



CHALLENGES IN IMPLEMENTATION OF IEDSS AND ROLE OF RMSA: A STUDY WITH SPECIAL REFERENCE TO KAMRUP (R) DISTRICT

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ABSTRACT

In India, the scheme of 'Inclusive Education for Disabled at Secondary Stage' was introduced in 2009 that provide all the students with special needs opportunities for completing four years of secondary Education after completion of elementary education. In secondary level Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is working for efficient growth, development and equity for all in the line of IEDSS. In this paper an attempt is made to study the problems encountered by the CWSN, teachers, special educators, parents and other officials in implementation of the scheme with special reference to Kamrup (R) of Assam. It has been observed that the education scenario of the differently able at secondary level in the study area are loaded with lots of challenges that need to be addressed urgently for effective implementation of the scheme of IEDSS.

KEYWORDS : IEDSS, RMSA, Challenges

Introduction - The word 'disable' is not at all appropriate to define and hence it has been abolished with the term 'differently able' in recent time. Now a day's another term "Dibyang" is used to define those physically or mentally challenged persons. By introducing the Persons with Disability Act 1995, (Equal Opportunity, Protection of Rights and Full Participation), an attempt has been made to protect the social and economic rights of the differently able by which Government has been continuing its effort for their social inclusion. The new disability act 2016 (RPWD Act 2016) came into force in 2017. Inclusive Education of the Disabled at the Secondary Stage, (IEDSS), the centrally sponsored Scheme of Inclusive Education is being implemented by the Education Departments of State Government/UT Administration that may directly involve Non-governmental Organizations having experience in the field. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) as a centrally sponsored scheme of the Ministry of Human resource Development, Government of India for the development of secondary education in public schools throughout India. The important revision of norms of the scheme approved by the Government in the year 2013 was to subsume the Information and Communication Technology (ICT), Girls' Hostel, Inclusive Education for Disabled at Secondary Stage (IEDSS) and Vocational Education in their existing form under the Umbrella of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Inclusive education is based on the principles of Right to Education. But in fact this system of education is still in infancy stage in Assam. Inclusion will remain on paper, unless the challenges are carefully identified and systematically addressed. In this study, an attempt has been made to know the challenges of implementation of IEDSS and role of RMSA with special reference to Kamrup (Rural) of Assam from teachers, parents, special educators and student's point of view in proper implementation of the scheme.

Statement of the Problem - "Challenges in Implementation of IEDSS and Role of RMSA : A Study With Special Reference to Kamrup (R) District"

Justification of the Study - Though differently able children are included in the inclusive education setting along with their normal peers, the success is still a cry as this process has to face several obstacles. There is a noticeable lack of in-depth empirical and academic research on inclusive education in India, (Singal, and 2005). This absence of information suggests that there is a dire need for more research into both the implementation (DYER, 2004) and impact of inclusive education in India. In order to constructively implement inclusive education for all children, planning must be adopted according to context and monitoring evaluation from all stakeholders' perspectives especially from children with disabilities. Studies by Mukhopadhyaya (2003) pointed out that, diagnosis of implementation and quality monitoring reports could lead to valuable lessons learned and make a significant contribution to a sustainable, adaptable process of change. Through this study,

an attempt is made to know the problems of implementation of the Inclusive Education for Disabled at Secondary Stage (IEDSS) that will help in further policy formulation and undertaking required approaches for a successful inclusive education.

Objectives of the Study -

- To study the implementation of the provisions provided in Inclusive Education for Disabled at Secondary Stage (IEDSS) under (RMSA).
- To study the problems encountered by the differently able, teachers, resource persons and parents.

Method and Design of the Study - In the present study, Descriptive Survey method has been used for collection of both primary data. For the primary sources personal interviews have been conducted by the investigator through personal visit to the schools where the differently able students are found to be reported as per U-DISE and interactions with CWSN, Head Teachers, teachers and guardians of the students with disabilities.

Sample of the Study - For the present study, 60 differently able students and 35 guardians, 35 teachers and 35 Head Teachers of the respective schools and 05 Special Educator, RMSA official were contacted and interviewed for collection of the data. Among the CWSN selected as sample, there are 30 boys and 30 girls CWSN.

