



## A COMPARITIVE STUDY OF EFFECTIVENESS OF SPECIAL AND INCLUSIVE SCHOOLING ON FUNCTIONAL AND EDUCATIONAL SKILLS OF CHILDREN

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### Abstract:

Over the past twenty years, the lives of individuals with disabilities and their families have changed drastically; inclusion of students with disabilities has become the practice in most of the countries. Many parents and educators are beginning to advocate that all students should be included into inclusive classrooms of regular education. Inclusive education should be flexible. Its principle should be education in the regular classroom whenever possible. This need for flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum. When discussing the kind of service needed, the starting point should always be what is best for the particular child. Emphasizing inclusive education does not rule out special schools or centers.

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**Keywords:** Inclusive, Disabilities, Formal Education, Educators, Collaborative

### Introduction:

It has been realized that education of persons with disabilities is very crucial for the development and independent living. Hence it has also undergone a lot of transformation. Charity has given way to right based education. Therefore, education has become a fundamental right of every child. Arbitrary categories of mild, moderate, severe and profound levels of intellectual disability are defined on the basis of IQ scores. These levels give some guide to the level of support someone might need. A mild intellectual disability is defined as an IQ between 50-70; A person with mild intellectual disability. However, one child with special needs may learn better in regular classroom, while another may learn better in resource room or in a self- contained program. All children learn differently. There is a long standing need in education to involve regular and special education teachers in a collaborative instructional



delivery system that offers alternatives within the regular classroom environment for students with intellectual disabilities.

### **Rationale of the Study:**

It has been realized that education of persons with disabilities is very crucial for their development and living as independently as possible. Hence it has also undergone great metamorphosis aiming at empowerment of independent living. Charity has given way to right as far as the education of persons with disabilities is concerned. The study will be able to highlight the importance of collaborative work between special and mainstream schools. The research will help us explore the benefit of special or inclusive schools for the children with intellectual disabilities, non disabled peers, to teachers and to the Society at large.

### **Statement of the Problem:**

The statement of problem for this study is to investigate and compare the effectiveness of training given in special and inclusive schooling on children with mild intellectual disabilities, in development of academic and functional skills

### **Objectives:**

1. To evaluate the functional skills of children with mild intellectual disability attending special school and inclusive schools
2. To evaluate the educational skills of children with mild intellectual disability attending special school and inclusive schools
3. To evaluate and compare the effectiveness of training provided by special schools and inclusive schools on functional skills of children with mild intellectual disability
4. To evaluate and compare the effectiveness of training provided by special schools and inclusive schools on educational skills of children with mild intellectual disability
5. To understand the advantages and disadvantages of special and inclusive schooling for students with mild intellectual disabilities
6. To develop relatively appropriate model for the students with mild intellectual disabilities with the help of this research

### **Null Hypotheses:**



- There will be no significant difference in motor skills of children with mild intellectual disabilities attending inclusive and special schools
- There will be no significant difference in social skills of children with mild intellectual disabilities attending inclusive and special schools
- There will be no significant difference in personal skills of children with mild intellectual disabilities attending inclusive and special schooling
- There will be no significant difference in academic skills of children with mild intellectual disabilities attending inclusive and special schools
- There will be no significant difference in occupational skills of children with mild intellectual disabilities attending inclusive and special schools
- There will be no significant difference in recreational skills of children with mild intellectual disabilities of children attending inclusive and special schools
- There will be no significant difference in cognitive skills of children with mild intellectual disabilities of children attending inclusive and special schools

**Research Design:**

Tools were used on two groups of children from special and inclusive schools in Delhi and NCR. The two groups refer to the children with mild intellectual disabilities from special and inclusive schools. This is post hoc study with Experimental design. The independent variables are not manipulated rather taken through selection. The independent variables in the study are special and inclusive schools while the dependent variables are functional and educational skills.

**Sample:**

A sample of 100 students with mild intellectual disabilities was selected from three special and two Inclusive schools of Delhi and NCR. Out of the total sample, 50 students were selected from special schools and 50 from inclusive schools. The sample consisted of boys and girls who were purposively selected. The two groups were matched on the bases of age, duration of stay in the school and intelligence quotient.

**Tools:**

- Cognitive processing inventory
- Assessment Checklist of functional skills

**Interpretation:**

Mean and SD of educational and functional skills of students from Inclusive Schools

	Educational Skills			Functional Skills	
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	CPI	Academics	Motor	Per.	Social	Occupational	Recreational
				Auto			
Mean	194.64	12.56	12.96	12.12	12.66	12.12	12.66
SD	18.56	1.56	1.22	1.41	1.56	1.54	1.35

Mean and SD of educational and functional skills of Boys from Special schools

BOY	Educational Skills			Functional Skills			
	CPI Raw	Motor	Personal	Social	Academics	Occupational	Recreational
	Score		Autonomy				
Mean	106.13	9.37	6.90	8.60	4.07	3.70	8.80
SD	28.51	2.59	3.84	3.09	2.68	2.22	2.25
N = 30							

Mean and SD of educational and functional skills of girls from Inclusive

	Educational			Functional			
GIRLS	Skills			Skills			
	CPI		Personal	Social	Academics	Occupational	Recreational
	Raw	Motor					
	Score						
Mean	198.56	13.25	11.75	12.69	12.50	11.94	12.94
SD	17.49	1.29	2.05	1.20	1.71	1.57	1.06

N=16

**Results and Interpretation:**

- There is significant difference in Personal autonomy skills of children in special and inclusive schools. These skills are more developed in children attending inclusive school. The reason may be exposure at home and school, and presence of better role models in inclusive schools. Hence, the hypothesis is rejected.



- Significant difference in social skills of children in special and inclusive school was found. Children in inclusive schools scored higher than the children in special schools.
- There was a significant difference in recreational skills of children in special and inclusive schools owing to a richer learning environment, more effective teaching strategies, and modeling by more able peers would enhance learning. Better exposure to outdoor and indoor games with able peers facilitates healthy development. Hence, the hypothesis is rejected.
- There has been significant difference in the academic skills of boys in special and inclusive school. The boys from special school lag behind their counterparts in inclusive schools in academics. They are found to be displaying better academic skills like remembering their address and phone numbers, simple reading, writing and arithmetic. The probable reason can be presence of able peers, more exposure, teachers' competence and expectation and better teaching strategies.
- Significant difference has been found in the occupational skills of children in inclusive and special schools. The children in inclusive schools have been found to take up their routine responsibilities at home like fetching milk, giving clothes to the dhobi, making a list and picking up grocery from supermarkets, performing simple first aid when required, exhibits punctuality in completing given tasks, shows up awareness of surroundings. The probable reason can be presence of better role models, stimulating environment at home and in school, better exposure and participation in community activities with parents and in school.
- Significant differences have been found in recreational skills of boys in special and inclusive schools. Children in inclusive schools have been found better in outdoor and indoor activities. The probable reason can be presence of better role models, better opportunities in schools, and healthy interaction between peers.
- There was no significant difference in personal autonomy and recreational skills of children in special and inclusive schools. Hence, the training on both the areas has been given same emphasis in both the type of schools.

### **Conclusion:**

- Give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties.
- Adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise.



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- Develop demonstration projects and encourage exchanges with countries having experience with inclusive schools.
  - Establish decentralized and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs. Encourage and facilitate the participation of parents, communities and organization of persons with disabilities in the planning and decision-making processes concerning provision for special education needs.
  - Invest greater effort in early identification and intervention strategies as well as in vocational aspects of inclusive education.

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