EFFECT OF IMPLEMENTATION OF INCLUSIVE EDUCATION OF THE DISABLED AT SECONDARY STAGE (IEDSS) SCHEME IN THE STATE OF HIMACHAL PRADESH

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Abstract

Disability is part of human life, and children with disabilities can be found in every society, every culture and every community throughout the world. They have the right to have respect and support in order to ensure their full participation and equality in society, but often, as a result of social attitudes or environment, they are unable to realize these rights. "Education contributes to an individual's journey toward self-reliance and independence. Schools and instruction must be designed and organized to meet the varying needs of individual learners". The present study is an attempt in this direction and assesses the objectives of Inclusive Education of the Disabled at Secondary Stage (IEDSS) in terms of indicators of access, quality and equity.

***Keywords**: Disability, Disabled students, Inclusive Education, Secondary Stage, IEDSS etc.*

INTRODUCTION:

The concept of an Inclusive Education is clearly a shift from the traditional welfare and service oriented practice of special/integrated education that is no longer appropriate or effective given the current agenda based on human rights. Inclusive Education is a relatively new concept, and is now recognized throughout the world. Inclusive.

Education in essence stands for equality, and accepts every child with his or her own unique capabilities. This notion is now being accepted by all the international, national and local educational programmes. Inclusion therefore entails the educational system making it open and welcoming to all. As far as the inclusion of disabled children is concerned, there is a shift

in outlook and the services from `care of the disabled child' to `education and personal development' of the child.

INCLUSIVE EDUCATION OF THE DISABLED AT SECONDARY STAGE (IEDSS) SCHEME IN HIMACHAL PRADESH:

A proposal was finalized and submitted by Himachal Pradesh Government to Government of India (G.O.I.) in 2010-2011. The proposal was approved by the Government of India (G.O.I.) in 2013-2014 and in the same year Himachal Pradesh Government executed that with immediate effect. With the mandate of providing education to every child with special needs (CWSN), irrespective of the kind, category and degree of disability, in an appropriate environment, Inclusive Education for Disabled at Secondary Stage (IEDSS) was commenced in the state in 2013-14.

REVIEW OF RELATED LITERATURE:

Affleck et al (1988) also found no significant differences in academic progress when they compared pupils without disabilities in inclusive settings (N=39) to the progress of pupils in non-inclusive settings (in this case, a comparable group in the same school but whose class did not include pupils with SEN). The pupils with SEN had mild 'handicaps', described by the authors as learning disabilities, mild 'mental retardation' and severe behavioural disorders. The measures taken carried out by California Achievement Test Battery. The results showed no significant differences between the groups. The authors conclude that placing pupils with SEN in inclusion setting does not help or hinder the academic performance of pupils without special educational needs.

Jan et al. (1990) described neurological, developmental and cognitive differences that exist between visually impaired, blind and sighted children. The findings revealed that visual impairment affects the total process of gathering and exchanging information and the effect is noticeable not only in motor skills, but also in cognition, language development and social skills.

Singal (2007) contends that in India inclusive education is understood and practiced differently from the western world. In fact there is ''a tendency to be 'politically correct' by taking on current trends in the west without a real or common understanding of their meaning, resulting in dilution of service quality''. Ideally, "inclusive education means

attending the age appropriate class of the child's local school, with individually tailored support".

Subramanyam and Rao (2008) aimed at assessing the impact of gender on emotional intelligence and academic achievement of secondary school students. The investigators concluded that there was no significant difference with regard to the impact of gender on emotional intelligence and academic achievement.

Reema (2010) conducted a study of relationship between self-concept and adjustment of visually impaired adolescents studying in inclusive and special schools. The findings of the study revealed that the development of self-concept was better in inclusive schools. It was even better in the case of male adolescent than the female ones. The relationship between self-concept and level of adjustment in the case of female adolescents was better in inclusive school settings than their male counterparts. This trend was reversed in the case of relationship between those aspects in special schools.

M. Tariq Ahsan (2011) did his work on "Meeting the Challenges of Inclusive Education in Bangladesh" the impact of the international trends for adopting inclusive educational approaches on the developing country contexts. While critically analysing the issue & mentioned about the uniqueness of the challenges of developing countries that include massive diversity in students, resource challenges, teacher readiness, accessibility related challenges, curricula and pedagogy reform and also the reluctance of the systems to accept reforms related to inclusion.

Sood Siddhi and Agnihotri Kamakshi (2015) studied the topic entitled "status of inclusion of children with special needs and effective teaching in inclusive classrooms". Inclusion, right of Children with Special Needs, is an approach to educate students with special educational needs with non-disabled children, i.e., Inclusive Education.

