"Education level and Awareness on Government Welfare measures on education among locomotor disabilities in rural areas of Nanjangud Taluk"

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Introduction: Education is important to gain knowledge about everything within the environment we live in, education enhance the knowledge about particular concept, which further leads to advancement in that particular field. In developing country like India importance for education is given through one of a right, "Right to Education" is one of the fundamental rights for every citizen of India, The Constitution (Eighty-Sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory elementary education for Age group between 6years to 14years with irrespective of ethnic origin, sex, nationality, socio-economic condition, religion, language, abilities, Disabled, Non disabled, transgender etc. hence this shows the importance of education.

Disability is a person with a physical or mental impairment that substantially limits one or more major life activities. According to WHO "Disability is impairment in a person's body structure or function, or mental functioning", Disabilities may be cognitive, developmental, intellectual, mental, physical, sensory or a combination of multiple factors. Disabilities can be present from birth or can be acquired during a person's lifetime. Leslie; Silvers Francis, Anita (October 1, 2016). Disability can be because of disease, medical accident, vehicle accident, etc. Locomotor Disability is a physical impairment that limits in one or more major life activities. Depending on the severity of disability the disability percentage will be given the government district hospital doctors and head of the hospital, where initially it is 40% of disability which is said to be benchmark disability to be considered as disability and eligible to get a disability ID card to obtain a benefits and the welfare measures given by the Government as well as Non-Governmental organization.

Government has implemented several welfare measures for the uplift of persons with disabilities, one of the deprived human being also neglected group in developing country like India. Welfare measures on education, employment, social security, and so on. Here government welfare measures on education had been focus, as education plays a vital role in every single human being by gaining knowledge, for persons with disabilities education will lead them to utilize welfare measures.

There are 21 types of disability classified now under The Rights of Persons with Disabilities Act, 2016 (RPWD Act 2016), which was before including all types of disability, there were only 7 types of disabilities.

According to 2011 census in Karnataka there are 13, 24,205 disabled members, in rural 7, 92,694 members and in urban 5, 31,511 members.

In Mysore District total population is 3,00,1127, according to 2011 census there are 60,470 total disabled persons in Mysore, which includes 12,484 vision impaired, 13,437 hearing impairment, 4,406 speech impaired, **9,812 impairment in movement**, 3,792 mental retardation persons, 814 mental illness people, 11,189 of any other disabilities, 4,536 of multiple disabilities.
According to NSSO (National Sample Survey Organization) survey Disabled are more in rural area than urban area.

Educational Concessions for persons with disabilities

There is a special school for disabled students in Mysore district, special schools for blind, speech and hearing, also for locomotor disabilities. Scholarships are given for disabled students studying from primary (1st standard) to higher education (PG studies) for all disabled students. Incentives are given for students scoring 60% and above in their public exams. Facilities such as help of the scribe, extra time duration in public examination and selection of elective subjects are extended to students with visual impairment and children with hearing impaired, concession in 2^{nd} and 3^{rd} language and also one hour extra time provided for public examination conducted.

State government has ordered for 5% reservation of seats in all Government and Government aided higher educational institutions along with 5years of age relaxation and also preference providing hostel facilities. Disabled students studying in private colleges can refund of Fee's like, Exam fee, lab fee, library fee, sports fee, and study fee in higher education. Department of Empowerment of persons with Disabilities provides National fellowship for disabled students pursue PhD, MPhil.

Review of Literature

Piyush Goutham & Dr. Saumya Chandra (2017), recommended for seminars, workshops, conferences about government schemes in district level to create awareness on Government schemes among special educators of persons with intellectual disability. Information and broadcasting ministry government concessions, relaxation and welfare measures for persons with disabilities should reach every group of society. **Chandrakanth HG & Dr. K Ramakrishna Reddy (2019)** Mysore University provides maximum number of facilities followed by Karnataka University, Bangalore University, Agriculture University, IIsc, GKVK, Reva University and VTU on library facilities and services for differently abled students. **Ann Jesamine Dianito**

