



To study the financial and social problem of disabled children studying in Primary Schools of Uttar Pradesh

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Abstract: Disabled children were treated with hostility in family as well as society and were neglected. They were supposed to be unproductive persons of society or family and were taken as burden. They were considered as curse of God and results of misdeed of past or present life of parents. Mankind was subjected to a Myth that “The disabled are useless, incapable of doing anything on their own, a species to be pitied and looked after as long as they are alive”. Disabled children were considered distinct from their peers, they were considered to be incapable of receiving education in general schools. Thus for the first time, special schools and institutions were established in different countries for the education and training of such children. They were educated in special schools, separate for different types and degree of disability.

Children with special need differ from many ways from their normal peers. Some walk differently, some talk differently, some cannot see the world and some understand differently. Due to these discrepancies specialty disabled child become easy victim of teasing and abuse at public places. Sometime disabled children are forced to brutalities if they tried to oppose any such teasing or oppression. These are some reasons that they don't want to mix or play with their peers, and even caring parents don't want them to go around. The disabled children are kept in protection and in ward ship of whoever loves or cares most in family.

Keywords: Social factor, Economic Factor, Primary school Special school, Disability, Enrollment.

Genesis of the Problem

Children with special needs should be given priority. They have much in common with other children of their age. They have many common aspects of child's development like: personality, the ability to communicate, resilience and strength, the ability to appreciate and enjoy life and the desire to learn. Each child has individual strengths, personality and experiences so particular disabilities will impact differently to individual children. They have all right to be the whole child, develop physically, socially, spiritually and mentally. They have right to education and dignified life. They have educational need, which sometimes may differ from non-disabled peers. Special educational needs may arise from primary four different types of disability:

- Physical
- Sensory
- Mental health
- Learning disability



Operational Definition

- 1. Primary school:** In this study primary school means, a school run by Uttar Pradesh Basic Shiksha Parishad, Allahabad for grade 1 to grade 5. Upper Primary school means, a school run by Uttar Pradesh Basic Shiksha Parishad, Allahabad, for grade 6 to grade 8.
- 2. Special School:** these are schools run by different non-government organisation for disabled children of different types of disability or any one type of disability. Ministry of welfare for the educational development of disabled children mostly supports these schools.
- 3. Economic factor:** All the factors related to economic sphere i.e. income, earning, expenditure, resources, occupation. Some financial and resource support provided by government for livelihood of financially weak family.
- 4. Social factor:** Social factors refer to culture, religion, caste category profession/occupation, customs, tradition and region
- 5. Disability:** Disability refers physical retardation, disorder or delayed development in one or more of the process of movement, vision, speech, language, reading, spelling, writing or arithmetic resulting from a possible cerebral dysfunction and or emotional or behavioral disturbance and not for mental retardation, sensory deprivation, instructional factors.

Significance of the study:

Individuals are assessed usually as disabled after we feel that they have problem in understanding, communicating and receiving instructions in their day-to-day life and in school. A variety of tests are administered to ascertain type of disability and special need of such children. The following tests can be put to the disabled children:

1. How child respond to physical movement, visual instruction and oral instructions?
2. Do child has difficulty in normal movements, expressing his needs & problems and difficulty in visualizing physical objects?
3. Do child has difficulty in telling the time, remembering the order of days, months and season and mathematical tables?
4. Finds it difficult to organize work and is often late in submitting class work?
5. Seems dull and slow in responding?
6. Cannot correctly recall oral instructions when asked to repeat them?
7. Does not seem to listen to or understand instructions given at home or in the classroom (ask for repetition)?

Objectives of the Study

The following research objectives have been prepared:

1. To study the financial problem in disabled children's education



2. To study the social problem in disabled children's education

Hypothesis

For this research work we have constructed following hypotheses based on values and adjustment of disabled children at primary schools:

1. There is no financial problem in disabled children's education.
2. There is no social problem in disabled children's education.

Research Design

The research design followed in the study is descriptive (survey) and evaluative. In this research the focus of the study is to test certain hypotheses regarding elementary education of CWSN at present. The descriptive survey method has been adopted primarily due to the fact that it facilitates in collecting general information and is one of the most commonly used methods of investigation that attempts to describe and interpret what exists in the present conditions.

Selection of districts: For the selection of districts the criterion followed was easy access to data, convenience in conducting survey, social structure and level of literacy. Since the study is proposed to be carried out in the educationally backward district. As per guidelines of Ministry of Human resource development all 20 blocks of district Allahabad are educationally backward, and being diverse in the sense of culture and education, it was selected for the purpose of study. Literacy rate of district Allahabad is 68%. It has homogeneous population of all sections of society.

