



Study of Facilities available in the School for Differently Abled Children

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Abstract- The purpose of present research was to study facilities available in government and private school for differently abled children. The descriptive survey design was used in this study. A totalsample of 20 schools were selected by using random sampling technique.To study the availability of facilities at the school a check – list was developed.The findings of present study revealed thatmajority of the facilities are not available in the schools for differently abled children.

Keywords:-Facilities, Differently Abled Children

I. INTRODUCTION

India is a vast country with varied diversity. Currentstrategy for overall development is inclusiveness. Thisinclusiveness is incomplete without involving 2.21%ofdifferently abled personal with one or other form ofdisability. Disability is not a static condition but aninteraction between an individual and a non-inclusivesociety. People with disabilities have less access tohealth care services and therefore experience unmet health care needs. Governments can improve healthoutcomes for people with disabilities by improvingaccess to quality, affordable health care services, whichmake the best use of available resources. And it enablesthem to participate as independent and productivemembers of society.

In the India, the different types of commission, committees, acts and schemes is implemented and constituted for PhysicallyChallenged Persons (PCPs) for their education, by cooperation with Governmental and Non-Governmental Organization (NGO).Government also aids in learning through multiplicative and alternative modes for PCPs.

According to 2011 Census in India, the percentage ofdisabled persons who are Illiterate is about 45.48. Thedisabled male's percentage with Illiteracy is about 37.63 andin case of disabled females, the percentage of Illiteracy isabout 55.44 that means disabled females are more prone tolliteracy than disabled males. Overall, the educationaloutcomes for adults and children with disabilities remainpoor throughout the world. No exception is found even inIndia also. Maximum number of differently abled children are not provided equal opportunities and essential facilities foreducation and few disabled persons who are enrolled inSchool are not given equal opportunity for middle, secondaryand higher education levels.Facilities play a crucial role in strengthening and improving the quality of education of differently abled children.

Therefore, this paper is designed specifically to study the availability of facilities at the school for differently abled children. The researchers are hopeful that the study on hand will be beneficial for the provision of facilities at the school level. The researchers are also hopeful that the government will ensure the provision of facilities after the conduct of this study.

II. REVIEW OF RELATED LITERATURE

Mahawariya, Kimi. & Yadav, Meera. (2020). Exploring needs and requirement of differently abled students at equal opportunity cell, University of Delhi. The result was found that the majority of students were satisfied with services of the cell, collection of EOC. Some of the problems being faced by the user at EOC are unavailability of required information, lack of awareness of the staff. **Majumder, Chiranjit. (2019).** Educational status of differently abled persons and developed policies in India. The result was found that the actual percentage of disabled person who are illiterate is about 45.48%. Various policies are made by government for disabled person's education like- Kothari commission, national education policy, integrated education, SarvShikshaAbhiyan etc. **Kaur, Amritpal. (2017).** Differently abled persons and human rights: issues and responses. The result was found that there is a demand for a complete overhaul the persons with disabilities Act in India. The major challenge is physical access such as

designing of building or changing structures and space to conform to the needs of all members of the community, including those with disabilities. **Tripathi, Preeti. And U.V. Kiran. (2012).** Infrastructural facilities for differently abled students- A comparative study of Government and Nongovernment institutions. Result revealed that non-government institutions were providing more facilities for differently abled students in comparison to government institutions. It was found that 74.28% the students belonging to government institutions had low level of satisfaction compared to 55.71% of students belonging to non-government institutions.

Objective

- To study the facilities available in government school for differently abled children.
- To study the facilities available in private school for differently abled children.

III. RESEARCH METHODOLOGY

The present study was conducted to investigate the availability of facilities in the school for differently abled children. All the school of Jaipur district has been considered as the population of the study. A sample of 20 school of Jaipur district have been selected by using random sampling technique. The study is descriptive in nature therefore the survey method has been used. A checklist has been developed for data collection. Data has collected through personal visits and after collection of data; it is organized, tabulated, analysed and interpreted. Percentage is used for the statistical treatment of the data in order to draw the results.

IV. FINDINGS OF THE STUDY

Objective – 1 To study the facilities available in government school for differently abled children.

