

**Social Issues of Blind, Deaf and Mentally  
Challenged Children: A Case Study of  
Jhang**



*By*

**Nawal Rehman Yousaf  
PIDE2018-FMPHILDS11**

**Supervisor**

**Dr. Zulfiqar Ali  
Mr. Fahd Zulfiqar**

**Department of Development Studies**

**Pakistan Institute of Development  
Economics, Islamabad**

**2018-2021**



**Pakistan Institute of Development Economics**  
P.O. Box 1091, Islamabad, Pakistan

**CERTIFICATE**

This is to certify that this thesis entitled: “**Social issues of blind, deaf and mentally challenged children: A case study of Jhang.**” submitted by Ms. Nawal Rehman Yousaf is accepted in its present form by the Department of Development Studies, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Development Studies.

Supervisor:

Dr. Zulfiqar Ali  
Assistant Professor  
Pakistan Institute of Development Economics  
Islamabad

External Examiner:

Dr. Sarfraz Khan  
Assistant Professor  
Department of Sociology,  
Quaid-i-Azam University  
Islamabad

Head,  
Department of Development Studies:

Dr. Rizwan-ul-Haq  
Assistant Professor  
Pakistan Institute of Development Economics  
Islamabad


Date of Examination: June 03, 2021

### **Author's Declaration**

I, **Nawal Rehman Yousaf**, hereby state that my MPhil thesis titled "**Social Issues of Blind, Deaf and Mentally Challenged Children, A case study of Jhang**" is my own work and has not been submitted previously by me for taking any degree from Pakistan institute of development economics or anywhere else in the world/country.

At any time if my statement is found to be incorrect even after my graduation the university has right to withdraw my MPhil Degree.

Date: 16-07-2021

  
Signature of student

  
Name of Student

*Dedicated to my Beloved Parents and  
Siblings*

## Acknowledgement

First of all, I am thankful to the almighty and merciful **Allah**, who give me opportunity and blessed me with ability to do my research work and to complete it successfully.

I would like to thank my supervisor **Dr. Zulfiqar Ali**, Pakistan Institute of development economics, Islamabad, for giving me opportunity to do my research.

I am extremely grateful and highly indebted to my co-supervisor **Mr. Fahad Zulfiqar**, Pakistan Institute of Development Economics, for his valuable guidance and helping me at every stage of my research work and his timely help in the completion of my research work.

I would like to thanks **M. Usman Chaudhary** from Pakistan Anjuman-e-Nabina Jhang (PAB) for his valuable time and I would like to thanks **Miss. Musharraf** From special education center for hearing impaired children for her help and suggestions for special children's betterment and their survive in society.

A special thanks to my family who make me able and support me at every step of life. Despite of my hearing issue, they always make me feel a unique person with unique abilities. They never make me feel that I am a special person with a disability, rather they always encourage me and help me to reach at this stage of my life that being a special person I have conducted research on special person. I have no words to express my feelings and gratitude to them. Thank you for everything you did for me.

It was my keen wish to study at PIDE and it is an honor for me that I am the student of PIDE. I am thankful to my PIDE Seniors who always help me and

encourage me at every step of my academic life and never let me down because of my disability. I am thankful to **Mr. Asif Hameed, Mr. Rao Akif Tufail** and **Mr. M. Bilal** for their kind words and respectful friendship and their support in completing my research work directly or indirectly.

I would like to mention the extreme love and care of my ever best friend **Miss. Fozia Tabussom** who always helped me whenever I was in trouble or in need.

Last but not least, I would like to thank my friend **Mr. Sheikh Abdullah** for inspiring me, making me believe on myself, helped me a lot to discover my abilities, power and strengths.

*Nawal Rehman Yousaf*

PIDE2018-FMPHILDS11

## **Abstract**

Disability is a condition that prevents a person to involve in society's tasks and routine even excluded from culture. Disability is present in everywhere all around the world. People with disabilities are ignored in such way that they consider themselves as a burden. Developed countries have used disability to be an ability but in developing countries, disability is like a monster and a curse. People have no feelings for special children except sympathy. Special children face a lot of issues in their daily life either by parents & sibling or by teacher and friends. So the study is conducted on them to highlight that they are not aliens, they are human beings but in a different way and can survive in the society easily if community and society understand them and treat them in a proper way. Qualitative research method is used in the area of Jhang. Semi-structured interviewed are conducted for teachers, parents, deaf and blind children while personal observation was used for mentally challenged children. Results reveal the sick mentality of society and people and ignorance of government and make us to work more on the children with disabilities. If a special children is treated with love and provided with little more care, he/she can be more useful and productive citizen of society. By taking lesson from study , the overall need is the strict policy implementation and need the government's attention as well as society to be informed that how a special child should be treated. Employment should be provided to them for their sustenance in society.

**Key Concepts:** Disability, Mental Retardation, Intellectual Disability, Handicap, Inclusive Education.



# Table of Content

<i>Dedication</i>	iii
Acknowledgement	iv
Abstract	vi
List of Tables	ix
List of Figures	x
List of Abbreviations	xi
Chapter 1	1
Introduction	1
1.1. Statement of the Problem	9
1.2. Research Questions	9
1.3. Research Objectives	10
1.4. Significance of study	10
Chapter 2	12
Literature Review	12
2.1. Disability and Disable Children:	12
2.2. Blind Children:	13
2.3. Deaf Children:	15
2.4. Mentally Challenged Children:	19
Chapter 3	23
Conceptual Framework	23
Chapter 4	26
Methodology	26
4.1. Theoretical Framework Analysis	27
4.2. Research Strategy	28
4.2.1. Locale:	28
4.2.1.1. Demography and Administration	29
4.2.2. Research Design	29
4.2.3. Data Collection Method	30
4.2.4. Units of Data Collection (UDCs)	30
4.2.5. Sampling Techniques	32



4.2.6. Sampling Method:	32
4.2.7. Interview Methods:	32
4.2.8. Sample size:	33
4.3. Positionality of Researcher	35
4.4. Data Analysis	36
Chapter 5	38
Results and Discussion	38
5.1. Interview results from Children with Disabilities	38
5.1.1. Deaf Children:	38
5.1.2. Blind Children:	41
5.1.3. Mentally Challenged Children Observation results:	43
5.2. Parents Interview Results:	47
5.3. Interview Results with Teachers:	52
Chapter 6	59
Policy Implementation, Findings and Conclusion	59
Chapter 7	65
Recommendations	65
References	67
Appendix:	93
Box.1. Thematic Analysis of Children with Disabilities:	93
Box.2. Descriptive Analysis of Mentally Challenged Children	95
Box.3. Thematic Chart for Parents of Special Children	96
Box.4. Thematic chart for Teachers of special children	98

## **List of Tables**

<b>Tables</b>	<b>Page</b>
Table 1: Sample Size Of Differentially-Abled Children	34
Table 2: Number of Parents and Teachers of Differentially-Abled Children	34
Table 3: Types of Mental Retardation	44

## List of Figures

<b>Figures</b>	<b>Page</b>
Figure 1: Conceptual Framework	23
Figure 2: Theoretical framework Analysis	27
Figure 3: Children, Communities and Family rely on Each Other	47

## **List of Abbreviations**

AAAS	American Associate For The Advancement Of Science
AAMR	American Association Of Mentally Challenged People
ADB	Asian Development Bank
CRC	Convention On The Rights Of The Children
CRDP	Convention On The Rights Of Deaf People
DGSE&SW	Directorate General Special Education & Social Welfare
HEIs	Higher Education Institution
HEIS	Higher Education Institutions
ID	Intellectual Disability
IDEA	Individuals With Disabilities Education
IE	Inclusive Education
IQ	Intelligence Quotient
JAD	Jamaica Association Of Deaf Children
KPK	Khyber Pakhtun Khawa
LDCS	Least Developed Countries
MDGS	Millennium Development Goals
MHA	Mental Health Authority
MHO	Mental Health Ordinance
MICS	Multiple Indicator Cluster Survey
NAP	National Action Plan

NCCWD	National Commission For Children Welfare And Development
NGO	Non-Governmental Organization
NICHCY	National Dissemination Center For Children With Disabilities
PAB	Pakistan Anjuman-E-Nabina
PCO	Pakistan Census Organization
PWDS	People With Disabilities
SIDS	Small Island Developing States
UK	United Kingdom
UNCRPD	United Nation Convention On The Rights Of People With Disabilities
UNICEF	United Nation International Children Emergency Fund
US	United States
WHO	World Health Organization

## Chapter 1

### Introduction

In the world, more than 1 billion people suffers from some kind of disability either by birth, by accident or have disability due to the diseases. People with disabilities face many social, economic and political barriers as compared to normal person. They face issues in employment, health care and mostly live below poverty line<sup>1</sup>. In developing countries, disability is increasing at its worse rate ,especially in children and they are being pushed to face many challenges in society either it's in health or education, nutrition, and other society gatherings by dropping out from school or having no job.

Disability is a complex, vigorous and multidimensional phenomenon. One billion or 15% of world population is disable and are more likely to face adverse socioeconomic problems than person without disability (World Bank, 2020).

According to United Nation, there are 93 million children with disabilities, number can be higher. United Nation (UN, 1990) categorized disable person as an individual suffering from any impairment, disability and handicaps (United

---

<sup>1</sup> According to World Bank, "Individual Living on \$1.90 a day or below is known as living in extreme poverty." (World Bank, 2017). In 2019, there was 2.3% population who was employed below \$1.90 a day Purchasing Power Parity (ADB, 2020).

Nations, 1990). Disability is mostly referred as physical impairment, but in fact it has different definition and different types. UNICEF has divided disabilities in seven types such as Vision Impairment, Deaf or hard of hearing, mental health conditions, Intellectual disability, Acquired brain injury, Autism spectrum disorder and Physical disability (UNICEF, 2019).

UNICEF vision is to build a world where every child can grow up healthy with their own identity that who they are and how they are. Disable people are often neglected and violated by society and environment. This is because, normal people do not know how to communicate and deal with disable person. UNICEF, JAD, CRC, CRDP, and AAMR all are working for disable person to make them a useful citizen and active participant of a society. Convention on Rights of the Children (CRC) is the first international organization that is working for disable children. The foundation is based upon Equity and has the Disability agenda to include disability in all its policies either development or humanitarian action (JAD, 2019). On November 1990, Pakistan also ratified the CRC. This article consists policies for all children equally including girls (ISJ, 2020).

Having the 3 disability goals UNICEF is working to promote and motivate the disable people and has arranged conferences to make people aware about disabilities and its issues. It promote their rights and enhance their diversity in organization (UNICEF, 2019).



Different funds, policies, conferences and surveys are conducted to help and aware people about disable persons. Disability Accommodation Fund (DAF) was established in 2012 under the American Disability Act (1990) to help and support the disable member of the family and society. The ADA is a civil right act that prevents discrimination and violence against disable person in all areas of life such as school, office, public and private spots and jobs etc. This law ensure that disable person can also enjoy the same opportunities as normal person have without taking into account the difference in their gender, race, color, area and religion (ADA, 1990).

The CRC is working for deaf children. Usually we take deaf and dumb in same meanings but actually they are totally different. Mental retardation and mentally challenged disease cause problem in learning, understanding and make difficult for people to deal with different ideas and situations and this is the most dangerous type of disability. Blind people are the common victims of society and more dependent on parents and family members. According to CRPD disability is not a biological problem that lies with individual but rather it is a complex one that lies within social failure (British Council, 2014).

Pakistan is also working for special/disable children. According to 1998 Pakistan Census Organization (PCO) of Pakistan, there are seven types of disabilities in Pakistan that mostly includes physical handicap followed by hearing impairment. The seven categories of disabilities are insane, mentally challenged, blind, deaf, mute, crippled and multiple disabilities. Census indicated that person with disabilities are 2.49% in overall population in which

55.7% are of Punjab , 4.5 % are of Baluchistan, 28.4 % are of Sindh and 0.3 % disabled person live in Islamabad (PBS, 2019).

By the 1972-1980, handicapped education policy was made. According to the Article 25A, in Pakistan the total population of people with disabilities (PWDs) is 5.035 million that is higher than Norway, New Zealand, Lebanon or Kuwait, Current annual growth rate of disabilities is 2.65% is greater than total annual growth rate 2.03% of the population. According to the census 1998, only 14% of the disabled people are in work while the rest of the population are dependent on family financial support. In the total population of PWDs, there are 58.4 % are male, 41.6% are female while 43.4% are disabled children. Number of male disability is greater than disabled females. It is estimated that about 1.4 million, 28.9% of the total PWDs, of the disabled children has no access to education.

Government of Pakistan is now trying to provide education to disable children and PWDs through a directorate general of special education & Social Welfare and is establishing a number of institutes and education center for disable children (Waqar, May 2014).

Worldwide estimation about disable people including children are the 15% of the world population. Based on World Health Surveys (WHO) & World Bank (2011) conducted between 2002 and 2006, the prevalence of disability was 16% in South-East-Asia region to 16.4% in European region (World Health

Organization/World Bank, 2011). However, the disability ratio in Pakistan according to latest population census was 2.5%, 2.2% In India, 1.6% in Sri Lanka, 1.9% in Nepal and 1.4 percent in Bangladesh<sup>2</sup>.

Person with disabilities (PWDs), are up to 13.4% of Pakistan population, approximately 28 million people are with disabilities in Pakistan and number of children with disabilities are larger. According to Punjab Multiple Indicator cluster survey (MICS), children between ages 5-17 are the 17.9% of the population with disabilities including vision and hearing impairment, intellectual disability, mobility, learning and emotional disorder. These disabilities are such a cruel cudgel that push the disable children to be socially beat down (MICS , 2017-18). Children with disabilities are ten times less likely to attend school as compared to their fellow without disability. The disadvantage they face is that they have a tough life ahead with a lot of challenges when don't get proper education.

