

**THE STUDY ON THE EXPENDITURE PATTERN AND
GOVERNMENT MEASURES FOR DIFFERENTLY
ABLED CHILDREN IN COCHIN CITY**

Project work submitted to the
MAHATMA GANDHI UNIVERSITY

In partial fulfilment of the requirement for the award of the degree of
BACHELOR OF ARTS ECONOMICS

By

HALEEMA MARZOOK (SAAD10158796)

JISHA S KUTTAN (SAAD10158810)

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SHRIA KURUVILLA (SAAD10158786)

Under the guidance of

MS.SREEPRIYA C.S

DEPARTMENT OF ECONOMICS



**ST.TERESA'S COLLEGE
ERNAKULAM**

MARCH 2013

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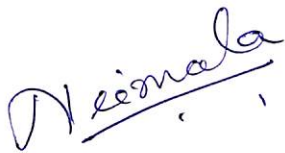
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CERTIFICATE

This is to certify that the project work "*The study on the expenditure pattern and government measures for differently abled children in cochin city*", submitted in partial fulfilment of the requirement for B.A. Degree in Economics to the Mahatma Gandhi University, Kottayam, is a bona fide record of work done by the candidate under my supervision and guidance.



Head of the Department



Guide and Supervisor

DECLARATION

We hereby declare that the project work "*The study on the expenditure pattern and government measures for differently abled children in cochin city*" submitted by us for the award of Bachelor of Arts Degree in Economics is our original work.



Signature of the supervisor

Signature of the candidates

1. SEETHAL PRINCE



2. HALEEMA MARZOOK



3. JISHA S KUTTAN



4. NINU JOHNY



5. SHRIA KURUVILLA



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CONTENTS

SERIAL NO	TITLE	PAGE NO
1.	CHAPTER 1 INTRODUCTION	1-9
2.	CHAPTER 2 AN OVERVIEW OF THE STUDY	10-17
3.	CHAPTER 3 ANALYSIS AND INTERPRETATION	18-29
4.	CHAPTER 4 FINDINGS , RECOMMENTATIONS AND CONCLUSION	30-36
5.	QUESTIONNAIRE	37-39
6.	BIBLIOGRAPHY	40-41

LIST OF FIGURES

Sl.No	List of Figures	Page No
1.	Type of Disability	12
2.	Sex Composition	18
3.	Religious Status	19
4.	Monthly Income of the family	20
5.	Student whether hosteller / Day Scholar	21
6.	Awareness about special School	22
7.	Extra amount apart from fees	24
8.	Improvement in Child Behaviour	25
9.	Child Inclination towards creative activities	26
10.	Government financial assistance	27
11.	Govt assistance adequately provided	28
12.	Major problem in special education	29

LIST OF TABLES

Sl.No	List of Tables	Page No
1.	Age Classification	18
2.	Educational level of Parents	19
3.	Reason for selecting School	23
4.	Total expenditure on childs Education	27

ABBREVIATIONS

UN: UNITED NATIONS

UTs: UNION TERRITORIES

NSSO: NATIONAL SAMPLE SURVEY ORGANISATION

NSS: NATIONAL SAMPLE SURVEY

NGO: NON-GOVERNMENT ORGANISATION

SEN: SPECIAL EDUCATION NEEDS

CHAPTER 1
INTRODUCTION

INTRODUCTION

Education promotes all-round development of the child, which unites the soul body and mind of an individual and helps in transmission of entire values. Education is increasingly being perceived as capable of modifying the economic scenario and transforming the dreams of millions of human beings for a better and higher quality of life into reality.

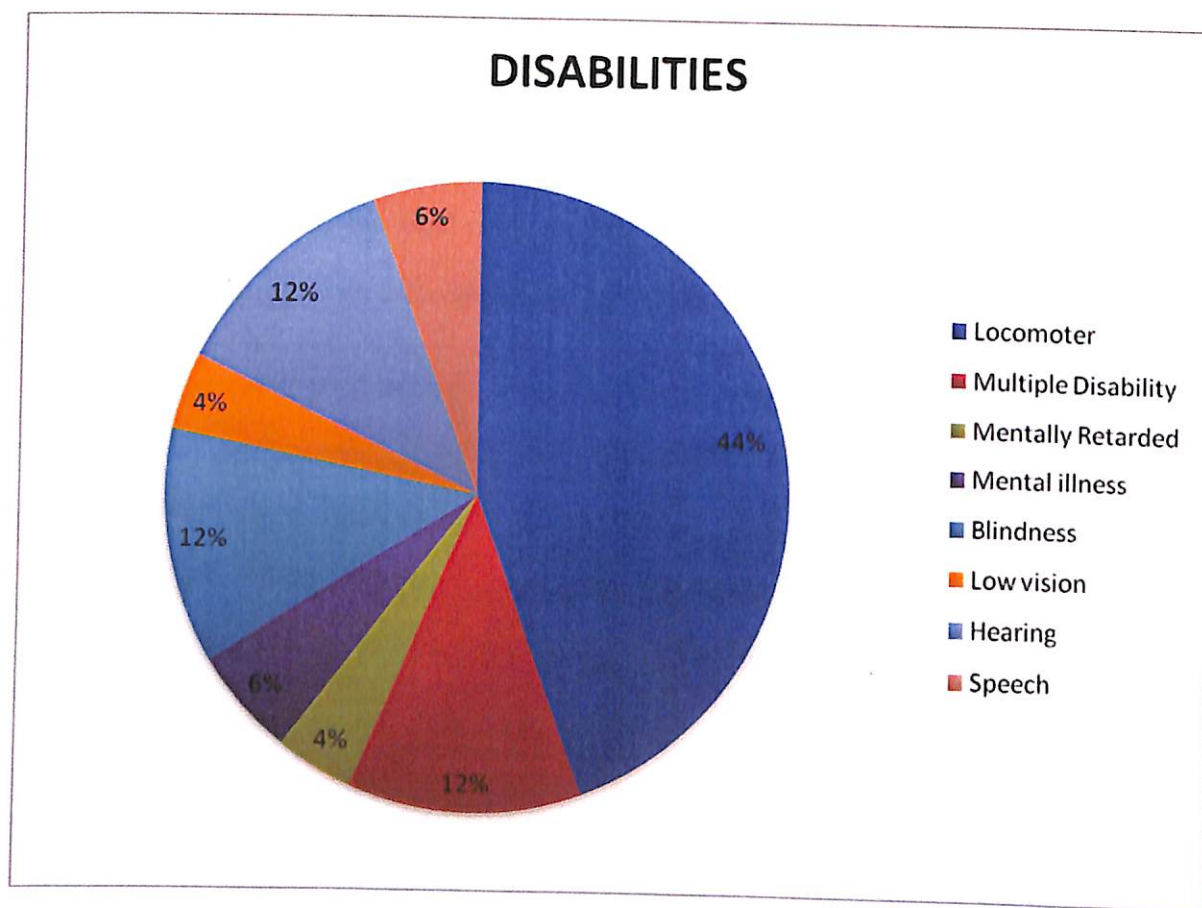
Every individual is unique and hence 'special'. Education should bound to cater to the needs of all individuals in compliance with the constitutional provision of equal opportunity.

