

Integration laid foundation for successful inclusion for achieving equality in education

K. Sankar
INEDICO
Madurai, Tamil Nadu
INDIA
inedico_pres@yahoo.co.in

INTRODUCTION:-

The Presenter is basically a Resource Teacher for the Visually Challenged working in Thiagarajar Model Higher Secondary School, Madurai since June 1985.

During this period he has worked as

- Executive member of I.E.I.C for 15 years
- Secretary of Service society for the Blind
- Executive Trust member of Lions Integrated Hostel,
- Vice President of TNART.
- At present He is the President cum Founder of INEDICO an emerging Non Governmental Organisation working for the Education of the Disabled in Madurai District, Tamilnadu since 1999.
- He produced five times Visually impaired students as the Rank holders in the Higher Secondary Examinations, Conducted by Tamilnadu Government

Till late 70's the education of the Visually challenged were only through Special schools which were located here and there in a scattered manner. The Society was not aware of the Educational programme of the Visually Challenged (VC). But in early 80's there was a remarkable change in the field of education of the Visually Challenged in Tamilnadu.

ROLE OF INTERNATIONAL AGENCIES:

The main reason for this is the sincere efforts of C.B.M. International, Germany and its implementing agency C.B.M. SARO (S) under the leadership of Sri.P.G. Michael. Existing Special schools were able to serve only a small number of Visually Challenged children.

ROLE OF LOCAL AGENCIES:

In order to reach more Visually Challenged population in rural areas Integrated Education was introduced with the support of special schools. Later on CBM with the help of Local school administration and local bodies started **Integrated Education implementing committees in Tamilnadu** located in some important cities only.

These committees gradually improved the enrolment of Visually Challenged children and promoted Integrated Education in some schools mainly situated in urban areas.

Visually Challenged pupil from different regions particularly from rural areas were enrolled in the city Integrated Education programme. These Integrated Education programme gradually developed quantitatively and qualitatively in the areas where they were located and crawled into some more new places. This initiative is commendable and encouraging in satisfying the education needs of the children with Visual Impairment in order to develop an inclusive society.

Whereas the local Government also recognized the role and contribution of Non Governmental Organizations and civil societies in providing support to the planning and management of programme for Visually Challenged Children.

NATIONAL POLICIES AND ACTS:

- The National Policy on education 1986 promoted the education of children with disabilities in mainstram and brings out some awareness among the Educators, parents and NGO's.
- Nearly after a decade the Persons with Disabilities Act 1995 was enacted. This enabled the disabled to know more about their opportunities, protection of Rights and the necessity for their full participation.
- The Chapter V of this PWD Act pronounces the responsibilities of the Central and State Governments and local authorities to ensure that every child with disability has access to free and adequate education till the age of 18 and integrate students with disabilities into Regular schools.
- These policies and Acts and programme induced for the development of District Institute of Education and Training to prepare and provide the Elementary school Teachers, the skills and techniques to deal with disability.

- Decade after Decade we have seen policies and Acts changing, and changing for the development. But these changes are very alarming in the last Decade and we could see much more development in the coming Decade to achieve our common goal, Education for all.

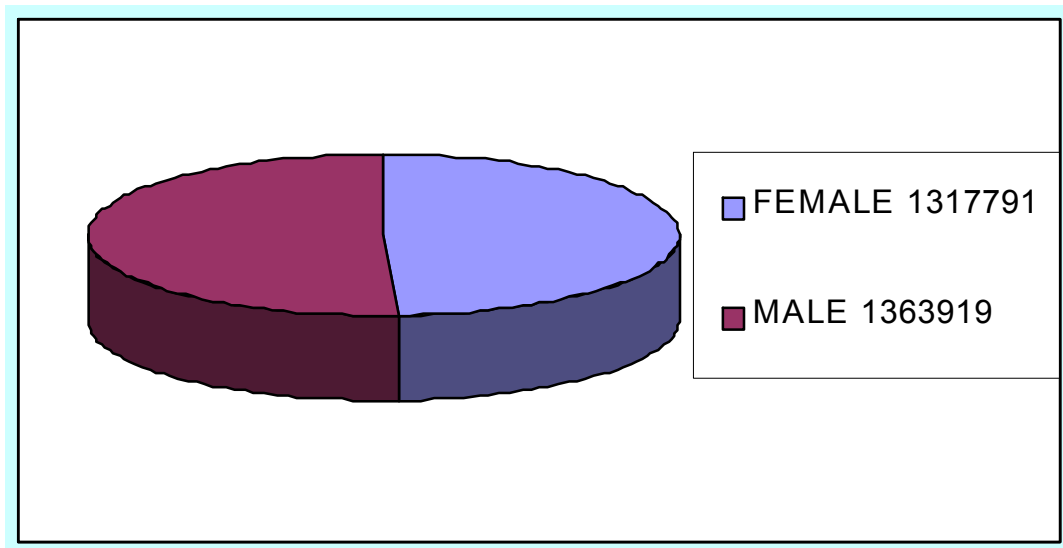
SARVA SIKSHA ABIYAN (Education For All) :

