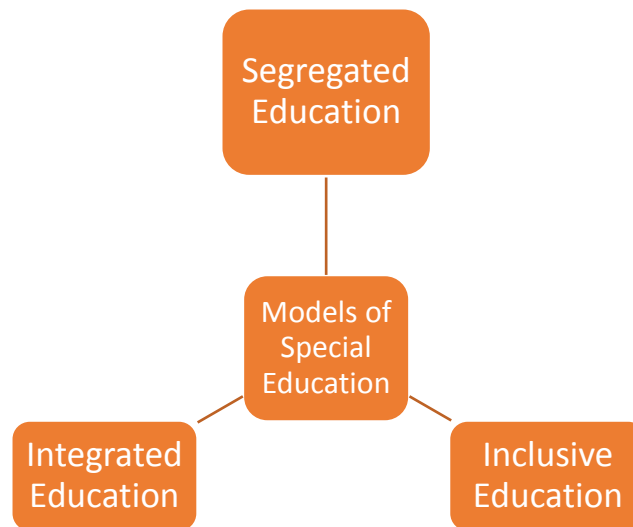
Introduction-

10% of the world's population lives with a disability and 80% of these people with disabilities live in developing countries. The services available for people with disabilities differ widely between developed and developing countries. One of these services is *Education*.¹

The International Community, especially since the UN Convention on People with Disabilities is becoming increasingly aware of the different models of special education. The three basic models, segregated, integrated and inclusive education, have been differentiated between by international and governmental agencies and overwhelming support is being shown by human rights activists, non-profit organizations, governmental organizations,

governments and international agencies, all in favour of inclusive special education as the most beneficial type of education for people of all ability levels.²

Since independence, in India, government has undertaken various schemes and created numerous policies for special education. Though government has attempted to create policies that are inclusive for people with disabilities, their implementation efforts have not resulted in an inclusive system of education.



As mentioned earlier, segregated education, integrated education and inclusive education are three different models of *Special Education*. Special education means designing teaching and learning situations so that those with special needs can access the curriculum to the best possible amount - to fulfil their potential educationally and socially. These three models are helpful for mainstreaming children with special needs. In these three models of special education, *teacher* plays very important role in its implementation. Therefore, an attempt is being made to know about awareness among school teachers regarding segregated education, integrated education and inclusive education.

Review of Related Literature-

Theoretical Review-

Related to the present study, following theoretical review was taken-

Segregated Education - Segregated education occurs when students with disabilities learn completely separate from their peers.³ Often, especially in “developing” countries, segregated education takes place in the form of special schools created specifically for the education of students with disabilities or in completely separate classrooms for students with disabilities i.e., segregated educational setting, e.g., separate special school or college, separate unit within school/college or separate segregated courses within mainstream education settings.

In segregated education, students with special needs will often receive a completely different curriculum and different methods of testing, rather than being taught the same curriculum as their peers.⁴This separation in school often creates separation within other areas of life as well.

Integrated Education - Integrated Education is the educational programme in which exceptional children attend classes with normal children on either a part or full time basis. It is placement of the special children in ordinary schools with some specialised educational help and services. The concept of integrated education arises as outcome of National policy of education, 1986 recommended to provide equal opportunity to all not only for access but also for success.

Integration signifies the process of interaction of disabled children with normal children in the same educational setting. Integration also means 'mainstreaming' or 'Normalisation' as disabled children are treated with normal children. It does not create a feeling of differentiation among disabled children. It helps to remove inferiority complex among disabled children. It provides peer group help in learning from normal children. It provides disabled children a chance to enjoy school life with normal children. It ensures social integration. Through integration, the child is required to "fit in" to what already exists in the school.

Integrated Education is less expensive as special infrastructure is not required. Special learning material and specially trained teachers are not appointed. Disabled or challenged students may get help from peers for learning and get motivated for learning. Concept of integrated education is not so broad in nature compared to inclusive education. Children with some disability are integrated in normal school only. No formal planning is required. No special infrastructure, trained staff, special curriculum is required.

