

Survey Report
on
Disabilities Inclusive Status of Don Bosco Schools of
Salesian Province of Guwahati
(2018-2019)



By

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Executive Summery

Children are an invaluable asset of humanity; hence it is particularly important that they are nurtured and protected effectively. Traditionally education had come to be separated into two types, namely, general education and special education. It had been believed earlier that children with differing needs and especially those with special needs must be given education separately.

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. 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.

Don Bosco institutions are one of the leading education institution in India and as well as in North East India. They are playing a vital role in moulding the youth and children's for their better futures. They are planning soon to carry out a comprehensive quality development of all its educational institutions to meet the new and emerging challenges of providing internationally competitive education to young people in the region. This report provides a comprehensive overview of the inclusive education situation in 27 Don Bosco Schools in Assam and Meghalaya. The main objective of this survey is to know about the present situation of the Don Bosco Schools and to select 5 schools for the pilot project. This survey study looks at six specific areas, such as accessibility, class room environment, education services, additional curricular activities, committees for school development and policies and system.

1. Introduction

Children are an invaluable asset of humanity, hence it is particularly important that they are nurtured and protected effectively. Throughout the world children who have disabilities and many others who experience difficulties in learning have traditionally been marginalized within or excluded from schools. These children with disabilities require the assistance of special educators in order to benefit from education. Depending on the degree of the disability and on individual characteristics, these children may be educated in residential schools, separate classes, or regular classes with support services provided by special teachers.

Traditionally education had come to be separated into two types, namely, general education and special education. It had been believed earlier that children with differing needs and especially those with special needs must be given education separately. Thus in recent times there has been a shift towards having children with disabilities attend the same schools as nondisabled children. The educationists now feel that each child should be allowed to learn in his own way along with his peer group.

As per the Census 2011, out of over 120 crore people, 2.2 per cent in India are disabled. In absolute terms, this implies that over 2.68 crore people live with one form of disability or another. It is significant to note that of these, 66 lakh are children in the age group 5-19 years.

There have been efforts internationally to include children with disabilities in the educational mainstream. With the release of the Salamanca Statement in 1994 (UNESCO), a large number of developing countries started reformulating their policies to promote the inclusion of students with disabilities into mainstream schools. Most recently The Right of Children to Free & Compulsory Education (RTE) Act, 2009 provides for free & compulsory education to children including children with disabilities.

Under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, children with learning disabilities are also covered. They are broadly grouped under Dyslexia difficulty in processing language, Dyscalculia difficulty in math skills, Dysgraphia difficulty in written expression and Dyspraxia difficulty in fine motor skills. However despite section 26 of the PWD, Act, 1995; providing access for free education to all Children with Disabilities (CwDs) in an appropriate environment, the education level of PwDs is low.

The objective of mainstreaming of CwDs in the general education system through Inclusive Education was realised when Article 21-A was inserted in the Constitution (86th Amendment in 2002) making elementary education a fundamental right. Its consequential legislation, the RTE, Act, became operative, w.e.f., 1 April 2010.

In September 2015, Agenda for Sustainable Development in New York among 17 Sustainable Development Goals, SDG 4 is to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. Article 24 of the UN Convention on the Rights of Persons with Disabilities (CRPD) provides not only that children with disabilities should not be discriminated against but also that they should be able to participate in the general education system.

Inclusive Education came to be provided to the disabled students within the regular education system with some extra support. The children with special educational needs now were allowed to get education along with regular students. Thus the concept of inclusion is about school system changes to improve the educational system for all students.

Don Bosco institutions are one of the leading education institution in India and as well as in North East India. They are playing a vital role in moulding the youth and children's for their better futures. Currently, they are managing the first Don Bosco University in India along with 548 schools, 12 technical institutes and vocational centres, nine colleges, and other educational programs for disadvantaged youth. They are planning soon to carry out a comprehensive quality development of all its educational institutions to meet the new and emerging challenges of providing internationally competitive education to young people in the region. This report provides a comprehensive overview of the education situation in 27 Don Bosco School in Assam and Meghalaya.

2. Methodology

In this study the researcher adopted a positivistic approach with a use of survey as a method of data collection. The data are with the people and cannot be manipulated. The data are to be acquired as experienced by the people in the field. There is no attempt on the part of the researcher to manipulate the data.

This study looks at six specific areas, such as accessibility, class room environment, education services, additional curricular activities, committees for school development and policies and system. It sets out the methodology by which information was gathered through primary data.

2.1 Rationale of the Study

As per the Census 2011, out of over 120 crore people, 2.2 per cent in India are disabled. In absolute terms, this implies that over 2.68 crore people live with one form of disability or another. It is significant to note that of these, 66 lakh are children in the age group 5-19 years. These numbers are most likely much higher - it is generally accepted that surveys all over the world grossly undercount the actual number of disabled people.

Don Bosco institutes are one of the leading education institution in India and as well as in north east India. They are playing a vital role in moulding the youth and children's for their better futures. Currently, they are managing the first Don Bosco University in India along with 548 schools, 12 technical institutes and vocational centres, nine colleges, and other educational programs for disadvantaged youth. They are planning soon to carry out a comprehensive quality development of all its educational institutions to meet the new and emerging challenges of providing internationally competitive education to young people in the region. This survey will give the picture of the present situation of the 27 Don Bosco Schools in different areas.

2.2 Objective of the study

- To know the present situation of the Don Bosco Schools
- To know the inclusion of children with disabilities in schools
- To select five schools for implementing the pilot project.

2.3 Data Analysis

Primary data were collected through survey method. The questionnaire is used as a tool of data collection. And the secondary data were collect through electronic media and journals. To collect the data from the respondents the researcher used the tool of questionnaire. The questionnaire applied in the study is close-ended. The data collected using questionnaire were edited, entered into computer Microsoft Excel. Descriptive statistics were used for the analysis of the data. Relevant frequencies and charts and graphs were processed. The outputs were transferred to word file and then edited. The questionnaire was divided into six different parts with 27 questions. The researcher analyse those six different parts according to the questionnaire.