Population

According to GOOD and HAT "Population is the sum of all the persons of a place, where not a single person is left in it whereas sample is the collection of handful of people that act as representative for the whole population"

The research contains study of disabled children's at primary schools situated in Allahabad district. Primary schools selected are run by Uttar Pradesh basic shikshaparishad, which is an autonomous body created by Act 1972.

In our study there are approximately 10000 children of special need aged 6-11 years in the district of Allahabad. Department of elementary education conducts annual survey for the purpose of ensuring 100% enrolment at elementary level, generally called "House Hold Survey". Department also conducts, a survey of CWSN (children with special needs) to find out enrolment status of such children and reason for their dropping out.

Sample

According to Karlinger "A sample is taking any portion of the population which is representative of whole population".



The most important characteristic of a sample is that it should be able to represent the characteristics of whole population. That is why; sample is taken carefully, so that results obtained from study of sample may be faithfully applied to the whole population. Following things are considered while selecting the sample.

- There should be no partiality while selecting the sample.
- All major sub group of population should be sufficiently represented.
- It should be manageable for completion of study.

In order to collect valid and reliable data about education status of CWSN a sample size of 500 (approximately 5% of population) was set for the purpose. Size of sample for four different types of specially is as follows for study.

• Orthopaedic	171
• Visually Impaired	103
• Hearing Impaired	114
• Mentally Retarded	107

In sample both the gender are sufficiently represented as:

• Male	252
• Female	258

In sample all social categories are sufficiently represented as:

• Scheduled caste	187
• Other backward classes	199
• General	115

For this almost proportionate number of children were selected randomly from each kind of specially and population, to see effect of different kind of specialty on hypotheses.

Sampling: Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. These processes simplify the learning about the population on the basis of a sample drawn from it. Thus in the sampling technique instead of studying every unit of the universe, we study a sample drawn on some basis from the entire universe. The methodology used to sample from a larger population depends on the type of analysis being performed, but may include simple random sampling or systematic sampling. In this study researcher has used stratified and purposive sampling.

The sample should be a representative of entire population to get a representative sample, it should be ensured whether all elements are equally represented or not.

As given above sample district for study is Allahabad as it has a homogeneous population structure, it's one of the oldest district, it is educationally backward, it is one of the largest district with 20



blocks, its cultural and educational background and finally because it was convenient for us to conduct and give enough time to conduct activities at this place.

As we have read in literature there are 13-14 different types of disability in children. Even experts working in this area least understand and are able to diagnose only some of these disabilities. Children with some disability are very few in number as chances or probability of such disability is very rare. During visit of special schools, inclusive schools and bridge courses run by Government of Uttar Pradesh, we came to know, that majority of CWSN falls in category of:

- Orthopaedic
- Visually Impaired
- Hearing impaired
- Mentally retarded

So for the purpose of study only these four types of CWSN have been taken in sample.

Variables

Research has been done on following variables.

Types of Disabled children

- Orthopaedic
- Visually Impaired
- Hearing impaired
- Mentally retarded

Data Collection

For data collection, only those identified children, parents, teachers and head teachers from the sample were contacted by researcher. All the data collection tools were administered in a systematic manner. First information was gathered from children and parents contacting them at home, then school; teachers' information was collected at school by the researcher.

Data Analysis

For the purpose of data analysis, the responses of the children, parents, teachers, Head teacher on various issues were documented in excel sheet. Data prepared in excel sheet was simplified and codified to make it analysable. Frequencies of the responses of the different stake holder was grouped and different tables were prepared for analysis. SQL database was used to analyses, generate different statistical parameters, and to test hypotheses.

Statistical Technique

For analysis of any statistical data, different type of tests are administered to find relations between different variable and to test hypotheses. In this research, researcher used following statistical tests



to test hypotheses.

(i) T – Test is also used

$$t = \frac{M_1 - M_2}{\sigma_d}$$
$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sum d_1^2 + \sum d_2^2}{(N_1 - 1) + (N_2 - 1)} \times \frac{N_1 + N_2}{N_1 N_2}}}$$

Where $M_1 = \text{First Mean}$

$$M_1 = \frac{\sum X_1}{N_1}$$

$M_2 = \text{Second Mean}$

$$M_2 = \frac{\sum X_2}{N_2}$$

$$\sigma(S.D) = \frac{\sqrt{\sum d^2}}{N}$$

Analysis and Interpretation

Test of Hypothesis-1 “There is no financial problem in disabled children’s education

- Maximum disabled Children’s family fall in poverty line less than Rs. 6000 per month income.
- It also shows that most of the disabled children’s birth was at home without help of trained/untrained lady/doctor.
- Prevalence of Disability at Hospital birth is only on lower income group means Poverty is one of major cause for disability (may be due to malnutrition of mother or hygienic condition at home).
- Whereas safe delivery from upper income group has less chance of disability.