OBJECTIVE:

To study the perception of parents towards the implementation of INCLUSIVE EDUCATION OF THE DISABLED AT SECONDARY STAGE (IEDSS) Scheme in the state of Himachal Pradesh.

METHODOLOGY AND PROCEDURE:

The population in this study included all government secondary and senior secondary schools students' parents of Himachal Pradesh state.

SAMPLE OF THE STUDY:

Ninety four schools, 10 % of the government secondary and senior secondary schools of four sample districts of Himachal Pradesh, were taken up out of the total number of 940 schools and 371 parents of the government secondary and senior secondary schools of the four sample districts were included in the sample.

Results:

4.3 Perception of Parents for the evaluation of inclusive education for disabled at secondary stage (IEDSS) in Himachal Pradesh

There are　items covered under this questionnaire. Details of the percentage of responses given by the parents in respect of the various items are depicted in table 4.3.

Table 4.3 Perception of Parents for the evaluation of inclusive education for disabled at secondary stage (IEDSS) in Himachal Pradesh (Total Parents= 371)

A.　Attainment of Indicators that provide educational opportunities and facilities to the students with disabilities at secondary level:

Item No.	Description	Response					
		Yes		No		Not Sure	
		N	%	N	%	N	%
i.	**Identification and assessment of children with disabilities**						
1.	Is the assessment team assess and identify the CWSN?	287	77.36	79	21.29	5	1.35
	If Yes, the assessment team include which of the following:						
	a.　　Special Educator	287	77.36	79	21.29	5	1.35
	b.　Clinic Psychologists	287	77.36	79	21.29	5	1.35
	c.　Therapists	287	77.36	79	21.29	5	1.35
	d.　Doctors	287	77.36	79	21.29	5	1.35
	e.　Any other, please specify	0	0	0	0	0	0
2.	Did CWSN attend the medical camp organized for the assessment of CWSN?	284	76.55	83	22.37	4	1.08
	If yes, were they diagnosed to be in need of some	284	76.55	83	22.37	4	1.08

	assistive devices?						
3	Was any disability certificate issued to them?	371	100	0	0	0	0
	If yes, by whom?						
	a) Doctors and department of social justice and empowerment.	371	100	0	0	0	0
4	Is the certificate issued for long life?	371	100	0	0	0	0
ii.	**Provision of aids and appliances to all the students with disabilities needing them.**						
5.	Is there any provision of aids and appliances to all CWSN Students?	323	87.06	46	12.40	2	0.54
	If yes, the Devices are:						
	a. Braille Textbooks	160	43.13	135	36.39	76	20.48
	b. Audiotapes	57	15.37	242	65.23	72	19.40
	c. Talking Books	371	100	0	0	0	0
	d. Textbooks in Large prints	160	43.13	135	36.39	76	20.48
	e. Locomotive devices	160	43.13	135	36.39	76	20.48
	f. Spectacles	160	43.13	135	36.39	76	20.48
	Please Tick and name it in the following by which schemes these are provided to CWSN like:						
	g. State or Centre IEDSS Scheme	371	100	0	0	0	0
	h. Voluntary organisations	43	11.59	319	85.98	9	2.43
	i. Rotary Clubs	17	4.58	331	89.22	23	6.20
	j. Any other, like Donations by volunteers	371	100	0	0	0	0
iii.	**Access to Learning Material ensuring that each disabled student will have access to learning material.**						
6.	Are the CWSN students using learning material in Teaching-learning process?	371	100	0	0	0	0
	If yes, Tick the following which you are using:						
	a. Braille Textbooks	160	43.13	135	36.39	76	20.48
	b. Audiotapes	57	15.37	242	65.23	72	19.40
	c. Talking Books	371	100	0	0	0	0
	d. Textbooks in Large prints	160	43.13	135	36.39	76	20.48
	e. Any other , please specify	0	0	0	0	0	0

The item wise interpretation for the table 4.3 is described under four mains heads as follows:

A. Attainment of Indicators that provide educational opportunities and facilities to the students with disabilities at secondary level:

Item no.1

With respect to the item no. 1, majority of the parents (77.36%) were of the view that Assessment team assess and identify the CWSN students; however 21.29% of the parents

were of the view that Assessment team are not assess and identify the CWSN students; however 1.35% of the parents were not sure about the same. This data indicates that the assessment team had assessed and identified the CWSN students in majority of the schools.