3. Interpretation of the Survey Data

In this case, the numerical data generated during the experimentation is evaluated based on the statistical methods of evaluation. Quantification is defined as a numerical method of

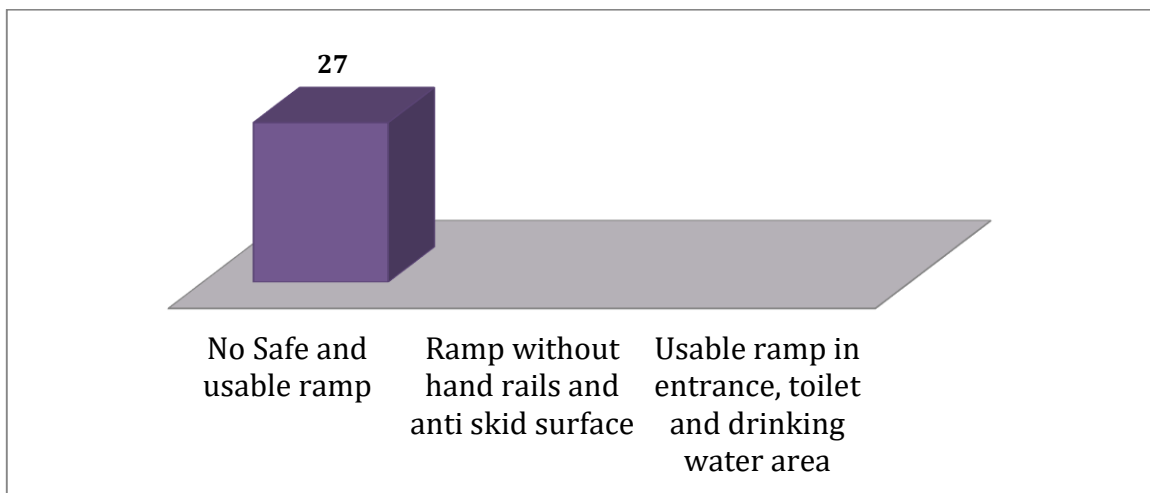
describing observations of the data collected and its characteristics. When a defined portion of the data or the characteristic is used as a standard for measuring any sample, a valid and precise method of data description is provided.

Figure 3.1 Profile of the Schools

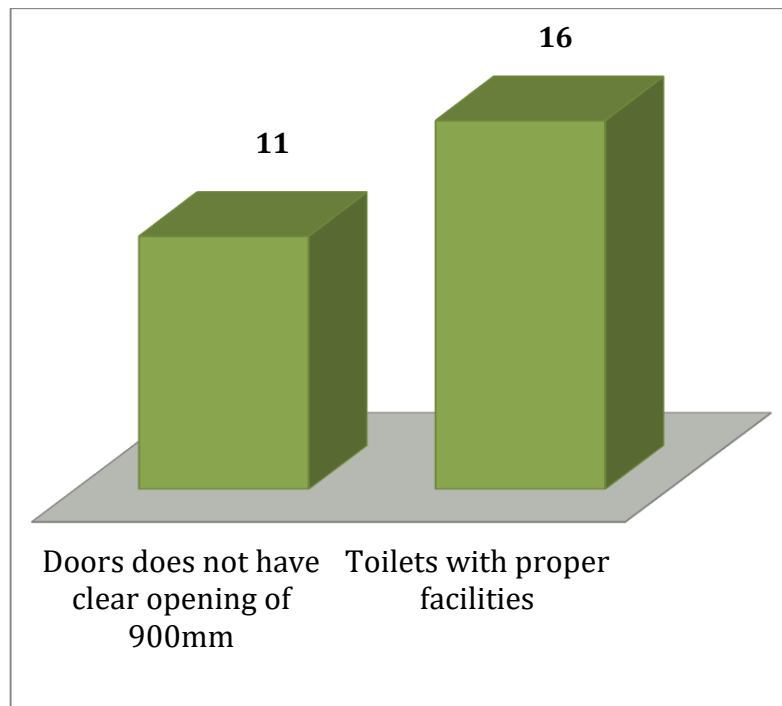
Parameter	Total Number	Male	Female
Student	32045	17438	14607
Teacher	876	347	529
Student with Disabilities	19	9	10

The above figure 3.1 shows the number of students, teachers and student with disabilities. The above figure shows that out of the total number of 32045 students, majority 17438 (54%) are male students and 14607 (46%) female students. Out of the total number of 876 teachers, majority, 529 are female and the rest 347 are male. There are total 19 number of student with disabilities in the 27 surveyed Don Bosco Schools of which majority, 10 are female and the rest 9 (nine) students are male.

Figure 3.2 Safe and Usable Ramp



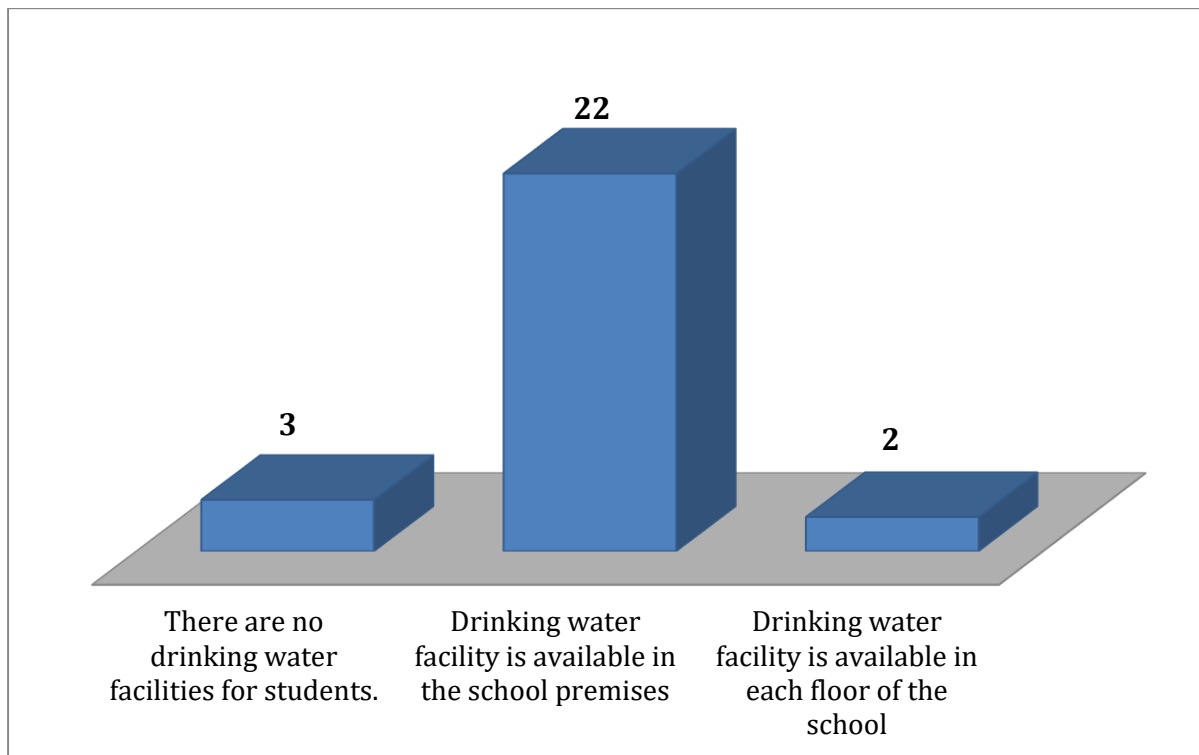
From the above Fig. 3.2, it is observe that 27 Don Bosco Schools do not have safe and usable ramps at the entry and exit. Children and teachers are using only staircase to get into the school. In some of the school it was observed that there is no safe and usable ramp but anti-skid surface exist in the entry and exit of the school with sufficient space and proper path. No unable ramps are available in entrance, toilet area, drinking water area (as required)

Figure 3.3 Toilets with water and doors

From the above figure 4.3, it is observe that out of 27 Don Bosco Schools only 16 schools have proper toilets facilities. The toilets have proper door, running water and water tap. The locks of the door are within reach of young children and have a clear opening on 900 mm. In rest 11 schools, most of the time there is no water, lock of doors are not within the reach of small children, and has a narrow doors with no clear opening of 900 mm. All the 27 school have separate toilets for boys and girls in school premises.