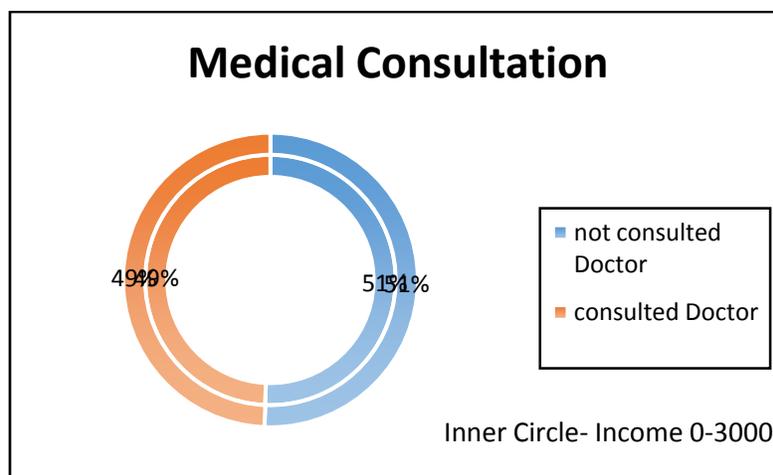


Table 1

Parent's Income (in Rs)	Birth at Home	Birth with help of Untrained Female (daayi)	Birth at Hospital or in care of Doctor
0-1000	61	3	5
1000- 2000	180	16	10
2000-3000	54	12	6
3000-4000	22	17	6
4000- 5000	12		
5000-6000	4		
6000+	18		

- How the delivery (place and safety) of child is organized and its relation with disability has been studied. In this study place and attendant at birth and it's relation with disability have been tried to be built.

Figure 1





It means parents of every economic section are concerned about their child. Every parent is willing to have a normal child but is unable to do anything because-

- Very few medical facilities are available in rural India. Poor parents have to rely on untrained village women or scrupulous Doctors.
- Less educated poor parents don't know whom to consult in case of such birth.
- Have not enough money to go to cities to consult specific doctors.
- Even doctors working in PHCs' have limited knowledge to help and suggest.
- Less number of qualified doctors and that too located in big cities.

It's not economic problem, problem lies somewhere else, which may be medical facility, literacy of parents, social attitude.

Analysis of above table confirms that in some issues education of disabled child depends on financial condition of parents. So hypothesis on **“There is no financial problem in disabled children's education.”** is rejected

Testing of Hypothesis-2

“There is no social problem in disabled children's education.”

This section provides the view, how the social condition like gender, caste of disabled children affect their enrolment, regular attendance, academic achievement in language and mathematics, and their participation in sports, arts and music. It has also been tried in this section to figure out how social issues are affecting students adjustment in their day to day life, which is no doubt affects their learning, because most of the learning comes from society not schools

Enrolment: Enrolling in school in first step for school education, and is most important event for children including the disabled children. There are many factors which hinder education of disabled children; one of the social construct is social category of children. We all know, caste system had a social construct that reading and writing belong to a particular community. There is also gender inequality in education, females were supposed to look into only home affairs. We wanted to test social category and gender impact on disabled children enrolment.