After the introduction of Sarva Siksha Abiyan in the State the enrolment of the disabled and their numbers in normal schools came to light. But there is no remarkable improvement in the enrolment of Visually Challenged.

So the need of the hour is that the N.G.O's and civil workers must accelerate the services to the Visually Challenged by concentrating on the whole community including the parents by creating awareness programme, free medical camps, and also by bringing the Panchayat representatives in the mainstream programme.

The following figures represents the Population and the Education status of the Madurai District.

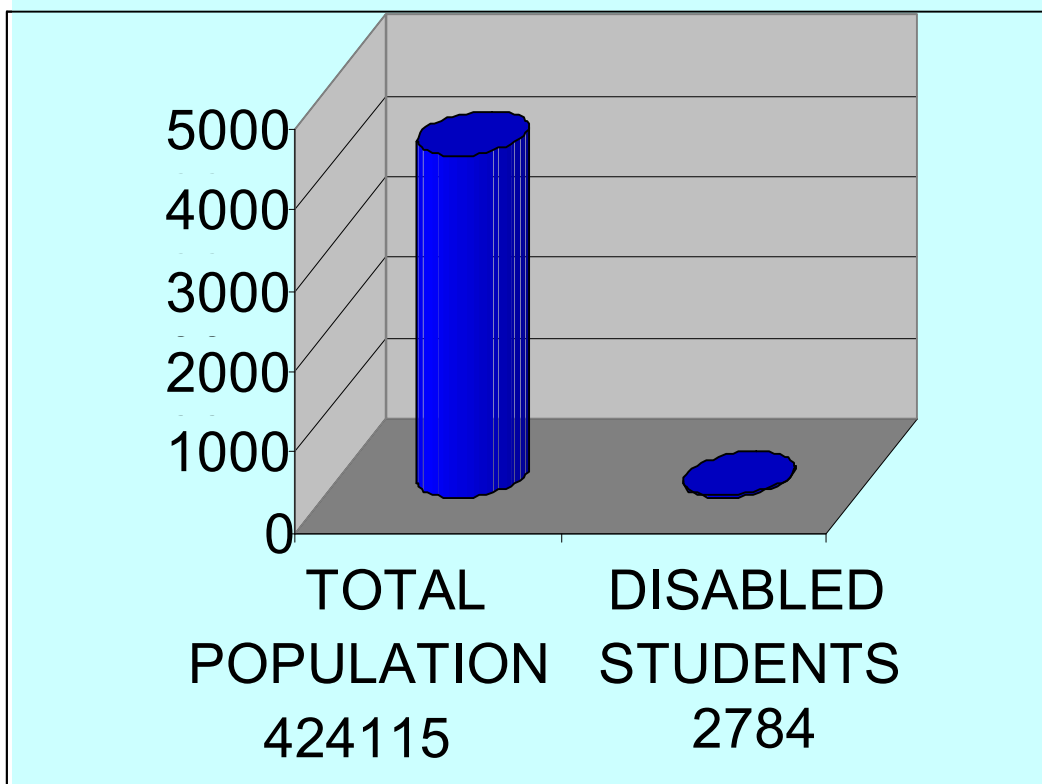
GENERAL POPULATION
MALE VS FEMALE



REAL AND MEANINGFUL INCLUSION:

The quantity of the Visually challenged is within the reach of our common goal, Education for all even before 2013. But when we think about the quality the Special Teachers should ensure the Visually challenged persons full growth in all areas of cognitive psycho-social and physical development.