Presently, the 27 Don Bosco Schools have toilets not accessible for the Children with Disabilities, situated far away from the classrooms with no staircase approaching it. During the survey, it was also observed that most of the school toilets have wet floor, not suitable for wheelchair, and door lacked clear opening of 900 mm¹.

¹Based on the observation during the survey on June 2019

Figure 3.4 Drinking water facilities

From the above figure 3.4 it is observe that majority, 22 schools have drinking water facility in the school premises but washbasin and water tap are not within the reach of children and wheel chair users, water tap regulators are not user friendly. Only three of the schools do not have adequate and proper drinking water facilities. Only two schools have user friendly of water tap and adequate water facilities. Drinking water facility is available in each floor of the schools. Washbasins have proper space available for persons using mobility aids.

During the survey it was observed that in some of the schools premise there is only one area with drinking facilities. The students have to move from their respective floors and go to the area where drinking water is placed for drinking and fetching it in their water bottles².

²Based on an interaction during survey on June 2019

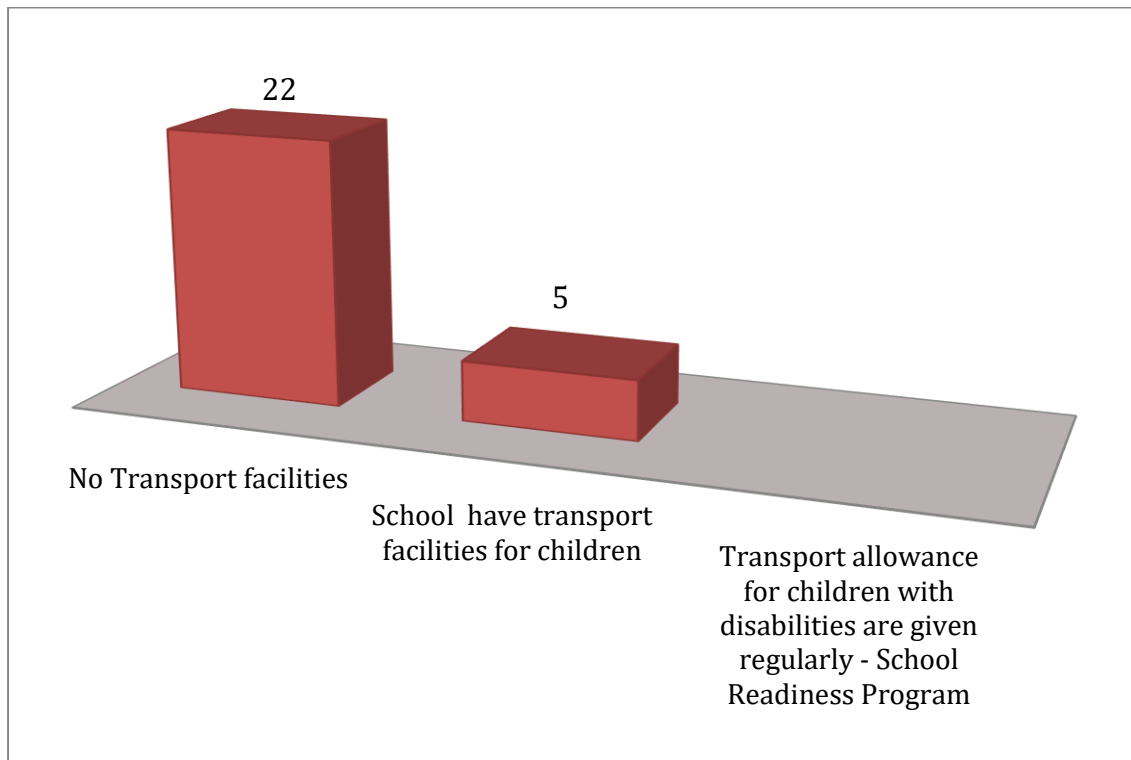
Figure 3.5 Transport facilities

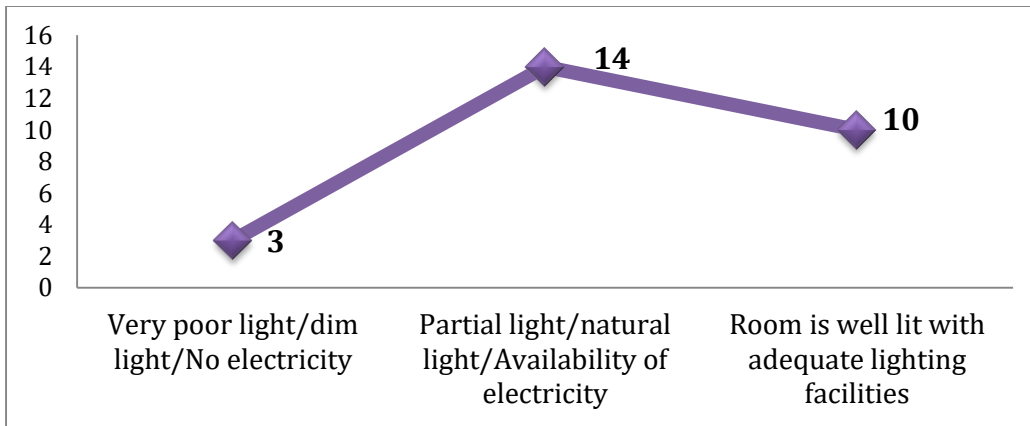
Figure 3.5 shows the availability of school transport facilities. It is observed that out of 27 schools only five schools have transport facilities for the school children. These transports for the school children are managed by the other parties like travel agency and private owner but not by school authority.

There are 22 schools which do not have their own transport facilities for children. These schools are situated near the main good road where public transportation could be available by the school children without any difficulty. None of the schools have transport allowance for children with disabilities.

Most of the schools have roads surrounding the school premises which are well maintained with 'School Ahead' signs. Generally most of the school authorities avoid taking risk of the transport system for the children³ and they find it difficult to manage the transport system.