Pakistan signed the United Nations Convention on the Rights of People with Disabilities (UNCRPD) on 5<sup>th</sup> July 2011, for the equal rights and opportunities for all people including people with disabilities (IDA, 2011). Pakistan signed CRPD in August, 2011 recognizing the issues of women, minorities and children with disabilities face in article 6 & 7 respectively (ISJ, 2020). In 2012,

---

<sup>2</sup> *Source:* Pakistan Population Census, 1998; Nepal Population Census, 2011; India Population Census, 2011; and Bangladesh Population census, 2011.

a cell called UNCRPD Secretariat was established by directorate general special education and social welfare (DGSE&SW) to implement the convention. After 18<sup>th</sup> amendment, it became necessary for the government, whether federal or provincial, to apply the UNCRPD in the country at all level and into Millennium Development Goals (MDGs) agendas also. Disability is mentioned in various parts of Sustainable Development Goals (SDGs), specifically in education, growth & employment, human living standards and in inequality. For example, goal 4 on inclusive and equitable quality education, focus is all on educational and vocational training for all person including disabled. The goal ensures that all children including disabilities could be provided with safe, non-violent and opportunities to education and can enjoy effective learning environment. In goal 8 ,to promote sustained , inclusive and sustainable economic growth , the international community aims to achieve full productive employment and job opportunities for all men and women either normal or disable at equal pay for work for equal value. Goal 10 is closely related to disability in case of social, economic and political inclusion of disables. Goal 11 works for human sustain and safe living standards by improving their transport facilities, better infrastructure and expanding public transport, all with special attention to disabled so that they can enjoy all the opportunities on equal basis. Another goal 17, named as implementation of goals while undertaking the global relations , emphasized upon enhancing the capacity building support to Least Developed Countries(LDCs) and Small island Developing States (SIDS) to

increase the high-quality, reliable and timely data that is also disaggregated by disability (Department of Economic and Social Affairs, 2015).

Despite of all these challenges and barriers, inclusive education is good for disabled children as indicated by UNCRPD that calls for full integration of people with disabilities in societies. Several goals and policies are related to disables in Sustainable Development Goals, especially for low income and middle income countries. Higher education commission has made policies for person with disabilities to make them accessible to basic education facilities and motivate disable students to avail higher education and also facilitate them to participate in all academic, extra-curricular activities. And the policy made for disabled by HEC, has recognized an institution for special person, named as Higher Education Institution (HEI) to make PWDs easily access to higher education (HEC, 2019).

In Pakistan, the issue of disability always been neglected and ignored at all administrative levels, either federal or provincial, person with disabilities always marginalized and considered as a unseen, uncounted and unheard citizen part of country. No serious attempt by government has been made despite of passing my bills and making many policies, no step is made for welfare of PWDs. People prefer to give them charity rather than encouraging them to stand on their own feet.

Parents face different negatives reactions of people such as people ignorance towards their deaf child, mocking of their special child by normal children and people. Parent can provide children a positive and a loving model towards their children so that they can prevail positivity and love and should be able to ignore the sick mentality of people.

Usually people see disable people as one who cannot earn and live in society as a normal and active citizen. It is all because our culture has excluded them from society, policy, economy and decision-making process. Disability is a diversity that needs to be accepted rather than neglecting and excluding it. If we accept disability as diversity, Pakistan can develop the inclusive culture that can include the person with disabilities in all aspects of life and can provide them with equal opportunities rectified by CRDP.

## **1.1. Statement of the Problem**

Disability is found everywhere, no matter either by heritage, accident or because of any severe disease's side effect. Disable people are mostly considered them excluded from society, culture, traditions and norms. This make me to conduct research on them to know why they are treated like this. What kind of issues they face in society and what step are made by government for their welfare. Although many organizations are working for special children at federal, provincial and divisional level, but they ignore developing areas such as Jhang. I selected my research area "Jhang" because it has a minor work on special children. NGOs are made but no progress is seen here. Special children are facing educational issues, protection problem and harassment from society. People are unaware about special children and their needs. My research topic "*Social Issues of Blind, Deaf and Mentally challenged children: A case study of Jhang*" circulates around the social issues of special children (such as education, protection, people behavior , social security) and it also highlights the policies made for special children in Pakistan.

## **1.2. Research Questions**

- What social issues are faced by special children in Jhang?
- What framework to aid special children are being implemented in Jhang?



### **1.3. Research Objectives**

#### **•To identify the social issues of special children in Jhang**

This objective contain the study of gathering knowledge and data about the social issues a special child face in society. I have highlight that why these problems are faced by special children and why they are neglected either by parents, friends or relatives? What thing make society and people to ignore them and to consider them as “The Others”? Disable/Special children themselves are used as unit of data collection for this objective.

#### **•To analyze the frameworks for special children in Jhang**

Study has focused on the framework made for special children’s development in Jhang. What policies has been made, how they are implemented and how government is working on it, all are highlighted showing that how they are affecting the special/disable children to cope with their social issues. Does governmental policies are implemented in Jhang or not? Teachers are included in this category to collect data about what steps has been made for special children education.

### **1.4. Significance of study**

In the name of welfare and development, government make many policies, pass many bills, present many ideas and develop many projects but never implement

their ideas. In the context of disability, despite signing on many contracts, progress is seen nowhere. Disabilities are ignored at every step of life in every aspect of life.

I selected the area Jhang because in this area, none of NGOs are working for special children, although schools and centers have been made for deaf and mentally challenged children but still no proper education and care is provided to them. Parents also do not want to educate their special child saying that “What job he/she will get? We don’t want our special child to be mocked”. Parents also discriminate their special child. Special children are neglected despite of government policies. People have no awareness about how to treat with special children.

The results of present research will shed light on the issues and policy formulation indicating that if we include special children in our policies and provide them with better living standard and opportunities as given to normal child, they can perform better than a normal child. Disabilities are not in-abled, they are actually discouraged and underestimated. Strict implementation is needed in Pakistan, especially in developing areas including Jhang.

## **Chapter 2**

### **Literature Review**

#### **2.1. Disability and Disable Children:**

Disability is not inability, it is a diversity that needs to be accepted (British Council, 2014) and children with any disability or with the combination of disabilities are the children who requires special attention and special needs (JAD, 2019). There are no more or very few international studies are on the lives of disable people (Oliver, 1996). Disable bodies are traditionally labeled as “Deviant” because they are excluded from cultural norms and be seen as a stigma in a society (Stiker, 1999) where stigma is defined as adverse responses evocation (Susman,J., 1994). Social and cultural anthropologists have applied the theories of stigma and deviance to disability study to incorporate the concept of “The Others” (Cervinkova, H, 1996). According to Shuttleworth & Kasnitz (2004) deviance and stigma are associated with non-normative bodies or behaviors and may be the social experience of disable people (Shuttleworth, 2004). In the context of disability as culture, some theorists examined that people with disabilities are considered as a culture or subculture and a community with its own culture such as Deaf Culture. They have their own identity (Cervinkova, H, 1996).

Disability is a man-made concept that causes a barrier in the way of disabled people by normative peoples and causes hurdles in the life and independency of disabled people (Cervinkova, H, 1996). Religious teachings, customs, laws and media ignore the disabled people. To some extent, on the positive side they also indicate that how people understand, see and take disability and how they approach to it (Peter, 2000). A study in China by Zhou (1997) revealed that people with disabilities are facing serious social problems such as high unemployment rate, poverty and discrimination and are at risk in future to fall in socio-economics problems (Zhou, 1997).

Disability is bidirectional linked to poverty as increase in poverty leads to increase in disability while disability leads to increase in poverty (Purdam K, Afkhami R, Olsen W, Thornton P, 2008) Causing disable people to suffer from poor health condition including malnutrition , low birth weight and lack of adequate sanitation and clean water facilities (UNICEF, 2008).

## **2.2. Blind Children:**

Visual impairment stands for vision loss in which a person cannot see the things correctly whether near or far away. Blindness is the complete loss of vision and a person could see nothing. At global level, it is estimated that about 2.2 billion people are visually impaired or are suffering from blindness, in whom at least 1 billion visually impaired people whose disease could be cured and treated. Population growth cause the risk of blindness to increase mostly in low-income and backward areas rather than in high-income areas and is estimated four times

higher in developing areas than developed countries (Prof Rupert R A Bourne, September 2017). Unaddressed and uncured vision loss is estimated 80% in Western, Eastern and sub-Saharan Africa while in high-income countries these disease are reported to below 10% (Fricke, 2018).

Children who are blind or visually impaired mostly face physical and social environments that cause restriction in their development and in their ability to learn about the world. If a blind or visually impaired children is not treated well then its blindness becomes its disability. As according to Scholl (1986), a disability is the restriction or a limitation that occurs because of any impairment and has effects on the functioning ability of a person. Physical environment and caretakers, especially parents have a huge impact on the development of a disable children. If parents are well aware of how to treat with their disable child the, there is no problem that whether the children is blind or deaf, normal or abnormal they can develop better than a normal person (Scholl, 1986).

Relationship between blindness and social and physical environment management was discussed by Mettler (1987) in which he indicated that inaccurate concept of blindness , wrong traditional modification has impact on the proper functioning of the blind people in society, traditional modifications has a negative impact on the blind people as they neglect them as a person. Mettler recognized that blind people face technical, physical and social difficulties in the attitudinal environment that is actually imposed by the attitudinal environment itself. He suggested that the difficulties must be dealt

by understanding, techniques and the self-directed activities of the blind person. Mettler also suggested that blind children must have right to move in physical and social environment and they must be adapted by society that places control and responsibility for movement of blind children inside and outside the society and world (Mettler, 1987). Mettler discussion is the well-intended modification that encourage the blind people to move independently and to function independently in a society by eliminating the barriers and hurdles that a traditional society has imposed on them and to deny the misconception that blinds are incompetent.

Garling (1985) pointed out that we need to address the problem of childhood issues in the system that includes parent's children in physical environment. He indicated that although parents protect their child in every environment and situation but this cause children to be dependent and this reduce their ability to face the environmental and societal problem themselves (Garling, 1985). In Ghana, women with disabilities such as deafness, blindness and mental impairment are facing many problems in accessing social services and health care such as health, education and economic activities (Karimu, 2017). Although, many policies are implemented, but still disabled are facing vulnerability. Women with visual impairment are mostly neglected by society.

### **2.3. Deaf Children:**

When we talk about hearing loss, hearing impairment and deafness, the image in our mind occur is that the suffered person cannot hear or is mute at all. But

there is a difference in hearing impairment and deaf. National Institute of Health every 3<sup>rd</sup> person in 1000 children born with hearing impairment. Only America have 30 million children over age 12 are disabled by hearing and only 20% are benefiting by using hearing aids (NIH, December 15, 2016). According to the survey, deaf or hearing impaired are mostly misbehaved than visual impaired children or person. If a deaf child is born in the normal family, it may cause the linguistic and culture of that family to be interrupted (Singleton & Tittle, 2000). However, even if they are deaf and can transmit deafness as heritage in family, they cannot be excluded from culture, they just need extra care, attention and basic services to be provided by family and society. And it is important to recognize these hearing families with a deaf child are provided by basic services culturally, economically and linguistically.

According to Individuals with Disabilities Education (IDEA), a deafness is the hearing impairment that is so severe that a child face difficulty in processing the linguistic information whether with amplification or without amplification (Special Education Guide, 2019). A child still face difficulty despite of amplification because a hearing machine cannot make it a normal person. And still student face difficulty in succeeding in the classroom such as making notes, class participation, giving oral presentation, taking oral exams and watching educational films and documentaries. National Dissemination Center for Children with Disabilities (NICHCY) indicated that language, such as vocabulary, grammar and word order is difficult tasks for deaf students (Special Education Guide, 2019). According to Robert K. Rittenhouse and Keith (1982),



to deal with deaf students, teachers must be trained that how to use sign language and if possible, use easy and minimum words for hearing impaired children. As a deaf child cannot hear at all or may have hearing impairment, it may cause it to be an abnormal child and a burden on society if parents do not provide them with special care and trainings. Parents has vital role in developing a child even if it is a disable (Robert & Keith, 1982). For a deaf child, communication is vital and thus, early communication between children and parents is necessary to develop a united family despite of a disability in a child because it has impact on developing a child (JAD, 2019).

Although, there is no barrier for a deaf children to learn visuo-gestural language (sign language), but if his parents have normal hearing then they have difficulty to learn sign language. Because their parents lately approach to learn sign language to communicate with their deaf children. So deaf children frequently experience sign language delays (Woolfe, Herman, Roy, & Woll, 2010). Deaf children have difficulty in learning metaphorical language or figurative languages. A study was conducted by Robert. K. Rittenhouse and Keith Streans (1982) between hearing and deaf children and resulted as that deaf has low ability to learn about figurative languages, grammars, idioms, pronunciation and spellings (Robert & Keith, 1982).

Many countries has made such policies in which they include co-enrollment that is both deaf and hearing students study together. This policy made the social integration between deaf and hearing children better but still difference occur

between them as studied by Stinson and Antia (1999). They indicated that social integration, the ability to make friends, involvement in normal children activities and be accepted by peers is low in deaf children. Deaf children have only few friends in their life and have less interaction with hearing peers (Stinson & Anita, 1999).

People and children with disabilities face many hardships and difficulties in every day of life by society and environment and usually considered as excluded community from social, economic and political decision-making. Inclusive education stands for the inclusion of excluded person in society, culture and community to reduce their exclusion because of disability. Inclusive education (IE) has shown that it is beneficial for disable children to be included in society, in education and to develop a cooperative spirit (Stubbs, 2008). It has reduces the segregation and isolation of children and families by giving them the chances to implement the rights of equal education. The Government of Punjab has replaced the title of deaf/hearing and defective from all its institutions as it is against constitutional, human rights and right to education/25A and international conventions (Waqar, May 2014). Inclusive programs, better care and extra attention may lead a deaf child to be a normal child. Co-enrollment programs may enhance deaf children ability to be more active and social. As studied by Nunes, Pretzlik, & Olsson (2001) US has few co-enrollment programs and schools for deaf or hard of hearing children and they have such environment that suffered children do not seem to be lonely and do not have

low self-esteem and they are interacted with hearing peer without any difficulty (Nunes, Pretzlik, & Olsson, 2001). But still, Nunes, Pretzlik & Olsson (2001) indicated that, despite of these programs and education, deaf or hard of hearing children are often neglected and in classrooms. Students can be encouraged and can be benefited by developmental progress if they are free from physical, mental, social and psychological barriers and threats. Marginalized group of children is discouraged and denied the full participation in the presence of these threats (Farooq, 2012). A teacher can play tremendous role in ensuring the equitable opportunities for special children in education. Teachers and parents of children with special needs have to understand the problems faced by children with special needs in society and economy.

#### **2.4. Mentally Challenged Children:**

A developmental disability, also known as intelligence impairment is associated with environmental, biological and socio-cultural causes and vary from culture to culture.

Different terms are used to describe the mental retardation in different terms such as in Australia and it is called “Intellectual Disability” while in UK, it is known as “Learning Disability”. According to American Association of Mental Retardation (AAMR), mental retardation is a disability that limits the learning, understanding and functioning abilities of a person such as limiting the communication skills, self-care, academic performance and leisure (Luckasson,

et al., 1992). It is estimated that prevalence of mental retardation is between 13% of the general population. Mental retardation is 1-1.6% more common in male than females (Bisconer & Suttie, 1998).