Educating its young citizens with disabilities is a significant challenge for every nation. Whatever the other pressure on the education system and on public expenditure it is the responsibility of the government to provide education to its disabled citizens as access to education is a universally recognized human right. Education is the fundamental right and no one should be discriminated because they are disabled. Education to children with special needs has to be organized not merely on humanitarian grounds but also on grounds of unity. Widespread experience has shown those with the most severe disabilities can profit from education. It makes financial sense to educate those with special needs since this makes them economically productive and less dependent on their family and state all of their lives. Education enhances the quality of their lives and makes them more confident to face the challenges in their path.

India has her own strengths and weaknesses when it comes to addressing the requirements of people with special needs. The government has taken various measures to provide access to education to all categories of students. The differently abled children are provided special education in India so that they can seriously engage in improving the quality of their life. With the

advancement of technology special education in India for physically disabled or mentally challenged is so fast improving. However, India's special education system suffers certain drawbacks such as paucity of funds; dearth of teaching staff and infrastructure but despite these drawbacks India has managed to make commendable progress in the field of special education.

PERCENTAGE OF DISABLED CHILDREN IN COCHIN CITY



There are different forms of disabilities for example locomoter, multiple disability, mentally retarded , mental illness , blindness, low vision , hearing , speech etc.

1.1 REVIEW OF LITERATURE

Divya Jindal(1996) stated that successful integration and inclusion of children with visual impairment depends on their active social interaction with peers , which is possible only when social skills are developed to an adequate level. However , due to various variables like lack of visual cues and imitation , opportunity , prompts and reinforcement , development of social skills is hampered . Through careful intervention on the part of teachers and researchers , these problems can be solved.

Sudesmukopadhyay (2009) views education of children with disabilities as one of the major responsibilities of government today. According to him they should be provided special opportunity to develop their skills and participate in the growth process as education is the only hope to create an inclusive society.

According to Rashmi Chaudhuri and Archana singh(2009) there is a need to address issues related to quality education for students with special needs, such as integrating assessment to institution, teaching competencies required for such students, deciding appropriate learning environment and quality in inclusive education. This will ensure quality education for children with special needs at par with that of other children.

According to the right to free and compulsory education act 2009 (2009) children with profound or severe disability who are unable to attend a neighbourhood school, have the right to be provide education in an appropriate environment.

UN conventions on rights of persons with disabilities (2007) says ,”state parties shall ensure that persons with disability are not excluded from the general education system on basis of disability and that children with

disabilities are not excluded from free and compulsory primary education and from secondary education on the basis of disability”.

The national policy on education in 1986 very clearly stated ,”the objective should be to integrate the physically and mentally handicapped with the general community as equal partners ,to prepare them for normal growth and to enable them to face life with courage and confidence “

The secondary education commission (1952) was also aware of the importance of education for the handicapped and remarked that there should be a few schools in each state for such children, where methods suited to their needs may be adopted

1.2 CONCEPTS AND DEFINITIONS

Special education: Refers to the teaching of differently abled children in ways outside the norms, by giving them more individual attention than they would normally receive.

Special schools: separate schools for children with special needs where they are given education suited to their needs in an appropriate environment.

Disability: a disability is any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being.

Differently abled: By differently abled we mean the lack of competent physical and mental faculties; the absence of legal capability to perform an act.

Health economics: a branch of economics concerned with issues related to scarcity in the allocation of health and health care.

Objectives of the Study:

- To study the expenditure pattern incurred by families who has a differently abled child
- To find out the welfare schemes given by the government to differently abled children
- To find out the difficulties faced by differently abled children in securing proper education.
-

Methodology

The study was done by review of literature and statistics on differently abled children . data was collected from disabled children and their parents by the way structured questionnaire. It involved visiting libraries such as CUSAT , st.teresa's college, institutions such as ashadeepam , ashakendram and snehanilayam, information was also collected from online documents and from other experts from this field.

Sources Of Data Collection

The nature of data used for the study is primary data and secondary data. The primary data for the study were collected by using questionnaires(Schedule method) and personal interview to elicit information from the differently abled children to satisfy the desired objectives.

The secondary source of data collection includes various books, journals ,news papers and internet etc.

Selection Of The Sample

The sample comes to a total of 50 differently abled children and purposive sampling method adopted.

1.3 IMPORTANCE OF THE STUDY

Providing education to its differently abled citizens is a major responsibility of a country. Organizing and catering to the educational needs of children with special needs is not an easy task. While providing special education care has to be taken to ensure that quality education is provided and the education is cost effective. One major issue in providing special education is that it tends to be expensive, which have an impact on the economic functioning of the families of children with special needs. Increasing expenses might give rise to tendency among the families, especially those in the low income group to keep their children at home, thereby denying them the opportunity to overcome their disability and lead a fruitful life. Most of the studies have pointed out that lack of resources mainly financial as the major reason for the failure of special education for mentally and physically challenged. Lack of financial support from the government makes special education more expensive for the families and has an impact on their income.

1.7 PERIOD OF ANALAYSIS

All data were collected during the period 2012-2013.

1.8 Method Of Analysis

The present study is both descriptive and analytical. It is descriptive as it provides a general analysis of the cost and impact of special education for

children with special needs and the government initiatives in this field. The study is analytical on the sense that it analyses and interprets the data.

1.9 AREA OF STUDY

The present study has been conducted in Ernakulum district.

1.10 THEORETICAL PERSPECTIVE OF THE STUDY

According to Nobel laureate Amartya Sen , poverty is not just a matter of being relatively poor than others in the society, but of not having some basic opportunities of material well-being- - - -the failure to have some certain minimum “capabilities”. A persons advantage is judged in this approach by his capabilities ,viz what he can or cannot do ,can or cannot be the relevant capabilities are of many kins (being free from starvation,participating in communal life,being adequately shelterd etc.).The ranking of these capability vectors can be used to compare the advantages of different people .According to Sen ,the capabilities of which each person must have measured in the light of their entitlements which generate these capabilities.Entitlements refers to the set of alternative commodity bundles that a person can command in the society using the totality of rights and opportunities that he or she has.

The concept of capabilities and entitlements can be linked to the case of children with special needs. When compared to normal children, children with special needs are disadvantaged as they fail to achieve the minimum “capabilities” .They are dependent on their families especially their parents ,to get their basic things done. If according to the concept of capabilities and entitlement, poverty is not about income but about the failure to achieve certain minimum capabilities then children with special needs can be considered as in

poverty. Capability of each children is measured using the measuring rod of their entitlements which generate their capabilities .Children with special needs are entitled to education and social security payments from the government. However ,they are often discriminated against while providing educational opportunities. Inadequacy and irregularity of social security payments also hamper the possibilities of their development .In other words it could be said that children with special needs fail in achieving the minimum capability standard due to their inability to claim their entitlement.

1.11 SCHEME OF THE STUDY

The chapters are divided into four

CHAPTER 1

Chapter1 gives an introduction which discusses the review of literature, concepts and definitions, importance of study, problem identification, objectives, methodology, period of analysis, types of analysis, area of study, theoretical perspective, scheme of the work and limitations.

CHAPTER 2

Chapter2 provides an overview of special education in India and Kerala.

CHAPTER 3

Chapet3 discusses the analysis and interpretation of the study.

CHAPTER 4

Findings, recommendations and conclusions are explored in chapter 4

1.12 LIMITATIONS OF THE STUDY

1.The respondents were not willing to answer the personal questions as they were sensitive about their Childs problem. Most of the schools were also not willing to reveal their financial matters.

2.Lack of publication of reliable data of government and other sources is another major issue faced while conducting the study.