TOTAL STUDENTS POPULATION VS DISABLED

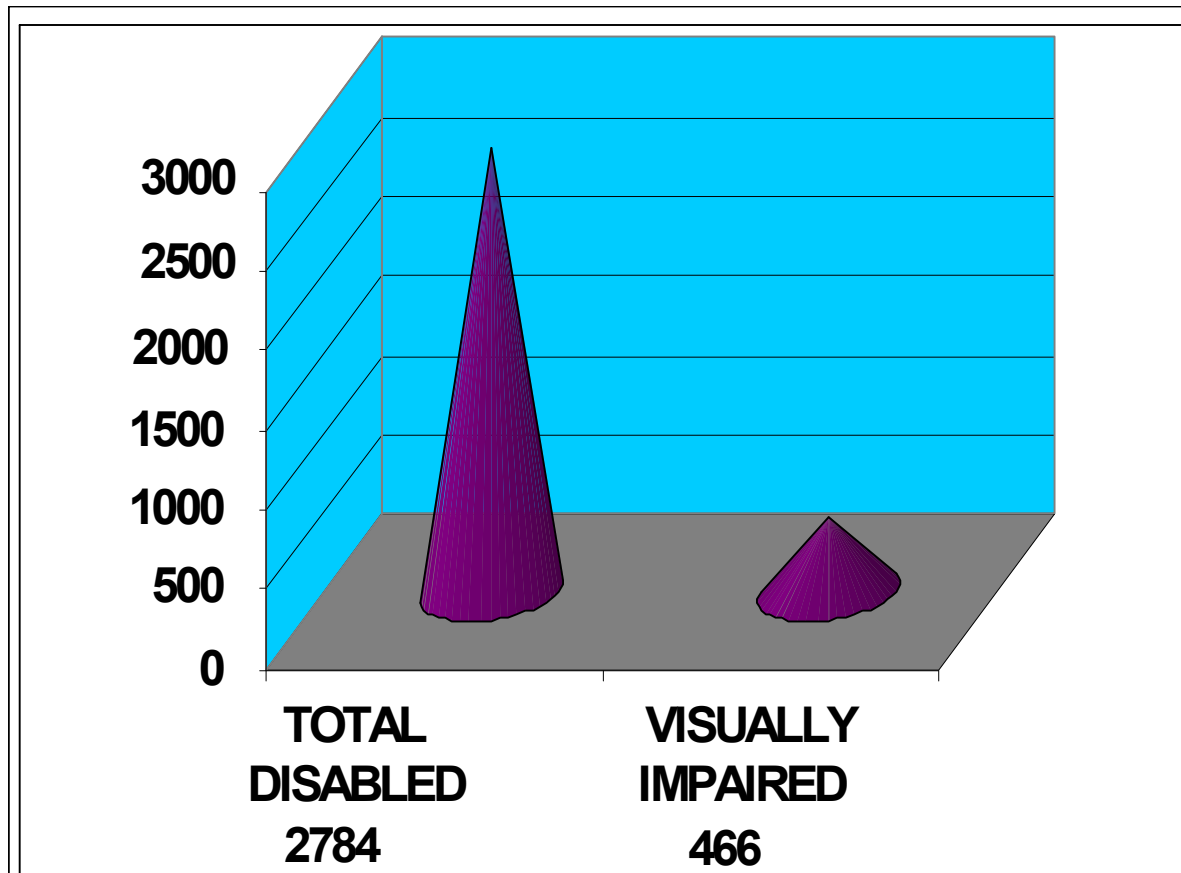


TOTAL DISABLED VS VISUALLY IMPAIRED

Out of 2784 disabled children 466 were Visually challenged which comes around 16.7% of the disabled student population.

Reaching the unreached rural population of the Visually Challenged is within the reach of the coming decade. Though the mere inclusion is possible our aim is not to include physically but also to provide quality and meaningful education for the all round development of the Visually challenged.

TOTAL DISABLED VS VISUALLY IMPAIRED



COMMON GOAL

The United Nation's Declaration of Decade of Literacy for All (2003 – 2013) has already consumed three successful years. All INGO's, NGO's and Government institutions were already working on the common goal of eradication of literacy across the World by 2015.

- ▶ Now the ball is in the court of the sincere workers specialist Teachers and local programme organizers. The successful team work between the above three is the very much need of the hour and it is the catalyst for the Global initiative to achieve the common goal.
- ▶ The peculiar needs of the Low vision services is to be improved and the proper aids to be made available for the local poor children at an affordable rate.
- ▶ Keeping in mind the unique needs of the Visually challenged, especially girl children, while providing the educational services and other social activities.

- ▶ The proper usage of the latest communication system for the natural and equal development of the Visually challenged with the normal peers.
- ▶ Capacity building in the general education for the effective implementation of Inclusive education for all types of disabled children, general class room Teachers need training on understanding the educational needs of these children.
- ▶ Ideal inclusive education programme strongly insists on the importance of parental involvement in education.

