

A Study of Awareness of Differently Abled University Students Regarding Government Schemes and Programs

A Dissertation

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Guide
Prof. R.C. Patel

Researcher
Preeti Pal

DEPARTMENT OF EDUCATION (CASE, IASE & IUCTE)
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA, GUJARAT-390002



Department of Education [CASE & IASE]
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda, Vadodara-390 002
Phone No: 0265 2795516
E-mail: head-edu@msubaroda.ac.in

CERTIFICATE

This is to certify that **Ms. Preeti Pal** has conducted her dissertation entitled “**A study on awareness of differently abled university students regarding government schemes and programs**” under my guidance and supervision for the partial fulfillment of the degree of Master of Education (M.Ed.) at Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. I found it fit for submission and evaluation.

Place: Vadodara
Date: 30.05.2020

Prof. R.C Patel
Head, Department of Education
Dean, Faculty of Education and Psychology

DECLARATION

I, **PREETI PAL**, hereby declare that the Dissertation entitled “**A study on awareness of differently abled university students regarding government schemes and programs**” conducted and submitted to The Maharaja Sayajirao University of Baroda, for the award of the degree Master of Education is my original work, and I further also declare that no chapter of this dissertation is taken from any earlier work done either by me or any other person.

Place: Vadodara
Date: 30th May, 2020

Ms. PREETI PAL

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VADODARA
DATE: 30th May, 2020

PREETI PAL
RESEARCHER

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CHAPTER I

CONCEPTUAL FRAMEWORK

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1.0 Introduction

Education aims to ensure inclusive and equitable quality education and promote lifelong learning to all (UNESCO, 2017). Education is a link between medical and vocational rehabilitation, which plays an important role in the social rehabilitation of the differently abled. “Differently abled” is a term which was first coined by The United States Democratic National committee in 1980’s as a substitute to the term “disability” and it is used for people who are physically or mentally challenged. It was recognized that the differently-abled individuals are blessed with different abilities and strengths. It is a more inclusive way of thinking about individuals which will provide equal opportunities for the growth and development of people with disabilities to lead productive, safe and dignified lives. Children who are different from the normal children are termed as individuals with disability/ differently abled/ exceptional children (Agarwal, 2007). The term differently abled is not a universally accepted concept. Its meaning varies according to the cultural and attitudinal differences existing in different societies. A form of differently abled that is accepted in one culture might not be accepted in another. It may be understood as a “significant loss or want or want of abilities, temporary or permanent, due to disease, accident, genetic causes or any other reason”(Hodkinson, 2009). Each and every individual are not alike, they are different from each other in terms of their physical and mental attributes. Few children are highly gifted while few are less talented, few having physical disabilities like visually impairment, hearing impairment while few are retarded in intellectual development, few may be emotionally disturbed or few are unable to make proper adjustment in school, family or in community.

Despite this all children whether they are differently abled or not, all require support from the teachers, classmates, family and community. The support for the differently abled may be in the form of special education services, special education programmes or

special infrastructural or learning facilities, skilled teachers that enable them to participate more effectively in the learning process, school setting or outside it.

According to census 2011, there are 2.68 crore Persons with disabilities in India that constitute 2.21% of the total population out of which 1.50 crore are male and 1.18 crore are female (0.82crore lives in urban areas and 1.86 lives in rural areas). People with disabilities are among the most marginalized groups in the world. They have poorer health outcomes, lower education achievement, less economic participation and higher rates of poverty than people without disabilities. In order to provide a stable and comfortable life so that they can face the society with confidence and to overcome their challenges, the government of India has come up with many policies, formulation of many laws, framing Act, schemes, establishment of many national institutes and many more for benefitting the differently abled. But doing this would be of no use if individuals with disabilities are not aware of it. It would be only fruitful when individuals are properly aware and its execution is done in a proper and systematic way.

1.1 Defining disability

According to World Health Organisation (2016), Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions where impairment is a problem in body function or structure, activity limitations is a difficulty encountered by an individual in executing a task or action and participation restriction is a problem experienced by an individual in involvement in life situations. The International Classification of Impairments, Disabilities and Handicaps (ICIDH) provides a conceptual framework for disability and it is published by WHO.

It was observed that with appropriate aids and appliance impairment can be corrected and it is not necessary that it will always lead to disability or a handicap. Disability is a consequence of impairment leading to functional limitation or activity restriction.

According to the Person with Disability Act (2016) a person having long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others. Persons with Disability Act has divided disability into:physical disability, intellectual disability, mental behaviour,

disability due to chronic neurological condition and blood disorder, and multiple disabilities.

1.1.1 Physical disability

(A). Loco-motor disability: a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both, including

(a) Leprosy cured person, means a person who has been cured of leprosy but is still suffering from

i) Loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifesting deformity.

(ii) Manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity

(iii) Extreme physical deformity as well as advanced age which prevents him /her from undertaking any occupation.

(b) Cerebral palsy: a group of neurological conditions affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth.

(c) Dwarfism: a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimetres) or less than that.

(d) Muscular dystrophy: a group of hereditary genetic muscle disease that weakens the muscles and persons with multiple dystrophies have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue.

(e) Acid attack victims: a person disfigured due to violent assaults by throwing acid or similar corrosive substance.

(B). Visual impairment

(a) Blindness means a condition where a person has any of the following conditions, even after correction:

(i) Total absence of sight

- (ii) Visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction
- (iii) Limitation of the field of vision to an angle of less than 10 degree.
- (b) Low-vision: a condition where a person has any of the following conditions:
 - (i) Visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections
 - (ii) Limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.

(C). Hearing impairment

- (a) Deaf: person having 70 DB hearing loss in speech frequencies in both ears
- (b) Hard of hearing: person having 60 DB to 70 DB hearing loss in speech frequencies in both ears.

(D). Speech and language disability: a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

1.1.2. Intellectual disability, a condition which is characterised by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour and covers a range of every day, social and practical skills, including,

- (a) Specific learning disabilities:** a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia.
- (b) Autism spectrum disorder:** a neuro-developmental condition which appears in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours.

1.1.3. Mental behaviour or mental illness means a disorder of thinking, mood, perception, orientation or memory that impairs judgment, behaviour, capacity to

recognise reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of the mind of a person.

1.1.4. Disability due to

(a) Chronic neurological conditions, such as:

i) Multiple sclerosis: diseases occur in the nervous system in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other.

ii) Parkinson's disease: a progressive disease of the nervous system showing, tremor, muscular rigidity, and slow, imprecise movement, mainly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

(b) Blood disorder

i) Haemophilia which is an inheritable disease, mainly affecting only male but transmitted by women to their male children, is characterised by loss of the normal clotting ability of blood so that a minor would may die due to fatal bleeding.

ii) Thalassaemia consists of a group of inherited disorders characterised by reduced or absent amounts of haemoglobin.

iii) Sickle cell disease which is a haemolytic disorder characterised by chronic anaemia, painful events, and various complications causing tissue and organ damage, haemolytic refers to the destruction of the cell membrane of red blood cells resulting in the release of haemoglobin.

1.1.5. Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have a combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

The Person with Disability Act (2016) has defined disability based on an evolving and dynamic concept. Earlier there were only seven disabilities but the number has been increased to twenty-one now, including acid attack victims, Parkinson's disease, haemophilia, thalassemia, sickle cell anaemia, muscular dystrophy etc.

1.2 Changing terminology for differently abled individuals

Individual with disability are tagged with certain terms ranging from the most disrespectful language such as: crippled, handicapped, dumb, slow, crazy, insane etc. The table below shows the out-dated language to a particular disability along with the language that is used nowadays.

DISABILITY	OUT-DATED LANGUAGE	RESPECTFUL LANGUAGE
Blind or visual Impairment	Dumb	Blind /visually impaired, person who is blind/ visually impaired
Deaf or Hearing Impairment	Deaf and Dumb, Deaf-mute	Deaf or hard of hearing, person who is deaf or hard of hearing
Speech/Communication Disability	Dumb, "one who talks bad"	Person with speech /communication disability
Learning Disability	Retarded, slow, Brain-damaged, "special ed"	Learning disability, cognitive disability, persons with a learning or cognitive disability
Mental Health Disability	Hyper-sensitive, Psycho, Crazy, Insane, Wacko, Nuts	Person with a psychiatric disability, person with a mental health disability
Mobility/ physical disability	Handicapped, physically challenged, "special" deformed, cripple, gimp, spastic, spaz, wheelchair-bound, lame	Wheelchair user, physically disabled, person with a mobility or physical disability
Health conditions	Victim, someone "stricken with" a disability (someone stricken with cancer or an AIDS victim)	Survivor, someone "living with" a specific disability (i.e "someone living with cancer or AIDS")

Table1.Showing different terminology used for disability (source: National Youth Leadership Network, 2006).

1.3 Policies for differently abled individuals

1.3.1 Policies at International level

i) United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Education for the Children with Disability

In 1946, UNESCO joined the United Nations (UN) specialized agencies in the rehabilitation field, namely International Labour Organization (ILO) which was responsible for taking care of the vocational and medical aspects of rehabilitation, and for introducing special education into regular programmes.

In 1994, UNESCO, the UN's Education Agency, published the declaration on the education of Children with disability. In this World Conference on Special Needs Education the delegates were the representatives of ninety two governments including India and twenty five international organizations. UNESCO's statement in the international community to endorse the approach of inclusive schooling: 'We call upon all Governments, and urge them to adopt as a matter of law or policy the principle of inclusive education, encouraging and facilitating the participation of parents, communities and organization of persons with disabilities in the planning and decision making process, enrolling all children in regular schools, teacher education programmes (both preservice and inservice) should address the provision of special needs education in inclusive school.' (Ministry of Education and Science, Spain,,1994)

ii) Education for All Handicapped Children Act (EFAHC) (1975), United States (US)

The EFAHC Act is now called as Individuals with Disabilities Education Act (IDEA, 2004), and also by Public Law (PL). Civil rights movements in the 1950s, and 1960s have guaranteed that the Children with Disability (CwD) can no longer be denied appropriate educational services. The public schools were required to evaluate children with disabilities and create an educational plan with parent input so that it can provide maximum educational experience of non-disabled students. The major features of the law are:

- To ensure that special education services are available to children who need them.
- To guarantee that decisions about services to students with disabilities are fair and appropriate
- To establish specific management and auditing requirements for special education
- To provide federal funds to help the states educate students with disabilities

iii) UN standard rules on the equalization of opportunities for Person with Disability (PwD) (1993)

The UN Standard Rules standard rules on the equalization of opportunities for Persons with Disability (PwD) (1993) represent a strong moral for the Governments to take action to attain equalization of opportunities for persons with disabilities. The rules serve as a tool for policy-making and as a basis for technical and economic cooperation. UN standard rules consist of total 22 rules such as Rule 1. Awareness-raising, Rule 2. Medical care, Rule 3. Rehabilitation, Rule 4. Support services, Rule 5. Accessibility, Rule 6. Education, Rule 7. Employment, Rule 8. Income maintenance and social security, Rule 9. Family life and personal integrity, Rule 10. Culture, Rule 11. Recreation and sports, Rule 12. Religion, Rule 13. Information and research, Rule 14. Policy-making and planning, Rule 15. Legislation, Rule 16. Economic policies, Rule 17. Coordination of work, Rule 18. Organizations of persons with disabilities, Rule 19. Personnel training, Rule 20. National monitoring and evaluation of disability programmes in the implementation of the Rules, Rule 21. Technical and economic cooperation, Rule 22. International cooperation (United Nations General Assembly, 1993)

1.3.2 Policies at National level

i) Pre-Independence Scenario

The main recommendations of the **Sargent Report (1944)** were:

There were mainly two main recommendations by Sargent Report for children with disabilities i) Provision for the disabled should form an essential part of a national

system of education and to be administered by the education department. ii) 10% of the budget for basic and high schools had been set aside for the (education) services of the disabled.

ii) Post-Independence Scenario

The Education Commission, (1964-66) was the first to analyse that despite our constitution has given emphasis on universal compulsory education for all, including children with disabilities, but very little had been done with this regard. According to this commission “the Cwd should be an inseparable part of the general education system”. The main recommendations of the commission were: inclusion of CwD into ordinary schools, new methods and technologies developed in advanced countries should be learnt and adopted in our country as well, there is an urgent requirement for experimentation with integrated programs.