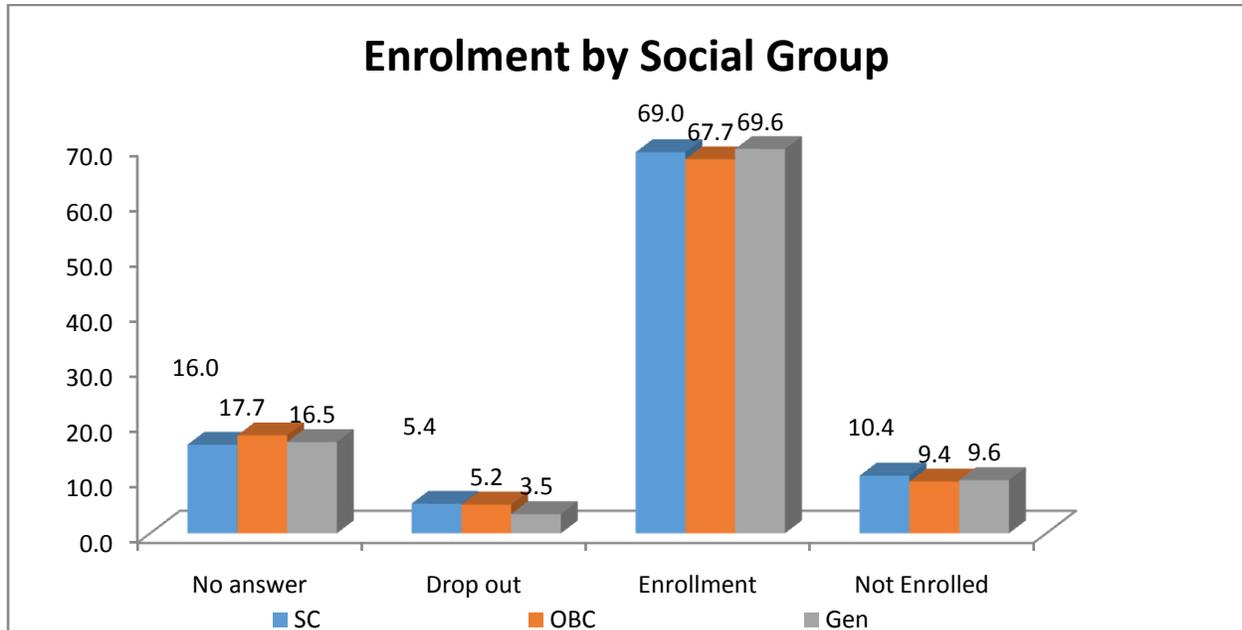
Social categories relation with enrolment:

Social category	No answer	Drop out	Enrolment	Not Enrolled
SC	30 (16.04)	10 (5.35)	129 (68.98)	18 (10.43)
OBC	34 (17.71)	10 (5.21)	130 (67.71)	18 (9.38)
Gen	19 (16.52)	4 (3.48)	80 (69.57)	12 (9.63)



Data shows that across all category enrolment, dropout, non enrolment is same that means there is no correlation between social category and enrolment of disabled children.

Figure 2



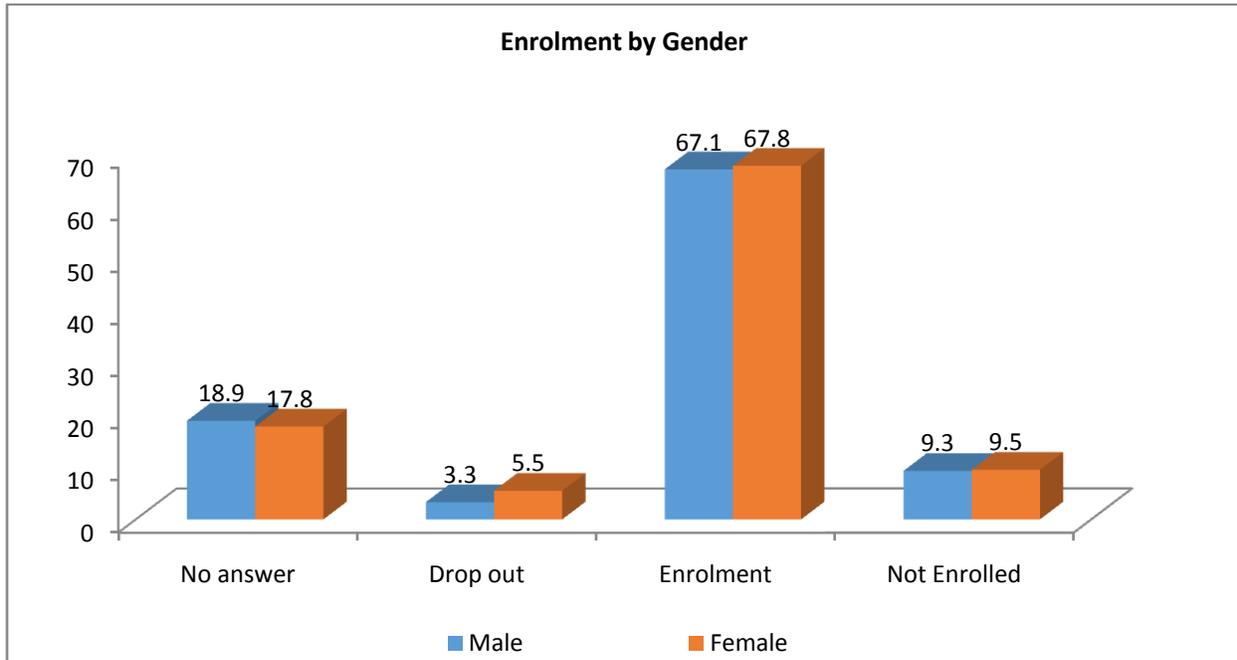
Gender relation with enrolment:

Gender	No answer	Drop out	Enrolment	Not Enrolled
Male	49 (18.99)	10 (3.38)	175 (67.06)	24 (9.30)
Female	45 (17.85)	14 (5.55)	169 (67.82)	24 (9.52)

Data shows that across gender enrolment, dropout, non enrolment is same that means there is no correlation between Gender and enrolment of disabled children in schools.



Figure 3



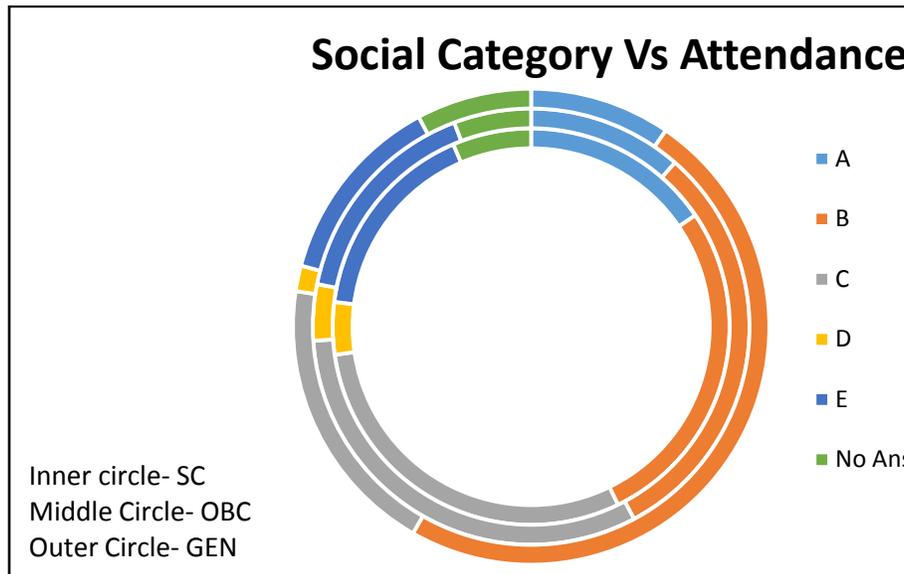
Social category impact on attendance: Attendance of disabled children exhibit, how comfortable, they are in attending school socially. Attendance also reflect whether school is inclusive for all social groups, especially that of disabled children. It reflects parents' motivation for educating children and children's self-stream and interests. Attendance of students is classified into 5 categories. 'A' for more than 80 percent attendance, 'B' for 60-80 percent attendance, 'C' for 40-60 percent attendance, 'D' for 20-40 percent attendance, 'E' for less than 20 percent attendance, and some of the schools and students didn't responded.

Social categories wise attendance

Category	A	B	C	D	E	No Ans
SC	29(15.51)	51 (27.27)	56 (29.94)	8 (4.2)	31 (16.5)	12 (6.4)
OBC	22(11.45)	59 (30.72)	61 (31.77)	8 (4.2)	31 (16.1)	11 (5.7)
Gen	11(9.57)	56 (48.69)	22 (19.13)	2 (1.7)	15 (13.0)	9 (7.8)



Figure 4



Data analysis shows that social category have very limited influence on school attendance of disabled children.

