

# Evaluation of Special Facilities Available in Educational Institutions for Bhil Tribal Disabled Students in Jhabua District of Madhya Pradesh and their Educational Impact

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## Abstract:

Ensuring inclusive education for children with disabilities is the prime responsibility of any educational institution. This research paper evaluates the special facilities available for children with disabilities in educational institutions and analyses their impact on their academic and social development. This study analyses the special educational needs and facilities available for Bhil tribal students with disabilities aged 12 to 18 years in Jhabua district of Madhya Pradesh. This research uses primary data. questionnaires and interviews were used for data collection. The research examines various facilities such as ramps, Braille, availability of special educators, technical aids (audiobooks, speech-to-text tools) and counselling services. In addition, the impact of these facilities on the academic progress of children with disabilities and their level of self-reliance has been studied. The actual status of facilities and infrastructure for children with disabilities in schools is still not adequate, creating many problems for both students with special needs and teachers. The research findings show that in institutions with adequate facilities and supportive policies, children with disabilities show better confidence and academic performance.

**Keywords:** Inclusive education, Bhil Tribes, tribal students, infrastructure, children with disabilities,

## Introduction:

Education is a basic human right that should be available to everyone, regardless of their background. All individuals are entitled to education, regardless of gender, caste, ability status, or other sources of potential discrimination. One of these goals is to promote access to free and compulsory primary education for all school-going children. Children with disabilities face many problems in accessing education. The main challenge for children with disabilities is to access their educational rights. Various governmental and non-governmental efforts are being made to promote the education of tribal communities in India. In particular, the Bhil tribal community, which resides mainly in the Jhabua district of Madhya Pradesh, faces various challenges in the field of education due to its cultural characteristics and traditions. When it comes to students with disabilities, special facilities are required for their education and inclusion. Because it is often seen that children with disabilities face a lot of problems in commuting from home to school and in school. The condition of school buildings in Jhabua district is not disabled-friendly. Due to which children

with disabilities face a lot of problems in accessing the classroom, all schools were found to lack disabled-friendly toilets, and school buildings also do not have lifts and ramps for disabled children. It is important to evaluate the special facilities available in educational institutions for Bhil tribal students with disabilities in Jhabua district to understand how these facilities are affecting their education. These facilities include the appointment of special teachers, improvements in physical infrastructure, availability of assistive technologies such as Braille, hearing aids, and wheelchairs, and the government's inclusive education policies. This study will take a closer look at how these facilities are affecting the academic progress and self-reliance of students with disabilities. Also, it will assess whether these efforts are adequate or need further improvement. This will not only help in understanding the current state of education of students with disabilities, but will also help in making policy decisions in the future.

In addition, children with disabilities often live in vulnerable situations, and girls in particular are at the highest risk of losing education. Moreover, compared to children without disabilities, children with disabilities face more challenges in completing all educational levels. However, several initiatives have been taken to facilitate the education of children with disabilities, such as supportive policies, staff training, physical infrastructure modifications, adapted assistive devices, school building infrastructure, etc. Although governments generally support both the principle and implementation of policies for education for children with disabilities, there remains considerable ambiguity and uncertainty about the implementation of these policies on the ground, especially in tribal areas like Jhabua, where there is a lack of resources for education. As a result, children with disabilities face educational barriers.

In short, both lack of resources and school building design continue to be barriers to the education of children with disabilities so that policy recommendations can be made that are based on this holistic understanding. The aim of this study is to conduct a comprehensive narrative review that outlines the barriers to education for children with disabilities aged 12 to 18 years. Our study contributes to the education of children with disabilities by identifying the barriers that lead to educational success and hinder their education. By addressing these barriers, our study provides valuable insights about how to improve education for children with disabilities.

## **Review of Literature**

Mehrotra (2015) considered ways to include people with disabilities in rural settings. About 15% of the world's population has disabilities. Access to education needs is difficult for people with disabilities due to many barriers. They have to overcome many barriers to get the necessary services for health, education and rehabilitation. Government policies are extremely difficult for people with disabilities to access. Inclusive education and programs are in a very poor state in rural and some urban areas. All this affects the education of children with disabilities. Azibur (2018) conducted a study of the difficulties and educational options faced by children with disabilities in school. According to the data, 77 percent of schools lack residential facilities. 11 percent of schools lacked adequate sanitation and water supply. Schools were found without permanent health care for students. Only 15% of schools had building construction suitable for children with disabilities. S., & Ojha, G. J. (2018) argued in favor of universal education for Indian children with special needs. For a variety of reasons, it is extremely difficult for children with disabilities to access education equally. For the approximately 2 million children with special needs aged 0 to 6 years, access to education remains an issue. It can be very difficult for them to obtain education. According to the census, only 61% of children with special needs aged 5 to 19 years receive education. There is still a need for continued work to provide children with disabilities access to primary