The National Policy for Children (NPC, 1974) is a policy formulated by the Government of India for an integrated approach to child development. The main recommendations of the policy were:

- To suggest steps for the adoption of proper legislative measures for the education and training of PwD, publicity and action research
- To provide other form of education for those children who are not able to take full advantage of formal education system
- To formulate special programmes to spot, and encourage gifted students and to carry out detailed action plan on education for the PwD
- facilities for education, rehabilitation, special treatment and care of children who are physically, mentally challenged or emotionally disturbed.

National Policy on Education (NPE, 1986) made special emphasis on the removal of disparities and to ensure equalization of educational opportunity by integrating the physically and mentally handicapped individuals with the general community as equal partners.

The Program of Action (POA, 1992): According to POA,1992 necessary measures to be taken for the reorientation of the pre-service and in-service teacher training

programs and proper orientation programs should be given to the administrators.(Ministry of Human Resource Development.1998).

Ramamurthy Committee (1992) was set up on the basis of NPE/POA. The main recommendations of the committee were: CwD have to be early identified and some stimulation programmes shall be formulated for them, those Cwd who are not able to take general education for them other form of Education Shall be given, and some reinforcement pedagogies shall be assisted for special and general education.

The National Policy for Persons with Disabilities (NPPwD, 2006) According to NPPwD “PwD are valuable human resources for the country and seek to create an environment that provides them equal opportunities, protection of their rights and full participation in society.” The policy mainly focus on 11 aspects such as: prevention of disabilities, rehabilitation measures, women with disabilities, Children with Disabilities, barrier-free environment, issue of disability certificates, social security, promotion of Non-Governmental Organizations (NGOs), collection of regular information on Persons with Disabilities, research,Sports, recreation and cultural life. The main recommendations for the education of CwD under NPPwD were:

- providing barrier free and accessible schools for all the type of disability
- emphasis on prevention of disabilities.
- setup of Physical rehabilitation (which includes early detection and intervention, counseling & medical interventions), Educational rehabilitation (including vocational education) and Economic rehabilitation for a dignified life in society.
- to ensure right to care, protection and security for children with disabilities;
- to ensure the right to development with dignity and equality creating an enabling environment where children can exercise their rights, enjoy equal opportunities and full participation .
- to ensure inclusion and effective access to education, health, vocational training along with specialized rehabilitation services to children with disabilities.

- to ensure the right to development as well as recognition of special needs and of care, and protection of children with severe disabilities.
- Braille, talking books, and appropriate disability friendly software will be made available.
- Incentives will be given for setting up of general libraries, e-library, Braille-libraries and talking books libraries, resource rooms etc.
- Special schools shall be appropriately re-modeled and re-oriented as per the technological development..
- Curriculum and evaluation systems for children with various disabilities shall be developed with respect to their capabilities.
- Modification in the examination system to make it disabled friendly by exemptions such as learning mathematics, learning only one language, etc.
- Proper programmes will be oriented for sensitization of teachers, principals and other staff members in all schools.
- Adult learning/ leisure centers for adults with severe learning difficulties will be established
- Universities, colleges and professional institutions will be provided with financial support to establish disability centres. They will also be encouraged to make classrooms, hostels, cafeterias and other facilities in the campus accessible to SwD.
- Modules in induction and in-service training programmes will be given for teachers on issues relating to management and behaviour of CwD.

Both at the national and international level the government has adopted several policies for the differently abled individuals. The government is encouraging the youth, communities, parents and various other organisations from several decades in order to create an inclusive environment. The government has also came up with several educational services to find out the differently abled individuals, to provide special care for the differently abled individuals, by provide accessible schools in order to provide maximum educational practises to the differently abled individuals, so that the differently abled individuals can't feel neglected from the mainstream society and they can equally contribute to the development of the nation.

1.4 Major legislative acts for differently abled individuals

1.4.1 Mental Health Act (1987)

This Act has made amendments in the laws relating to the treatment and care of mentally ill persons in order to make better provision for them. This Act also states that the mentally ill persons should be treated like any other sick persons and the environment around them should be made as normal as possible, along with that admission to psychiatric hospitals or psychiatric nursing homes of mentally ill-persons should be given in order to protect society from the presence of mentally ill persons who have become or might become a danger to other, to regulate responsibility for maintenance charges of mentally ill persons who are admitted to psychiatric hospitals or psychiatric nursing homes, to provide facilities for establishing guardianship or custody of mentally ill persons, to provide for legal aid to mentally ill persons at State expense in certain cases (Ministry of Law and justice,1987)

1.4.2 Rehabilitation Council of India Act (1992)

Rehabilitation Council of India (RCI) was set up as a registered society in 1986 and was enacted by parliament and it became a statutory body in 1993. RCI Act is responsible for recognition of qualification granted by university in India for rehabilitation professionals, maintenance of a central rehabilitation register and providing training for all qualified professionals / personnel working in the field of rehabilitation and special education.

1.4.3 Persons with Disability Act (1995)

According to persons with Disability Act "Disability" means Blindness, Low vision, Leprosy-cured, Hearing impairment, Loco-motor disability, Mental retardation, Mental-illness.

- a) Blindness refers to a condition where a person is suffering from
 - Total absence of sight
 - Visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with correcting lenses
 - Limitation of the field of vision subtending an angle of 20 degree or worse.

- b) Low vision: person having impairment of visual functioning even after treatment but potentially capable of using vision for planning of a task with appropriate assistive device.
- c) Leprosy cured person: a person who has been cured by leprosy but is suffering from
 - Loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity
 - Manifest deformity and paresis; but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity
 - Extreme physical deformity as well as advanced age which prevent him from undertaking any gainful occupation, and the expression "leprosy cured" shall be construed accordingly.
- d) Hearing impairment: loss of sixty decibels or more in the better year in the conversational range of frequencies.
- e) Loco-motor disability: disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.
- f) Mental retardation: a condition of arrested or incomplete development of the mind of a person which is specially characterized by sub normality of intelligence.
- g) Mental illness means any mental disorder other than mental retardation.

1.4.4 National Trust Act (1999)

The National Trust works for the welfare of persons with Autism, Cerebral Palsy, Mental retardation, and Multiple Disabilities.

- Autism: a condition of uneven skill development primarily affecting the communication and social abilities of a person, marked by repetitive and ritualistic behaviour.

- Cerebral Palsy: a group of non-progressive conditions of a person characterised by abnormal motor control and posture resulting from brain insult or injuries occurring in the pre-natal, infant period of development.
- Mental Retardation: a condition of arrested or incomplete development of the mind of a person which is specially characterised by sub-normality of intelligence.
- Multiple Disabilities

The vision of the National Trust is to build an inclusive society, where human diversity is valued more, which enables and empowers full participation of Persons with Disability to live independently with dignity, equal rights and opportunities.(Ministry of Social Justice and Empowerment, 2018)

1.4.4 Right of Person with Disabilities Act (2016)

This Act replaces the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 and came into existence during December 2016. In this Act the types of disabilities have been increased from existing 7 to 21 and the Central Government has the power to add more types of disabilities. The 21 disabilities are: Blindness, Low-vision, Leprosy Cured persons, Hearing Impairment (deaf and hard of hearing), Loco-motor Disability, Dwarfism, Intellectual Disability, Mental Illness, Autism, Spectrum Disorder, Cerebral Palsy, Muscular Dystrophy, Chronic Neurological conditions, Specific Learning Disabilities, Multiple Sclerosis. Speech and Language disability, Thalassemia, Haemophilia, Sickle Cell disease, Multiple Disabilities including deaf blindness, Acid Attack victim, Parkinson's disease.

If we have a glance on the various legislative acts framed by the Indian Government we can easily figure out that there was a time when very few disabilities were there and they were also restricted to a particular category . But now the Indian Government has come up with such a comprehensive list including the impairment with regard to blood disorder, muscular dystrophy, acid attack survivor, multiple disabilities, cerebral palsy etc because disability should not be the reason to curb the growth of an individual in terms of physically, emotionally, socially, mentally or intellectually.

1.5 Government schemes and programs for differently abled individuals

1.5.1 Scheme of Integrated Education for the Disabled Children

It is a centrally sponsored scheme launched by the Department of Social Welfare in 1974 which was later transferred to the Department of Education in 1982. Under this scheme handicapped children are integrated in the normal school. With the help of aids, incentives and specially trained teachers assistance is provided to the children suffering from mild handicaps in common schools. Children with disability who are covered under this scheme are:

- Children with loco-motor handicaps
- Mildly and moderately hearing impaired
- Partially sighted children
- Mentally handicapped-educable group (IQ 50-70)
- Children with multiple handicaps (blind and orthopaedic, hearing impaired and orthopaedic, visually impaired and mild hearing handicap).
- Children with learning disabilities.

Allowances and facilities under this scheme for handicapped children: Books and stationery allowance of Rs.400 per annum, Uniform allowance of Rs.50 per annum, Transport allowance of Rs.50/- per month, If there is no scholarship to the hostellers (children with disability) by the state government, then those students whose parents income does not exceed Rs.3000/- per month, may be paid actual boarding and lodging charges subject to maximum of Rs.200/-p.m.

1.5.2 Deendayal Disabled Rehabilitation Scheme (DDRS)

The scheme has been revised and implemented from 1st April 2018. The main objective of this scheme is

- To create an enabling environment to ensure equal opportunities, equity, social justice and empowerment of persons with disabilities.
- To encourage voluntary action for ensuring effective implementation of the Rights of Persons with Disability Act, 2016.

Along with this financial assistance is provided by the government for training, early intervention and pre-school levels. The government has also set up special schools for individuals with visual, speech, special and hearing disabilities, organizing special projects for children who are suffering from palsy (cerebral), rehabilitation for people who have been cured for leprosy, special homes and care units for mentally ill persons as psycho rehabilitation centres, running home management programmes and rehabilitation centres at home of such individuals. Apart from this community based programmes and rehabilitation centres will be set up by the government along with human resource development and Low vision centres (Ministry of social justice and empowerment, 2018).

1.5.3 Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances (ADIP)

In order to promote physical, social, psychological rehabilitation of Persons with Disabilities ADIP Scheme help the disabled persons in obtaining durable, sophisticated and scientifically manufactured, modern, standard aids and appliances by reducing the effects of disabilities and at the same time enhancing their economic potential. Assistive devices are given to PwDs with an aim to improve their independent functioning.