Item no.1 (a)

With respect to the item no. 1.(a), majority of the parents (77.36%) were of the view that Assessment team which assess and identify the CWSN students includes special educators; however 21.29% of the parents were of the view that Assessment team which assess and identify the CWSN students did not include special educators; however 1.35% of the parents were not sure about the same. This data indicates that the special educators had assessed and identified the CWSN students in majority of the schools.

Item no.1 (b)

With respect to the item no. 1.(b), majority of the parents (77.36%) were of the view that Assessment team which assess and identify the CWSN students includes Clinic Psychologists; however 21.29% of the parents were of the view that Assessment team which assess and identify the CWSN students did not include Clinic Psychologists; however 8.62% of the parents were not sure about the same. This data indicates that the Clinic Psychologists had assessed and identified the CWSN students in majority of the schools.

Item no.1 (c)

With respect to the item no. 1.(c), majority of the parents (77.36%) were of the view that Assessment team which assess and identify the CWSN students includes Therapists; however 21.29% of the parents were of the view that Assessment team which assess and identify the CWSN students did not include Therapists; however 1.35% of the parents were not sure about the same. This data indicates that the Therapists had assessed and identified the CWSN students in majority of the schools.

Item no.1 (d)

With respect to the item no. 1.(d), majority of the parents (77.36%) were of the view that Assessment team which assess and identify the CWSN students includes Doctors; however 21.29% of the parents were of the view that Assessment team which assess and identify the CWSN students did not include Doctors; however 1.35% of the parents were not sure about the same. This data indicates that the Doctors had assessed and identified the CWSN students in majority of the schools.

Item no.2

With respect to the item no. 2, majority of the parents (76.55%) were of the view that the CWSN had attended the medical camp organized for the Assessment of CWSN students; however 22.37% of the parents were of the view that the CWSN had not attended the medical camp organized for the Assessment of CWSN students; however 1.08% of the parents were not sure about the same. This data indicates that majority of the CWSN had attended the medical camp organized for the assessment of CWSN students.

Further, majority of the parents (76.55%) were of the view that CWSN were diagnosed to be in need of some assistive device; however 22.37% of the parents were of the view that CWSN were not diagnosed to be in need of some assistive device; however 1.08% of the parents were not sure about the same. This data indicates that majority of CWSN were diagnosed to be in need of some assistive device.

Item no.3

With respect to the item no. 3, 100% of the parents were of the view that disability certificates were issued to all the CWSN students. This data indicates that disability certificates were issued to all the CWSN students in each school.

Item no.3 (a)

With respect to the item no. 3(a), 100% of the parents were of the view that disability certificates were issued to all the CWSN students by the doctors and department of social justice and empowerment. This data indicates that disability certificates were issued to all the CWSN students in each school by the doctors and department of social justice and empowerment.

Item no.4

With respect to the item no. 4, 100% of the parents were of the view that disability certificates were issued to all the CWSN students by the doctors and department of social justice and empowerment is for whole life. This data indicates that disability certificates were issued to all the CWSN students in each school by the doctors and department of social justice and empowerment is for whole life.

Item no.5

With respect to the item no. 5, majority of the parents (87.06%) were of the view that there were provision of aids and appliances to all the CWSN students; however 12.40% of the parents were of the view that there were not provision of aids and appliances to all the CWSN students; however 0.54% of the parents were not sure about the same. This data indicates that there were provision of aids and appliances to majority of the CWSN students in the school.

Item no. 5(a)

With respect to the item no. 5(a), majority of the parents (43.13%) were of the view that Braille Textbooks are used as aids and appliances to all the CWSN students; however 36.39% of the parents were of the view that there Braille Textbooks were not used as aids and appliances to all the CWSN students; however 20.48% of the parents were not sure about the same. This data indicates that Braille Textbooks are used as aids and appliances to the CWSN students in majority of the schools.

Item no. 5(b)

With respect to the item no. 5(b), minority of the parents (15.37%) were of the view that Audiotapes are used as aids and appliances to all the CWSN students; however 65.23% of the parents were of the view that Audiotapes were not used as aids and appliances to all the CWSN students; however 19.40% of the parents were not sure about the same. This data indicates that Audiotapes are not used as aids and appliances to the CWSN students in majority of the schools.

Item no. 5(c)

With respect to the item no. 5(c), all of the parents (100%) were of the view that Talking Books are used as aids and appliances to all the CWSN students. Hence all of the parents specified that Talking Books are used as aids and appliances to the CWSN students in all of the schools.