education and inclusive education. Violette (2019) carried out research on assistive technology and educational access for kids with physical disabilities. Due to social stigma, poor educational policies, a lack of resources in schools, obstacles at home, poor progress, scarce resources, a lack of proper assessment, poorly qualified teachers, and parental support, children with disabilities are unable to finish their education. Is. Mwaizande Thadei Violette also discovered that many schools are physically inaccessible for kids with physical disabilities to access education, particularly in rural and slum areas. When children with physical disabilities enroll in school to study, their academic progress is very poor. Without parental support, these children would not have been able to succeed in school. In this thesis, the researcher discovered that Tanzanian children with physical disabilities have a difficult time getting access to assistive devices. Numerous orthopedic centers are inactive due to a lack of supplies, parts, and skilled personnel. Also Due to the fact that orthopedic clinics are privately owned, assistive devices are very expensive and children with disabilities are unable to purchase them in Tanzania.

According to Prakash's (2020) argument about the study of inclusive education practices for children with disabilities, both children and adults with disabilities were found to be uneducated and very poor. Accessibility problems were observed for children with disabilities when using assistive technology. Additionally, the necessary equipment could not be produced in time by the government. It may be difficult for children with disabilities to access inclusive curriculum. Taneja, Samson, and Singhal (2021): Arguments in favour of educating students with disabilities in government schools in rural India: A major source of concern for teachers is how prepared they are to take on the responsibility of educating children with disabilities. Schools found a lack of support staff to deal with the educational needs of children with disabilities. The school was found to lack basic necessities for children with disabilities. In their study, Education of Children with Disabilities, Gowramma, Gangmei, and Behera (2021) found that a lack of opportunities and negative attitudes toward society prevent people with disabilities from completing their education and achieving their goals. The same education that "non-disabled" children receive is something that children with disabilities strive for. To meet the needs of children with disabilities, priority is being given to providing education to all children, which is a very slow process. Agam (2022) argued in favor of the inclusion of children with disabilities in primary schools. The challenge of teaching students with disabilities through traditional methods still exists, and it takes longer to properly educate these students; It has been noted that inclusive education helps in maintaining equality between students with disabilities and general students. Inclusive education is increasing the number of students with disabilities, improving their quality of life, and increasing interest in learning. Physical equipment that students with disabilities require are not available in inclusive education. For example, sports equipment, computers, e-learning, projectors, etc. Special educators should be hired to work with students with disabilities in schools. Palan (2022) conducted research on disabled students in higher education. Goals and experiences are examined. In terms of teaching and learning, it was revealed that inaccessible infrastructure within the HEI puts students with disabilities' health and safety at risk, resulting in intermittent or no modification of teaching approaches for students with disabilities. As a result, learning was harmed.

### **Research Methodology**

The present study is of primary nature. Both quantitative and qualitative methods will be used for data collection. In the present research, the researcher will complete the survey using questionnaires and interviews. To assess the special facilities for children with disabilities in educational institutions, the

researcher aims to study the special needs in schools for tribal children with disabilities between the ages of 12 and 18 in Jhabua district of Madhya Pradesh.

### **Research Design**

- The present study is descriptive. In the present study descriptive methods have been used to find out the current situation. In the present research the researcher will complete the survey by using questionnaire and interview.
- To investigate the special facilities for children with disabilities in educational institutions, the researcher aims to study the facilities in schools for tribal children with disabilities between the ages of 12 and 18 in Jhabua district.

### **Sampling procedure**

For the present study, a simple random sampling procedure has been selected. The present study is about disabled school going children aged 12 to 18 years in Jhabua district of Madhya Pradesh. There are 131 government educational institutions in Jhabua district of Madhya Pradesh. For the present study, only 2 Janpad Panchayats Thandla, and Jhabua have been selected from Jhabua district from where 20 disabled students have been selected by a simple random sampling procedure. In a simple random sampling procedure, all the samples have a high probability of being selected.

### **Limitations of the Study**

- **Limitation of policy and administrative aspects** – The study only assesses the currently available facilities and their impacts, but detailed discussion on policy reforms and administrative constraints may be limited.
- **Geographical limitation** – This study is limited to two districts, particularly Jhabua district of Madhya Pradesh, due to which a comparative analysis of the facilities available and their impacts in other areas cannot be done.
- **Sample size** – The study includes only selected educational institutions and disabled Bhil tribal students, which may make it difficult to draw broad conclusions about the exact situation of the entire community.
- **Social and cultural factors** – The impact of socio-economic status, traditional beliefs and cultural factors of the Bhil tribal community has not been included in this study.

