



A BRIEF STUDY ON THE CLASSIFICATION OF DISABILITY

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ABSTRACT:- The level of education and economic production of a whole nation's population have long been used as a yardstick to judge that nation's overall level of progress. This practise may be traced back throughout history. Cognition and behaviour are the two fundamental components that may be separated out when analysing human development. Both a person's social life and their mental health are critical to their general growth and development, and having a sickness or handicap of any kind may have a negative impact on both of these aspects of a person's life. The presence of any form of illness or impairment has a detrimental effect on the development of these aspects of growth (Manjul and Zinta, 2010).

India is the world's second-most populous democracy and has a vast population in addition to a wide variety of castes, languages, religions and socioeconomic origins. It is also the world's second-most populous nation that is a democracy. In spite of the enormous variety of perspectives and experiences that are represented among us, there seems to be steady movement in the direction of further globalisation and liberalisation. In spite of the fact that, this continues to be the case. However, the difficulties of managing India's 2.19 crore disabled people as a source of human resources are already a reality. In order for our nation to make progress as a whole, it is imperative that we locate a middle ground between those who struggle with physical disabilities and those who do not have any such issues. people who do not suffer from any kind of physical disability. After all, the children of today are going to grow up to be the adults of tomorrow. The future of a society is jeopardised when the children of that society are unable to develop to their full potential, when they are unable to make important contributions to society, and when they are unable to accept their rightful responsibilities as responsible adults.

KEYWORDS:- Social Adaptation etc

Everyone, regardless of their age, race, or socioeconomic situation, is at risk of getting a handicap at some point in their lives. If a nation or civilisation makes the decision to ignore the 2.13 percent of its people that is handicapped, it will never be able to achieve integration or development. Because of its population of 2.19 crore people, India has a sizable pool from which to draw in terms of the human resources it has. It is abundantly clear that our society requires rules, regulations, and legislation to assist in increasing the number of disabled people who are actively participating in the workforce. This is because the work experiences of disabled people are so drastically different from those of their non-disabled coworkers and competitors. There will be no progress achieved towards the objective of achieving equality for persons who have impairments if the subject of disability is not raised to a higher priority and given the attention it requires. At this juncture, it is essential to take note of the eerie calm that has engulfed the surrounding environment.

It is unequivocally stated in the Constitution of India that all people are born equal, and that everyone deserve its same freedom of speech and expression, assembly, press, connection, religion, skills training, employment, accommodation, hospital care, and any other. social care they may require. Additionally, the Constitution states that all people are deserving of the same freedoms of expression, assembly, press, correlation, and religion. In a society that adheres to the ideals of democracy, each individual carries with them the right to equal opportunity. Every kid has the fundamental right to get an education, which encompasses the aptitudes of reading and learning. This right includes the guarantee that all children who want equal treatment in their academic endeavours will get it. At a democratic society, individuals who are disabled have equal access to the available resources, and this included the resources that are offered in educational institutions. This is true for all of the resources that are available in the society. The concept of equality refers to both treating people in the same manner and having a strong sense of fairness.

People who are afflicted with physical disabilities are valuable members of our society who, given the opportunity and the appropriate support, are capable of participating fully. Statistics show that people who have impairments consistently do better than their colleagues who do not have disabilities, both in terms of attendance nor overall performance. This is the case for both academic and employment outcomes. This is a fact that us are aware of as a result of personal experience in addition to reports that have been discovered in the media and other literature works.



Children with disabilities have ancient times been at an increased danger of being allowed to discriminate against, manipulated, victimised by terror and abused, whilst being socially inept, struggling to make ends meet, and being institutionalised. In addition, they have previously been subjected to higher rates of institutionalisation. The end goal of the study is to eliminate prejudices and prejudices that are developed as a result of one's upbringing as well as random chance.

