

**Access to Education for All: A Study of Organizational System of Primary Schools
Providing Education to Divyangjana Children in Meerut Commissionaire (India)**

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Abstract

Article 45 of Constitution of India as a part of directive principles of State policy, directs the state to make the provisions within a period of ten years from the commencement of this constitution for free and compulsory education for all children till the completion of their 14 years age. The 86th amendment in Article 21A in 2002 says that the State Shall provide free and compulsory education to all children aged 6-14 years; this way it makes education a fundamental right that's meaning it is enforceable by law. The RTE Act, 2009 inducts the entitlement to free and compulsory elementary education, access to school and barrier free access for all children including Divyang children. Section 3(2) of the RTE Act lays emphasis on the elementary education of all differently able children. The Right of Persons with Disabilities (RPWD) Act 2016 came into the force on 19th April 2017 which repealed the PWD Act 1995. Section 16 of RPWD Act 2016 strongly enforced the provisions for learning of Divyangjan students as mentioned in the section 2(d) and 2(ee) of RTE Act 2009. In the year 2022 the survey conducted in Samgra Shiksha Programme by Govt. of India, it shows surprising figure that total enrollment at Class 1-12 level is only 0.70% of divyangjan students in Uttar Pradesh, which is critical in spite of using heavy expenditure and continuous monitoring at primary level education in Uttar Pradesh. The present study aims to find the weakness and challenges stable in primary schools providing education to Divyangjana students at primary level. For this the researcher has selected the primary schools located in the districts of Meerut commissionaire of Uttar Pradesh (India). The researcher used a self made questionnaire scale for collection the data regarding available resources, facilities, schemes and other provisions in the schools. The results showed the surprising outputs.

Introduction:

Education is a right of every child whether she/he is disabled or non-disabled as education equips children to meet the challenges of the life. Education involves growing up knowing the environment in which we live in. It is a human right with immense power to transform the environment in which we live, as it is a powerful instrument of social change and often initiates upward movement in the social structure. In order to make education for all a reality, every child must have access to quality education. The UNESCO Convention against Discrimination in Education (1960) and other international human rights treaties like the Universal Declaration of Human Rights (1946), Convention on the Rights of Child (1989), and UN Convention on the Rights of Persons with Disabilities (2006) prohibit any sort of exclusion from educational opportunities on the basis of sex, ethnic origin, language, religion, nationality, socio-economic conditions, abilities etc. However, millions of children continue to experience exclusion within (and from) education systems across the world. The educational scene in India has undergone

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major change over the years due to efforts of the government, resulting in the better provision of education. In the context of India's changing educational landscape, it is important to look at education for children with disabilities critically. This paper is based on my personal experiences, research, and communication with different stakeholders involved in the field of education for children with disabilities over the last 30 years. In view of the importance of education of Divyang Students the researcher decided to study the present scenario of arrangements and facilities provided by the schools for these children under the topic "A Study of School Organization providing Education for Divyang Students".

Review of Studies:

Valenta, A. et. al. (2001) strongly presented their opinion in favor of application of access technology to school instruction and it is very much important for independent learning too. Children with disabilities are often unable to go to school because of unsuitable school buildings. In addition, there is a limited understanding within their communities and among teachers about their learning needs, which is often fueled by prejudices around disability. Banik (2006) studied the barrier free environment required for the persons with hearing impairment for work palaces, public palaces, schools, community centers and various other palaces. (2) He has developed a screening Performa for assessment cum access audit for the barrier free environment. In his study found that most of the access audit reports indicated that there is lack of barrier free facility available in the country for the persons with hearing impairment. A study of trainee teachers' attitudes and concerns around the inclusion of children with disabilities found that although they had positive attitudes, the lack of classroom resources was a concern (Sharma, Moore, & Sonawane, 2009). Studies using both attitude surveys and qualitative interviews have captured a positive shift in teacher attitudes towards children with disabilities, with neutral and moderate attitudes towards inclusive education (Kalita, 2017; Srivastava, De Boer, & Pijl, 2017). However, significant concerns have been highlighted in the implementation of inclusive education (Bhatnagar & Das, 2013; Shah, Das, Desai, & Tiwari, 2016) due to large class sizes, poor infrastructure, lack of support staff, and limited knowledge and teaching methods to meet the educational needs of children with disabilities (Shah et al., 2016).

Assumptions of the study:

A total number of 30 assumptions were used in the study. In this paper only 05 assumptions as following are presented.

1. At the time of admission of divyang students a medical test facility is provided.
2. At the time of admission with divyang students normal behaviour is done.
3. At the time of admission guidance and counseling is provided to the students as well as guardians in the schools.
4. The all rules and regulations made by government are followed by the special education schools.
5. The qualified and trained teachers according to disability specialization are available in the special education schools.

Population and Sample:

The population students of the study is composed of Teachers, Head masters, Guardians of students and all divyang students studying in special education schools conducting in two districts Meerut and Hapur of Meerut commissionaire. The sample of the study from 10 special education schools was selected as 400 and classified as Headmasters (10), Teachers (50), Students (175), and Guardians (165) selected by random sampling technique.

Research Tool and Methodology:

A closed ended questionnaire containing items related to facilities that were managing in the school were used as research tools and survey method was used for the study. The collected data were analyzed by using central tendencies statistics.

Results:

1. In context of assumption no.-01, 95% respondents provided their response as “No” about the facility of medical test at the time of admission of divyang students. So the Assumption no.-1 “At the time of admission of divyang students a medical test facility is provided” was not accepted.
2. In context of assumption no.-02, all respondents gave their responses as “Yes” about the normal behaviour is done with the divyang students at the time of admission. Hence, the assumption no.-02 “At the time of admission with divyang students normal behaviour is done” was proved and accepted.
3. In context of assumption no.-03, 97% respondents gave their responses as “Yes” about providing the guidance and counseling to the diyang students and their guardians. Hence, the assumption no.-03 “At the time of admission guidance and counseling is provided to the students as well as guardians in the schools” was proved and accepted.
4. In context of assumption no.-04, the variation was found the in responses of respondents as: all the headmasters and teachers responded as “Yes” while, 70% guardians and 75% students responded as “Yes”. In this way total 75% respondents gave their response as “Yes”. Hence, the assumption no.-04 “The all rules and regulations made by government are followed by the special education schools” was not proved and rejected.
5. In context of assumption no.-05, the respondents gave their responses as “Yes” about the availability of trained and qualified teachers according to disabilities in the schools, but the specialization for all types of disabilities was not available in the each school. Hence, the assumption no.-05 “The qualified and trained teachers according to disability specialization are available in the special education schools” was proved and accepted.

Findings:

On the bases of results the following were findings of the study:

1. Medical test facility at the time of admission was not available in the special education schools.
2. Normal behaviour is done with the divyang students at the time of admissions in special education schools.

3. Guidance and counseling is provided to the divyang students and their guardians at the time of admissions in special education schools.
4. Rules and regulation established by the Government for special education schools are not following completely.
5. The teachers for each type of disability are not available in the special education schools.

Recommendations:

On the ground of findings and results it is recommended that:

1. Administration and school management should be aware and make a provision of routine medical test necessarily of divyang students at the time of admission.
2. Administration and school management have to make maximum efforts to provide the facility of teachers for each type of disability in the schools.
3. The Government administration is required to proper monitoring of special education schools conducting in their respective areas.

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