et.all (2021) explored social exclusion along with limitation of assistive technologies and internet during covid-19 pandemic, but persons with disabilities got healthy support from the family. Recommends acknowledging every students needs with a disability by society and educational institutions. **Andrea Broderick (2018)** discussed about Article 24 of United Nations convention on the rights of Persons with Disabilities ensure access to inclusive education for persons with disabilities. The capability approach by Amartya Sen and refined in future by Martha Nussbaum ensured development of equality and human potential which is also used as tool that overcome limitations of equality assessments in Educational system. **Sandhya Limaye (2016)** studies about factors that influencing the accessibility of education for children in India like poverty, hurdles, social exclusion, humiliations and high level of stress for family members of disabled children. Despite of central and state Government programmes, policies for education of persons with disabilities, still its need to facilitate access to persons with disabilities in Educational Institution. **Ratan Sarkar (2016)** his study revealed that only 0.1% students with disabilities were in Higher education in India, due to problems in many areas like Course content, trained staff facilities, accessible environment, social stigma, negative attitudes, resources, educational policy, legislations and schemes. **Ajay Das (2013)** study revealed that training should be given for teachers about inclusive education for the successful implementation of Inclusive education in their schools. **Peter Moyi (2017)** through his study explored that in low-income countries like Kenya due to limited availability of educational services and were not aware of government services on education, children's with disabilities were lower in education. **Sanjeev Kumar (2015)** in his study on education for children's with special needs in Himachal Pradesh observed that through SSA (Sarva Shiksha Abhiyan) inclusive education system was implemented with focusing on better quality education for all by aligning new policies for students with all ability to receive education they deserve. **Tomas Boman et al (2013)** in their studies explored that with primary and secondary education woman with disabilities had higher risk job compared to men with disabilities with same education qualification, which shows that discrimination among gender and ability.

Aim of the study

The aim is to study education level and awareness on education welfare measures among persons with locomotor disabilities, with reference to Nanjangud Taluk.

Objectives of the study

- To know education level among locomotor disabilities.
- To study awareness on Government welfare measures on education among locomotor disabilities.
- To investigate about welfare measures reaching disabled people in rural area.

Universe and sampling

The data was collected from Villages of Nanjangud taluk of Mysore district. Random sampling along with probability proportionate sampling method is used to collect data from respondents through Interview schedule method.

Research Design

Descriptive research design and Exploratory research design has been adopted to assess education level and awareness on Government welfare measures among persons with locomotor disabilities.

Result

Table No.1

Showing Education Qualification details of respondents

SL.NO	Qualification	Respondents	Percentage
1	Illiterate	27	13.5
2	Primary School	14	7
3	Middle School	38	19
4	High School	81	40.5
5	PUC	23	11.5
6	Degree	10	5
7	Post Graduate	2	1
8	DE.d	3	1.5
9	Nursing	2	1
10	**Total**	**200**	**100**

It is clear that majority of respondents 40.5% had completed their high school, 19 %of respondents had completed their middle school, 7% of respondents had completed their primary school, 11.5% of respondents had completed PUC, and only 8.5% of respondents had completed their higher education. 13.5 % of respondents were illiterate.

Table.2

Showing respondents discontinued their Education

SL.NO	Qualification	Respondents	Percentage
1	Primary School	8	17.02
2	Middle School	9	19.14
3	High School	23	48.93
4	PUC	6	12.76
5	Degree	1	2.12
6	**Total**	**47**	**99.97**

It is clear that highest of 48.93% respondents were discontinued their high school education, 19% of respondents were discontinued their middle school education, 17.02% of respondents were discontinued their primary school education, 12.76 % of respondents were discontinued their PUC education, 2.12% of respondents were discontinued their higher education.