Inclusive Education - Inclusive education can be defined as the process of increasing the participation of students in the cultures, curricula and communities of local mainstream schools. It includes all the students who are away from the education for any reasons like physically or mentally challenged, economically, socially deprived or belonging to any caste, creed, gender, etc. It is more broader and wider concept than integrated education as it includes all the students in mainstream education. For inclusive education, special planning can be done in mainstream education like special infrastructure, specially designed classes, special curriculum. Children with some special need can be made to sit in different classes or same classes with catering their needs, e.g., hearing impaired children can be provided with audio aids for hearing., visually impaired children can be provided with books in Braille.

Compared to integrated education, concept of inclusive education is broad in nature. Children with some disability are included in normal schools but with some special facilities for them. Formal planning is required. Special infrastructure, trained staff and special curriculum is designed for them. Ex- Ramps for physically handicapped children. Specially designed classes. All the students away from education are included in the mainstream schools. Inclusion provides an opportunity of 'Education for All'.

Research Review-

Related to the topic under study, following research review was taken- According to a **report prepared by Research & Evaluation Cell District Project Office SarvaShiksha Mission, Bardhaman about Integrated Education for Disabled Children**, CWSN (Children with Special Needs) have often been marginalized on account of their disability, lack of awareness on the part of the community about their potential, apprehensions on the part of the teachers to teach such children and a general societal attitude of sympathy towards such children focusing more on what they cannot do rather than on what they can do. Realizing the importance of integrating CWSN in regular schools, SSA framework has made adequate provisions for educating CWSN. SSA ensures that every child with special needs, irrespective of the kind, category & degree of disability, is provided meaningful & quality education. The major findings given in the report are- The situation is therefore pathetic and serious, introspection is necessary on the part of parents, teachers, policy makers and the implementing personnel. The most important step in this regard is generation of awareness among all members of the society. One-to-one and group meeting between special educators and parents of the CWSN, between special educators and school teachers are necessary. These meetings must focus on illustration and exhibit of successful CWSN who have been able to defeat their inherent shortcomings and have emerged as one of the many children.

Bernie-Smith & Latham (2000) opined that when inclusion and mainstreaming are in the classroom, special educators and general educators need to collaborate in order to devise a plan that will work with the child or children who has special needs. As inclusion requires the collaboration between general and special education, researchers must analyse the phenomenon of classroom teachers' and administrators' perceptions about including students with disabilities in general education settings.

Frank T. Rizza(---) studied the attitude of teachers on inclusion. Studies and surveys that are representative of educators who have worked in or have been in an inclusion setting are

discussed in the paper. It will also illustrate the attitude of new teachers that are starting in the teaching profession. With inclusion being the big push within the past ten years, the attitudes of teachers have been varied throughout school districts and levels of teachers. It appears the senior educators are not too keen on the idea whereas the new teachers, just beginning their careers only know what they have learned through their schooling.

Most of the studies are found related to knowing about attitude and perception of school teachers towards inclusive education compared to segregated education and integrated education. Therefore, researcher decided to undertake a study titled as - study of awareness about Segregated Education, Integrated Education and Inclusive Education among School Teachers.

Need of the Study-

The complicated history and social structure of Indian society emerges efforts towards special education and inclusive policy that are fairly remarkable for 66-year-old republic whose education system was (perhaps detrimentally) controlled by another country for more than hundred years. Policy in India has always leaned towards inclusion. From the constitution to the Kothari Commission in the early days of the republic, to the 2005 Action Plan for Children and Youth with Disabilities and the 2006 National Policy for People with Disabilities recently, the Indian government tends to write inclusive policies on education. However, these policies often are not perfectly inclusive. Many of them tend to discriminate against people with “severe” disabilities or people with intellectual disabilities, especially in terms of mainstream versus special schooling. Still, at present, the policies governing the education system are inclusive. At present, the problem is with implementation.