People with intellectual and mental disabilities face sexual problems and cannot understand that what it meant by having your gender labeled as 'women' and as 'men'. Families, parents and caregivers has responsibility to protect them and inform them about their sexual autonomy. Parents of children with intellectual disabilities must have to inform them about their gender, their role in society and must initiate them to participate in society (Callista, Judith, & Nathan, 2018) because sexual abuse in disabled is high and mentally disabled people are the common victims of sexual abuse because they are not aware of their roles and are not protected by parents (Sobsey & Varnhangen, 1988).

Women with disabilities are the higher victims of sexual abuse (Doucette, 1986). Ammerman et.al. (1989) found 36% of multi-handicapped children as victims of sexual abuse in American psychiatric institution (Ammerman, Van Haslett, Mersen, Lubet, & McGoingle, 1989) while Jacobson & Richardson (1987) found higher rate of sexual harassment among disable women and every 81 of 100 women admitted a major number of sexual assault (Jacobsen & Richardson, 1987). And number of these victims are increasing day by day (Davis, 2011). Some Studies find out that people with intellectual disabilities are the main victims of sexual harassment and violence more than people with no disabilities (Furey, 1994). To prevent from these, Leigh Ann Davis (2011)

suggested that parents must make their children aware about their gender and protection. They must treat them at equal basis (Davis, 2011).

A case study of Dar-es-Salaam (Tanzania) on the parents of children with intellectual disabilities or mental retardation were interviewed by Heather M. Aldersey (2012). He found that parents of intellectual disabled (ID) children are under pressure and in tension about their children's future. Further if parents are not provided by funds, proper training and information about dealing with mentally challenged children, parents consider disable children as a burden.

They do not encourage children and ignore them by neglecting their basic and necessary requirements that cause the mentally challenged people to be the higher victims of crimes (Aldersey, 2012). Luckasson, et al., (1992) said that lack of knowledge, insufficient adaptive, misjudgment, misbehaviors, overprotection and exploitation by "Protectors" cause them to be the victim of crimes and vulnerability (Luckasson, et al., 1992).

A study for mentally challenged children was held by Stevenson (1960s) in terms of educational provisions. Stevenson find-out that there is no difference in learning speed of mentally challenged children and normal children. Only some extra care is need for mentally challenged children or children with intellectual disabilities (Stevenson, 1960). As Jordan and DeCharms (1959) indicated that if we can encourage and motivate a normal child to do anything or to increase its score, then why cannot we motivate mentally challenged

children to do anything and to achieve higher score in education? (Jordan & DeCharms, 1959).

## Chapter 3

### Conceptual Framework

Disability can be by birth, by heritage or a person can suffer from disability because of accident and any severe disease's side effect. "Disability is not a

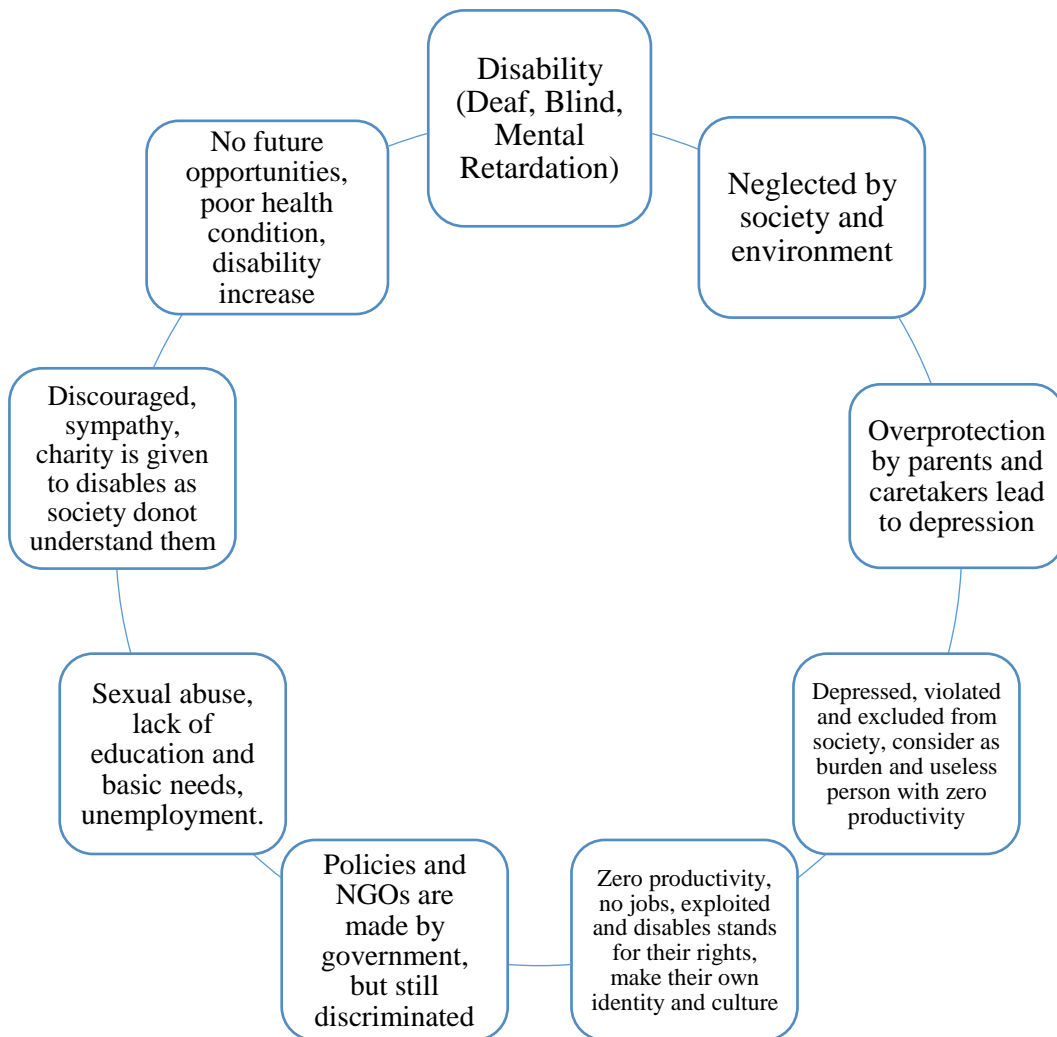


Figure 1: Conceptual Framework

Choice but discrimination is<sup>3</sup>.” And at the same point I have started my work that why disables are exploited and discriminated by people, culture and society.

Disability is a man-made concept. If someone is disable, it's not his/her fault and it does not matter but how they are being treated is matter and is important. Mostly people neglect disables just because of their disability. No one want to help blind, no one want to repeat a sentence or a word for s deaf and no body want to be a friend with mentally challenged children. It, perhaps not their fault, it is because society itself does not accept the disable person and exclude them even from human rights. People with disability are being mocked, neglected and sexually abused especially disable girls and women are the common victims of sexual abuse and social violence. Disability can be converted into ability and strength if parents take care of their disable child as a unique person. Parent's motivation and support make a special child feel as a unique creation with different abilities. When, a society takes disabled as useless person having zero productivity within an economy, prefer to give them charity rather than empowering them, disabled are discouraged and depressed. This depression then leads the disabled to stand and fight for their own rights. To some extent, this struggle lead the disables to demand government to provide them with basic rights and needs. When people are exploited for no reason, even if they are normal, they fall in depression. Sometimes, this depression leads the disabled to stands for their own rights and they make their own culture such as “Deaf

---

<sup>3</sup> <https://www.centralmaine.com/2017/02/20/disability-not-a-choicce-discrimination-is/>



Culture” In “Deaf Culture” all members are deaf or have hearing impairment together, stands for their own rights and demand government to provide them with basic rights like other normal person have.

Deaf culture build their own institutions, academies and society and all the members cooperate with each other. Deaf-blind organizations are also working for the people who are blind as well as deaf and teach them how to live in a society. When disables stands for their own rights and demand government to provide them with basic human rights, government has to made NGOs, policies and projects for them. Government build schools, institutions and provide job opportunities for them but it almost ignore them while undertaking national policies and despite of making laws and rules, it do not strictly implement them. This discrimination leads the disables to be depressed, violated and make them to be seen as sympathy rather than providing with job opportunities.

Considering the disables as a useless person of a society, they don't get job anywhere neither at zero-level nor at highest level. When these differentially-abled children are ignored and rejected on the basis of their disabilities, they are, indirectly pushed towards poverty. The more a special child is unemployed ,the more the disability prevailed because of poverty that further leads to poor health condition causing disability to increase and making society think them as a burden because of unemployment.

## **Chapter 4**

### **Methodology**

This chapter includes research methodology used for collecting and analyzing data. Thematic analysis, Descriptive analysis, methods of data collection and research design is explained in this chapter. Theoretical framework analysis is provided in this part of dissertation. Sampling approach, locale for sample selection and data collection techniques are presented in this chapter.

#### 4.1. Theoretical Framework Analysis

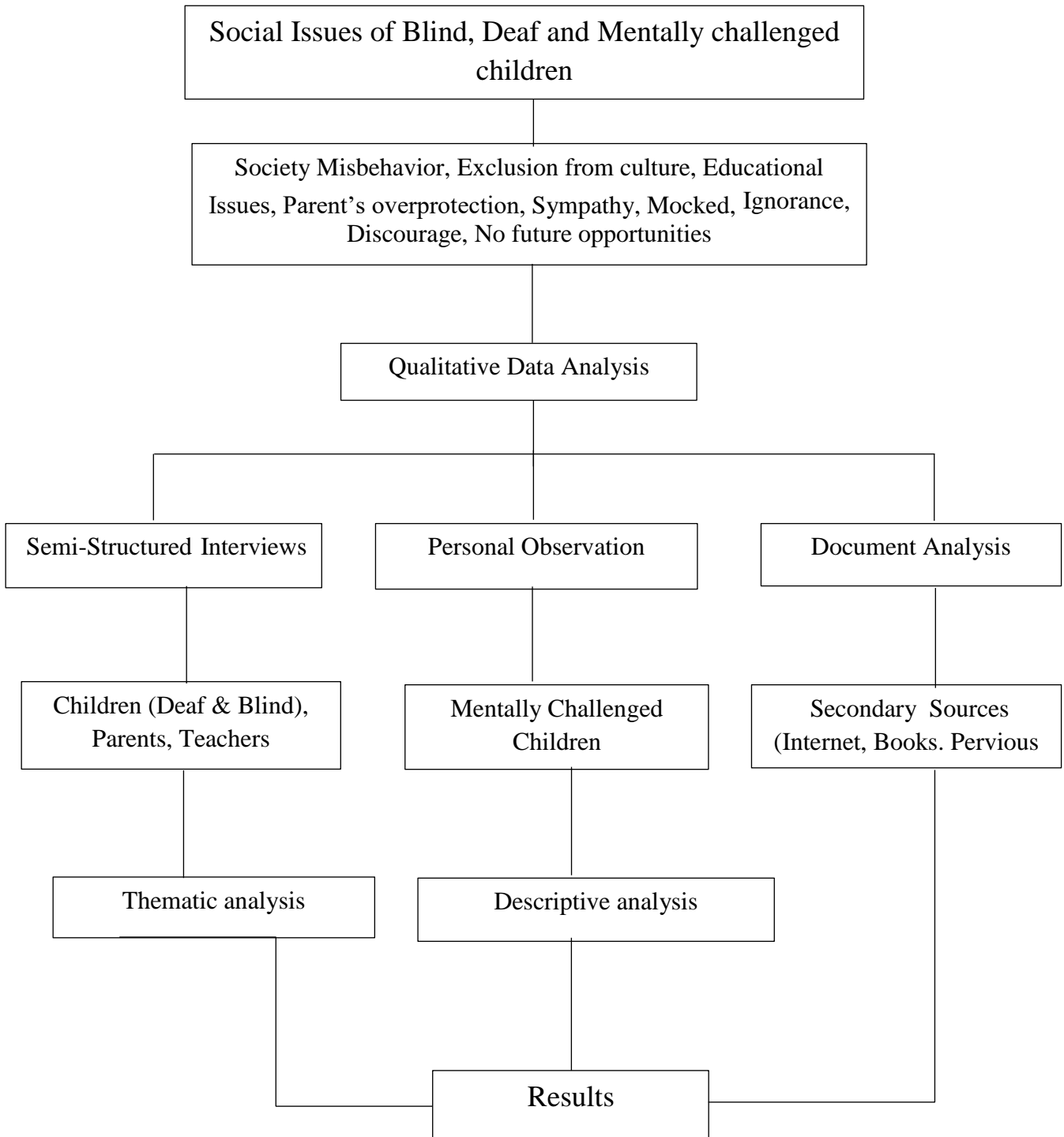


Figure2: Theoretical Framework Analysis

## **4.2. Research Strategy**

A research strategy is a step-by-step plan of action that enable you to conduct research systematically and gives your thoughts, efforts and ideas a direction and make you able to produce quality results and detail report about your research. Research strategy helps someone to stay focused, reduce stress about understanding the theory and enhance quality of your research and describe your goals and aims about research (Jenny, 2014).

The main purpose of this study is focused on the “*Social issues of Blind, Deaf and Mentally Challenged children: A case study of Jhang*”. In conducting this research, I opted qualitative research strategy that enabled me to find out and discuss about different issues and challenges faced by special children in my locale i.e. Education, People Behavior, Parent’s Concentration and Future Difficulties. I indicated that whether policies are made for special children or not by examining these three disabilities.

### **4.2.1. Locale:**

Jhang is the capital city of the Jhang District that is situated on the East bank of Chenab River. It is situated in the central portion of province Punjab, Pakistan having the population of about 414,879 according to 2019 Population Stat having the 341,240 population in the city area. It the 18<sup>th</sup> largest city of Pakistan

that is known because of Head Tarimmu, Sultan Bahu Shrine and Heer Ranjha tomb<sup>4</sup>.

Jhang is the city of Punjab, that is located 31.27 latitude and 72.33 longitude and it is situated at altitude of 158 meters above sea level<sup>5</sup>. There was a fear of its destruction because of 2014 floods but it survived as flood streamed towards Athara Hazari.

#### **4.2.1.1. Demography and Administration**

According to 1998 census of Pakistan, the recorded population of Jhang is 293,366 while according to 2017 census, the population of city had risen to 414,131 in 19 years with 41.17% and in 2020 it is recorded as 551,707<sup>6</sup>. The administrative center of Jhang Tehsil is “Jhang Saddar” where Jhang Tehsil itself is divided into 55 union councils.

#### **4.2.2. Research Design**

Research design serve as a guide to conduct the overall research by finding out answers to different research questions and research issues. According to (Asika, 1991) research design helps the researchers in identifying variables and the relationship among them. Seeing the nature of my topic, for conducting this

---

<sup>4</sup> <https://populationstat.com/pakistan/jhang>

<sup>5</sup> <https://www.latlong.net/place/jhang-jhang-district-pakistan-2634.html>

<sup>6</sup> <http://uu.urbanunit.gov.pk/Documents/Publications/0/111.pdf>

research I have used descriptive research design that was helpful in finding out different social issues of special children in Jhang. It helped me in understanding the government actions and policies regarding special person and their implementation, on this basis I have conducted my research while undertaking governmental policies in terms of different issues faced by Deaf, Blind and Mentally Challenged children. Descriptive research method is used to describe the issues of children in society.

