

## Encouraging Everyone: Inclusive Education for People with Disabilities in India

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### Abstract

The most marginalised people are those with disabilities, who experience social exclusion, stigma, social deviance, and oppression. Due to increased rates of accidents that result in impairments and disabilities brought on by globalisation, liberalisation, and modern lifestyles, the prevalence of disabilities is rising. Although government and non-governmental organisations have worked to rehabilitate disabled people, only a small percentage of disabled people have benefited from rehabilitation services and programs since there is no national policy on the subject. Since most of them reside in remote areas with little knowledge of government programs and services, they are not eligible for such benefits. There has been a paradigm shift in how the issue of disability is being addressed as time has gone on. The empowerment and rehabilitation of people with physical and mental disabilities are given more attention than welfare orientation. In order to mainstream people with impairments, inclusive education is receiving increased attention. In light of this, the current study looks at India's government initiatives to provide inclusive education for people with disabilities.

**Key words:** Disabilities, Empowering, Education and Efforts of Government

### Introduction

People with disabilities are the most marginalised; they experience social exclusion, oppression, stigma, and deviance. An estimated 26.81 million disabled people reside in India, out of an estimated 600 million impaired people globally. Approximately 64% of disabled people were classified as non-workers out of the entire disability population. They are primarily made up of dependents (45.7%), home workers (15.3%), and students (22.7%). Ten percent or more of disabled non-workers were mentally challenged, while roughly twenty percent were physically challenged. roughly one-fourth of the crippled were deaf and dumb, and roughly eighteen percent were blind. Due to the growing number of accidents resulting in the loss of human parts and impairment brought on by globalisation, liberalisation, and modern lifestyles, the prevalence of disability is rising. Disability has gained attention recently due to a rise in national and worldwide political activism and voluntarism, and discussions concerning the creation of "alternative" service programs like community-based rehabilitation are becoming more heated. Among other things, the preamble of the Indian Constitution aims to protect all of its citizens; social, economic, and political justice; Equality of rank and opportunity; freedom of opinion, expression, belief, and religion. All people are granted a set of six essential rights under Part III of the Constitution. Among these are the rights to freedom, equality, and protection from exploitation. Religious freedom; cultural and educational liberties; and constitutional remedies. Although they are not specifically mentioned in this section of the Constitution, people with disabilities (PwDs) are likewise entitled to all these rights. The Directive Principles of State Policy are included in Part IV of the Constitution. These ideas are regarded as the fundamental cornerstones of state policy. In actuality, these are orders given to future lawmakers and officials for their direction. According to Article 41 of the Constitution, the state must, within the bounds of its economic capability and growth, provide appropriate provisions to guarantee the right to labour for education and public assistance in circumstances of unemployment, old age, illness, and disability. Additionally, the Constitution's following clauses address PwD-related issues: (i) "Social Welfare including the welfare of the handicapped and mentally retarded people" is the eleventh schedule to Article 243-G. (ii) The Twelfth Schedule's Article 243, which states that it is intended to safeguard the interests of the mentally challenged and disabled as well as other marginalised groups in society. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 was passed by the Central Government to implement the Proclamation and allow people access to social security, education, employment, rehabilitation, and nondiscrimination. People with blindness, low vision, hearing loss, loco-motor disabilities, mental retardation, mental disease, and leprosy are considered to have "disability" with disability. In order to successfully execute the policy to guarantee equal opportunities and social processes for PwD, the Act establishes a system for coordinated action among all stakeholders through the Central Coordination Committee at the level of the Government of India. In order to guarantee involvement, collaborative efforts have been undertaken to create a thorough infrastructure for the development of manpower by offering training and courses tailored to the requirements of individuals with disabilities. In order to facilitate the provision of services to the disabled, the government has established eight Composite Regional Centers (CRCs) and seven national institutes that

