



ORIGINAL RESEARCH PAPER

Education

EDUCATION OF THE DIFFERENTLY ABLE AT SECONDARY LEVEL AND ROLE OF RMSA–A STUDY WITH SPECIAL REFERENCE TO KAMALPUR DEVELOPMENT BLOCK OF RURAL KAMRUP

KEY WORDS:

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ABSTRACT

Education of differently able is a challenging issue. Today, children with special needs constitute one of the largest group that are still outside formal education. The earlier scheme of 'Integrated Education for Disabled Children (IEDC) introduced in 70s was revised in 2009 as 'Inclusive Education for Disabled at Secondary Stage (IEDSS). The scheme provided all the students with special needs completing eight years of elementary education, to complete four years of secondary education. At present the scheme is functioning for access education of the differently able under Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Here an attempt is made to know the status and implementation of education of the differently able at the secondary level and the role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) with special reference to Kamalpur Development Block of Assam.

Introduction – To be inclusive in education means that all students in a school, regardless of their strength or weaknesses in any area become the part of the school community. “Dibyang” the new terminology is used to define those physically or mentally challenged persons. The earlier scheme of 'Integrated Education for Disabled Children (IEDC) that was introduced in 70s was revised in 2009 as 'Inclusive Education For Disabled at Secondary Stage (IEDSS). There was a paradigm shift from charity approach to right approach of the students with special needs. The scheme is being implemented in a number of states from the year 2009. However, it was reported that the funds under the scheme go underutilized and the proposals submitted for funding are generally structured loosely without any evidence of demand matching with the special needs of children with disabilities. Besides, the data from 7th All India School Education Survey for Physically Challenged Children (2008) shows a sharp decline from upper primary stage to secondary stage of education, especially at the senior secondary level. The special needs of students with disabilities at the secondary stage are being addressed under the umbrella programme of Rastriya Madhyamik Siksha Abhiyan (RMSA), a centrally sponsored scheme, launched in 2009. Whether the provisions available for the education of the differently able are accessed by the beneficiaries or not, the problems regarding education of differently able encountered by the teachers, parents, special educators and also from students point of view need to be addressed for successful implementation of the programme. Here an attempt is made to discuss about education of the differently able at the secondary level and the role of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) with special reference to Kamalpur Educational Block.

Statement of the problem- *Education of the Differently Able at Secondary Level and Role of RMSA–A Study with Special Reference to Kamalpur Development Block of Rural Kamrup.*

Significance of the Study - Inclusive education brings all students together in one classroom regardless of their strengths or weakness in any area, and seeks to maximize the potential of all students. RMSA with the scheme available are adhering for educating the differently able at secondary level of education. But in true sense how the system of education in the common schools going on are to be studied. Through this proposed study, an attempt is made to know the status, plans 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. Therefore, the objectives of the study are formulated as-

Objectives of the Study-

1. To study about the present enrolment status of the differently able students at secondary level (IEDSS) under RMSA of Assam.
2. To know the types of disabilities present in the inclusive education setting of the study area.
3. To study the implementation of the provisions provided in Inclusive Education for Disabled at Secondary Stage (IEDSS) under (RMSA).

Delimitation of the study - The proposed study is limited to the four selected secondary schools of the study area where the differently able students are studying according to the U-DISE.

Review of Related Literature - Earlier the trend of research in inclusive education was not that much encouraging. However, in later part of twentieth century, studies have been conducted on education of the differently able. Rekha Chavan (2013) found that majority of student teachers possess average level of attitudes towards inclusive education. Yadav, S (2013) recommended some kind of legal enforcement mechanism for proper implementation of person's with disability Act, 1995. Awal, A (2014) studied about difference in Attitude of teachers towards inclusive education as per gender, experience and levels of teaching. Bhatnagar and Das (2014) studied about barriers of inclusion in schools. These findings indicate the necessity of the proposed study to know the status, problems faced by the disabled and provisions provided by RMSA under inclusive education for the differently able at secondary level.

Method and Design of the Study - In the present study Descriptive Survey method has been used for collection of both primary and secondary data. The sources of secondary data are from the magazines, news papers and websites. For the primary sources personal interviews has been conducted with the teachers and guardians of the concern schools where the differently able students are enrolled as per U-DISE report.

Area of the Study-The present study has been conducted in the four identified secondary schools of Kamalpur Educational Block in Kamrup(R)District of Assam where the enrolment of differently able students are found to be reported as per U-DISE session 2016-17.

Sample - For the present study, twelve differently able students and their guardians have been selected out of thirteen differently able students as per U-DISE record from the four secondary schools of the Kamalpur Educational Block. Fourteen numbers of teachers and four Head Teachers of the respective schools and one Resource Person (Special Educator) were interviewed for collection of the data.

Tools of the Study-

- a) Self Structured Interview Schedule and Unstructured Questionnaire has been used to collect data from differently able, Head Teachers, Teachers, Resource Persons and parents of the respective schools and students.
- b) Institutional Data Sheet.

