

ISSN: 0976-8165

# *The Criterion*

An International Journal in English

Bi-monthly Peer-Reviewed and Indexed eJournal

*9th Year of Open Access*

Vol. 9, Issue-VI December 2018

Editor-In-Chief- **Dr. Vishwanath Bite**



About Us: <http://www.the-criterion.com/about/>

Archive: <http://www.the-criterion.com/archive/>

Contact Us: <http://www.the-criterion.com/contact/>

Editorial Board: <http://www.the-criterion.com/editorial-board/>

Submission: <http://www.the-criterion.com/submission/>

FAQ: <http://www.the-criterion.com/fa/>



ISSN 2278-9529

Galaxy: International Multidisciplinary Research Journal  
[www.galaxyimrj.com](http://www.galaxyimrj.com)

## **Educational Status of Differently abled Persons in Karveer Taluka**

**Akshata Amitkumar Gawade**

Assistant Professor,  
Night College of Arts and Commerce,  
Kolhapur.

**Article History:** Submitted-07/12/2018, Revised-27/12/2018, Accepted-02/01/2019, Published-10/01/2019.

### **Abstract:**

Socio-Economic status plays crucial role in determining the position and standard of living of the person in the society. In evaluating one's economic and sociological standing in the society socio-economic status act as one of the main indicator. In this world of globalization research in social sciences taking its wide range of attention. For present research paper, the researcher has thrown light on the educational status of differently abled persons.

Main objective behind the present research paper is to assess the educational status of differently abled persons particularly belonging to loco-motor and intellectual disabled living in rural and urban setting of Karveer Taluka. Researcher tried to analyze the educational level between male and female members and also the income level is compared with the educational status of the differently abled persons.

**Keywords:** Differently abled Persons, Gender, Normal, Special, Income.

### **Introduction:**

Socio-Economic status plays crucial role in determining the position and standard of living of the person in the society. In evaluating one's economic and sociological standing in the society socio-economic status act as one of the main indicator. In this world of globalization research in social sciences taking its wide range of attention. It is one of the important duties of social scientists to undertake the study of socio-economic condition of those people whom we are calling as vulnerable sections of the society, to know whether they are receiving the reasonable share of the national income of the country along with respectful social status in the society. For present research paper, the researcher has thrown light on the educational status of differently abled persons.

**Objectives:**

1. To focus on the educational status of the differently abled persons in Karveer Taluka.
2. To assess the level of education among men and women.
3. To study the impact of education on income level.

**Hypothesis:**

1. There is no significant difference between the level of education among differently abled men and women.
2. Higher the level of education more will be the income.

**Research Methodology:**

This paper is based on the explorative research design, for which both primary and secondary sources were used. Primary source is based on field work done by researcher and for secondary source researcher depended upon books, journals and national level newspapers.

**Theoretical Perspective:**

Before 1970's the studies on disable persons are made from the angle of medical theory but now sociologists, economists and other social scientists are also giving their concern to study the disables from different ways. Sociologists are doing studies on disability from social angle as new branch of sociology emerged called as Medical Sociology by using Social Model Theory, Marxist analysis of disability theory etc. The studies under disability previously made from the medical angle but now Social theories are so developed that social scientist can make studies on the disability from different socio-economic aspects.

**The Social Model of disability:**

The Social model was adopted by the British Council of Organizations of Disabled People. In this model disability issues are seen as a socially created problem and a matter of the full integration of individuals in the society. Social model encompasses restriction on people with disabilities, ranging from negative social attitudes to institutional discrimination, from inaccessible public buildings to unusable transport system, from segregated education to exclusion in work arrangements.

“It is not the physical, sensory, cognitive or mental impairment of the individual that disables, but rather disability results from the structural handicapping effects of society geared towards able-bodiedness as the norm”(Hughes, 1998).

### ➤ **Review of Literature**

For present research paper researcher has used many books, journals and research articles.

**Balsara Maitreya (2014), in a book, 'Introduction to disorder and disability management', published by Kanishka Publishers, Distributors,** explained about various concepts, models, types of special needs and disability. Importance is given to special needs and disability, particularly by focusing on developmental disability, learning disability and international classification of functioning. Educational psychology, child and adolescent psychology and neuropsychology are described. Attempts are made to understand emotional, behavioural and mental disorders. The roles of intervention, occupational therapy and adapted physical education are discussed with focus on attention-deficit hyperactivity disorder management. Attempts have been made to understand autism and autistic persons. This book has helped the researcher while interviewing the intellectual disabled of Karveer taluka. This book focused on the behavioural pattern of intellectual disability not paid attention to other factors. Present research paper filled this research gap by taking into account socio-economic problems associated with the intellectual disability.