India is one of the few nations in the world that provides its young people with the highest standard of care that is humanly feasible. As a result of this, it is of the utmost importance to cultivate a culture that is tolerant of people with a wide range of degrees of expertise. The Education Commission, which met from 1964 to 1966, is the group that came up with the notion to organise the education of disadvantaged children along the lines of usefulness rather than merely humanitarianism. This idea was developed throughout their tenure. This was in reaction to the fact that philanthropic activities had a tendency to urge the handicapped person to stay passive and dependent on others. Jones (2000) states that the sole question that was asked of children with disabilities who were referred under Article 23 was whether or not they would be getting specialised care and rehabilitation services. This suggests that the wellbeing of children with impairments should be prioritised above their rights in whatever considerations that are made about them.

Numerous issues, the most notable of which are deprivation, HIV/AIDS, malnutrition, poor health care, inadequate nutrition and exercise, alcohol and drug misuse, and sexual assault, put children's health and well-being in peril all over the globe. Empathy is a quality that should be encouraged in society, although compassion isn't always necessary. It is important for us to put ourselves in the shoes of persons who are physically impaired so that we may fulfil the needs that they have articulated. They will be able to make greater use of the employees that they already have available as a result of this. Consequently, addressing the problem of handicap is not a subject of humanitarian concern; rather, it is an issue of the progression and development of the country as a whole. As a result, the fundamental goal of the education for children who are physically challenged is to help them in transitioning to a social and cultural setting that is more favourable to achieving the requirements that they have.

In spite of the fact that they have a lot in common, it is general known that children may be distinguished from one another in a number of ways, both in terms of their similarities and their differences. Children with disabilities cannot be excluded from this discussion. Everything about the life of a person who has a disability is different. They could need some extra assistance from their family and friends, as well as their classmates and their teachers. There's a good chance that this will be all that's required to kickstart a better life for you. If we do not attend to their psychological requirements, they may struggle socially, get irritable, and perhaps drop out of school. As a direct result of this, the objective of providing equal access to educational opportunities for all pupils suffers, which results in both waste and stagnation. It is of the utmost importance to make certain that all people who have disabilities have access, outside of the classroom, to career prospects, educational possibilities, and social security. The processes by which each individual matures are simultaneously shared by all people everywhere and entirely their own.

Classification of Disability

According to the "Disability act Act 1995" in India, the term "disability" may refer to any one of seven distinct conditions, including "blindness," "bad eyesight," "hearing impairment," "fundamental movement," "leprosy cured," "mental sickness," and "mental retardation." " For the benefit of ease, progress, and research, disabled persons have been categorised into four groups. They struggle in 1) physical health, 2) developmental delay, 3) academics, and 4) social interaction. These are the four domains in which they are challenged (Bhargava, 1994). Even within this loose classification, there is a great deal of variety. Elkind (1990) conducted research using information from the United States Census Bureau and came to the conclusion that persons with physical impairments might be classified into one of three categories: 1). blind, 2). Those who have difficulty hearing, plus three more) owing to an orthopaedic ailment, the individual is unable to physically bear weight. The children who are the exclusive subject of this investigation are those who have been classified as having a Physically Challenged status owing to an Orthopedic impairment.

According to the criteria established by the World Health Organization in 1976:

Impairment: deterioration or failure of function of one or more body's parts, systems, or organs. In this particular instance, the issue is located inside the organs themselves.

Disability: Being a human and having the inability to perform a certain task is an example of a limitation.



Handicap: Those aspects of a person's life that are made more difficult as a result of their limitations or disabilities. There are four different levels of orthopaedic or locomotor impairment that may be distinguished from one another. Both medical and, more lately, societal factors were used to characterize disability. The latter has been utilised more recently to better support handicapped persons in all parts of life and to increase their feeling of self-worth.

1. Mild impairment if the individual's IQ is below forty.
2. a degree of disability equivalent to or more than 40 percent
3. A significant impairment is defined as having a score of 70 percent or greater.
4. A impairment is deemed severe if it affects more than one 100 percent of a person's daily activities.

