

ARTICLES

INCLUSION OF DIFFERENTLY-ABLED PEOPLE: THE ROLE OF TRAINING IN DEVELOPMENT OF HUMAN RESOURCES

Sanchita Bhattacharya*

ABSTRACT

Inclusion of differently-abled people is the buzzword of the moment and has been recognized as a key to achieving Sustainable Development Goals (SDG). Recognizing the importance of human resource development (HRD) in the disability sector and the role of training in HRD, the paper evaluates the impact of In-service training scheme run by the Ministry of Social Justice and Empowerment (MoSJ&E), Government of India. The impact of the training has been evaluated based on the feedback of the officers trained. Data for four years (2015-16 to 2018-19) have been analyzed based on the information provided by the Rehabilitation Council of India (RCI) and primary survey conducted across the country. The paper finds that development of human resources through training has made a positive impact on rehabilitation of the disabled people, and the process may be continued in future to uplift skills of disabled persons.

Keywords: *Disabled People, Human Resource Development, Inclusion, Rehabilitation, Training, Upliftment*

* The author is Deputy Director at NILERD, E-mail: bsanchi@gmail.com
This paper uses the primary data collected for a project study titled, “In-Service Training and Sensitization of Key Functionaries of Central and State Governments, Local Bodies and Other Service Providers”, sponsored by the Ministry of Social Justice and Empowerment (MoSJ&E), Government of India, and carried out by the National Institute of Labour Economics Research and Development (NILERD) in 2020. The author thanks the MoSJ&E for funding the project and Dr. Pitam Singh who contributed to the research study. All errors and omissions are the author’s responsibility. The views are those of the author and not of the institution to which she belongs.

1. Introduction

Inclusion of every segment of the population in the mainstream including the differently-abled people is the key to achieving the Sustainable Development Goals (SDG). The Department of Economic and Social Affairs, United Nations in its report (2018) stressed that the fundamental barriers causing the exclusion of persons with disabilities need to be addressed urgently. Social protection, education, employment, and basic services are the crucial areas of importance for mainstreaming the disabled population.

There has been a sea-change in the responses to disability since the 1970s, which has mainly been prompted by the efforts of disabled people to organize themselves. A growing tendency has been observed to recognize disability as a human rights issue. Initiatives such as the United Nations Standard Rules on the Equalization of Opportunities of Persons with Disabilities have incorporated the human rights of people with disabilities, culminating in 2006 with the adoption of UN Convention on the Rights of Persons with Disabilities (CRPD) (WHO, 2011).

In the context of India, the issues are more complex and challenges are huge considering the size of the disabled population. The latest Census data for 2011 suggest that around 2.68 crore persons are disabled in India constituting 2.21 per cent of the total population. The National Sample Survey Organization (NSSO) also conducted a survey of Persons with Disabilities during July 2018 to December 2018 as part of the 76th round of National Sample Survey (NSS) and found that prevalence of disability (percentage of persons with disability in the population) was 2.2 per cent in India -- with 2.3 per cent in rural and 2 per cent in urban areas. It has been further observed in the survey that in India prevalence of disability is higher among males than females. The corresponding percentages for males and females are 2.4 and 1.9 respectively. Among the states of India, as per the Census 2011 data, Uttar Pradesh has the highest percentage of disabled population followed by Maharashtra, whereas, Jammu & Kashmir has the lowest percentage of disabled population followed by Assam.

Initiative of the Government to address disability issues

It has been a long and difficult journey for disabled people and their families who face various challenges in every sphere of life. The formidable task of ensuring all human rights and fundamental freedom of the persons with disabilities has been undertaken by the Government, the non-government organizations (NGOs) and the individuals. There has been a change in the terminology from disabled to differently abled reflecting the society's changing attitude towards the disabled. A paradigm shift has been there from a charity approach to a rights-based one. At this juncture, it is realized that human resource

development is one of the most important requisites for inclusion of disabled. In order to address the challenges of meeting the requirement for human resources, training of personnel or officials is crucial for successfully dealing with every subtle aspect of disability sector. The Government of India, keeping in mind the global impetus for ensuring justice to the differently abled, has undertaken several initiatives. The Department of Empowerment of Persons with Disability (DEPwD), Ministry of Social Justice and Empowerment (MoSJE), Government of India, is committed to bring-in inclusion of all disabled people and to realize their fundamental rights through its schemes and programmes. It has been felt that developing human resources through training and re-training of officials involved in the tasks of dealing with the disabled people is extremely important for mainstreaming and uplifting of this section of the population.

With the objective of conferring Empowerment to and Inclusion of disabled people in the mainstream, the DEPwD, MOSJ&E in collaboration with RCI has decided to organize 2 to 3 days' In-Service Training and Sensitization Programme of the Key Functionaries of Central and State Government, Local Bodies, and other Service Providers on the issues of disability and rehabilitation.

According to the clause 47 of chapter VIII of the RPD Act 2016, Rehabilitation Council of India has been conferred the responsibility of developing human resource by making different provisions at different levels such as (a) Providing mandatory training on disability rights for administrators, legislators, lawyers and policy makers; (b) Inclusion of disability component for all education courses in different domains; (c) Conducting capacity building programmes in independent living and community relationship for families of disabled people and other stakeholders; (d) Ensuring appropriate training for persons with disabilities, and (e) Conducting training programmes for sports teachers.

Objectives of the Paper

The objectives of this paper are (i) to understand the role of training in developing and utilizing human resources optimally, (ii) to articulate the challenges faced during implementation of the scheme, (iii) to examine the impact of training on upliftment and/or rehabilitation of differently-abled people, and (iv) to narrate policy implications and the way forward.