#### **4.2.3. Data Collection Method**

Data collection method is the process by which researcher collect related information to analyze, evaluate and conduct its research. Data can be collected in both primary and secondary sources. In this research, I have collected data both from primary and secondary sources. Secondary sources of data collection are visiting different organizations' websites on while primary data is collected with the help of semi-structured interviews and personal observation.

#### **4.2.4. Units of Data Collection (UDCs)**

##### **a. Parents:**

Semi-structured interview has been conducted to collect data from parents about what issues they face for having a special child, how they control their child and what they do for the betterment and growth of their special child.

I interviewed them as parents are the major source of growth and development of a children and they teach them how to live and survive in society. Purposive and snowball sampling is used to collect data from parents.

**b. Special children:**

Special children were themselves included in the data collection unit as the study is conducted on them and this help me a lot to know that what type of issue he/she was facing in society. Semi-structured interviews were used for deaf and blind children but as a child with mental disorder was unable to answer all the question, personal observation method was used for them.

**c. Teachers:**

Teachers were taken in to account to know that what type of issues does a special child is facing in the study as teacher is best observer of special child's abilities and can indicate that how a child can live in a society? A child spend half of its day with teacher and a teacher is well known about child's learning and performance in study? And what problems does a teacher face in teaching the special children. Purposive sampling and semi-structured interviews are used here.

**d. Policy Documents:**

Policy documents, pervious literature and case studies were used in the research on secondary basis for the sake of knowledge about policies made for special children and their implementation.

#### **4.2.5. Sampling Techniques**

In research terms, a sample is a group of people and objects that are picked up from population to measure anything. By taking sample make ensure that the data collected for research must be based upon population opinion.

#### **4.2.6. Sampling Method:**

Non-probability sampling is used for the rarely known population. According to (Adi Bhat, 2020), non-probability is a sampling techniques when all the participants of population got no chances to be included in population by researcher and researcher do a non-random sampling based on subjective judgement.

#### **4.2.7. Interview Methods:**

Semi-Structured interviews were used for Parents, Teachers and Deaf and Blind children while personal observation was used for Mentally Challenged children. The purpose of this different methods of data collection was that a deaf can response back both by using sign language and by writing the answer on sheet, same as a Blind can answer orally while a mentally challenged child cannot do that.



For parents, purposive and snowball sampling was used because parents are the perfect source of data collection in term of child's development, behavior and growth as it all depends on parents' support and care.

While for Special children (UDC2), I have used snow ball sampling techniques for all but different interview methods based on their disability. For example, for deaf and blind I have used semi-structured interviews, while personal observation was used for mentally challenged children.

With schools staff, purposive sampling was used as a teacher is a true representor of children's abilities, characteristics and ability to survive in society. A teacher can easily tell us about child's behavior towards other class fellows, towards their studies, their aims about future and issues they face by other/normal people.

UDC5, Policy and Document analysis was used by secondary sources such as studying books, journals, newspapers, articles and documentaries.

#### **4.2.8. Sample size:**

The total sampling size for Differentially-abled children was 79. At least 48 Parents were interviewed. 5 teachers for Deaf Children, 3 teachers for mentally challenged children and General Secretary of Pakistan Association of Blind (PAB) Jhang was visited for Blind children Hostel and was interviewed as there is no school for Blind in Jhang except an NGO named as "Pakistan Anjumane-Nabina Jhang (PAB)".

The areas selected for study were suburbs of Jhang, and its union councils. Most of them have disability by birth (heritage) and some of them later become disable because of accident and disease. I have presented my sample size for differentially-abled children in a table as:

<b>Areas Visited</b>	<b>Blind</b>	<b>Deaf</b>	<b>Mentally Challenged</b>	<b>Total Observed</b>	<b>Distance</b>
<b>Kot Lakhnana</b>	1	3	2	6	12km
<b>Milad Chok</b>	3	7	2	12	2km
<b>Chak 219-JB</b>	0	5	4	9	10km
<b>Shah Hussain</b>	0	2	2	4	13km
<b>Shabbir Abad</b>	1	6	2	9	15km
<b>Habib</b>	9	3	4	16	11km
<b>Bagh</b>	3	6	3	12	7km
<b>Charagh Abad</b>	0	1	0	1	5km
<b>Moza Vijhlana</b>	1	3	3	7	6km
<b>Madoki</b>	1	1	1	3	3km
<b>Total</b>	<b>19</b>	<b>37</b>	<b>23</b>	<b>79</b>	

*Table 1: Sample size of Differentially-abled children in Jhang*

Number of Parents and teachers visited for children with different disabilities are as follows:

<b>Children with disabilities</b>	<b>Parents</b>	<b>Teachers</b>
<b>Deaf</b>	27	5
<b>Blind</b>	9	1
<b>Mentally Challenged</b>	12	3
<b>Total</b>	<b>48</b>	<b>9</b>

*Table 2: Number of Parents and Teachers of differentially-abled children*

### **4.3. Positionality of Researcher**

Positionality reflects the position of researcher in the given research study (Major & Maggi, 2013). It has an impact on how research is conducted, its outcomes and how its results are derived (Rowe, 2014). Positionality is simply a way to know what is being investigated, why investigated, who are respondents and what is the research process. After conducting research, researcher simply interprets its data and discuss results.

Having hearing impairment, I selected special children as a part of my research to highlight the issues they face in daily life. Being a special person I observed that a child's development, confidence, growth and education depends on parents more as compared to society. The reason is that a child's first institute of development and growth is parents' lap. Parents play an important role in making their children feel that they are unique. But unfortunately, in backward areas like Jhang, parents, teachers and relatives have not much information about the special children and their needs. If I look at myself, I am thankful to my parents who make me able that today I am an educated person and I'm at the stage where I am conducting research on special children. The reason for picking up this topic is to make people aware that disability is not a monster, it can be dealt with just a little extra care and attention.

Interviews were conducted for parents, teachers and students. All respondents were cooperative. Some were hesitate to give me interview. Some problems

were faced in conducting interviews with special children because of their disability.

Before conducting the research, I also have a thought that mentally challenged children couldn't be cured but after studying about them I came to know that only severe condition having IQ below 20 cannot be cured but only a little. Observation was made for the mentally challenged children and results are derived indicating that in backward and developing areas much more awareness and attention is needed. People with disabilities in developing areas are always ignored forcing them to live in poverty. Honesty, responsibility and passion is needed in authorities for the better growth and development of special children.

#### **4.4. Data Analysis**

Thematic and descriptive analysis has been used to analyze the data. Interview results from children with disabilities has been summarized in the chart under the categorization of three major social issues that are the part of research.

Children with different disabilities highlighted their issues and this is mentioned in below chart that how they face the specific problems in their life in Box.1 (Appendixes, page 90).

Box.2. (pg.92), based on descriptive analysis for children with mental retardation as data was collected through personal observation. Issues, behaviors of people, friends, relatives, teachers and Difficulties in education

was observed for mentally challenged children and categorized under 3 major categories.

Box.3. (pg. 93) have the thematic analysis for the interview results from parents that what type of issues they face from society for having children with disabilities. What things they do to encourage their children to survive in society.

Teachers are the main source of knowing child's issue in education and their abilities to work. A teacher understand his/her student in a perfect way and can guide them to move in society. Children spend a half of their day with teachers and their class fellows and this make us to understand that how they treat with their class fellows and teachers because a child show his depression, frustration and issues in his behavior with other fellas.

Box.4. (pg.95) represents the interview result from teachers that highlights the students and teacher's issues in education.

## **Chapter 5**

### **Results and Discussion**

Parents, children and teachers were the population of my research. They all were interviewed. I have divided my interview results obtain from children, parents and teachers into 3 parts.

#### **5.1. Interview results from Children with Disabilities**

##### **5.1.1. Deaf Children:**

About 37 deaf children were interviewed. They were asked questions about their disability, parents and siblings' support, friends, family and relative's behavior. I have to keep a sign language interpreter with me who helped me a lot in conducting my interviews. Children under age 13-17 were given questionnaires to be filled. I used questionnaires somewhere while on other side I used oral interviews through the help of interpreter.

Most of them have disability by birth and some get this disability because of disease. Almost 20 were total mute by birth, 10 of them have hearing impairment and 7 children were affected because of disease.

The children were asked about parents support. Most of them response positively while other answer was in negative. A child response negatively as

*“Whenever, I try to talk my parents or siblings, they ignore me and insult me or make me to remain silent. I cannot listen what people are saying, so I ask my parents to help me but they do not. I want to study but my parents has no care for me. I remain at home wandering here and there. They even don’t allow me to go outside and don’t take me with them at any family function. I’m sick of this life.”*

(A Children from Habib, under age15) The other children respond negatively for her relatives and cousins,

*“I’m studying at Sultan Bahu Special Education Center in class 9<sup>th</sup>. My family is supportive but whenever, I go to family function, my cousins and relatives mock me. They don’t want to sit with me, they hate me, ignore me and feel ashamed of having cousin like me. This make me cry and I, myself, don’t like to go in any event despite of my family support.”*

(A child at Sultan Bahu Special Education center)

Although, parents support us, they love and care for us but an individual is not only live in the boundaries of house , rather they are connected to this whole society, they are the part of this society, they are connected to the people living in society and face them every day. But for special person, society exclude them from culture, traditions and even don’t consider them human beings rather they mock them, hate them and even sometimes they sexually abuse them as mentioned by a deaf girl under age 13

*“Whenever, I want to buy things for me, I go to shop. Shopkeeper laugh at me and touch my hand in a bad way while giving things and taking money. He laugh and stare at me. I cannot tell this to my parents because they don’t pay attention to me. If I ask them to buy me something, they don’t get what I’m trying to say.”*

It is the responsibility of parents to take care of their children, but when they don’t pay attention to them, children dis-heart from them and wants to commit illegal acts. Because, only parents can make a child to survive in this society. But when parents are not alive, children, especially disable children face discrimination. A boy having no parents were interviewed about relative’s behavior, the response was extremely sad,

*“I am deaf and I have no parents, they died in a road accident. I live with my aunt and uncle and they have 3 children. Earnings of my uncle is good. Whenever, they go outside, they leave me alone at home. Uncle get his children buy things, clothes and toys but give me their old toys and clothes. They go outside, they have cycle, they have mobiles but I remain sit at a one corner of house. Although they make me study and take me on family functions but they are doing this because of the fear of relatives and people not because of the fear of Allah. I miss my Parents. I want to die so that I can meet my parents. Aunt and uncle don’t love me.”*

(A Deaf Child from Bagh)



### 5.1.2. Blind Children:

*“People need to see us for we are and not our disability.”*

(Michael Chopra)

19 blind children were interviewed and response was much different from deaf children response. The only difference between a normal child and a special child is that a special child needs extra care and attention. But in our society, all Disables are considered as “The Others”, “The Aliens” and more.

The most neglected sector of children with disabilities are blind. This blindness is such a monster that even parents try to get rid of their blind children either by sending them in welfare centers or admitting them in hostels made especially for blind children. Although, deaf are also disable but they have one characteristics that they can do their work themselves but for a blind person it is difficult for them to do their chores. A children with blindness was interviewed about the difficulties he faces in daily life and he responded as,

*“I’m blind, I cannot see but I can listen. To change my clothes, to eat food, to go somewhere I always need a helper. My family is, although supportive, but sometimes they get tired of me. I don’t want all this, I want to do my works at my own but I am unable to do so.”*

(A Blind Child from Shabbir Abad) This society is cruel, they don’t know about the rights of disable person and make them bound to their houses. We have not

taught our children that how behave with children with special needs. Whenever a blind person and blind child pass from street, we laugh at them, our children tease them either by slapping them or by pushing them here and there. They even cannot get education easily. They have no special center in their areas. A 16 year old boy with blindness responded me on this question as

*“Whenever I pass from the street, other boys and children laugh at me. Even, sometimes, they throw stones at me. Sometimes, they slap me from behind. If I try to insult them, they call me as “{oye anhy AA, oye anhy AA (o blind, o blind)}”, what should I do except forcing myself to sit at home and cry. I go to Madrassa and learning Quran from there. We cannot study with normal children. If we admit in normal children school, teachers don’t pay attention to us.”*

(A Voice from Lakhnana)

A blind face more issues than a deaf or handicap child. While answering the question about how you feel about your blindness and do you want it get back? A girl responded me in following words;

*“I want my eyesight back. I sit at one corner all of the day. I just listen voices and response. I cannot watch TV, I cannot play games. This disability cause me feel like a burden. I even cannot see my parents, I want to see them for once”*

Asking about education system for blinds and teacher’s behavior with them a boy told me that

*“We don’t have proper education system. Although, our syllabus is same as other normal children but our methods are different. To pass our written examination we need a helper who can write for us. We study in Madrassa, we Hifz Quran but to study with a normal person is difficult for us. Not every time a helper is available. Although, we are trained in mechanical, woodwork, repairing computers but still don’t get jobs. Even if we pass our masters, we are being rejected because of our disability”*

### **5.1.3. Mentally Challenged Children Observation results:**

Although a mentally challenged children cannot be interviewed, it only be observed, I included them in my studies because if a government is passionate about the development of mentally retarded children, they can develop a mentally retarded child in a better way. Because according to clinical description a mild mentally retarded children acquire language difficulties but are able to speech. Most of them also achieve full independence in doing their necessary self-works i.e. eating, dressing, washing and in some practical and domestic skills despite of a slow rate of learning. They only cause major issues in academic reading and writing but still their skills can be developed in educational life with a little more care. And child with a moderate or profound mental retardation can learn things by practical work (WHO Geneva, 1996).

My personal observation was based on meeting them and their parents. Children were, although, have slow learning capacities but by doing a practical work they

were developing in a good and better way. But the most sadden thing in all this was that most of children remain silent, they sit at one side, don't know what is happening around them. They just talk to themselves. If someone is talking to them, they don't know what they are saying.

I observed 4 types of mentally retarded children

<b>Sr. No</b>	<b>Types</b>	<b>IQ Range</b>
<b>1</b>	Mild Mental Retardation (Educable)	50-70
<b>2</b>	Moderate Mental Retardation (Trainable)	35-50
<b>3</b>	Severe Mental Retardation (Dependent Retarded)	20-35
<b>4</b>	Profound Mental Retardation (Life Support)	<20

*Table 3: Types of Mental Retardation, Brainkart.com<sup>7</sup>*

From the table, it is indicated that a child with mild mental retardation problem has 50-70 IQ range and can survive in this society. Symptoms of this types includes a slow performance in academic activities and have physical disorder to some extent. These types of children couldn't be recognized until they start their schooling and show their performance. We can call them "slow learner" which means that they can be developed and grow with a little extra care.

