



INCLUSIVE OF DISABILITY-A STUDY ON BUD'S SCHEME UNDER KUDUMBASHREE

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ABSTRACT

As per Census 2011, in India, out of the 121 million population, about 2.68 million persons are 'disabled' which is 2.21% of the total population. In an era where 'inclusive development' is being emphasised as the right path towards sustainable development, focused initiatives for the welfare of disabled persons are essential. This emphasizes the need for strengthening disability statistics in the Country. At this juncture, Kudumbashree in Kerala initiated the Disability Mainstreaming Program namely Buds. To avoid the sin of labeling and stigmatizing towards the mentally challenged, the school was named as "BUDs". The first BUDs institution was started at Venganoor Panchayat in 2004. With the policy focus on inclusive and integrated education more and more mentally challenged children began to enroll in government schools. The main focal point of the review paper is to give the clear view of Bud's scheme under Kudumbashree and its function. Secondary data was used for compile the study. It could be conclude that, the long term goal of promoting inclusive society for children with disabilities is achieved by Kudumbashree programme. It opens new vistas in development history.

KEYWORDS: Inclusive education, Disability, BUD's school, Kudumbashree, BRC.

INTRODUCTION

The term 'disability' has different meanings; the Global Burden of Disease however, uses the term disability to refer to loss of health as conceptualized in terms of functioning capacity in a set of health domains such as mobility, cognition, hearing and vision (WHO, 2004).

The Convention on the Rights of Persons with Disabilities (CRPD, 2006) defines disability as including "Those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others".

The National Policy for Persons with Disabilities (2006) recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that

provides equal opportunities, protection of their rights and full participation in society.

GLOBAL SCENARIO OF DISABILITY

Over a billion people in the world today are estimated to live with some form of disability, which corresponds to about 15% of the world's population or one in seven people. Between 110 million (2.2%) and 190 million (3.8%) people 15 years and older have significant difficulties in functioning, while some 93 million children, or one in 20 of those under 15 years of age live with moderate or severe disability. Furthermore, the rates of disability are increasing in part due to ageing populations and an increase in chronic health conditions, while national patterns of disability are influenced by trends in health conditions and environmental and other factors, such as road



traffic crashes, falls, violence, humanitarian emergencies including natural disasters and conflict, unhealthy diet and substance abuse. Women, older people, and poor people are disproportionately affected by disability with children from poorer households, indigenous populations and those in ethnic minority groups also at significantly higher risk of experiencing disability. The prevalence of disability is also greater in lower-income countries than higher-income countries with an estimated 80% of people with disability living in developing or low-resource countries. Disability is extremely diverse. While some health conditions associated with disability result in poor health and extensive health care needs, others do not (WHO Global Disability Action Plan 2014-2021).

Table 2: Differently-Abled population as per the Census of India, 2011

Population, India 2011			Disabled Persons, India 2011		
Persons	Males	Females	Persons	Males	Females
121.08 Cr	62.32 Cr	58.76Cr	2.68 Cr	1.5 Cr	1.18 Cr

Source: Census (2011).

In Millennium Development Goals (MDGs), are not fully focused on disability inclusive. As a result, people with disabilities, who constitute 15% of the global population and are commonly amongst the poorest of the poor, have not fully benefited from many development and humanitarian response programmes. This seriously limits the capacity of such programmes to address the needs of the most vulnerable and excluded – and especially children with disabilities (UNICEF, 2017).

Inclusive education is the need of the hour for developing countries like India to educate children with disabilities. With efforts taken by the government the enrollment of children with disabilities in regular schools has been on the rise in last decade (Maithily, 2014).

Kudumbashree Mission (2019) states that, disability is when a loss or reduction in any physical or psychological function results in a partial or total inability to perform any bodily or mental functions in a manner or within the range considered normal for a human being. Within the range of disabilities, mental challenges are felt as one of the serious problems affecting the family economically and emotionally. Kudumbashree initiated the Disability Mainstreaming Program namely Buds. To avoid the sin of labeling and stigmatizing towards the mentally challenged, the school was named as “BUDs”.

BUDS SCHOOL (A SPECIAL SCHOOL FOR DISABLED CHILDREN)

The birth of the first BUDs school happened at Venganoor Panchayat in 2004, inaugurated by the former honorable chief minister then Sri. AK Antony.

INDIAN SCENARIO OF DISABILITY

As per the Census 2011, In India out of the 121 Cr population, 2.68 Cr persons are ‘disabled’ which is 2.21% of Among the disabled population 56% (1.5 Cr) are males and 44% (1.18 Cr) are females. In the total population, the male and female population is 51% and 49% respectively. Majority (69%) of the disabled population resided in rural areas (1.86 Cr disabled persons in rural areas and 0.81 Cr in urban areas). In the case of total population also, 69% are from rural areas while the remaining 31% resided in urban areas the total population.

The school was unique in its various ways. The entry and exits to these schools stood away from all sorts of discrimination based on religion, caste, class. To avoid the sin of labeling and stigma towards mental retardation the school was named as “BUDs”. The community accepted the center whole heartedly, but could not replicate it as there was no sustained financial support available for BUDs. The project resurrected when the decentralized plan guidelines of 11th plan included BUDs as one of the important projects in support of Persons with disability. It endorsed LSGI to meet some expenses for managing BUDs (Selvi and Pushpa, 2019).