CHAPTER 2
SPECIAL EDUCATION AN
OVERVIEW

CHAPTER 2 :SPECIAL EDUCATION AN OVERVIEW

The problem of disabled children are often complex and multiple . No single profession can have the requisite knowledge and skills to deal with all of them. An increasingly vocal body of opinion , particularly those working with learning-disabled adults, believes that disability is not primarily a medical problem and that treating it as such merely creates handicap. Every individual has the right to education. Education moulds the individuals personality and makes them not to remain as a parasite on society. Realizing this the Government of India has introduced education as one of the fundamental rights of every citizen. Irrespective of caste, creed, religion, community or gender both the central and state government have introduced many programmes such as formal education, on-formal education, informal education, adult education etc. But even after 66 years of independence the government of India has not achieved the objectives of universalization of elementary education.

Special education helps to identify intra-and inter-individual differences. The general education principle is equally applicable to the areas of special education . But something much more must be added to meet the needs of special children to compensate their disability.

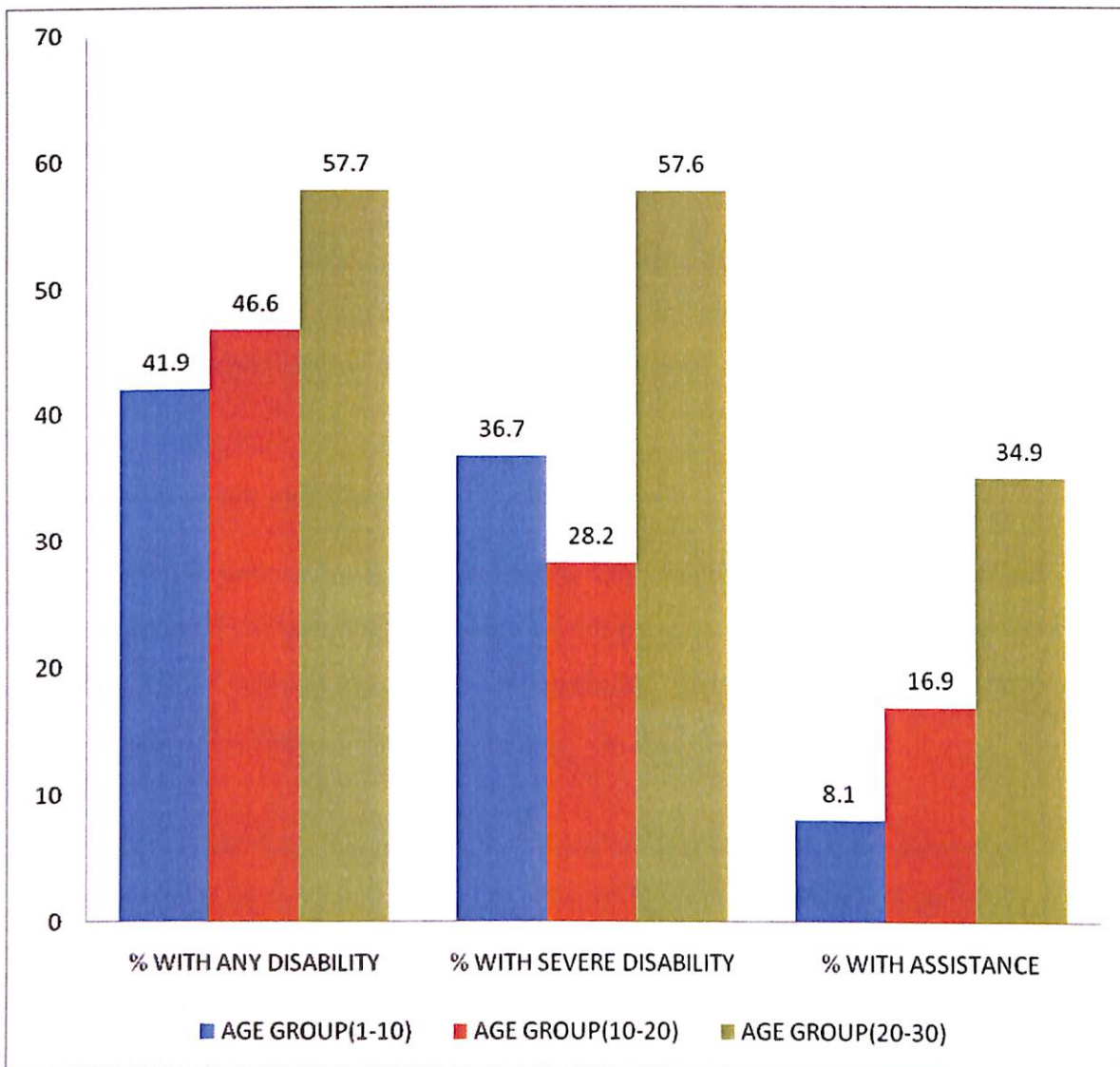
Integration of disabled children with normal children is nothing but the provision of least restrictive environment for the disabled children. This approach helps the disabled children to grow and develop like a normal children. It promotes healthy social relationship between normal and disabled children and provides equal educational opportunity. It enhance disabled children's growth and development on par with normal peers. It gives a chance to participate in all academic and non-academic activities in society. Integration also leads to acceptance of disabled children by the society.

Promotion of positive attitude towards the disabled develops healthy social relationships among individuals. Integration helps to raise the disabled children's standard of living and prepares them to live independent. It reduces psychological problems of disabled children. Basic readiness skills are required to integrate disabled children more effectively. Special and regular school teachers require multi talents and play diversified roles to handle these children. Special techniques are used only in the case of children with severe disabilities and for developing only the basic academic skills. The mildly disabled do not require special skills and they need only modifications in the instructions. After learning special skills even the severely disabled children can be educated in regular schools with suitable assistive devices.

The integration of students with special needs into regular classes must involve inclusive circular rather than individual programming. The individualised education plan for the children with disabilities should indicate clearly not only what the students need to do which is different from the rest of the classes, but also the area of the curriculum where he/she can be counted in with others. Disability is classified mainly of 3 types:

- With any disability
- With severe disability
- With assistance

Which is shown below with reference to our primary source of data



GOVERNMENT REFORMS.....

The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including the persons with disabilities. As per the provisions of the Persons with Disabilities Act, 1995 (File referring to external site opens in a new window), seven categories of disabilities have been identified viz., blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation and mental illness. Persons falling under the above categories with a minimum of 40% disability are eligible for entitlement of all benefits provided by the Government.

As per the 11th Plan persons with disabilities could be as high as 5-6% of India's total population. This substantial portion of our population needs equal services and opportunities for their over all development, which is also an essential attribute for the inclusive growth. Hence while recognizing the differently-abled people as valuable human resource to our country, the government has had been taking various initiatives to bring them at par with the mainstream.

The policies of the government towards the welfare of persons with disabilities have been reflected in the enactments, schemes and through institutions established for development of manpower for rehabilitation of persons with disabilities.

Legal Framework and Extensive Infrastructure

At the central level, the Disability Division in the Ministry of Social Justice & Empowerment facilitates empowerment of the persons with disabilities. The Constitution in the schedule of subjects lays direct responsibility of the empowerment of the persons with disabilities on the State Governments.

Hence, the State Governments and Union Territories in India have established Social Welfare Boards for the handicapped. Panchayati Raj Institutions at village level, intermediary level and district level have been entrusted with the welfare of persons with disabilities. The voluntary organisations also play a very important role in providing welfare and rehabilitation services to the disabled.