The paper is divided into six sections. Section 1 is introduction, section 2 presents the review of relevant literature, section 3 describes the methodology, section 4 deals with the present scenario of coverage, implementation and monitoring of the training scheme, section 5 furnishes the findings of the study in terms of evaluation of training by officers trained, the impact of the programme in upliftment/rehabilitation of disabled people and the challenges to be addressed, and section 6, the last section, draws the conclusions and policy suggestions.

2. Literature Review

The existing literature on disability issues, the policy implications based on the research studies and the gaps required to be filled for understanding disability and rehabilitation of disabled is worthwhile to discuss here.

The Department of Economic and Social Affairs, United Nations, in its report (2018) argues that the fundamental barriers causing the exclusion of persons with disabilities need to be addressed on an urgent basis. The barriers, as noted in the report, are, discriminatory laws and policies; lack of accessibility in physical and virtual environments; negative attitudes, stigma and discrimination against disabled people; lack of access to assistive technology and to rehabilitation, and lack of measures to promote the independent living of persons with disabilities. The report emphasises that National legislation should protect the rights of persons with disabilities, either through constitutional, anti-discrimination or other national disability legislations. The report argues that disability must be mainstreamed into implementation of the goals all SDGs. The areas of particular importance for the realization of disability-inclusive development include social protection, education, employment, and basic services including health-care services, water and sanitation and energy. The report mentions that accessible infrastructural development in urban and rural environments, public spaces, facilities, and services are also crucial for enhancing participation of persons with disabilities in all aspects of society and its development.

Mehrotra (2020) in her book (ed.) titled, 'Disability Studies in India: Interdisciplinary Perspectives', interrogates about disability studies undertaken in India—especially since the introduction of the country's Persons with Disabilities Act (1995) and the Rights of Persons with Disabilities Act (2016). The book discusses the issues of epistemology, access, design, pedagogy, policy-making and implementation of higher educational institutions and rights-based prerogatives in work, travel, and education.

Dandona et al. (2019) discuss the limitations of disability estimates and recommend to improve the estimates. They comment that there is a global momentum in building disability measurement consistent with data. The consistency of disability measurement is required for monitoring the sustainable development goals to ensure robust estimation of disability. They are of the opinion that current estimates from the census and surveys seem much lower than what would be expected at the population level. Hence, it is important to improve reliability and validity of the estimates. They make recommendations that India needs to take a serious note of this requirement in order to improve the validity and reliability of India's disability estimates. They compared data collection methodologies between the sources, including the review of definitions of each type of disability. In the paper, the overall mental, visual, hearing, speech, and movement disability rates (DR) per 100,000 population are

compared between the sources for India and for each state, and the percentage difference in the respective rates is calculated.

Bhattacharya (2010) examined two Acts in the Indian context-- the Persons with Disabilities Act and the Right to Education Act. Apart from this, the author suggests a three-pronged strategy for building a framework to achieve the Right to Education of all children with disability. Among the proposed three strategies, the first is, inclusion in education should be pushed. The author is of the opinion that, if the special schools are there, the mainstream schools will not change their ethos to accommodate children with disability. The second strategy suggested by the author is, Activism should be goal-directed to push for implementation and amendments in the Right to Education (RTE) Act. Finally, the author suggests the third strategy as, work towards adoption of co-enrolment classes/schools as a generalized inclusive policy in the education of children with disability.

Metts (2000) observes that the global commitment to equalizing opportunities for people with disabilities has two primary purposes: (i) to affirm the basic human rights of people with disabilities to equal access to social and economic opportunities and, (ii) to create environments in which people with disabilities can maximize their capacity for making social and economic contributions. Policy makers are attempting an inclusionary approach to disability. The author is of the opinion that in a global setting which is characterized by meagre information, inadequate data and virtually no coordination of activities, the result has not been very effective thereby leading to disjointed and often contradictory disability policies and strategies. The author suggests that ideal disability strategies should be comprehensive and integrated combinations of (i) rehabilitation strategies that maximize the functional capabilities of the people with disabilities; (ii) inclusion and empowerment strategies that facilitate their active participation in their communities, societies, and economies; and (iii) architecture and design strategies that remove and prevent unnecessary barriers in built environments. Metts comments that due to the global influence of the World Bank, the approach to disability it chooses will have a great impact on the rate of progress toward fulfilling the global commitment to equalizing opportunities for disabled people.

The existing studies on Disabilities indicate that the underlying factors causing exclusion of persons with disabilities need to be addressed urgently. The studies suggest that National legislation should protect the rights of persons with disabilities. The literature points out that disability must be mainstreamed into the implementation of all sustainable development goals (SDGs). The UN report emphasizes the linkages between the SDGs and the Convention on the Rights of Persons with Disabilities as well as other international relevant norms and standards relating to disability. Authors have examined the limitations of disability estimates and made recommendations to improve the estimates.

Different Acts related to Disabilities have also been examined by some authors and strategies are suggested to strengthen the framework for inclusion. The literature also makes an analysis of the evolution and current status of disability policy and practice, and arguments have been made in favour of investing public and private resources, including the resources of World Bank to enhance the accessibility of people with disabilities in socio-economic spheres. However, there is further scope of research regarding the role of training in mainstreaming the differently-abled people.