Quantum of assistance

- For aids and appliances costing upto Rs.10,000/- but for students with disability beyond IX class it is Rs.12,000.
- Modern assistive devices for physically, mental and multiple disabled impaired groups: Daisy Book players and other Talking Devices, Net Book Laptop and Digital Magnifiers for visual impairment and behind the Ear (hearing aid) for hearing impairment.
- Cochlear implant: Ministry of Social Justice and Empowerment recognize an Institute of national stature from each zone to recommend children eligible under the Scheme for cochlear implant, upto Rs.6.00 lakh per unit to be borne by the Government. The Ministry also identifies and recognizes the Institutes in the zones wherein the surgery will be

undertaken. The Ministry will identify suitable agencies for providing cochlear implants (500 children per year) under the Scheme.

Types of aids/appliances for different types of disability under the schemes:

- For Loco-motor disabled: All prosthetic and orthotic devices, mobility aids, surgical foot wears, Micro Cellular Rubber (MCR) chappals, all types of devices for activity of daily living, Motorized tricycles and wheelchairs.
- For visually disabled: Laptop, Braille Note taker and Braille to school going disabled students (10th and above), once in 10 years. Braille writing equipment, Communication equipment, Braille attachments for telephone for deaf-blind persons, low vision aids.
- For hearing disabled: Various types of hearing aids, including behind the ear, Educational kits, Assistive and Alarm devices.

1.5.4 Scheme for Implementation of Persons with Disabilities Act, 2016 (SIPDA)

SIPDA assists the various implementing agencies for effective implementation of various provisions of the Right of Person with Disability (RPwD) Act. The financial assistance is given to the implementing Agencies for various activities such as

- To provide a barrier free environment for PwDs which include access to build environment in schools, colleges, training institutes, public buildings, health centres etc.
- To make government websites at the centre/ state and district levels accessible to PwDs
- Skill development programs for PwDs
- To support Composite Regional Centres (CRCs)/ Regional Centres/ Outreach Centres and District Disability Rehabilitation Centres (DDRCs)
- To assist the state government to organise camps for issuance of disability certificates etc. (Ministry of social justice and empowerment, 2014)

Accessible India Campaign /Sugamya Bharat Abhiyan

Accessible India Campaign was launched on 3rd December, 2015 and this program is launched to serve differently-abled individuals in the country. The target of the program

is to make at least 50% government buildings and 25% of the public transport vehicles under government as disabled friendly in order to provide a more inclusive environment. A website is made by the government where people can put their views on the accessibility of building. A “Sugamya Bharat” mobile app is also made by the government which can provide information on disabled friendly public facilities in a city.

1.5.5 Scholarship Schemes

(a) Pre-matric scholarship and post-matric scholarship for students with disabilities

The objective of the scheme is to provide financial assistance to the students with disabilities for studying in the pre-matric level (class IX and X) and post-matric level (Classes XI, XII and upto post graduate degree/diploma level) including scholarship, book grant, escort/reader allowance, etc. The PwDs can apply through web portal i.e. “National e-Scholarship Portal” (www.scholarships.gov.in).

(b) Scholarship for top class education for students with disabilities

This Scheme aims at recognizing and promoting quality education amongst Students with Disabilities by providing financial support on the basis of their merit.

(c) National Overseas Scholarship for students with disabilities

It has been launched with the objectives for providing financial assistance to the students with disabilities for pursuing studies abroad at Master Degree and Ph.D level.

(d) National Fellowship for Persons with Disabilities (NFPwD)

Under this scheme, 200 Fellowships (Junior Research Fellows, JRF) per year are granted to students with disabilities.

(e) Central Sector Plan Scheme of Free Coaching for Students with Disabilities

The objective of the Scheme is to provide coaching for economically disadvantaged students with disabilities, having 40% or more disability to enable them to appear in competitive examinations and to succeed in obtaining an appropriate job in Government/Public/Private sector (Ministry of social justice and empowerment, 2018).

(f) National Handicapped Finance and Development Corporation (NHFDc).

It provides financial support for education, employment and entrepreneurship of the persons with disabilities through the State Channelizing Agencies (SCAs) which is nominated by the State Government. (Ministry of Social Justice and Empowerment, 2018)

1.5.6 Few other schemes

(a) Assistance for Skills and Entrepreneurial Development Programmes

For imparting training to the disabled persons, financial assistance in the form of grants is given to the State Channelizing Agencies/reputed institutions in order to make them capable and self-dependent.

(b) Hand holding support to registered institutions for PwDs

The registered institutions can get a support of upto Rs.1,000/- per PwD for extending information, support, guidance for procedural/documentation formalities to PwDs in obtaining loans or admission in training institutes.

(c) Scheme for awareness generation and publicity

To promote awareness and to sensitize society with focus on remote and rural areas, on causes leading to disability and prevention through early detection, to spread awareness through social networking, Conducting seminars, workshops, cultural activities, fairs, exhibitions etc. either directly or through socially active groups /organizations

(d) Central sector scheme of support for establishment/ modernisation/ capacity augmentation of braille presses

All students with visual impairment will be provided free of cost special books printed in the Braille presses established/modernized/capacity augmented under the Scheme. Under this Scheme, 6 proposals for establishment of new Braille presses, 11 proposals for modernization and 3 proposals for capacity augmentation of Braille presses have been approved by the Department.

(e) Central sector scheme on research on disability related technology, products and issues

The main objective of the scheme is to promote research of service models and programmes on the basis of needs individuals and their families and creating an enabling environment for the empowerment of the PwDs, to initiate and sustain innovative applied and action research to improve the quality of life, to evolve strong linkages between research findings and policy and planning and practice (Ministry of social justice and empowerment, 2018).

1.5.7 New initiatives and Schemes in progress

(a) Indian Sign Language Research and Training Centre (ISLRTC)

The establishment of ISLRTC has been approved by the government. The main objective of the centre will be to develop manpower, teaching and conducting research in Indian Sign Language.

(b) Unique Disability Identity Card (UDID)

The Department of Empowerment of Person with Disability is in the process of implementing Unique Disability Identity Card for creating a National Database for Persons with disabilities. The department has already developed an application software and it will be valid throughout the country.

(c) Direct Benefit Transfer (DBT)

The aim of DBT scheme is to ensure that benefits (in terms of cash) can go directly to individual's bank accounts electronically, by reducing delay in payment, ensuring accurate targeting of the beneficiary and curbing duplication or any kind of discrepancies (Ministry of social justice and empowerment, 2018).

(d) The Department for Empowerment of Persons with Disabilities in the Ministry of Social Justice and Empowerment is establishing a Centre for Disabilities Sports to develop and encourage disabled sports persons.

(e) Modernisation of 10 existing and establishment of 15 new Braille presses to augment production of Braille presses.

(f) The Department in collaboration with TIFAC, an autonomous body of the Department of Science & Technology, has launched a dedicated web portal for meeting the accessible needs relating to aids & appliances for persons with disabilities. The web portal was launched by Hon'ble President of India on International Day for the Persons with Disability on 3rd December, 2014

(g) National Institute of Mental Health Rehabilitation – The Department is in the process of establishing National Institute of Mental Health Rehabilitation at Bhopal.

(h) National Awards for the Empowerment of Persons with Disabilities, 2014. Every year on the occasion of the International day for the disabled persons i.e. 3rd December, the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment confers National Awards on individuals, institutions, districts etc for outstanding work done by them in the field of empowerment of persons with disabilities. National awards are given under 14 categories.

The ministry of social justice and empowerment, department of empowerment of Persons with Disability has come up with a fullfledged document entitled as compendium of schemes of Persons with Disability 2018. This document consists of all the government schemes and programs which are mentioned above specially for the differently abled individual. The government has come with so many policies, legislative acts, schemes and programs with a vision to create an inclusive society and with a mission to empower Persons with Disability

1.5.8 University Grant Commission Schemes for PwD

The University Grant Commission (UGC) supports the universities and colleges in the country to empower PwD. From the ninth five year plan the UGC had started the schemes of assistance to universities/colleges for Higher Education for Persons with Special Needs (HEPSN) in order to enrich higher education learning experiences of differently-abled persons.

The HEPSN scheme has three components. They are:

(i) Establishment of enabling units for differently-abled persons: the enabling units are the resource units in the colleges which develop awareness in higher education and provide guidance and counselling to differently abled persons.

(ii) Providing access to differently-abled persons: Under this scheme the colleges/Universities are expected to create special facilities such as ramps, rail, special toilets, and other necessary changes for differently-abled persons.

(iii) Providing special equipment to augment educational services for differently-abled persons: It includes the special aids and appliances for their daily functioning such as computers with screen reading software, low-vision aids, scanners, mobility devices, etc.

In the XII five year plan (2012-2017), the University Grant Commission came up with guidelines for Persons with Disabilities schemes for university. The main focus of the document was on which kind of teacher preparation in special education do we require, what will be their specific objectives and their eligibility, which kind of facilities is needed in higher Education for persons with special needs, how the visually challenged teachers can be benefited for further teaching and research in order to support all the university.

1.6 Rationale of the study

Persons with Disabilities (PwD) have come a long way from different periods of time. In ancient times, in Indian society children born with disability were said to be the curse of god due to which they segregated from the society. The rights to which they were entitled were denied to them. But after independence many policies and legislative Act were made by the government in order to make the individuals with disability a part of society and free from inhumane treatment. It took a very long time but the awakening towards the rights of the PwDs has come to be reflected in the UNs integrated, comprehensive right based convention on the rights of the PwD.

PwD Act indicates that differently abled individuals have access to education at all levels but still they are not properly getting access either because of non-availability of resources, lack of infrastructure, problem with their discipline, lack of support from the family and many more. The state as well as the central government has brought some

policies listing out the important steps with regard to health, education, training, rehabilitation, societal security etc. The government of India has allotted 3% of the sectoral budget to the disabled. But these schemes and programs are not reaching to many of the individuals with disability and if reaching then not in a proper form (Punarbhav, 2019). CwD reveals that despite quantitative expansion of facilities and the introduction of various provisions and programmes, the SwD have benefited the least. Perhaps the main reason for this can be lack of awareness among them and guardians regarding the facilities available and unavailability of the proper facilities that are meant for them (Mistry,)2005 Hence efforts should be made to increase the awareness and understanding of the individual for different reasons. There were many studies such as Bagget (1994), Ngao (2012), Ajesh (2014), Jyoti (2015), Yadav (2006) with regard to disability but the researcher was unable to find studies regarding the schemes and programs for the differently abled. Hence the researcher is planning to conduct a study for the awareness of the students with regard to schemes and programs for differently abled.

1.7 Statement of the problem

A study of awareness of differently abled University students regarding Government schemes and programmes.

1.8 Objectives of the study

1. To study the awareness of differently abled students regarding disability.
2. To study the awareness of differently abled students with respect to government schemes and programs for disability.
3. To study the problems faced by the differently abled students in availing the facilities provided by the university.

1.9 Explanation of the term

Awareness: For the proposed study awareness denotes knowledge about disability.

Schemes: For the proposed study schemes are the large scale systematic plan made by the government of India for attaining some particular goal into effect.

Programs: For the proposed study programs means a set of related activities with a particular long term aim.

Problems faced by differently-abled students: For the proposed study problems faced by differently abled students mainly focuses on the difficulties faced by the students in availing the facilities within the university campus i.e weather they are getting support from the department/faculty, weather they are getting equal respect from the university, weather the university campus is easily accessible for PwD, weather rails, ramps, special toilets are properly constructed in every department, weather proper connection between theory and practise is maintained for Students with Disabilities etc.