Definitions

1) **UN, 1975:** "a person who, due to a deficiency in their physically or psychologically capacities, whether hereditary or otherwise, would be unable to supply for oneself of herself, so for the most part, the necessities of a healthy and active lifestyle and/or social life is considered to be a person who is considered to be disabled.."

2) **WHO, 1976:** "A person who has trouble moving about has difficulty doing the intricate actions that are necessary to relocate from one place to another, including moving oneself as well as their goods."

3) **National Sample Survey organization (1991):** "The incapacity to move himself and/or one's goods from one area to in a regular manner."

4) **Persons with Disabilities Act (1995):** "impairments that affect body bones, joints, and nerves that significantly restrict the mobility in the arms, such as learning disabilities."

5) **The Census of India (2001) :** "persons being unable to use their arms as a result of problems such as amputation, a deformed body, the unsteady gait without help, the difficulty to move or move an item, or joint illnesses such as arthritis."

6) **National Sample Survey Organization (2002):** People with chronic physical abnormalities such as hunchbacks, deformed spines, dwarfs, and tight necks are also included in the 58" round category as long as they do not have issues in the usual movement of the body & limbs.."

7) **Disability Discrimination Act (2005):** "If a person's or motor impairment severely and repeatedly hinders their capability to participate in the activities of daily life, then that person is regarded to be handicapped. People who fall under this group could need orthotics, prosthesis, or assistive devices such as crutches or wheels in order to move about freely."

Those are not the comments of a woman who lives in a society that has a caste system and who has her child labelled "untouchable." These are the remarks of a mother from Australia whose kid has been classified as having a "disability." This mother is helping me out with some of my current studies by volunteering her time.

There are more than only this woman and her kid here. As is the case with a large number of other students, he runs the danger of being denied access to the same resources and opportunities that are available to kids who do not suffer impairment.

In the Indian educational system, exclusion is pervasive. It is not the only occurrence of this phenomenon for a kid to be barred from attending a regular school or to be placed in a school designated as "special." It may also occur when students passively survive inside a mainstream context without being really involved in the activities within.

This can imply that a student is not allowed to participate in any extracurricular activities, such as sports, camps, or field trips, or that they are only allowed to attend school for part of the day. It is also possible for it to suggest that a student is not provided with the assistance necessary to fully engage in the academic and social life of the classroom. On the other hand, inclusive education ensures that each and every kid is able to fully engage alongside one another both within and outside of traditional classrooms.

A recent research study that I conducted on inclusive education led me to the unmistakable conclusion that inclusive education is superior to traditional education in every conceivable aspect. All children, irrespective of whether or not they have a handicap, will benefit from this in terms of their social, academic, cognitive, and physical development. This is the case whether or not the kid has a disability.

Children, for instance, exhibit enhanced communication development, more positive behaviour, and higher results in reading, writing, and mathematics when they are educated in classrooms that are inclusive. Children also have a more



optimistic view of their own sense of value. Education that is accessible to all students also fosters a stronger feeling of community and belonging.

Education that is really inclusive is possible and does take place. However, there is no inclusive education available in India for any of the country's children at this time. From early infancy through adulthood, many students who experience disabilities continue to be denied equitable access to inclusive education. This discrimination may last a lifetime.

Recent findings by the United Nations Committee on the Rights of Persons with Disabilities indicate that India is not adequately protecting the right of all children to participate in inclusive educational opportunities. The Committee voiced its disapproval of the continued practise of segregating children with disabilities into "special" schools, classrooms, or units of instruction. Concerns were also expressed by the Committee on the lack of real inclusion in mainstream settings and the low number of students who graduate from high school.

There are a lot of obstacles standing in the way of inclusive education. These include negative perceptions and stigma surrounding difference and illness; a lack of comprehension of inclusive education; an inadequate amount of training and improvement in the field of student learning for teachers and other staff; and systemic barriers, such as limited funding and assistance from education department.

One of the most popular misconceptions regarding inclusive education is that all it entails is putting children who have disabilities in the same classrooms or early childhood settings as their classmates who do not have disabilities. This, of course, is not the case.