Table.3

Showing Respondents studying

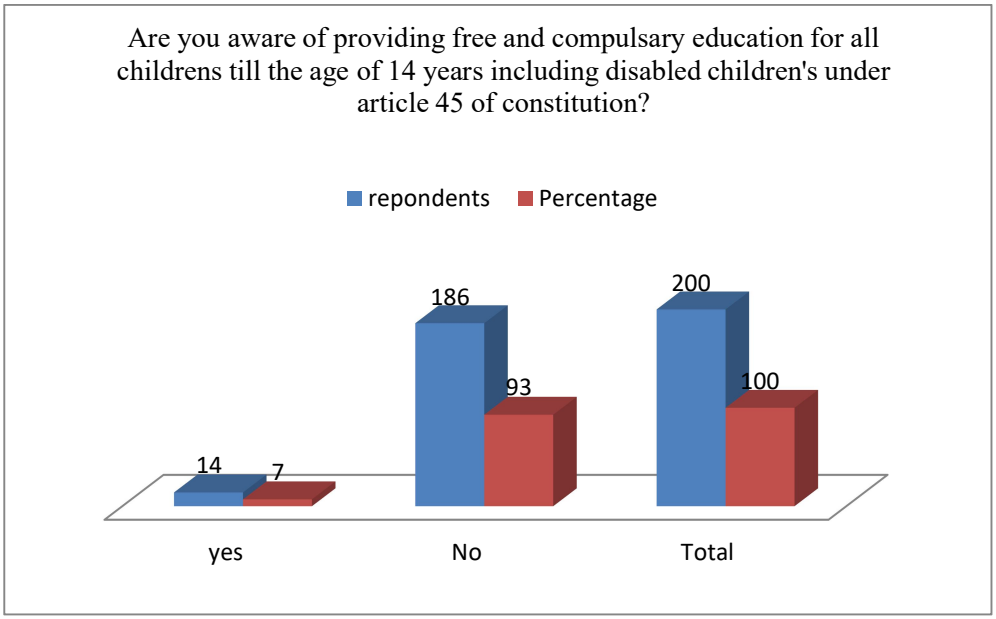
SL.NO	Qualification	Respondents	Percentage
1	Middle School	3	13.63
2	High School	7	31.81
3	PUC	8	36.36
4	Degree/Diploma	4	18.18
5	**Total**	**22**	**99.98**

It is clear that highest of 36.36% respondents are studying PUC, 31.81% of respondents are studying High School, 18.18% are studying Higher education, and 13.63% are studying Middle school.

Result showing for awareness on Government welfare measures on education among locomotor Disabilities.

Are you aware of providing free and compulsory education for all children's till the age of 14 years including Disabled children's, under Article 45 of Constitution?

Sl.No	Options	Respondents	Percentage
1	Yes	14	7
2	No	186	93
	Total	200	100

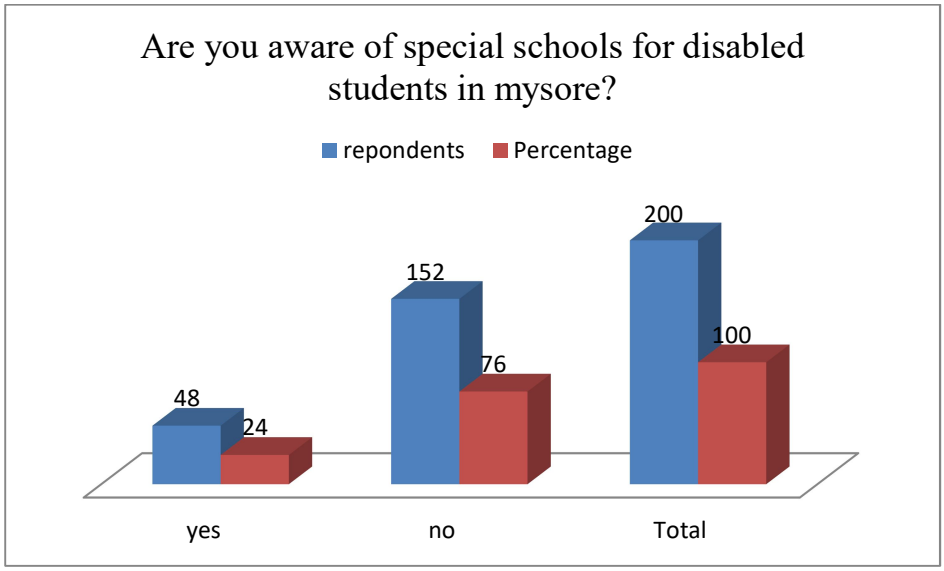


The Table showing only 7% were aware of providing free and compulsory education for all children's till the age of 14 years including Disabled children's, under Article 45 of Constitution.