1.10 Delimitation of the study

The present study was delimited to the differently abled students (Undergraduate, postgraduate and diploma) studying in the year 2019-2020 in The Maharaja Sayajirao University of Baroda.

CHAPTER II

REVIEW OF RELATED LITERATURE

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2.0 Introduction

This chapter deals with the review of the related studies. A review of related literature is a comprehensive summary of previous research on a topic. It helps the researcher to know to what extent a research is done in a particular field, it provides a thorough information to the researcher, to understand the loopholes and not to repeat the same errors which was done previously by any researchers. Here the researcher has reviewed related literature for the purpose of the present study and an attempt has been made to present briefly the studies conducted on awareness of students with disabilities.

2.1 Studies conducted in India

Mistry (2005) conducted a study of the profile of students with disability in the Maharaja Sayajirao University of Baroda. The major objectives were: (1) to study the educational profile of the students. (2) to study the support services provided by the Maharaja Sayajirao University Baroda. The sample was students with disabilities studying in various faculties of the Maharaja Sayajirao University during the academic year 2004-05. The tools used were information schedule and questionnaire. Major findings were: (1) the enrolment of students with disability was very less. (2) 51% students with disabilities had problems regarding some subjects, 29.3% SwDs had problems regarding books from the library, 33.3% SwDs were unable to purchase educational needs.

Yadav (2006) conducted a study of the students with disabilities in the secondary and higher secondary schools of Vadodara city. Objectives were: to study the support services provided by the government and NGO's to the students with disability. Out of 89, 50 students were selected as the sample. Questionnaire (Hindi, English, Gujarati language) was used as a tool for the study. Finding: only 10% of the students with disability got support/help from the school process.

Ajesh (2014) carried out a study on the awareness and attitude of local body Secretaries on disability and implementation of laws and utilization of funds for the differently abled in Kerala. The Objectives were: (1) To identify the level of awareness of local body secretaries in Kerala on disability. (2) To identify the awareness level of local body secretaries on disability with respect to certain socio demographic variables. In this study investigators selected 300 local body secretaries from Panchayat, municipality and corporations in Kerala state randomly. The standardized tools used were: (1) disability awareness inventory for local body Secretaries. (2) Scale of attitude towards disability for local body Secretaries. In order to fulfil the objectives of the study, the investigator selected the descriptive method (survey). The findings of the study were: (1) awareness of local body secretaries on disability were found to be high. (2) There is high awareness of local body secretaries on disability with respect to certain socio-demographic variables.

Sawhneya and Bansal (2014) studied the awareness of learning disabilities among elementary school teachers. Objectives of the study were: is to assess current knowledge level of elementary school teachers regarding learning disabilities. The sample comprises 50 elementary teachers teaching in schools of Chandigarh who had 5-10 years of experience. The study was descriptive survey type in nature. A test was prepared by the investigators to test the basic awareness of learning disability among these teachers. The findings of the study were: 14% of the teachers had low levels of awareness regarding learning disability. 86% of the teachers had medium level of awareness regarding learning disability and no teacher was falling under high level of awareness for Learning disabilities. The overall picture depicts that not even a single teacher had a high level of awareness, hence there is a great need to generate awareness among the teachers regarding learning disabilities.

Pingle and Garg (2015) carry out a study on the effect of inclusive education awareness programmes on preservice teachers. The major objectives were: (1) To compare the experimental and control groups scores of moderator variables on a) Social Intelligence b) Emotional Intelligence c) Socio- Economic Status. (2) To compare the experimental and control groups pretest scores on awareness of inclusive education. The sample consists of two colleges offering D. T.Ed (Diploma in Teacher Education), having 77

preservice teachers in the experimental group and 53 in the control group. The sample was selected by the researcher through purposive sampling technique. Methodology used was quasi-experimental design-pretest and posttest non-equivalent group along with factorial design to study the interactive effect of moderator variables on treatment. The findings of the study revealed that preservice teachers from experimental groups have gained awareness about inclusive education to a moderate extent. No significant interactive effect of gender, socio-economic status, social intelligence, emotional intelligence and treatment was found. This confirms that treatment given to the experimental group was effective.

Jyoti (2015) studied the Impact of an intervention programme based on disability related films and documentaries in educating students about disability issues. The major objectives were: (1) to gauge a student's level of awareness about disability issues. (2) To measure the impact of intervention programmes on the level of awareness. The sample consisted of 400 students in only four districts Karnal, Ambala, Kurukshetra and Hissar of Haryana. The sample was selected by using random sampling technique. The pre-test post-test experimental design was used in the present study. The findings of the study were: (1) Students were found to have a low level of awareness about disabilities before the intervention programme. (2) The Intervention Programme has had a significant positive impact in enhancing awareness among students about identification, causes and prevention of Disability after the exposure to intervention programme.

Khurana (2015) investigated the multidimensional study of learning disabled children. Objectives of the study: (1) To identify the learning disabled students from the schools of study area. (2) To make a survey of facilities provided by the schools for identifying learning disabled students. Population of the study consists of all the children studying in class IX and X in C.B.S.E, I.C.S.E., and U.P. board schools of Agra city (U.P). Sampling was done by purposive sampling by selecting six schools each of the CBSE, ICSE and UP boards. It was a Descriptive survey method and was done by taking an observation schedule, Interview schedule and Questionnaire. Findings: (1) It has been observed that the majority of the students identified as having learning disabilities are not intrinsically disabled but have learning problems because of poor teaching, lack of educational opportunities, limited education resources and lack of parental awareness. (2) The

schools do not have facilities to identify the learning disabled children and to give them individualized/enriched/differential instructions. Teachers are not aware of the learning disabilities of children and do not know how to spot their difficulties and to deal with them.

2.2 Studies conducted in Abroad

Baggett (1994) conducted a study of faculty awareness of students with disabilities. The objective was: To study the relationship between the faculty member's knowledge of disabilities, disability services, experience in teaching, disability law and the attitudes which that faculty member exhibits toward students with disabilities. The sample size for the quantitative study was 1,149, the entire faculty of the University of Massachusetts at Amherst. Data collection was done by survey method. Findings of the study were: respondents have had limited experience in teaching students with disabilities (77%), respondents were familiar with teaching students with learning disabilities, respondents are most accepting of wheelchair users and individuals with hearing impairments, Between 50 and 75 % of the respondents are unfamiliar with the different University services which may help students with disabilities. The respondents are unfamiliar with disability rights legislation and litigation.

Grant (2006) conducted a study of disability service providers in higher education: Perceptions of Programs and Services that Support the Development of Self-Determination. The objective was: To study the perceptions of service providers regarding programs and services for development of self-awareness, first and second-year undergraduate students with disabilities. A multi-site case study was used as the design for this study. The units of analysis for this study were disability service providers who formed the population for this investigation and the sample in this study was eight, private, four-year colleges or universities. Findings: respondents were neither agree nor disagree of the programs providing services to self-identified students with disabilities will positively influence students' self-awareness or knowledge.

Hadjikakou and Hartas (2008) studied the higher education provision for students with disabilities in Cyprus. The objectives of the study were: 1) to fill the gap, and explore the experiences of students with disabilities and the views of their tutors and Heads of

private tertiary education institutions in Cyprus ii). To find out the issues regarding teaching and environmental/physical modifications, access to resources and support services, identification and assessment of special educational needs, funding, ICT support and distance learning were explored. Sample consists of the views of students, administrative and teaching staff were sought. Data were collected from tertiary students with disabilities ($n = 10$), their tutors ($n = 4$) and the Heads of ten Private Tertiary Education Institutions in Cyprus ($n = 10$). Research design includes two qualitative methods, i.e., semi-structured interviews and focus groups, for data collection. Findings of the study revealed that 8–10% of students attending higher education are registered with disability, with learning difficulties being the most commonly reported disability. Within the Cypriot context, research on disability, access and provision in higher education were limited and the same method was used for teaching learning for all students, issues of availability of trained staff, financial aid and a small modification was seen in concessions for exams and assignments (e.g., extra time for assignments, essay substitutions, and essays in an alternative form).

Ngao (2012) conducted a study on the Evaluation of HIV and AIDS education on awareness preventive measures and services among children with disabilities in Kenya. Some objectives of the study were: (1) to assess the level of HIV and AIDS awareness, education, prevention and treatment services among Children with Disabilities (CwD) in Kenya. (2). To analyse HIV and AIDS awareness models for children with disabilities in Kenya. The major tool used for data collection for this study was the questionnaire. The findings of the study were: (1) 33.6 percent of CwDs did not have awareness and only 26 percent identified avoidance of sharing of needles and other sharp objects. (2) The only available HIV and AIDS services for CwDs within the school was counselling as reported by 13.9 percent of the respondents while only videos and counselling were the only HIV and AIDS services for the CWDs within the local health centres.

Harrison, Bisson and Laws (2013) conducted a study on college students' attitudes about an inclusive postsecondary education program (PSE) for individuals with intellectual disability. The objectives of the study were: (1) To figure out the attitude of college students with regard to the enrolment of individuals with ID in an inclusive postsecondary education program on their campus. (2) To find out whether knowledge of

the PSE program or the participants influence attitudes towards the program and inclusion. In this study 572 undergraduate students (385 females and 183 males) were selected as the sample, and a web based questionnaire was sent to the students. Findings of the study were: indicated that a large number of the respondents felt the program was beneficial to the participants and to typical college students.

Williamson (2014) conducted a study on effects of disability awareness educational programs on an inclusive classroom. The objectives were: (1) to see how influential disability awareness programs are on shaping positive attitudes of individuals without disabilities towards individuals with disabilities. (2) To find out how student's attitudes affect the overall classroom environment which determines whether students with disabilities are truly welcomed socially and academically into a general education classroom. Sample consists of 29 students, 12 boys and 17 girls, of 4th grade in an inclusive classroom setting. The students were exposed to five disability awareness lessons on autism, physical disabilities, dyslexia, blindness/ vision impairments and accessibility. Questionnaires were conducted at three different points throughout the 5 week educational period, beginning, middle and end. Each lesson was partnered with open discussion. Findings of the study: Throughout the program, the students learned that people with disabilities may complete tasks differently than an abled being, but they are not any less of a person. In response to the positive attitudes, the classroom environment became more inclusive of students with disabilities, provided a more welcoming learning environment and fostered better friendships among all students. By educating students on different disabilities, they became more accepting and understanding of individual differences. The individual lessons, activities and discussions allowed students to critically think about the treatment of people with disabilities and the importance of inclusion to benefit their development and happiness.

Eissa (2014) studied the effect of a phonological awareness intervention program on phonological memory, phonological sensitivity, and meta-phonological abilities of preschool children at-risk for reading disabilities. The main objective was to explore the effect of a phonological awareness intervention program on phonological memory, phonological sensitivity, and meta-phonological abilities of preschool children at-risk for reading disabilities. Sample consists of 40 preschool children selected from three

preschools located within three elementary schools in Baltim Educational Edara . A pre-post design was used to examine the effectiveness of the phonological awareness intervention program on phonological memory, phonological sensitivity, and meta-phonological abilities of the target children . Findings from this study indicated the experimental group gained better scores in phonological memory, phonological sensitivity, and meta-phonological abilities tests than did control groups in post-test, hence the effectiveness of the phonological awareness intervention program on phonological memory, phonological sensitivity, and meta-phonological abilities of the target children.