### **Research Objective**

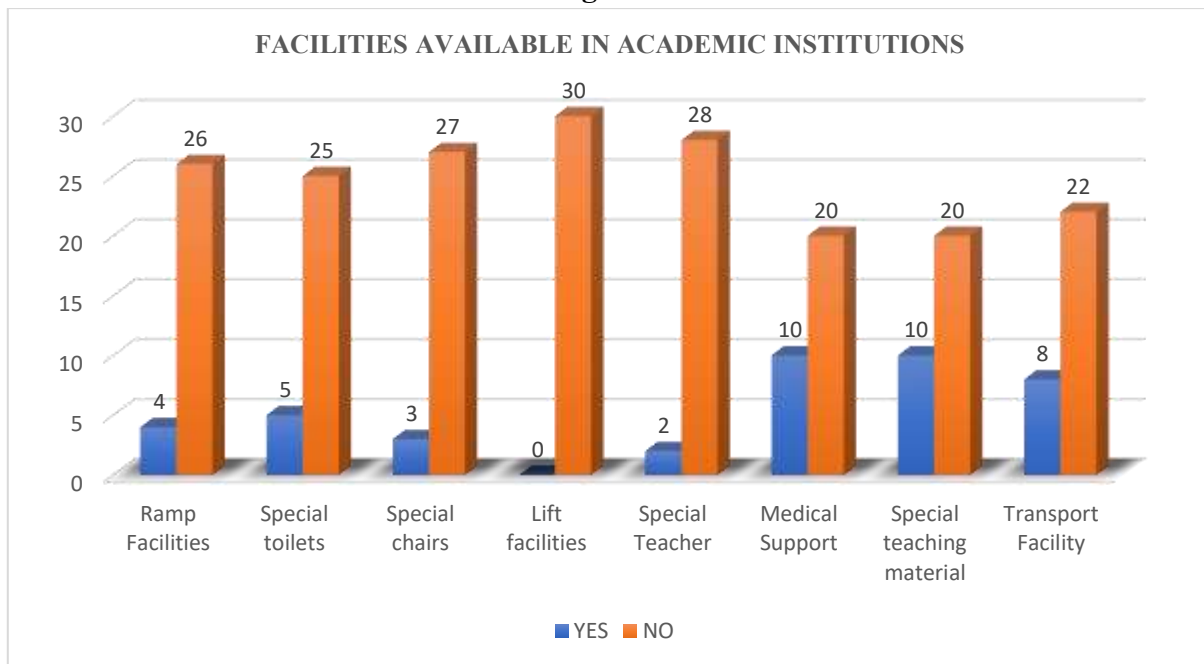
- To analyse the barriers and challenges faced by tribal students with disabilities in accessing and using the facilities.
- To identify the special facilities (physical, educational, technical and financial support) available for Bhil tribal students with disabilities in educational institutions of Jhabua district.
- To assess the impact of these special facilities on the education, academic performance, attendance and overall learning process of students with disabilities.

### **Inclusive School Facilities and Infrastructure**

Educational institutions should provide barrier-free environment and basic facilities for Divyang children where they can mingle with normal children. Educational institutions are places of learning. The policy of

inclusion, while stressing on inclusion of Divyang children in the mainstream, also focuses on the facilities required for them in terms of provisions of special infrastructure to provide a barrier-free environment. This will create a conducive and viable environment for Divyang students and enable them to perform well in their studies and achieve success. The researcher researched the status of institutions providing various basic facilities for Divyang children in various institutions present in Jhabua district of Madhya Pradesh, which are presented in Figure 1. 30 students were selected from two districts and information was collected about various facilities in their respective institutions.

**Figure 1**



Apart from the teaching staff in schools, infrastructure is also a part that needs to be considered for inclusive schools, it cannot be denied that not all inclusive schools cater to the facilities and infrastructure as per the needs of children with special needs. Both facilities and infrastructure for inclusive education are quite important to optimize teaching and learning activities. This research was conducted to measure the availability of facilities and infrastructure to support learning activities for children with special needs in inclusive schools. The researcher has revealed that in Jhabua district of Madhya Pradesh, the infrastructure of schools and the facilities available in it are according to the needs of children with disabilities. For this, the researcher selected 30 Bhil tribal disabled children from different schools of Jhabua district and collected data through questionnaires and interviews. When the respondents were asked about the availability of infrastructure and facilities in their schools, 26 out of 30 respondents said that their school does not have the facility of ramp. Only 4 respondents said that their school has ramp facility. 25 respondents said that their school does not have disabled friendly toilet facility. 5 respondents answered in the affirmative. All the educational institutions were found to be lacking special chairs for disabled children. When asked about the facility of lift in educational institutions, all the respondents answered in the negative. Lift facility was not found in any school, due to which disabled children face a lot of problems in reaching their class. There is a shortage of special teachers in Jhabua district, sometimes special teachers are needed for disabled children. But only two respondents said that there is a special teacher in their