**Sarason Seymour B. and Dorris John (1979), in a book 'Educational Handicap, public policy and Social history',** given detailed information about mental retardation, descriptions of clinical syndromes, tests and diagnostic criteria and suggestions for educational and institutional placement and programming. While defining mental retardation author stated, it is not a thing you can see or touch or define in terms of shape and substance, it is a concept of serving two major purposes to separate a group of people and to justify social action in regard to those set apart. This helped the researcher to understand the causes associated with intellectual disability.

### ➤ **Data Interpretation:**

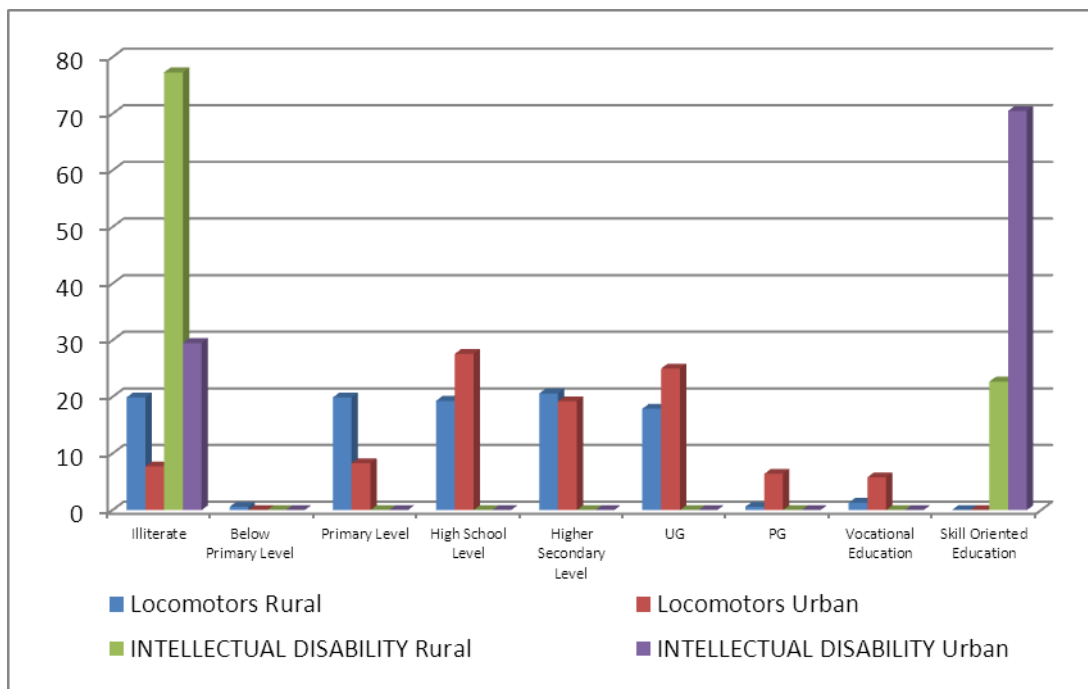
Sample size used for present research work by applying the C.R.Kothari's formula to determine the sample size. So, 400 respondents both from urban and rural area and belonged to loco-motor and intellectual disabled taken into consideration.

**Table No 1: Educational Status of the Respondents**

Sr. No	Status	LOCOMOTORS				INTELLECTUAL DISABILITY					
		Rural		Urban		Rural		Urban			
		F	P	F	P	F	P	F	P	F	P
1	Illiterate	31	19.9	12	7.7	34	77.3	13	29.5	90	22.5
2	Below Primary Level	1	0.6	0	0	0	0	0	0	1	0.3
3	Primary Level	31	19.9	13	8.3	0	0	0	0	44	11.0
4	High School Level	30	19.3	43	27.6	0	0	0	0	73	18.2
5	Higher Secondary Level	32	20.6	30	19.2	0	0	0	0	62	15.5
6	UG	28	17.9	39	25.0	0	0	0	0	67	16.7
7.	PG	1	0.6	10	6.4	0	0	0	0	11	2.8
8.	Vocational Education	2	1.3	9	5.8	0	0	0	0	11	2.8
9	Skill Oriented Education	0	0	0	0	10	22.7	31	70.5	41	10.2
	<b>Total</b>	<b>156</b>	<b>100.0</b>	<b>156</b>	<b>100.0</b>	<b>44</b>	<b>100.0</b>	<b>44</b>	<b>100.0</b>	<b>400</b>	<b>100.0</b>

(Source: Compiled By Researcher, F = Frequency, P = Percentage)

**Graph No. 1: Educational Status of the Respondents**



According to Abdul Kalam, “Education is most powerful weapon for changing the world”. U.N.O also declared that along with food, shelter and clothing, education and health is one of the basic needs of the people. Art.45 of the Indian constitution states “Free and Compulsory Education for All”. But many people were excluded from the fruits of the education. When it comes to the differently abled person we will find very worst condition.

