An theoretical assessment socio-economic and educational status of physically disabled students in India

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Abstract - According to the United Nations, there are one billion people worldwide who are disabled. Being human entails having a limitation. At some time in our lives, we will all become temporarily or permanently incapacitated. In today's society, the majority of homes include someone who is disabled. The sensitivity to disability changes throughout time and across populations. Despite recognised medical grounds, the disease is seen in Africa as a spiritual retribution. In the West, disability is seen as a natural phenomenon that may be explained by medical concepts. People's movements and health sciences have lately recognised and highlighted the role of physical and social barriers in disability.

Therefore, This paper focus on the theoretical aspect of the assessment socio-economic and educational status of physically disabled students in INDIA

Keywords - Education, policy, socio-economic status

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INTRODUCTION

The United Nations estimates there are one billion people living with a disability throughout the globe. Having a disability is part of being human. At some time in our life, everyone of us will suffer from a disability, whether it be temporary or permanent. People with disabilities are a common fixture in today's contemporary family. Perspectives on people with impairments change throughout time and across communities. Different socioeconomic groups, educational backgrounds, and cultural norms all contribute to a wide range of opinions on what it means to be disabled. In Africa, the disease is considered as a divine retribution despite well-documented medical causes. In Western societies, people with disabilities are often seen as victims of chance or as subjects of scientific inquiry. Recently, the people's movement and health sciences have recognised and highlighted the role of physical and social barriers in disability. Residential facilities and special schools have historically been used as segregated solutions for people with disabilities. In light of the policy shift toward an emphasis on community and educational participation, medically centred solutions have made way for more dynamic initiatives. Many groups have different opinions on disability, but it's important to strike a middle ground and consider all the varied ways that impairment might manifest.

The 2011 Indian Census found a total of 158,789,287 million children in India between the ages of 0 and 6, with boys making up 51.88 percent of the total. There is around a 6% increase in the prevalence of disabled children and adolescents between the ages of 0 and 14 in rural areas, compared to metropolitan ones. The 2011 Census found that out of a total population of 2.68 crores, there were 1.5 crores of men and 1.18 crores of females who identified as having a disability. This number represents 2.21 percent of the entire population of the nation that have been identified as having a disability. Handicapped men accounted for 2.37 percent of all males in the nation, while disabled women made for just 1.87 percent of all females. Both city and country settings saw the same results. When comparing rural and urban locations, researchers discovered that 2.47 percent of males in rural areas are affected, whereas 2.12 percent of men in urban areas are. Furthermore, 1.93 percent of girls in rural areas were crippled, whereas 1.71 percent of women in urban areas were incapacitated. The 2011 census revealed a staggering disability rate of 2,130 persons for every 1 lakh of the population. There were 2,207 persons living in rural areas and 1,929 in urban centres. The disability rate for those who are "In Hearing" was the lowest, at 138, in rural regions, while the rate for those who are "In Seeing" was the greatest, at 1,060. Several different kinds of impairments have been documented. Researchers observed that the

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prevalence of disabled persons followed the same pattern across all major cities. An estimated 1.08 crores (or 49.3 percent) of the crippled population have some level of education, while 1.11 crores (or 50.7 percent) are illiterate. A whopping 73.30 lakh males (58.1%) could read and write, but just 34.71 lakh women (34.71%). There were more men than girls who could read and write. Disabled kids have it rough since they can't control the factors in their lives that affect how well they can do their jobs and how others expect them to behave in social situations. The fate of impaired children stems, in large part, from the fact that these factors cannot be altered. Disabilities may affect any part of the body or the intellect, and as a consequence, different policy issues have emerged as part of the effort to shape the social roles of disabled people. Despite persistent inquiry into state policies and rehabilitation initiatives, disabled people continue to be denied the basic human rights to which they are entitled. (Here's an example:) Experts from many professions analyse problems and opportunities from several angles (jaiswal et.al., 2022). Given the existence of helpful policies in India for people with disabilities, particularly those that concern the education and employment of disabled people, it has become a crucial research question to examine the policies that are currently being proposed and the policies that are actually being put into practise in regard to people with disabilities. Understanding the social factors that contribute to individuals' unique impairment experiences is crucial since "disability is a social phenomenon." Noting that the disability problem is usually often defined in terms of impairments and dysfunctions that call for training is essential.