specialise in various forms of disability. New national centers of excellence, including the Institute of Mental Health Rehabilitation and the National Institute of Universal Design, are being created while already-existing national institutions are constantly being strengthened. To advance sign language education, research, and standardisation in India, the Indian Sign Language Research and Training Center was also founded. In order to support higher education for people with disabilities and capacity building in the nation's disability sector, the Indian government has also decided to establish a National Institute of Rehabilitation Science and Disability Studies. The establishment of Disability Sports Centers, Braille Presses, and Spinal Injury Centers is being prioritised. The best way to empower people socially and economically is through education. Children with disabilities up to the minimum age of 18 have been given free and compulsory education in accordance with the spirit of Article 21A of the Constitution, the Fundamental Rights of Persons with Disabilities, and Section 26 of the Guarantee of Education Act, 1995. The government's 2010 Sarva Shiksha Abhiyan aims to provide all children, including those with disabilities aged 6 to 14, with eight years of elementary education. The Integrated Education program for Children with Disabilities offers free education to children under the age of fifteen. Students with disabilities are given access to educational opportunities, learning aids and equipment, mobility aids, support services, etc. under SSA. Open schools, alternative education, distance learning, special education, home-based learning when needed, iterative teacher models, remedial instruction, part-time classes, community-based rehabilitation (CBR), vocational education, and an open learning system are all included. The government would take proactive measures to identify children with disabilities through frequent surveys, place them in suitable schools, and ensure their successful completion of their education. The government will make an effort to offer children with disabilities with appropriate educational materials and publications, teachers who are appropriately trained and attentive, accessible schools, and friends who are disabled. The Indian government offers scholarships to students with impairments so they can pursue higher education. The government will keep funding the scholarship and grow. With scholarship and fellowship opportunities, people with disabilities will be able to attend universities, technical schools, and other higher education institutions to pursue advanced and vocational courses. According to reports, there were 26.81 million disabled people in the nation as of 2011, making up 2.21 percent of the entire population. The state of Odisha has the highest percentage of disabled people compared to the overall population (2.96%), followed by Jammu & Kashmir (2.88%), Andhra Pradesh (2.68%), and Chhattisgarh (2.45%). Delhi has the lowest percentage of impaired people compared to the overall population (1.4%), followed by Tamil Nadu (1.64%), Gujarat (1.81%), and Uttarakhand (1.84%). A significant portion of challenged children reside in the major states of Uttar Pradesh, Bihar, Maharashtra, West Bengal, Andhra Pradesh, Madhya Pradesh, Karnataka, Rajasthan, Odisha, and Gujarat. The majority of India's disabled children were from Bihar, Meghalaya, Uttar Pradesh Dadra Nagar Haveli, Jharkhand, Manipur, Arunachal Pradesh Jammu and Kashmir, Madhya Pradesh, and Assam. Over one-fourth of children with disabilities do not attend school. More people in Nagaland (39%) were found to pronounce this correctly, followed by Assam (36%), Meghalaya (35%), Daman and Diu (34%), Bihar (34%), and Arunachal Pradesh (33%). In Uttar Pradesh, almost 29% of children with disabilities do not attend school.

### **Objective of the Study**

The main objective of this paper is that all the disabled students in India should have the right to equal education and at the same time the government should have a separate scheme for them so that they can stand on his own feet and do something for the nation and also all the institution and society should also take care of them.

### **Limitation**

The study is based only on very limited Timeframe , which is very small for this type of study. The sample size for this study is also too small for a study like this. Shortage of important aspect such as time, financial problem, and size is the main cause of limitation.

### **Review of Literature**

In 2010, Kathleen Tait and Nola Purdie investigated how pre-service teachers at a major Australian university felt toward individuals with disabilities. "The essence of thinking of inclusion is in the acceptance of diversity and striving for equity for all members within a system," according to Thomas and Loxley (2007). They noted that inclusive education appears to be rooted in a variety of contexts, including educational, psychological, social, and political. They agreed with the conclusion reached by others (Fuller & Clark, 1994; Ainscow, 1999), who recognised that it is difficult to import techniques from other places since education is so strongly linked to local situations and cultures. In a study titled "attitude of parents of preschool towards integration," Diamond (1994) looked at parents of preschoolers with and without disabilities who were enrolled in integrated or self-contained classrooms and parents who were programmed. The study found that all parents had generally positive attitudes toward integrated schooling. According to a research by Bender, Vail, and Scott (1995), 70% of general education teachers believed that inclusion or mainstreaming had benefited students with disabilities,