The progress in governmental policies that point towards efforts of inclusion in mainstream education in India. However, the current statistics and literature point to an entirely different situation on the ground. There are several areas across which people with disabilities receive unequal services in India. Out of such services, *Education* is an important area which is helpful to make disabled ones educated, skilled, to make aware social realities and for their rehabilitation. Simultaneously, *teachers* play an important role in the implementation of three models of special education, i.e., segregated, integrated and inclusive education.

Therefore, to know about the awareness among school teachers regarding these three models of special education, researcher decided to undertake present study.

Statement of the Problem-

To Study the awareness about Segregated Education, Integrated Education and Inclusive Education among School Teachers.

Research Questions-

- 1) Are school teachers aware about segregated education, integrated education and inclusive education?
- 2) Is there any difference between awareness of pre-primary, primary and secondary school teachers about segregated education, integrated education and inclusive education as per their gender, medium of instruction, qualification and school section to they teach?

Objective- Following objective was stated for the study-

- 1) To study awareness about segregated education, integrated education and inclusive education among school teachers.

Assumption-

Following was the assumption for the study-

Generation of Awareness among all members of the society. i.e., Special Educators and Parents of the CWSN, between Special Educators and school teachers is necessary. (According to a report prepared by *Research & Evaluation Cell District Project Office SarvaShiksha Mission, Bardhaman* about Integrated Education for Disabled Children.)

Limitations-

For the present study factors which may affect responses of the sample like interest, educational qualification, attitude towards and perception about segregated education, integrated education and inclusive education are beyond the control of a researcher.

Delimitations-

- 1) The study was delimited to the sample from Pune and Khed-Shivapur.
- 2) The study was delimited to know only awareness of pre-primary, primary and secondary school teachers about segregated education, integrated education and inclusive education as per their gender, medium of instruction, qualification and locality.
- 3) Responses given by 126 school teachers were only considered in the present study.

Method of Research-

For the present study, *Survey* method of research was adopted.

Population and Sampling Procedure-

All school teachers from Pune and Khed-Shivapur formed the population for the study. Researcher adopted *Convenience Sampling Technique* for the sample selection.

Sample-

The sample consisted of one hundred and twenty-six school teachers from eighteen different schools located in Pune and Khed-Shivapur. The sample was classified based on major six categories, like- Gender, Qualification, Stream of Education, School Section, Medium of Instruction and Locality. These major categories were divided into certain sub-categories to classify the sample (as shown in *Fig. 1*) and to know about their awareness regarding three models of special education.

