

## ARTICLES

# EFFECTIVENESS OF THE SCHEME 'NATIONAL ACTION PLAN FOR SKILL TRAINING OF PERSONS WITH DISABILITIES AND ITS ASSOCIATION WITH THE SOCIAL GROUPS OF TRAINEES'<sup>1</sup>

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### ABSTRACT

*The persons with disabilities (PwDs) are usually faced with lack of opportunities of education and skill development and employment, leading to their low incomes and standards of living. The Scheme 'National Action Plan for Skill Training of Persons with Disabilities' (NAPSTPWD) is aimed at providing skill development opportunities to PwDs. This paper attempts to bring out critical insights through checking the association of effectiveness of the scheme with social groups of PwD participants. The cross sectional and Chi Square test have been used to study the beneficiaries' opinions regarding the quality of training and its association with the social groups of participants. The findings reveal that some parameters of skill training have significant association with social groups of participants while other parameters reveal insignificant association. The implication for planners of such schemes is to focus on designing and implementation of the schemes with emphasis on specific needs of various social groups of participants.*

**Key Words:** Disability, Skill training, Social Groups.

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## 1. Introduction

Life for persons with disabilities (PwDs) is full of challenges. From childhood to adulthood, they face social stigma, discrimination, and feel alienated in society and, therefore, they suffer from low self-esteem. According to the Census 2011, India had 2.68 crore PwDs who comprised 2.21 % of the total population. However, this number could be an underestimate because according to the World Health Organization's World Report on Disability 2011, around 15% of the world's total population faces some type of disability. Further, approximately 1.34 crore PwDs were in the employable age group of 15–59 years, indicating a valuable but untapped human resource for the country. There are about 2.21% people with disability in India (Sivakumar, 2013, Census of India, 2011, Abhishek & Saxena, 2015, Ghosh, 2016). From year 2001 to 2011, the disabled population has increased to 22.4% in India (Saxena and Singh, 2019). These are mere estimates and the actual data may be more (Saxena and Singh, 2019). One of the reasons can be the lack of required data and other can be the lack of understanding about connotative definition of the term disability, in Indian context specifically.

Recently, the Ministry of Statistics and Programme Implementation also conducted a survey of PwDs from July 2018 to December 2018 as part of the 76<sup>th</sup> Round of National Sample Survey (NSO). According to the survey report, the prevalence of disability is higher in rural areas (%age of persons with disability in the population: Rural 2.3% and Urban 2.0%). Moreover, the number of disabled persons in India is proportionately higher in rural areas, urban slums, and marginalized communities of the society. The conditions in which PwDs find themselves usually push them into a vicious cycle of poverty and lack of opportunities of education and healthcare, which finally leads to low incomes and poor standards of living. PwDs in rural and remote areas also remain mostly disconnected from the skill/education landscape and network of organizations providing employment opportunities. Considering these aspects, the National Action Plan (NAP) for Skill Training of Persons with Disabilities (NAPSTPwD) was formulated and approved as a component of the Scheme for Implementation of Rights of Persons with Disabilities (SIPDA), 2016. The NAPSTPwD was formally launched in collaboration with the Ministry of Skill Development and Entrepreneurship (MSDE) on 21 March 2015. The NAP aims to enable PwDs to get employment, access markets for their products, and learn cutting-edge skills through the skill training programmes conducted under the scheme. The programme has targeted to provide skill training to 5 lakh PwDs from 2019-2024. Training is being imparted under the scheme since the financial year (FY) 2016-17 after the scheme was formally launched in March 2015. According to the latest information from the Department of Empowerment of Persons with Disabilities, almost 290 plus organizations have been empanelled as Training Partners, of which 30 are government organizations and the

remaining are non-government bodies. In 2016-17, a total of Rs. 5.85 crores were disbursed as the first instalment for 17,430 PwDs. In the FY 2017-18, the total expenditure on the scheme was approximately Rs. 67 crores, while in 2018-19 the total expenditure on the scheme was approximately Rs. 44 crores. The funds released under the scheme have been decreasing in recent years, as the Department for Empowerment of Persons with Disabilities (DEPwD) found certain irregularities at the end of the Training Centres.

The research paper focuses on analyzing the association of select demographic characteristics of trainees (PwDs) with the opinions expressed by the trainees on the effectiveness of the training programme in enhancing access to skill training opportunities to PwDs. The main objective of the paper is to study beneficiaries' opinions regarding the quality of the training scheme and its association with the social group. The primary and secondary data were collected from the stakeholders of the skill development ecosystem to achieve the objectives.

The paper is organized as follows: The first section reviews the literature and explains the concepts associated with 'Disability' while explaining the relationship between disability, skill training, employment and rights of people with disabilities. The second section explains the methodology used in the paper, while the third section describes the analysis and interpretation and the fourth section concludes the paper.

## **2. Review of Literature and State of Literacy and Skill of PwDs**

A focus on disability-inclusive development cannot only lead us to a more equitable world but also contribute to economic growth as the economic cost of exclusion of PwDs (comprising approximately 15% of the global population) is huge. "Disability-inclusive development means that all stages of the developmental processes are inclusive of and accessible to PwDs. It requires that all persons be afforded equal access to education, healthcare services, work and employment, and social protection, among others" (DSPD & DESA, 2016).

Kuper et al (2020) opined that disability-inclusive development is important because there are tens of millions of people with disabilities, and they often fall behind in income, education, health, and wellbeing. More and better evidence is needed on the effectiveness of how development interventions include and target people with disabilities. Inclusive development takes different forms in different countries in recognition of the differences in social, economic, political, and cultural contexts. Disability adds another layer of complexity in addressing injustice and oppression over many generations (Lorenzo and Coleridge, 2019).

For many decades, the United Nations had been working towards sensitizing communities towards the needs and aspirations of PwDs with the aim to 'change the attitudes and approaches to PwDs with some success. In

a bid to strengthen its efforts in the direction of protecting the rights of PwDs and helping them become a part of the mainstream society, the United Nations Convention on the Rights of PwDs and its Operation Protocol was adopted on 13 December 2006 at New York and opened for signatures on 30 March 2007. The Convention came into force on 3 May 2008 and was intended as ‘the effective human rights instrument with an explicit, social development dimension’ (Convention on the Rights of Persons with Disabilities - CRPD). Besides the United Nations Convention, the cause of ‘disability’ did not figure on any international development agenda until 2015. It was only in 2015 that the member states of the United Nations adopted the 2030 Agenda for Sustainable Development, outlining the 17 Sustainable Development Goals (SDGs) and 169 targets as a blueprint for guiding the international development efforts till 2030. The declaration and adoption of SDGs, which have a focus on disability-inclusive development, mark a revolutionary step forward in the inclusion of disability in the international development agenda.