whereas 56% thought that it had benefited students without disabilities. As a result, this study found that general education and special education instructors' replies were quite similar. Compared to general educators who taught in traditional classroom arrangements where inclusion was not practiced, general and special educators who collaborated in inclusive settings reported higher levels of personal efficacy as well as higher self-ratings of competence and satisfaction in teaching students with disabilities, according to a study on collaborative teaching in inclusive educational settings by Minke et al. (1996). Susana Padeliadu and Venetta Lampropoulou (1997) investigated how regular and special education teachers felt about integrating children with special educational needs into the classroom. In a research on "attitudes of parents and teachers towards mainstreaming," Hayes and Gunn (1998) discovered that parents and teachers at this mainstreaming school had more negative attitudes than their peers in schools without a mainstreaming program. A study on factors influencing "parent perceptions of inclusion practices for their children with mental retardation" was carried out by Palmer et al. (1998). Students with severe disabilities are significantly over-represented among teacher nominations in the indifference category, while students with mild disabilities are significantly over-represented among teacher nominations in the rejection category, according to Bryan G. Cook's (2001) study comparing teachers' attitudes toward the inclusion of students with mild and severe disabilities. John Elkins et al. (2003) conducted a study on "parents' attitude to inclusion of their children with special needs," while Watgson, J. and Boman (2005) discovered that although governments and schools claim that students with learning disabilities and other disabilities are well supported within schools, there was clear evidence that inclusion was not really doing well. In the Indian context, Singal, N. (2006) examined the potential for inclusive education for children from underprivileged communities, specifically focusing on children with disabilities. One of the most crucial factors in the teaching of children with disabilities is the attitude of teachers, which was the focus of Kala's (2006) study. Das et al. (2001) looked at the benefits for students with disabilities, the Person with Disabilities Act of 1995, and the issue of teacher education. In a study on the efficacy of the orientation program for teachers working in integrated education for disabled children, Cowasji (1985) discovered that the headmasters of the chosen schools were highly qualified, experienced, and subject-matter experts. In a study on the integrated education of challenged children, Rane (1983) assessed the Department of Education of the Government of Maharashtra, the implementing agency, for running the program for students with disabilities. In their 1974 study "Integrating mentally retarded children with normal children:- An Experiment," Verma and Verma examined the experimental integration of mentally retarded kids in a conventional New Delhi school. The perceptual motor issues of children with and without learning disabilities between the ages of five and ten were examined by Prasad and Srivastava (1992). The findings suggested that children with weak perceptual abilities also perform worse academically. Sharma (1993) made an effort to investigate the differences in personality traits between children with learning disabilities and those without. The study evaluated the effectiveness of intervention programs created especially for parents, educators, and kids with a range of learning difficulties in raising academic achievement. Swarup and Sharma (1993) investigated how cognitive behavioural training affected the written syntax of children with learning disabilities between the ages of 10 and 14. The study had implications for raising awareness of syntax learning issues that students in regular classroom settings encounter. By examining the prevalence and characteristics of learning difficulties at the end of class II, Gupta et al. (1996) developed preventative measures. In a general class, all of the students who were classified as learning disabled demonstrated deficiencies in Hindi, oral reading and comprehension, written expression, and arithmetic. These deficiencies include verbal, numerical, temporal relationship, visual auditory association, serialisation, visual spatial orientation, auditory sequential memory, and concept formation. Aminabhavi (1996) investigated post-graduate students from Karnataka's colleges of Dharwad and Belgaum who were both physically challenged and able-bodied. Physically challenged people were maladjusted in terms of leadership, family, emotion, and mode. In his research, Kamalam (1996) concentrated on improving teachers' ability to instruct mildly mentally handicapped students. Following training, the teachers learned more about mildly mentally challenged students. Paranjape (1996) examined the language and math proficiency of students with hearing impairments and those without. Children with and without hearing impairments had varied levels of linguistic achievement. A study on the creation and efficacy of a cognitive learning strategy training program for learning challenged, non-learning disabled, and slow learners was carried out by Ramalingam (1996). The study's findings showed that strategy training significantly improved each group's performance on the cognitive learning exam. The academic issues of learning-disabled children in primary schools were examined by Vijayanthi and Meera (1997). The frequency of disabilities and impairments among preschoolers in rural settings was estimated by Venkatasan Prakasam and Hema (1997). They identified the important sociodemographic factors that affected the frequency of disabilities in rural preschoolers. For general school administrators and instructors, Zaveri (2001) created an awareness program on inclusive education for children with disabilities. Teachers believed that while inclusion was ideal, it was not practical. Kala Parasuram (2006) investigated the factors influencing educators' perspectives on inclusive education and disabilities. The literature review merely shows how little imperial data

and relevant material there is on inclusive education and PwDs' educational development from a national standpoint.