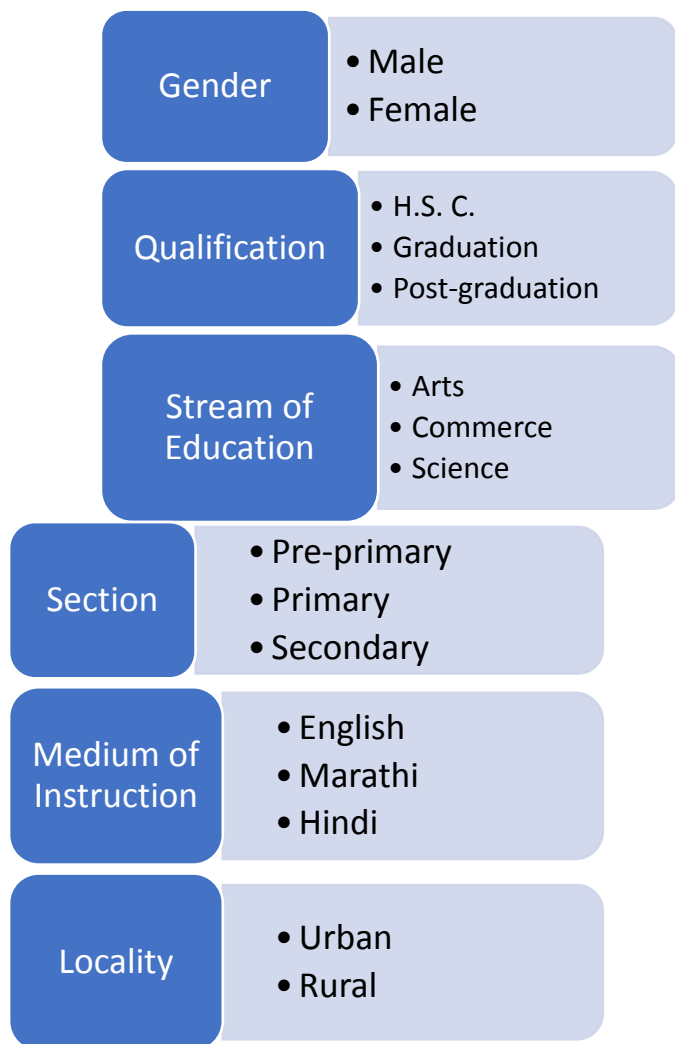


Fig.1: Categories and sub-categories to describe the sample.

Following *Table 1* and *Fig.2* gives description about the sample-

Table 1: Description of the Sample

Sr. No.	Category	Sub-category	No. of Respondents				Total (%)	Pie Graphs
1	Gender	Male	32				25	
		Female	94				75	
2	Qualification	H.S.C.	A*	C*	S*	T*	%	
			05	03	01	09	7	
		Graduation	37	18	24	79	63	
		Post-graduation	24	06	08	38	30	
3	Stream of Education	Arts	66				52	
		Commerce	27				22	
		Science	33				26	
4	Section	Pre-primary	24				19	
		Primary	34				27	
		Secondary	68				54	
5	Medium of Instruction	English	74				59	
		Marathi	38				30	
		Hindi	14				11	
6	Locality	Urban	116				92	
		Rural	10				08	

* [A=Arts, C=Commerce, S=Science, T=Total]

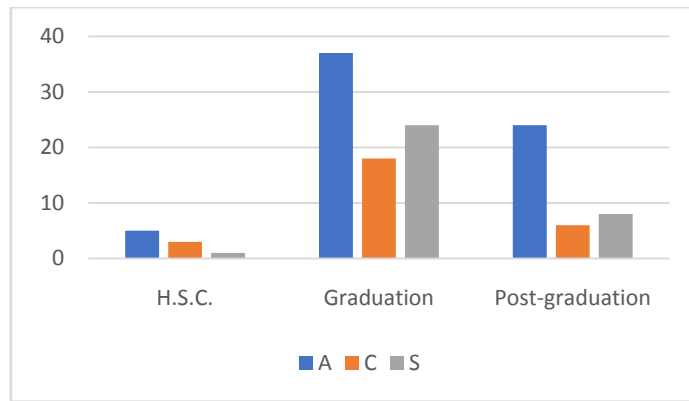


Fig. 2: Distribution of Sample as per Stream of Education.

Tool for Data Collection-

For the fulfilment of objective of the research, an opinionnaire* was used. The constituents of an opinionnaire were fifteen statements exhibiting awareness about segregated education, integrated education and inclusive education. Following *Table 2* shows the constituents of an opinionnaire-

Table 2- Constituents of an Opinionnaire

Sr. No.	Statement Nos.	Description of Statements
1	Statements 1 to 4	Meaning, implementation and outcome of segregated education.
2	Statements 5 to 9	Meaning, implementation and outcome of integrated education.
3	Statements 10 to 15	Meaning, implementation and outcome of inclusive education as well as attitude needed and government’s role for better inclusion.

*Opinionnaire - A form containing a list of statements, each of which the members of a selected group are asked to endorse or reject; the purpose being to gather information for a survey.