Omaimezzat, Amelabdelazim and Ahmed (2018) studied the impact of awareness programs on knowledge of primary school teachers regarding mental disorders among school children. Objectives of the study were: (1) To assess the knowledge of primary school teachers about mental disorders in school children. (2) To evaluate the impact of an awareness program on their knowledge. For population, a total of 200 teachers from 4 public primary schools in Beni-Suef City in the period between September and November 2017 was taken and assessed by the investigators using an interview questionnaire. Findings were: The age of the participating teachers ranged between 25 and 59 (36.4 ± 9.9) years, and 39% of them were males and 61% were females. Of the 200 teachers who were interviewed at schools, 99 (49.5%) were found to have good knowledge about mental disorders in school children. After the awareness program, the rates of optimal knowledge about causes, types, manifestations and treatment possibilities for mental illness among school children improved significantly from 15.5%, 62.5%, 62.5% and 21% to a high of 50%, 90%, 76% and 42% respectively ($p < 0.001$). The awareness program had a positive impact on improving the knowledge of primary school teachers regarding mental disorders in school children.

Goli, Noroozi and Salehi (2019) conducted a study entitled comprehensive sexual health care program for educable intellectually disabled adolescent girls: protocol for a mixed methods study. Objectives of the study were divided into three phases: first phase: (qualitative study), Explaining sexual health status of educable intellectually disabled adolescent girls. Second phase: (program design), Designing a primary intervention program based on extracted data from qualitative phase and reviews. Third phase:

(quantitative study), Explaining affectability of the comprehensive sexual health care program for educable intellectually disabled adolescent girls. In the present study, participants are selected with a purposeful sampling method and with maximum variety (age, education, social status, and job). Mixed qualitative-quantitative methods approach was done. Findings of the study revealed that a comprehensive sexual health program for educable intellectually disabled adolescent girls, lead to improvements in the sexual health of these girls and also to reduce risky sexual behaviours, sexual abuse and harassment, and their consequences in adolescent girls in order to improve sexual health state of the society.

2.3 Implication of the study

From the above study it was found that most of the studies were either for the faculty awareness (Bagget, 1994) i.e for awareness of primary school teachers and preservice teachers (Omaimaezzat, Amelabdelazim and Ahmed, 2018) (Pingle and Garg, 2015) (Sawhneya and Bansal (2014) or for the awareness of local body secretaries on disability (Ajesh, 2012) very few studies were there for the awareness of the differently abled students (Ngao, 2012), (Williamson, 2014) out of which few studies only focus on higher education provision for students with disabilities (Hadjikakou and Hartas, 2008)

Bagget (1994) Omaimaezzat, Amelabdelazim and Ahmed (2018) found that faculty members had limited experience in teaching SwD and were able to teach only those students who have learning disabilities. Even the faculty members were not aware of the service which was provided by the University.

Here the researcher found that it is necessary to give proper orientation to the faculty members, so that they can direct the SwD and can assist them with the new aids/appliances.

Mistry (2005) found that the enrolment of SwD is very less in the University and 51% SwD had problems with their subjects. It was found by the researcher that SwD are finding difficulty in understanding their subject, they were not able to make proper connection with respect to their subject, the unavailability of the skilled teachers and not adequate resources in the University for SwD may be the reason behind.

Yadav (2006) found that only 10% of the SwD got support from the school process. Ngao (2012) found that CwD has very less awareness regarding AIDS/HIV and for providing AIDS/HIV education only video and counselling was done. Goli, Noroozi and Salehi (2019) found that there is need to give sexual health program for intellectual disabled girls in order to reduce the sexual abuse and harassment of girls. Ajesh (2014) and Jyoti (2015) found that local body secretaries have high awareness of disability but the students have low level of awareness before the intervention program, showed significantly positive impact after the intervention program.

Thus researchers found that students are not much aware of disability either may be because their faculty members are not aware, lack of proper orientations, lack of support services given to them, few intervention programmes. Hence this made the investigator to study the awareness of students now with regard to schemes and programs for the differently abled.

CHAPTER- III

PLAN AND PROCEDURE

CHAPTER- III

PLAN AND PROCEDURE

3.0 Introduction

This chapter includes the plan and procedure adopted by the researcher for the fulfillment of the objective of the present study i.e the methodology for carrying out research systematically and scientifically. The present study is a survey study. This chapter includes, research methodology, research design, population of the study, sample of the study, tools and techniques, procedure for data collection and data analysis.

3.1 Research Methodology

Methodology is the systematic and theoretical analysis of the methods used for a study. It gives an outline, a direction, or the way in which the research is to be undertaken. A proper planning is required for the implementation and effective execution of a study, hence a proper emphasis is required in its research methodology. The present study will follow descriptive research methodology.

3.1.1 Research Design

The study is descriptive in nature. The researcher has made a questionnaire for the students with disabilities. The design of the present study can be presented as follows.

3.1.2 Delimitation of the study

The present study was delimited to the differently abled students (Undergraduate, postgraduate and diploma) studying in the year 2019-2020 in The Maharaja Sayajirao University of Baroda.

3.1.3 The data

The present study deals with awareness of differently abled university students regarding government schemes and programs and for this the needed data is: to know the awareness of differently abled students regarding disability, the awareness of differently abled students with respect to government schemes and programs for disability, and the

problems faced by the differently abled students in availing the facilities provided by the university.

3.1.4 Sources of data

For the present study the source of data was the Students with Disability studying in the Maharaja Sayajirao University Baroda in the academic year 2019-2020.

3.1.5 Target population

For the present study the target population was all the differently abled students studying in various faculties of various programs including undergraduate courses, postgraduate courses and diploma courses in the academic year 2019-2020 and the number could not be specified.

3.1.6 Accessible population

For the present study in order to get the accessible population the researcher has personally met all the deans of the 14 faculties, principle of Polytechnic College, and to the principle of Baroda Sanskrit Mahavidyalaya of the Maharaja Sayajirao University, Baroda by taking the request letter from the guide and even the guide has also made several attempts to obtain the data. The obtained list of accessible population was as follows:

S.No	Name of the Faculty/ College/ Mahavidyalaya	No: of SwD
1	Faculty of Journalism and Communication	0
2	Faculty of Social Work	01
3	Faculty of Law	01
4	Faculty of Family & Community Sciences	01
5	Faculty of Pharmacy	01
6	Baroda Sanskrit Mahavidyalaya	01
7	Faculty of Management Studies	02
8	Faculty of Education and Psychology	03
9	Faculty of Arts	05
10	Faculty of Fine Arts	05
11	Faculty of Science	06
12	Faculty of Performing Arts	08
13	Faculty of Technology and Engineering	08
14	Polytechnic College	08
15	Faculty of Commerce	15
16	Faculty of Medicine	16
	Total	81

Table 2: showing the list of number of Students with Disabilities in various faculties, college and mahavidyalay of the Maharaja Sayajirao University, Baroda.

3.1.7 Sample used for data collection

The accessible population for the present study was 81 Students with Disabilities as per the data given by the respective offices of the various faculties, but the researcher was not able to meet all the Students with Disabilities because either the Students with Disabilities were not regular to the university or their contact information was not updated. So for the present study the sample used for data collection consists of 67

Students with Disabilities from various faculties, and colleges studying in the academic year 2019-2020 of the Maharaja Sayajirao University, Baroda. The faculty wise list of the sample is as follows:

S.No	Name of the Faculty/ College/ Mahavidyalaya	No: of SwD
1	Faculty of Journalism and Communication	00
2	Faculty of Social Work	00
3	Faculty of Law	01
4	Faculty of Family & Community Sciences	01
5	Faculty of Pharmacy	01
6	Baroda Sanskrit Mahavidyalaya	00
7	Faculty of Management Studies	01
8	Faculty of Education and Psychology	03
9	Faculty of Arts	05
10	Faculty of Fine Arts	05
11	Faculty of Science	05
12	Faculty of Performing Arts	08
13	Faculty of Technology and Engineering	07
14	Polytechnic College	06
15	Faculty of Commerce	13
16	Faculty of Medicine	11
	Total	67

Table 3: showing faculty wise list of the sample from various faculties, college and mahavidyalay of the Maharaja Sayajirao University, Baroda.

3.1.8 Tools for data collection

For data collection a questionnaire was prepared by the researcher as per the three objectives of the study. The questionnaire was also validated by the experts in the field of

education. The questionnaire consists of four parts- Part A- Bio data, Part B- Knowledge about disability, Part C- Awareness of the differently abled students with respect to government schemes and programmes, Part D- Problems faced by the differently abled students in availing the facilities.

3.1.9 Data collection

For the purpose of data collection the researcher has taken prior permission from the dean of Faculty of Education and Psychology and has written separate permission letters for data collection, addressing to the respective deans of all the 14 faculties, principal of the Polytechnic College, and to the principle of Baroda Sanskrit Mahavidyalaya of the Maharaja Sayajirao University, Baroda.

After getting the permission, the researcher has collected the name and contact information of the students with disabilities from the respective office of the faculties. Then the researcher has individually approached the students with disabilities for data collection. The researcher has started the process of data collection in the first week of october 2019 and the whole process of data collection i.e starting from meeting the dean/ principle of various faculties for taking permission, meeting the respective office staff for getting the name and contact details of Students With Disabilities, and approaching almost all the students individually for data collection was completed in last week of february 2020. It took almost five months to complete the whole process of data collection by the researcher.

3.1.10 Data analysis

Data collected by the questionnaire will be analyzed by frequency and percentage and their findings will be presented in chapter 4.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

The present chapter deals with the analysis and interpretation of the collected data. Data analysis and interpretation is the process of assigning meaning to the collected information. This chapter will also help in determining the conclusions, significance, and implications of the findings. This chapter is very crucial for extracting useful information from data and taking the decision based upon it. Since in this chapter all irrelevant data will be filtered out, this will reduce the size of the data and the data can be easily interpreted.

The data analysis for the present study is done quantitatively with the help of frequency and percentage analysis. The present chapter is concerned with the analysis and interpretations of data collected through a questionnaire.

4.1 Objective wise Data Analysis and interpretation

The investigator has collected the information through a questionnaire. Questionnaire was distributed to the students with disabilities of various faculties of The Maharaja Sayajirao University of Baroda.

4.2 Objective 1: To study the level of awareness of the differently abled students regarding disability.

The first objective of the present study was analysed through frequency and percentage analysis. To study the level of awareness of differently abled students regarding disability. Questionnaire was distributed to the students with disabilities of various faculties of The Maharaja Sayajirao University of Baroda to know how much knowledge do the students have with regard to the their own disability, their reason for disability, which kind of conditions do they posses, whether they are aware of different terminology used for person with disability e.t.c.

Table 4(i) showing the frequency and percentage of students who have heard about Right of Person with disability Act (2016).

S.No	Heard about Rights of Person with Disability Act (2016).	Frequency	Percentage
1	Yes	47	70.15%
2	No	20	29.85%
3	Total	67	

From table 4(i) it was found that 70.15% of the Students with Disabilities have heard about Rights of Person with Disability Act (2016) whereas 29.85% students with disabilities haven't even heard about Rights of Person with Disability Act.