Table no.1 denotes the educational level of the differently abled respondents living in Karveer taluka. Researcher traced out in table no 4.1.33 that 19.9% (31) of rural and 7.7% (12) of urban locomotors and 77.3% (34) of rural and 29.5% (13) of urban I.D. living were illiterate. 0.6% (1) of respondent had below primary level education i.e. gone to Anganwadi. 19.9% (31) and 8.3% (13) of loco-motors have received primary education i.e. from standard first to fourth. Respondents went to High Schools i.e. standard 5<sup>th</sup> to 10<sup>th</sup> accounts for 19.3% (30) and 27.6%(43), Higher secondary i.e. 12<sup>th</sup> standard accounts for 20.6% (32) and 19.2% (30). Graduates stands for 17.9% (28) and 25% (39), Post Graduates counts 0.6% (1) and 6.4% (10). Vocational Education i.e.ITI, Diploma and other vocational educational level of the respondents accounts for 1.3% (2) in rural area and 5.8% (9) in urban area. As there is no formal educational system to the mentally retarded people we will find the concept of skill based education among

them. This education is imparted in special schools meant for Mentally Retarded. This accounts for 22.7% (10) in rural area and 70.5% (31) in urban area. So, in total 22.5% (90) were illiterate, 0.3% (1) received below primary level education, 11.0% (44) got primary level, 18.2% (73) entered into high school level education, 15.5% (62) stepped to high secondary education, 16.7% (67) got opportunity to become graduates, only 2.8% (11) succeeded to achieve post graduation education, 2.8% (11) were got vocational education such as I.T.I, diploma and other courses and 10.2% (41) were received skill based education.

It is interpreted that level of illiteracy is higher among I.D. than locomotors. No doubt many provisions were made by government of India like inclusive education for differently abled as discussed in chapter I of this research but they were away from the fruits of education. From above table it is also found that respondents living in rural area more illiterate than the urban respondents. It is because of the fact that there is only one special school running in rural area for I.D. and Locomotors. In urban area we will find many special schools working for I.D. So more I.D. from urban setting got skill based education than the rural area. It is also found that under graduate, post graduate and vocational education level of respondents found more in number in urban locale than the rural. But when it comes to PG and vocational education the researcher found that the level of education among loco-motor respondents were very meager. Overall when it comes to the higher education researcher found that it is very less. Researcher also found that among graduates and post graduates respondents only **two respondents were received professional education**. This means that professional education is the bare requirement of this world where we can self-employed, but differently abled were very much away from this education. Researcher also found that only 5% of respondents were typing and computer literate.

While asking some respondents and their parents about working conditions rehabilitation centre of special schools and stipend it is found that remuneration given by some institutions is very low, so that they even cannot buy biscuits if they want to eat. So, government should make provision of proper stipend along with the record of proper implementation.

## Students in different streams on All India Level

### Stream-wise break-up of disabled students in higher education:

Streams	Total Students	Disabled Students	% of disabled students
Arts	60,754	671	1.10
Science	59,894	637	1.06
Commerce	60,318	619	1.03
Law	11,986	159	1.33
Engineering	77,849	1,067	1.37
Medicine	14,484	126	0.87
Business Management	29,520	294	1.00
Design	5,573	52	0.93
Journalism	23,416	175	0.75
Architecture	3,113	24	0.77
Social Work	3,088	54	1.75
Hotel Management	4,435	37	0.83
Universities	10,95,294	3,403	0.31
IIT's	64,209	944	1.47
IIMs	7,505	187	2.49
<b>Total</b>	<b>15,21,438</b>	<b>8,449</b>	<b>0.56</b>

Source: National Centre for Promotion of Employment of Disabled People.

The Times of India, Kolhapur, Tuesday, April 7,2015.

Above table also indicates the low percentage of enrollment in higher education.