India has ratified the United Nations CRPD (2008) and is a signatory to several frameworks/ strategies/agreements that seek to work towards ensuring the fulfillment of the rights of PwDs as well as the tracking of the progress of disability-inclusive development. Some of these agreements/frameworks are as follows:

- The Declaration on the Full Participation and Equality of People with Disabilities in the Asia Pacific Region (2000).
- The Biwako Millennium Framework (2002)
- The Biwako Plus Five (2007)
- The Incheon Strategy to ‘Make the Right Real’ for PwDs in Asia and the Pacific (2012).

The monitoring and implementation of these international commitments have been one of the top priorities of Government of India. Following the agenda, the government enacted ‘The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995’ and later formulated the National Policy for Persons with Disabilities (2006). The policy establishes that PwDs are valuable human resources for the country and seeks to create an environment that ensures access to equal opportunities, protection of rights, and participation in the development process for PwDs. The issues and responses to disability have recently changed for the better. Now, ‘disability’ is increasingly being recognized as a human rights issue. The policy responses for disabled people historically focused on solutions that would segregate them from the mainstream in the garb of providing them access to special care such as residential institution and special schools. However, slowly, policy responses have shifted towards ‘inclusion’ and recognition of disabled people

as 'differently abled' (Disability World Report, 2011). Almost all international conventions and agreements focus on creating a conducive environment in countries to ensure equal participation of disabled people in economic activities. This is the only way to empower them and ensure the protection of their rights.

It is commonly acknowledged that PwDs are more likely to face economic difficulties, enduring a much poorer quality of life than other people. A clear link exists between disability and poverty. It is so because PwDs lack access to the same opportunities for education and skill development as others and therefore get fewer opportunities for gainful employment and 'decent work'<sup>2</sup>. Moreover, poverty can increase the likelihood of disability due to several reasons. For example, faced with limited job opportunities, poor people risk work in unsafe conditions, and poor nutrition and sanitation facilities increasingly expose them to risks of debilitating diseases. Poor communities lack awareness and are disproportionately faced with environmental contamination, leading to adverse health outcomes (DSPD & DESA, 2016).

Disability acts as a major barrier in attaining education. However, the participation of the disabled in mainstream society can only be ensured when they are empowered with the requisite knowledge and skills for contributing to economic activities. As far as access to education is concerned, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 and the 'Sarva Shiksha Abhiyan' are meant to ensure that every child with special needs, irrespective of the type, category, and degree of disability, is provided meaningful and quality education.

As per the Census 2011 data, only 55% of the total disabled populations were literate. Of the total male disabled population, 62% were literates and among the females, only 45% were literates. Rural India was worse off in comparison to urban areas; the literacy rate in rural areas was 49% vis-à-vis 67% in urban areas.

The picture is abysmal if the figures of disabled persons being able to attain higher education are examined. Of the total disabled persons in urban India, only 15% were graduates and only 5% had attained graduation qualification in rural India. The NSSO data on the level of education among PwDs reveals that 62.9% PwDs in the age group of 3-35 years were ever enrolled in ordinary school, while only 19% PwDs aged 15 years and above had the highest educational level as secondary and above<sup>3</sup>.

2 The International Labour Organization (ILO) defines 'decent work' as opportunities for work that is productive and delivers a fair income; security in the workplace; social protection for families; better prospects for personal development and social integration; freedom for people to express their concerns, organize, and participate in the decisions that affect their lives; and equality of opportunity and treatment for all women and men.

3 <https://pib.gov.in/Press Release Page.aspx?PRID=1593253>

**Table 1: Comparison of Literacy Status of Disabled Persons  
by Sex and by Residence in India**

Categories	Literate		Illiterate	
	Rural	Urban	Rural	Urban
Person	49	67	51	33
Male	58	72	42	28
Female	37	61	63	39

Source: Census of India, 2011

Lower levels of educational attainment led to lower skill development and lesser number of employment opportunities. The Census 2011 data suggests a very low level of participation by PwDs in economic activities. Of the total disabled population, only 36% were working. Among the male disabled persons, 47% were working, and among the female disabled persons, only 23% were working. In rural India, 25% of the female disabled persons were working, while the corresponding figure was 16% in urban India.

### *2.1 Skill Development for Persons with Disabilities*

To break the vicious cycle of poverty and disability and to ensure that PwDs equally participate in economic and developmental activities in the society, along with being regarded as valuable human resources of the economy, they must get access to education, skill development, and employment opportunities.

The CRPD calls upon the signatories to protect and promote the rights of disabled persons to participate in labour markets ‘on an equal basis with others’ (United Nations General Assembly 2007, Article 27, para 1). This implies that PwDs should be empowered with the same education and skill development opportunities as others.

Not making considerable efforts to provide equitable vocational and employment opportunities to PwD entails huge economic costs; one, a large chunk of the population is left outside the workforce and two, there is a huge economic cost to be borne by the government and society on welfare dependency. Besides, the social implications are discrimination, exclusion, and low quality of life for PwDs. The problem is deeper for women with disabilities and those living in rural areas. These segments of society remain disconnected from the mainstream and lack access to opportunities that can help them lead a better life.

The next element in the ecosystem for empowering PwDs is the skill development landscape. Education and skill development are the key elements warranted to deliver a fairly good quality of life to PwDs wherein they can lead their lives with confidence of being regarded as indispensable elements of mainstream society.

### 2.1.1 Skill Training and Employment Landscape for PwDs in India

The programmes/schemes/initiatives taken up by various stakeholders in the skill training and development landscape for PwDs can be summarized as follows:

**Table 2: Skill Training and Employment Landscape in India**

SKILL TRAINING AND EMPLOYMENT LANDSCAPE FOR PERSONS WITH DISABILITIES										
1. Agency	Ministry of Social Justice and Empowerment	Ministry of Labour & Employment	Ministry of HRD/ Ministry of Education	Ministry of Rural Development	Ministry of Housing & Urban Affairs	Ministry of Skill Development & Entrepreneurship	ITI & Employment Exchanges	Other Central & State Government Ministries/ Departments	NGOs, Private sector organizations	Public Sector Undertakings
2. Schemes/ Role	A) National Action Plan (NAP) for skill development of PwD under SIPDA. B) Vocational Training Courses organized by institutions like National Institutes, NHFDC, National Trust etc.	Supervises 24 Vocational Rehabilitation Centres for Handicapped (VRCH) or National Career Service Centres (NCSC)	Technical & Vocational courses through IITs, Universities, Colleges affiliated with the Ministry	National Rural Livelihood Mission	National Urban Livelihood Mission	With National Skill Development Corporation (NSDC) through PMKVY	10,000 + ITIs & 1000+ Employment exchanges	Various Vocational Training & Livelihood Programmes	Skill Training & Vocational courses under CSR	Provide Vocational Training to PwDs

Source: Compiled from 'Compendium of Schemes for Welfare of Persons with Disabilities', Ministry of Social Justice and Empowerment, 2019.

