

Inclusive Education Under Cherry Blossoms Society In Kohima Town

L. Kholi

Ph.D. Scholar,
Department of Education,
Nagaland University

Abstract: Inclusive education means, it is the implementation of the 'policy and process' that allows all children to participate in all programmes. 'Policy' means that disabled children should be accepted without any restrictions in all the educational programmes meant for other children. It denotes equality, and accepts every child with his own unique capabilities. This principle must be accepted by all the international, national and local programmes. The 'process' of inclusion denotes the ways in which the system makes itself welcoming to all. In terms of inclusion of disabled children, it means the shift in services from 'care of the disabled child' to his 'education and personal development'. Inclusive education goes one step further by defining these children as 'children with special needs' who need special attention, rather than children who are 'impaired' or 'handicapped'. Inclusive education is nothing but 'Making the programme for disabled children as an integral part of the general educational system rather than a system within general education'

Inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities being able to learn together through access to common pre-schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse ranges of learners and adopts itself to meet these needs.

The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca, Spain 1994) and was re-started at the World Education Forum (Dakar, Senegal 2000). The idea of inclusive is further supported by the United Nation's Standard Rules Equalization of Opportunities for person with Disability Proclaiming Participation and Equality of all. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools.

Inclusive education is a pairing of philosophy and pedagogical practices that allow each students to feel respected, confident and safe so he or she can lean and develop to his or her full potential. It is base on a system of values and beliefs centered on the best interests of the student, which promote social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in school communities. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their menders. Inclusive education is carried out through a range of public and community programs and services available to all students. Inclusive education is the foundation for ensuring an inclusive new society.

I. INTRODUCTION

Inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities being able to

learn together through access to common pre-schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse ranges of learners and adopts itself to meet these needs

Cherry Blossoms Society has been registered under the Society Registration Act, REGDNOH/RS-5116, dated 11.12.2008 with the aims and objectives to work (educate and

provide service) for the Disabled and needy in the society. The society has the Cherry Blossoms School as a pilot project to cater education to the disabled along with the other normal children – in an inclusive school set up. It also gives services like distribution of aids and appliances, counseling, physiotherapy through institutions and other departments.

The school is permitted under NBSE and at the moment class is from Nursery to Class 9. Vocation like Computer Education, Handicrafts, and Sports are encouraged to all the children. Participation in National and State Level Programs and Competitions are encouraged to have all round development, as a slogan goes – ‘Say Yes To All Children’.

The vision is to transform and inspire the people of the North East in to models of learning in a manner that “All People”, means physically Challenged, Youths, Women and Children and Old Age are gainfully employed. Also to cause substantive improvements in the state of literacy, health and economic substances. Finally to harness not just natural resources but also human resources through leadership and motivations.

The mission is to promote continuous self improvement in the quality of lives of the people of North East by generating their own leadership in solving their problems and by creating opportunities at their door steps for utilizing their resources most efficiently.

The purpose of Cherry Blossoms Society is to make the lives of the Differently Able and Vulnerable Children are transformed and are accessible to comprehensive educational system, health care, skill development program through residential care and improve working and living condition also Advocacy, Poverty Alleviation, Vocational Training, Self Help Group, Legal awareness and Aids.

II. INCLUSIVE SCHOOL

The school has children from all types of abilities: children are divided as teachable and non teachable.

i) Teachable are – CP (Cerebral Palsy), VI (Visual Impaired), HI (Hearing Impaired), ADHD (Attention Deficit Hyper Disorder), Ortho cases and mild MR mental retarded).

ii) Non teachable are – MR (Mental Retarded), and Autism.

The school has to follow the curriculum of the state board- NBSE. All activities like HW/Games/sports/literary competitions and exams are equal for all. No mercy shown separately- if they are found guilty of any mischief done, they get the same punishment with the other normal students in the class. Children With Special Needs (CWSN) are given buddy friends and all their classmate take responsibility to help and assist them wherever needed.