Data Collection Procedure-Data collection procedure followed for the present study was as given in following *Fig. 3-*

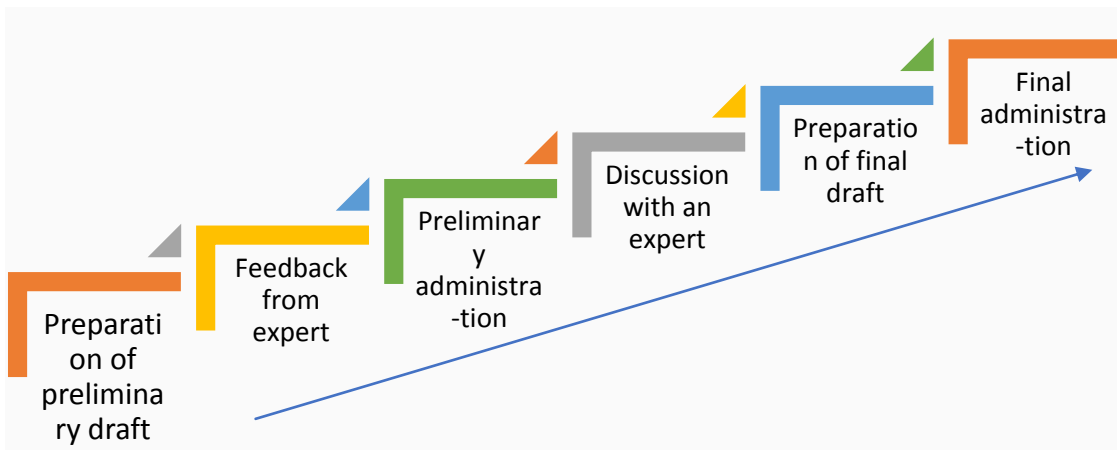
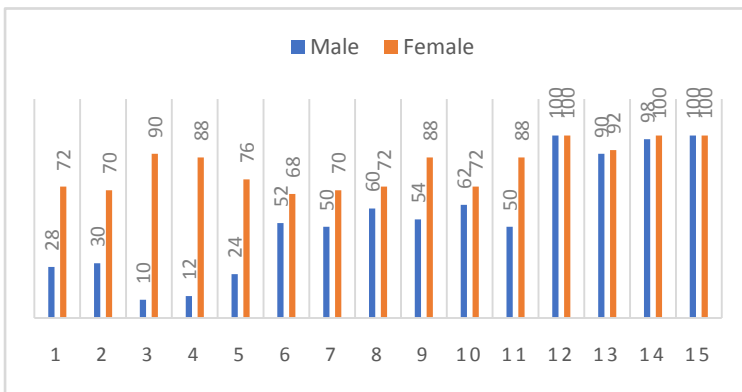


Fig. 3: Steps involved in Data Collection Procedure

Findings-

Depending upon the data collected from the sample and data analysis, category and sub-category wise following were the major findings-

1) Gender

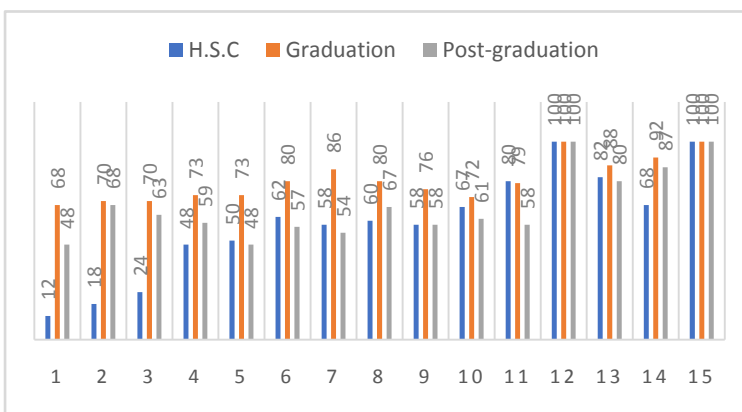


As shown in the Fig.4 awareness among Male and female teachers differs to a greater extent for statements 1 to 11. For statements 12 to 15, both the genders were almost equal aware about attitude needed for inclusion, role of schools in

building inclusive society and achieving education for all.