While studying the area of Jhang, I found just one center in Jhang for slow learners who is providing them education till class 5<sup>th</sup>. After class 5<sup>th</sup>, they are

---

<sup>7</sup> [http://www.brainkart.com/article/Mental-Retardation\\_37869/](http://www.brainkart.com/article/Mental-Retardation_37869/)

admitted in the normal people institution but they still have this defect and remain slow in their academic activities.

Observational results about moderate mental retardation helped me to know that children with moderate mental retardation with IQ (35-50) have poor communication skills, difficulty in social relationships and are partial dependent on other for care. These children were observed in Chak 219, Kot Lakhnana and Milad Chok Jhang. Surveying them, I came to know that these children are admitted in government schools and are being promoted in next classes without proper training and education.

The 3<sup>rd</sup> type of mental retardation is severe mental retardation with 20-35 IQ level have poor physical and mental growth and cannot be trained. They are only able to develop their focus on simple things such as eating, washing, dressing up etc. these children require care and attention from close one.

Based on personal observation, it is concluded that a child with mental health problem needs an extra care from their parents and relatives. It is found out that mentally challenged girls/boys are the more victims of sexually abuse and harassment, family ignorance and mock. They are ignored even in family events and for education, they just have one center in Jhang that is depressing. Children are enrolled only till class 5<sup>th</sup> in that center but after that they have to enroll in

normal people institution where they face many problems and cannot adjust with them.

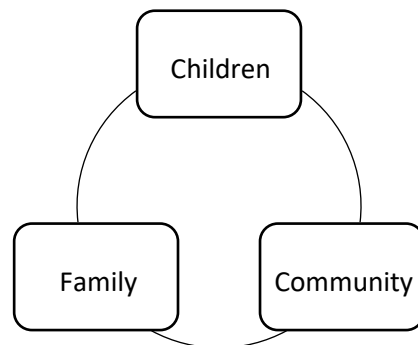
The last type of mental retardation is Profound Mental Retardation in which child is unable to do his/her works and simple task. They can neither enrolled in school nor in any institute for their growth. And most of parents, family members admit them in mental hospital.

## 5.2. Parents Interview Results:

*“It takes a village to raise a child.”*

(African Proverb)

Children with special needs require extra attention of parents and community. Margret meads noted that children, of course, have needs but they also are needed by community and family as children, family and communities are interdependent on each other (Couchenour & Chrisman, 2008). We can explain it through diagram



*Figure 3: Children, Communities and Family Rely on each other<sup>8</sup>*

---

<sup>8</sup> (Couchenour & Chrisman, 2008)

Being a parents, you have a lot of responsibilities about raising your child either normal or special child you have. But with compare to a normal child, a special children need more and extra care.

A child is special either by birth or because of affecting from some disease, it creates a tension and huge depression for parents especially the tension a special girl creates for her mother. In Pakistan people see disable person with sympathy and prefer to give them charity rather than encouraging them and making them able to stand on their own feet.

A child is most dependent on his parents than anyone else. Interviews were conducted with parents about different issues they face in protecting and caring their children and about the issues their children face in society. Becoming a parent is easier than being a parent but in our society, parents are unaware of this. People are a typical and illiterate that they refer any disability of children towards the sign of God's Anger or as a result of parent's sin. Parents having disable child listen many things from people. Undertaking these issues and depression of parents, I conducted semi-structured interviews and results are as follows:

While responding to people behavior towards a mother having a child with mental disability, she said that



*“My child was reported abnormal even with ultrasound checkup. Doctors suggested me to abort but I’m a mother. How can I abort my child? It is the will of Allah, how can I disobey? Why people suggested me to abort it. I did not want to abort it and gave birth to my daughter. She is five year old now and perform all tasks easily. She laugh, she walk, she eat, she sleep, she go to school and she recite Quran in a loud voice with love. But still people behavior is not good with me. My family ignores me, taunt me and discriminate with me. Even at night, no one agree to sleep with my daughter. My husband is died and I have no shelter than this house and have no option to bear people’s taunt.”*

(A Mother of 5 Year Old Girl with Mental Retardation)

Continuing interview about her daughter study and teachers behavior she replied as

*“I admitted her in normal people education but she do not want to go to school. The reason is the misbehavior of her teacher. They beat her when she do not respond them. I have told them about her disability but no one care. Her teachers ignore her in the class. My daughter go to academy, study at her own time but she don’t want to school because of her teacher’s behavior.”*

In the same family, while discussing about other girl having hearing issue, her mother told me about doctor’s behavior in issuing her disability certificate as

*“My daughter have hearing issue. We go to hospital, we did all checkup and did all reports. But doctors refused to issue her certificate saying that you are telling a lie.”*

She further said

*“Am I joke to them? Am I mad that I go for disability certificate while my daughter have no issue? They were issuing certificates to all those with no disability, while, at the time of my daughter’s checkup, they called me “a liar”.”*

I met a family who has a lot of disable children and people in their generation. The reason for it was that they were marrying in their own family despite of disability. When I said, you should marry your children out of family, they said that

*“We don’t want to marry our daughters out of family. Its ok to be disable but it hurts us when we give our daughter to out of family.”*

This response was not good because a child or a family having disability should marry out of family because this decrease the chances of shifting of disability to their child. But in Pakistan, people need a perfect wife and a perfect lady with the knowledge of all things (cooking, washing, caring children, husband & in-laws and managing house at the same time) with a huge amount of dowry. If a girl has a defect they reject them saying that this lady will shift disability to our generation without knowing that this is the will of Allah. A girl under 15-year was rejected because of hearing disability from her relatives. Her mother explained the reason of her rejection in such ways

*“My mother suggested my sister to marry her son my daughter having a partial hearing impairment. But she rejected her saying that “She cannot hear, our generation will also be deaf. We don’t want to have children with disabilities.” I was disappointed. These disabilities are such a monster that it converts the red blood into*

*white blood. But now, Alhamdulillah, my daughter got engaged and have such a loving and caring life partner that I have no words to explain.”*

Disability of a child makes their parents to care for them. Sometimes, parents themselves, disappointed from their children because of their defect and leave them on their condition. But this is not good. A child with special needs demands for special attention from parent either mother or father. Sometimes, because of sick mentality of society and unawareness from Quran cause, even a father, to misbehave with their wives for giving birth to a disable child and discriminate with them.

*“No doubt, it is the Will of Allah, but we don’t accept it. This society don’t want us to accept it, rather, they blame parents for having a disable child. Sometimes, even fathers ignore their child, husband taunt their wives for giving birth to a disable child. They hate them, discriminate them without knowing that this all is done by luck.”*

(A voice of Mother of a Mentally Retarded Boy)

For the development and growth of a child, it is necessary for parents to make their children involve in family events, gathering and should go outside with them so they can observe and understand society’s rule and make themselves able to survive in this society. Questioning about family gathering and people behavior in those functions, a mother of a blind child responded me as

*“Yes, we take our children with us every time and everywhere we go. We encourage our children to participate in family functions and they really enjoy it. But it hurts us when I watch people discriminating my son. They even don’t call him to come to stage. Me, myself take my son to stage and make him to enjoy everything. People’s comment dis-heart me as they ask me to leave my son at home. Why should I do that? I’m the mother of my son. If they have care for him, haven’t love for him, they go for their own works. At least don’t taunt at me and my son.”*

### **5.3. Interview Results with Teachers:**

More than 6 million special students are enrolled in public schools (National Education Association, 2006) and number of enrolling them in general school education are increasing (Sciarra, D.T , 2004). The role that a teacher play in the student education with special needs is of more importance and this importance is increasing day-by-day (Lockhart, 2003). As Teachers work with special students in their schools and are aware of their issues that even, parents don’t know, I choose them as a source of collecting my data regarding social issues in their life.

Although, these children with disabilities are considers abnormal and as a useless citizen of society but, to be honest, they are not disabled. They are abled in different ways, they are abled in such way that a normal man couldn’t imagine. But unfortunately, people look at them with sympathy and discourage

them rather than appreciating and knowing their skills, they ignore them and prefer to give them charity.

An ability could be seen when a child is enrolled in a school whether it is general education school or special education center because there a child meets with other children of his/her age and shows his/her discipline in school and classroom. A child learns more at school as compared to home because there, he/she has to live with other children of different families with different minds and abilities.

A teacher truly observes what type of ability his/her student has. And for special children, despite of their disability, they have such an amazing skill that a normal person doesn't have. But the need is that, their skills should be recognized and should be polished.

Interviewing a teacher about educational issues of deaf children, she said that

*“They have the education syllabus with a little bit difference. We teach them through the use of sign language. I have students with different abilities, some are good at math and some are good at computer. The main issue in their education is that there is no proper education center in their areas. Our schools are only till 10<sup>th</sup> class, after that they have to go out of city to get higher education or the other option is to complete their degree from Open University that is not good because a child learns efficiently in regular school rather than studying at home.”*

Meeting with the principal of Sultan Bahu special education center, she said

*“We provide education for girls. For boys, a different school is made. The issue we face in providing them education is that we have lack of teaching staff. We want our children to study hard and to move with society. But they came here, learn till class 10 or leave school before class 10<sup>th</sup> due to society’s discrimination. In Jhang, only one center till class 10<sup>th</sup> is provided for these children that is not good because parents have protection insecurities to send their child out of city to get higher education.”*

Discussing more about the education system, security and employment status for the children with hearing impairment, she said

*“Our society is cruel, it snatch the right of special person. They do not look at their abilities, they look at their disabilities and don’t offer them a good job. Parents are not secure about sending their child out to get higher education because sexual abuse for special children is normal. Girls with disabilities are got raped, kidnapped and got killed. If they go for job, they are mistreated. This society has made the life for special children extremely difficult.”*

Meeting with a teacher that is working in special education center for boys, he indicated that,

*“We provide children with all learning opportunities such as computer, mechanic and also teach them painting so that they can move with society either by earning little but could be able to stand on their own feet. I’m normal, but when I see them*

*performing tasks easily and like a normal person, I see at society and wonder why we normal people misbehave them, ignore them and mock them.”*

In my family, when i was interviewing about the deaf children and when I asked about parents’ behavior with their deaf children regarding education, my mother, who is also a teacher told me that

*“A mother came to me to admit her daughter in my school. She came with her two daughters but she want to get admission of only one of her child. When I asked her about other daughter, she replied that she has hearing issue and who will teach her? I suggested them to get admitted her in special education school but she said that it is too far and we cannot bear her expenditures. Then I got hurt and ask her to admit her in my school but she said,*

*“Kea kry gi prh k? Sunti to hai nhi (what she will do by getting education as she can’t hear.”*

*Then I ask her that I will take the responsibility of teaching her my own as my daughter also have hearing impairment. And now I’m teaching her.”*

It is people’s and society’s mind that a mentally retarded child couldn’t be developed and should not get education. I was also confuse that how a mentally retarded child live, get education and develop. I selected this topic so I can learn more about mentally retarded children and could know about their lives and educational procedures. As highlighted above, a children having IQ level more than 35 can be developed with a parents’ proper care and treatment. A child having 35 IQ level is trained practically and can only do their little chores.

Above 35, we can develop them with a little extra care and performing tasks physically and can enroll them at school.

Interviewing a teacher from the special education center of slow learners, I asked her about the education and development of a mentally challenged child and she responded me as

*“A child having IQ level above 35 could be developed through a proper treatment.*

*But in education center, we admit children having IQ above 35 because they could be trained and developed by practical work. Child having IQ above 50, can perform academic activities. We use models, templates, structure to teach them. And have to remind them again and again so they couldn't forget.”*

Continuing further our discussion, she highlighted the issues, a mentally challenged child face in higher education

*“We have center only till class 5<sup>th</sup>, after that they have to be enrolled in general schools. They face many issues in studying with normal children and even, teachers are not cooperative. As a result, most of children left school and don't study again. Many times, parents have requested us to make our school till high level, but what we can do? Government has no care about them. Only one school is in Jhang and who will send their children in remote areas.”*

For blind children, there is not school in Jhang except madrasa and one NGO, named as Pakistan Anjuman e Nabina (PAB). I met the General Secretary of



PAB and interviewed him about the educational issues, society's behavior, employment and parent's behavior with their blind children.

Discussing about education he said

*That a blind can also learn in normal people education. I, myself, has passed my master degree from Punjab university Lahore, but all I needed was a helper, who was writing paper for me. A blind can continue his education but he need a helper and this is, to some extent, difficult for all blind children. We have not a printed book, we have books having 6-dots on it, where we put our finger and try to recognize the words."*

Continuing the response about parents, he elaborated that

*"Parents has no care for their blind children. they leave them here as they have no child but when our organization make them able to learn, to understand things and teach them to live in society , they came back saying that , "this is our child". This behavior ruin the life of a blind children. Disability is by God, we cannot do anything except accepting this will of Allah. Having a special child is your test from God. Your special child demands you nothing but only a little more attention and care. They are also normal but in different ways."*

I asked him about the educational aims and goals of blind welfare centers and he replied that,

*“We have a library for them, we make them mechanic, carpenter, and teach them how to repair a computer and how to make a chair. We train them and give them such skills so that they can survive in society.”*

## **Chapter 6**

### **Policy Implementation, Findings and Conclusion**

The interviews conducted were in Jhang and its suburbs. Everywhere, I visited, I find special children facing issues in their lives. People ignorance, mocking them, unable to get educated and discriminated by family members as well as by relatives is common in backward areas. Only 20 children were found whose parents were supportive, remaining were living a miserable life. Children were passionate about education and to go outside and to move with society, but their parent's insecurities, teachers' misbehavior, unavailability or proper education was making them to sit at home and live like a burden on everyone. Parents are being blamed and taunted for having children with disabilities, teachers were found to be passionate but, sometimes, they were found as having no interest in teaching special children except earning money that is leading children to leave study and making them an idle person of society. Many governmental policies has been made for special person in Pakistan, briefly explained below:

- **The 18<sup>th</sup> Constitutional Amendment and the Rights of Person with Disabilities (PWDs)**

This constitution was greatly dealing with the rights of PWDs that is seeing them equal like others without undertaking their disabilities. Article 38 (d) says that "it is the responsibility of state to provide them with basic necessities

irrespective of their gender, caste, creed or race.” This article was made to protect the rights of person with different disabilities and to make them a useful citizen of an economy and society especially women and girls<sup>9</sup>.