Are you aware of Special Schools for Disabled students in Mysore?

a) Yes b) No

Sl.No	Options	Respondents	Percentage
1	Yes	48	24
2	No	152	76
	Total	200	100

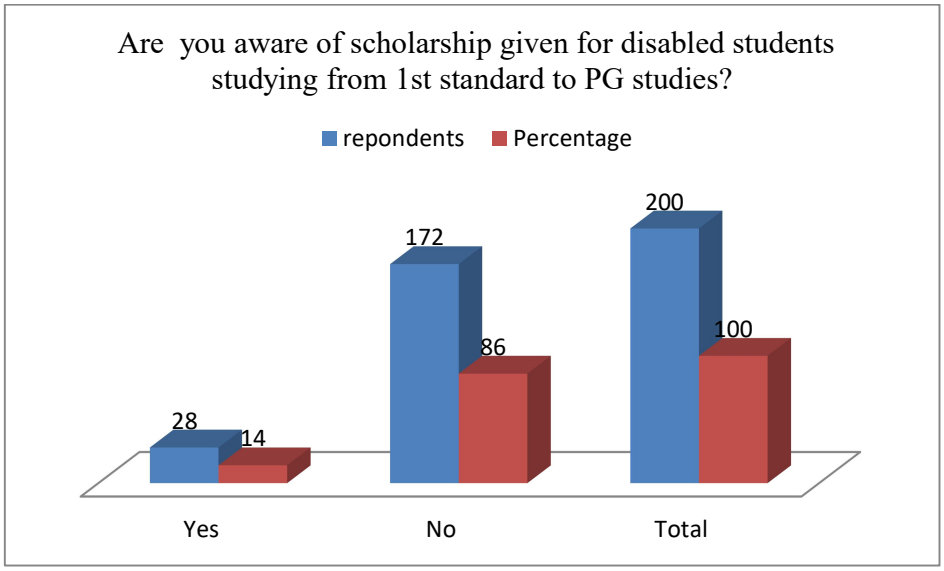


The Table showing only 24% was aware of Special Schools for Disabled students in Mysore.

Are you aware of Scholarship given for disabled students studying from 1st standard to PG studies?

a) Yes b) No

Sl.No	Options	Respondents	Percentage
1	Yes	28	14
2	No	172	86
	Total	200	100

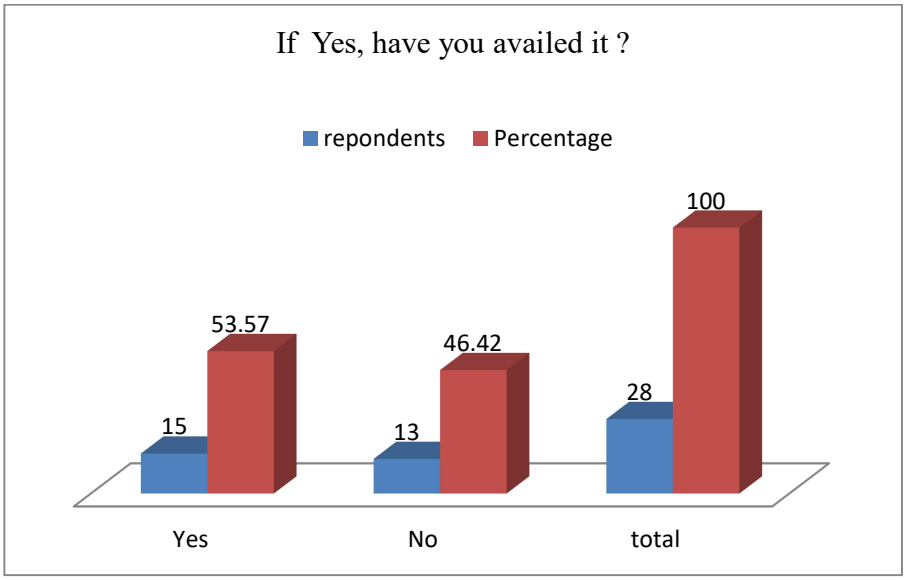


The Table showing only 28% was aware of Scholarship given for disabled students studying from 1st standard to PG studies

If yes, have you availed/availing it?

a) Yes b) No

Sl.No	Options	Respondents	Percentage
1	Yes	15	53.57
2	No	13	46.42
	Total	28	99.99