The Government has framed many acts to ensure equal opportunities for persons with disabilities and their full participation in the nation-building process. A multi-sectoral collaborative approach, involving all the appropriate governments agencies i.e. Ministries of the Central Government, the State Governments/UTs, Central/State undertakings, local authorities and other appropriate authorities, is being followed in implementation of various provisions of the Act.

Acts

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation Act), 1995 is one of the key enactments, which provides for education, employment, creation of barrier free environment, social security etc. The Act extends to the whole of India except the State of Jammu and Kashmir. The Government of Jammu & Kashmir has enacted "The Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1998".

The Government is presently in the process of making comprehensive amendments to the Persons with Disabilities Act 1995, to make it more inclusive on the line of international conventions.

Some highlights of the proposed amendments are:

- Inclusion of new disabilities such as autism and enlarging the scope of existing disabilities.
- Setting up of a national fund for persons with disabilities.
- Ensuring an inclusive environment in education, on roads and in built environment.
- Restructuring of the Central and State coordinating Committees as Advisory Boards with enhanced roles and responsibilities; creation of committees at district levels.
- Emphasis on means to prevent disabilities.
- Affirmative action, including reservation of dwelling units and shops for persons with disabilities.

National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999

This Act has provisions for legal guardianship of the four categories and creation of enabling environment for as much independent living as possible. This act provides for the constitution of a national body for the welfare of the persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

Rehabilitation Council of India Act, 1992

The Act deals with the development of manpower for providing rehabilitation services, providing the constitution of the Rehabilitation Council of India for regulating the training of rehabilitation professionals and the maintenance of a Central Rehabilitation Register and for matters connected therewith or incidental thereto.

The Mental Health Act, 1987

This Act consolidates and amends the law relating to the treatment and care of mentally ill persons to make better provision with respect to their property and affairs and for matters connected therewith or incidental thereto.

Employees State Insurance Act, 1948

The Act provides certain benefits to employees in case of sickness, maternity and employment injuries and to make provision for certain other matters in relation thereto. The Act also guarantees reasonably good medical care to workers and their immediate dependants.

Exemptions Under Income Tax Act

Section 80U, as it existed till the assessment year 1989-90 and earlier years, provided for a deduction in the case of a resident individual assesses suffering from a permanent physical disability (including total blindness). By an amendment made by the Finance Act of 1989, with effect from assessment year 1990-91, the deduction was also made applicable to the assesses who are suffering from mental retardation to the extent specified in the rules made in this behalf by the Board.

The All India Service (Special Disability Leave) Regulations, 1957

These regulations may be called the All India Services (Special Disability Leave) Regulations, 1957.

The Disability Division in the Ministry of Social Justice & Empowerment facilitates empowerment of the persons with disabilities, who as per Census 2001 are 2.19 crore and are 2.13 percent of the total population of the Country. These include persons with visual, hearing, speech, locomotors and mental disabilities.

According to the 58th round of the National Sample Survey (NSS) of 2002, there were 208 lakh persons with disabilities in 2002 (Report No. 485 at S.No. 88). The NSSO Survey indicates that seventy five per cent of persons with disabilities live in rural areas, 49 per cent of disabled population is literate and only 34 per cent are employed. The Census and the NSS have different sampling design. The Census is an enumeration of the entire population of India while the NSS has a nationally representative stratified sample. In both sources, disability was self-reported. Different definitions of overall disability and disability types seem to have contributed to differences in estimates. In the next census in 2011 it is proposed to move from traditional approach of asking one about disability to one based on a functional approach consistent with the International Classification of Functioning.

The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including the persons with disabilities. The Constitution in the schedule of subjects lays direct responsibility of the empowerment of the persons with disabilities on the State Governments) Therefore, the primary responsibility to empower the persons with disabilities rests with the State Governments.

Under Article 253 of the Constitution, the Government of India enacted "The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995", in the effort to ensure equal opportunities for persons with disabilities and their full participation in nation-building. The Act extends to whole of India except the State of Jammu and Kashmir. The Government of Jammu & Kashmir has enacted "The Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1998".

A multi-sectoral collaborative approach, involving all the Appropriate Governments i.e. Ministries of the Central Government, the State Governments/UTs, Central/State

undertakings, local authorities and other appropriate authorities is being followed in implementation of various provisions of the Act.

India is a signatory to the Declaration on the Full Participation and Equality of People with Disabilities in the Asia Pacific RegionExternal website that opens in a new window. India is also a signatory to the Biwako Millennium Framework for action towards an inclusive, barrier free and rights based society. India signed the UN Convention on Protection and Promotion of the Rights and Dignity of Persons with Disabilities on 30th March, 2007, the day it opened for signature. India ratifies the UN Convention on Ist October, 2008

**CHAPTER 3: ANALYSIS AND
INTERPRETATION**

CHAPTER 3: ANALYSIS AND INTERPRETATION

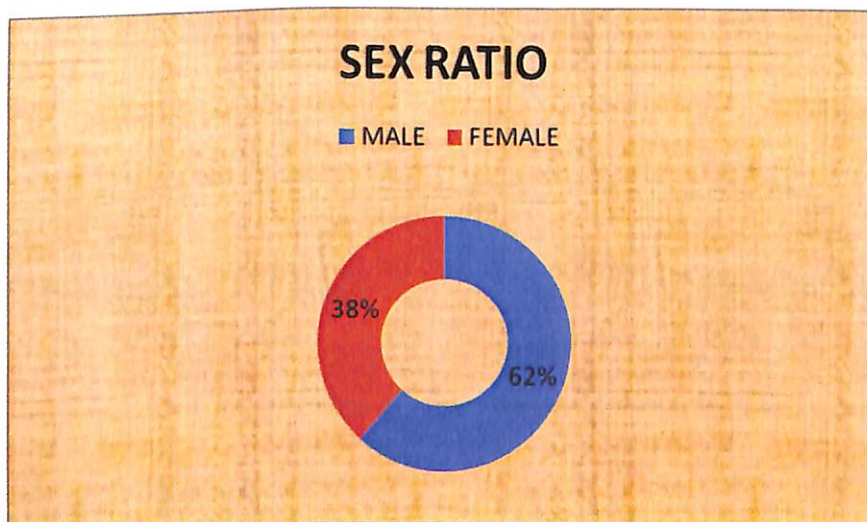
TABLE: 3.1 AGE CLASSIFICATION

AGE	PERCENTAGE
Below 10 years	16%
10-20	58%
Above 20 years	26%

SOURCE: PRIMARY DATA

Majority of the students who are disabled belonged to the age group of 10-20 with 58% and 26% students belong to children above 20 years old and 16% students belong to age group below 10.