### **Result and Discussion**

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 was passed by the Central Government in 1992 as a result of the Asian and Pacific Regions' Declaration on Full Participation and Equality of People with Disabilities. India has ratified the declaration. For those with impairments who are "handicapped," such as blindness, low vision, hearing impairment, loco-motor disability, mental retardation, mental illness, and disabilities, the Act offers education, rehabilitation, employment, non-discrimination, and social security. Additionally, it defines "a person is suffering from a disability" as having at least 40% of any disability that has been approved by a medical authority. According to the Medical Authority, those with disabilities who have at least 40% of any handicap are eligible for specific payments under the PwD Act of 1995. Therefore, in order to access benefits under the Act, individuals with disabilities must get a disability certificate from the notified medical authority. Disability certificates are issued by state governments in response to petitions submitted by individuals with disabilities. The government establishes an environment because it recognises that people with disabilities are a valuable human resource for the nation and that most of them can lead to a better quality of life if given equal opportunities and effective access to rehabilitation measures. In 2006, the disabled national policy problems were prepared and ready to give these individuals equal chances for the preservation of their rights and full participation in society. Prevention, early identification, and intervention, rehabilitation programs, human resource development, and education for people with disabilities are the policy's main areas of intervention. Employment; Social Security; Research; Barrier-free environment; Section 57 of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 established the Office of the Chief Commissioner for Disabled Sports, Recreation and Cultural Activities. In addition to overseeing the use of monies distributed by the Central Government and protecting the rights and resources accessible to individuals with disabilities, the Chief Commissioner is tasked with coordinating the work of the State Commissioners for persons with disabilities. An Act of Parliament created the National Trust as a statutory organization to promote the welfare of individuals with autism, cerebral palsy, mental retardation, and the Americans with Disabilities Act of 1999. The National Trust allows associations, people with disabilities, and volunteer organisations to register. There are roughly 500 National Trust organisations registered nationwide under the new plan management system. Disability is a complicated phrase that refers to an action, constraint, or disability that falls within the bounds of what is deemed normal for a human being and mostly results in impairment. With the United Nations Declaration on the Rights of Persons with Disabilities emphasising the needs of people with disabilities worldwide, disability has been acknowledged as a human rights issue on a global scale. Any physical or mental condition that restricts a person's senses, actions, or activities is considered a disability. Historically, the term "disability" has been used to describe traits that are enough to disrupt or prohibit daily activities in general. "Persons with disabilities include those with long-term physical, mental, intellectual, or sensory defects, who interact with various barriers, which prevent them from fully and effectively participating in society," states the United Nations Convention on the Rights of Persons with Disabilities. A disability may be episodic, transient, or permanent. They may be present from birth or develop later in life as a result of trauma or disease. In recent years, grassroots organisations and non-governmental organisations have worked to bring disability as a social issue to the attention of the public at the highest levels of government and policy-making. Nothing insignificant has been done. Section 57 of the Persons with Disabilities (Protection of Equal Opportunities, Rights and Full Participation) Act, 1995, established the Office of the Chief Commissioner for Persons with Disabilities, whose objective is to safeguard individuals' rights. 1 January 1996 saw the publication of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, which was notified on 7 February 1996. In essence, the Persons with Disabilities Act establishes the rights, obligations, and responsibilities that different kinds of disabled people have to the Indian government. It encompasses, in general, the prevention and early diagnosis of disabilities, education, employment, social security, research and manpower development, barrier-free access, and the facilities and priorities that are accessible to these people and are required to prevent prejudice. To identify and prevent disabilities, the primary health care clinics have received training. The Trauma Center offers treatment facilities for handicapped people to purchase, soft shoes for all disabled people, and appropriate treatment and rehabilitation facilities for disabled people following their initial evaluation. Under school health initiatives, every child has undergone screening to detect potential dangers. Seven SHGs are conducting awareness initiatives to raise knowledge about cleanliness, sanitation, and health. The state offers free education to kids with impairments. There are government-aided special schools operating in the state and strict guidelines prohibiting PwDs from being denied entry to regular schools. In several states, the Social Welfare Department offers scholarships to students who have mental illness, mental retardation, locomotor disability, or defects.

Table 1 displays the literacy status of India's PwD population. When compared to the general population, the literacy rate among those with disabilities was significantly lower. In the states of Kerala, Maharashtra, Delhi, Gujarat, and Tamil Nadu, over 60% of the disabled population was found to be literate, indicating a strong literacy rate among PwD. Less than 50% of PwD people in Rajasthan, Jammu and Kashmir, Jharkhand, Bihar, Andhra Pradesh, and Chhattisgarh were literate.

