EXAMINING PROSPECTS OF LEARNING DISABILITY AMONG SCHOOL STUDENTS ON THE BASIS OF GENDER AND CASTE

[1] ABDUL SALAM P.P

[1]Research Scholar, Department of Psychology,
Mansarovar Global University, Sehore, Madhya Pradesh

[2] DR. P.RANJITH KUMAR

[2]Supervisor, Department of Psychology,
Mansarovar Global University, Sehore, Madhya Pradesh

ABSTRACT

Learning disabilities (LD) among school students pose a significant challenge to the education system, impacting academic achievement and overall well-being. This study presents a comprehensive overview of the prospects of learning disabilities in the context of gender and caste diversity among school-aged children. This in-depth investigation dives into the complex terrain of learning disorders, particularly dyslexia, dysgraphia, and dyscalculia as they pertain to secondary school pupils. All tenth graders from public and private secondary schools make up the study's population. Bhargava and Bhardwaj's learning disability battery was used, which is a standardized set of open-ended and closed-ended questionnaires that are self-administered. Analyses of the data showed that the prevalence of learning difficulties among male and female pupils differed significantly.

Keywords: Dyscalculia, Dysgraphia, Dyslexia, Gender, Caste.

I.   INTRODUCTION

Dyslexia, dysgraphia, and dyscalculia are among the most significant obstacles faced by pupils in secondary school. Students' capacities to understand mathematical ideas, articulate their thoughts in writing, and decipher written language are all negatively impacted by these difficulties. When it comes to algebra, geometry, and other higher math courses, secondary school kids with dyscalculia have it rough since they have trouble grasping and manipulating mathematical ideas. Having trouble with numbers and solving problems is only the beginning of the difficulties that people with Dyscalculia face in their day-to-day lives. Teachers who want to help their pupils who struggle with Dyscalculia must have a firm grasp of the disorder's subtleties in order to develop individualised plans of action.

Secondary school students with dysgraphia, a learning condition that impacts writing skills, face unique obstacles. With Dysgraphia, these kids may struggle to express themselves clearly in written assignments that need a lot of writing. A student's academic and mental health might be severely affected by the feelings of despair and frustration that often accompany this condition. So, for parents and teachers who want to help their children who struggle with dysgraphia strengthen their writing abilities, it's important to understand the disorder well.

Problems with reading, decoding, and spelling are symptoms of dyslexia, a common learning problem. Students with dyslexia often struggle in high school since the disorder makes it hard for them to read and understand complicated texts as well as to actively participate in class discussions on a wide range of topics. Teachers of reading and writing in secondary schools would do well to familiarize themselves with the causes and symptoms of dyslexia. Furthermore, for the complete development of kids with Dyslexia, it is vital to create an inclusive atmosphere that meets their particular demands.

A holistic and integrated approach to education is crucial, especially in secondary school settings where multiple cognitive difficulties often coexist. Making an effort to create a space that welcomes, supports, and empowers kids with learning difficulties is more important than just admitting that these issues exist. In order to serve the different needs of kids in a sustainable and successful manner, it is imperative that educators, parents, experts, and legislators work together.

Education is changing as we explore the complexity of dyslexia, dysgraphia, and dyscalculia among secondary school pupils. Understanding the complexities of students' unique learning styles is gradually replacing the old, one-size-fits-all method. We want to understand more about the complexities of each learning impairment, how they affect students' academic and social-emotional development, and how to make school more welcoming to all students at the end of our investigation.

II.   REVIEW OF LITERATURE

D., Bindhu et al., (2023) A rise in the enrollment of children who were previously excluded from formal education and significant legislative changes in India have been brought about by global pledges to ensure that children with disabilities have access to quality education. Several programs offered by the Indian government to help children with disabilities are examined in this article, along with disability-inclusive education methods in schools. Government programs that aid handicapped children are also taken into account. A comprehensive literature review covering the years 2021–2023, inclusive, was used to analyze the data. Research on inclusive education practises in India for people with disabilities was culled from a variety of sources, including the Scopus database, government websites, UNESCO publications, and a number of academic research papers. This research looks at the present state of handicapped education in India, as well as the infrastructure and regulations that support it. Therefore, the federal and state governments should oversee inclusive classrooms, and inclusive schools should cater to the requirements of all students in all communities. This article explores the notion of inclusive education, including its significance, obstacles, and steps for implementing it in India, with these issues in mind.