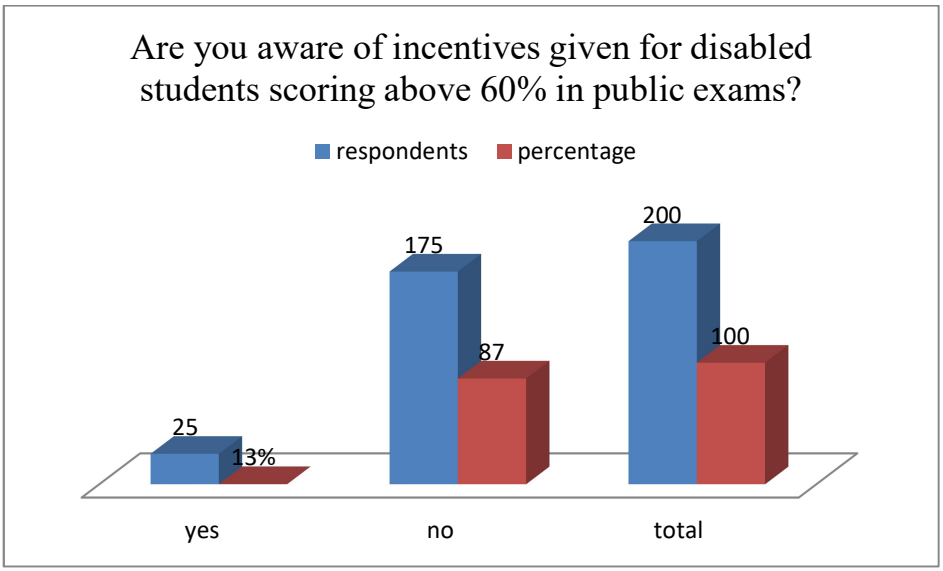


The Table showing only 53.57% had availed Scholarship given for disabled students studying from 1st standard to PG studies

Are you aware of Incentives given for Disabled students scoring above 60% in public exams?

a) Yes b) No

Sl.No	Options	Respondents	Percentage
1	Yes	25	13
2	No	175	87
	Total	200	100

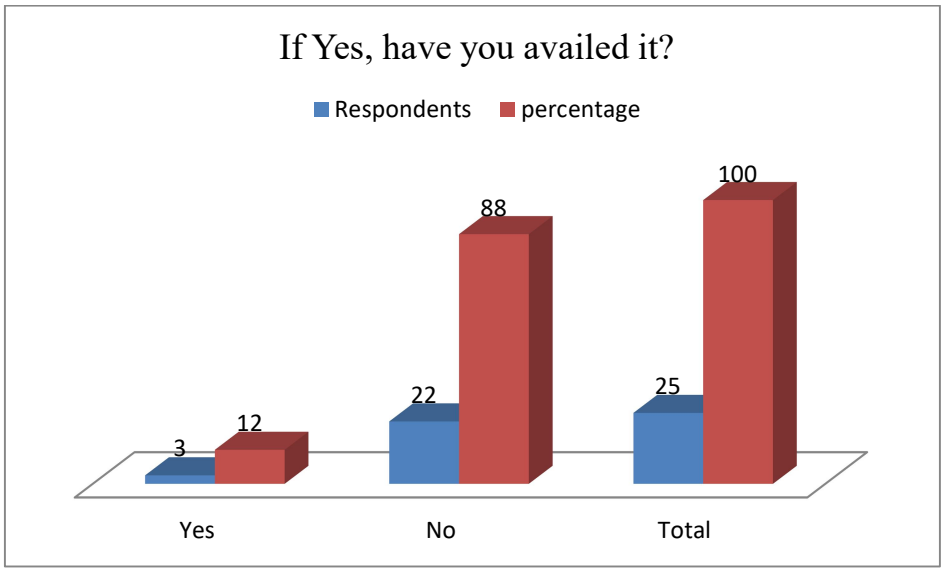


The Table showing only 13% was aware of Incentives given for Disabled students scoring above 60% in public exams?