**Table 1: Literacy Status of PwD Population in India**

State / UT	Literate	Illiterate	Total Disabled	% Literates To Total Disabled	Literacy Rate - Population
<b>India</b>	<b>14618353</b>	<b>12196641</b>	<b>26814994</b>	<b>54.52</b>	<b>74.04</b>
Kerala	539303	222540	761843	70.79	93.91
Maharashtra	2004543	958849	2963392	67.64	82.91
Delhi	153420	81462	234882	65.32	86.34
Gujarat	686443	405859	1092302	62.84	79.31
Tamil Nadu	715822	464141	1179963	60.66	80.33
Karnataka	787286	536919	1324205	59.45	75.6
West Bengal	1156786	860620	2017406	57.34	77.08
Punjab	370324	283739	654063	56.62	76.68
Himachal Pradesh	86923	68393	155316	55.97	83.78
Uttarakhand	102995	82277	185272	55.59	79.63
Haryana	297826	248548	546374	54.51	76.64
Odisha	661598	582804	1244402	53.17	73.45
Madhya Pradesh	815379	736552	1551931	52.54	70.63
U. P.	2166693	1990821	4157514	52.12	69.72
Chhattisgarh	303264	321673	624937	48.53	71.04
Andhra Pradesh	1095529	1171078	2266607	48.33	67.66
Bihar	1102503	1228506	2331009	47.3	63.82
Jharkhand	361343	408637	769980	46.93	67.63
Jammu & Kashmir	150959	210194	361153	41.8	68.74
Rajasthan	627935	935759	1563694	40.16	67.06

Source: Census, 2011

Table 2 displays the percentage of children with disabilities in India's top 10 states. The majority of India's disabled children were from Bihar, Meghalaya, Uttar Pradesh Dadra Nagar Haveli, Jharkhand, Manipur, Arunachal Pradesh Jammu and Kashmir, Madhya Pradesh, and Assam.

**Table 2: Top Ten States Share in Children with Disability in India**

State	Percentage
Bihar	12.48
Meghalaya	11.41

Uttar Pradesh	9.98
Dadra Nagar Haveli	9.74
Jharkhand	9.51
Manipur	8.88
Arunachal Pradesh	7.94
Jammu and Kashmir	7.74
Madhya Pradesh	7.59
Assam	7.45

Source: Census, 2011

Table 3 displays children with disabilities who do not attend educational institutions. Over one-fourth of children with disabilities do not attend school. More people in Nagaland (39%) were found to pronounce this correctly, followed by Assam (36%), Meghalaya (35%), Daman and Diu (34%), Bihar (34%), and Arunachal Pradesh (33%). In Uttar Pradesh, almost 29% of children with disabilities do not attend school.

**Table 3: Children with Disability Not Attending Educational Institutions**

State	Percentage
Bihar	34
Delhi	32
Jammu and Kashmir	32
Jharkhand	31
Rajasthan	31

West Bengal	29
Uttar Pradesh	29
Chhattisgarh	27
Punjab	27
Andhra Pradesh	26
Haryana	26
Uttarakhand	26
<b>India</b>	<b>27</b>

Source: Census, 2011

Each year, 500 new scholarships for post-matric professional and technical courses lasting longer than a year are given out under the National Scholarships for Persons with Disabilities program. Scholarships are given for study starting in IX Std. for students with cerebral palsy, mental retardation, multiple disabilities, and significant or severe hearing impairment. In June, advertisements requesting scholarship applications are published on the Ministry's website as well as in prominent national and regional publications. Additionally, the State Government and UT Administrations are asked to publicise the program widely. Scholarships are available to students with 40% or more disabilities whose family income is less than Rs. 15,000 per month. Students pursuing technical or professional studies at the graduate and postgraduate levels are eligible for a scholarship worth Rs. 700 per month for day scholars and Rs. 1,000 per month for hostellers. For those studying professional courses at the diploma and certificate levels, a scholarship of Rs. 400 per month is offered to day scholars and Rs. 700 per month to hostellers. Students receive reimbursement for their study fees in addition to the scholarship, up to a maximum of Rs. 10,000 year. The program also provides funding for computers with