Paul, Souvik (2023) A relatively recent approach to education, "inclusive education" brings typically developing students and those with disabilities or learning disabilities together in a classroom setting. In order to advance Education for All (EFA) and promote lifelong learning, inclusive education has recently gained a lot of support and is something that happens all around the world. The assessment of the difficulties and the role of educators in inclusive education has been a priority for India's national media, which has been in the forefront of initiatives to help integrate and, more recently, include kids with special needs into mainstream school. The purpose of this research is to examine how media portrayals of inclusive education have evolved over time and how inclusive education has affected the way Indian schools reflect on and respond to current educational trends. This research has made use of qualitative data. All information is derived from secondary sources alone. Students with special needs are taught alongside typically developing

peers in classes that use the inclusion strategy. This study's findings suggest that it has evolved into a term for an educational philosophy that advocates for inclusive classroom instruction grounded on human rights and social justice. A new chapter in educational history has begun with the advent of inclusive education.

Sarkar, Tanushree et al., (2022) Because of their position at the forefront of reacting to the growing variety of students in their classrooms, teachers are seen as strong advocates for inclusive education and its implementation. In India, people are marginalized along many lines, including caste, religion, gender, class, language, and disability, and many are denied access to decent education. The nation is large and varied. There is a lack of clarity and consistency in India's inclusive education policy, which leaves instructors with conflicting expectations and no clear route forward. The purpose of this scoping review is to identify research gaps, difficulties, and potential future paths by reviewing empirical studies on inclusive education instructors in India. We searched Google Scholar, Education Database, and Education Resource Information Center (ERIC) for scholarly literature about inclusive education instructors in India. We found 253 papers, but only 27 could be included for this review. The current review finds disagreements in the literature about the definition of inclusion, research methods for studying teachers, and understanding teacher behaviors. Teachers in India face a number of challenges, including a dearth of research on their methods, an absence of contextualized viewpoints on those activities, and the consequences of the ambiguity surrounding inclusive education.

Kalyanpur, Maya. (2022) From a macro to a micro perspective, this chapter examines how globalization and development have affected India. The subcontinent has seen intense political and social turmoil throughout the 1990s, as traditional societal structures clash with more modern notions of individual rights and meritocracy. It delves at the ways in which language and social class in India's economic and social backdrop have affected the educational opportunities available to children from lower castes and multilingual families. Additionally, it delves into how these elements interact with the educational system, policy on language education and education for all, and other relevant topics.

Kumar, Bijaya (2020) An internally diverse society is Indian society. The geographical limit of this place welcomes people of many genders, castes, classes, religions, cultures, and traditions. As a result of this diversity, people with disabilities face a multiplicity of prejudice. These kinds of prejudice may manifest in a variety of ways depending on factors such as gender, race, religion, culture, and geography. People with disabilities are not immune to these forms of discrimination. Their lives are precariously predicated because to the persistence of negative attitudes towards handicapped people, inaccessible physical spaces, and societal stereotypes about disabled people. In this context, therefore, it becomes clear that women who have impairments of any type confront a kind of dual discrimination: that directed against persons with disabilities and against women in general. The cultural taboos and dominating patriarchal customs in Indian society exacerbate the plight of women. This study primarily aims to situate the aforementioned issues via a critical examination.

Malik, Rabea et al., (2020) One of the biggest problems in monitoring progress towards the SDGs is that statistics on educational access and learning don't include children with disabilities. Results from a household survey in rural Punjab, Pakistan, are presented in this article. We can use these numbers to find out how many disabled kids are attending school and how many of them are acquiring basic reading, writing, and arithmetic skills. Despite having lower attendance rates than their classmates, we discover that many of these youngsters attend mainstream (public and private) schools in this setting. This finding may go against

assumptions. In addition, we discover that children with impairments have much lower levels of reading and numeracy compared to the broader population. Our results are in line with other nations' recent studies. This study draws attention to key policy takeaways that are applicable to other low-income settings.Singal, Nidhi. (2016) This article presents an analysis of key developments in educational policies and strategies, since 2000, in relation to the education of children with disabilities in India and Pakistan. It responds to a set of specific questions focused on factors that have shaped the increased emphasis on education of children with disabilities, how national policies and programmes respond to their needs, and their current educational status. The article draws on analysis of official policies, various programme documents, and empirical research evidence. It concludes by reflecting on the two main foci for future work in relation to the education of children with disabilities.