Delimitation of the study - The study is limited to the 35 selected secondary schools of the study area where the differently able are studying as per the U-DISE record.

Tools of the Study - a) Semi Structured Interaction Schedule for RMSA officials, differently able Students, Head Teachers, Teachers, Resource Persons and parents of the respective CWSN and Institutional Data Sheet.

Statistical Techniques for Analysis of Data - The data gathered from the survey has been analysed both quantitatively and qualitatively using Percentage analysis.

Analysis and Discussion of the Data -

Implementation of the Provisions under RMSA at Kamrup (Rural) The implementation of the provisions of the scheme of IEDSS under RMSA at Kamrup (Rural) has been discussed with the data gathered from the field survey as follows-

1. Medical and educational assessment of the CWSN has been conducted organizing camps.
2. From the data collected, it is observed that most of the CWSN have received Uniform from the school.
3. Except a few students, transport allowances and reader allowances have not been received by the students under the study area.

4. 14 (23.33%) CWSN have been found to receive stipend among the differently able studied.
5. Twenty one CWSN constituting 35 % have found to receive supportive service viz. wheel chair, MR kit, Hearing Aids, low vision kit, pair of spectacles in the study area.
6. No provision for boarding and lodging facilities and Therapeutic services has been observed in the sample school studied.
7. Only 29 (48.33%) CWSN have stated about availability of teaching- learning materials Five special educators have been found available in the schools studied.
8. Allowance for teaching the disabled has not been provided to the teachers in the study area.
9. Teachers of the sample school have not received sufficient training in teaching the differently abled. Insufficiency of teachers training in teaching the differently abled has also been observed.
10. Only five resource rooms have been observed in the study area that are functioning but not well equipped.

Problems Reported by the CWSN of Secondary Schools of Rural Kamrup (N=60)

In education of the differently able, one major problem observed is the lack of knowledge over their legitimate rights and the benefits extended to them by the Government and other agencies. It has been found that the CWSNs even do not have any information whom and where to be approached for availing those rights and benefits. Besides, the facilities for barrier free sanitations have been observed still under construction in some resource room. CWSN are also of the opinion that the medical and educational assistance provided to them are not sufficient to meet their needs. Supply of aids and appliances are also not timely and as per requirement. In some resource rooms, it has been observed that due to lack of infrastructural facilities lack of initiative, such appliances have been kept unscientifically. Further, CWSN opined that visiting of resource teachers and voluntary educators are not sufficient. Facilities for vocational education are available only in few schools.

Problems Reported by the Teachers of Secondary Schools of Rural Kamrup (N=35)

It can be observed that, only 60% of the teachers are positive about effective education of CWSN in inclusive setting because of different problems. Some of the teachers opined that training facilities are not sufficient to deal with different types of disability in schools. Besides, negative attitude of some parents of normal children, over protective attitude of the parents of the CWSN, lack of assistance in developing supplementary instructional material for the CWSN, higher dropout rate of the CWSN, lack of CWSN friendly curriculum, lack of proper vocational training for the CWSN are some of the issues that are hindering in effective implementation of inclusive education scheme at secondary schools.

Problems Reported by the Special Educators of Secondary Schools of Rural Kamrup (N=05)

All the special educators interviewed are of the opinion that most of the teachers do not use teaching learning materials and practical method to teach the CWSN. Most of the resource (3) person are of the opinion that parents are not aware about the education of CWSN and do not involve in education process of the children. Three (60%) resource persons feel that training facility of resource teacher and class teacher is not sufficient. 2(40%) comment that remote areas are difficult to be accessed by the resource teachers. 2 (40%) observed that lack of motivation of teachers for receiving training on special education. There is lack of coordination among various agencies of inclusive education. Supply of Assistive devices for CWSN are not regular and sufficient. Number of schools (35) allotted under one special educator is difficult to manage. Management of resource rooms and of teaching aids and appliances are difficult due to proper security provisions.