The available literature discusses about the role of skill training in providing a better life to the differently-abled people. The paper by Kett (2012) discusses about the targeted programmes in four low- and middle-income countries to better understand how economic growth, or lack thereof, impacts youth employment, and development of youth with disabilities. The four countries selected are China, Sri Lanka, Kenya, and Sierra Leone – all experience high youth unemployment rates. The report explores the opportunities available to youth with disabilities specifically and how effective are those in facilitating social inclusion and creating sustainable employment. The author focuses on those disabled youth who are no longer in formal education, but who, for a variety of reasons, are not yet in formal employment. Wherever possible, it outlines the extent of labour force participation amongst the youth living with disabilities, and discusses the barriers to their participation. The paper uses case studies to illustrate successful targeted programmes and draws together information on key policies and practices that appear to be significant components in facilitating social inclusion and creating sustainable employment for the disabled youth.

The author finds that there is a need for concerted and coordinated efforts between all the stakeholders to improve the skill sets and employment situation for youth with disabilities in developing countries. The paper suggests that actions are required at international and national levels for adequate policy frameworks, supported by legislation which is enacted and enforced. Attitudinal transformation is required ranging from government officials to employers, the education systems, parents, and youth with disabilities themselves. It has been mentioned that educational programmes, skills training and other transitional mechanisms must consider specific needs of youth with different types of disabilities, rather than simply putting them together in the same generic category with the same support needs, and same geographical location. Cost is another factor which can be resolved through better coordination between the government and service providers. The author points to the necessity of a specific body, set up to manage and coordinate the transition from education to employment, including the provision of programmes (such as mentoring, internships and apprenticeships). The need to match skills to demands of the labour market and the need to link educational and training programmes to realistic employment opportunities have also been emphasized in the paper.

However, in the existing literature much has not been said about the role and coverage of training of key officials for sensitization in disability issues. Hence, this paper analyses the role of training/workshops for sensitization of key officials dealing with disability issues and its impact on the upliftment of differently-abled people.

3. Methodology

Both qualitative and quantitative approaches have been adopted in this paper to address the objectives. It has analyzed primary and secondary information of training organized for improving skill and level of awareness of service providers under a scheme titled, In-Service Training and Sensitization of Key Functionaries of Central and State Governments, Local Bodies and Other Service Providers of the Department of Empowerment of Persons with Disabilities (DEPwDs) (Divyangjan) in the Ministry of Social Justice and Empowerment (MoSJ&E). The In-service Training and Sensitization Scheme of DEPwD gives focused attention to policy matters and takes effective action aimed at welfare and empowerment of the persons with disabilities.

Data sources

Secondary data/information from Census of India, 2011 have been used in the paper to analyze the existing scenario regarding disability. Secondary data have also been collected from the information provided by the RCI, constituted under the Rehabilitation Council of India Act, 1992. Primary data collected by NILERD have been analyzed to throw light on the existing scenario of In-service training programmes for the officers handling the issues of disability, the utility of such programmes and its impact on upliftment of differently-abled people.

Sampling

The sample includes Officers/Key Officials who are dealing with disability sector and have been trained through workshops/training programmes during the last three years i.e., 2016-17, 2017-18 and 2018-19. The officers chosen are deployed at Central Government, State Governments, Universities, Composite Regional Centres, Zonal Coordination Committees, Educational Research and Training Institutes, and NGOs. As per the information provided by DEPwD, a total number of 6,236 officers attended the programmes/workshops conducted under the scheme during the period (2016-17, 2017-18 and 2018-19). Out of this total number of officers, the paper aims to draw a sample of 623(10% of the target population) officials. However, contact details of only 450 officers/functionaries were available, so 450 officers/functionaries were contacted for the final assessment.

An effort has been made to draw a representative proportionate sample from the population i.e., officers across all states and union territories where the training programmes have been organized during the last three years under review. A multi-stage sampling procedure using a stratified random sampling procedure has been adopted for the study. Care has been taken to include female beneficiaries. All sectors/target groups have been covered across states where training programmes/workshops have been organized through different implementing agencies.

Sample Selection

Stage 1: All the states where training programmes/workshops are conducted have been taken as the Universe for the sampling.

Stage 2: Stratification of states and union territories

In the second stage, stratification of states and union territories has been done. The states have been stratified and ranked according to the number of training programmes organized. Care has also been taken to ensure that the states are selected from all regions of India. The regions represented in the sampling are Northern region, Northeast region, Central region, Eastern region, and Southern region. Training programmes have been organized in two states of Western region in 2015-16, so data for the Western region have been collected and included in the study for 2015-16. There are 16 states where programmes have been conducted during 2016-17, 2017-18 and 2018-19. The ranking of the states is as follows:

Ranks	Name of the State
I	Himachal Pradesh
II	West Bengal
III	Mizoram
IV	Delhi
V	Tamil Nadu and Manipur
VI	Uttar Pradesh
VII	Kerala
VIII	Punjab, Meghalaya, Puducherry
IX	Uttarakhand
X	Madhya Pradesh
XI	Tripura, Assam, Andhra Pradesh

Strata 1 has been formed with the states holding ranks I to IV i.e., Himachal Pradesh, West Bengal, Mizoram, and New Delhi. Strata 2 comprises the states holding the ranks V to VIII i.e., Tamil Nadu, Manipur, Uttar Pradesh, Kerala, Punjab, Meghalaya, Puducherry, and Gujarat. Strata 3 has been formed with Uttarakhand, Madhya Pradesh, Tripura, Assam, and Andhra Pradesh.

Stage 3: Selection of Implementing Agencies

In stage 3, all the Implementing Agencies for which contact details have been received from the RCI have been contacted.

Stage 4: Selection of beneficiaries

In the final stage of sampling, actual beneficiaries/trainees have been selected based on random sampling from trainees trained in different Implementing Agencies.