All children are day scholars. They are encouraged in that way as family bounding will be intact, because many parents try to shrug off their responsibility to others of course with payment of fees, but it have been seen that this bring a big gap between siblings and the family members they are isolated / their views are not considered in family decisions and others areas where their presence are not felt important by the family members.

III. AWARENESS CAMPAIGN

The society has been able to give awareness to many families going houses to houses to encourage them to send their children for schooling. The Cherry Blossoms Society also initiate the parents association in Nagaland. They also received grand for ADIP scheme (Purchase and Distribution of Aids and Appliances) from the Ministry of Social Justice and were able give aids and appliances to all the former 8 districts of Nagaland. The world disability day is observed every year on 3rd December where a large number people with disable and parents come together and attend the programs.

IV. REHABILITATION

Apart from education the society is catering physiotherapy to people With disability in the school centre and also to the remote places. The need for early intervention is a must for making the child more equipped in the future. Self sufficient and confident attributes is necessary to make them self reliant in the future. There are regular therapy session in the school campus for the school students and it also offer services to those who are out patients.

V. VOCATIONAL CENTRE

Computer education like card making, photo editing, page making etc is provided so as they are able to gather information and update themselves. Handicraft training/skills like making bamboo baskets, doll making, painting etc are provided so as it can generate economic and make self sufficient. Sports week are organize to keep physical healthy and strong.

VI. EDUCATIONAL PROGRAMS.

A. VISUALLY IMPAIRED

The visually impaired are taught through Braille and computer education, and the school is taking initiative to enable them prepare the board exam in the near future.

B. EDUCATIONAL EXPOSURE TRIPS

The children had various exposures in and outside the state in different occasions to show case their talents. Places like Delhi, Odhisa, Shillong and Imphal were visited to represent Nagaland in sports, cultural items and participated in Festivals. The school has its picnic – cum – study tour at Passion Fruits Plants Unit at Ashupfii and Potato Farm at Mao Gate. Each student form class 2 above had to submit a report for social studies project report for which marks are included for exam.

C. ALL ROUND DEVELOPMENT

The society activities take the initiative to impart education in an inclusive set up, taking this challenge to make education at par with any other children in the society. Equal treatment to differently able children in all sphere of learning but of course giving little modification and adjustment made to customize their need in imparting knowledge to such children is their (school) pilot project. The society takes care of their physical, social, psychological and educational development.

D. PARENTS AND TEACHERS ASSOCIATION

The school had its first meeting of the parents of differently able child with collaboration of enable a group who is involved with disability. It was an opportunity for parents for the first time to be exposed and share their problems with other parents. A Parents Day was celebrated in which the students perform fancy dress, dance, fashion show, songs, and dramas.

Parental counseling was conducted at every EBRC (Educational Block Research Centre) level initiated by resource Teachers and Volunteers. During the meeting different facilities available under SSA and other scheme and RTE and RTI were also known to every parent.

In order to create awareness among the community, World Disability Day were celebrated EBRC in the state. Disabled parents, teachers, and community members participated along with CWSN during the celebration. Resources teachers and IE volunteers initiated the programs. Through this programs, community members and disabled parents clarify their doubts under disability areas.

E. ORIENTATION AND SEMINAR FOR TEACHERS

On 19th May 2009 'ENABLE' had conducted the training of Field Assistance on the topic "Study on the status of Disability in Nagaland 2009" in the school premises. Where 30 (thirty) Field Assistances were given first hand information of different types of Disability.

VII. GOVERNMENTAL EFFORT

After much deliberation the society has submitted the registration form on 10th Sept. 2008 and so the registration was approved under the Registration of Societies Act, 1960 with the certificate of Registration NO H/RS- 5116/Date 11.12.2008.

On 14th July 2009 an inspection team visited the school led by Deputy Director, Directorate of School Education, Research Association i/c inclusive education from State Mission Authority SSA and NCERT, i/c of inclusive education.

On 16th Nov. 2009, JPF, NCERT, Delhi came to visit the school on research purpose.