Table : 1

S.N.	Items	Available	Not available
1	Student-teacher ratio in school. (according to RTI act 2009)	97%	3%
2	Availability of special teachers in the school.	80%	20%
3	Proper arrangement of clean and pure drinking water.	92%	8%
4	Adequate and lighted classroom arrangement according to the number of students.	96%	4%
5	Furniture for students with special needs.	75%	25%
6	Separate toilets for special needs students.	67%	33%
7	Ramp arrangement for disabled students.	78%	22%
8	Proper school building for differently able students.	84%	16%
9	Availability of medical room, doctors and psychologists in the school.	93%	7%
10	Arrangement of health check-up from time to time.	96%	4%
11	Provision of radio, tape recorder, audio-video cassette etc. for hearing impaired students.	83%	17%
12	Availability of Braille equipment, tactile language, Braille instructor and Braille system for visually impaired students.	60%	40%
13	Provision of wheel chair, surgical and moulded shoes and special furniture for physically challenged students.	56%	44%
14	For mentally retarded students, physical-mental therapy, social security and conduct, education and training in domestic work.	62%	38%
15	Arrangement of scholarships, books, uniforms, mid-day meals for students with special needs.	87%	13%
16	Use of favourable syllabus, proper teaching method and co-curriculum activities.	97%	3%
17	Uninterrupted educational environment in the school.	96%	4%

18	Residential camp, conduct of extra and part time classes.	86%	14%
19	Organizing training, discussion and communication programs for parents.	83%	17%
20	Indoor play room and play ground.	92%	8%

Table 1 shows that in government school some facilities was sufficient but they also don't have some essential facilities for differently abled children. All facilities were not found in any school. It clearly shows that facilities i.e., Availability of special teachers, Furniture, Separate toilets, Ramp, Availability of Braille equipment, tactile language, Braille instructor and Braille system for visually impaired students, wheel chair, surgical and moulded shoes and For mentally retarded students, physical-mental therapy, social security and conduct, education and training in domestic work.

Objective - 2 To study the facilities available in private school for differently abled children.

Table : 2

S.N.	Items	Available	Not available
1	Student-teacher ratio in school. (according to RTI act 2009)	98%	2%
2	Availability of special teachers in the school.	78%	22%
3	Proper arrangement of clean and pure drinking water.	96%	4%
4	Adequate and lighted classroom arrangement according to the number of students.	95%	5%
5	Furniture for students with special needs.	77%	23%
6	Separate toilets for special needs students.	76%	24%
7	Ramp arrangement for disabled students.	60%	40%
8	Proper school building for differently able students.	85%	15%
9	Availability of medical room, doctors and psychologists in the school.	85%	15%
10	Arrangement of health check-up from time to time.	79%	21%
11	Provision of radio, tape recorder, audio-video cassette etc. for hearing impaired students.	58%	42%
12	Availability of Braille equipment, tactile language, Braille instructor and Braille system for visually impaired students.	43%	57%
13	Provision of wheel chair, surgical and moulded shoes and special furniture for physically challenged students.	31%	69%
14	For mentally retarded students, physical-mental therapy, social security and conduct, education and training in domestic work.	73%	27%
15	Arrangement of scholarships, books, uniforms, mid-day meals for students with special needs.	55%	45%
16	Use of favourable syllabus, proper teaching method and co-curriculum activities.	84%	16%

17	Uninterrupted educational environment in the school.	87%	13%
18	Residential camp, conduct of extra and part time classes.	87%	13%
19	Organizing training, discussion and communication programs for parents.	76%	24%
20	Indoor play room and play ground.	91%	9%

Table 02 illustrates majority of the facilities are not available in the private schools. that i.e., special teachers, Furniture, Ramp, regular health check-up, Provision of radio, tape recorder, audio-video cassette etc. for hearing impaired students, Availability of Braille equipment, tactile language, Braille instructor and Braille system for visually impaired students, wheel chair, surgical and moulded shoes and For mentally retarded students, physical-mental therapy, social security and conduct, education and training in domestic work, scholarships, books, uniforms, mid-day meals, Organizing training, discussion and communication programs for parents.

V. CONCLUSION

After analysis of the data, the researchers arrived at the following conclusions:

- It was found that Majority of the facilities are not available in the schools. These facilities include; special teachers, Furniture for special students, Ramp , Provision of radio, tape recorder, audio-video cassette etc. for hearing impaired students, Provision of wheel chair, surgical and moulded shoes and special furniture for physically challenged students For mentally retarded students, physical-mental therapy, social security and conduct, education and training in domestic work Arrangement of scholarships, books, uniforms, mid-day meals for students with special needs
- Availability of some facilities was found satisfactory. These facilities include; Student-teacher ratio, Proper arrangement of clean and pure drinking water, Adequate and lighted classroom, Separate toilets, Indoor play room and play ground, Residential camp, conduct of extra and part time classes, Organizing training, discussion and communication programs for parents of differently abled children.

Keeping in view the above conclusions, the researcher made some reason which are explained as lacks of sufficient budget are the main factors of poor availability of facilities. In addition, other factors which are responsible for the poor availability of facilities in the school. These factors are; ineffective educational policies; poor implementation of educational policies; poor management and administration system; excess political interference and political instability.

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