Table 4(ii) showing the faculty wise distribution of frequency of students who have heard about Right of Person with disability Act (2016)

S.No	Name of the Faculty/ College/ Mahavidyalaya	Frequency
1	Faculty of Family & Community Sciences	01
2	Faculty of Pharmacy	01
3	Faculty of Management Studies	00
4	Faculty of Law	00
5	Faculty of Education and Psychology	02
6	Faculty of Arts	05
7	Faculty of Fine Arts	05
8	Faculty of Performing Arts	06
9	Faculty of Science	03
10	Faculty of Technology and Engineering	06
11	Polytechnic College	03
12	Faculty of Commerce	08
13	Faculty of Medicine	07
	Total	47

From table 4(ii) it can be observed that the maximum number of Students with Disabilities who have heard about Rights of Person with Disability Act (2016) are from faculty of commerce.

Table 4(iii) showing the frequency and percentage of students who are aware of different types of disabilities under the Person with Disability Act.

S.No	Awareness of different types of disabilities under the Person with Disability Act.	Frequency	Percentage
1	Yes	39	58.21%
2	No	28	41.79%
3	Total	67	100

Graph 1. Bar graph showing the frequency and percentage of students who are aware of different types of disabilities under the Person with Disability Act



From table 4(iii) and graph 1, it was found that 58.21% of the Students with Disabilities are completely aware of different types of disabilities under the Person with Disability Act. The students with disabilities were also aware of the fact that, in which type and subtype of disability do they fall under, whereas 41.79% of the Students with Disabilities were not knowing the different types of disabilities under the Person with Disability Act. It was found that students were aware of which type of disability they possessed but they were not knowing the categorization as per the Person with Disability Act.

Table 4(iv) showing the faculty wise distribution of frequency of Students with Disabilities who are aware of different types of disabilities under the Person with Disability Act.

S.No	Name of the Faculty/ College/ Mahavidyalaya	Frequency
1	Faculty of Family & Community Sciences	01
2	Faculty of Pharmacy	00
3	Faculty of Law	00
4	Faculty of Management Studies	01
5	Faculty of Education and Psychology	03
6	Faculty of Arts	04
7	Faculty of Fine Arts	05
8	Faculty of Performing Arts	06
9	Faculty of Science	04
10	Faculty of Technology and Engineering	03
11	Polytechnic College	01
12	Faculty of Commerce	06
13	Faculty of Medicine	05
	Total	39

From table 4(iv) it was found that out of 67 Students with Disabilities, there were 39 Students with Disabilities who were aware of different types of disabilities under the Person with Disability Act and the majority of Students with Disabilities who have awareness were from faculty of performing arts and faculty of commerce. Whereas Students with Disabilities from faculty of law and pharmacy dont have awareness of different types of disabilities under the Person with Disability Act.

Table 4(v) showing the frequency and percentage of students under different types of disability.

a. Frequency and percentage of Physically Disable students..

S.No	Physical Disability	Frequency	Percentage
1	Cerebral Palsy	3	4.48%
2	Loco-Motor Disability	34	50.74%
3.	Loco-Motor Disability and Central Palsy	2	2.98%
4	Total	39	58.2%

b. Frequency and percentage of Visually Impaired students

S.No	Visual Impairment	Frequency	Percentage
1	Blindness	13	19.40%
2	Low vision	6	8.95%
3	Total	19	28.35%

c. Frequency and percentage for Hearing Impaired students

S.No	Hearing Impairment	Frequency	Percentage
1	Deaf	6	8.95%
2	Hard of Hearing	2	2.98%
3	Total	8	11.93%

d. Frequency and percentage of Speech and Language disable students

S.No	Speech and Language Disability	Frequency	Percentage
1	Yes	12	17.91%
2	No	55	82.08%
3	Total	67	

e. Frequency and percentage of Intellectually disable students

S.No	Intellectual Disability	Frequency	Percentage
1	Autism Spectrum Disorder	1	1.49%
2	Total	1	

f. Frequency and percentage of students with Chronic Neurological Condition

S.No	Chronic Neurological Condition	Frequency	Percentage
1	Yes	1	1.49%
2	No	66	98.51%
3	Total	67	

g. Frequency and percentage of students with multiple disabilities

S.No	Multiple Disabilities	Frequency	Percentage
1	Yes	3	4.48%
2	No	64	95.52
3	Total	67	

From table 4(v) it can be easily figured out that 58.28% of students have physical disability, 28.35% of students are visually impaired, 11.93% of students have impairment related to hearing, 17.91% of students have impairment related to speech and language, 1.49% of students have Intellectual disability, 1.49% of students have chronic neurological condition, and 4.48% of students have multiple disabilities.

- It was found that out of 58.28% of physically disable students, 50.74% of students have loco-motor disability, 4.48% of differently abled students have cerebral palsy and 2.98% of differently abled students have loco-motor disability and central palsy. The maximum percentage of students under physical disability

were found to have loco-motor disability, whereas not even a single student was found related to dwarfism, muscular dystrophy and acid attack victim.

- Out of 27.4% visually impaired students, 19.40% of differently abled students were blind, and 8.95% of differently abled students have impairment related to low vision. The maximum percentage of students under visually impairment were found to be completely blind.
- Out of 11.93% of students who have impairment related to hearing, 8.95% of differently abled students were deaf, and 2.98% of differently abled students have impairment related to hard of hearing. The maximum percentage of students under hearing impairment were found to be deaf.
- 17.91% of differently abled students have impairment related to speech and language whereas 82.08% of differently abled students don't have any kind of impairment related to speech and language.
- 1.49% of differently abled students have autism spectrum disorder which comes under Intellectual disability.
- 1.49% of differently abled student have chronic neurological conditions whereas 98.51% of differently abled students don't have any kind of chronic neurological conditions
- 4.48% of differently abled students have multiple disabilities, whereas 95.52% of differently abled students don't have any kind of multiple disabilities.
- It was also observed that there were students who possess more than one disability, which are as follows: 1.49% of differently-abled students have autism spectrum disorder, hearing impairment and speech impairment. 4.47% of differently-abled students have loco- motor disability and impairment related to speech and language. 2.98% of differently-abled students have loco-motor disability and cerebral palsy. 7.46% of differently-abled students impairment related to hearing (deaf) and impairment related to speech and language. 1.49% of differently-abled students have impairment related to low vision and impairment related to speech and language. 1.49% of differently-abled students have loco-motor and multiple disabilities. 2.98% of differently-abled students have impairment related to hearing and speech.

Table 4(vi) showing the frequency and percentage of students who are using different kinds of aid and appliances for their disability.

S.No	Different kinds of aid and appliances	Frequency	Percentage
1	Wheelchair	5	7.46%
2	Walking aid device	14	20.89%
3	A mobility handicap and no device	11	16.41%
4	Low vision optical device	6	8.95%
5	Hearing aid	2	2.98%
6	Low vision optical device and walking aid device	1	1.49%
7	others	4	5.97%
8	Not using any kind of aid and appliances	24	35.82%

From table 4(vi) it was observed 35.82% of Students with Disabilities don't possess any kind of aid/appliances for their daily life activities. 20.89% of Students with Disabilities were using walking aid devices mainly smart cane also called walking sticks. 16.41% of Students with Disabilities were using a mobility handicap and no device. 5.97% of Students with Disabilities were using other aid/appliances such as long boots, arch supporting material, duplicate feet etc.

Table 4(vii) showing the frequency and percentage for the reason of the students' disability.

S.No	Reason for the disability	Frequency	Percentage
1	Accident	4	5.97%
2	Disease	3	4.47%
3	Disabled since birth	58	86.56%
4	Disabled after birth	1	1.49%
5	Kidney Failure	1	1.49%
6	Total	67	

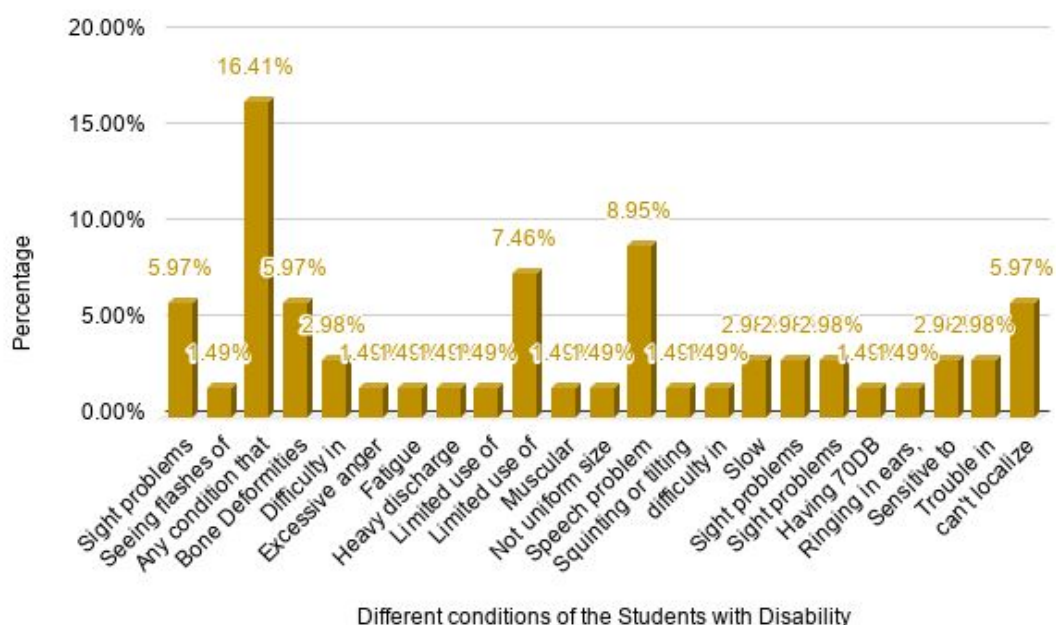
From table 4(vii) it was observed that 86.56% of Students with Disabilities were disabled since birth, 5.97% of Students with Disabilities got disabled because of accidents, 4.47% of Students with Disabilities were disabled because of disease, 1.49% of Student with Disabilities got disabled after four month of her birth, and 1.49% of Student with Disabilities got disabled because of kidney failure.

Table 4(viii) showing the frequency and percentage of different conditions faced by the Students with Disability

S.No	Different conditions of the Students with Disability	Frequency	Percentage
1	Sight problems not corrected by glasses or contact lenses	4	5.97%
2	Seeing flashes of light or sudden bright floating spots	1	1.49%
3	Any condition that restricts physical work or activity, difficulty in walking,	11	16.41%
4	Bone Deformities	4	5.97%
5	Difficulty in remembering things	2	2.98%
6	Excessive anger	1	1.49%
7	Fatigue	1	1.49%
8	Heavy discharge from the eyes	1	1.49%
9	Limited use of arms/fingers	1	1.49%
10	Limited use of legs and feet	5	7.46%
11	Muscular spasm/weakness	1	1.49%
12	Not uniform size of leg	1	1.49%
13	Speech problem	6	8.95%
14	Squinting or tilting the head to the side to focus on an object.	1	1.49%

15	difficulty in comprehending, thinking and understanding, reduced ability to concentrate	1	1.49%
16	Slow growth/delayed development	2	2.98%
17	Sight problems not corrected by glasses or contact lenses, Hazy, blurred or doubled vision, Having difficulty in identifying faces	2	2.98%
18	Sight problems not corrected by glasses or contact lenses, swollen red eyes	2	2.98%
19	Having 70DB hearing loss in speech frequencies	1	1.49%
20	Ringing in ears, can't localize sound	1	1.49%
21	Sensitive to sounds	2	2.98%
22	Trouble in understanding speeches especially in noisy environment	2	2.98%
23	can't localize sound	4	5.97%

Graph 2 showing the frequency and percentage of different conditions faced by the Students with Disability



From table 4(viii) and graph 2 it was observed that 16.41% of Students with Disabilities have conditions that can restrict physical work or activity, difficulty in walking, 8.95% of Students with Disabilities have speech related problem, 7.46% of Students with Disabilities have conditions in which they can use limited use of legs and feet, 5.97% of Students with Disabilities have sight problems which is not corrected by glasses or contact lenses, Bone Deformities and difficulty in localizing sound. 2.98% of Students with Disabilities have difficulty in remembering things, Slow growth/delayed development, sight problems not corrected by glasses or contact lenses, Hazy, blurred or doubled vision, Having difficulty in identifying faces, swollen red eyes and Trouble in understanding speeches especially in noisy environments.