- **Disabled persons (Employment and Rehabilitation) Ordinance, 1981**

This ordinance defines the disability as “A person, who because of any injury or disease or developmental disorder is handicapped and is unable to earn its livelihood including the person having blindness, deafness, physically handicap or mentally retarded<sup>10</sup>.” This ordinance provides the idea of creating funds and establishing national council to rehabilitate disable person and fixing a 2% quota for disables in public sector employment. National council, later, also formulated the policy for employment, welfare of PWDs, conducted the medical examination, treatment and surveys for person with disabilities.

- **The Pakistan Bait-ul-Maal Act, 1992**

The Pakistan Bait-UI-Maal Act was made to provide financial assistance to needy persons to provide them assistance for education attainment and to provide them residential accommodation as well as necessary facilities (ISJ, 2020).

- **The Mental Health Ordinance (MHO), 2001**

This law was made to protect, treatment and care for mentally disorder persons by providing them a better treatment and care and awaking community how to

---

<sup>9</sup>[http://www.isj.org.pk/situation-of-women-children-and-minorities-with-disability-inpakistan/#\\_ftn4](http://www.isj.org.pk/situation-of-women-children-and-minorities-with-disability-inpakistan/#_ftn4)

<sup>10</sup> Section 2 (c)

treat with mentally challenged person. It established the federal Mental Health Authority (MHA) and regulated its power for the betterment of persons with mental disorders and to protect their rights<sup>11</sup>.

- **National Policy for Person with Disabilities (PWD) ,2002**

Out of 7 objectives, the one objective of National Policy (2002) is to ensure the protection of human rights of disables including economic, political and social rights<sup>12</sup>.

- **National Action Plan (NAP) for person with disabilities ,2006-15**

The NPA has an exclusive section (21) on the rights of people with disabilities. In Goal V, NPA has promised to remove the discrimination a special children face in education, health and in social life because of disability. The National Commission for Child Welfare and Development (NCCWD) was facilitated to ensure the implementation of NAP objectives as mentioned in project. NPA require both provincial and federal intervention to accomplish its goals in terms of disable person welfare, education, health facilities and protecting human rights. However, NAP for children remain ineffective because of NCCWD's capacity to facilitate the implementation (ISJ, 2020).

---

<sup>11</sup> [www.isj.org.pk](http://www.isj.org.pk)

<sup>12</sup> Situation of women, children and minorities with disability in Pakistan  
[www.isj.org.pk](http://www.isj.org.pk)

- **Higher Education Institution (HEIs) for Persons with Disabilities (PWD), 2019**

HEIs provide equal academic and career and economic opportunities to special person by protecting their rights and making ensure that they are fully participating in HEC Recognized Institutions (Universities, colleges and all degree awarding institutes) and these institutions are fully responsible to provide special person with special facilities and this policy implies to all the private and public sector institutes affiliated with HEC. HEIs ensures that all special persons should be treated fairly and with respect by faculty and staff and no discrimination is allow (HEC, 2019).

- **Special education policy , 2019**

This policies is made to initiate the People with Disabilities (PWD) by enrolling them in public schools depending on their kind of disability (Mild, Moderate, sever & Profound). About 27% PWD are estimated to be enrolled in Public sector schools (Nawa-e-Waqt, 2020).

- **The International Capital Territory rights of person with disabilities (PWD) Act, 2020**

Key initiatives for the PWDs Act, 2020, are to launch Sehat Sahulat Program for PWDs, reserving seats for special person in Public transports (such as Metrobus services, railway services), protection of rights is the responsibility of for both federal and provincial government, ensuring jobs at reserved quota for

professional life and ensuring equal opportunities of education for PWDs (Ministry of Human Rights, 2020).

All these policies has been in Pakistan either with the cooperation of International Organization such as UNCRPD or by Pakistan Government itself, such as National Education Policy (2002). Other polices at provincial level are also made such as i). Balochistan persons with disabilities act, 2017 ii). Sindh Empowerment of Persons with Disabilities Act, 2018, iii). Gilgit-Baltistan person with disabilities act, 2019 and Disability Act for Punjab and Khyber Pakhtunkhwa is at pending.

All policies were made for the welfare and betterment of people with disabilities but the implementation was too bad. Developed areas of Pakistan were able to follow to the policies and work for the betterment of special children by providing them with better educational and career opportunities but backward and developing areas, such as, Jhang, Shorkot, Sargodha and more all are ignored. If special education centers are made in these areas, they are too far away that poor people cannot afford to enroll their special children in these schools.

In my research area Jhang, only one center for mentally retarded children has been found, 2 special education center for boys and girls separately are made while there is no special education center for Blind except an NGO.

Understanding the situation of women, minorities and people with disabilities is of more importance because they are the lowest part of socio-economic and cultural marginality. In Pakistan, these marginal groups are suppressed and they have no power to speak for their rights. They even face sexual, physical and psychological abuse and harassment and exploited.

Observing the social issues a special children face in society, it is seen that in the developing or backward areas, people are not much aware of disability and disable children to be treated. People ignore them, teachers neglect them, family member mock them, interviewer reject them without seeing the ability they have and they are being rejected for marriage proposals because of disability. NGOs, Special centers, Government, although, working for PWDs, but that is not much satisfactory. Special children feel themselves as a burden on parents and community because of this fake and sick mentality of society where people discourage them and give them charity rather than encouraging them and making them able to stand on their feet.



## **Chapter 7**

### **Recommendations**

The government shall formulate effective policy on special people/children, monitor and implement these policies for the special children by providing them equal rights, access to education and employment.

Awareness programs should be conducted for special children in every city to make people aware and inform them about disability and its solution.

Teachers, parents, friends and relatives must be taught that disability is not a curse, it is just a little difference in human being that need extra care and attention.

Developed countries have separate educational institutes for special children and if needed they also provide inclusive education, where they teach them skills according to their needs to make them more productive.

Developing countries even have low standard of education and awareness like Jhang. There is only one Active NGO for Blinds, only two special centers for deaf children in Jhang and one center for slow learners. These all centers are located far away and children do not have easy access to them. All such centers should be upgraded in the country according to the needs.

Developed countries have made centers for mentally challenged children where they are provided with treatment to make them better citizens. Centers for mentally challenged children are needed in Pakistan like developed countries.

## References

1. A.R. Kemal & Rizawana Siddiqui. (2003). *Remittances, Trade Liberalization and Poverty in Pakistan: The role of Excluded Variables in Poverty Changes*. Retrieved from <http://www.finance.gov.pk/poverty/Globalization-and-Poverty.pdf>
2. aaidd. (2019). *aaidd*. Retrieved from Frequently Asked Questions on Intellectual Disability: <https://www.aaidd.org/intellectualdisability/definition/faqs-on-intellectual-disability>
3. *About PTCL*. (n.d.). Retrieved from PTCL: <https://www.ptcl.com.pk/Home/PageDetail?ItemId=395&linkId=1042>
4. ADA. (1990). Retrieved from National Network: <https://adata.org/learnabout-ada>
5. ADA. (1990). Retrieved from National network: <https://adata.org/learnabout-ada>
6. ADB. (2020). *Asian Development Bank*. Retrieved from Poverty Data: Pakistan: <https://www.adb.org/countries/pakistan/poverty>
7. ADB report . (2020). *Poverty in Pakistan*. Retrieved from Wikipedia: [https://en.wikipedia.org/wiki/Poverty\\_in\\_Pakistan#cite\\_note-15](https://en.wikipedia.org/wiki/Poverty_in_Pakistan#cite_note-15)
8. Adi Bhat. (2020). *Non-Probability Sampling: Definition, Methods And Examples*. Retrieved from QuestionPro: <https://www.questionpro.com/blog/non-probability-sampling/>

9. Adler, N. E., Boyce, T. Chesney, M. A., Cohen, S. Folkman, S. Kahn, R. L. Syme, S. L. (1994). "Socioeconomic Status and Health, the Challenge of the Gradient." . *American Psychologist* 49, 15-24.
10. Agustin J. Ros . (1999). Does Ownership or Competition Matter? The Effects of Telecommunications Reform on Network Expansion and Efficiency. *Journal of Regulatory Economics* volume, pages65–92.
11. Aldersey, H. M. (2012). Family perceptions of intellectual disability: Understanding and support in Dar-e-Salaam. *Afr. J. Disable* 1(1), 32.
12. Ammerman, r. T., Van Haslett, V. B., Mersen, M. M., Lubet, M. J., & McGoingle, J. J. (1989). Abuse and Neglect in Psychiatrically Hospitalized Multi-Handicapped Children. *Children Abuse and Neglect* (13), 335-343.
13. Anwar T. (2003). Impact of globalization and liberalization on Growth, Employment and Poverty: A Case of Pakistan. *Pakistan Development Review* Winter.
14. Arendt, J.N. (2005). "Does Education cause better health? A panel data analysis using school reform for. *Economics of Education Review* 24, 149-160.
15. Asika. (1991). *Chapter Three, Research Mehtod*. Retrieved from [http://e-research.siam.edu/wpcontent/uploads/2016/07/CHAPTER\\_THREE.pdf](http://e-research.siam.edu/wpcontent/uploads/2016/07/CHAPTER_THREE.pdf)
16. Bhagwati, J. and Srinivasan, T. N. . (2002). Trade and poverty in the poor countries. . *American Economic Review* 92: ., 180–183.

17. Birdsall, N. M., & Griffin, C. C. (1988). Fertility and poverty in developing countries. *Journal of Policy Modeling*, 10(1), 29–55.  
Retrieved from [https://sci-hub.se/https://doi.org/10.1016/0161-8938\(88\)90034-8](https://sci-hub.se/https://doi.org/10.1016/0161-8938(88)90034-8)
18. Bisconer, S. W., & Suttie, J. N. (1998). Mntal Retardation. *Comprehensive Clinical psychology*, 1-17.
19. Brain Beers. (2019, July 2). *What Is the Telecommunications Sector?*  
Retrieved from Investopedia:  
<https://www.investopedia.com/ask/answers/070815/whatelecommunications-sector.asp>
20. British Council. (2014). *Moving from Margin*. Policy Brief Research, Evaluation, Monitoring Unit (REMU).
21. Callista, K. K., Judith, M., & Nathan, J. W. (2018). Discourse of needs versus discourse of rights: family caregivers responding to the sexuality of young South African Adults with Intellectual Disability.
22. Cervinkova, H. (1996). Disability and Other Cultural Anthropology. *Human Mosaic* 30(1-2), 56-63.
23. Chani, M.I., Z. Pervaiz and A.R. Chaudhary. (2011). Determination of Import Demand in Pakistan: The role of Expenditure Components, *Theoretical and Applied Economics*. 93-110.

24. Chata Male & Quentin Wodon. (2017, December). *World Bank Document*. Retrieved from The Price Of Exclusion: Disability Gaps In Educational Attainment & Literacy:  
<http://documents.worldbank.org/curated/en/396291511988894028/pdf/121762-replacement-PUBLIC-WorldBank-GapsInEdAttainmentLiteracy-Brief-v6.pdf>
25. Child Fund. (2020). *Child Fund*. Retrieved from  
<https://www.childfund.org/poverty-and-education/#:~:text=Poverty%20and%20education%20are%20inextricably,need%20to%20further%20their%20careers.>
26. Chris B. Murphy. (2019). *EBIT vs. Operating Income: What's the Difference?* Retrieved from Investopedia:  
<https://www.investopedia.com/ask/answers/012015/what-difference-between-ebit-and-operating-income.asp#:~:text=Operating%20income%20is%20a%20company's,without%20interest%20or%20tax%20expenses.>
27. Chrisman, D. C. (2008). *Families, Schools and Communities Together for Young Children*. US: Thomson Delmar Learning.
28. Colson Steber . (2017, 1 23). *Communication for Research*. Retrieved from In-Depth Interviews: Data Collection Advantages and

Disadvantages: In-Depth Interviews: Data Collection Advantages and

Disadvantages

29. Couchenour & Chrisman. (2008). A theory-based Approach to Family Involvement in Early childhood Education. In C. & Chrisman, *Families, Schools and Communities, Together for Young Children* (pp. 4-5).  
Australia, Canada, US, UK, Spain, Singapore, Mexico: Thomson.
30. Cristovam Buarque, Vida A. Mohorčič Špolar and Tiedao Zhang.  
(2006). Introduction: Education and Poverty Reduction. *International Review of Education*, 219-229. Retrieved from International Review of Education: <https://www.jstor.org/stable/29737077>
31. David M. Cutler & Adriana Lleras-Muney. (June 2006). *Education and Health: Evaluating Theories And Evidence*. 1050 Massachusetts Avenue  
Cambridge: National Bureau Of Economic Research.
32. Davis, L. A. (2011). *People with intellectual disabilities and sexual violence*. Washington: The ARC.
33. DAWN newspaper. (2004, April 14). *Privatization of the PTCL*.  
Retrieved from DAWN: <https://www.dawn.com/news/356125>
34. Department of Economic and Social Affairs. (2015, October 6). *The Sustainable Development Goals (SDGs) and Disability*. Retrieved from

United Nation:

<https://www.un.org/development/desa/disabilities/news/news/the-sustainable-development-goals-sdgs-and-disability.html>

35. Dictionary. (2020). *Dictionary.com*. Retrieved from Globalization: <https://www.dictionary.com/browse/globalization?s=t>
36. Dictionary. (2020). *Disability*. Retrieved from Dictionary.com: <https://www.dictionary.com/browse/disability?s=t>
37. Doucette, J. (1986). *Violent Acts against disabled Women*, Toronto. *DAWN (Disabled Women Network ,Canada)*.
38. Dr. Kausar Waqar Aga Khan University. (2014, May). *Right to Education Pakistan Article 25A*. Retrieved from Disability: Situation in Pakistan.
39. Faridi Zahir, M. S. (2009). Impact of education on female labor force Participation in Pakistan: Empirical evidence from primary data analysis *Pakistan Journal of Social Sciences*, 127-140.
40. Farooq, M. S. (2012). *Problems faced by students with special needs in Ordinary Pakistani schools*. Pakistan: University of the Punjab. Page (13-27).
41. Fricke, T. T. (2018). Global Prevalence of Presbyopia and Vision Impairment from Uncorrected Presbyopia: Systematic Review,