Methodology for data collection

(a) Focused Discussions

As part of the methodology, Focused Discussions were conducted with major stakeholders. The stakeholders are the beneficiaries of different sectors, officials of the Implementing Agencies like Administrative Staff College/ Training Institutes of Central and State Government, National Institutes of the Department of Empowerment of Persons with Disabilities, and RCI-approved Training Institutes/University Departments.

(b) Key informant interviews

Key informant interviews have been held with officials or personnel of Ministry/Department, personnel at national level, Implementing bodies, state, and district and block level officials. Besides, other stakeholders supporting implementation directly or indirectly and involved in enabling the scheme's success at village level have also been contacted. Secondary information, i.e., data related to list of beneficiaries and of Implementing Agencies have been received from the RCI. Information related to funds released, spent, amount refunded, amount lying with Implementing Agencies and the interest received or refunded have also been received from the nodal agency and used for the purpose of analysis.

(c) Questionnaire for Key Functionaries and Implementing Agencies

Information have been collected from the key functionaries of Central/State government/Local bodies/Other Service Providers through a structured questionnaire. Questionnaires have also been administered to the Implementing Agencies. Information have also been collected from the Controlled Group through a structured questionnaire.

While collating information and discussing the objectives of the research paper, the analysis has captured the following indicators through these structured questionnaires which have been examined to meet the objectives of the study.

Indicators

- Sectoral Coverage of the scheme
- Institutional Coverage of the scheme
- Extent to which the training curriculum has been matched with the needs of the scheme
- Intensity of acquisition of skills of the trainees
- Training quality from trainees' perspective
- Financial Resources –sanctioned and utilized
- Sensitization of Key Functionaries dealing with disability issues
- Social, economic, and physical rehabilitation/upliftment of disabled population

Evaluation has been made through a mix of quantitative and qualitative methods. The paper makes use of a structured questionnaire to collect quantitative information. Qualitative data have been collected through interviews and focused group discussions.

4. Coverage, Monitoring and Implementation of the Training Scheme

Information collected through focus group discussion with officials of DEPwDs (DIVYANGJAN) and the RCI, and secondary data published by these two departments were used to analyse the coverage, monitoring and implementation of the scheme.

Coverage

According to the data of RCI 2020, the scheme was initiated during 2015-16. Since then, the scheme has covered 24 states and 2 Union Territories (UTs). It has covered 22 states in 2015-16, and the number of Implementing Agencies that have conducted the programmes in this year was 33. However, the number of states/UTs conducting the programmes have reduced in the later years. The number of states decreased to 16 in 2016-17, 12 in 2017-18 and 13 in 2018-19. The number of Implementing Agencies getting approval has also reduced in the later years. The number of Implementing Agencies reduced to 28 in 2016-17, 16 in 2017-18 and 17 in 2018-19. The scheme is supposed to cover all the states and UTs of India. So, other states and UTs need to be covered.

However, it has been implemented in 26 States and/or UTs since its inception. The states covered are Himachal Pradesh, West Bengal, Mizoram, New Delhi, Tamil Nadu, Manipur, Uttar Pradesh, Kerala, Punjab, Meghalaya, Puducherry, Gujarat, Uttarakhand, Madhya Pradesh, Tripura, Assam, Andhra Pradesh,

Chhattisgarh, Telengana, Rajasthan, Haryana, Jharkhand, Jammu & Kashmir, Karnataka, Maharashtra, and Odisha. The RCI feels that more and more NGOs may be involved for better performance of the scheme, for getting more applications, and for increasing the coverage.

The regional coverage of Implementing Agencies across states is depicted in Table 1. The number of implementing agencies covered under the scheme in the north-eastern region was 14 during 2015-16 to 2018-19. The maximum number of implementing agencies covered under the scheme is in southern region (26) followed by central (22) and northern region (15). In the western region, 4 implementing agencies have been covered.

Table 1: Implementing Agencies funded across regions during 2015-16 to 2018-19

Regions	Implementing Agencies
North-Eastern region	14
Southern	26
Central	22
Northern	15
Western	4

Source: RCI, 2020

The coverage of the Implementing Agencies across the states under the scheme during the period 2015-16 to 2018-19 is depicted in Table 2.

Table 2: Number of Implementing Agencies funded under the Scheme during 2015-16 to 2018-19

States	Implementing Agencies (Nos.)
Assam	4
Andhra Pradesh	7
Gujarat	3
Haryana	1
J&K	1
Karnataka	1
Madhya Pradesh	7
Maharashtra	1
Meghalaya	1
Manipur	3
Mizoram	4
Tripura	2

Delhi	5
Odisha	1
Puducherry	2
Punjab	3
Tamil Nadu	9
Telengana	3
Uttarakhand	4
UttarPradesh	9
Chhattisgarh	2
Himachal Pradesh	4
Jharkhand	1
Kerala	4
Rajasthan	2
West Bengal	10

Source: RCI, 2020

Monitoring Mechanism

The monitoring mechanism of the training programmes for Key personnel covered under the scheme needs to be strengthened to improve upon the training input in addition to the monetary component. There is an inbuilt monitoring mechanism to examine the financial aspects of the scheme. However, there is no system of monitoring for academic aspects like deliberation, training material, practical exposure etc.

The RCI gets feedback forms of the participants, photographs, attendance sheet etc. on time from the Implementing Institutions. However, the council does not get utilization certificates (UCs), Income-Expenditure statements and the unspent amount on time from the Government organizations. Regularity has been maintained by the Universities/Academic Institutions in submission of UCs, Income-Expenditure statements, and the programme report.

Expenditure Status

Table 3 below shows the expenditure status of different states so far as utilization of the amount released by the MoSJ&E for conducting the In-service training programmes for officials/service providers. Year-wise data regarding the amount released and expenditure have been provided by the RCI. It is found that except a few, majority of the states have utilized more than 80% of the amount released. Some states, especially of North-east and Delhi have utilized almost 100% of the amount released over the years.