The aforementioned self-explanatory chart shows that several initiatives for the skill development of PwDs are underway in the public-private partnership mode through various Ministries and through public as well as private sector enterprises. In the skill training landscape, the MSDE has played a pivotal role under the 'Skill India' mission. The National Policy on Skill Development and Entrepreneurship, 2015 framed by the Ministry is aimed to provide an umbrella framework to all skilling activities conducted in the country and to align them to common standards<sup>4</sup>. The take-off of the third version of the flagship scheme of the Ministry, Pradhan Mantri Kaushal Vikas Yojana (PMKVY 3.0) has been announced on 15 January 2021. The current version of the scheme is designed towards making skill development activities 'demand-driven' and decentralized in its approach, with focus on digital technology, Industry 4.0, and skills that are in demand at the local level. The scheme targets training 8 lakh youth over 2020-21 with an outlay of Rs. 948.90 crores in 717 districts of 28 states/8 union territories (UTs)<sup>5</sup>.

It is pertinent to note that the guidelines of the scheme issued by the

4 <https://www.msde.gov.in/index.php/reports-documents/policies/national-policy-skill-development-and-entrepreneurship-2015>.

5 <https://economictimes.indiatimes.com/news/politics-and-nation/govt-launches-pmkvy-3-0-to-empower-youth-with-new-age-skills-to-boost-employability/articleshow/80289086.cms>

Ministry mention that *‘A comprehensive mapping of schemes run by the Central/ State governments shall be done in the first phase of PMKVY 3.0 to create a mechanism for better convergence in a phased manner. This would ensure a greater linkage of the schemes with the skills-ecosystem in the country’*

This would fulfil the need for better integration and better coordination among the different stakeholders in the skill development ecosystem of the country. The trainees skilled through the various programmes who become available to join the skilled pool are one of the biggest drivers of the economic growth and development of the country. However, they can contribute to the economy only after they get opportunities for productive and decent work.

One of the innovative initiatives of the Skill India mission and the SCPwD is the ‘Skill Grid’, which is a digital platform to bridge the gap between SCPwD-certified candidates and the industry. This is for a high degree of information visibility to SCPwD and TPs on placements of trained candidates along with facilitating demand aggregators (Putting Skill India to Work, N.D.).

### *2.1.2 Future of Work, Technology and Skill Development of Persons with Disabilities (PwD)*

The labour market participation rate of PwDs is significantly lower than that of persons without disabilities. A large number of persons with disabilities are unskilled, uneducated, and are out of the labour force as they do not attempt to find employment. Women and marginalized sections of the society are worse off, are forced to lead a life of deprivation and poverty, and remain excluded from the mainstream society. Even when the PwDs join the labour force, they are underpaid compared to their counterparts. However, as acknowledged in the earlier sections, the PwDs are a vital part of the society and form a huge talent pool for employment and contribution to growth. Non utilization of this pool leads not only to huge economic loss for the society but also a lack of diversity, besides being an issue of human rights violation for the society.

The existing skill training ecosystem serves to enhance the skill training and development of PwDs in urban and rural areas of the country, and the entire system is designed and implemented keeping in view the current challenges of inclusion of PwDs in the labor market.

The major current challenges in the development of the skill training and development landscape for PwDs are as follows (Fundación ONCE: ILO Global Business and Disability Network, 2019):

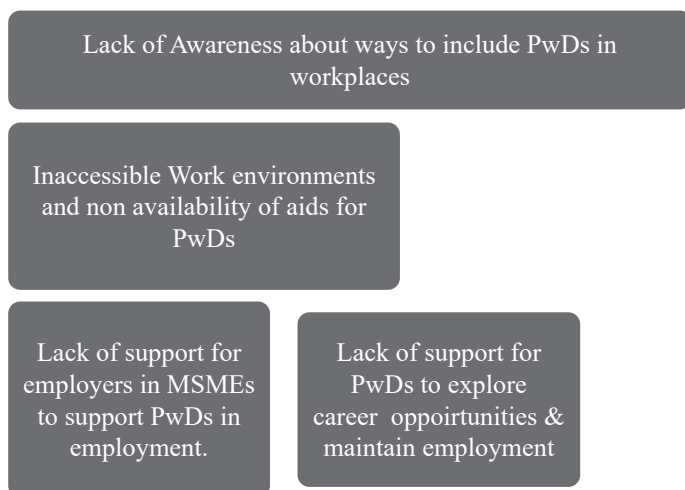
- **Lack of an Enabling Environment:** This refers to the limitations of the environment that creates hurdles for the participation of PwDs in the economy (Figure 1).



**Figure 1: Challenges of Environment for Economic Participation of PwDs**

Source: Compiled from 'Making the Future of Work Inclusive of PwDs'.

- Employers: The lack of sensitization about the importance of including PwDs in institutions/organizations would help them render their contribution to society.

**Figure 2: Challenges from the Perspective of Employers**

Source: Compiled from 'Making the Future of Work Inclusive of PwDs'

- **Lack of Organized Effort:** Although many organizations work towards supporting the PwDs in the country and globally, there is lack of any organized effort such as trade unions or efforts made by employers in supporting PwDs in employment or those looking to enter the job market.
- **Society:** There is a lack of empathy in the general society towards PwDs and making efforts to accept them as a part of the mainstream society.

The challenges described above along with the emerging challenges for inclusion of PwDs in the workplaces of the future have to be tackled together. Only then the future world can become an inclusive one and achieve the SDGs.

- **Readiness for future:** The nature of work is continuously evolving, and in previous decades, a transformation has taken place at unprecedented speed. These changes relate to inroads of technology at a fast pace, emerging skill requirements, automation making many job roles redundant etc. The Fourth Industrial Revolution<sup>6</sup> encompasses a host of technologies that are underway, create value, and even what it means to be human. The Fourth Industrial Revolution is about more than just rapidly transforming the world as we know it now. In the future, technological revolution will require different skill sets, encompass cultural changes, and lead to diversified workplaces. The challenges thrown by the rapid transformation set off by the Fourth Industrial Revolution will have to be overcome by societies to pave way for a more inclusive society that would offer increased financial security, equal opportunities, and social justice to PwDs. Efforts should be made to train PwDs for the jobs that will remain available in the future and move away from low skill job roles that are set to become redundant in the future.