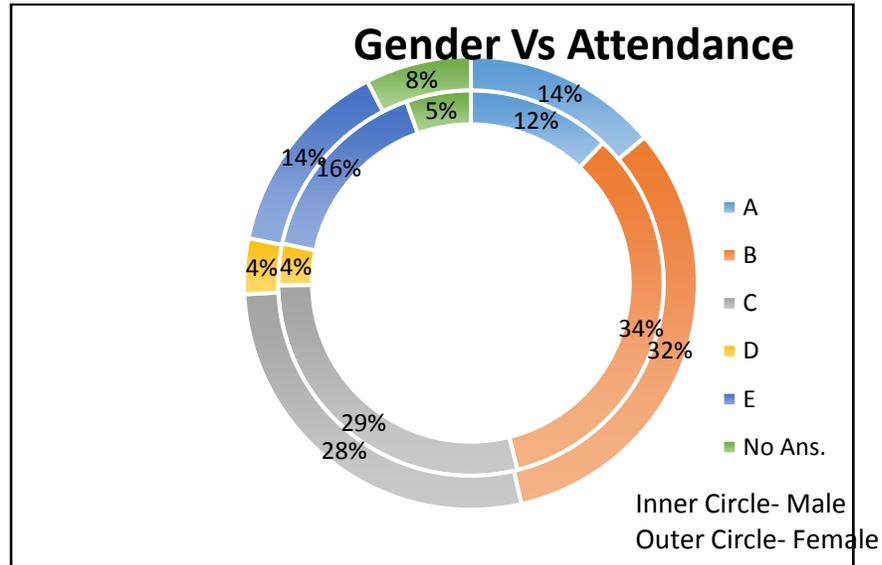
Gender effect on attendance: It was tried to see gender impact on school attendance, because there was a social pattern that parents prefer to keep girl child at home in case of any household need than boys.

Gender effect

Gender	A	B	C	D	E	No Ans.
Male	31(12.12)	88(34.11)	74(28.68)	9(3.49)	42(16.28)	14(5.42)
Female	35(13.89)	82(32.54)	70(27.78)	10(3.96)	36(14.29)	19(7.54)



Figure 5



Data shows that there is no correlation between gender of disabled children and their attendance at school. It indicated there is no significant level of biasness on the basis of gender, through data indicates that girls have slightly higher attendance than boys in 'A' Category.

Father Occupation

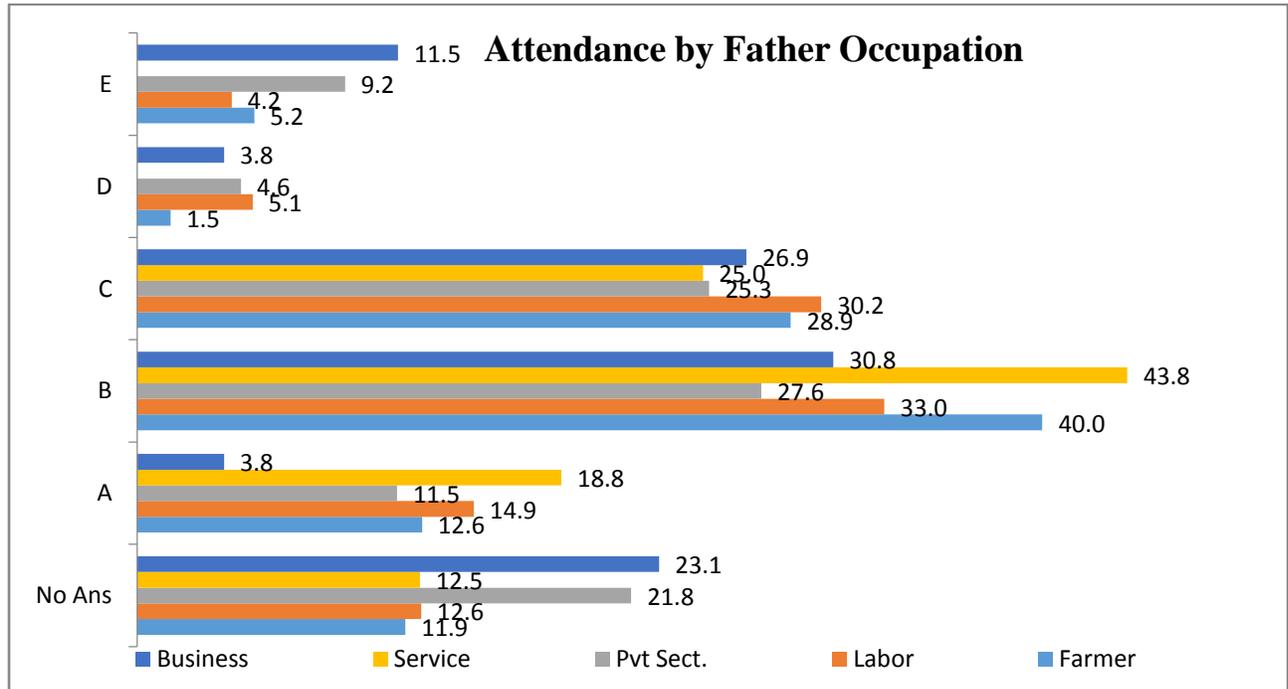
Occupation	No Ans	A	B	C	D	E
Farmer	16(11.85)	17(12.59)	54(40)	39(28.88)	2(1.48)	7(5.18)
Labour	28 (12.55)	32(14.88)	71(33.02)	65(30.23)	11(5.11)	9(4.18)
Pvt Sect.	19 (21.83)	10(11.49)	24(27.58)	22(25.28)	4(4.59)	8(9.19)
Service	2(12.5)	3(18.75)	7(43.75)	4 (25)		
Business	(23.07)	(3.84)	(30.76)	(26.92)	(3.84)	(11.53)

Data analysis shows that occupation of father has very limited influence on school attendance of disabled children.