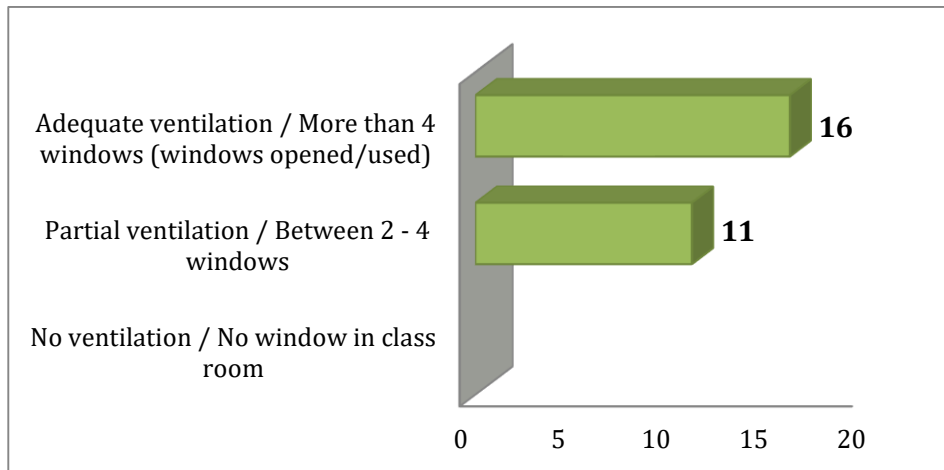
³Based on an interaction during survey on June 2019

Figure 3.6 Adequate lighting

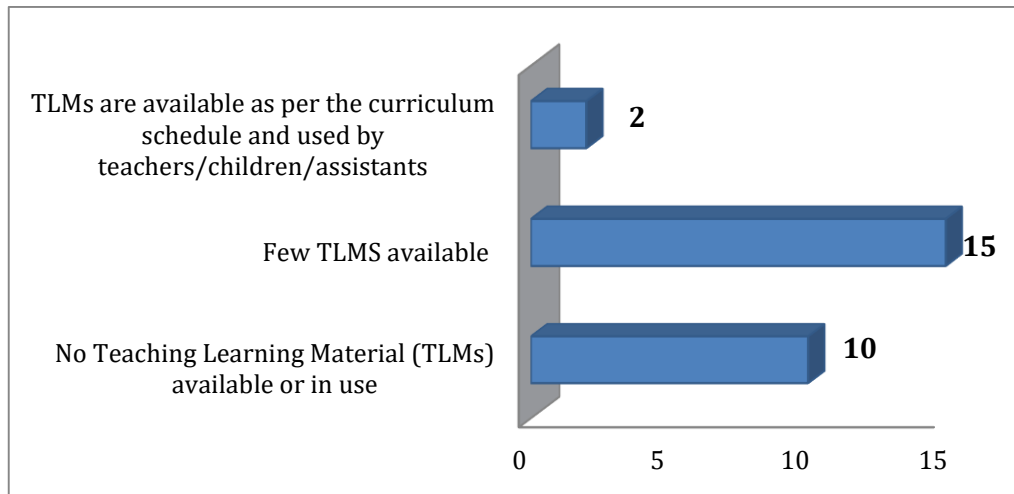


From the above figure 4.6 it is observe that majority, 14 of the schools have adequate lighting facilities in the class room. There is availability of electricity in the schools but do not have proper wiring of electricity. There are 10 schools which have class rooms with adequate lightings facilities. These schools have proper wiring electricity with proper electric lights. The class rooms are bright enough with natural and electric lights. Only three schools have regular supply of electricity and the class rooms are not bright enough even with the natural light.

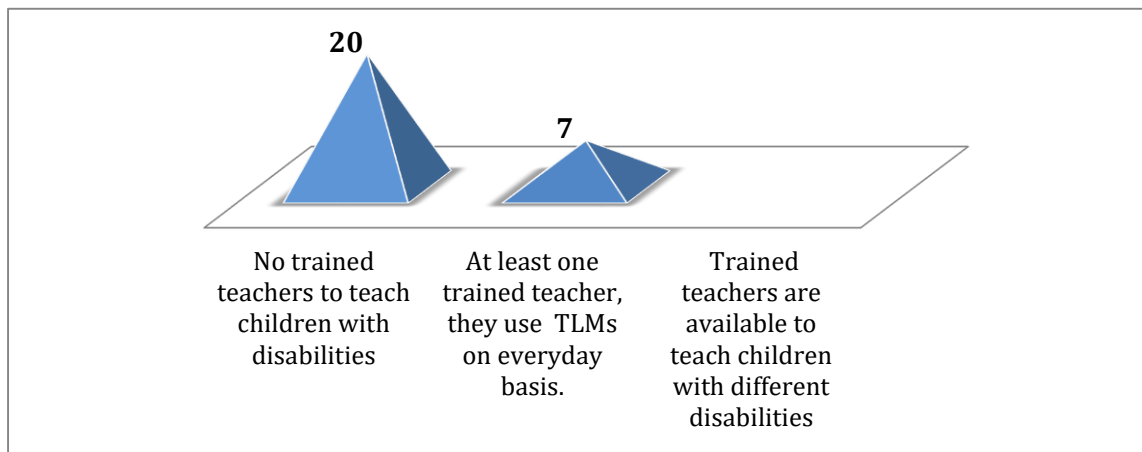
Figure 3.7 Adequate ventilation



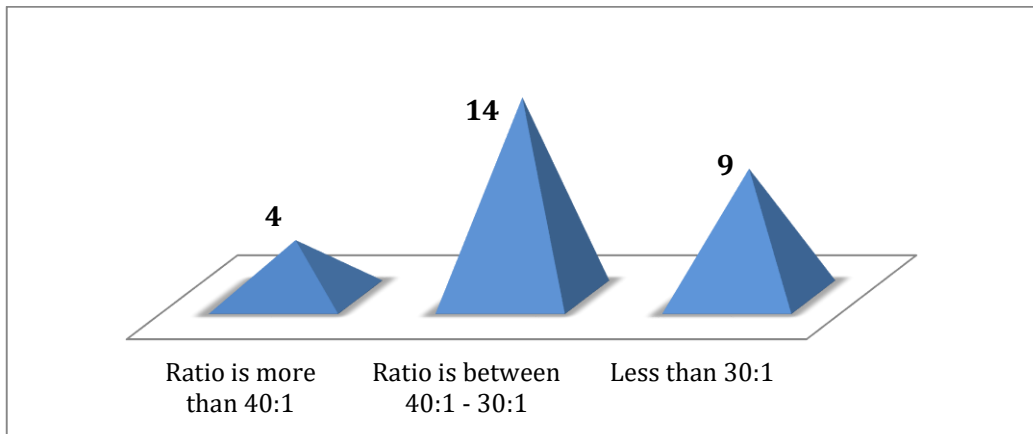
The Figure 3.7 represents the adequate ventilation in the class room. The majority of the 16 schools have adequate ventilation with more than four ventilators along with proper transparent windows. The rest 11 schools have partial ventilation with 2 - 4 numbers of windows along with proper natural light transparency.

Figure 3.8 Teaching Learning Materials (TLMs)

From the above figure 3.8, it is observe that majority, 15 of the schools use few TLM's that are available namely flash cards, communication card/materials, large print materials with contrast, tactile maps and figures. A total number of 10 schools do not use TLMs nor TLMs available. Only two schools have TLMs as per the curriculum schedule and used by teachers/children/assistants. They mainly used teaching learning materials such projector, Led Monitors (power point presentation, video presentation), charts, and flash cards figures.