The technological transformation of the nature of work and workplaces of the future can facilitate a more inclusive society, whilst paving the way for increased participation of PwDs, more so in developing economies. However, the advantages will be evident only when governments, societies, and other

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6 The Fourth Industrial Revolution represents a fundamental change in the way we live, work, and relate to one another. It is a new chapter in human development, enabled by extraordinary technological advances commensurate with those of the first, second, and third industrial revolutions. These advances are merging the physical, digital, and biological worlds in ways that create both huge promise and potential peril. The speed, breadth, and depth of this revolution is forcing us to rethink how countries develop, how organizations bring in technology-driven change; it is an opportunity to help everyone, including leaders, policymakers, and people from all income groups and nations to harness converging technologies in order to create an inclusive, human-centred future. The real opportunity is to look beyond technology and find ways to give the greatest number of people the ability to positively impact their families, organizations, and communities (<https://www.weforum.org/focus/fourth-industrial-revolution>).

stakeholders plan and work towards the same. Policies need to be designed, ecosystems created, and all sections of society (especially) need to be equipped with skills of the future to become meaningful contributors to the economy.

Technology facilitates the operation of more flexible and condensed learning environments that can make PwDs employable. In addition, flexible work arrangements such as 'work from home' and short-term work engagements (characteristic of 'gig' economy) can offer PwDs the liberty of working remotely *sans* any transportation hassles.

Artificial intelligence (AI) applications can be leveraged to create more work opportunities for PwDs. For example, 'AI for Accessibility' is a programme developed by Microsoft that uses AI to amplify human capability for PwDs. This programme uses technology to ensure accessibility of learning materials, development, and assistive technology options; aims to improve Braille literacy skills via gamification; uses chatbot-enabled support for PwDs, besides offering support in all stages of employment such as upskilling and developing skills in the workplace.

Assistive technologies are helping in the creation of new work opportunities in labour markets, besides helping PwDs to be able to work in more job roles. The arrival of new powerful smartphone or tablet apps is helping people with sensory or motor impairments; for example, computer screen readers such as Windows-Eyes, screen magnification programmes such as ZoomText, and OrCam, which convert visual information to spoken word.

Innovations in technology promise to lead us to a more equitable world in the future. However, PwDs need to be supported to be skill-ready to work in workplaces of the future. A more equitable world for PwDs also envisages opportunities for skill development and livelihood for people with all types of disabilities. This means that society as a whole should be sensitized towards people with mental and physical disabilities. A major initiative was taken by the central government in 2016 towards increasing reservations in government jobs and educational institutions for the disabled from 3% to 4% and the number of benchmark disabilities from 7 to 21. The DEPwD has recently notified new government posts earmarked for the first time for autistic persons and those suffering from learning disabilities (like dyslexia). Specific posts have been opened up for those with mild autism spectrum disorder.

Many research studies and a study of the existing infrastructure for the skill training ecosystem for persons with disabilities in the country point towards a gap between demand and the need of such infrastructure, as against the existing

supply of opportunities for skill training. Fortunately, government has made some headway in the direction of bridging this gap and the nodal agency for furthering the development agenda for PwDs (DEPwD) has been implementing several schemes to provide the much needed support in ensuring opportunities for skill training and development of PwDs.

### **3. Methodology and Sample Design**

The study is aimed at assessing the opinion of the participants for the skill training being imparted to PwDs under the central sector scheme titled the NAPSTPwD. The opinions of the participants have been considered with reference to the social groups of the participants and its association has been analyzed.

#### **Hypotheses:**

- Null Hypothesis: There is no significant association among scheme's qualities and social group background of the beneficiaries.

Under this scheme, skill training is imparted through various government and non-government, organizations (NGOs) empaneled as TPs with the DEPwD. During the course of the study, an attempt has been made to collect primary data from all the ETPs associated with the scheme. The objectives of the study necessitated using the quantitative research techniques; therefore, structured questionnaire has been used for data collection. For the ease of analysis, a total of 34 states and UTs were distributed into five regions, namely Eastern, Northern, Northeastern, Central, and Southern regions. The total sample of beneficiaries was taken to be 4,005 (3,671 used for analysis). Primary data was collected from the beneficiaries and analyzed using software SPSS. The cross sectional and Chi Square test have been used to study the beneficiaries' opinions regarding Training Schemes' Qualities and its association with the social group. The Chi-square statistic is a non-parametric (distribution free) tool designed to analyze group differences when the dependent variable is measured at a nominal level (Miller, 1982).

### **4. Analysis and Interpretation of Findings**

In this section, the data is presented and association between the social group of trainees (social group here refers to the classification of cohort of trainees on basis of their castes into Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC) and Others. The classification is the same as what is being used by the scheme being studied in the paper.

**Table 3: Association of Social Group of Trainees & Opinions on Quality of Skill Training**

Opinion		How do you rate the quality of training (in terms of regularity of classes/ rigor of the training/practical exposure etc)?				Total	What is your overall assessment of the skill training that you are receiving / received through the Scheme?				Total
		SC	ST	OBC	OTHERS		SC	ST	OBC	OTHERS	
	Count	256	171	642	190	1259	250	145	618	205	1218
Excellent	% Within social group	33.2	48	33.8	29.4	34.3	32.5	40.7	32.6	31.7	33.2
	Count	293	90	750	304	1437	291	111	810	290	1502
Very Good	% Within social group	38.1	25.3	39.5	47	39.1	37.8	31.2	42.7	44.8	40.9
Good/	Count	160	81	372	115	728	177	70	424	113	784
Average	% Within social group	20.8	22.8	19.6	17.8	19.8	23	19.7	22.3	17.5	21.4
	Count	61	14	134	38	247	52	30	46	39	167
Poor	% Within social group	7.9	3.9	7.1	5.9	6.7	6.8	8.4	2.4	6	4.5
		770	356	1898	647	3671	770	356	1898	647	3671
Total	% Within social group	100	100	100	100	100	100	100	100	100	100
		Chi-square= 62.582, DF= 9, Significant at 0.05 level of significance					Chi-square= 69.657, DF= 9, Significant at 0.05 level of significance				
		<b>Symmetric Measures</b>					<b>Symmetric Measures</b>				
		Nominal by Nominal		Phi	0.131	0	Nominal by Nominal		Phi	0.138	0
				Cramer's V	0.075	0			Cramer's V	0.08	0
		N of Valid Cases				3671	N of Valid Cases				3671