It is also evident from analysis that those who are in service sector mostly introduced their disabled child into school system for education.



Figure 6



Mother Occupation

Occupation	No Ans	A	B	C	D	E
farmer	5(19.23)	0	11(42.31)	7(26.92)	0	3(11.5)
Housewife	44(11.83)	48(12.90)	134(36.07)	104(27.96)	18(4.83)	24(6.4)
Labour	7 (17.5)	10 (25)	10 (30)	12 (30)		1 (2.5)
Pvt Sect.	0	3 (60)	1 (20)	1 (20)		
Service	1 (16.67)	0	2 (33.33)	3 (50)		

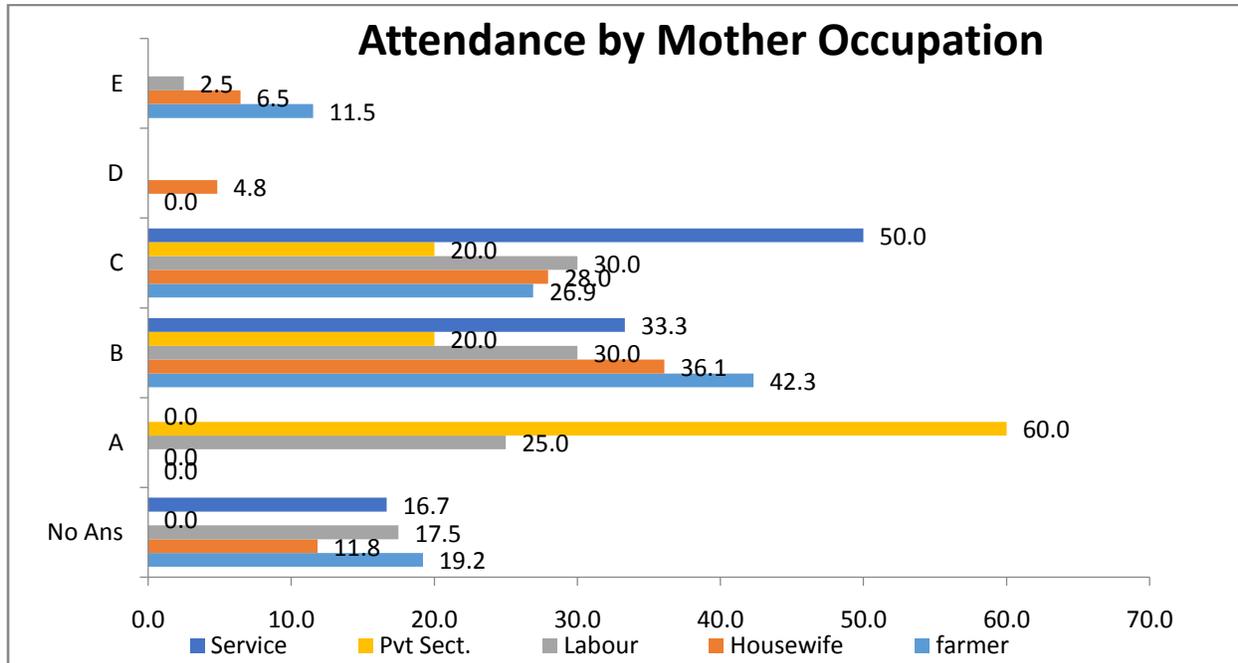
Data analysis shows that occupation of mother has very limited influence on school attendance of disabled children.

It is also evident from analysis that those who are in service sector mostly introduced their disabled child into school system for education.



If we see independent women verse Housewife then we will find independent women an edge over house wife.

Figure 7



Analysis of all tables done above his confirms that in some issues education of disabled child depends on social construct of society. So hypothesis on “**There is no social problem in disabled children’s education.**” is rejected.