school. 28 respondents said that there is no special teacher in their school. When asked, the teachers also said that they are not given any such training which helps in teaching disabled children. Regarding medical assistance, 10 respondents said that they get medical assistance, 20 respondents answered in the negative. There was also a shortage of special teaching material in schools, such as Braille books and screen reader software in computers, hearing aids and audio classrooms, smart classes and special teaching software etc. Only 10 respondents said that there is special teaching material. Disabled children face the most problem in going to school from home. Due to the long distance from home, they have to face a lot of difficulties in reaching school. For this, the respondents were asked whether there is transport facility in their school, then only 8 respondents said that there is transport facility in their school. But 22 respondents said that they go to school on their own. They do not get transport facilities.

## Results and Discussion

**Basic facilities for Divyangs in educational institutions:** Educational institutions should have a barrier-free environment and basic facilities for Divyang students where they can mingle with normal children. Educational institutions are the place of learning. Where efforts are made to include Divyang children in the mainstream through the policy of inclusion, it will create a conducive and viable environment for Divyang students, and they will perform well in their studies and achieve success. The researcher, who has presented the data in Figure 1 regarding various basic facilities for Divyang children in various institutions present in Jhabua, selected 30 students from different schools from two districts of Jhabua district and collected information about various facilities in their respective institutions, which is presented in Figure 1. From the data, it can be inferred that there was a lack of necessary facilities and a barrier-free environment for Divyang students. Although Divyang students are admitted to all the educational institutions, most of the institutions are not providing even the minimum facilities to make them safe, comfortable, and live with their counterparts. Along with collecting information regarding the facilities, their satisfaction level has also been assessed. The respondents expressed discomfort and dissatisfaction towards the educational institution's Divyang-friendly building and the facilities in it. It is clear from the study that there are not enough facilities for the disabled in the educational institutions; the results presented in the figure show that the educational institutions do not have many favorable facilities in terms of providing facilities to the disabled students. The infrastructure is not at all Divyang-friendly, which causes them a lot of inconvenience.

### Impact of lack of facilities on the education of disabled children.

- Lack of special facilities for students with disabilities in educational institutions has many negative effects on their education.
- If schools and colleges do not have facilities like ramps, lifts, Braille, hearing aids, and special teachers, students with disabilities are unable to attend school comfortably.
- Many times they are unable to cover long distances or reach classrooms, which hampers their education.
- Without special facilities, students with disabilities have to struggle more than other students in studies.
- They also face difficulties in taking exams, doing practical work, or participating in sports and cultural activities.
- If special study materials (such as Braille books, audio notes, and speech-to-text software) are not available, students with disabilities struggle more in studies. Without proper resources, they fall behind

in understanding and completing the course, which affects their results.

- Due to lack of education or poor-quality education, students with disabilities face difficulties in getting employment later. They face obstacles in becoming self-reliant, making them economically and socially vulnerable.
- When they do not get proper support, they feel discouraged and lack confidence.
- Difficulty in mixing with other students makes them feel isolated, which leads to problems like stress and depression.

The lack of special facilities for students with disabilities in educational institutions affects their overall development. It affects not only their education but also their self-esteem, mental health, and future career. Therefore, all educational institutions should adopt an inclusive education system and provide necessary facilities for students with disabilities so that they can avail equal opportunities and ensure their participation in society.

## Conclusion

The primary objective of the research study was to evaluate the infrastructure for children with disabilities in educational institutions. The results show that the facilities for children with disabilities in schools were low. Most of the institutions do not have proper arrangements for disabled-friendly toilets. Most of the educational institutions do not have seating arrangements. Most of the institutions also do not have facilities for walking aids and ramps. Most of the institutional students have a very low satisfaction level regarding the availability of facilities. The study can be used as a basis and create awareness among students and administration. Even though policies have been made to protect the rights of the disabled, their implementation has been found to be very weak. The need of the hour is to control these shortcomings and provide a barrier-free environment and independent living to the disabled.

Education needs both soft and hard facilities and infrastructure; the rights of children with special needs are no different from those of other children. They are both children of the country and have the right to get proper education. Educational services should support the fulfillment of facilities and infrastructure so that learning activities can take place well.

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