In the above Table 3, it is found that in the social group of SC, 33.2% of the respondents opined that the quality of training is excellent whereas 48.0% of respondents belonging to ST group opined that the service is excellent. Only 7.9% and 7.1% of respondents from SC and OBC groups respectively consider the quality of training is poor whereas 5.9% respondents from others group opine that facilities are poor. In the OBC group of respondents, 33.8% of the respondents consider that the quality of training received is excellent. Around 39.5% and 19.6% of respondents from OBC group consider that the quality of training received is very good and average respectively. In so far

as the respondents belonging to 'others' group are concerned, 29.4% of the respondents rated the quality of training received as excellent. 39.5% and 19.6% of respondents from 'others' group consider that the quality of training received is very good and average respectively. Only 5.9% of the respondents from the said group consider that the quality of training received is poor. The chi-square test applied on the results shown in the Table reveals that there is an association between the quality of training and social group background of beneficiaries, as the calculated value of chi-square (62.582) is significant ( $p < .05$ ). Hence the null hypothesis  $H_{01}$  is rejected. Therefore, the opinions of all the persons belonging to different social groups are same with respect to quality of training received by them. The analysis reveals that the respondents belonging to ST social group are likely to appreciate the skill training received as compared to others. The results of above discussed Chi-square results are validated as evident from the Table that the value of Cramer's V (0.131) is strong enough as well as significant which validates the results of above discussed Chi-square results. This implies that there is an association between the quality of training received and social group background of beneficiaries.

In the social group of SCs, 32.5% of the respondents rated skill training received as excellent whereas 40.7% of respondents belonging to ST group have opined that the services are excellent. Only 6.8% and 2.4% of respondents from SC and OBC groups respectively consider the services as poor, whereas 6.0% respondent from 'others' group consider the facilities as poor. In the OBC group of respondents, 32.6% of the respondents consider the skill training received as excellent. 42.7% and 22.3% of respondents from OBC group consider the skill training received very good and average respectively. In so far as the beneficiaries belonging to 'others' group is concerned, 31.7% of the respondents opined that the skill training received is excellent. 44.8% and 17.5% of respondents from 'others' group consider the skill training received very good and average respectively. Only 6.0% of the respondents from the said group consider the skill training received as poor. The chi-square test applied on the results shown in Table 3 reveals that there is a correlation among the skill training received and demographic background of beneficiaries, as the calculated value of chi-square (69.657) is significant ( $p < .05$ ). Hence the null hypothesis  $H_{01}$  is rejected. The analysis reveals that the respondents belonging to ST social group are likely to appreciate the skill training received as compared to others. The results of above discussed Chi-square results are validated as it is evident from the Table that the value of Cramer's V is .138, which is strong as well as significant. This implies that there is an association between the skill training received and social background of beneficiaries.

**Table 4: Association of Social Group of Trainees with Opinions Regarding Effectiveness of Training**

Opinion		Does the Implementing Agency conducting dedicated training sessions fit your needs?				Total	Do you think the tenure of the training is sufficient to acquire the skill?				Total
		SC	ST	OBC	OTHERS		SC	ST	OBC	OTHERS	
Yes	Count	610	302	1519	2964	2964	658	302	1596	505	3061
	% Within social group	79.2	84.8	80	80.7	80.7	85.5	84.8	84.1	78.1	83.4
No	Count	160	54	379	707	707	112	54	302	142	610
	% Within social group	20.8	15.2	20	19.3	19.3	14.5	15.2	15.9	21.9	16.6
Total	Count	770	356	1898	3671	3671	770	356	1898	647	3671
	% Within social group	100	100	100	100	100	100	100	100	100	100
		Symmetric Measures					Symmetric Measures				
		Nominal by Nominal	Phi		0.043	0.082	Nominal by Nominal	Phi		0.068	0.001
			Cramer's V		0.043	0.082		Cramer's V		0.068	0.001
		N of Valid Cases			3671		N of Valid Cases			3671	
		Chi square= 6.707 DF= 3 insignificant at 0.05 level of significance					Chi square= 16.874 DF= 3 Significant at 0.05 level of significance				

The above Table 4 shows that in the social group of SCs, 79.2% of respondents were of the opinion that the Implementing Agency conducting dedicated training sessions fit their needs, whereas 20.8% were of the opinion that the Implementing Agency conducting dedicated training sessions do not fit their needs. Respondents from OBC and ST groups, i.e., 80.0% and 84.8% respectively, were of the opinion that the Implementing Agency conducting dedicated training sessions fit their needs, whereas 20.0% and 15.2% respectively were of the opinion that the Implementing Agency conducting dedicated training sessions do not fit their needs. The chi-square test applied on the results shown in the Table reveals that there is no significant relationship among conduct of training qualities and social background of the beneficiaries with disability, as the calculated value of chi-square (6.707) is insignificant ( $p > 0.05$ ). Hence the null hypothesis  $H_0$  is accepted. The results of above discussed Chi-square results are validated as it is evident from the Table that the value of Cramer's V is .043 which is weak and insignificant. This implies that there is no significant association between the implementation of training scheme and social group of beneficiaries.

In the social group of SCs, 85.5% of respondents were of the opinion that the tenure of the training is sufficient to acquire the requisite skills, whereas 14.5% were of the opinion that the tenure of the training is insufficient to acquire the needed skills. 84.1% of respondents from the OBC group were of the opinion that the tenure of the training is sufficient to acquire the skills, whereas 15.9% were of the opinion that the tenure of the training is insufficient to acquire the skills. 84.8% respondents from the ST group were of the opinion that the tenure of the training is sufficient to acquire the skills, whereas 15.2% believed that tenure of the training is sufficient to acquire the skills. The chi-square test applied on the results shown in the Table reveals that there is significant association between the tenure of the training and social group variables of beneficiaries, as the calculated value of chi-square (16.874) is significant ( $p < .05$ ). Hence the null hypothesis  $H_0$  is rejected. The results of above discussed Chi-square results are validated as it is evident from the Table that the value of Cramer's V is .068, which is strong and significant. This implies that there is an association between the tenure of training and social groups of the beneficiaries.