**Table 3: Status of expenditure under In-service Training Scheme
(Expenditure as % of Amount released)**

States	2015-16	2016-17	2017-18	2018-19
Andhra Pradesh	82.80	-	-	-
Assam	84.71	90.37		
Chhattisgarh	92.16	-	-	-
Delhi	100.00	100.00	99.98	79.53
Gujarat	44.51	-	-	-
Haryana	29.83	-	-	-
Himachal Pradesh	83.26	84.62	84.16	71.72
Jharkhand	100.00	-	-	-
Jammu & Kashmir	100.00	-	-	-
Kerala	48.86	-	50.42	-
Karnataka	98.06	-	-	-
Madhya Pradesh	56.42	35.54	-	-
Maharashtra	76.53	-	-	-
Odisha	73.55	-	-	-
Meghalaya		96.23	-	-
Mizoram		100.00	100.00	100.00
Manipur		100.00	100.00	100.00
Punjab	94.25	-	100.00	-
Rajasthan	70.54	-	-	-
Tamil Nadu	52.08	77.27	30.96	99.24
Puducherry		99.43	-	-
Tripura	90.74	-	-	100.00
Telangana	62.72	-	-	-
Uttar Pradesh	73.78	58.41	-	-
Uttarakhand	74.12	86.19	100.00	100.00
West Bengal	81.12	77.23	81.89	89.95

Source: Calculated from the data provided by the RCI

Implementation of the Scheme

Number of training programmes has been organized in rural and urban India for different target groups of officials involved in dealing with disability issues. These participants can be grouped into six target groups as defined in the scheme. The functionaries covered under different target groups are:

Target group I consists of senior functionaries such as MPs, MLAs, Judiciaries, Administrative Service Officers, Allied Service Officers, Vice-Chancellors, Revenue Department-- Central and State Governments, and Police Officers. The programme is held at state level and the duration of the programme is half day.

Target group II consists of functionaries in the field of education such as Principals/Vice Principals of Government Colleges and Schools, Faculty of Higher Education, Education Officers. The programme is held at state and district level. The duration of the programme is one day.

Target group III consists of functionaries in the field of Health and allied sectors such as Chief Medical Officers (CMOs), Deputy CMOs, Medical Officers (MOs). The programme is held at state and district level. The duration of the programme is one day.

Target Group IV consists of functionaries such as Middle Level Administrators. The officials are District Education Officers, District Social Welfare Officers, Block Development Officers, Chief Development Officers, Town Planners and Employment officers. The programme is held at district and block level and the duration of the programme is one day.

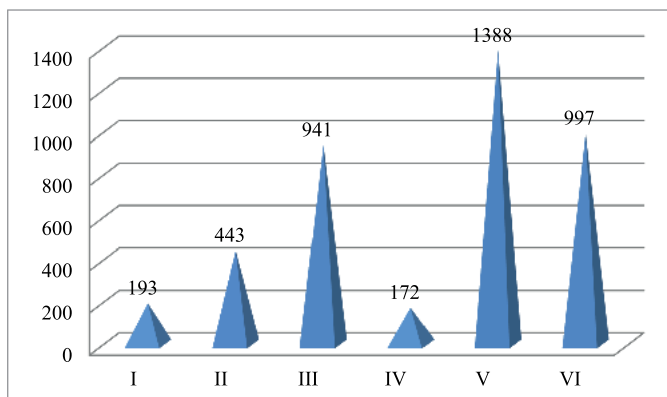
Target Group V consists of functionaries of School Education. The officers are Teachers, Head Masters, (elementary and secondary level). The programme is held at district and block level. The duration of the programme is two days.

Target Group VI consists of functionaries at grass root level such as Asha Workers, Anganwadi Workers, and Village Health Workers etc. The programme is held at district and block level and the duration of the programme is two days.

Personnel trained from different target groups

To generate awareness and to increase knowledge and skill of personnel dealing with the issues of disabled people, training programmes have been organized for all the target groups across India. Figure 1 shows the number of personnel trained from different target groups. During the four-year period, 193 personnel were trained under target group I. Similarly, 443 personnel were trained under target group II, 941 under target group III, and 172 personnel under target group IV were trained during the same period. The highest number of personnel trained were under target group V(1,388) followed by target group VI (997).

Figure1: Personnel trained from different target groups during 2016-17 to 2018-19



Decomposing the number of programmes organized for different target groups into rural and urban areas, it has been observed that, of the 443 training programmes organized, 243 programmes have been organized in rural areas and 200 programmes have been organized in urban areas. So, it can be said that attention has been paid to develop human resources in rural as well as in urban areas.

Figure 2: Profile of the Participants by Target Group and Location

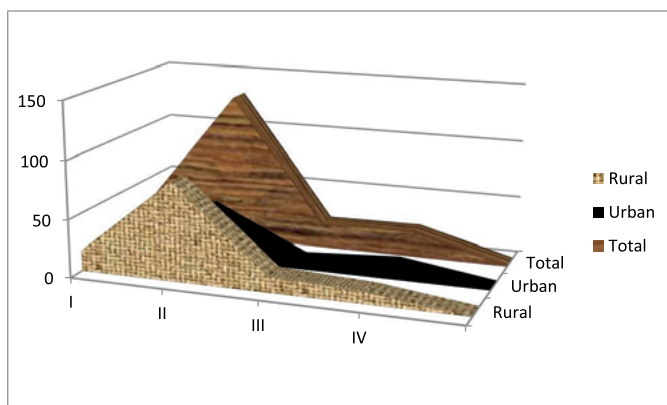


Figure 2 depicts the profile of the participants by target group and location. It has been found that, of the 243 training programmes organized for rural areas, 18 have been organized for target group I, 85 for target group II, 14 for target group III, 10 for target group IV, 102 for target group V and 14 training programmes have been organized for target group VI.