- Metaanalysis, and Modelling, *Ophthalmology*. *Ophthalmology*, 1492–1499.
42. Furey, E. (1994). Sexual Abuse of adults with mental retardation. Who and where. *Mental Retardation* 32(3), 173-180.
  43. Garling, T. (1985). *Children's Environment , accidents and accident prevention. An Introduction in T. Garling & J. Valsiner (Eds) , Children within environments: Towards a Psychology accident Prevention (pp. 3-12)*. New York: Plenum.
  44. Gomory, R. and Banmool, W. (2004). Globalization: Prospects, Promise and Problems,. *The Journal of Policy Modeling*.
  45. Good Therapy. (2019). *Mental Retardation*. Retrieved from Good Therapy:  
<https://www.goodtherapy.org/blog/psychpedia/mentalretardation>
  46. GOV.UK. (2020). *GOV.UK*. Retrieved from Definition of disability under the Equality Act 2010: <https://www.gov.uk/definition-ofdisability-under-equality-act-2010>
  47. Haroon Jamal. (2015, October). *Private Returns to Education in Pakistan: A Statistical Investigation*. Retrieved from [https://mpra.ub.uni-muenchen.de/70640/1/MPRA\\_paper\\_70640.pdf](https://mpra.ub.uni-muenchen.de/70640/1/MPRA_paper_70640.pdf)

48. HEC. (2019). *HEC*. Retrieved from POLICY FOR STUDENTS WITH DISABILITIES AT HIGHER EDUCATION INSTITUTIONS IN PAKISTAN:  
<https://www.hec.gov.pk/english/services/universities/Documents/HEC%20-%20POLICY%20FOR%20STUDENTS%20WITH%20DISABILITIES%20AT%20HEIs%20IN%20PAKISTAN.pdf>
49. HEC. (2019). *Policy For Students With Disabilities At Higher Education Institutions In Pakistan*. HEC.
50. Historic England. (2020). *Historic England*. Retrieved from Disability in the medieval period 1050-1485:  
<https://historicengland.org.uk/research/inclusive-heritage/disabilityhistory/1050-1485/>
51. Hunjra, A.I. M. Azam, G.S.K, Niazi , B.Z. Butt, K.U Rehman and R.I Azam . (2011). Risk and Return Relationship in Stock Market and Commodity Prices: A comprehensive study of Pakistani Markets. *World Applied sciences Journal* 13(3), 470-481.
52. IDA. (2011, Sep 21). *International Disability Alliances*. Retrieved from Pakistan Ratifies the CRPD:

<http://www.internationaldisabilityalliance.org/blog/pakistan-ratifiescrpd>

53. IDA. (2020). *The World Bank*. Retrieved from Disability Inclusion: <https://www.worldbank.org/en/topic/disability>
54. IDA. (2020). *The World Bank*. Retrieved from Disability Inclusion: <https://www.worldbank.org/en/topic/disability>
55. Intriligator, M. (2004). Globalization of the World Economy: Potential Benefits and Costs and a Net Assessment. *The Journal of Policy Modeling*.
56. Irwin, D. A. and Tervio, M. (2002). Does trade raise income? Evidence from the twentieth century. *Journal of International Economics* 58 , 1– 18. Retrieved from Irwin, D. A. and Tervio, M. (2002). Does trade raise income? Evidence from the twentieth
57. ISJ. (2020). *The Institute for Social Justice* . Retrieved from Situation of persons with disability in Pakistan: with focus on women, children and minorities: [www.isj.org.pk](http://www.isj.org.pk)
58. Jacobsen, A. J., & Richardson, B. (1987). Assault experience of 100 psychiatric inpatients . *American Journal of Psychiatry*.
59. JAD. (2019). Retrieved from Jamaica Association for Deaf Children: <https://www.jamdeaf.org.jm/articles/the-crc-and-deaf-children>

60. JAD. (2019). *Jamaica Association for the Deaf*. Retrieved from Who Are The Children With Special Needs?:  
<https://www.jamdeaf.org.jm/articles/who-are-the-children-with-specialneeds>
61. JAD. (2019). *The Impact of Deafness on Family*. Retrieved from Jamaica Association for the Deaf:  
<https://www.jamdeaf.org.jm/articles/the-impact-of-deafness-on-thefamily>
62. Jamal Shahid. (2019). *PTCL group profits jump 32pc, new CEO by next month*. Retrieved from Dawn: <https://www.dawn.com/news/1463515>
63. JAMES CHEN. (2020). *Poverty*. Retrieved from Investopedia:  
<https://www.investopedia.com/terms/p/poverty.asp>
64. James D. Wolfensohn. (1995-2005). *World Bank Group e-Library*. Retrieved from Selected Speeches and Writings of World Bank President James D. Wolfensohn:  
<https://elibrary.worldbank.org/doi/pdf/10.1596/0-8213-6156-2>
65. Jayne Clapton & Jennifer Fitzgerald. (2020). *Renaissance Universal, New Renaissance Magazine*. Retrieved from The History of Disability:

A history of otherness: <http://www.ru.org/index.php/human-rights/315the-history-of-disability-a-history-of-otherness>

66. Jeffery, R. and Basu, M.A. (1996). *Girls' Schooling, Women's Autonomy and Fertility Change in South Asia*. New Delhi: Sage Publications.
67. Jenny. (2014, March 27). *Phase #2: Clearly Define Your Research Strategy*. Retrieved from MacKenzie Corporation:  
  
<https://www.mackenziecorp.com/phase-2-clearly-defineresearchstrategy/>
68. Jordan, T., & DeCharms, R. (1959). The achievement motive in normal and mentally challenged children. *Amer J. Ment. Defic.*, 456-466.
69. K. Karunathilake. (02 September 2020). Positive and negative impacts of COVID-19, an analysis with special reference to challenges on the supply chain in South Asian countries. *Journal of Social and Economic Development (2020)*. Retrieved from  
  
<https://link.springer.com/article/10.1007/s40847-020-00107-z>
70. Kamal. A Munir. (2012, March 13). *Privatisation of PTCL: A lesson for policymakers*. Retrieved from The Express Tribune:  
  
<https://tribune.com.pk/story/349491/privatisation-of-ptcl-a-lesson-forpolicymakers#:~:text=The%20fact%20is%20that%20PTCL,leading%20>

Otelecom%20players%20in%20Asia.&text=In%20the%20four%20years%20prior,11%20per%20cent%20per%20annum.

71. Kamal. A Munir. (2012, March 14). *The Express Tribune*. Retrieved from Privatisation of PTCL: A lesson for policymakers:  
<https://tribune.com.pk/story/349491/privatisation-of-ptcl-a-lesson-forpolicymakers#:~:text=The%20fact%20is%20that%20PTCL,leading%20>  
Otelecom%20players%20in%20Asia.&text=In%20the%20four%20years%20prior,11%20per%20cent%20per%20annum.
72. Karimu, A. (2017). Exploring the sexual and reproductive health issues of visually impaired women in Ghana. *Report Health Matters 25 (50)*, 128-133.
73. Kemal A.R. and Nazre Hyder. (1997). *Globalization With Equity - Policies And Growth*. Retrieved from  
<http://www.finance.gov.pk/poverty/Globalization-and-Poverty.pdf>
74. Klein, M. A. (2001). *Foreign Direct Investment and Poverty reduction*. Washington DC: The World Bank.: World Bank Policy Research Working Paper No. 2613,.
75. Kotler P, Armstrong G, Saunders J and Wong V. (2002). *Principle of Marketing 3rd edition*. Prentice Hall: Europe.

76. Kotler, P. (2000). *Marketing Management, Millenium edition* . New Jersey: Pearson Custom Publishing.
77. Lockhart. (2003). Students with disabilities. In B.T. Erford (Ed.), *Transforming the school counseling profession*. 357-409.
78. Luckasson, R., Coulter, D. L., Polloway, E. A., Reiss, S., Schalock, R. S., Snell, M. E., . . . Stark, J. A. (1992). People with mental retardation as victims of crime. *Te criminal justice syste, and mental retardation*, 209-220.
79. M. Mahmood Hussain Awan, Ph.D. (2005). Country Paper Of Pakistan. *Asia Pacific International Seminar On Special Education* (Pp. 107-125). Japan: Pakistan.  
Retrieved from [https://www.nise.go.jp/cms/resources/content/383/d-240\\_17.pdf](https://www.nise.go.jp/cms/resources/content/383/d-240_17.pdf)
80. Major, C. H., & Maggi, S. B. (2013). *Qualitative Research: The Essential Guide to Theory and Practice*. Routledge.
81. Merriam Webster. (1828). *disability*. Retrieved from Merriam Webster: <https://www.merriam-webster.com/dictionary/disability>

82. Merriam Webster. (1828). *mental retardation*. Retrieved from Merriam Webster:  
<https://www.merriamwebster.com/dictionary/mental%20retardation>
83. Mettler, R. (1987). Blindness and managing the environment . *Journal of Visual impairment and Blindness*, 476-481.
84. MICS . (2017-18). Punjab: Bureau of Statistics.
85. Ministry of Human Rights. (2020). *Brief on Protection and Promotion of PWDs' Rights*. Retrieved from Government Of Pakistan Ministry Of Human Rights:  
<http://www.mohr.gov.pk/SiteImage/Misc/files/briefDisability.pdf>
86. Mughal, W.H. . (2007). Human Capital Investment and Poverty Reduction Strategy in Pakistan. *Labour and Management in Development* 7, 61-77.
87. Muhammad Irfan Chani, Zahid Pervaiz, Sajjad Ahmad Jan, Amjad Ali & Amatul R. Chaudhary. (2011). Poverty, Inflation and Economic Growth: Empirical Evidence from Pakistan. *World Applied Sciences Journal* 14(7), 1058-1063. Retrieved from  
<https://poseidon01.ssrn.com/delivery.php?ID=73107011408410501812402409302309012705806207109208405703100512207800900412502611009905702902309910912502308810703000412709512304005706>



203306308312501200302007701100607306601007011912101310910

10971261050281271011

88. Muhammad Yasir Arslan. (2017). *Privatization of PTCL. An Unforgotten Failure of Governance*. Retrieved from GRIN:  
  
<https://www.grin.com/document/419489#:~:text=The%20major%20motives%20of%20PTCL,needs%20of%20innovatory%20information%20technology.>
89. Mukdad Ibrahim. (2019). Measuring the Financial Performance of a Telecommunications Corporation . *International Journal of Recent Technology and Engineering (IJRTE)* , 2277-3878.
90. Nasir, Z. M. and Nazli, H. (2000). *Education and Earnings in Pakistan*. Islamabad: Pakistan Institute of Development Economics, Islamabad.
91. National Education Association. (2006, January 11). Retrieved from Special education and the Individuals with Disabilities Education Act:  
<http://www.nea.org/specialed/index.html>
92. Nawa-e-Waqt. (2020). *Special Education Policy 2019*. Retrieved from The Nation: <https://nation.com.pk/03-Dec-2019/special-educationpolicy-2019>

93. NIH. (December 15, 2016). *Quick Statistics About Hearing*. NIH.
94. Nunes, T., Pretzlik, U., & Olsson, J. (2001). Deaf children's social relationships in mainstream schools. *Deafness and Educational International* 3, 123-136.
95. O Turel & A Serenko. (2006). Satisfaction with mobile services in Canada: An Empirical Investigation. *Telecommunication Policy*, 314-331. Retrieved from <https://doi.org/10.1016/j.telpol.2005.10.003>
96. Oliver . (1996). *Understanding Disability: From Theory to Practice* (London, Macmillan). 114.
97. PBS. (2019). *Population Census*. Retrieved from Pakistan Bureau of Statistics: <http://www.pbs.gov.pk/content/population-census>
98. Pearlin, Leonard I. ( 1989). "The Sociological Study of stress. *Journal of Health and Social Behavior* 30, 241-56.
99. Peter, S. (2000). Is there a disability culture? A syncretisation of three possible world views. *Disability and Society* 15(4), 583-601.
100. Prof Rupert R A Bourne, M. S. (September 2017). Magnitude, temporal trends, and projections of the global prevalence of blindness and distance

and near vision impairment: a systematic review and metaanalysis. *The Lancet Global Health*, e888-e897.

101. Project IDEAL. (2019). *Hearing Impairments*. Retrieved from Project IDEAL: <http://www.projectidealonline.org/v/hearing-impairments/>
102. PTA. (2020). *Telecom Indicators*. Retrieved from PTA: <https://pta.gov.pk/en/telecom-indicators/1>
103. PTCL. (2020, July 25). *PTCL*. Retrieved from Aout PTCL: <https://www.ptcl.com.pk/Home/PageDetail?ItemId=395&linkId=1042>
104. Purdam K, Afkhami R, Olsen W, Thornton P. (2008). Disability in UK: Measuring Equality, Disability and Society. 53-65.
105. Qureshi, Madeeha G. (2012). The Gender Differences in School Enrolment and Returns to Education in Pakistan. *PIDE Working Papers*, 84 .
106. Raja Haroon Ahmad. (2020). *Review of Pakistan's national policies on special needs education*. Retrieved from Academia: [https://www.academia.edu/18671564/Review\\_of\\_Pakistan\\_s\\_national\\_policies\\_on\\_special\\_needs\\_education?auto=download](https://www.academia.edu/18671564/Review_of_Pakistan_s_national_policies_on_special_needs_education?auto=download) Rummana, S.

- (2007) . Impact of Higher Education on Earnings of women in the public sector educational institutions in Pkaistan.  
*International Business and Economic Research Journal*, 117-124.
107. Scholl, G. T. (1986). What does it mean to be blind? Definition, Terminology and prevalence. *American Foundation for Blind*, 23-33.
108. Schultz, T. (1993). Investments in the schooling and health of women and men: quantities and return. *Journal of Human Resources* 28(4) , 694-734.
109. Sciarra, D.T . (2004). School counseling: Foundations and professional issues. *Belmont, CA: Thompson Brooks/Cole*.
110. Scott J. Wallsten . (November 2001). Telecommunications Investment and Traffic in Developing Countries: The Effects of International Settlement Rate Reforms. *Journal of Regulatory Economics* , 307–323.
111. Shahbaz Rana. (2019, December). *In Pakistan, millions more to fall below poverty line*. Retrieved from The Express Tribune: <https://tribune.com.pk/story/2115274/millions-fall-poverty-line>
112. Shuttleworth, R. &. (2004). Stigma , community, ethnography: Joan Ablon's contribution to the anthropology of impairment/disability.

*Medical Anthropology* , 18 (2), 139-159.

113. Siddiqi, M. F. (2012). Does Privatization Affect Performance? *Journal of Managerial Sciences*, 190.
114. Siddiqui, K., & Mangi, R. A. (2013 ). Failure of Corporate Governance: Privatization of PTCL Pakistan. *The IUP Journal of Corporate Governance*, 13, 62-69. Retrieved from <http://rafaqatbabar.com/11-1095.pdf>
115. Sikandar Sardar. (2014, April 8). *Slideshare*. Retrieved from PTCL Pakistan Telecommunication: <https://www.slideshare.net/sikander652/ptcl-pakistantelecommunication#:~:text=Products%20%26%20Services%20PTCL%20Landline%20Vfone,up%20internet%20%EF%81%B6Dialup%20vfone>
116. Singleton, J. L., & Tittle, M. D. (2000). Deaf parents and their hearing children. *Journal of Deaf studies and Deaf education*, 5(3), 221-236.
117. Sobsey, D., & Varnhagen, C. (1988). Sexual Abuse, Assault and

Exploitation of people with Disabilities. *Health and Welfare Canada*.