Even if a student attends a school that is part of the mainstream education system, this does not guarantee that they will be included. Even while integration into a typical environment is a crucial and essential first step, this is, in and of itself, only the beginning of the process. There is much more to inclusive education than this; it demands students to participate and feel as if they belong as equal members of a school community.

Recognizing our common humanity is something that is necessary for all of us. Inclusion is necessary for any one of us to achieve success as contributing members of society. In order to do this, it is necessary to acknowledge that no kid is "broken" or "not normal," and that children do not need being "fixed" or "cured."

We, as a culture, need to be more accepting of variety and learn to see it not as a "problem," but as a benefit. A true education that is inclusive for all children implies that every kid feels valued and that they belong somewhere. It implies that all children are given opportunities to thrive in every aspect of their development.

According to what another mother who participated in my research shared with me,

Inclusion denotes that all people were indeed capable of making contributions to their public and have there own contribution accepted while simultaneously partaking in their society and receiving both their variations and participation valued.

According to the recommendations of education specialist Roger Slee, inclusive education is a must for the successful implementation of the democratic agenda.

Conclusion

The following inferences are made in light of the study's findings:

Since the threshold of expectations and standards for the artistic accomplishment of such a group of pupils had already been low for such a long time, studying the imagination and professional content of youngsters with disabilities presents a difficulty despite the increasing openness of civilisation and the involvement of these youngsters and youngsters in the new pedagogical and socio-cultural space. In recent years, just a handful of publications addressing various elements of impaired children's creative potential have been published. Visual inventiveness, public performances, singing, communicative creativity by means of actions, playing pianos, producing music, writing literary works of diverse genres, and sculpting are all explored as forms of creativity.

Disabled children in a regular classroom are just as valuable as their typically developing peers, if not more so, because of the barriers they face there. Negative qualities including violence, poor self-efficacy, anxiety, frustration, social disengagement, disobedience, etc., are often seen in handicapped children. In the regular classroom, children with disabilities may have trouble keeping up since they need to put in more effort to complete the same tasks as their peers. It's frustrating and humiliating when a youngster can't accomplish what his or her peers can, especially if the job in question is one that other students find easy. Therefore, a team approach is necessary for educating children



with disabilities alongside typically developing children. From the initial assessment to the creation of the individualised education programme, there needs to be close collaboration between special education teachers, parents, instructional teachers, regular education instructors, educational organisations, managers, curriculum, nongovernmental organizations, and teacher technical colleges.

Limitations of the study

Due to limited time, information, and skill, researchers are often unable to complete their projects to their fullest potential. A number of factors and a lack of available resources meant that the current study had several limitations that could not be solved. There are, however, certain problems with the current research that have become apparent.

1. The current investigation aimed to examine the ways in which children with disabilities are able to adapt to their social environments and express their creativity despite their impairments. Therefore, this study's findings cannot be generalised to include all children with disabilities.
2. Children with learning disabilities were only included if they were aged 7 to 13 years old.
3. Because of scheduling constraints, the research was conducted exclusively at educational institutions. This research would have been more intriguing and helpful if it had included samples from a variety of cultures and states.
4. The group data might also be analysed using other more advanced statistical methods.

Suggestions for further researches

In the context of any investigation, the adage "we live on past in present for tomorrow" rings especially true. Everything that was investigated in this study benefited from the work of previous researchers, and it was decided that just a small number of recommendations should be made for further study. The following recommendations are made based on the current state of research:

- Repeating the same research is an option.
- Possible future longitudinal research.
- Three age groups, say 5-6 years, 14-15 years, and 16-21 years, may be used instead of the more limited 7-13 year range to make more meaningful findings.
- Research into other facets that were left out of this analysis might be helpful.
- Planned studies might expand their focus to include pupils with other sorts of impairments.

Life's many facets could be studied through a comparison between the handicapped and the able-bodied.

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