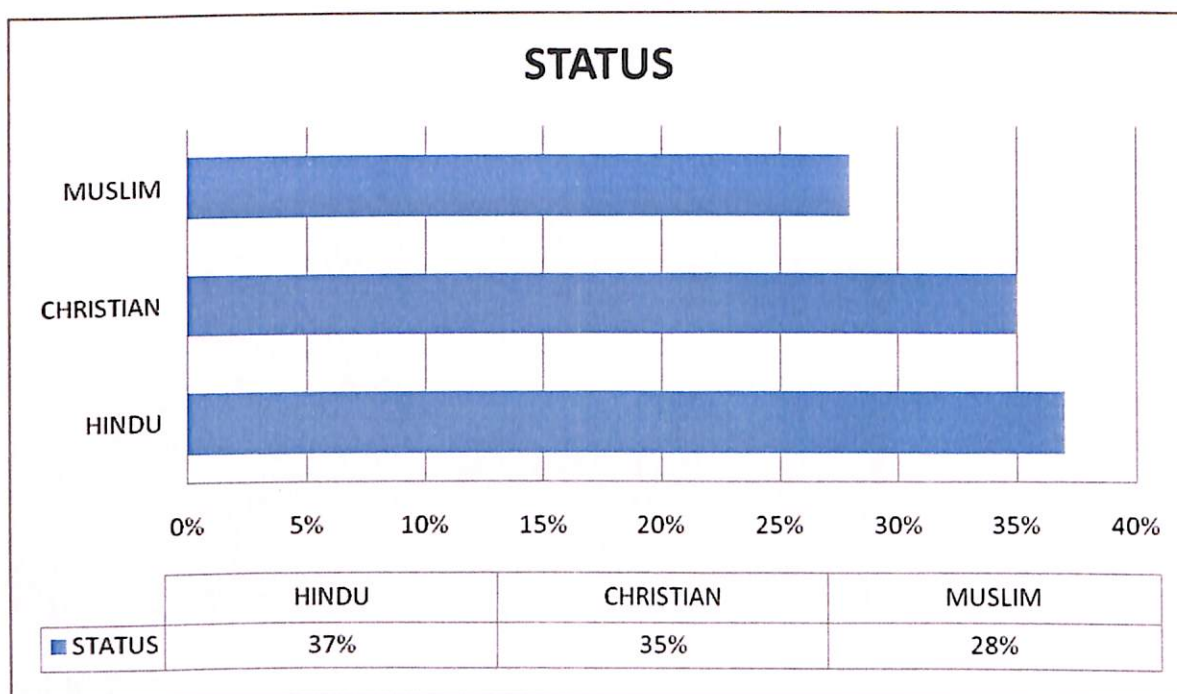
TABLE: 3.2 SEX COMPOSITION



SOURCE: PRIMARY DATA

Among the respondents 62% male and remaining 38% Female.

TABLE: 3.3 RELIGIOUS STATUS



SOURCE: PRIMARY DATA

Out of the respondents 37 % belong to Hindu religion,35% were Christian,28% Muslim.

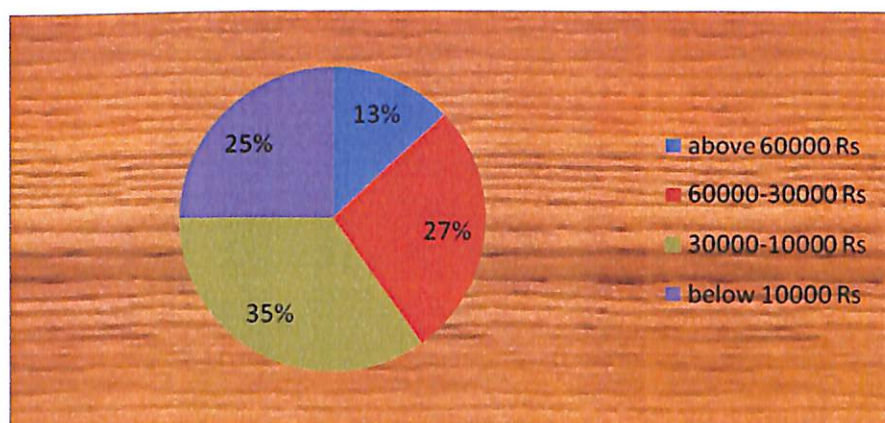
TABLE: 3.4 EDUCATION LEVEL OF PARENTS

QUALIFICATION	PERCENTAGE
SSLC	47%
DEGREE	53%

SOURCE: PRIMARY DATA

Among the respondents 47% are SSLC qualified and 53% are Degree level.

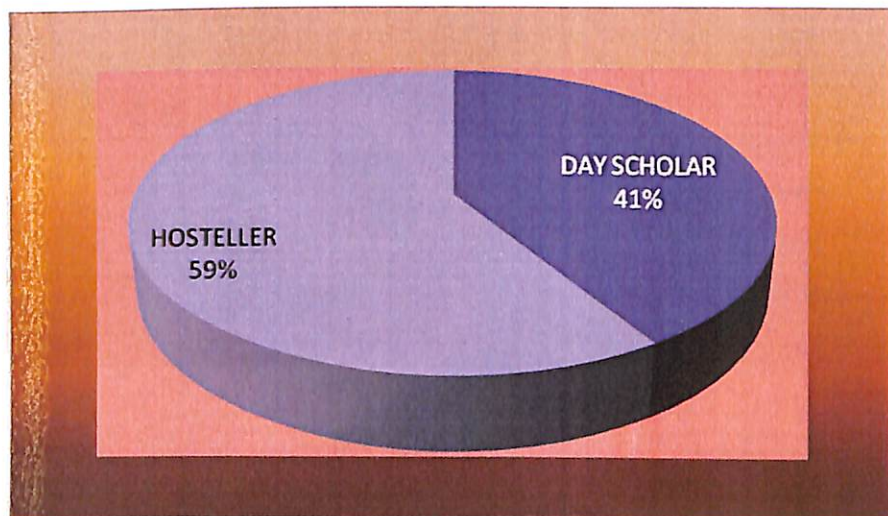
TABLE: 3.5 MONTHLY INCOME OF THEIR FAMILY



SOURCE: PRIMARY DATA

Above 35 % of respondents income falls under the category of 30,000-10,000 Rs monthly , 27 % between 30,000-60,000 Rs, 25% below 10000 Rs, 13% above 60,000 Rs.

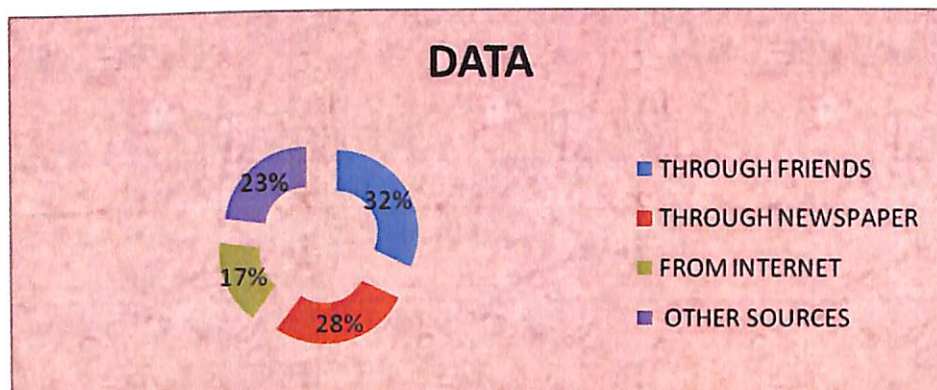
TABLE: 3.6 WHETHER THE STUDENT IS A HOSTELLER OR DAY SCHOLAR



SOURCE: PRIMARY DATA

Majority of the students depend upon residential schools which comes around 59% of the total sample and the rest 41% are dayscholars.

TABLE: 3.7 AWARENESS ABOUT THE SPECIAL SCHOOLS



SOURCE: PRIMARY DATA

Among the respondents, 32 % came to know about the special school from their friends, 28 % through newspaper, 17 % from internet and 23% from other sources.