The society has got to execute under the SSA – Alternative Schooling; A number of 298 children including CWSN was covered under Kohima district with Mezoma,

Peducha, Zubza, Kiruphema, Jotsoma and Kohima urban-2. Altogether 150 children were mainstream in 2011, on 2010, ADC (SSA) DMA Kohima, and Project Assistant (SSA) DMA came to Cherry Blossoms School for the formal launching.

On 12nd May 2010, Co-operation Field Officer ICRC came for a visit to Cherry Blossoms School and met the CWSN and their plight. The need to address them was felt very strongly.

On 28th August 2010, the society was visited by a team of ICRC members led by General Secretary of IRCSN, members of IRCSN and Co-operation Field Officer ICRC came to donate Wheel Chair for, i. Meren (Dwarf 2.5 ft) and his brother ii. Sunep (Dwarf 2.5 ft) and the Cherry Blossoms School. The members who were present felt that the society should expand its horizon towards disability.

The Officials of NBSE (Nagaland Board of School Education) led by Deputy CE, and A.A.O inspected the school on regard to up gradation of class 8 .

Assessment camp was conducted along with the convergences of Health and Family Welfare Department of Nagland. ALIMCO Kanpur and Star Key Delhi provided aids and appliances to 536 Locomotors Children, 479 to hearing impaired children and 416 to visually problem children in 2012 – 13 in collaboration with Cherry Blossoms Society.

VIII. CONCLUSION

The organization is very keen to bring about change in the society specially in the attitudinal change. With the support from the Government and Civil Societies try it possible and break all possible barrier and truly make our world a better place – a place with hope fulfill and overcoming life from all hurdles and barriers, a place where inclusive is in all sphere of life.

The government of India is committed to provide education through mainstream schools for children with disabilities in accordance with PWD Act,199 and all the schools in the country will be made disable friendly by 2020. Enrolment and retention of all children with disabilities in the mainstream education system should be ensured providing need based educational and other support to these children in order to develop their learning and abilities. The special interventions and strategies like pedagogic improvement and adoption of child centered practices are focused on the children with disabilities.

Government policy in India has always leaned towards inclusion. From the Constitution to Kothari Commission in the early days of the republic, to the 2005 Action Plan for Children and Youth with disabilities and the 2006 National policy for People With Disabilities (PWD) recently, the Indian government tends to write inclusive policies on education. However, these policies often are not perfectly inclusive. Many of them tend to discriminate against people with 'sever' disabilities, especially in terms of mainstreams versus specially schooling. Still at present, the policies governing the education system are inclusive. At present, the problem is with implementation.

REFERENCES

- [1] Annual Report (2010-11): National Trust, Ministry of Social Justice and Empowerment, Government of India.
Web: www.thenationaltrust.in
- [2] Annual Report (2012-13): National Trust, Ministry of Social Justice and Empowerment, Government of India.
Web: www.thenationaltrust.in
- [3] Annual Report (2007-2010): Cherry Blossoms Society and School, Kohima, Nagaland, North East India.
- [4] Achievement Report (2012-13): Cherry Blossoms Society and School, Kohima, Nagaland, North East India.
- [5] Annual Report (2005-06): Development of Elementary Education and Department of secondary and Higher Education, Ministry of HRD, Government of India.
Web: <http://www.education.nic.in>
- [6] Annual Report (2006-07): Department of School Education and Literacy and Department of Higher Education, Ministry of HRD, Government of India.
Web: <http://www.education.nic.in>
- [7] Chatterjee, G.,(2003): The Movement for inclusive education, India Together.
Web: <http://www.indiatogether.org>
- [8] SSA (2006): Responding to Children With Special Needs – A manual for Planning and implementation of inclusive education in SSA, MHRD, Department of Elementary Education and Literacy, MHRD, Government of India.
Web: <http://www.ssa.nic.in/childspl/ssaplanmanual.pdf>
- [9] Sanjeev, k., (2006): Inclusive Education: A hope for Children With Special Needs.
Web: <http://www.bihartimes.com>
- [10] UNESCO (2006): Inclusive Education.
- [11] Web: <http://www.portal.unesco.org/education/en/ev.php>

IJIRAS