In 2008 Kudumbashree mission took the challenge to organize BUDs schools in other Panchayats with recognition under Persons with Disability Act of 1995. By 2010, the Department of Education approved the initiatives of Kudumbashree and began to sanction grant in aid to BUDs. Now there are 63 approved BUDs school in the state.

With the policy focus on inclusive and integrated education more and more mentally challenged children began to enroll in government schools. This has provided the mentally challenged children an opportunity for schooling in an inclusive atmosphere where they can learn upto the age of 18. However there was no institution to take care of the mentally challenged above the age of 18 especially in rural areas which became another problem and issue for the family. The neighborhood groups began to demand for day care and training for mentally challenged adult persons within the local areas. The Government of Kerala accordingly approved the innovative model. Thus in 2015 BUDs Rehabilitation Center was formed.



The centre focuses on the rehabilitation, training and day care of these mentally challenged persons (Kudumbashree Annual Report, 2018).

HIGHLIGHTS OF BUDS SCHOOL

BUDS Schools are free and open special schools for mentally challenged children of poor families. All the BUD's schools were owned and managed by the local government institutions under the support and guidance of Kudumbashree Mission and the community structure. BUDS Schools are set up and run according to the guidelines issued by the Government of Kerala.

- BUDS Schools are registered with the Department of Education of the Government of Kerala
- BUDS Schools are eligible for special grants through the Department of Education
- BUDS school teachers undergo special training programmes; manuals are developed for teacher training

- Different departments offer financial assistance to BUDS Schools
- BUDS School children are entitled to special healthcare package
- Regular monitoring of schools by teams of experts and doctors
- Teachers, parents, and members of the LSG committee get training on management of BUDS Schools
- Vehicles for transportation of children are arranged with the support of Social Security Mission
- School level management committee and district level advisory committee are set up for monitoring
- Parent education programmes are conducted
- BUDS schools receive Plan fund support
- LSGs can use maintenance grant for BUDS School.

Details of BUD's and BRC's

The detailed list of BUDS institutions in all the districts of Kerala as follows.

Table 1
District wise details of BUDS Institutions

Number of BUDS Institutions as on 15-March-2018				
Sl.No.	Name of the District	BRC	BUDS	Total
1	Thiruvananthapuram	28	2	30
2	Kollam	13	2	15
3	Pathanamthitta	3	0	3
4	Alappuzha	9	7	16
5	Kottayam	1	0	1
6	Idukki	1	1	2
7	Ernakulam	11	17	28
8	Thrissur	6	2	8
9	Palakkad	6	2	8
10	Malappuram	8	8	16
11	Kozhikode	10	12	22
12	Wayanad	2	1	3
13	Kannur	6	14	20
14	Kasaragod	2	7	9
	Total	106	75	181

Kudumbashree Mission Report-2018

Table 1 show that the district wise details of BUD's school in Kerala. There are 181 BUDS institution in Kerala. A total of 106 BRC (BUDS Rehabilitation Centre) and 75 BUD's schools were functioning. The highest BUDs (30 numbers) schools

were functioning in Thiruvananthapuram district capital of Kerala followed by Ernakulam District (28 numbers).

Kottayam and Idukki district had the least number of BUDs school.



Table 2
District wise details of BUDs Students in Kerala

BUDs Students District Wise		
Sl.No	District	No. of students
1	Thiruvananthapuram	91
2	Kollam	67
3	Pathanamthitta	0
4	Alappuzha	308
5	Kottayam	0
6	Idukki	47
7	Ernakulam	684
8	Thrissur	102
9	Palakkad	46
10	Malappuram	412
11	Kozhikode	503
12	Wayanad	41
13	Kannur	601
14	Kasaragod	429
	Total	3,331

(Source: Kudumbashree Report, 2019)

Table 2 depicts that the district wise details of BUDs students in Kerala. A total of 3331 BUDs students were benefited under this school. The highest (684) number of students were benefitted in Ernakulam District, followed by Kannur District (601) numbers of students. Wayanad District had only 41

students under BUD's. Kottayam and Pathanamthitta district have no BUD's hence they have no students were benefitted.

Table 3
District wise details of BRC Students in Kerala

BRC Students District Wise		
Sl.No	District	No. of students
1	Thiruvananthapuram	870
2	Kollam	339
3	Pathanamthitta	99
4	Alappuzha	212
5	Kottayam	63
6	Idukki	33
7	Ernakulam	245
8	Thrissur	182
9	Palakkad	203
10	Malappuram	193
11	Kozhikode	236
12	Wayanad	30
13	Kannur	97
14	Kasaragod	38
	Total	2840

(Source: Kudumbashree Report, 2019)



Table 3 shows that the district wise details of BUD's Rehabilitation Centre (BRC) students in Kerala. A total of 2840 BRC students were benefited under this school. The highest (870) number of students were benefitted in Thiruvananthapuram District, followed by Kollam District (339) numbers of students. Wayanad District had only 30 students under BRC followed by Idukki District (33 Students).

CONCLUSION

The study could be concluded that, parents having a child with special needs experience a variety of stressors and stress reactions related to the child's disability. Parents are known to get impacted in many ways because of having a child with special needs. Their social life is likely to be affected, recreational and leisure activities take a beating, and interpersonal relations with family members may worsen. In most cases, mothers are more affected; poverty adds a new dimension to the stresses faced by such families. BUDS School Project envisages addressing the emotional and economic hardships of poor families with children having special needs.

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