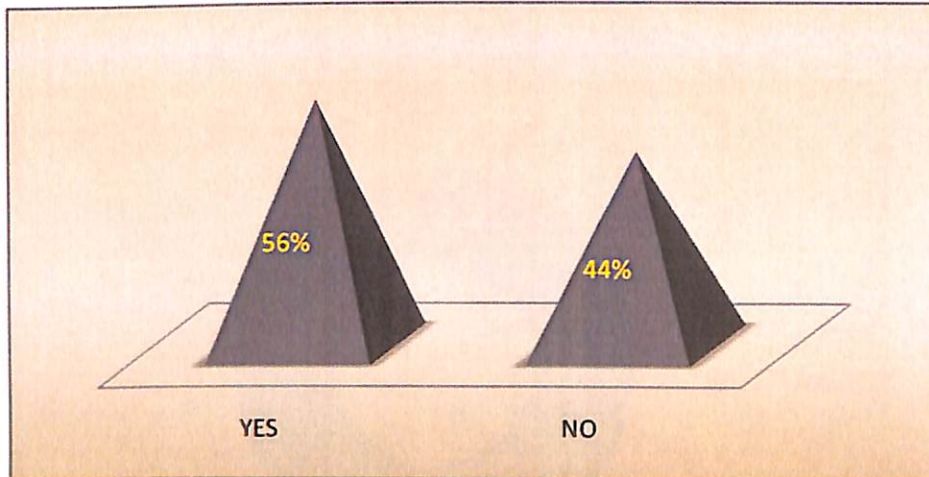
TABLE:3.8 REASONS FOR SELECTING THE SCHOOL

REASON	PERCENTAGE
• GOOD FACILITIES	24%
• NEARNESS TO HOME	16%
• PROVIDES VOCATIONAL TRAINING	25%
• NAME AND TRADITION	13%
• CATER THE SPECIAL NEEDS	22%

SOURCE: PRIMARY DATA

Out of the respondents , 25% selects the special school on the consideration that it provides vocational training, 24% for the reason of good facilities, 22% due to catering the special needs, 16 % due to the nearness factor and 13% looks for the name and tradition of the special school.

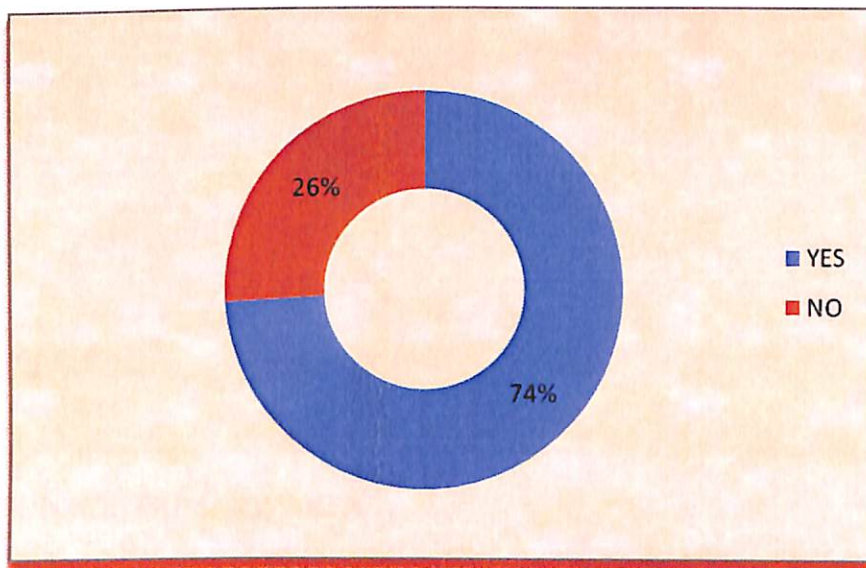
TABLE:3.8 EXTRA AMOUNT PAID APART FROM SCHOOL FEES



SOURCE: PRIMARY DATA

Among the respondents 56 % agrees that they paid extra amount apart from school fees. 44 % didn't pay anything extra.

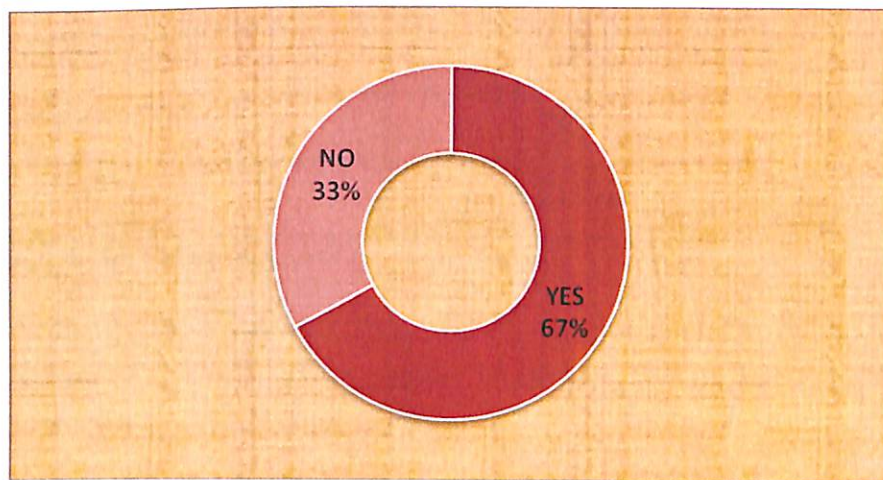
TABLE: 3.9 ANY IMPROVEMENT IN THE CHILD BEHAVIOUR



SOURCE: PRIMARY DATA

74 % of the respondents believe that special schools made improvements in the child behaviour . However 26 % disagree to the above mentioned fact.

TABLE: 3.10 CHILD SHOW ANY INCLINATION TOWARDS CREATIVE ACTIVITIES



SOURCE: PRIMARY DATA

Out of the respondents 67 % reveals that after going to special schools, their children shows inclination towards creative activities. 33 % disagree to the fact.

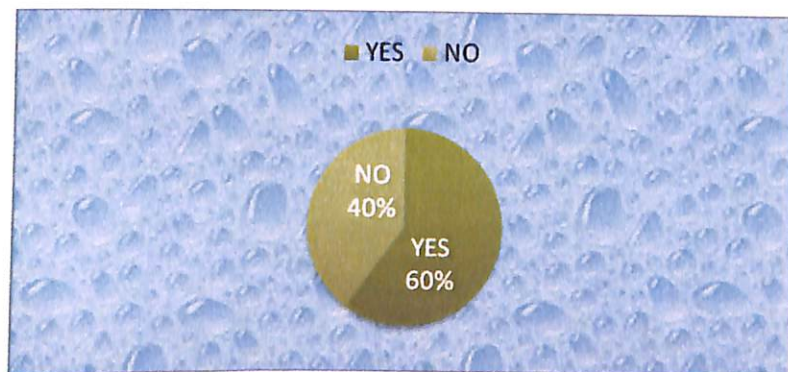
TABLE:3.11 TOTAL EXPENDITURE ON CHILD 'S EDUCATION

EXPENDITURE	PERCENTAGE
LESS THAN 5000	58%
5000-10000	14%
10000-15000	8%
>15000	20%

SOURCE: PRIMARY DATA

Among the respondents , 58 % total expenditure on child's education falls below 5000 rs , 20 % above 15,000 rs, 14 % between 5000-10,000 and 8 % between 10000-15000 rupees.