**Table no: 2 Type of School Educational**

Sr. No.	Type	LOCOMOTORS				INTELLECTUAL DISABILITY					
		Rural		Urban		Rural		Urban		Total	
		F	P	F	P	F	P	F	P	F	P
1	Normal	120	76.9	139	89.1	0	0	0	0	259	64.7
2	Special	5	3.2	5	3.2	10	22.7	31	70.5	51	12.8
3	Not Applicable	31	19.9	12	7.7	34	77.3	13	29.5	90	22.5
	<b>Total</b>	<b>156</b>	<b>100.0</b>	<b>156</b>	<b>100.0</b>	<b>44</b>	<b>100.0</b>	<b>44</b>	<b>100.0</b>	<b>400</b>	<b>100.0</b>

(Source: Compiled By Researcher, F = Frequency, P = Percentage)

It is depicted from above table no.2 that 76.9% (120) and 89.1% (139) of locomotors got education in normal school whereas not a single respondent from I.D. got education in normal school. When we take look at special school 3.2% (5) of locomotors both in rural and urban area were got educated. This rate is more in I.D. which accounts for 22.7% (10) in rural and 70.5% (31) in urban area. In total 64.7% (259) got education from normal school, 12.8% (51) from special school.

It is interpreted from above table that major number of loco-motors got education in normal school. Mentally retarded got education in special school and not a single respondent got education in normal school. Parents of I.D. were more comfortable of admitting their children in special education then in inclusive education system.

**Table No.3: Gender- wise classification of Respondents:**

Sr. No	Gender	LOCOMOTORS				INTELLECTUAL DISABILITY					
		Rural		Urban		Rural		Urban		Total	
		F	P	F	P	F	P	F	P	F	P
1	Female	40	25.6	52	33.3	18	40.9	12	27.3	122	30.5
2	Male	116	74.4	104	66.7	26	59.1	32	72.7	278	69.5
3	Transgender	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>156</b>	<b>100.0</b>	<b>156</b>	<b>100.0</b>	<b>44</b>	<b>100.0</b>	<b>44</b>	<b>100.0</b>	<b>400</b>	<b>100.0</b>

(Source: Compiled By Researcher, F = Frequency, P = Percentage)

Gender plays key role in prevailing patriarchal system of India. Female member is most deprived section of the society in each and every sphere of life. Differently abled female is disabled among disables, because as female she is victim of the society from womb to till her death. The problem doubles when she becomes differently abled.

Table no.3 describes the gender-wise distribution of respondents. While taking into account of the female respondents researcher has obtained crucial information regarding marriage and other social factors. Women with I.D. were facing more problems as compared to male I.D. The female with loco-motor problem accounts 25.6% (40) in rural and 33.3% (52) in urban in comparison with male population which stands for 74.4% (116) in rural and 66.7% (104) in urban area. In Intellectual Disability female respondents were 40.9% (18) in rural and 27.3% (12) in urban as compared to 59.1% (26) of rural and 72.7% (32) of the urban female respondents. When we look into the total number of differently abled belonged to Female population is 30.5% (122) and male represents 69.5% (278) in Karveer taluka.

Researcher observed that large number of population is found among male than the female in research area. According to 2011 census male population accounts for 2.40% whereas female stands for 2.01 in rural. In urban it is 2.34 among male and 1.98 among female. On all India level also female population is less as compared to male population. But Differently abled female population of research area is too less than the male population in comparison with Indian disabled population. The reason for less number of population, may be because of male population is more prone to accidents and suffering from polio virus than female. In this regard Arnould Le Menanch's research indicates that **“Clinical manifestations of polio virus infections were more common in men than women”**. In this research also among congenital loco-motors 75% of the people were infected by polio.

### **Hypothesis Testing:**

- **Hypothesis 1:** There is no significant difference between the level of education among differently abled men and women.

**Table No. 4: Gender and Level of Education**

Educational Status of Respondents	Gender		
	Female	Male	Total
Illiterate	32	60	92
below primary Level	0	1	1
Primary Level	18	29	47
High School Level	18	55	73
Higher Secondary Level	14	45	59
Under Graduation	25	51	76
Post Graduation	3	8	11
Vocational Education	2	9	11
Skill based Education	8	23	31
Total	122	278	400
<b>Chi-Square Table</b>			
Level of Significance		0.05	
Degree of Freedom		14	
The Critical value of Chi-square		14.119	
The Calculated Value of Chi-square		.441	

It is also observed by applying SPSS package to the table No.4 using the Chi-square test that calculated value of  $p = 0.441$  according to educational level of respondents, which is more than 0.05 hence it is accepted at 5% level of significance that, *the educational level and Gender is not co-related with each other. We will find same educational status among both female and male.*

**Hypothesis 2:**

- Higher the level of education more will be the income.