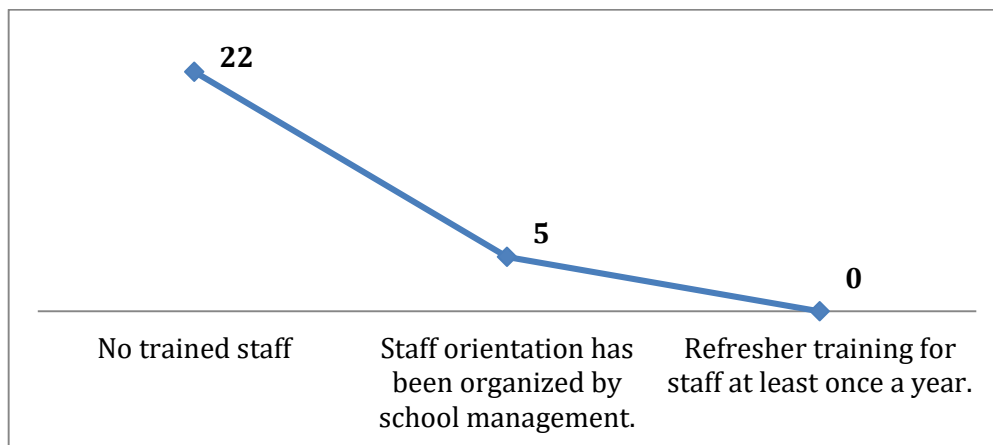
Figure 3.9 Trained teachers to teach children with disabilities

In figure 3.9 it can be observe that out of 27 Don Bosco Schools 20 of them do not have any trained teacher to teach the children with disability nor trained to use Teaching Learning Materials. A total of five schools have at least one teacher who is trained to use TLMs and qualified Diploma in Elementary Education (D.EI.ED) and B.Ed.

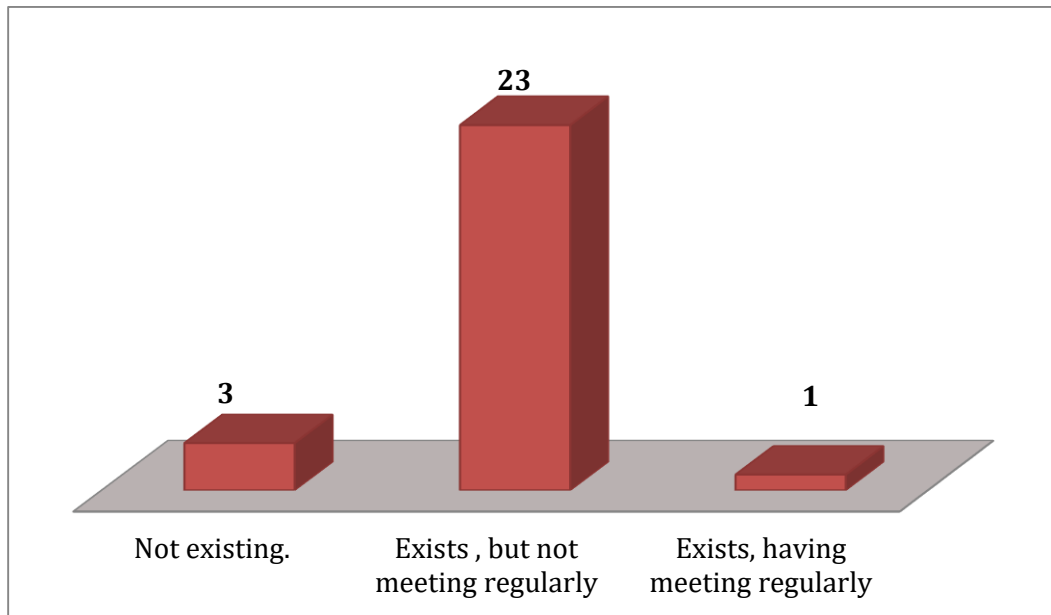
Figure 3.10 Pupil-teacher ratios in school

From the figure 3.10, Out of 27 surveyed Don Bosco Schools 14 schools have pupil-teacher ratio between 40:1 – 30:1, while nine schools have ratio less than 30:1, and four schools have more than 40:1.

According to The Right of Children to Free and Compulsory Education (RTE) Act, 2009 in its Schedule lays down Pupil Teacher Ratio (PTR) for primary level should be 30:1 and upper primary level it should be 35:1. So it can be said that the most of the Don Bosco School fulfil the teacher student's ratio as mention in RTE Act 2009.

Figure 3.11 Trained teaching staff

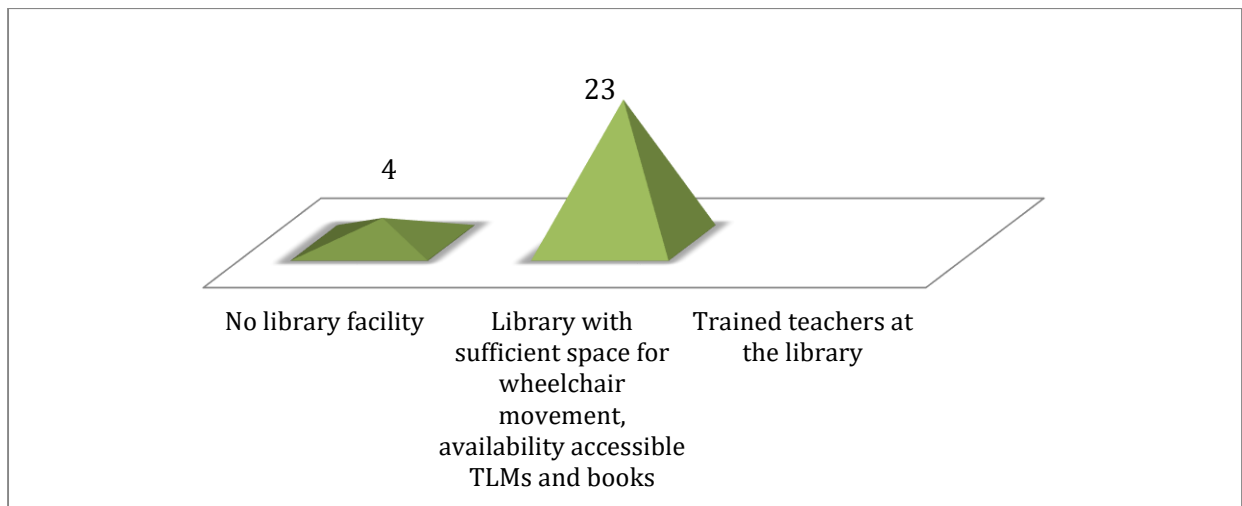
From the above figure 3.11, it is observe that out of 27 schools 22 schools did not conduct training for the teaching staff. A total of 5 schools conducted training program for their staff but not in a regular interval. All the 27 schools have not conducted any refresher programme not even for a year for their staff.

Figure 3.12 School Development Management Committee

The above figure 3.12, there are 23 schools out of 27 formed the school development committees. The school development committees exist with no regular meeting and actively involved to discuss and implement for the development of the school and students.

In 3 surveyed schools do not have any School development management committee nor parent teacher association. Only one of the surveyed schools has a proper school development committees. The school has regular meeting, taking responsibility of school building, repairing and maintenance.