Fig.4: Responses obtained as per the Gender

2) Qualification

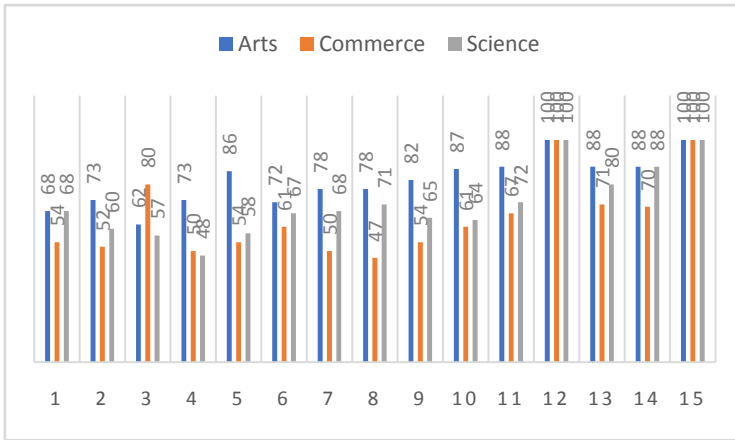


A glance at Fig. 5 shows that teachers with Higher Secondary Certificate qualification, i.e., H.S.C. were less aware about statements 1 to 11 given in an opinionnaire compared to the teachers with qualification-graduation and post-graduation.

Regarding statements 12 to 15, all were almost equal aware.

Fig.5: Responses obtained as per the Qualification

3) Stream of Education

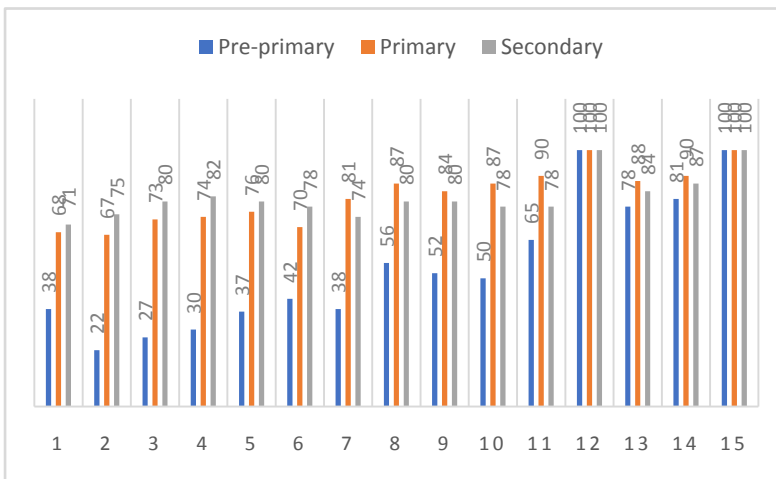


As shown in Fig. 6, school teachers belonging to Arts stream were more aware about three models of special education compared to Commerce and Science stream. For statements 12 to 15, responses obtained were almost

equal.