**Table No.5: Total Monthly Income of the Respondents and Educational Level of the Respondents:**

Monthly Income of the Respondents	Educational Level of the Respondents								
	Illiterate	Below pri. Level	Pri. Level	High School Level	Higher Secun. Level	Higher Edu.	Vocational Education	Skill based Edu.	Total
Below Rs 5000	4	1	12	17	16	13	4	1	68
Rs 5001 – 10000	1	0	0	11	11	19	3	0	45
Rs 10001 – 20000	2	0	1	0	0	8	2	1	14
Rs 20001 – 30000	0	0	0	0	0	2	0	0	2
Rs 30001 & above	0	0	0	0	0	15	2	0	17
No Income	83	0	31	45	35	21	0	39	254
Total Income	90	1	44	73	62	78	11	41	400

Chi-Square Table			
Level of Significance	0.05		
Degree of Freedom	35		
The Critical value of Chi-square	195.990		
The Calculated Value of Chi-square	0.000		

It is observed by applying SPSS package to the table No.5. using the Chi-square test that calculated value of  $p = 0.000$  according to educational level of respondents, which is less than 0.05 hence it is rejected at 5% level of significance that, *the educational level of the respondents is significantly dependent i.e. highly correlated with income level of the family. Higher the educational level more will be the income and vice-versa.*

### Conclusions, Findings and Suggestions:

To conclude with researcher is of the opinion that differently abled persons are most vulnerable sections of the society and facing many problems in each and every sector. Education is the most powerful weapon that can change the status of the individual is also not within the reach of these people. Many normal schools are providing education to these people but their infrastructure is not user friendly.

We will see that many differently abled loco-motors are getting education but facing tremendous problems. We also see that the men and women among differently abled are getting equal level of education. There is not any progress among the people particularly belonging to the intellectual disabled as compared with locomotors. We also see that there is differently abled living in urban area are to the some extent getting education and earning their livelihood but people living in the rural areas are living in miserable condition.

### Findings:

- It is observed that *level of illiteracy is higher* among differently abled person (22.5%). Majority of *urban I.D.'s are admitted in schools* and getting skill based education (70.5%). There is *not much difference between the educational level of male and female respondents*.
- It is observed that *level of illiteracy is higher* among differently abled person (22.5%). Majority of *urban I.D.'s are admitted in schools* and getting skill based education (70.5%). There is *not much difference between the educational level of male and female respondents*.
- It is also depicted that major number of loco-motors got education in *normal school* (64.7%) and *intellectual disabled* got education in *special school* (46.6%)

### Suggestions:

1. Researcher is of the opinion that inclusive education no doubt is best for the differently abled persons to adjust with normal children. **Adequate infrastructure facility and specially trained teachers in each category of disability must be made available in these schools.** But researcher is of the opinion that **special education** best suits for the differently abled rather than inclusive education. For inclusive purpose weekly once or twice they could be taken to the normal schools. As loco-motors can get education in

normal school but it is quite difficult for I.D. and other disabled to adjust with. Many times in inclusive education they are targeted by the normal students and also they do not properly taught by the teachers as they require special teacher for their understanding.

2. **Various skill-oriented training** must be provided through the school that they can earn bread and butter.
3. **Free education in special schools** also made available without imposing any kind of fees **for all age group**. Researcher extracted the information that some grant-in-aid special schools imposing fees which is not affordable to poor parents.
4. For getting higher education differently abled persons have to go through many hurdles. Lack of infrastructural facilities and process of admission makes many differently abled persons away from the fruits of higher education. To make ease the inclusion of differently abled in higher education **single window facility must be undertaken** that makes differently abled students to access all educational needs easily.

#### **Works Cited:**

1. Balsara, Maitreya. Introduction to disorder and disability management. Kanishka publishers & distributors, 2014. pp.11-14.
2. Hughes B. Introducing Disability & Social Theory. Palgrave Macmillan London, 1998. pp 77.
3. Morris Karl. Reclaiming the Social Model of Disability: Conference Report. Greater London Action on Disability, 2000. pp 1-3.
4. “National Centre for Promotion of Employment of Disabled People”. The Times of India, Tuesday, 7<sup>th</sup> April 2015.
5. Sarason Seymour & Dorris John. Educational handicap, public policy and social history: A broader perspectives on mental retardation. The free press, 1979.