If yes, have you availed it?

a) Yes b) No

Sl.No	Options	Respondents	Percentage
1	Yes	3	12
2	No	22	88
	Total	25	100

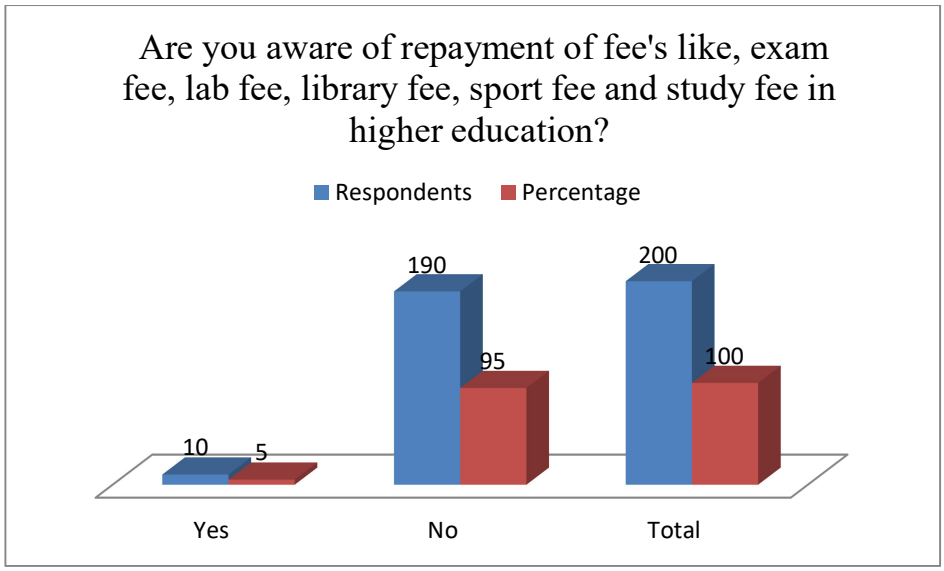


The Table showing only 12% had availed Incentives given for Disabled students scoring above 60% in public exams?

Are you aware of Repayment of Fee's like, Exam fee, lab fee, library fee, sports fee, and study fee in higher education?

a) Yes b) No

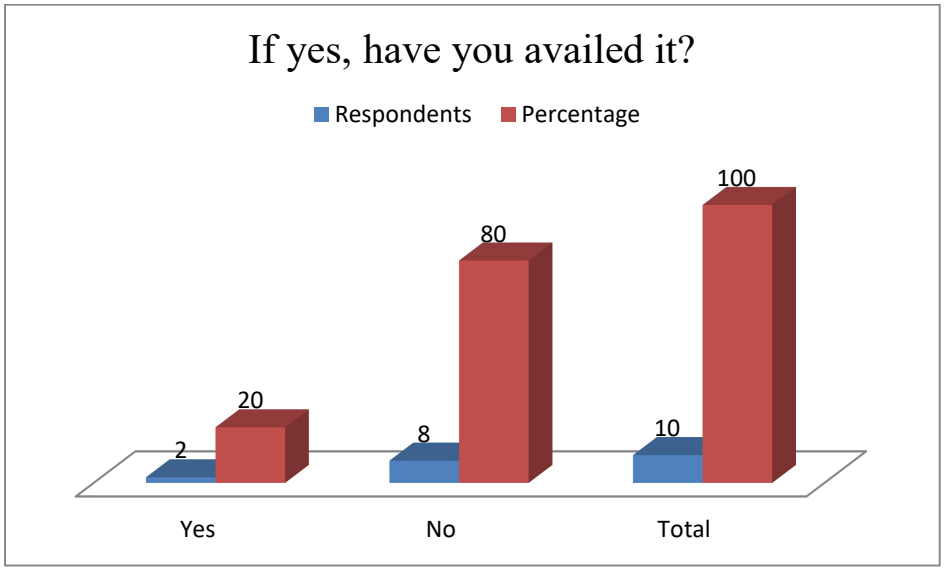
Sl.No	Options	Respondents	Percentage
1	Yes	10	5
2	No	190	95
	Total	200	100



The Table showing only 5% was aware of Repayment of Fee's like, Exam fee, lab fee, library fee, sports fee, and study fee in higher education.

