

Available online at <http://www.ijims.com>

ISSN - (Print): 2519 – 7908 ; ISSN - (Electronic): 2348 – 0343

IF:4.335; Index Copernicus (IC) Value: 60.59; UGC Recognized -UGC Journal No.: 47192

Survey on Existing Inclusive education facilities In Various Schools of Jharkhand

Rahul Pandey

Asst. Prof. in SSB College of Education, India

Abstract

This research paper is an exploratory survey research based on various facilities like infrastructural facilities, transportation facilities and other facilities existing in various schools of Jharkhand in relation to inclusive education. It was found that transport facility is only available in private schools. Schemes and scholarships are only available in state government and Kendriya Vidyalaya school.

Keywords: inclusive education, infrastructural facilities, transport facilities, schemes and scholarship .

Introduction

One of the greatest problems faced by the world today is the growing number of individuals who are excluded from meaningful participation in the economic, social, political and cultural life of the society. The Universal Declaration of Human Rights (1949), the United Nations General Assembly Charter (1959) and the United Nations Convention on the Rights of the Child (1989) all acknowledged education as a human right. The Salamanca Statement and Framework for Action on Special Needs Education (1994) suggested “inclusion” in mainstream education to be the norm so that all children have the opportunity to learn. The Salamanca Statement and Framework for Action (1994) asserts that: “Regular schools with inclusive outlook are the most effective means for eliminating inequality and building an inclusive society and achieving education for all”. The Millennium Development Goals (MDG) endorsed at the UN Millennium Development Summit (September 2000) targeted the eradication of extreme poverty and hunger and the achievement of universal primary education as its first two goals. Inclusive Education offers a strategy for reaching disabled children and adults and other marginalized or at risk groups, who normally constitute the poorest of the poor in developing country.

According to the 2005 Global Monitoring Report, “Education should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities”. Education for All means ensuring that all children have access to basic education of good quality by creating an environment in which learners both able and enabled to learn can learn. Such an environment must be inclusive, effective, friendly and welcoming to all learners. The Education for All (EFA) Global Monitoring Report (2008, 2009) sends a warning to governments that goals of EFA can't be met by 2015 if the problem of inequality in education is not dealt properly, as education leads to an empowered and fulfilled life. The Education for All (EFA) Global Monitoring Report (2008, 2009) sends a warning to governments that goals of EFA can't be met by 2015 if the problem of inequality in education is not dealt properly, as education leads to an empowered and fulfilled life.

Materials and Methods

Objectives of the Study

1. To study the various infrastructure facilities available for differently able children in schools, 2. To study the transportation facilities available for differently able children in schools, and 3. To study various schemes and scholarship subsidy offered to the students incoherent with inclusive education.

Research Questions

1. What are the infrastructural facilities available for differently able children?, 2. What are the transportation facilities available for differently able children?, 3. What are schemes and scholarship facilities available for differently able children?

The study is delimited to twenty five Kendriya Vidyalaya Schools (central government schools) twenty five Private Schools and twenty five state government schools of Secondary level of Jharkhand.

Tools are the instrument and with the help of which, objectives of the study can be assessed. For the present study, the following tools are used:-

1. Interview schedule for headmaster/ mistress, 2. Observation schedule cum checklist.

Results

1. Status of School Building Facilities Available (In Percentage)

School building	Central Govt. Schools	State govt. Schools	Private Schools
Ramps	100%	0	60%
Ramps parallel to stairs	20	0	0
Wide entry at school gate	60	0	20
Large play ground	100	100	60
Wide corridors	40	0	60
First floor accessible	0	0	0
Sign boards	40	0	80
Drinking water facilities	100	0	100
Potable water facilities	100	0	100
Accessible toilet	60	0	20

2. Showing Status of Transport Facilities in Government Schools and Private Schools (in percentage)

Transport Facilities	Central Govt. Schools	State Govt. Schools	Private Schools
Own Transport facilities	0	0	100
Buses Route till entry of school building	0	0	60
Buses with wide door ways	0	0	20
Special transport system for special children	0	0	0

3. Showing Various Classroom Facilities Available in Government Schools and Private Schools (in percentage)

Class Room Facilities	Central Govt. Schools	State Govt. Schools	Private Schools
Spacious classroom	80	0	60
Adequate natural light	80	0	80
Artificial lighting	60	0	80
Benches accessible by all	20	0	20
Space for wheel chair	0	0	0

4. Showing Status of Special Facilities Available in Government Schools and Private Schools (in percentage)

Special Facilities	Central Govt. Schools	State Govt. Schools	Private Schools
Medical room	80	0	60
Counseling Facilities	20	0	60
Special education teachers	0	0	0

5. Showing Status of Various Provisions to Promote Inclusive Education System in Government schools and Private Schools (in percentage)

Special Provision for Differently Able Children	Central Govt. Schools	State Govt. Schools	Private Schools
Free Education	100	100	0
Scholarship	100	100	40

Discussion

1.A good infrastructure facility is present in none of the school inspite of few central schools which have few infrastructural facilities which can be assessed by the differently able children.

2.No transport facilities are available in central schools and state government schools, where as in private schools they have the transport facilities but cannot be accessed by differently able children.The playground, toilet and water facilities are not accessible in all the schools.

3.The percentage of classrooms accessible in the samples is very low with few existing facilities but cannot be accessed by differently able children.

4.The provisions for inclusive education for differently able children are only present in state government and kendriya Vidyalaya.

Conclusion

Inclusive education is mostly discussed in terms of awareness and attitudinal aspect rather than practical outlook. It can be state now without physical infrastructure facilities and availability of supporting staff it will be difficult to bring children with special needs or differently able children with normal children under the same roof.

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