Singh, JD. (2016) The term "inclusive education" (IE) refers to a relatively recent method of teaching typically developing students alongside those who have disabilities or learning disabilities.All children are welcomed into one classroom and community, regardless of their abilities, and the goal is to help each student reach his or her fullest potential.One of the best ways to foster a welcoming and accepting culture is via this. Up from a peak of more than 110 million in the mid-1990s, fresh estimates from the UNESCO Institute for Statistics (UIS) show that 73 million children of primary school age were not in school in 2010. Nearly 80% of India's population resides in rural regions that lack access to special education programs. According to the MHRD's 2009 data, almost 8 million children in India do not attend school. Many of these children face marginalization due to factors including poverty, gender, disability, and caste. What are the current requirements and obstacles to attaining inclusive education? In what ways may children with impairments be accommodated in an inclusive setting? How do we ensure that every kid has access to a high-quality education in a timely manner? Governments at the federal and state levels must therefore oversee inclusive classrooms if these institutions are to meet the requirements of all students in all communities. This essay delves into the notion of inclusive education, including its relevance, problems, and strategies to achieve it in India, all while keeping these questions in mind.

III.   RESEARCH METHODOLOGY

This investigation made use of a descriptive survey research strategy. The research used a random sampling technique to choose sixty tenth graders from public and private secondary schools in both urban and rural regions. In order to compare learning disorders among early adolescents in government and private schools, a standardized self-administered questionnaire called the Learning Disability Battery by Bhargava and Bhardwaj was used. The questionnaire included both open-ended and closed-ended questions. Students were briefed on the study's purpose and methodology before the exam. Participation in this program was entirely voluntary on the part of the pupils. Everyone got a copy of the questions, and then they had to turn in their answers. Students are allowed a maximum of 50 minutes to complete the questions on the actual question paper. An SPSS database was used for the analysis of the gathered data. The data was analyzed using the following tools: ANOVA, t-tests, standard deviation, cross-tabulation, and mean.

IV.   DATA ANALYSIS AND INTERPRETATION

Table 1: Significant Differences in the Learning Disabilities of Secondary School Students according to gender

Variable	LD	Group	Mean	SD	SED	"t"
Gender	**Dyscalculia**	Boys	24.30	8.18	1.1467	2.060*
		Girls	21.89	7.95		
	Dysgraphia	Boys	50.81	12.60	1.71779	0.339NS
		Girls	50.22	11.76		
	Dyslexia	Boys	12.87	7.89	1.13263	2..222*
		Girls	15.32	8.12		

* Significant at 0.05, NS- Not significant.

The computed 't'-value (2.060) exceeds the table value (1.98), as shown in Table 1. This means that it is statistically significant (p < 0.05). There was a considerable difference in the gender of pupils with dyscalculia, a learning impairment. The boys' side has the advantage in the mean difference (2.35). It follows that guys are less likely than girls to have dyscalculia. According to Table 1, the computed 't'-value (0.339) is lower than the 1.98 value in the table. Thus, at the 0.05 threshold, it does not constitute a significant finding. Students with dysgraphia in secondary school do not differ much in terms of their gender when it comes to their learning impairment. The computed 't'-value (2.222) exceeds the table value (1.98), as shown in Table 1. This means that it is statistically significant (p < 0.05). In terms of their learning impairment (dyslexia), pupils' genders varied considerably. Girls benefit from the mean difference (2.51). Therefore, it is reasonable to assume that females are more likely to suffer from dyslexia than boys.

Table 2: Significant Differences in the Learning Disabilities of Secondary School Students according to caste

Learning Disability	Caste	Mean	SD
Dyscalculia	O.C	31.11	3.70
	B.C	22.47	5.42
	S.C	18.50	5.65
	S.T	14.77	4.52
Dysgraphia	O.C	60.49	10.92
	B.C	48.38	8.49
	S.C	45.12	10.27
	S.T	43.10	8.07

Dyslexia	O.C	5.91	3.20
	B.C	17.08	4.77
	S.C	13.30	3.80
	S.T	25.59	2.69

According to table 2, students in the O.C. category do not have dyscalculia compared to students in other categories (mean score of 31.11), students in the B.C. category had a mean score of 22.47, students in the S.C. category had a mean score of 18.50, and students in the S.T. category had a high dyscalculia score of 14.77.

Table 2 reveals that, compared to students in other categories, O.C. students do not have dysgraphia (mean score: 60.49), B.C. students had the second-highest mean score (48.38), S.C. students had the third-highest mean score (45.12), and S.T. students had the highest mean score (43.10).