**Table 5: Association with Social Groups with Opinions Regarding Effectiveness of Training**

Opinion		Were enough trained and dedicated faculty available to carry out the training?				Total	Did you receive any relevant and helpful study materials/ tool kit for practice during the training?				Total
		SC	ST	OBC	OTHERS		SC	ST	OBC	OTHERS	
Yes	Count	560	263	1387	442	2652	611	286	1473	499	2869
	% Within social group	72.7	73.9	73.1	68.3	72.2	79.4	80.3	77.6	77.1	78.2
No	Count	210	93	511	205	1019	159	70	425	148	802
	% Within social group	27.3	26.1	26.9	31.7	27.8	20.6	19.7	22.4	22.9	21.8
Total		770	356	1898	647	3671	770	356	1898	647	3671
	% Within social group	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		Symmetric Measures				Symmetric Measures					
		Nominal by Nominal	Phi	.041	.102	Nominal by Nominal	Phi	.025	.499		
			Cramer's V	.041	.102		Cramer's V	.025	.499		
		N of Valid Cases				3671	N of Valid Cases				3671
		Chi square= 6.199 DF= 3 insignificant at 0.05 level of significance						Chi square= 2.372 DF= 3 insignificant at 0.05 level of significance			



As depicted in the above Table 5, in the social group of SC, 72.7% of respondents were of the opinion that trained and dedicated faculty is available to carry out the training, whereas 27.3% were of the opinion that trained and dedicated faculty is not available to carry out the training. Respondents from the OBC group were also of a similar opinion whereby 73.1% of respondents were of the opinion that trained and dedicated faculty is available to carry out the training, whereas 26.9% were of the opinion that trained and dedicated faculty is not available to carry out the training. 73.9% respondents from the ST group were of the opinion that trained and dedicated faculty is available to carry out the training, whereas 26.1% believed that trained and dedicated faculty is not available to carry out the training. The chi-square test applied on the results shown in the Table reveals that there is no significant correlation between the availability of trained faculty and social group variables of beneficiaries with disability, as the calculated value of chi-square (6.199) is insignificant ( $p > 05$ ). Hence the null hypothesis  $H_0$  is accepted. The results of above discussed Chi-square results are validated as it is evident from the Table that the value of Cramer's V is .041, which is weak and insignificant. This implies that there is no significant association between the availability of trained faculty and social groups of beneficiaries.

In the social group of SCs, 79.4% of respondents were of the opinion that relevant and helpful study material was received whereas 20.6% were of the opinion that relevant and helpful study material was not received. Respondents from the OBC group were also of a similar opinion whereby 77.6% were of the opinion that relevant and helpful study material was received, whereas 22.4% were of the opinion that relevant and helpful study material was not received. 80.3% respondents from the ST group were of the opinion that relevant and helpful study material was received, whereas 19.7% believed that relevant and helpful study material was not received. The chi-square test applied on the results shown in the Table reveals that there is no significant association between among the receipt of helpful study materials/tool kit for practice and social group of beneficiaries, as the calculated value of chi-square (2.372) is insignificant ( $p > 05$ ). Hence the null hypothesis  $H_0$  is accepted. The results of above discussed Chi-square results are validated as it is evident from the Table that the value of Cramer's V is .025, which is weak enough and insignificant. This implies that there is no significant association between receipt of helpful study materials/tool kit for practice and demographic variables of beneficiaries with disability.

**Table 6: Association with Social Groups of Trainees  
with Features of the Training**

Opinion SC		Did you ever face any discrimination at the centre?				Total	Have your communication skills improved during the tenure the training?				Total
		SC	ST	OBC	OTHERS		SC	ST	OBC	OTHERS	
Yes	Count	114	16	299	80	509	145	100	360	116	721
	% Within social group	14.8	4.5	15.8	12.4	13.9	18.8	28.1	19	17.9	19.6
No	Count	656	340	1599	567	3162	625	256	1538	531	2950
	% Within social group	85.2	95.5	84.2	87.6	86.1	81.2	71.9	81	82.1	80.4
Total		770	356	1898	647	3671	770	356	1898	647	3671
	% Within social group	100	100	100	100	100	100	100	100	100	100
		Symmetric Measures					Symmetric Measures				
		Nominal by Nominal	Phi	0.096	0	Nominal by Nominal	Phi	0.07	0		
			Cramer's V	0.096	0		Cramer's V	0.07	0		
		N of Valid Cases			3671		N of Valid Cases			3671	
		Chi Square= 33.631 DF=3 Significant at 0.05 level of significance					Chi Square= 18.169 DF=3 Significant at 0.05 level of significance				

As calculated in the above Table 6, in the social group of SCs 14.8% of respondents believed that no discrimination will be faced at training centre whereas 85.2% assumed that discrimination will not be faced at the training centre. Respondents from the OBC group were also of a similar opinion whereby 15.8% believed that no discrimination will be faced at training centre, whereas 84.2% assumed that discrimination will not be faced at the training centre. 4.5% respondents from the ST group believed that no discrimination will be faced at training centre, whereas 95.5% assumed that discrimination will not be faced at the training centre. The chi-square test applied on the results shown in the Table reveals that there is a significant association between the opinion of getting discriminated at training centre and social group variables of beneficiaries with disability, as the calculated value of chi-square (33.631) is significant ( $p < .05$ ). Hence the null hypothesis  $H_0$  is rejected. The results of above discussed Chi-square results are validated as it is evident from the Table that the value of Cramer's V is .096 which is strong enough as well as significant. This implies that there is a significant association between the opinion of facing discrimination at training centre and demographic variables of beneficiaries with disability.

In the social group of SCs, 18.8% of respondents believed that their communication skills improved during the tenure of the training whereas 81.2% assumed that their communication skills did not improve during the tenure of the training. Respondents from the OBC group were also of a similar opinion whereby 19.0% believed that their communication skills improved during the tenure of the training, whereas 81.0% assumed that their communication skills did not improve during the tenure of the training. 28.1% respondents from the ST group believed that their communication skills improved during the tenure of the training, whereas 71.9% assumed that their communication skills did not improve during the tenure of the training. The chi-square test applied on the results shown in the Table reveals that there is a significant association between the opinion of getting communication skills improved and social group of beneficiaries with disability, as the calculated value of chi-square (18.169) is significant ( $p < .05$ ). Hence the null hypothesis  $H_01$  is rejected. The results of above discussed Chi-square results are validated as it is evident from the Table that the value of Cramer's V is .070, which is strong enough. This implies that there is a significant association between the opinion of improvement of communication skills at training centre and social group variables of beneficiaries with disability.