OBJECTIVE OF THE STUDY

- To examine the theoretical aspect of the assessment socio-economic and educational status of physically disabled students in INDIA.
- To analyse the literature review on socio-economic and educational status of physically disabled students in INDIA.

METHODOLOGY

Descriptive and qualitative approach is adopted to examine the theoretical aspect of the assessment socio-economic and educational status of physically disabled students in INDIAMore over, content analysis is also done to get the precise conclusion.

LITERATURE REVIEW

Despite increased enrollment numbers, De, Khera, Samson, and Mugar (2011) argue that regular student and instructor attendance remain critical challenges in India's educational system. Independent studies, such as the ASER (conducted between 2005 and 2011) and the OECD-PISA study (conducted by Das and Zajonc in 2008), have demonstrated that school-aged children are not learning as much as they may be. Similarly, with 10% of the world's total, Pakistan has the second-highest rate of persons who are not in school (UNESCO 2014). Additionally, studies like ASER and School TELLS (Aslam et al., 2011) illuminate the very low quality of teaching and learning that occurs in classrooms. T

he Pakistani government has commissioned a study (Barber, 2010) that concludes the country is in the midst of a "educational emergency." However, during the last several years, many countries have made progress toward accepting children with disabilities into mainstream society. A closer look shows recurrent trends and challenges that are of broader significance to the education of children with disabilities, notably in other low- and middle-income countries.

Education policy, as argued by Lingard (1997), are never the outcome of a vacuum of thought but rather the consequence of negotiations between parties with divergent goals. Even if they are responses to specific changes in society, they nonetheless present and value those changes in distinct ways. It is clear that the developments in policy have had significant consequences, both planned and unintended, when one examines the lessons learned from the field in India and Pakistan.

Urwick and Elliott (2010) spend a lot of time talking about how international declarations and international finance organisations have shaped the educational strategies of many different Southern countries. In my work, "Singal 2006," I analyse the policy level and show how international pronouncements pushed India to prioritise the education of children with disabilities over a period of more than a decade (1990-2000). In doing this study, the Indian setting has been taken into account whenever possible. Kalyanpur (2008) does a similar in-depth examination and assessment of how India's receipt of help from many international organisations affects the implementation of key policy reforms. One cannot simply disregard the results of these international rules, whether they positive or negative. De, Khera, Samson, and Kumar (2011) point out that there has been a major change in the institutional framework of schools during the 1990s. Even in the most impoverished communities, they discovered a greater awareness of and commitment to the value of education. According to them, media outlets in India are starting to pay greater attention to what goes on in classrooms and how the education system may be extended and improved since education has become a public issue that is of interest to voters. There is irrefutable evidence that democratic involvement, public discourse, and pressure on political parties to implement structural reforms are on the increase. Even in low-income communities, there is a belief that education is valuable and, if pursued, may lead to a better standard of living (Krishna 2004).

Parents of young people with disabilities in rural Madhya Pradesh (India) were interviewed by Singal, Jefferey, Jain, and Sood (2011), who found that

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parents put a high value on their children's education despite the challenges that this presented. Our results in Singal, Jefferey, Jain, and Sood backed up this conclusion (2011). Parents also invested a significant amount of time and energy into activities like getting their kids to and from school. The study by Hammad and Singal (2014), conducted among urban families in Pakistan, best illustrates the pivotal function that mothers play in guaranteeing that their daughters get a good education. This research provides new insight into the tremendous mental and physical toll mothers bore in order to help their disabled children attain academic achievement. Many moms felt that only by providing their girls with a good education could they provide their daughters the tools they needed to lead fulfilling lives. Given the widespread pessimism about marriage in their society, this meant that their daughters would have a better chance of finding gainful jobs. Thus, this domino effect of larger reforms in education cannot be minimised.