Section 21 of the Right to Education Act (RTE) 2009 mandates the formation of School Management Committees (SMCs), which are elected bodies at the school level that monitor school functioning and oversee the utilisation of school grants. Recognising that local communities have the greatest motivation for improving school quality, SMCs consist predominantly of parents along with teachers, local authorities and the school principal.

Figure 3.13 Accessible Library

The above figure 3.13 show the facilities and the availability of the library in the schools. A total of four schools do not have library facilities for the student and teachers. There are 23 schools having library facilities for the teacher and students but are not accessible for children with disabilities.

In some of the schools there is sufficient space for wheelchair movement but majority, of the schools accessible teaching learning materials and books for teachers and children are not available. Most of the schools do not have any trained teacher in the library to teach the children with disabilities.

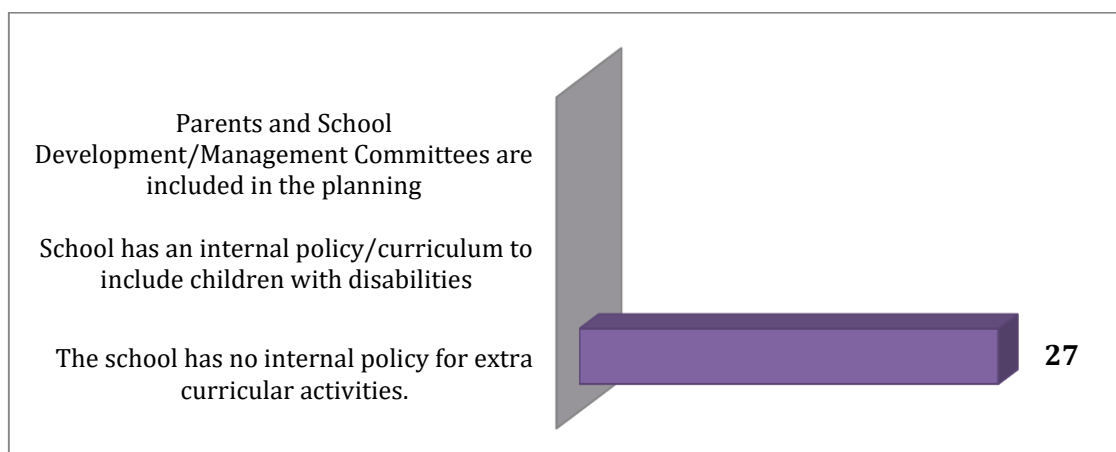
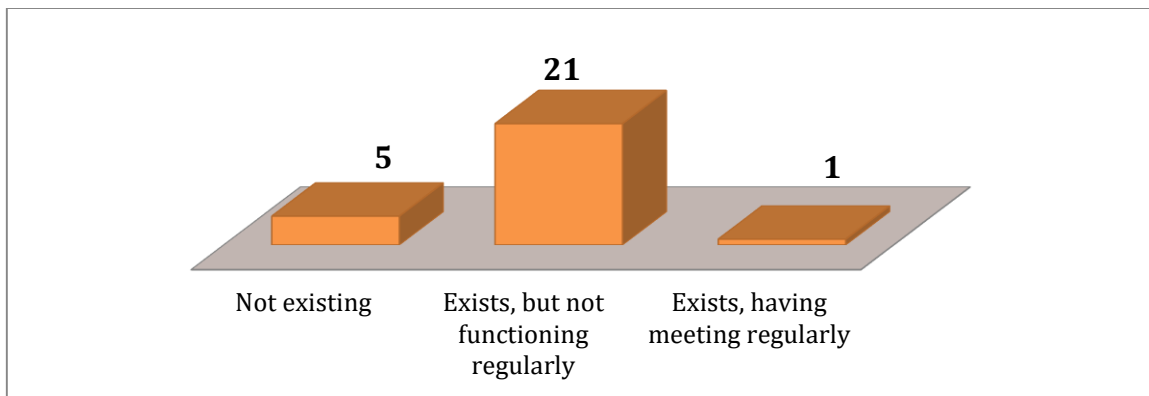
Figure3.14 Policy or curriculum to include children with disabilities

Figure 3.14 shows exist of policy and curricular for children with disability. It can be seen from the above figure that 27 schools have no policy or curriculum included for children with disabilities in their extra curriculum activities.

Figure 3.15 Pupils clubs/ Meena clubs/linkages with Bal panchayat

From figure 3.15 shows the existing of the pupils clubs in the schools. The majority, 21 schools out of 27 formed Pupil's Club though not functioning regularly with no contribution towards the development of the school and students. This Pupil's Club actually is meant for representing the groups for different activities in schools such as annual function, school week, etc. In five of the schools, Pupil's Club do not exist. In one school Pupil's Club exist and is functioning regularly, having meetings, different activities, and contribute towards the development of the school.

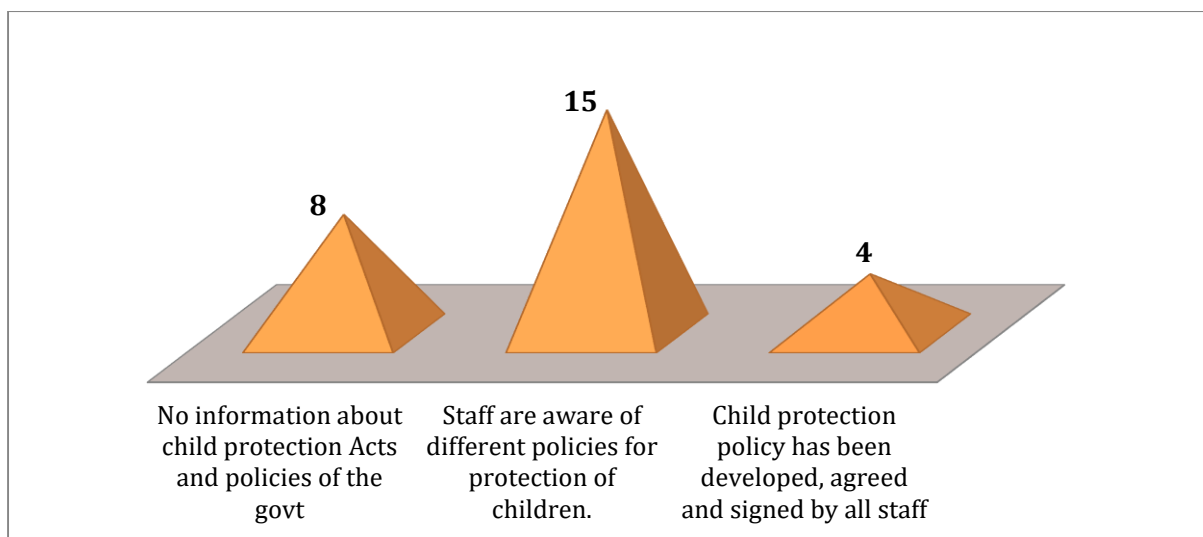
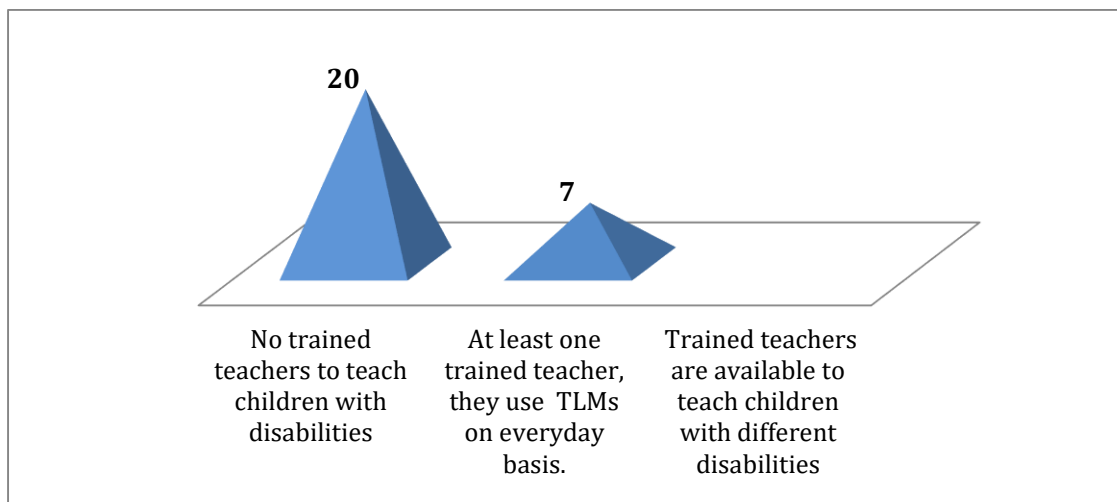
Figure 3.16 Child protection policies