Major Findings, Recommendations and Suggestions for Further Research

Financial implication on disabled children education

- Most of the disabled children belong to families living below poverty line (BPL).
- Majority of the disabled children were born without help of lady doctor or trained health worker, which indicate hospitals are not at easy reach for poor in rural and remote areas.
- Almost 50% of parents didn’t consulted medical centres after coming to know, that a differently abled child has taken birth in their home. Parents have no idea, whom to consult and where to consult. It is highly recommended that parents should take care of their child and must visit



medical centres and health facility for their children check-up even for minor symptoms. It is well established that in most of the cases in earlier stage children have very minor problem/symptoms but in long run it came in category of disability.

- Most (>50%) of the poor parents didn't get certificate of handicapped for their ward to get benefits of social schemes. Some parents even didn't see the purpose or benefits of having a certificate, which may be termed as social illiteracy.
- Most of the children (>50%) from poor families do not have proper equipment for making their life simple or adjustable with the surrounding and environment. Most of the Parents are from below poverty line so they are unable to bear extra burden of equipment cost.
- Agencies providing such equipment are very limited and situated very far for such parents. NGO's are very less in number in this area as shows out of selected population for study only 2 were provided equipment from NGOs.
- Government presence is effective but not enough to reach all needy children. There is no financial impact of family income in availability of adjustable equipment to CWSNs. It has also been found that 87.5 percent student get adjustable equipment from Government sources, so family income least matter. Significant numbers of children are unable to adjust with environment and their life is still miserable.
- **No financial impact is visible in enrolment of disabled children in elementary schools.**
- **Academic achievement of disabled children does not have any impact of financial status of family or parents.**
- There is impact of poverty on music learning in students of Visually Impaired children specifically. Instrumental music requires material, so only children whose parents can afford instrumental expenses or those who can arrange tutor for the purpose can go for it. For all other type of disability financial impact is not visible. Some of the MR and HI children even found exceptionally good in music, but majority of such children due to non-availability of resources and training remain untouched. In case of VI student's equipment availability is better in financially secured family. It is because, it's general availability is not good, second anyone who purchase it has to make sure that children gets training for it otherwise it will be useless for them.
- There is no impact of financial status of family on Art learning in disabled children, it is a common interest for all children, if it taught in tune with children interest, they learn. Data depicts that except type 'VI' children, all the other type of disabled children falls in 'fair category'.
- **There is no impact of financial status of family or parent on regular attendance of disabled children in school.**
- Financial status of parents is not a factor for taking MDM at school by disabled children.
- There are evidence that children belonging to orthopaedic disability of higher income group have higher chances of getting, equipment to adjust to environment and conditions. This equipment is easily available in market and those belonging to higher income group may easily manage it.



- Most of the families irrespective of their financial status wishes to send their disabled children to school regularly.
- We find that most of the children availing aid and appliances were provided by school system. Children come to school at age of 6 year; there should be an arrangement for aid and appliances for children below 6 years and not after attending school.
- Majority of parents want to send their disabled children to school. Though most of the children covered in sample are from weaker section, still no financial implication is visible for not sending disabled children to school. **There is no impact of family income on their willingness.**

Social implication on disabled children education

- Social categories have no influence on enrolment of disabled children at school.
- Gender have no influence on enrolment of disabled children at school.
- Social categories have very limited influence on attendance of disabled children at school.
- Gender have no influence on regular attendance of disabled children at school.
- Occupation of parents has very limited influence on attendance of disabled children at school. It is also evident from analysis that those who are in service sector mostly introduced their disabled child into school system for education.
- If we see independent women verse Housewife then we will find independent women introduce their ward into school system more than house wives.
- There is almost uniform distribution of equipment and appliances to children with special need of different social categories and gender.
- CWSN of all category and gender have a nature of communication with peer, there is no significant difference in percentage of students 'Talk' with others.
- There is no discrimination on the part of teacher while communicating CWSN of different social category and gender.
- There is a correlation between social category of children and parental coaching available to children with special need at home, general category parents give more coaching. There is no difference in parental coaching with respect to gender.
- There is significant difference in percentage of parents of different social category concern about their CWSN learning level. Study shows that SC category children are most disadvantages on this issue, and GEN category disabled children are most advantaged one.
- All Category parents are willing ($\approx 90\%$) for further education of their CWSN. there is no baseness, when it comes to further education of girl CWSN.
- GEN category parents are least willing to send their disabled children to residential bridge courses. Data analysis shows that parents are more willing to send boys to residential bridge courses than girls.



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Cosmos Impact Factor-5.86

- Most of the disabled children across all social group and gender are supported by their peers in class.
- Most of the CWSN feel safe and supported by teachers irrespective of their gender and social group.

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