Out of the total 200 training programmes organized for urban areas, 11 have been organized for target group I, 45 for target group II, 7 for target group III, 12 for target group IV, 69 for target group V and 56 programmes have been organized for target group VI.

5. Findings of the Study from Surevy Data

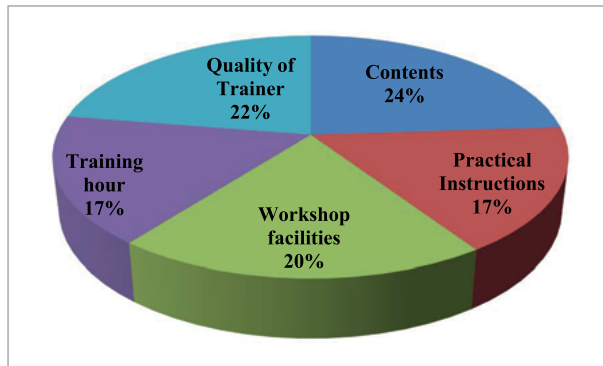
5.1 Evaluation of Training Programmes by the officers trained

Feedback of the officers/personnel have been taken to understand the quality of training programmes. Several components of training have been evaluated by the officers trained during the four-year period. These components are quality of trainer, contents, training hour, practical instructions, and workshop facilities.

Evaluation of officers rating the programmes as excellent, very good, good, based on the aforesaid indicators have been analyzed through the following diagrams.

Figure 3 shows the components of training facilities evaluated as excellent by the participants.

Figure 3: Training Facilities evaluated as Excellent



The training contents have been evaluated as excellent by 24 percent of participants. Quality of trainer has been rated as excellent by 22 percent of participants. Training hour and practical aspects have been rated as excellent by 17 percent of participants. 20 percent of participants felt that the workshop facilities were excellent.

Figure 4: Training Facilities evaluated as Very Good

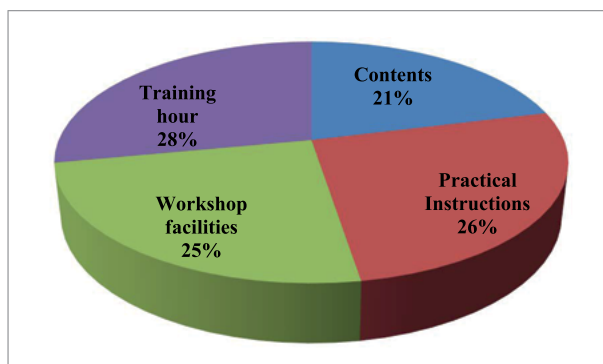


Figure 4 exhibits the components of training facilities evaluated as very good by the participants. The contents of the programme were rated as very good by 18 percent of the personnel trained. 24 percent of them felt that training hour was very good and 21 percent of them evaluated the workshop facilities as very good. Practical instructions have been evaluated as very good by 22 percent of the officers trained. Quality of trainer has been rated as very good by 15 percent of the participants.

Figure 5: Training Facilities evaluated as Good

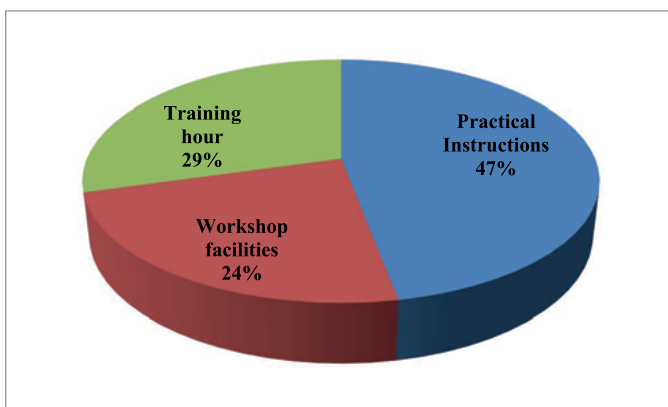


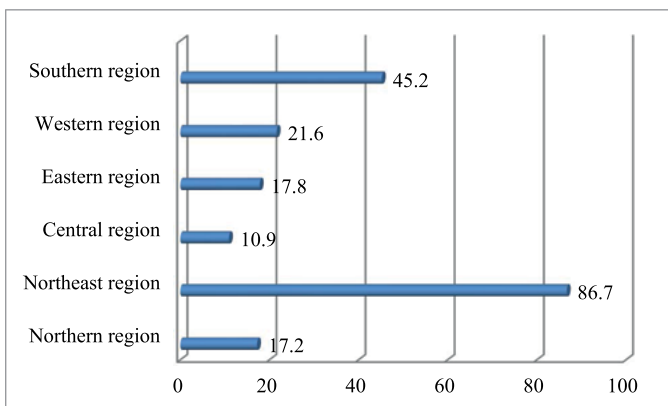
Figure 5 presents the components of training facilities evaluated as good by the participants. Quality of trainer has been evaluated as good by 37 percent of the officers trained during the four-year period. 30 percent of the participants felt that practical instructions were good. Training hour has been evaluated as good by 18 percent of participants and 15 percent of them rated the workshop facilities as good.

