

Distribution of physically challenged students (Age 6-14 years) in Mathura District (India)

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Abstract

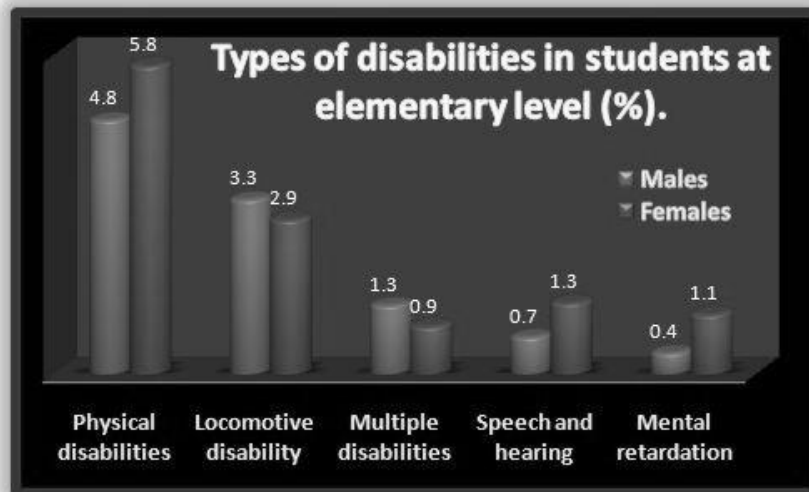
The present study was conducted to examine the distribution of disabled students between the age group 6-14 years in Mathura. 25 elementary schools from each urban and rural localities were selected randomly for the study. Students in the 6-14 year age group (n=1454) were interviewed/examined to diagnose the disability. Disabilities in male pupils were higher than that of females. Most of them had physical followed by locomotive, multiple, and speech & hearing disabilities, and mental retardation. Not all such pupils were requiring special education programs but some of them needed the same provisions.

Keywords: Disable pupil, Elementary education, Handicapped students, Physically challenged child, Primary schools, Special education.

Introduction

A physically challenged child may be defined as a child who has a disability of locomotors and neurological origin which constitutes disadvantages or restrictions in one or more aspects of daily living activities. It may be physical, cognitive, mental, sensory, and emotional types. The disability may be congenital or acquired.

Teachers view fellow professionals as those who abet the planning process. They identified budgetary factors, accountability factors, access to equipment and materials, and physical environment in the classroom and school as barriers to managing physically challenged students (Schumm and Vaughn 1992). Students in the school which included peers with disabilities generally indicated more positive attitudes (Clunies-ross and O'meara 1989). Impairments in young children need to be reviewed in the initial phase of the disability process, which if not addressed properly, leads to add secondary disabilities and so many other complexes as the child grows. Planning of rehabilitation of such type of child at the local level should consider quality and quantity and care required accordingly for different types of disabilities (Padmamohan et al 2009).



The purpose of this survey was to examine and create a clear-cut picture of the distribution of physically challenged students between the age group of 6 and 14 years in Mathura District (India). The outcomes of the study may facilitate the general education teachers' perceptions and feelings about planning for physically challenged students as well as their planning practices.

Materials and Methods

A present survey was conducted to find out the distribution of physically challenged students at the elementary level in Mathura District (India). Twenty-five elementary schools from each urban and rural localities were selected randomly for the study. The students in the 6-14 year age group (n=1454) were interviewed or examined for diagnosis of disabilities. The observations were statistically analyzed using a suitable statistical model (Snedecor and Cochran 1994).

Results and Discussion

The findings of the research work are presented in the figure. It can be revealed based on observations that disabilities in male students in comparison to that in females remained higher. Most of the students were physically disabled followed by locomotive, multiple, and speech and hearing disabilities. Mental retardation was observed to be the lowest in comparison to other types of disabilities. Padmamohan et al (2009) reported almost similar patterns of disabilities in the state of Kerala. Ahmad (2012) explored that the majority of children with disabilities in developing countries are currently out of school, while many of those

enrolled are not learning. The major barriers that confront the inclusion of children with special needs for adequate learning are barriers Related to Time and Skills, Physical Barriers, attitudinal Barriers, curricular Barriers, and Communication Barriers.

The findings of the study indicated that the physically disabled children needed for planning for instituting easily accessible learning programs, incorporating existing social welfare and health service. There is a burning need for the development of infrastructural facilities for children with disability and to create community awareness regarding childhood disability. There was also a requirement for proper utilization of rehabilitation plans necessary for increasing the utilization of schemes available. Planning at the local level should consider the difference in quality and quantity of care required for different types of disabilities in such types of children.

The physically challenged students under research work were requiring special schools as per their particular disability problem but those were continuing their study in similar schools; therefore, they were feeling serious difficulties in learning. Englert et al (2009) have revealed that the students with disabilities have more difficulties in using the learning-to-learn strategies as they read, study, and write expository texts, although neither group is judged to be highly proficient. However, from the educational point of view, not all pupils with physical disabilities required special school provisions. There may be variations in duration or severity among physical disabilities.

Conclusion

It can be concluded based on the present investigation that disabilities in male students in comparison to that in females remained higher in the district Mathura (India). Most of the physically challenged children were physically followed by the locomotive, multiple, and speech and hearing disabilities. Mental retardation was observed to be the lowest in comparison to other types of disabilities. Not all the pupils with physical disabilities were requiring special education programs but some of them needed the same provisions. The requirement was dependent on the variations in duration or severity among physical disabilities.

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