Item no. 5(d)

With respect to the item no. 5(d), majority of the parents (43.13%) were of the view that Textbooks in Large prints are used as aids and appliances to all the CWSN students; however 36.39% of the parents were of the view that Textbooks in Large prints were not used as aids and appliances to all the CWSN students; however 20.48% of the parents were not sure about

the same. Hence most of the parents specified that Textbooks in large prints are used as aids and appliances to the CWSN students in majority of the schools.

Item no. 5(e)

With respect to the item no. 5(e), majority of the parents (43.13%) were of the view that Locomotive devices are used as aids and appliances to all the CWSN students; however 36.39% of the parents were of the view that Locomotive devices were not used as aids and appliances to all the CWSN students; however 20.48% of the parents were not sure about the same. Hence most of the parents specified that Locomotive devices are used as aids and appliances to the CWSN students in majority of the schools.

Item no. 5(f)

With respect to the item no. 5(f), majority of the parents (43.13%) were of the view that Spectacles are used as aids and appliances to all the CWSN students; however 36.39% of the parents were of the view that Spectacles were not used as aids and appliances to all the CWSN students; however 20.48% of the parents were not sure about the same. Hence most of the parents specified that Spectacles are used as aids and appliances to the CWSN students in majority of the schools.

Item no. 5(g)

With respect to the item no. 5(g), all of the parents (100%) were of the view that aids and appliances to all the CWSN students provided under state or centre IEDSS scheme. Hence all of the students specified that aids and appliances to the CWSN students provided under State or centre IDESS scheme.

Item no. 5(h)

With respect to the item no. 5(h), minority of the parents (11.59%) were of the view that the aids and appliances to all the CWSN students provided under Voluntary organizations; however 85.98% of the parents were of the view that the aids and appliances to all the CWSN students were not provided under Voluntary organizations; however 2.43% of the parents were not sure about the same. Hence most of the parents specified that aids and appliances to all the CWSN students were not provided under Voluntary organizations.

Item no. 5(i)

With respect to the item no. 5(i), minority of the parents (4.58%) were of the view that the aids and appliances to all the CWSN students provided under Rotary Clubs; however 89.22%

of the parents were of the view that the aids and appliances to all the CWSN students were not provided under Rotary Clubs; however 6.20% of the parents were not sure about the same. Hence most of the parents specified that aids and appliances to all the CWSN students were not provided under Rotary Clubs.

Item no. 5(j)

With respect to the item no. 5(j), all of the parents (100%) were of the view that aids and appliances to all the CWSN students provided under any other process like Donations by volunteers. Hence all of the parents specified that aids and appliances to the CWSN students provided under any other process like Donations by volunteers.

Item no. 6

With respect to the item no. 6, all of the parents (100%) were revealed that CWSN students are using learning material in Teaching-learning process. This data indicates that Teaching-learning Material was used by all the CWSN students.

Item no. 6(a)

With respect to the item no. 6(a), majority of the parents (43.13%) were revealed that Braille Textbooks are used as TLM to facilitate the teaching-learning processes of CWSN students; however 36.39% of the parents were of the view that Braille Textbooks are not used as TLM to facilitate the teaching-learning processes of CWSN students; however 20.48% of the parents were not sure about the same. This data indicates that the Braille Textbooks used as TLM to facilitate the Teaching-learning processes of CWSN students in majority of the schools.

Item no. 6(b)

With respect to the item no. 6(b), minority of the parents (15.37%) were revealed that Audiotapes are used as TLM to facilitate the teaching-learning processes of CWSN students; however 65.23% of the parents were of the view that Audiotapes are not used as TLM to facilitate the teaching-learning processes of CWSN students; however 19.40% of the parents were not sure about the same. This data indicates that the Audiotapes used as TLM to facilitate the Teaching-learning processes of CWSN students in minority of the schools.

Item no. 6(c)

With respect to the item no. 6(c), all of the parents (100%) were revealed that Talking Books are used as TLM to facilitate the teaching-learning processes of CWSN students. This data

indicates that Talking Books are used as TLM to facilitate the teaching-learning processes of CWSN students in all of the schools.

Item no. 6(d)

With respect to the item no. 6(d), majority of the parents (43.13%) were revealed that Textbooks in Large Prints are used as TLM to facilitate the teaching-learning processes of CWSN students; however 36.39% of the parents were of the view that Textbooks in Large Prints are not used as TLM to facilitate the teaching-learning processes of CWSN students; however 20.48% of the parents were not sure about the same. This data indicates that the Textbooks in Large Prints used as TLM to facilitate the Teaching-learning processes of CWSN students in majority of the schools.

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