118. Sohail Jehangir Malik. (March 31, 2006). *Globalization and Its Impact on Poverty in Pakistan*. Retrieved from <http://www.finance.gov.pk/poverty/Globalization-and-Poverty.pdf>
119. Sonya Rehman. (2014, July 27). *The Diplomat*. Retrieved from The Rickshaw project: Empowering Disabled Pakistanis: <https://thediplomat.com/2014/07/the-rickshaw-project-empoweringdisabled-pakistanis/>
120. Special Education Guide. (2019). *Deafness*. Retrieved from Special Education Guide: <https://www.specialeducationguide.com/disabilityprofiles/deafness/>
121. STEP. (n.d.). Messeses. In A. h. STEP, *Disability Framework in Pakistan*. SightSavers International.
122. Stevenson, H. W. (1960). Learning Complex Problems by Normal and challenged students. *American Journal of Mental Deficiency* 64, 1021-26.
123. Stiglitz, J. ( 2004). Globalization and Growth in Emerging Markets. *The*

*Journal of Policy Modeling.*

124. Stiker. (1999). Disability in different Cultures: Reflection on local concepts. *Disability in Different Cultures*., 352-380.
125. Stinson, M. S., & Anita, S. D. (1999). Considerations in educating deaf and hard-of-hearing students in inclusive settings. *Journal of Deaf studies and Deaf Education* (4), 163-175.
126. Stubbs, S. (2008). *Inclusive Education: Where there are few resources.*  
  
Schweigaardsgt 12: The Atlas Alliance. Retrieved from Inclusion (Education): [https://en.wikipedia.org/wiki/Inclusion\\_\(education\)](https://en.wikipedia.org/wiki/Inclusion_(education))
127. SurveyGizmo. (2020). *SurveyGizmo*. Retrieved from What is Purposive Sampling?:  
  
<https://www.surveygizmo.com/resources/blog/purposivesampling-101/>
128. Susman ,J. (1994). Disability, Stigma And Deviance . *Social Sciences and Medicine* 36(1), 15-22.
129. Suttio,J.N. (1998).
130. Tanzi, V. (2004). Globalization and Fiscal Reform in Developing Countries. *The journal of Policy Modeling.*

131. The World Bank. (2019, oct 2). *The World Bank*. Retrieved from  
Disability Inclusion: <https://www.worldbank.org/en/topic/disability>
132. The World Bank. (JULY 26, 2018). *New Inclusive Education Initiative for Children with Disabilities announced by DFID, Norad, and the World Bank*. London , Washington D.C: The world bank.
133. Tilak, J. B. G. ( (2002). Education and Poverty. . *Journal of Human Development*, 3(2),, 191–207.
134. TLTP. (2020, July 29). *ProfitProfit by Pakistan Today*. Retrieved from  
Telecom infrastructure ready to support 5G networks: PTA chief:  
[https://profit.pakistantoday.com.pk/2020/07/29/telecom-  
infrastructure-ready-to-support-5g-networks-pta-chief/](https://profit.pakistantoday.com.pk/2020/07/29/telecom-infrastructure-ready-to-support-5g-networks-pta-chief/)
135. UNICEF. (2008).
136. UNICEF. (2019). Retrieved from UNICEF:  
<https://www.unicef.org/disabilities/>
137. UNICEF. (2019). *Three Disability Goals*. Retrieved from UNICEF:  
[https://www.unicef.org/disabilities/index\\_65297.html](https://www.unicef.org/disabilities/index_65297.html)
138. UNICEF. (2019). *UNICEF*. Retrieved from Inclusive education:  
<https://www.unicef.org/education/inclusive-education>



139. United Nations . (1990). *Disability Statistics Compendium. Studies on Special Population Groups*. New York: DIESA Statistical Office. (Series Y, No.4).
140. United Nations. (2020). *Ending Poverty*. Retrieved from United Nations: <https://www.un.org/en/sections/issuesdepth/poverty/#:~:text=Poverty%20entails%20more%20than%20the,of%20participation%20in%20decision%2Dmaking>.
141. Vocabulary.com. (2019). *Vocabulary.com*. Retrieved from Handicap: <https://www.vocabulary.com/dictionary/handicap>
142. Wage Indicator Foundation. (2020). *Paycheck.pk*. Retrieved from Employment of Persons with Disabilities: <https://paycheck.pk/labourlaws/illness-work/employing-disabled-person>
143. Waqar, D. K. (May 2014). *Disability: Situation in Pakistan*. Aga Khan University. Retrieved from <http://www.itacec.org/document/gaw/gaw2014/2.%20Disability%20Pages%202.pdf>
144. WHO Geneva. (1996). ICD-10 Guide For Mental Retardation. *World Health Organization GENEVA*. Retrieved from [https://www.who.int/mental\\_health/media/en/69.pdf](https://www.who.int/mental_health/media/en/69.pdf)
145. Will Kenton. (2020). *Operating Expense*. Retrieved from Investopedia: [https://www.investopedia.com/terms/o/operating\\_expense.asp#:~:text=](https://www.investopedia.com/terms/o/operating_expense.asp#:~:text=)

An operating expense is an, allocated for research and development.

146. Winters, A. L., McCulloch, N. and McKay, A. (2004). Trade liberalization and poverty: the evidence so far. *Journal of Economic Literature XLII*, 72–115.
147. Woolfe, T., Herman, R., Roy, P., & Woll, B. (2010). Early vocabulary development in deaf native signers: A British sign language adaptation of the communicative development inventories. *Journal of Child Psychology and Psychiatry*.
148. World Bank. (1993). *The East Asian Miracle: Economic Growth and Public Policy*. Oxford University Press: Policy Research Report, .
149. World Bank. (2000/2001). *Attacking Poverty*,. New York: Oxford University Press.
150. World Bank. (2011, May). *Poverty and Inequality Analysis*. Retrieved from Poverty: [worldbank.org](http://worldbank.org).
151. World Bank. (2015, October 4 ). "World Bank Forecasts Global Poverty to Fall Below 10% for First Time; Major Hurdles Remain in Goal to End Poverty by 203". Retrieved from [Worldbank.org](http://Worldbank.org).

152. World Bank. (2017). *What's The Meaning Of The World Bank's New Poverty Lines?* Retrieved from <https://www.npr.org/sections/goatsandsoda/2017/10/25/558068646/whats-the-meaning-of-the-world-banks-new-poverty-lines#:~:text=According%20to%20the%20World%20Bank,to%20fulfill%20their%20daily%20needs.&text=Millions%20of%20the%20extremely%20poor,the%20world>
153. World Bank. (2020).
154. World Bank. (2020). *The World Bank*. Retrieved from Disability Inclusion: <https://www.worldbank.org/en/topic/disability>
155. World Health Organization/World Bank. ( 2011). *World Report on Disability*. Geneva. : World Health Organization/World Bank.
156. WTO. (2005). Retrieved from [http://www.wto.org/english/thewto\\_e/whatis\\_e/](http://www.wto.org/english/thewto_e/whatis_e/)
157. Zhou, W. (1997). Handicapped People in China. *International Sociology* 12(2), 217-226.

158. Zimmer, Z., X. Liu, A. Hermalin and Y. L. Chuang. (1998). Educational Attainment And Transitions in Functional Status among older Taiwanese. *Demography*, 361-375.

## Appendix:

### Box.1. Thematic Analysis of Children with Disabilities:

Disability, Age, Gender	Social Issues Faced By Special Children		
	Neglected and Mocked	Discriminated	Educational Barriers
<b>Female, age 13, Deaf</b>	Always neglected by Family members, and being mocked by them. Avoid to go to family gathering because of fear of being mocked.	Parents deceased, lives with aunt and uncle. Always discriminate her, focus more their children, love more their children and ignore her.	Class fellows don't cooperate. Teachers don't give attention to her. Issue in study but no one help.
<b>Male ,age 14, Deaf</b>	Go to family events, cousins ignore, go to public places, people laugh if he don't understand what they said.	Discriminated by friends, don't play with him. Don't allow him to play cricket etc. fan of cricket but no one play.	Want to study more but there are no opportunities after 10 <sup>th</sup> class in the area.
<b>Male , Age 16, Deaf</b>		Although family is supportive, but they care more for other children. Sometimes, they don't take him on family gathering.	
<b>Male, Age 17, Deaf</b>	Always been neglected and mocked by relatives. No one sit with me and no one talk with me.		
<b>Female, age 15, Blind</b>		Discriminated even by parents and friends. Consider me as a burden on them.	Want to study but there is no school especially for blind. Public institution cannot afford by her. Parent don't want to teach her.
<b>Male, age 16, Blind</b>	Neglected by people. Don't help him to move in streets if he go out some day. Give him charity sometimes.		Although, technical skills are being provided but he want to become a professional engineer but no opportunity.

<b>Male, age 17, Blind</b>	Hooting and taunt by children whenever go outside. Sometimes, beat him too.	Parents do nothing, he sit at one side. If parents will they take him outside.	Parent don't want him to study.
<b>Female, age 15, blind</b>	No friends, no social activities.		
<b>Female, age 15, Deaf</b>	Go to shop sometimes to buy goods, shopkeeper sexually harass her.		Want to study, but poor and cannot afford. Institution is far away.
<b>Female, Age 16, Deaf</b>			Parents don't want to teach her saying that she is deaf and cannot study.

Box.1. highlights the major issues faced by special children in society either by parents or friends and family members or teachers. The issue “mocked and neglected” was repeated for 15 times by deaf and blind children. Educational difficulties were repeated for every time I questioned to them, at least, 65 children answers positively for having difficulties and face issues in education. Discrimination by parents, relatives result was not much responded positively except from the orphan special children that were living with relatives.

## **Box.2. Descriptive Analysis of Mentally Challenged Children**

- No care and attention by parents
- Don't know the meanings of life
- No friends and always been mocked
- Live alone all day, ignored by relatives, cousins
- If get enrolled in schools, just promoted to next class without proper education and training
- No educational institutes and treatments for mental development and growth

The descriptive analysis was based on personal observation as interviews cannot be conducted on them. Personal observation was used and analyzed in descriptively. 23 mentally challenged children were observed and majority face the issue of having no educational institutes and no developmental treatment for them. 4-5 students were observed to be studying in high classes but they are just being promoted to next classes without proper education. Although a school has been made for slow learners in Jhang, it is till primary level, after that students has to be enrolled in public schools with 20% chances to survive. Children having severe mental issues tend to sit home all day while children with moderate mental retardation go outside but parents remain insecure about them.

### Box.3. Thematic Chart for Parents of Special Children

Parents , area, profession, child's disability	Parent's Issues of Having Special Children		
	Insecurity & Depression	Society & family Behavior	Educational concept and treatment ideas
<b>Mother, Bagh, Housewife ,Deaf</b>	Too much insecure about sending her daughter outside.	Relatives taunt.	Want to teach daughter but no educational facilities in the area.
<b>Mother, Bagh, teacher, Blind</b>	Too much depressed about daughter's future. Who will marry, how daughter will survive in this society		Want to teach daughter but no educational institutes in nearby areas except public schools.
<b>Father, Moza Vijhlana, Farmer, Deaf</b>	Insecure to send out of city for further education.	People look with sympathy.	Teaching my daughter but cannot afford to send her out of city for higher education.
<b>Mother, Jhang, Housewife, Mentally Challenged daughter</b>	Depression because of people behavior for not cooperating.	In-Laws blame for having special child. When near to born, doctor suggest to abort but I did not.	Teacher's behavior is not good, beat her despite of knowing her disability.
<b>Mother, Habib, Housewife, Blind</b>	Tension for son's survival in society. Every time, child is mocked and people look with sympathy at mother and give suggestions.		No proper education system, Technical skills are being taught by PAB.
<b>Mother, Chak 219, Housewife, Mentally challenged.</b>			Teachers are just promoting them to next class without teaching and training children.
<b>Mother, Charagh Abad, housewife, deaf</b>			Centers are far away, cannot teach her daughter. Public schools don't enroll.



Box.3. highlights the issues faced by parents for having special children. Insecurity & depression, People Behaviors towards parents and their special children are presented in the chart. Educational ideas and concept is not much clear in parent's mind, if they want to teach their children then, sometimes, educational institutes are in remote areas and sometimes, they cannot afford educational expenditures. Among 48 parents' population, 25 parents responded negatively towards educational facilities and 15 responded negatively towards teacher's behavior. 10-12 parents responded negatively in the answer of people's behavior towards them for having special children that they face taunt and behavioral issues from in-laws, supposes and relatives.

**Box.4. Thematic chart for Teachers of special children**

Teacher gender, student disability, School public/special	Issues of Teachers in Special Education		
	Educational facilities	Managing and Dealing Issues in classrooms	Government policies regarding special education
<b>Male, Blind, NGO for Blind</b>	No proper education system. Child usually have to be enrolled in public schools with less chances of survive.	Sometimes, children misbehave and break disciplines in class. So we have to be strict for them	No implementation of government policies, NGO is working at its own. No educational institutes is made for blind except madrassa
<b>Female, Slow Learners, government center</b>	Models are used, revised again and again the lesson but center is only till class 5 <sup>th</sup> , after that students have to be enrolled in public schools	Give extra care and time to manage them.	No proper governmental policies are implemented. Only one center for slow learners is in Jhang.
<b>Female, Slow Learners, Government center</b>			Scholarships are provided but not enough for higher education. To get higher education, special centers are needed because sometimes a child cannot survive in public schools.
<b>Female, slow learners, government center</b>	Lack of staff , issues in teaching children	Large number of students but only one teacher to deal and control them	Need more educated, professional and well trained teachers.

<b>Female, sultan Bahu special education center for hearing impaired children. government center (Girls)</b>	Providing education till matric. Students are less enrolled because of parents unawareness and center in remote areas	Cooperative teachers but need more educational faculty.	Although, special quota is fixed but specials are not employed.
<b>Male, Special Education center for hearing impaired (Boys)</b>		Students show their frustration in some rude ways and quarrel with class fellows.	Separate education centers for girls and boys but need more progress to provide higher education in the area.

Box.4. highlighted the issues of special children in educational process. Results shows that there is only one active NGO in Jhang for Blinds. 2 centers for hearing impaired children are made in Jhang but are not sufficient for higher education. Among 9 teachers, almost 5 teachers suggested that we need more educated and well trained staff to provide students with better education facilities. Government has made policy but no one is properly implemented.

About classroom behavior, 6 teachers responded positively that children face safe and happy in the class room with his/her fellas. Sometimes, they break class rules and we have to be strict on them.