**Table 7: Association of Social Groups of Trainees with Features of Skill Training**

Opinion		Did they guide you in securing employment after completion of training?				Total	Is there good demand for the skills that you have acquired?				Total
		SC	ST	OBC	OTHERS		SC	ST	OBC	OTHERS	
Yes	Count	606	287	1480	513	2886	674	303	1640	567	3184
	% Within social group	78.7	80.6	78.0	79.3	78.6	87.5	85.1	86.4	87.6	86.7
No	Count	164	69	418	134	785	96	53	258	80	487
	% Within social group	21.3	19.4	22.0	20.7	21.4	12.5	14.9	13.6	12.4	13.3
Total		770	356	1898	647	3671	770	356	1898	647	3671
		% Within social group	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		Symmetric Measures				Symmetric Measures					
		Nominal by Nominal	Phi	.020	.685	Nominal by Nominal	Phi	.023	.599		
			Cramer's V	.020	.685		Cramer's V	.023	.599		
		N of Valid Cases			3671	N of Valid Cases			3671		
		Chi Square- 1.488 DF=3 Insignificant at 0.05 level of significance				Chi Square- 1.874 DF=3 Insignificant at 0.05 level of significance					

It is evident from Table 7 that 78.7% and 78% of the respondents from the social groups of SCs and OBCs respectively considered that guidance for securing employment after completion of training would be provided, whereas 21.3% and 20.7% respectively from SC and OBC social groups considered that guidance for securing employment after completion of training would not be provided. 80.6% of respondents from the ST social group considered that guidance for securing employment after completion of training would be provided, whereas 19.4% respectively from the ST social group considered that guidance for securing employment after completion of training would not be provided. The Chi Square test applied on the results of the Table reveals that there is no significant association between the opinion of providing employment guidance and social group variables of Persons with Disabilities as value of chi square is 1.488 which is insignificant ( $p > .05$ ) and thus null hypothesis is accepted. The main findings considering the Table is that the value of Cramer's V is .020 signifies weak correlation between variables and is also insignificant, which validates the results of above discussed Chi-square. This implies that there is no significant association between the opinion of providing employment guidance and demographic variable of social group of Persons with Disabilities.

It is evident from Table 7 that 87.5% and 86.4% of the respondents from the social groups of SCs and OBCs respectively considered that there is good demand for the skills acquired during the training, whereas 12.5% and 14.9% respectively from the SC and OBC social groups considered that there is not enough demand for the skills acquired during the training. 85.1% of respondents from the ST social group considered that there is good demand for the skills acquired during the training, whereas 14.9% from the ST social group considered that there is not enough demand for the skills acquired during the training. The Chi Square test applied on the results of the Table reveals that there is no significant association between the opinion about demand of skills acquired during training and demographic variables of Persons with Disabilities as value of chi square is 1.874 which is insignificant at ( $p > .05$ ) and thus null hypothesis is accepted. The main findings considering the Table is that the value of Cramer's V (.023) signifies weak correlation between variables and is also insignificant, which validates the results of above discussed Chi-square. This implies that there is no significant association between the opinion about demand of skills acquired during training and social group.

**Table 8: Association of Social Groups of Trainees  
with Features of Skill Training**

Opinion		Would you recommend the training to others?				Total	Are you satisfied with the placement opportunities that you received?				Total
		SC	ST	OBC	OTHERS		SC	ST	OBC	OTHERS	
Yes	Count	713	343	1744	594	3394	626	287	1511	514	2938
	% Within social group	92.6	96.3	91.9	91.8	92.5	81.3	80.6	79.6	79.4	80
No	Count	57	13	154	53	277	144	69	387	133	733
	% Within social group	7.4	3.7	8.1	8.2	7.5	18.7	19.4	20.4	20.6	20
Total		770	356	1898	647	3671	770	356	1898	647	3671
	% Within social group	100	100	100	100	100	100	100	100	100	100
		Symmetric Measures					Symmetric Measures				
		Nominal by Nominal	Phi	0.05	0.029		Nominal by Nominal	Phi	0.018	0.753	
			Cramer's V	0.05	0.029			Cramer's V	0.018	0.753	
		N of Valid Cases			3671		N of Valid Cases			3671	
		Chi Square= 9.026 DF=3 Significant at 0.05 level of significance					Chi Square= 1.201 DF=3 Insignificant at 0.05 level of significance				

The Table 8 shows that in the social group of SCs 92.6% of respondents believed that they will recommend the training to others, whereas 7.4% of respondents believed that they will not recommend the training to others. Respondents from the OBC group were also of a similar opinion whereby 91.9% of respondents believed that they will recommend the training to others, whereas 8.1% of respondents believed that they will not recommend the training to others. 96.3% of respondents believed that they will recommend the training to others, whereas 3.7% of respondents believed that they will not recommend the training to others. The chi-square test has been done on the results shown in the Table reveals that there is a significant association between the opinion to recommend training to others and social group of beneficiaries, as the calculated value of chi-square (9.026) is significant ( $p < .05$ ). Hence the null hypothesis  $H_0$  is rejected. The results of the above discussed Chi-square are validated as it is evident from the Table that the value of Cramer's V (.050) is strong and significant. This implies that there is a significant association between the opinion to recommend training to others and social group variables of beneficiaries with disability.

It is evident from the Table 8 that 81.3% and 79.6% of the respondents from the social groups of SCs and OBCs respectively are satisfied with the placement opportunities received after completion of training, whereas 18.7% and 20.4% respectively from the SC and OBC social groups are unsatisfied with the placement opportunities received after completion of training. 80.6% of respondents from the ST social group considered that they are satisfied with the placement opportunities received after completion of training, whereas 19.4% from the ST social group considered that they are unsatisfied with the placement opportunities received after completion of training. The Chi Square test applied on the results of the Table reveals that there is no significant association between the opinion about satisfaction with the placement opportunities and social group of persons as value of chi square is 1.201 which is insignificant at ( $p > .05$ ) and thus null hypothesis is accepted. The main finding considering the Table is that the value of Cramer's V is .018 which signifies weak correlation between variables and is also insignificant, which validates the results of above discussed Chi-square. This implies that there is no significant association between the opinion about satisfaction with the placement opportunities and social group variables of Persons with Disabilities.