The number of non-governmental organisations (NGOs) working with the Indian government on the Sarv Shiksha Abhiyan (SSA), or the Education for All Movement, climbed from 470 in 2004-2005 to slightly under 800 by the end of 2007. This is according to a report published by the World Bank in 2009. These groups helped "in a variety of ways, including as via residential bridge courses; home-based education and training; the distribution of aids and appliances; the distribution of Braille publications; and the development and implementation of inclusive education more generally."

In contrast to their situation in the mid-1990s, when almost nothing was known about them, Jeffery and Singal (2008) studied the likelihood that persons with disabilities would get involved in a type of "monitoring society" (Harriss-White 2003, p. 1). It is known that people with disabilities face stigma, but that their lives are also affected by many positive factors in these settings. Some examples of such settings are: The results of qualitative studies conducted with people with disabilities and their loved ones provide light on the real difficulties these people confront and the opportunities that allow them to work toward living hopeful lives.

According to Hameed (2012), provincial administrations still aren't sure how to address the special education requirements of children. As he puts it, "attitudes of conventional school instructors and attitudes of special education teachers" are two major roadblocks in this area.

Das, Gichuru, and Singh (2013) found that instructors ranked their own competency in teaching students with impairments as restricted or poor. Seventy percent of the educators questioned lacked both special education training and experience teaching kids with disabilities. Additionally, 87% of them said they did not receive any help from others in their classrooms that would have enabled them to accommodate the requirements of kids with disabilities. Having this kind of backing available would have been great.

Having a higher social status and access to special opportunities are only two of the many benefits of Hafiz status, as described by Singal, Bhatti, and Malik (2010). (additional marks in board exams, higher ranking in scholarships, etc). It is believed that becoming a Hafiz is a religious duty that helps to maintain the "soul of the parents," another way of putting the importance of the duty. The few classroom-based studies done on children with disabilities in Pakistan have, like their Indian counterparts, raised serious concerns about the quality of education delivered and the challenges mainstream instructors have when seeking to fulfil the needs of these students.

CONCLUSION

According to the World Report on Impairment, fifteen percent of the global population—or more than a billion people—have some kind of impairment. Close to two hundred million of these individuals have significant limitations in their everyday lives. The rising prevalence of disabilities is already a major problem and is only predicted to worsen in the future. The Education for All (EFA) Global Monitoring Report from 2010 states that reaching young people from disadvantaged groups who have impairments is one of the most serious obstacles, which adds to the group's widespread exclusion from possibilities for excellent education. The problem has a role in the general lack of access to education for the group. The most significant barrier for a person with a physical impairment who aspires to pursue higher education at Tanzania University is the lack of accessible facilities. Classrooms, labs, libraries, restrooms, cafeterias, gyms, and gaming rooms are all examples of places that are not ideal for education. Some students have been forced to make difficult choices regarding which schools to attend and which subjects to study because of accessibility concerns. Although there are many facets to the social and economic difficulties, not enough study has been done to provide a clear picture of how SWD on campus may assist mitigate these issues. Despite the existence of these issues, this remains the case. The population of India includes 21 million persons who are disabled, as reported by the 2001 Indian Census. The 2011 census reported a total of 26,8,000,000 persons, an increase of +22.4% over the 2006 census. The 2011 Indian census classified the country's disabled population as follows: 20.3% had mobility impairments, 18.9% had hearing impairments, and 18.8% had vision impairments. Furthermore, statistics on mental disability were first gathered in the 2011 census, with the findings indicating that 5.6% of Indians with disabilities fell into this group.

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About 1.5% of India's male population, or 15 million people, have a handicap. That's out of a total male population of 62.32 billion.

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