If yes, have you availing/availing it?
a) Yes b) No

Sl.No	Options	Respondents	Percentage
1	Yes	2	20
2	No	8	80
	Total	10	100

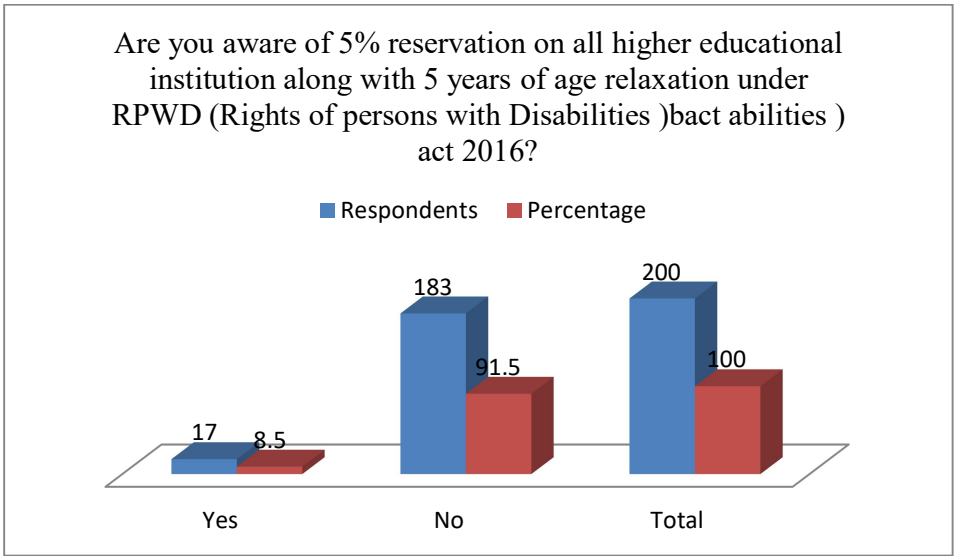


The Table showing only 20% had availed Repayment of Fee's like, Exam fee, lab fee, library fee, sports fee, and study fee in higher education.

Are you aware of 5% reservation on all higher educational institution along with 5 years of age relaxation under Rights of Persons with Disability RPWD act 2016?

a) Yes b) No

Sl.No	Options	Respondents	Percentage
1	Yes	17	8.5
2	No	183	91.5
	Total	200	100

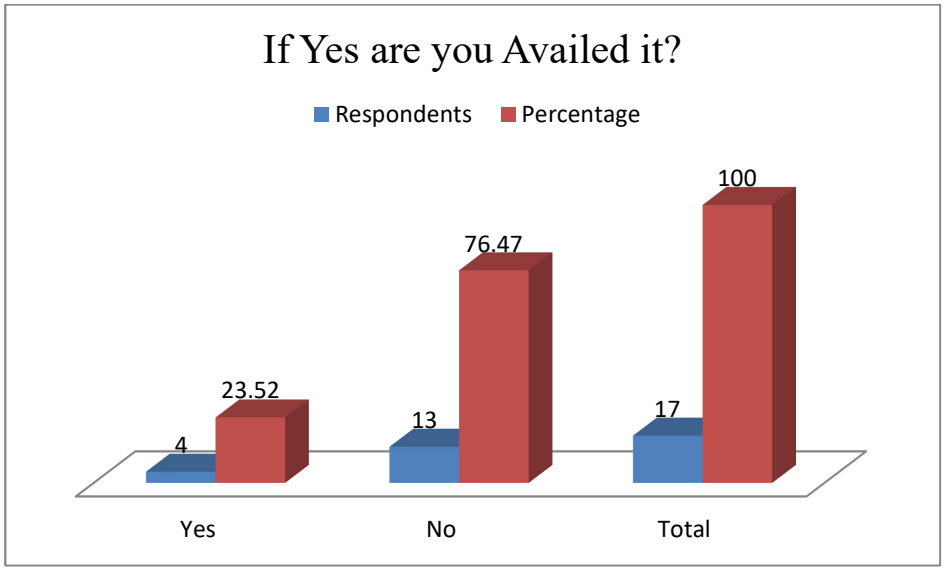


The Table showing only 8.5% was aware of 5% reservation on all higher educational institution along with 5 years of age relaxation under RPWD (Rights of persons with Disabilities) act 2016?