Figure 3.16 shows the existing of the child protection committee in the in the schools. The majority, 15 schools out of 27 have child protection committees. Staff are aware of different policies on child protection. An internal child protection policy has been developed, agreed and signed by all staff members but implementing mechanism is weak and there is no regular meeting. In four schools the child protection policy has been developed, agreed and signed by all staff, committee has been formed, the protocol has been effectively

implemented, and meeting conducted regularly. In eight of the schools the child protection committees does not exist.

According to National Child Protection Policy all the institutions and organizations should develop a child protection policy with the national guidelines and various legislations for protection and welfare of children and display it appropriately o All employees/ contractual workers must sign the declaration for child protection and agree to abide by it. It should be based on the premise of Zero tolerance of child abuse and exploitation.

Figure 3.17 Trained teachers to teach children with disabilities



The above figure 3.18 shows the number of schools having trained teachers for children with disabilities. Majority, of the schools i.e. 20 Don Bosco Schools do not have any train teachers, only seven of the schools have at least one teacher available in the schools who is trained to use TLMs on everyday basis. There are no trained teachers available to teach the children with disabilities.

4. Interpretation

In this part of interpretation it tries to show the data all 27 schools. The figure represent the total score of each school towards the survey questionnaire. It will also indicate the number of schools responding to particular parameter of the survey questionnaire.

Figure 4.1 Teaching Learning Materials (TLMs)

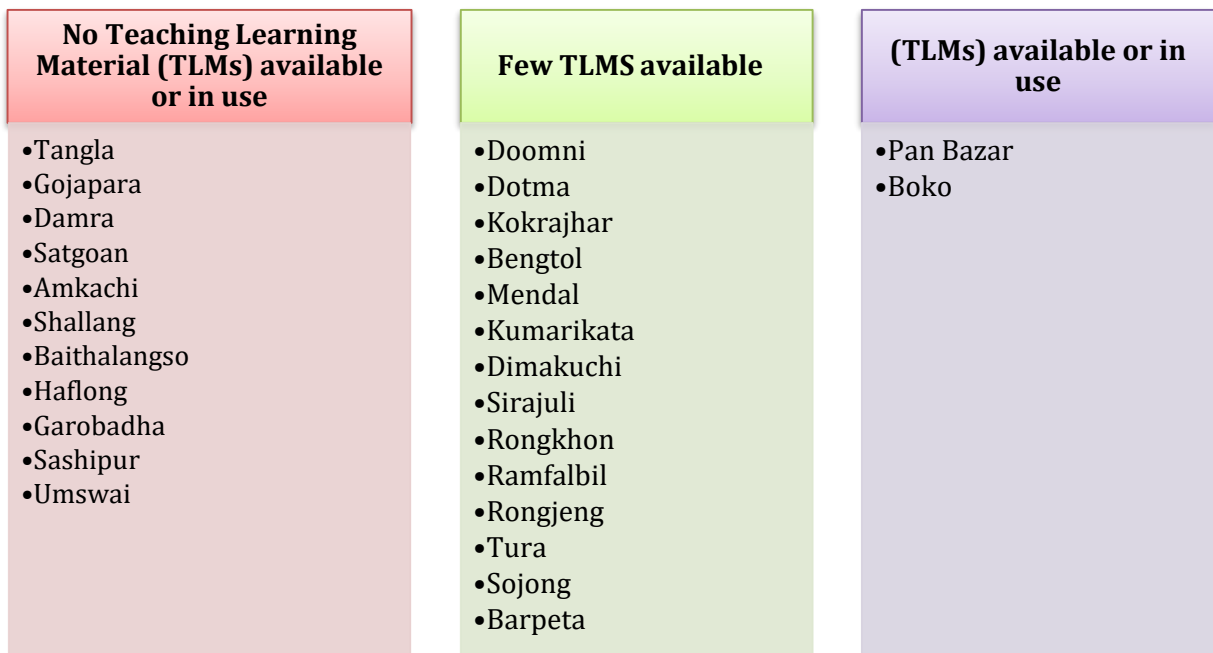


Figure 4.2 Accessible Library



Figure 4.4 Pupils Clubs

Exists, having meeting regularly	Exists, but not functioning regularly	Not existing
<ul style="list-style-type: none"> •Pan Bazar 	<ul style="list-style-type: none"> •Haflong •Rongkhon •Garobadha •Rongjeng •Sashipur •Doomni •Dotma •Kokrajhar •Umswai •Ramfalbil •Boko •Sojong •Satgoan •Amkachi •Shallang •Tura •Kumarikata •Tangla •Dimakuchi •Gojapara •Barpeta 	<ul style="list-style-type: none"> •Bengtoli •Mendal •Sirajuli •Damra •Baithalangso

Figure 4.5 School Development Management Committees.