Problems Reported by Parents of CWSN of Secondary Schools of Rural Kamrup (N=35)

17 (82.5 %) parents are of the opinion that it is difficult for them to send their children to school due to inaccessibility of school in the locality. 29 (82.8%) parents are of the opinion that schools have no provision for vocational education. 21(60%) parents opined that assistive devices and appliances are not sufficiently supplied. 19(54.2%) comment that financial aid for CWSN from government is not sufficient and timely. 12 (34%) parents are of the opinion that teachers do not have required counselling and motivating skill. 18(51%) parents feel that CWSN are teased by normal peers and others. 23 (65.5%) parents are from below poverty line and do not aware about specialized education of the CWSN, and provision for residential, remedial and rehabilitation facilities.

Major Findings of the Study –

Though most of the schools head agreed on providing barrier free environment, the architectural barriers remain limited to building ramp and railings only. In very few schools toilets are in construction. However it is said that in the establishment of proposed model schools will be equipped with the required facilities. In the sample schools studied, sufficient teachers training has not been provided to teach the differently abled students in inclusive class room. A few teachers opined that contractual nature of service of the special educator limits their initiative in educating the CWSN. All the guardians of the differently abled in the study are found to be in favor of inclusive education not found to be in favour of it. According to 89% of the teachers in the study the differently abled students are inspired for vocational training but 66% of the guardians of the differently abled denied about it. In the study area, there has been observed lack of awareness among the teachers and guardians about the special needs of differently able students, provisions of legal aid of Persons with Disability Act, reservation, rehabilitation, and provision of special and residential schools and remedial measures for controlling disabilities. The supply of equipment, technological aids and other devices are insufficient. Most of the CWSN studied are from low income family. Though provision of resource rooms are there in the study area, these are not well equipped and fully functional. Differences of opinion are reported between parents and school administration for unattainable expectation of parents like special arrangements for rest, placement, and financial aid.

Implication of the Study - It is clear that, the objective of inclusive education will not be fulfilled if the CWSN are not provided with proper aids and appliances, as the supply of such aids helped in improving the rate of regularity and retention of CWSN in schools. Therefore, RMSA should strictly monitor all the schemes related to CWSN and make inclusive education effective in the real sense. The teachers, parents, teacher- educator have to facilitate the implementation of inclusive education not only as a program but also as an ideology based on the principles of human rights approach wherein stress is laid on giving importance to the individual and respecting his/ her potentiality in the teaching learning process.

Suggestions for Effective Implementation of Education for Differently Able

Taking into consideration of education of the differently abled at secondary level and the role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) the following measures have been suggested for improvement of the education of the differently abled.

1. Attitudinal barriers need to be addressed seriously through different sensitization programme.
2. Along with awareness, the students, teachers and guardians should be trained on how to link up with the District Social Welfare Department and other offices entrusted with the responsibility for welfare of such students and the process should be simplified. Identification of Special educational

- needs should be done as per PWD Act of 2016 with proper mechanism.
3. Identification of disability and procuring the certificate from the concerned authority should be made simpler. For accessing admission, retention, getting support facilities, scholarships, and other facilities of education should not depend only on assessment test as far as possible.
 4. Govt. schools with special equipment for different types of disabilities should be established for decreasing the dropout rate of CWSN. Provisions should be made for tracking the CWSNs progress and smooth transition from elementary to secondary schools with the cooperation of SSA and elementary education department for smooth harnessing of the facilities.
 5. Provisions should be made for architecturally barrier free irrespective of types and category of disabilities.
 6. Relaxation in admission procedure of CWSN in terms of age of admission, reservation, no rejection policy, evaluation procedures in terms of time, type of questions, grace marks, weightage to co-curricular activities as per procedure should be encouraged.
 7. Concerned NGOs should be encouraged to take initiative for education of the differently able along with health, advocacy, livelihood training, providing scholarship, rehabilitation, physiotherapy, counselling and creating awareness about the rights and laws.
 8. For successful integration of children with special needs, provision of aids and appliances are required. Through convergence with the State Health Department, Social Welfare and NGOs, different aids and appliances may be provided to the CWSNs.

Conclusion – Inclusion will remain a policy on paper, unless the challenges are carefully identified and systematically addressed. Instead of focusing on physical access to school emphasis should be laid on curriculum, teachers training and equal treatment in the class. Awareness about the inclusive education and provisions for the differently abled children should be created among all sections in the society in order to change the negative attitude about the differently abled.

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