If yes, are you availing it?

a) Yes b) No

Sl.No	Options	Respondents	Percentage
1	Yes	4	23.52
2	No	13	76.47
	Total	17	99.99



The Table showing only 23.52% was availed 5% reservation on higher educational institution under RPWD (Rights of persons with Disabilities) act 2016?

Discussion

Only 8.5% had done higher education like Degree, Post Graduate, D.Ed, and Nursing. 11.5% had done their PUC; the majority 40.5% of locomotor disabilities had studied and also has discontinued in high school, total of 26% were completed only Primary and middle school. 13.5% were illiterate, who not even went to school due to disability. So majority of 66.5% of locomotor disabilities had studied and also discontinued their education within their high school education. Selected area for study was rural; there will be school in villages till the class of 7th standard i.e. from 1st standard to 7th standard. So once children's complete their 7th standard they have to join to their high school in the town near to village. Locomotor disabled were unable to a travel through vehicle because school is far from village also due to accessibility to the high school building. Locomotor disabled students need supportive aids for their daily life activities, which also support their accessibility individually with much lesser dependency on others.

Only 7% were aware of free and compulsory education for all children's including Disabled till age of 14years in article 45 of constitution. This shows how disabled in rural areas were unaware of basic information about education programmes. Only 24% were aware of special school for disabled, this shows disabled living in rural area had poor knowledge about welfare measures on education. Scholarships were given for disabled students studying from 1st standard to PG studies, this scholarship scheme is aware for only 14% (28) of locomotor disabled, even though 14% were aware of scholarship scheme only 53.57% (15) of 14% (28) had availed scholarship for their education. Only 13% (25) of respondents were aware for Incentives given for disabled students scoring 60% and above in public exams, in which only 12% (3) had availed it for their 60% and above percentage. If disabled students were pursuing their higher education in private collages their fees like, exam fee, lab fee, library fee, sport fee and study fee will be refunded by disabled welfare office, this scheme is aware for only 5% (10) of respondents, out of 5%(10) only 20% (2) had utilized this scheme. According to 2016 RPWD (Rights of persons with Disabilities) act 5% reservation on all higher educational institution along with 5 years of age relaxation was aware for only 8.5% (17) of respondents but only 23.52% (4) were availed the seats under this reservation.

From this result it was found that disabled people residing in rural areas were unaware of basic information like special disabled schools, educational schemes, reservations, scholarships, age relaxation, and so on. Locomotor disabled people facing problem towards their physical activities, according to their Severity of disability they can't move, with less disability percentage still can't travel without supporting aids to urban area. So they were not even aware of special schools that were only for disabled. Scholarships were given for all students studying from 1st standard till PG studies along with incentives for scoring 60% in public exams but disabled were not making use of it as they were unaware of all these welfare measures. To support disabled students 5% of reservations given in higher education with 5 years of age relaxation but due to several reasons like unawareness, inaccessibility to building, travelling problems, lack of supporting aids locomotor disabled were discontinuing in high school with the highest of 48.93% (23) had discontinued their high school education out of total 47 students who discontinued their education. Education is connected with employment so if disabled people won't get educated to get employed this affects their life in all the aspects. So education plays important role in their well being and for best use of all welfare benefits by government for disabled.

Conclusion

Government welfare measures were implemented for the uplift of disabled people, government welfare measures are said to be successful and effective only when it is reached and utilized by the last person of the target population. Disabled people residing in urban area will get all the benefit but disabled people residing rural areas had no information about welfare measures as

they were uneducated, less knowledge, lack of information reaching them. In rural areas only primary and middle school will be there but for high school disabled children's must travel to high school near to them in urban area, but due to their disability they discontinued their education. So highest of 48.93% (23) had discontinued their high school education out of total 47 students who discontinued their education. 5% reservations in higher education and 5 years of age relaxations for disabled students but still only 8.5% had completed their higher education due to their lack of awareness about welfare measures on education, lack of supporting aids, lack of information about incentives, scholarships in education, distance to travel for high school. Social workers should work on the ground level to educate them and utilization of government welfare measures; they should work on to reach supporting aids in regular interval of time, were they can make best use of it and welfare measures with the required eligibility. Hence social workers should facilitate with welfare benefits for disabled people in rural areas.

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