Statistical Techniques for Analysis of Data-The data gathered from the survey has been analyzed quantitatively in the light of the objectives set for investigation. Percentage analysis under descriptive statistics has been applied to analyze the collected data.

Analysis and Discussion of the Data-

Study about the present status of the differently able at Secondary level Schools of Assam

Table 1: Summary Enrolment of CWSN in Govt./ Prov. Schools of Assam

	2012-13		2013-14		2014-15		2015-16		2016-17	
Types of Disability	Boys (%)	Girls (%)								
Blindness	74 (5.7)	53 (5.1)	46 (1.7)	36 (1.6)	124 (5.2)	97 (4.3)	94 (5.0)	97 (5.7)	83 (5.5)	80 (4.9)
Low vision	369 (28.6)	360 (34.8)	776 (29.5)	823 (37.8)	815 (34.3)	982 (43.4)	669 (35.8)	678 (40.0)	489 (32.4)	700 (43.1)
Hearing Impairment	208 (16.1)	148 (14.3)	640 (24.3)	453 (20.8)	340 (14.3)	322 (14.2)	299 (16.0)	234 (13.8)	205 (13.6)	198 (12.2)
Speech Impairment	130 (10.0)	77 (7.4)			239 (10.0)	147 (6.5)	174 (9.3)	114 (6.7)	134 (8.8)	120 (7.4)
Loco Motor Impairment	245 (19.0)	175 (16.9)	456 (17.3)	311 (14.3)	444 (18.7)	303 (33.4)	299 (16.0)	241 (14.2)	239 (15.8)	181 (11.1)
Mental Retardation	51 (3.9)	46 (4.4)	81 (3.1)	51 (2.3)	125 (5.2)	120 (5.3)	61 (3.3)	56 (3.3)	62 (4.1)	66 (4.1)
Learning Disability	138 (10.7)	127 (12.2)	431 (16.4)	371 (17.0)	146 (6.1)	199 (8.8)	157 (8.4)	175 (10.3)	163 (10.8)	187 (11.5)
Cerebral Palsy	30 (2.3)	14 (1.3)	68 (2.6)	48 (2.2)	57 (2.4)	37 (1.6)	38 (2.0)	27 (1.6)	28 (1.8)	21 (1.3)
Autism	4 (0.3)	5 (0.5)	15 (0.6)	8 (0.4)	6 (0.2)	10 (0.4)	7 (0.4)	8 (0.5)	5 (0.3)	6 (0.4)
Multiple Disability	40 (3.1)	30 (2.9)	117 (4.4)	75 (3.4)	81 (3.4)	57 (2.5)	70 (3.7)	63 (3.7)	102 (7.6)	65 (4.0)
Total	1289	1035	2630	2176	2377	2263	1868	1693	1510	1624

Source: U-DISE

Table 2 has shown the status of the number of boys and girls along with the percentage of each type of disability to the corresponding total of the year from the year 2012-13 to 2016-17. In the year 2014-15 loco motor impairment of girls has been found to be increased drastically up to 33.4% from 14.3% in the previous year. Remarkable increase in the percentage of disability of girls with low vision (43.4%) has been observed in the year 2014-15 with respect to previous year (37.8%).The total numbers of differently abled boys have found to be more than girls in the previous four years to 2016-17. The highest percentage of boys and girls with the disability of low vision and lowest with autism has been observed in every year.

Table 2: Summary Enrolment of CWSN in Govt./ Prov. Schools Of Kamrup(Rural) District

Types of Disability	2015-16			2016-17		
	Boys	Girls	Total (%)	Boys	Girls	Total (%)
Blindness	0	0	0	2	8	10 (4.48)
Low vision	53	87	140 (50.18)	48	50	98 (43.95)
Hearing Impairment	24	28	52 (18.64)	5	11	16 (7.17)
Speech Impairment	8	13	21 (7.53)	9	11	20 (8.97)
Loco Motor Impairment	17	17	34 (12.19)	14	11	25 (11.21)
Mental Retardation	1	8	9 (3.22)	2	10	12 (5.38)
Learning Disability	5	6	11 (3.94)	10	25	35 (15.69)
Cerebral Palsy	4	1	5 (1.79)	1	2	3 (1.34)
Autism	0	0	0	0	0	0
Multiple Disability	5	2	7 (2.51)	2	2	4 (1.79)
Total	117 (41.93%)	162 (58.06%)	279	93 (41.70%)	130 (58.29%)	223

Source: U-DISE

Table 2 has described the number of boys and girls with different types of disabilities in the year 2015-16 and 2016-17 in Kamrup (Rural) district of Assam. Total numbers of differently able students have been found to be decreased in the year 2016-17 as compared to 2015-16. Total percentage of disability has been found to be decreased from 41.93% to 41.70% in case of boys and an increase from 58.06% to 58.29% in case of girls has been observed in the year 2016-17 as compared to 2015-16. In the Year

2016-17 the highest percentage of disability has been observed in case of low vision (43.95%) followed by learning disability (15.69%) and a nil account in case of autism. In the year 2015-16 highest percentage of disability has been observed in case of low vision (50.18%) followed by loco motor impairment (12.19%) and there has been found no report of blindness and autism. The numbers of girl students with disabilities of blindness, low vision, hearing impairment, speech impairment, mental retardation and learning disability has been found to be more than that of boys.