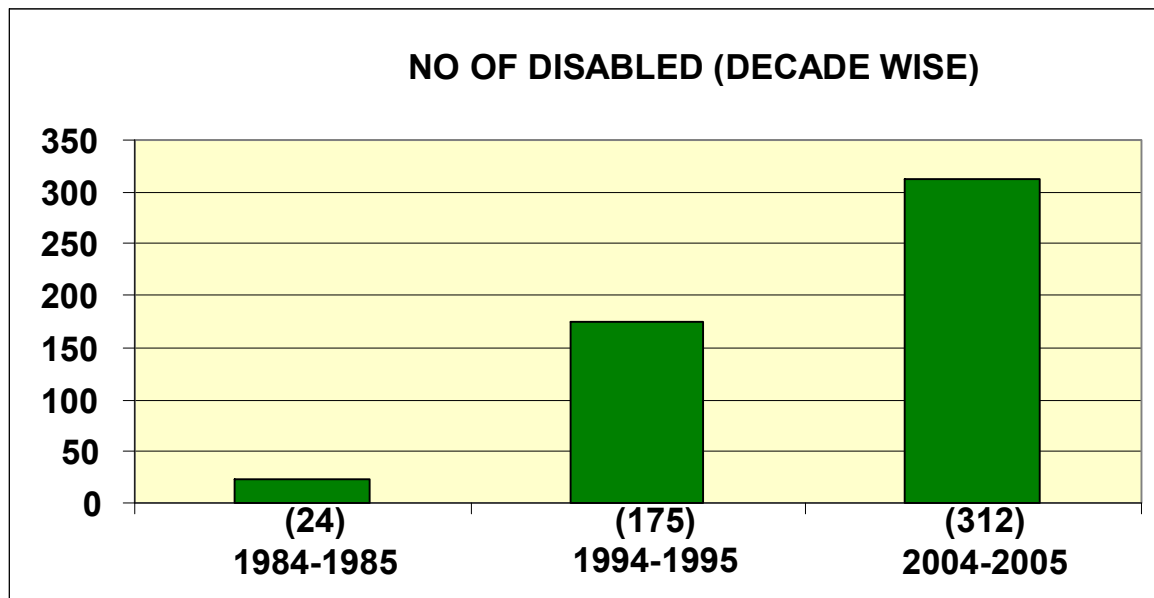
EMERGING NGO – INEDICO

Integrated Education Improvement Council (INEDICO) an N.G.O run only by the well qualified and experienced professionals in the field of special Education for the Disabled students.

Our main objective is to provide excellent educational services to all the disabled in and around Madurai District by providing conducive and Natural environment.

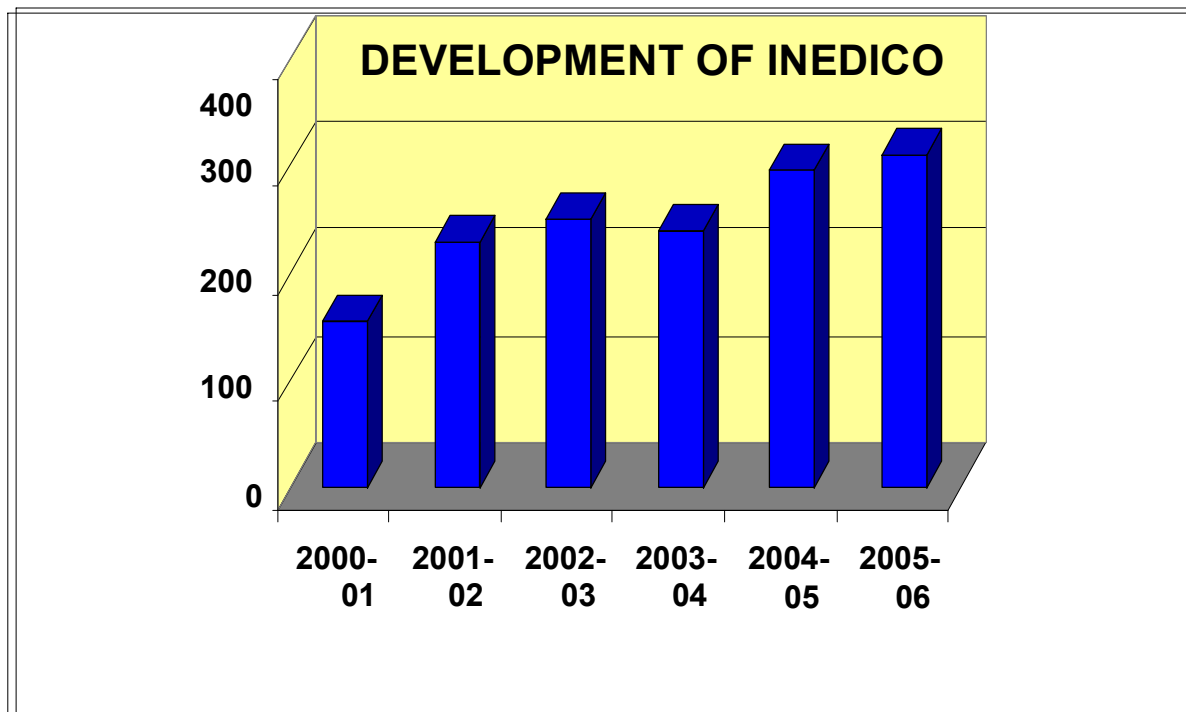
We are successfully implementing the Centrally sponsored scheme of Integrated education for the Disabled in 18 normal schools during 2005-06. Since our programme is a school centred and child oriented programme the local school administration plays a vital role in the day to day activities of the programme development.