Duration of the Programme

The participants expressed their opinion regarding the duration of training: more than half (53 percent) of the respondent Key Officials felt that the duration of the training should be increased, whereas 47 percent of them viewed that there is no need to increase the duration of the training. The Target groups which have attended the 2-day training programme said that training duration should be increased to at least 3 to 4 days. Target Group I opined that the duration should be increased at least to 1 day.

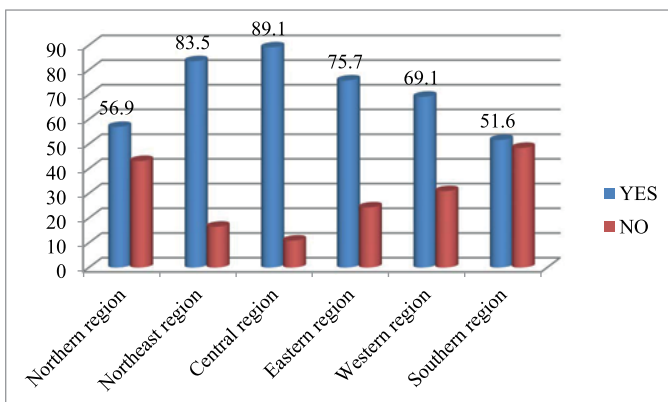
5.2. Impact of the Scheme

It has been attempted to understand the usefulness of the training programmes for sensitization of key functionaries. Figure 6 shows the usefulness of the scheme across regions of India.

Figure 6: Usefulness of the Scheme in Sensitization of Key Personnel

It is found that 86.7 percent of key functionaries in north-eastern region felt that the training has been very useful in sensitization of functionaries and in southern region 45.2 percent of key functionaries are of the opinion that the training has been very useful. In western region 21.6 percent of the officers who have undergone training expressed that the training is very useful for sensitization whereas 17.8 percent of key functionaries in eastern region commented that the training is very useful. Similarly, 17.2 percent of the officers in northern region felt that the training has been very useful in sensitization of key functionaries and likewise in central region 10.9 percent of them felt the same.

Figure 7 depicts the response of Key Functionaries regarding upliftment of PwDs as a result of implementation of the scheme.

Figure 7: Response of Key Functionaries on Upliftment of PwDs (percentages)

We have sought the responses of Key Officials about the role of training initiated through In-service training scheme of the Government for rehabilitation of PwDs. It has been found that around 90 percent of the officials of the central

region felt that the training has played a major role in rehabilitating PwDs. More than 83 percent of the key functionaries of north-east region felt that the training has been able to improve the condition of the disabled people. The responses of key functionaries from eastern region and western region regarding upliftment of key functionaries were 75.7 percent and 69.1 percent respectively. Almost 57 percent of the key officials from northern region and 52 percent from southern region felt that the scheme through training of key functionaries has been able to bring an improvement in the overall development of the disabled people. Overall, it is found that more than half of the participants are of the view that the training has been able to achieve the goal of upliftment of persons with disabilities. Hence, it is pertinent here to conclude that development of human resources has been possible through training of officers/service providers to address the challenges of disability and this can go a long way in rehabilitating the differently-abled people.

5.2.3 Challenges to be addressed

In course of evaluation of the training scheme some challenges have been found which need to be addressed for making the scheme effective.

It has been found that the scheme has a small budget allocation, i.e., Rs.2.00 crore (Revised Estimate) which has remained constant during the three-year period under study.

The study examines the status of state-wise expenditure. It is found that the states have utilized more than 53 percent of the amount released in the last financial year under review. However, the percentage of total expenditure of the states to the total amount released has been decreasing over the years. It has decreased from 65.62 percent in 2016-17 to 58.28 percent in 2017-18 and to 53.16 percent in 2018-19. Therefore, the Implementing Agencies should make concerted efforts to achieve optimum utilization of the resources available to them.

It is further noted that some agencies have not fully utilized the fund allocated to them. The unspent amount has either been refunded or is lying unspent with the implementing agencies. There is no mechanism to ensure that all the states/ organizations fully utilize the fund allocated to them.

It is observed that the monitoring mechanism for the scheme needs to be strengthened. Although there is an inbuilt monitoring mechanism in the scheme to ensure that the Implementing Agencies are submitting the utilization certificates (UCs), income-expenditure statement, and the programme report, there is no mechanism or any separate body to monitor the academic aspects of the scheme. However, there is a system of obtaining feedback from the participants regarding the training programmes attended by them. Late submission of utilization certificates on behalf of Government Organizations

has been reported as the biggest challenge faced by the officials of the RCI. The RCI has observed that the university departments/academic institutes are more regular in submission of UCs, Income-Expenditure statement than the Government Organizations.

One of the formidable challenges facing the scheme is lack of continuity of manpower deployed for looking after the scheme. Continuity of manpower for dealing with any specific component or any activity is an important prerequisite for accountability of tasks assigned and successful implementation of a scheme. Hence, a regular unit/division with specific tasks assigned is very much essential for bringing in desired outcome.

Although most of the Implementing Agencies have informed that they get funds on time, some of them commented that there should be some more time gap between the sanction of fund and the time for organizing the training programme. The Implementing Agencies commented that they have not faced any difficulty in the administrative procedures.

More than 60 percent of the participants have been trained on rights of disabled people, government schemes, all types of disabilities, scope of special education, and awareness regarding the availability of institutions to conduct courses on special education. However, issues on Oralism, Sign Language and Braille need to be included in the training component by more Implementing Agencies. It has been found that the percentage of participants trained on the issues of Oralism, Sign Language and Braille is below 40 percent.