Types of Disabilities Present in the Inclusive Education Setting of the Study Area -

Table 3: Summary Enrolment of CWSN in Govt. / Prov. Schools of Kamalpur Educational Block

Types of Disability	2016-17		
	Boys	Girls	Total (%)
Low Vision	2	4	6 (46.15)
Hearing Impairment	0	4	4 (30.77)
Loco Motor Impairment	0	2	2 (15.38)
Mental Retardation	0	1	1 (7.69)
	2 (15.38%)	11 (84.61)	13

Source: U-DISE

Table 4 has described the types of disabilities present in the inclusive setting of Kamalpur Educational Block of Kamrup (Rural) district of Assam in the year 2016-17. The observations may be stated as follows-In the study area four types of disabilities viz. Low vision, Hearing Impairment, loco motor impairment and mental retardation have been observed. All total 13 numbers of students have been recognized as the differently able in the four secondary schools of the study area as per U-DISE. Highest percentage of disability (46.15%) has been observed in case of low vision. Two girls with loco motor impairment constituting 15.38% and only one girl with mental retardation constituting 7.69% of the total disabled have been observed. The percentage of differently able boys has been found to be 15.38% against the 84.61% of differently able girls to the total thirteen numbers of differently able.

Implementation of the Provisions of IEDSSE under RMSA at Kamalpur Educational Block- The implementation of the provisions of the scheme of IEDSS under RMSA at Kamalpur Educational Block has been discussed with the data gathered from the field survey as follows-

Table 4: Student- Oriented Components

Component	Yes	Percentage	No	Percentage
Medical and educational assessment	12	100	0	0
Books and stationery	10	83.33	2	15.38

Uniform	0	0	12	100
Transport allowance	0	0	12	100
Reader allowance	0	0	12	100
Stipend for girls	3	25.00	9	75.00
Supportive services (Wheel chair, spectacles)	2	16.67	10	83.33
Boarding and lodging facilities	0	0	12	100
Therapeutic services	0	0	12	100
Teaching- learning materials	4	33.33	8	67.67
Allowance for teaching disabled children	0		19	100%
Providing barrier free environment (Infrastructural component such as school building, ramps, girls' toilet etc.)	19	100%	0	0
Teachers Training	4	21.05	6	31.58

3. Swarup, S. (August, 2006). Education of children with special needs. Journal of Indian Education.

From the above table, the following observations may be made- Medical and educational assessment has been done in each school under the study area. Free Textbooks, Uniforms, transport allowances and reader allowances have not been received by the students under the study area. 25% of the differently able students have been found to be received stipend in the study area. Two students constituting 16.67% have found to be received supportive service viz. one wheel chair and one pair of spectacles in the study area. No provision for boarding and lodging facilities and therapeutic services has been observed in the study area. 67.67% of non availability of teaching- learning materials has been observed in the study area. Only one special educator has been found available in the study area. Maximum numbers of teachers in the study area have not received training in teaching the differently able. Insufficiency of teachers training in teaching the differently able has also been observed. No resource room in all concern schools of the study area has been found. There has been found only one resource room in the Kamalpur Educational Block besides the four concern schools of the study area.

Major Findings of the Study - In Assam highest percentage of boys and girls with the disability of low vision has been observed in last five years. The number of boys with the disabilities of speech impairment, loco motor impairment, cerebral palsy and multiple disabilities precedes the number of girls in last five years in Assam. The percentage of learning disability of the girls has found to be increased in last three years in Assam. In Kamrup (Rural) district total number of differently able has been decreased in recent year compared to the previous years. Percentage of disability of girls (84.61%) has found to be more than the boys (15.38%) in Kamalpur Educational Block. In the study area sufficient teachers training has not been provided to teach the differently able students in inclusive class room. All the guardians of the differently able in the study are found to be in favor of inclusive education. But around 50% of the teachers are not found to be in favor of it. According to 89% of the teachers in the study, the differently able students are motivated for vocational training but 66% of the guardians of the differently able denied about it. 94% of the teachers and 58% of the guardians in the study area advocated for the necessity of special curriculum for the differently able according to the degree of disability. In the study area there has been found lack of awareness among the teachers and guardians about provisions of legal aid of Persons with Disability Act, reservation, rehabilitation, provision of special and residential schools and remedial measures for controlling disabilities.

Conclusion - To ensure that all children have access to quality education, education policies and practices must be inclusive of all learners, encourage the full participation of all, and diversity as a resource, rather as an obstacle. Inclusive education will pave the way to prosperity for individuals and for the society. This prosperity will, in turn, lead to a peaceful and development of humanity.

Reference

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