Table 4(ix) showing the frequency and percentage of students regarding awareness of different terminology used for persons with disability.

S.No	Awareness of students regarding different terminology used for persons with disability.	Frequency	Percentage
1	Yes	12	17.91%
2	No	55	82.08%
3	Total	67	

From table 4(ix) it was observed that 82.08% of Students with Disabilities were not aware of different terminology used for persons with disability such visually impaired, deaf or hard of hearing, learning disability, wheelchair user, survivor etc. Only 17.91% of Students with Disabilities were aware of these terminology used for persons with disability.

4.3 Objective 2: To study the awareness of the differently abled students with respect to government schemes and programs.

The second objective of the present study was also analysed through frequency and percentage. To study the awareness of the differently abled students with respect to government schemes and programs in the different faculties of the Maharaja Sayajirao

University Baroda, the investigator has distributed the questionnaire to the differently abled students of the Maharaja Sayajirao University Baroda.

Table 5(i) showing the frequency and percentage of Students with Disability regarding awareness of Rights of Persons with Disability Act 2016.

S.No	Awareness of students regarding Rights of Persons with Disability Act 2016.	Frequency	Percentage
1	Yes	43	64.18%
2	No	24	35.82%
3	Total	67	

From table 5(i) we have seen that 64.18% of Students with Disabilities were aware of the Rights of Persons with disability Act 2016, such as respect for inherent dignity, individual autonomy, non-discrimination, full and effective participation and inclusion in society, respect for difference and acceptance of persons with disabilities as part of human diversity and humanity, equality of opportunity, accessibility, equality between men and women, whereas 35.82% of Students with Disabilities were not aware of the Rights of Persons with disability Act 2016.

Table 5(ii) showing the faculty wise frequency distribution of Students with Disabilities regarding awareness of Rights of Persons with Disability Act 2016.

S.No	Name of the Faculty/ College/ Mahavidyalaya	Frequency
1	Faculty of Family & Community Sciences	01
2	Faculty of Pharmacy	01
3	Faculty of Law	00
4	Faculty of Management Studies	01
5	Faculty of Education and Psychology	03
6	Faculty of Arts	03
7	Faculty of Fine Arts	05

8	Faculty of Performing Arts	05
9	Faculty of Science	03
10	Faculty of Technology and Engineering	06
11	Polytechnic College	03
12	Faculty of Commerce	06
13	Faculty of Medicine	06
	Total	43

From table 5(ii) it can be observed that out of 67 Students with Disabilities, 43 Students with Disabilities were aware of the Rights of Persons with Disability Act 2016, and the Students with Disabilities were from faculty of technology and engineering, faculty of medicine and from faculty of commerce.

Table 5(iii) showing the frequency and percentage of students regarding awareness of government schemes launched for differently abled persons.

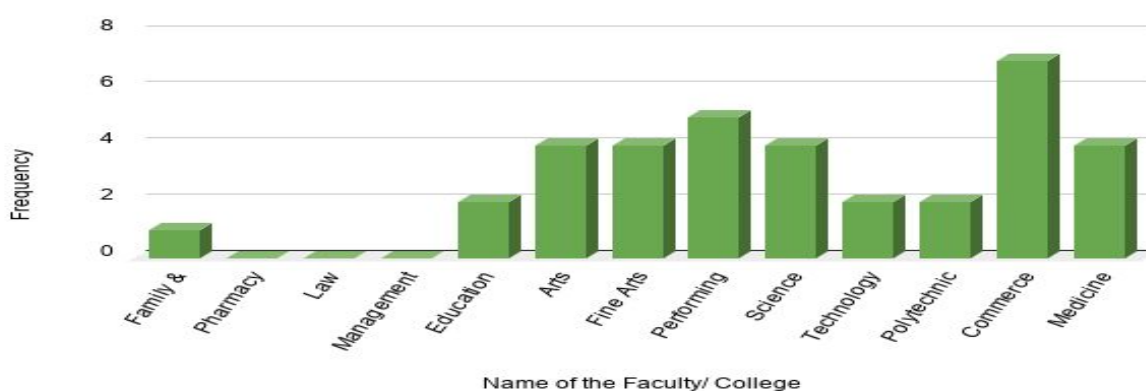
S.No	Awareness of students regarding government schemes launched for differently abled persons.	Frequency	Percentage
1	Yes	35	52.24%
2	No	32	47.76%
3	Total	67	

From 5(iii) it was observed that 52.24% of Students with Disabilities were aware about government schemes launched for differently abled persons such as scheme of integrated education for the disabled children, deendayal disabled rehabilitation scheme etc and 47.76% of students were not aware of the government schemes launched for differently abled persons.

Table 5(iv) showing the faculty wise frequency distribution of Students with Disabilities regarding awareness of government schemes launched for differently abled persons.

S.No	Name of the Faculty/ College/ Mahavidyalaya	Frequency
1	Faculty of Family & Community Sciences	01
2	Faculty of Pharmacy	00
3	Faculty of Law	00
4	Faculty of Management Studies	00
5	Faculty of Education and Psychology	02
6	Faculty of Arts	04
7	Faculty of Fine Arts	04
8	Faculty of Performing Arts	05
9	Faculty of Science	04
10	Faculty of Technology and Engineering	02
11	Polytechnic College	02
12	Faculty of Commerce	07
13	Faculty of Medicine	04
	Total	35

Graph 3 showing the faculty wise frequency distribution of Students with Disabilities regarding awareness of government schemes launched for differently abled persons.



From table 5(iv) and graph 3 it can be observed that out of 67 Students with Disabilities, 35 Students with Disabilities were aware about government schemes launched for differently abled persons and the maximum number of students were from faculty of commerce.

Table 5(v) showing the frequency and percentage of differently abled students who are getting any kind of allowances and facilities under scheme of integrated education for disable children.

S.No	Students who are any kind of allowances and facilities under scheme of integrated education for disable children.	Frequency	Percentage
1	Yes	23	34.33%
2	No	43	64.18%
3	Total	67	

From table 5(v) it was observed that 64.18% of Students with Disabilities were not getting any kind of allowances and facilities under the scheme of integrated education for disable children and 34.33% Students with Disabilities were getting the allowances and facilities under the scheme of integrated education for disable children. Out of 34.33%, 7.46% of Students with Disabilities were getting book and stationary allowances per annum, 8.95% of Students with Disabilities were getting scholarships for the hostels, 17.91% of Students with Disabilities were getting transport allowances.

Table 5(vi) showing the frequency and percentage of differently abled students who are getting modern assistive devices by the government.

S.No	Students getting modern assistive devices by the government.	Frequency	Percentage
1	Yes	12	17.91%
2	No	55	82.09%
3	Total	67	

From table 5(vi) it was observed that 82.09% of Students with Disabilities were not getting any kind of modern assistive devices by the government whereas 17.91% of Students with Disabilities were getting modern assistive devices by the government such as daisy book players and other talking devices.

Table 5(vii) showing the frequency and percentage of differently abled students who are not getting modern assistive devices by the government but getting some financial help from the government.

S.No	Students getting financial aid instead of modern assistive devices by the government.	Frequency	Percentage
1	Yes	9	13.43%
2	No	58	86.57%
3	Total	67	

From table 5(vii) it was observed that 86.57% Students with Disabilities were not getting any kind of financial aid whereas 13.43% Students with Disabilities were getting financial aid instead of modern assistive devices by the government.

Table 5(viii) showing the frequency and percentage of differently abled students getting different kinds of aids/appliances by the government.

S.No	Students getting financial aid instead of modern assistive devices by the government.	Frequency	Percentage
1	All prosthetic and orthotic devices	2	2.98%
2	Surgical foot wears	3	4.47%
3	Wheelchairs	3	4.47%
4	Mobility aids	3	4.47%
5	Software application	2	2.98%
6	Speech generating devices	1	1.49%

7	Optical device for low vision	1	1.49%
8	Educational kits like tape recorders/ CD players	1	1.49%
9	Devices for daily living activities, Software application, and Book holders	2	2.98%
10	All prosthetic and orthotic devices, and Science learning equipments	1	1.49%
11	Foot orthopaedic	1	1.49%
12	Software application, educational kits like tape recorders/ CD players	1	1.49%
	For visually Impaired students		
13	Braillers, Braille shorthand machine, and braille writing equipment and writers during exam.	3	4.47%
14	Laptop	3	4.47%
15	Braillers, braille writing equipment and writers during exam	6	8.95%
16	Not getting kinds of aid/appliances from the government.	34	50.74%

From table 5(viii) it was observed that 50.74% of Students with Disabilities were not getting any kind of aid/appliances from the government. 8.95% of students were getting braillers, braille writing equipment and writers during exam. 4.47% of students were getting braillers, braille shorthand machines, braille writing equipment and writers during exam. 4.47% of students were getting laptop, surgical foot wears, wheelchair, mobility aids. 2.98% of students were getting all prosthetic and orthotic devices, software application and book holders.

Table 5(ix) showing the frequency and percentage of differently abled students who can easily access the government websites for persons with disabilities.

S.No	Students who can easily access the government websites for persons with disabilities.	Frequency	Percentage
1	Yes	43	64.18%
2	No	24	35.82%
3	Total	67	

From table 5(ix) it was observed that 64.18% of students can easily access the government websites for persons with disabilities such as

- www.swavlambancard.gov.in,
- www.scholarships.gov.in,
- <http://www.disabilityaffairs.gov.in/content/>
- www.india.gov.in/spotlight/unique-disability-id,
- <http://disabilityjobs.gov.in/>,

Whereas 35.82% of students were not aware that's why they are not able to access the government websites for persons with disabilities.

Table 5(x) showing the frequency and percentage of differently abled students getting scholarship from the government

S.No	Students getting scholarship from the government	Frequency	Percentage
1	Yes	10	14.93%
2	No	57	85.07%
3	Total	67	

From table 5(x) it was perceived that 85.07% of Students with Disabilities were not getting any kind of scholarship from the government, whereas only 14.91% of Students with Disabilities were getting scholarships from the government. Out of 14.91% , 10.45 Students with Disabilities were getting pre matric scholarships and post matric scholarships for students with disability, 1.49% of Students with Disabilities were getting

scholarship of central sector plan for free coaching for students with disability, 2.99% of students were getting scholarships for top class education, whereas Students with Disabilities were not receiving scholarships such as national overseas scholarships for students with disability, national fellowship for person with disability and national handicapped finance and development corporation.