6. Conclusion and Policy Suggestions

The research article concludes that training programmes/workshops funded under the scheme have been spread over all sectors/target groups and across 24 states and 2 Union Territories. Therefore, the scheme has achieved a wide coverage. The scheme has benefitted 12,910 officers since its inception in 2015-16 i.e., approximately 3,227 functionaries per year as per the figure provided by the Rehabilitation Council of India. A total of 28 organizations from 16 states of northern, eastern, central, southern, and north-eastern zones have been awarded funds under the scheme during the period 2016-17, 2017-18 and 2018-19. It has covered the western zone in 2015-16 also. Thus, the scheme has covered all the regional zones of the country. It has been found that out of the total 4,134 trainees, 2,289 were female trainees (which is 55.37 percent of the total trainees enrolled) and all the trainees enrolled have completed the course.

An analysis of the feedback of the Implementing Agencies have been made to know the level of awareness about the scheme. 70 percent of the Implementing Agencies felt that the Organizations/Institutions are aware about the scheme. However, the rest i.e., 30 percent of the Implementing Agencies felt that the awareness level is not adequate. Majority of the Implementing Agencies

(70 percent) have played a proactive role in imparting expertise to the key officials through practical exposure and field visits. Training Programmes were organized regularly to promote capacity building of the family members/ care givers/community of the person with disabilities by some Implementing Agencies (34.5 percent).

The study finds that despite being located in the far-flung north-east region and having disadvantages of inaccessibility of remote areas, North-Eastern states have been able to utilize 90 percent to 100 percent of the fund released for organizing the training programmes/workshops. It is found that except a few states of Southern and Central region, other states have been able to utilize more than 70 percent of the fund allocated to them for conducting the programmes.

It is interesting to note from the responses received from the participants and discussions held with them that the programmes/workshops conducted under the scheme have been successful in the upliftment of the disabled in the country and the scheme has been extremely effective in moving towards the sustainable development goal of Inclusive Development.

The study finds that more than half of the participants (53 percent) were of the opinion that the duration of the programme should be increased. The participants of target group I observed that the programme duration should be increased from 1/2 day to 1 day, whereas the participants from other groups opined that the duration should be increased to 3-4 days.

Majority of the participants (95 percent) felt that the system of taking feedback from the participants at the end of a programme is appropriate. The opinion of key functionaries regarding the effectiveness of the programme in sensitizing the officials varied from 45 percent to 87 percent.

It is encouraging to note that the Key Functionaries across the regions of India have responded that the scheme is fulfilling the need for capacity building required for promoting the PwDs through rehabilitation of their physical, socio-economic, and physiological conditions. The percentage of participants expressing such opinion varied from 51.6 percent in Southern region to 89.1 percent in Central region.

Based on the responses given and information shared by the Implementing Agencies, participants i.e., key functionaries, officials of the Department and the RCI, some policy implications are discussed for consideration.

Awareness generation regarding the issues of disability is required for sensitizing the key functionaries at national, state and block level. Advocacy regarding the scheme on appropriate forums is suggested as an important tool for awareness generation. It may be emphasized here that budget allocation be enhanced for the scheme to broaden the coverage. To increase the efficacy of the scheme in sensitizing officials, more and more NGOs, educational institutions may be

involved along with the government organizations. It is worthwhile to mention that there should be a mechanism to monitor the scheme in terms of training inputs. In addition to the existing in built mechanism to validate the financial aspects of the programmes, the monitoring of academic performance is required for enhancement of the impact of the scheme. It may also be suggested that the time gap between the period for sanction of money to the implementing agencies and the commencement of a programme may be increased. It is further recommended that the number of programmes allotted under the scheme may be increased to sensitize more Functionaries/Officials dealing with the issues of disability. It is suggested that the sensitization programme should be amenable to the local culture and language. Lectures may be delivered in local language at least for some target groups, like target group V and VI, to make the participants better understand and internalize the course input. Pre-school teachers may be included in the Target Group. Sessions on Oralism, Sign language and Braille should be included in the training content by all the agencies. Field visits need to be organized by all the Implementing Agencies. An in-depth coverage of all types of disability is required to be included in the course content to make the Key Functionaries aware about different types of disabilities-- physical and intellectual. Based on the feedback of the Implementing Agencies it is suggested that the budget heads need to have some flexibility. Some re-appropriation across budget heads needs to be allowed for institution-based customized planning by the organization.

An innovative scheme may be developed for integrating the corporate and government bodies to acquire adequate financial, human resources for development of service providers to the sector dealing with disability and for successful implementation of the scheme. Most importantly the institutional framework needs to be strengthened at all levels to make the training programmes more effective for sensitization of Key Functionaries. It is further suggested that there is a need for designating nodal institutions with required number of professionals to proactively sensitize the Key Functionaries/Officials. Curriculum of the all the existing courses should incorporate inputs regarding all types of disability and rights of persons with disability. A collaboration may be made between National Institute/University and International Institutes/Universities for development and optimum utilization of human resources. A trans-disciplinary approach may be undertaken and officials may be chosen from all disciplines for training as service providers for rehabilitation and upliftment of differently-abled population.

The utility of training in human resource development in this era has been deeply realized in India keeping in mind the key objective of inclusion. The country has achieved qualitative and quantitative improvement in Human Resource Development for addressing the issues of disability. In the changed scenario of rights-based approach for the disabled and in the era of inclusion, more and

more trained personnel are required for the welfare of persons with disabilities. The government, the NGOs, and the civil society must work hand in hand for creating a better world for differently-abled people and children with special abilities. Research and Development(R&D) for identifying the optimal way to develop human resources are necessary for this sector. Personnel from all target groups should be trained in a customized manner. Attitudinal transformation, skill, and awareness at all levels are required to combat the challenges of disability sector and to build human resources for inclusion of differently-abled people in the mainstream.

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