editing software for graduate and postgraduate students who are blind or deaf who are enrolled in professional programs, as well as for support access software for students with cerebral palsy. In order to increase the number of opportunities for students with disabilities to pursue higher education leading to degrees like M.Phil. and Ph.D. at any university recognised by the University Grants Commission (UGC), the National Fellowship for Students with Disabilities Scheme was introduced during the fiscal year 2012–13. The programs' goals are to give financial aid to students with disabilities so they can study at the pre-matric level (class IX and X) and post-matric level (class XI, XII, and up to postgraduate degree/diploma level). The Department of Empowerment of Persons with Disabilities introduced these two programs in the 2014–15 fiscal year. Scholarships, book grants, escort/reader allowances, and other financial aid are all included. Each year, 46,000 pre-matric and 16,650 post-matric scholarships are awarded. Following the State Governments' and Union Territory Administrations' recommendations, the recipients of these two scholarship programs are chosen based on their merits. Twenty (20) scholarships will be given out annually, with six of them designated for female applicants. The National Overseas Scholarship for Students with Disabilities program was established with the goal of giving financial aid to students with disabilities so they can pursue studies abroad at the Masters' and Ph.D. levels. Maintenance Allowance, Contingency Allowance, Tuition Fees, and Air Passage Costs are all included in the scholarship amount. The annual maximum for parental income is Rs. 6 lakh. By offering complete financial support, the scheme seeks to acknowledge and encourage high-quality education among students with disabilities. Students with Disabilities (SwDs) who pursue postgraduate degrees or diplomas in any field will be covered by the program. The program will run in every institution that the Department has notified. Ministry of Social Justice & Empowerment, Empowerment of Persons with Disabilities, as outstanding institutions.

Table 4 displays the budgetary allotment under the Indian scholarship program. Between 2014–15 and 2017–18, the financial allotment for the pre-matric scholarship program, post-matric scholarship program, and national fellowship for PwDs increased dramatically. Budgetary allotments for free coaching for children with disabilities, however, have decreased throughout the same time frame.

**Table 4: Budgetary Allocation Under Scholarship Schemes in India (Rs. In Crore)**

Name of Scheme	2014-15	2015-16	2016-17	2017-18	Growth
Pre-Matric Scholarship Scheme	1.0	5.0	6.0	10.0	900.0
Post Matric Scholarship Scheme	2.0	10.0	10.0	16.0	700.0
National Fellowship for PwD	10.0	20.57	23.62	36.41	264.10
Top Class Scholarship Scheme	1.0	0.5	1.0	1.0	-
National Overseas Scholarship Scheme	1.0	0.5	1.0	2.0	100.0
Free Coaching for Students with Disabilities	3.0	0.5	1.0	2.0	-33.3

Source: Ministry of Social Justice and Empowerment, Government of India, 2018

Beneficiaries covered under scholarship schemes in India are shown in Table 5. There has been remarkable growth in the number of beneficiaries covered under pre-matric scholarship scheme, top class scholarship scheme and post-matric scholarship scheme over the period of 2015-16 to 2017-18.

**Table 5: Beneficiaries Covered Under Scholarship Schemes in India**

Name of Scheme	2015-16	2016-17	2017-18	Growth
Pre-Matric Scholarship Scheme	2368	7927	12593	731.80
Post Matric Scholarship Scheme	3565	6281	7657	114.78
National Fellowship for PwD	527	589	666	26.37
Top Class Scholarship Scheme	14	42	37	164.29
National Overseas Scholarship Scheme		2	3	50.0
Free Coaching for Students with Disabilities			250	-

Source: Ministry of Social Justice and Empowerment, Government of India, 2018

Beneficiaries and funds released for skill training programme in India are shown in Table 6. There has been major emphasis on skill training and therefore, amount released for skill training programme has shown an increase of more than 8 times while number of beneficiaries increased by more than 6 times during the period of 2014-15 to 2017-18.

**Table 6: Beneficiaries and Funds Released for Skill Training Programme in India (Rs. In Crore)**

<b>Year</b>	<b>Amount Released</b>	<b>Number of Beneficiaries</b>
2014-15	10.23	9000
2015-16	22.04	28042
2016-17	32.99	44276
2017-18	81.85	58210

Source: Ministry of Social Justice and Empowerment, Government of India, 2018

### **Conclusion**

As long as their rights and dignity are respected, people with disabilities have the capacity to make significant contributions to society and its advancement. The concerning rates of poverty, unemployment, and illiteracy among people with disabilities must be addressed by the laws intended to protect them as well as the many policies, programs, and plans. The issues of education, employment, and a nation's economic progress are all correlated with accessibility. Therefore, it is urgently necessary to include and implement accessibility provisions in laws, including eliminating discriminatory clauses that are still common in some laws. Laws and policies by themselves, though, might not be sufficient. Perception, attitude, and awareness of the general public are important factors. Raising public awareness is necessary to bring about social change. Attempts should be made to bring about a culture of belonging by changing people's attitudes. It is possible to empower and educate the general population to take action and promote the fundamental freedoms and human rights of people with disabilities.

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