

# A STUDY OF AWARENESS OF TEACHERS TOWARDS GOVERNMENT SCHEMES FOR DIFFERENTLY ABLED CHILDREN

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**Abstract:** - The purpose of this study was to study the awareness of teachers towards education of differently abled children. To find out the awareness of teachers a self-developed questionnaire has been applied on the sample of 300 teachers. After analysed the collected data with the help of t-test, the result showed that the significant difference was not found between the awareness of the male and female teachers towards education of differently abled children and there is found a significant difference between the awareness of the urban and rural teachers towards education of differently abled children.

**Keywords:** - Teachers, Education, t-test, Govt. schemes

## 1. Introduction

Education forms the foundation for a civilized, cultured, and progressive human society. Education is the only means which makes the difference between animals and humans. Education is that light that removes the darkness of the human mind and illuminates the light of knowledge. As stated in Vishnu Purana knowledge shows the path to human liberation. In John DV words' education is the development of all those abilities that enable him to control his environment and fulfil his potential. Education is the basis of society. Education only spreads the light of or fame [1]. Education plays a key role in improving the life of a child so that the child gets the right path by getting proper training. It is a means through which the students earn the ability to think, reason, argue and clarify rationally. Thus, the main objective of armed education is to make the all-around development of children friendly to society. Not all children in society are of equal ability that is some children are different from normal. Among these children are some talented children, creative children, mentally challenged children, backward children etc. all these types of children fall in the category of differently-abled children [2,3].

All children are physically different from each other. Some are small, some are big, some are weak, some are strong, some have good learning ability and some are not able to learn quickly. Some children can easily normalize the knowledge learned in new situations while some are taught by practising repeatedly and they find it difficult to remember what they have read or learned. Where differences are less common among children [4,5], they are physically similar. They also have the same ability to learn. Mentally they are almost average. Their social behaviour is also within the purview of the social system and recognitions. The ability to communicate and emotional balance are also found in normal amounts and if they can take education under the general education program, such children are placed in the category of normal children. But children who are not suitable for general education programs due to any of their physical disabilities, learning disabilities, intellectual backwardness, affective and practical thoughts, communication language and speaking disorders etc., are placed in the category of special children. Diverse types of special programs are arranged to cater to the needs of these children [5,6].

## 2. Rationale of Study

India is a huge country with extreme diversity in terms of caste, customs, language, religion, access to resources etc. With such diversity, one method may succeed in one state while it may fail in another state. Therefore, we have many policies to suit everyone. But the most important is the mind-set, the mind-set of political leaders, policymakers, teacher educators and all other stakeholders. They need to understand that disability is more of a social and human rights issue than a medical issue. Providing education to children with disabilities should not be seen as a charitable issue, it is a systemic issue [7,8].

People should need to change their mind set that disabled person are like us. They are differently-abled persons in our society. Some examples of special persons who have been famous in our world are Helen Adams Keller (American Author, Political activist, Lecturer), Albert Einstein (Theoretical Physicist), Stephen William Hawking (Scientist) [9].

In India, the different types of commission, committees, acts, and schemes are implemented and constituted for Physically Challenged Persons (PCPs) for their education, by cooperation with Governmental and Non-Governmental Organization (NGO). The government also aids in learning through multiplicative and alternative modes for PCPs [10].

One of the socially created phenomena is Disability. The fact is that many children and adults suffered from disabilities excluded from mainstream education benefits. Disabled persons are segregated from the education system because of social negligence and absence of a support system in the home and the inadequacy of sufficient facilities in schools particularly. However, education is the most important medium for social, economic, and political transformation. Most disabled persons do not get the full benefits of education. However, some policies in India have started to display some concern for differently-abled students [11,12].

Due to the educational policy of the Government of India for disabled persons, education is satisfactory compared to other areas. The National Policy on Education for PCPs is responsible to integrate the physically and mentally impaired children with mainstream educational institutions. But the above figures reveal a dismal picture of the outcomes that the policy initiatives had aimed to achieve [13,14].

### 3. Research Hypotheses

There is no significance difference in the awareness of the teachers in implementation of schemes being run for differently able children on the basis of Gender and Locale.

### 4. Research Methodology

In this study the Survey Method of research has been used. A total of 300 teachers from Jaipur district has been taken as a sample of the study. The sample has been selected by using random sampling technique. A self-developed questionnaire has been used to collect the data. The data were analysed with mean, standard deviation and t-test.

### 5. Data Analysis and Interpretation

**5.1 There is no significance difference in the awareness of the male and female teachers in implementation of schemes being run for differently able children.**

Table 1: Awareness of the male and female teachers in implementation schemes being run for differently able children

Group	N	df	Mean	SD	t-value		Level of significance	Result
					Cal.	Tab.		
Male Teachers	150	298	64.84	9.47	1.20	1.97	0.05	Accepted
Female Teachers	150		66.08	8.16				

From observing the above table 1 it is apparent that the obtained t value for the difference in the awareness of the male and female teachers in implementation schemes being run for differently able children is found to be 1.20. When this t value was applied to find out its significance, it was found that the obtained t value of 1.20 is not significant at 0.05 level of confidence and 298 degrees of freedom. From the mean scores it was found that the awareness of female teachers is better than male teachers.

Therefore, the stated hypothesis, “There is no significance difference in the awareness of the male and female teachers in implementation schemes being run for differently able children” is accepted at 0.05 level of confidence.

## 5.2 There is no significance difference in the awareness of the urban and rural teachers in implementation of schemes being run for differently able children.

Table 2: Awareness of the Urban and Rural teachers in implementation schemes being run for differently able children

Group	N	df	Mean	SD	t-value		Level of significance	Result
					Cal.	Tab.		
Urban Teachers	150	298	67.74	6.33	3.72	1.97	0.05	Rejected
Rural Teachers	150		64.63	7.99				

From observing the above table 2 it is apparent that the obtained t value for the difference in the awareness of the urban and rural teachers in implementation schemes being run for differently able children is found to be 3.72. When this t value was applied to find out its significance, it was found that the obtained t value of 3.72 is significant at 0.05 level of confidence and 298 degrees of freedom. From the mean scores it was found that the awareness of Government Teachers is better than Private Teachers.

Therefore, the stated hypothesis, “There is no significance difference in the awareness of the urban and rural teachers in implementation schemes being run for differently able children” is rejected at 0.05 level of confidence.

## 6. Conclusion

Based on the provisions made in the Indian Constitution, the main objective of the government was to make education accessible to all. Special schools, integrated education programs and inclusive education programs were run for the education of children with disabilities and various laws were passed, but despite having so many educational provisions, we have not been able to organize the education system of children with disabilities.

Despite many provisions made to include children with disabilities in the mainstream of education in the country, the educational status of children with disabilities is not satisfactory. About 50 percent of children are deprived of access to education. Many of the physical facilities and resources are not present in the schools as per the norms prescribed for children with disabilities in various educational policies.

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