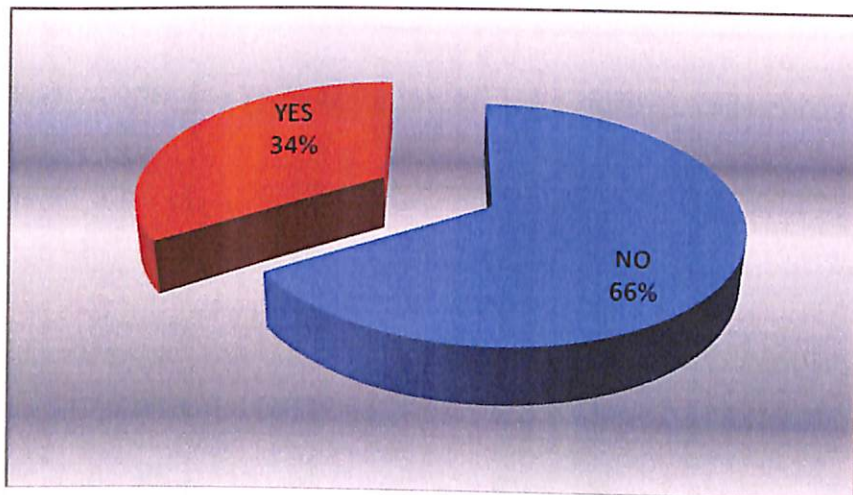
TABLE:3.12 AWARENESS ABOUT GOVERNMENT FINANCIAL ASSISTANCE FOR SPECIAL EDUCATION



SOURCE: PRIMARY DATA

Out of the respondents , 60 % are aware about the financial assistance provided by government for special education and the remaining 40 % are not aware .

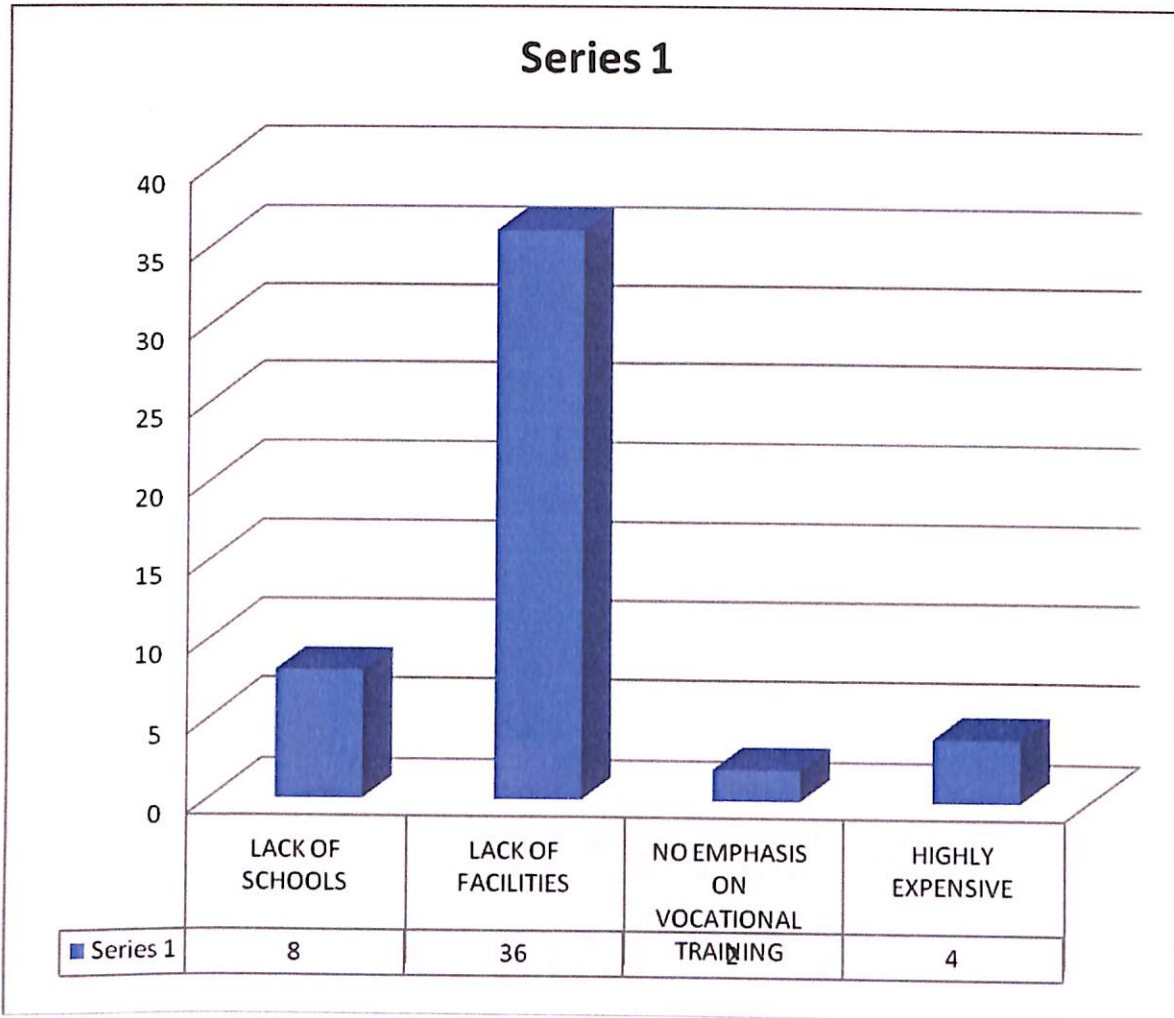
TABLE: 3.13 GOVERNMENTAL ASSISTANCE FOR SPECIAL EDUCATION ADEQUATELY PROVIDED..?



SOURCE: PRIMARY DATA

Among the respondents 66 % considers governmental assistance for special education inadequate and 34 % considers adequate.

TABLE: 3.14 MAJOR PROBLEMS IN SPECIAL EDUCATION



SOURCE: PRIMARY DATA

Among the respondents , 36 % agrees to the fact that lack of proper facilities are the major problem facing by the special schools, 8 % are of the opinion that specials schools are not in good numbers, 4% believes special schools are highly expensive and 2 % opines that vocational training should be given more importance in the special education structure.

CHAPTER 4
FINDINGS

FINDINGS:

1. Majority of the students who are disabled belonged to the age group of 10-20 with 58% and 26% students belong to children above 20 years old and 16% students belong to age group below 10.
2. Majority of the respondents were male and female consisted only of 38%.
3. Only 53% of parents were graduates ,less than 50% of the parents had completed their SSLC.
4. Only 13%of the parents were under 10000/- as their PM .⁹.
5. Parents preferred to sent their children to residential schools .59% of students were hostellers
6. Most of the information about the schools were acquired by the parents through friends

7. Schools that provided vocational training were preferred by the parents . schools that had good facilities and those catered their special needs were also considered.
8. Almost 56% of parents paid extra expenses other than the school fees .
9. 74% of the parents felt that their were improvements in child behaviour after joining the schools.
10. 58% of the parents spent less than 5000/- in their child education . And 20% paid more than 15000/-.
11. About 40% of parents are not aware about the government reforms.
12. 66% of parents felt that government assistance was not adequately provided.
13. Major problem for differently abled children is lack of facilities.

RECOMMENDATIONS:

The following are the major recommendations of this Focus Group.