According to table 2, students in the O.C. category do not have dyslexia compared to students in other categories (mean score: 5.91), students in the S.C. category finished second (mean score: 13.30), students in the B.C. category finished third (mean score: 17.08), and students in the S.T. category had high dyslexia (mean score: 25.59).

Table 3: Results of ANOVA

		Sum of Squares	Mean Square	F	Sig.
Dyscalculia	Between Groups	8782.679	2927.559		
	Within Groups	4507.468	22.991	127.298	.000
	Total	13290.151			
Dysgraphia	Between Groups	10505.757	3501.919		
	Within Groups	18700.163	95.412	36.704	.000
	Total	29205.917			
Dyslexia	Between Groups	10310.291	3436.771		
	Within Groups	2693.198	13.739	250.113	.000
	Total	13003.503			

The computed F-value (127.298) is higher than the table value of 2.70, as can be seen from table 0.00. This is statistically significant ($p < 0.05$). It follows that pupils' learning disabilities are substantially impacted by

their categorization. Given the significance of the F-value, we continue our investigation into the possibility of subgroup differences in learning impairment.

V. CONCLUSION

Comprehensive and coordinated efforts are necessary to effectively help secondary school children with learning difficulties. Educators and parents may help kids with dyslexia, dysgraphia, or dyscalculia succeed in school and in social situations by using technology, creating an inclusive classroom, and adopting specific treatments. Every student, regardless of their learning issues, deserves the chance to attain his or her full potential, and we can accomplish this by always being mindful of the issue, investing in our own professional growth, and working to provide inclusive learning environments.

REFERENCES: -

1. Paul, Souvik & Chatterjee, Biswajit. (2023). Inclusive Education in 21st Century of India. 10. 623-633.

2. Kalyanpur, Maya. (2022). The Indian Context. 10.1007/978-3-030-83989-5_3.

3. D., Bindhu & V a, Namreen. (2023). Disability-Inclusive Education Practices at Foundational Level-A Study on the Indian Context.

4. Singh, JD. (2016). INCLUSIVE EDUCATION IN INDIA – CONCEPT, NEED AND CHALLENGES. Scholarly Research Journal for Humanity Science and English language 3.18. 3222-3232.

5. Malik, Rabea & Raza, Fizza & Rose, Pauline & Singal, Nidhi. (2020). Are children with disabilities in school and learning? Evidence from a household survey in rural Punjab, Pakistan. Compare: A Journal of Comparative and International Education. 52. 1-21. 10.1080/03057925.2020.1749993.

6. Sarkar, Tanushree & Forber-Pratt, Anjali. (2022). Examining Inclusive Education Research in India with a Focus on Teachers: A Systematic Scoping Review. Multiple Voices for Ethnically Diverse Exceptional Learners. 21. 10.56829/2158-396X-21.2.22.

7. Singal, Nidhi. (2016). Education of children with disabilities in India and Pakistan: Critical analysis of developments in the last 15 years. PROSPECTS. 10.1007/s11125-016-9383-4.

8. Kumar, Bijaya & Sagarika, Sipra. (2020). MAPPING CASTE, CLASS AND GENDER DYNAMICS THROUGH THE LENS OF DISABILITY: A STUDY OF CONTEMPORARY INDIA. The Eastern anthropologist. 73. 251-277.

9. Bhog, D. (2002). Gender and curriculum. Economic & Political Weekly, 37(17), 1638–1642

10. Bhog, D., Mullick, D., & Bharadwaj, P. (2016). Reading gender in school textbooks: The tussle between tradition and modernity. In U. Chakravarthi (Ed.), Thinking gender, doing gender (p. 47). Orient BlackSwan.

11. Chadha, G., & Achuthan, A. (2017). Feminist science studies: Intersectional narratives of persons in gender-marginal locations in science. Economic & Political Weekly, 52(17), 33–36.

12. Chakravarthi, U. (2012). Re-thinking the goals of education: Some thoughts on wom-en's education and women's development. Contemporary Education Dialogue, 9(2), 223–243.

13. John, E. M. (2012). Gender and higher education in the time of reforms. Contemporary Education Dialogue, 9(2), 197–221.

14. John, E. M. (2015). A silent revolution? Gender, sexual harassment and the democratisa-tion of higher education. India International Centre Quarterly, 42(3/4), 183–194.

15. Krishnaraj, M. (2006). Is 'Gender' easy to study? Some reflections. Economic & Political Weekly, 41(42), 4440–4443.