Exists, having meeting regularly	Exists, but not meeting regularly	Not Existing
<ul style="list-style-type: none"> •Pan Bazar 	<ul style="list-style-type: none"> •Mendal •Kumarikata •Tangla •Dimakuchi •Boko •Sajeng •Satgoan •Amkachi •Shallang •Tura •Baithalangso •Haflong •Rongkhon •Gorubadha •Rongjeng •Sashipur •Dotma •Kokrajhar •Bengtoli •Umswai •Gojapara •Ramfalbil •Barpeta 	<ul style="list-style-type: none"> •Sirajuli •Damra •Doomni

Figure 4.6 Policies for Child Protection

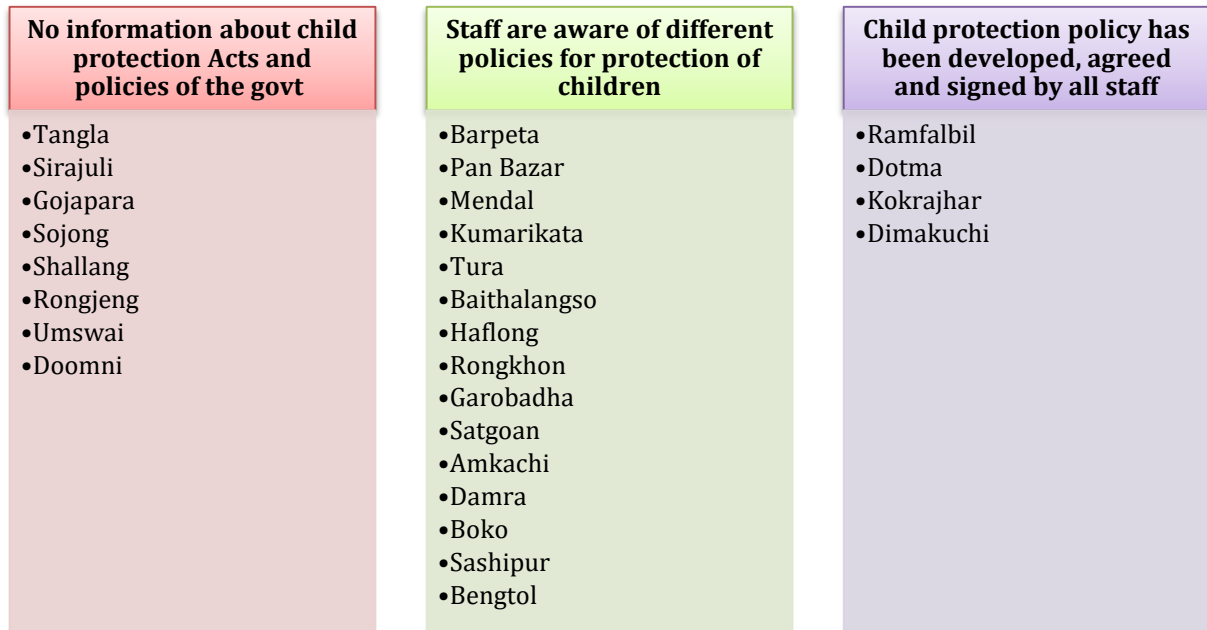
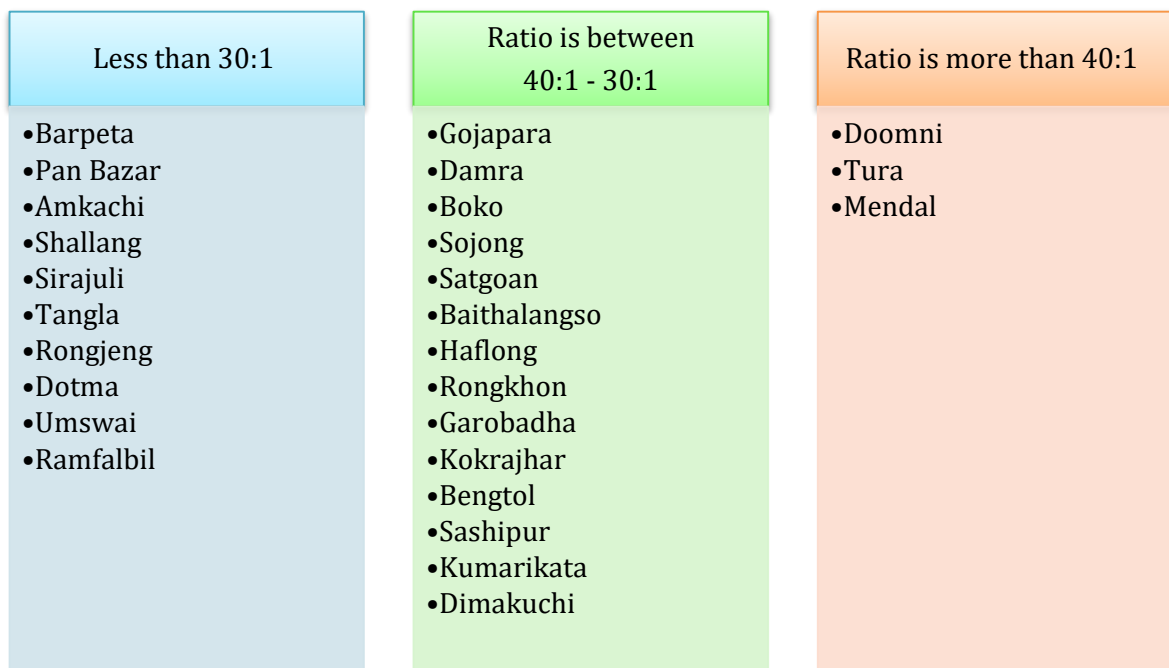


Figure 4.7 Pupil-teacher ratio in school



5. Major Findings

- Majority, 14 schools have pupil-teacher ratio between 40:1 – 30:1, while nine schools have ratio less than 30:1, and four schools have more than 40:1.
- Out of 27 schools 23 schools formed the school development committees but exist with no regular meeting, three schools do not have any school development management committee nor parent teacher association and only one of the surveyed schools has a proper school development committees.
- A total of 23 schools having library facilities for the teacher and students but are not accessible for children with disabilities and 4 schools do not have library facilities for the student and teachers.
- The majority, 15 schools have child protection committees but implementing mechanism is weak and there is no regular meeting, four schools the child protection policy has been developed and effectively implemented, eight of the schools the child protection committees does not exist.
- Majority, 20 schools do not have any train teachers, only seven of the schools have at least one teacher available in the schools who is trained to use TLMs on everyday basis.
- Majority, 16 schools have proper toilet facilities, 11 school's toilet door lock are not within the reach of small children and has a narrow doors with no clear opening of 900 mm. All the 27 schools have separate toilets for boys and girls in school premises.
- Majority, 22 schools have drinking water facility in the school premises, three of the schools do not have adequate and proper drinking water facilities, and only two schools have user friendly of water tap and adequate water facilities.

6. Recommendation

- The teachers need to be train with TLMs.
- Schools need to conduct awareness programme on the importance of the child protection committee in the school thereby making it compulsory in every school.
- The Child Protection Committee need to exist in every school and should perform actively.
- The teacher can be train on children with disabilities at least to identify the child with disabilities at the early stage in the school.
- The drinking water facility is made available to the students in every floor of the school.
- In the school development committee students need to be involve in the decision making process.
- The schools need to establish an internal policy/curriculum to include children with disabilities in co-curricular and extracurricular activities in a manner to be inclusive of all.