Fig.6: Responses obtained as per Stream of Education

4) Section

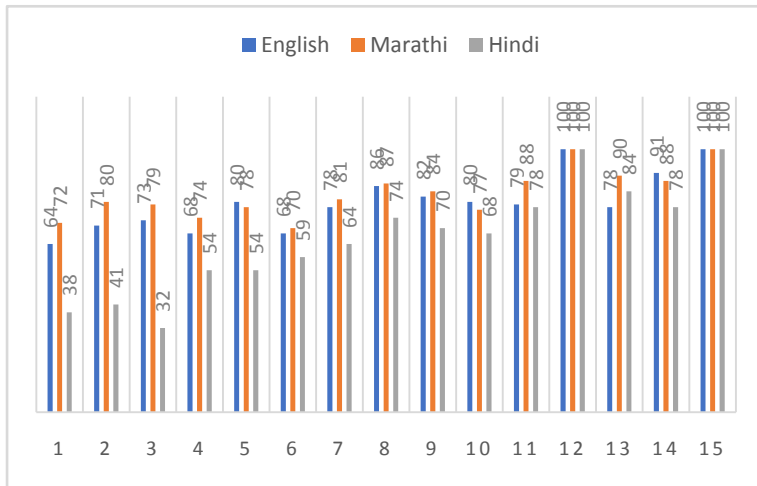


Responses obtained from pre-primary, primary and secondary teachers are shown in Fig. 7. Compared to pre-primary teachers, teachers belonging to primary and secondary section were more aware about meaning and implementation of segregated education , integrated

education and inclusive education as well as attitude essential and government’s role for inclusion.

Fig.7: Responses obtained as per Section in the School

5) Medium of Instruction



A glance at Fig.8 indicates that related to statements 1 to 10, English and Marathi medium teachers were more aware about segregated education and integrated education compared to Hindi medium teachers. Regarding awareness about inclusive education, essential

attitude for inclusion and government’s role, teachers belonging to three media of instruction were well aware.

Fig.8: Responses obtained as per Medium of Instruction

6) Locality

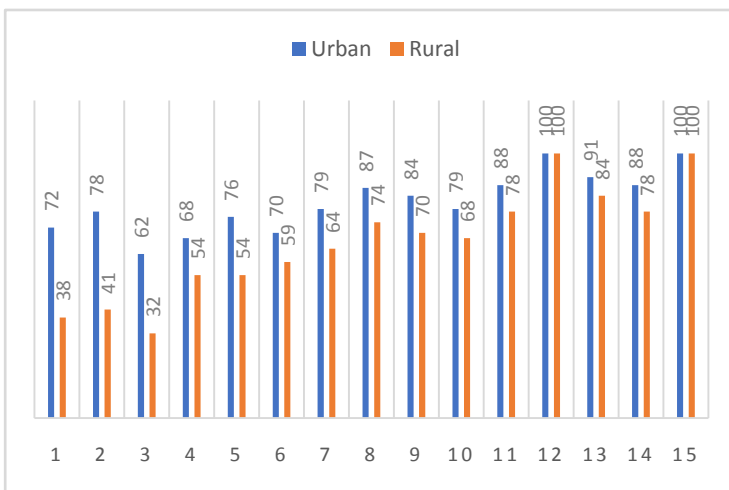


Fig. 9 shows responses obtained from school teachers belonging to urban and rural locality. Except statements 12 and 15, for remaining statements given in an opinionnaire the percentage of awareness obtained from urban teachers was more compared

to teachers belonging to rural area.

Fig.9: Responses obtained as per Locality

Qualitative Remarks-Depending upon data analysis, following are the observations and qualitative remarks related to the present study-

- 1) School teachers were less aware about meaning, implementation and outcome of segregated education.
- 2) To a good extent, school teachers know that for partial disability, integrated education can be adopted as compared to segregated education.
- 3) Sample belonging to sub-categories like pre-primary section, Hindi medium and low educational qualification were less aware about these three models of special education.

- 4) On an average, 88% of the sample was aware about role of regular schools with inclusive orientation in building an inclusive society and achieving 'Education for All'.
- 5) Similarly, equal percentage of sample agreed on the statement that- equal access to education empowers people with disabilities to be independent and contributive and helpful for inclusive and barrier-free society.
- 6) 100% of the sample opined that- for a school to be inclusive, the attitudes of everyone in the school including administrators, teachers and other students should be positive towards students with disabilities.
- 7) 100% of the sample was in agreement that- the Government of India needs to bridge the gaps in education system to build a strong system of inclusive education.

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