**Table 9: Association of Social Groups of Trainees with Features of Skill Training**

Opinion		Are you able to apply the skills that you have acquired in your employment?				Total	Did the training make you more confident?				Total
		SC	ST	OBC	OTHERS		SC	ST	OBC	OTHERS	
Yes	Count	505	238	1256	355	2354	633	303	1516	522	2974
	% Within social group	65.6	66.9	66.2	54.9	64.1	82.2	85.1	79.9	80.7	81
No	Count	265	118	642	292	1317	137	53	382	125	697
	% Within social group	34.4	33.1	33.8	45.1	35.9	17.8	14.9	20.1	19.3	19
Total		770	356	1898	647	3671	770	356	1898	647	3671
	% Within social group	100	100	100	100	100	100	100	100	100	100
		Symmetric Measures				Symmetric Measures					
		Nominal by Nominal		Phi	0.09	0	Nominal by Nominal		Phi	0.041	0.1
				Cramer's V	0.09	0			Cramer's V	0.041	0.1
		N of Valid Cases			3671		N of Valid Cases			3671	
		Chi Square= 29.429 DF=3 Significant at 0.05 level of significance					Chi Square- 6.253 DF=3 Insignificant at 0.05 level of significance				

In the social group of SCs, 65.6% of respondents believed that the skills acquired during training will be applied in employment whereas 34.4% believed that the skills acquired during training will not be applied in employment. Respondents from the OBC group were also of a similar opinion whereby 66.2% of respondents believed that the skills acquired during training will be applied in employment, whereas 33.8% believed that the skills acquired during training will not be applied in employment. 66.9% of respondents believed that the skills acquired during training will be applied in employment, whereas 33.1% believed that the skills acquired during training will not be applied in employment. The chi-square test applied on the results shown in the Table reveals that there is a relationship between the opinion regarding application of learned skills and social group of beneficiaries, as the calculated value of chi-square (29.429) is significant ( $p < .05$ ). Hence the null hypothesis  $H_01$  is rejected. The results of above discussed Chi-square results are validated as it is evident from table that the value of Cramer's V is .090, which is weak yet significant. This implies that there is a significant association between the application of learned skills and social group of beneficiaries with disability.

It is evident from the Table 9 that 82.2% and 79.9% of the respondents from the social groups of SCs and OBCs respectively considered that training will make them more confident, whereas 17.8% and 20.1% respectively from the SC and OBC groups respectively consider that training will not make them more confident. 85.1% of respondents from the ST social group consider that training will make them more confident, whereas 14.9% of ST respondents consider that training will not make them more confident. The Chi Square test applied on the results of the Table reveals that there is no significant correlation between the opinion about training imparting confidence and social group of Persons with Disabilities as value of chi square is 6.253 which is insignificant at ( $p > .05$ ) and thus null hypothesis is accepted. The main finding considering the Table is that the value of Cramer's V (.041) signifies weak correlation between variables and is also insignificant, which validates the results of the above discussed Chi-square. This implies that there is no significant association between the opinion about training imparting confidence and demographic variables of Persons with Disabilities.

**Table 10: Association of Social Groups of Trainees with Features of Skill Training**

Opinion		Are the skills acquired at the training helping you in earning your livelihood?				Total	Do you find yourself capable of taking up self-employment after getting the training?				Total
		SC	ST	OBC	OTHERS		SC	ST	OBC	OTHERS	
Yes	Count	426	175	1166	372	2139	542	211	1281	451	2485
	% Within social group	55.3	49.2	61.4	57.5	58.3	70.4	59.3	69.7	69.7	67.7
No	Count	344	181	732	275	1532	228	145	617	196	1186
	% Within social group	44.7	50.8	38.6	42.5	41.7	29.6	40.7	32.5	30.3	32.3
Total		770	356	1898	647	3671	770	356	1898	647	3671
	% Within social group	100	100	100	100	100	100	100	100	100	100
		Symmetric Measures				Symmetric Measures					
		Nominal by Nominal		Phi	0.079	0	Nominal by Nominal		Phi	0.065	0.002
				Cramer's V	0.079	0			Cramer's V	0.065	0.002
		N of Valid Cases			3671		N of Valid Cases			3671	
		Chi Square= 22.873 DF=3 Significant at 0.05 level of significance						Chi Square=15.344 DF=3 Significant at 0.05 level of significance			

The above Table 10 shows that in the social group of SCs 55.3% of respondents believed that the skills acquired during training will be helpful in earning livelihood, whereas 44.7% believed that the skills acquired during training will not be helpful in earning livelihood. 61.4% respondents from the OBC group believed that the skills acquired during training will be helpful in earning livelihood, whereas 38.6% believed that the skills acquired during training will not be helpful in earning livelihood. 49.2% respondents of the ST social group believed that the skills acquired during training will be helpful in earning livelihood, whereas 50.8% believed that the skills acquired during training will not be helpful in earning livelihood. The chi-square test applied on the results shown in the Table reveals that there is a significant association between the opinion of whether the skills acquired are capable of earning livelihood and demographic variables of beneficiaries with disability, as the calculated value of chi-square (22.873) is significant ( $p < .05$ ). Hence the null hypothesis  $H_01$  is rejected. The results of the above discussed Chi-square are validated as it is evident from Table 10 that the value of Cramer's V is .079,



which is strong and significant. This implies there is a significant association between the opinion of whether the skills acquired are capable of earning livelihood and social group of beneficiaries with disability.

In the social group of SCs, 70.4% respondents believed that they will be capable enough to take up self-employment after completion of training whereas 29.6% believed that they will not be capable enough to take up self-employment even after completion of training. 69.7% respondents from the OBC group believed that they will be capable enough to take up self-employment after completion of training, whereas 32.5% believed that they will not be capable enough to take up self-employment even after completion of training. 59.3% respondents of the ST social group believed that they will be capable enough to take up self-employment after completion of training, whereas 40.7% believed that they will not be capable enough to take up self-employment even after completion of training. The chi-square test applied on the results shown in the Table reveals that there is a strong relationship between the confidence to take up self-employment and social group of beneficiaries, as the calculated value of chi-square (15.344) is significant ( $p < .05$ ). Hence the null hypothesis  $H_0$  is rejected. The results of the above discussed Chi-square are validated as it is evident from the Table that the value of Cramer's V is .065, which is strong as well as significant. This implies there is a significant association between the confidence to take up self-employment and social group of beneficiaries with disability.

## **5. Conclusion**

The National Action Plan for Skill Training of PwDs is supposed to have a pan-India presence. The analysis of primary data collected from the trainees under the scheme reveals that the respondents belonging to the ST social group have better appreciated the various dimensions of skill training received as compared to other social groups as the response rate for STs revealed a higher level of satisfaction. There has been a significant association between the opinions of different social groups with various parameters of quality of training, whereas insignificant association was found among the opinions of different social groups of participants with other parameters of skill training. The planners and implementers considered customisation of training programme for participants of various social groups.

However, keeping in view the restraints, if technology can be leveraged to improve quality and access of skill training and other types of learning for PwDs, it will go a long way in empowering the PwDs. The government and other stakeholders can advance the agenda of disability-inclusive development by mainstreaming disability and needs of different social groups of the society into design, implementation, monitoring, and evaluation of various developmental schemes, policies, and programmes.

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