1. Make all early education and care programmes (from 0–6 years) sensitive and responsive to the special needs of children, including training of Anganwadi workers in identification of needs of the children with disabilities, use of age-appropriate play and learning materials and the counselling of parents.
1. Make all schools inclusive by:
 - Enforcing without exception the neighbourhood school policy
 - Removing physical barriers
 - Reviewing barriers created by admission procedures (screening, identification, parental interaction, selection and evaluation), this should include private schools
 - Building the capacity of teachers to function in an inclusive setting
 - Making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability in both cognitive and noncognitive areas
 - Making support services available in the form of technology (including ICT), teaching–learning materials and specialists
 - Involving parents, family, and the community at all stages of education
2. Gear all teacher education programmes (both pre-service and in-service) to developing the pedagogical skills required in inclusive classrooms.
3. Correlate the style of teaching to the learning styles of all children.
4. Mobilise special schools as resource centres that provide support to inclusive schools.
5. Develop partnerships with institutions of higher learning, governmental organisations, and NGOs to promote participation of children with disabilities in all aspects of education.
6. Reduce class size to a maximum of 30 students and a maximum of 20 in case the class includes children with SEN.
7. Make the class teacher responsible for all the children in the class. In case special support is required on account of SEN, this should be in the form of assistance to the class

- teacher. Regard all special teachers in a given school as full-fledged members of the school community.
8. Make all curriculum-related policies and programmes inclusive in nature to effectively address issues related to the education of children with SEN.
 9. Develop perspective and skills in all administrators, including school principals, for planning and executing programmes based on the philosophy of inclusion.
 10. Develop strengths and abilities of all children rather than highlighting limitations.
 11. Recognising diversity among learners, the medium of instruction should include sign language for children with hearing impairment, and Braille for children with visual impairment. At the same time as an optional subject/third language, learning of sign language, Braille, finger Braille, etc. should be introduced for all children.
 12. To promote self-reliance and enable children to acquire coping skills, the emphasis of inclusive education must be on inculcating independent living skills, critical thinking, decision making and problem-solving skills, and articulation of their concerns.
 13. To facilitate the acquisition of integrated knowledge in children the single teacher class system up to Class V should be adopted.
 14. For effective delivery of education in the inclusive mode, all teacher education (inservice and pre-service) must be restructured.
 15. Education must aim at developing a system by which abstract concepts are effectively communicated to children with varying learning styles, including those using sign language, Braille, etc.
 16. To inculcate respect for diversity and the concept of an inclusive society the teacher education programmes and the curriculum framework should incorporate a component of human rights education.
 17. To nurture all aspects of the personality, viz., cognitive, affective, and connotative—games, dance, drama, music, and art and craft must be given equal importance and value.
 18. Admission, retention, and full participation of children in all aspects of education, must not be subject to any criteria based on assessment tests and judgment by professionals and experts, including psycho-medical certificates.
 19. No child with disabilities should be asked to produce certificates either for admission, examination, getting support facilities/ scholarships, etc.

20. Make sign language the medium of instruction for the hearing impaired and Braille for the visually impaired in view of the diversities.

21. Introduce sign language, Braille, and finger Braille as a third language for all children.

22. Inculcate among students with SEN, critical thinking, decision-making, problem-solving and other coping or life skills in order to promote their self-reliance and independent living capabilities.

23. Incorporate a component of human rights education in teacher education programmes to inculcate respect for diversity and the concept of an inclusive society.


24. Do not subject the admission, retention, getting support facilities, scholarships, and full participation of children in all aspects of education, to any criteria based on assessment tests, judgment by professionals and experts, including psycho-medical certificates.

Conclusion:

Education is a fundamental right of a child. No child can be discriminated from enjoying this right because he or she is disable.

The government has always accorded priority to the welfare of persons with disabilities but their initiatives have not being not been adequate due to many reason. While promoting inclusive education, it is equally important to address the issues faced by special education. Inclusive education is accessible to child with mild to moderate disability.

Education is an investment, an investment for development of an economy. It makes the human resource of a nation skilled and capable of leading the nation forward. Persons with disabilities must also be given the opportunity to develop the skill and to be productive, not as mercy but as right.

The centrally sponsored scheme of Integrated Education for the Disabled Children(File referring to external site opens in a new window)  (revised 1992) is being implemented in States and UTs in over 90,000 schools benefiting over 2,00,000 children with disabilities. The scheme was introduced with a view to providing educational opportunities

for children with disabilities in general schools, to facilitate their retention in the school system. It provides for facilities to students with disabilities including expenses on books and stationery, expenses on uniforms, transport allowance, reader allowance, escort allowance, hostel accommodation and actual cost of equipment. The scheme also supports the appointment of special teachers, provision for resource rooms and removal of architectural barriers in schools.

THE TASK AHEAD

For years the education system has provided special education and related services to students with SEN and systematically developed a dual service delivery system comprising different settings, different curricula, different services, and different service providers for students with and without SEN. But now in the context of the struggle to affirm and guarantee the rights of the disabled, the ethics of the dual system are being questioned. The common system, which would bring "all" onto a common platform, is being thought of as a better option. It is, therefore, important to bring about a number of reforms at various levels in order to develop a "school for all" having an inclusive curriculum. The curriculum needs to be balanced in such a way that it is common for all, and yet takes account of the individual needs of all learners. It is also important to take into consideration pedagogical issues. The curriculum should be accessible to all children and for this specialist support would be required. Care then has to be exercised to ensure that learners with SEN are not segregated from the mainstream by providing this specialist support. How the school organises itself to be an effective school that takes care of the individual needs of all pupils is another issue to be considered. While being flexible in the timetable and delivery of the curriculum, the school should also provide for the resource support needed in the form of special educators, assistive devices, and teaching-learning material. The professional development of teachers and educators is an important issue and must incorporate attitudinal change, and the knowledge and skills necessary to lead to an inclusive society. Finally, no initiative towards inclusive education would be complete without collaborating with parents and without the external support of NGOs and special schools for providing inputs on training, curriculum delivery, assessment, etc.

Lets build a barrier free environment for differently abled children in India.....

The study on the expenditure pattern and welfare schemes offered for differently abled children in Cochin City

1. Name of the student:
2. Age:
3. Sex:
4. Religion
5. Education level of parents:
 Father:
 Mother:
6. occupation of parents:
 Father:
 Mother:
 if both the parents are working who takes care of your child :.....
7. Are there any siblings:
8. Number of earning members in your family:
9. Monthly income of the family:
10. School were the student studies:
11. Is your child a hosteller day scholar
12. How do you know about the school:
 - Through friends
 - Through newspaper
 - From internet
 - Any other
13. Reasons for selecting the school:
 - Good facilities
 - Nearness to home
 - Provide vocational training
 - Name and tradition
 - Cater the special needs

14. Age at which student was admitted to the school:

15. Do you have to pay any extra amount apart from the school fees: Yes No

16. How do you rate the facilities in the school: ☆☆☆☆☆

17. Does your child have any health problem: Yes No

if yes specify

18. Do you feel improvement in your child: Yes No

19. Does your child show any inclination towards creative activities: Yes No

20. Total expenditure on Childs education :

- Less than 5000
- 5000-10000
- 10000-15000
- >15000

22. Are you aware of the financial assistance from govt. to special education: Yes No

If yes do you think it is adequately and regularly provided: Yes No

23. Do you feel the increased assistance from the govt. can reduce expenses: Yes No

24. What do you think govt. Should increase in the case of special education

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25. what do you think are the major problems in special education at present:

- Lack of schools
- Lack of facilities
- No emphasis on vocational training
- Highly expensive

26. Suggestions to improve the education of mentally retarded children.....

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