THE PATH WE TRAVELLED:



NO OF DISABLED (YEARWISE):

YEAR	NO OF SCHOOLS	NO OF TEACHERS	V.C	H.I	O.H	M.R	TOTAL
2000-01	10	17	134	18	03	06	155
2001-02	12	21	138	28	58	06	230
2002-03	12	20	140	40	58	12	250
2003-04	12	19	121	54	47	17	239
2004-05	14	23	139	105	37	16	297
2005-06	18	29	129	125	42	16	312



The above statistics shows that after the education for all system introduced the enrolment of all disabilities are in the ascending order, but that of the Visually challenged are not increased as the other categories.

SUCCESSFUL STORY OF INTEGRATED EDUCATION SYSTEM

CASE HISTORY - 1

A. VETRIVEL MURUGAN, a lean and pale looking Visually challenged boy from a poor dedicated family of Dharmapuri district, wanted to join the Integrated Education programme in Madurai, Thiagarajar Model Higher secondary school, which is around 250 k.ms from his home town. The main reason for this is that, he wanted to study psychology and Logic subjects in Higher secondary educations.

As he wished he joined, studied well and finally got first rank in the Psychology subject in the entire state of Tamilnadu during 1994-95. This excellent work propelled him to do some great achievements in future. He completed his Degree and Post-graduate degree with great academic achievements. He is an hard working student and a voracious reader who inspired all the teachers and also guided his peers in need.

INTERNATIONAL SCHOLARSHIP:

International Ford Foundation conducted an achievement test for nearly 6400 candidates from the entire Nation (India). Finally Vetrivel murugan was also one among the 30 candidates selected for Ford International Fellowship Scholarship to do his Ph.D at U.S.A.

Vetrivel murugan says," As a Ph.D. student and an adjunct Professor City University of New York, I continue to enjoy the fruits of my Experience gained during my study under the Integrated system. Therefore I firmly believe that the students with Visual disability can be made to lead a normal or to a certain extent even enviable life only through Integrated system and express my sincere gratitude to the system and its associates for making huge differences in my life through their selfless service".

CASE HISTORY - 2

R. SATHYA PRAKASH, a pleasant looking student, who always bears a smiling face. He is friendly with his peers. With his little residual vision for mobility wanted to achieve as Mr. Vetrivel murugan did in Thiagarajar Model Higher secondary school. He too joined the same Psychology Group in the Higher secondary education. The main weapon of the Resource teacher is motivation. Sathya prakash also secured State second rank in Psychology in the Tamilnadu State Higher secondary examinations.

With his hard working nature Sathya became Madurai Kamraj University rank holder both in under Graduate and Post graduate studies. It does not satisfy him. At present he is doing his M.A Psychology in U.S.A, Santa Clara University.

According to Sathya prakash Integrated Education has opened new horizons in his dressing sense, methods of studying and physical fitness. One of the key advantage of the I.E. system was the self esteem and self confidence that he had gained.

He says, “ The Integrated Education system and the training I received now helps me to cross all my barriers and to focus on my course work to complete successfully” .

CONCLUSION

The successful integrated education program has clearly laid the required foundation for the meaningful inclusion of the disabled society .

If all the workers and organizers put their heads together for eradicating the illiteracy as the motto of Unite Nation and ICEVI ,it is well with in the reach of all our common goal. Inclusive Education is really a boon to the Disabled society. The Right approach and proper implimentation will certainly achieve our common goal, Education for All, BY 2015.

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