4.4 Objective 3: To study the problems faced by the differently abled students in availing the facilities provided by the university.

The third objective of the present study is also frequency and percentage analysis. In order to study the reaction of the students, the last part of the questionnaire prepared by the investigator consists of reaction scale. The students were asked to put a tick on the category such as (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree) in the space provided for each item in the reaction scale. The total number of differently students were 67, out of which:

- 16 differently-abled students (percentage-23.88%) strongly agreed and 42 differently-abled students (62.68%) agreed that students with disability were getting equal respect as that of other students in The Maharaja Sayajirao University. Whereas 7 differently-abled students (10.45%) of students were found to be undecided.
- 13 differently-abled students (19.40%) strongly agreed and 35 differently-abled students (52.24%) agreed that The Maharaja Sayajirao University campus is easily accessible for persons with disability. Whereas 1 differently-abled student (1.49%) were found to be undecided.
- 4 differently-abled students (5.97%) strongly agreed and 24 differently-abled students (35.82%) agreed that ramps, rails, and special toilets were constructed in the department in a proper way. Whereas 10 differently-abled students (14.93%) were found to be undecided.
- 7 differently-abled students (10.44%) strongly agreed and 11differently-abled students (16.41%) strongly disagreed that the library consists of ample amounts of books for Persons with Disability.
- 1 differently-abled student (1.49%) strongly agreed and 5 differently-abled students (7.46%) agreed that for visually impaired students-braille slate and

stylus, braille abacus, braille papers and textbooks are provided by the university. Whereas 13 differently-abled students (19.40%) were found to be undecided.

- 1 differently-abled student (1.49%) strongly agreed and 1 differently-abled student (1.49%) agreed that for hearing impaired students -individual hearing aids, voice trainer, audiometer are provided by the university. Whereas 14 differently-abled students (20.90%) were found to be undecided.
- 1 differently-abled student (1.49%) strongly agreed and 6 differently-abled students (8.95%) agreed that for for mentally retarded students- sense related equipment, maria montessori kit or NCERTs prepared ECCE kit are provided by the university. Whereas 28 differently-abled students (41.79%) were found to be undecided.
- 5 differently-abled students (7.46%) strongly agreed and 12 differently-abled students (17.91%) agreed that proper guidance and counselling is given to persons with disability at a particular time interval by the university. Whereas 21 differently-abled students (31.34%) were found to be undecided.
- 3 differently-abled students (4.48%) strongly agreed and 27 differently-abled students (40.3%) agreed that sufficient equipment is given to facilitate learning for students with disabilities by the university. Whereas 17 differently-abled students (25.37%) were found to be undecided.
- 7 differently-abled students (10.45%) strongly agreed and 38 differently-abled students (56.72%) agreed that the connection between theory and practical is maintained for Students with disability by the university. Whereas 17 differently-abled students (25.37%) were found to be undecided.
- 8 differently-abled students (11.94%) strongly agreed and 12 differently-abled students (17.91%) agreed modifications in the Department/Faculty/University is done in order to meet the needs of the students with disability. Whereas 19 differently-abled students (29.85%) were found to be undecided.

CHAPTER V
FINDINGS AND DISCUSSIONS

CHAPTER V

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5.1 Findings on the basis of level of awareness of the differently abled students regarding disability.

- From the present study it was observed that 70.15% of Students with Disabilities have heard about rights of Persons with Disabilities (2016).
- 58.21% of Students with Disabilities are also aware of different types of disability under Persons with Disabilities 2016. They were also aware of which category (type and subtype) of disability they belonged to.
- It was observed that very few students i.e 29.85% of Students with Disabilities have not heard about rights of Persons with Disabilities and 41.79% of students are not aware in which category (type and subtype) of disability do they belong to.
- Further the researcher found that the maximum percentage of Students with Disabilities are of physically differently abled students i.e 58.2%. And within physical disability the percentage of loco-motor differently abled students is more. Whereas very few students with intellectual and chronic neurological conditions students are found.
- Further the research found that since the percentage of loco-motor differently abled students is more, the walking aid device is used by Students with Disabilities in greater percentage i.e 20.89% with respect to other aids/appliances.
- The Students with Disabilities are also aware of the reason for their disability. It was observed that 86.56% of students are disabled since birth.
- The Students with Disabilities are facing problems in walking or doing any other physical work that restrict their movement. The reason for their condition is because of bone deformities, limited use of leg/feet, limited use of arms/fingers, muscular spasm, not uniform size of leg etc.
- Further the researcher found that earlier Students with Disabilities were not aware of different terminology used for them. Only 17.91% of students have knowledge about it.

5.2 Findings on the basis of level of awareness of the differently abled students with respect to government schemes and programs.

- From the previous finding it was observed that the majority of Students with Disabilities have heard about rights of Persons with Disabilities (2016). The students have not only heard but also 64.18% of Students with Disabilities are also aware of the rights of Persons with Disabilities (2016).
- Further the researcher found that 52.24% of Students with Disabilities have awareness regarding government schemes such as Integrated Education for Disable Children, Deendayal Disabled Rehabilitation Scheme etc.
- It was also found that only 34.33% of Students with Disabilities are getting allowances and facilities under the scheme of Integrated Education for Disable Children.
- Only 17.91% of Students with Disabilities are getting modern assistive devices by the government and only 13.43% of Students with Disabilities are getting financial assistance instead of assistive devices.
- The researcher also observed that not only modern assistive devices but also 50.74% of Students with Disabilities are not getting any kind of aids/appliances from the government.
- 64.18% of Students with Disabilities can easily access the government websites specially meant for Persons with Disability.
- Further the researcher also found that only 14.93% of Students with Disabilities are getting scholarships from the government.

5.3 Findings on the basis of problems faced by the differently abled students in availing the facilities provided by the university

- It was found that the majority of Students with Disabilities i.e 62.68% of students agreed that students with disability are getting equal respect as that of other students in The Maharaja Sayajirao University.
- 19.40% Students with Disabilities strongly agreed and 52.24% Students with Disabilities agreed that The Maharaja Sayajirao University campus is easily accessible for persons with disability.

- 25.37% of Students with Disabilities disagree, 17.91% of Students with Disabilities strongly disagree and 14.93% of Students with Disabilities stand undecided that the ramps, rails, and special toilets are constructed in the department in a proper way.
- Only 7.46% of Students with Disabilities agreed that for visually impaired students-braille slate and stylus, braille abacus, braille papers and textbooks are provided by the university.
- 1.49% of Students with Disabilities agreed that for hearing impaired students -individual hearing aids, voice trainers, audiometer are provided by the university.
- 17.91% of Students with Disabilities agreed that proper guidance and counselling is given to persons with disability at a particular time interval by the university.
- 40.3% of Students with Disabilities agreed that sufficient equipment is given to facilitate learning for students with disabilities by the university.
- 56.72% of Students with Disabilities agreed that the connection between theory and practical is maintained for Students with disability by the university.
- 17.91% of Students with Disabilities agreed modifications in the Department/Faculty/University is done in order to meet the needs of the students with disability.

5.4 Discussions

The researcher has observed that 67.16% of Students with Disabilities are male and 32.83% of Students with Disabilities are female in the The Maharaja Sayajirao University , Baroda. Since awareness towards any law, policy, program or schemes is the first step towards the journey to attain or to implement it in our life, it was observed from the findings that the majority of the Students with Disabilities were aware about the rights of Persons with Disabilities and also aware of the government schemes and programs. They were also aware of the different types of disabilities under Persons with Disability act. But still the majority of the Students with Disabilities are not able to procure the modern assistive device, aid/appliances, allowances and facilities from the government. The students were not aware of the proper channel through which they can get it.

The Government of India has come up with the rights of Persons with Disability so that the Persons with Disability can live with dignity, can have individual autonomy, equal opportunity as that of everyone, respect for difference and acceptance of persons with disabilities by the society. It was seen from the past that earlier that the Students with Disability were being cursed for their disability and being called with some disrespectful language. The way we call the Persons with Disability or the way we think about them, the way we corporate with them is a way to accept that the Persons with Disability are born with different potential, ability and strength. They are also an important part of our society. Although it was found from the findings that very few Students with Disability are aware of the new terminology used for them. Here the researcher believed that these terminologies should be known by each and every individual whether they are differently abled or not, since we are moving towards an inclusive society.

Further from the findings the researcher also found that Students with Disabilities are getting equal respect as that of other students in The Maharaja Sayajirao University and the university campus is accessible for them. But it was observed that ramps, rails and special toilets are not constructed in a proper way in their department, either they dont have the ramps, rail and special toilets in their department and even if it's there then it's not constructed in a proper manner.

Very few Students with Disabilities believe that the modification in their department/faculty/university is done in order to meet the needs of Students with Disabilities. It was found that the library does not consist of ample amounts of books for persons with disability and also Students with Disabilities are not getting proper guidance and counselling at a particular time interval by the university.

From the findings it can be analyzed that Students with Disabilities have awareness and understanding with regard to disability and with regard to government schemes the lacuna is that availing to those facilities is a bit challenging for them either by the government or from the university.

CHAPTER VI
SUMMARY AND CONCLUSION

CHAPTER VI

SUMMARY AND CONCLUSION

6.0 Introduction

Education aims to ensure inclusive and equitable quality education and promote lifelong learning to all. The term “Differently abled” was first coined by The United States Democratic National committee in the 1980's for those individuals who are physically or mentally challenged. It was acknowledged that differently abled individuals are blessed with different abilities and strengths. Even thinking about differently abled individuals in this manner, will provide equal opportunities for the growth and development of people with disabilities to lead productive, safe and dignified lives. Children who are different from the normal children are termed as individuals with disability/ differently abled/ exceptional children (Agarwal, 2007).

The term differently able is not a universally accepted concept, its meaning varies according to the cultural and attitudinal differences existing in different societies. It may be understood as a “significant loss or want or want of abilities, temporary or permanent, due to disease, accident, genetic causes or any other reason”(Hodkinson, 2009). Each and every individual is not alike, they have different potential and caliber in terms of their physical and mental attributes. Few children are highly gifted while few are not that much talented, few having physical disabilities like visually impairment, hearing impairment while few are retarded in intellectual development, few may be emotionally disturbed or few are unable to make proper adjustment in school, family or in community.

Despite this all children whether they are differently abled or not, all require support from the teachers, classmates, family and community. The support for the differently abled may be in the form of special education services, special education programmes or special infrastructural or learning facilities, skilled teachers that enable them to participate more effectively in the learning process, school setting or outside it.

According to census 2011, it was analysed that People with disabilities are among the most marginalized groups in the world. They have poorer health outcomes, lower

education achievement, less economic participation and higher rates of poverty than people without disabilities. In order to provide a stable and comfortable life so that they can face the society with confidence and to overcome their challenges, the government of India has come up with many policies, formulation of many laws, framing Act, schemes, establishment of many national institutes and many more for benefitting the differently abled. But doing this would be of no use if individuals with disabilities are not aware of it. It Would be only fruitful when individuals are properly aware and its execution is done in a proper and systematic way.

6.1 Defining disability

According to the Person with Disability Act (2016) a person having long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others. Persons with Disability Act has divided disability into: physical disability, intellectual disability, mental behaviour, disability due to chronic neurological condition and blood disorder, and multiple disabilities

6.1.1 Physical disability

(A). Loco-motor disability: a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both, including

- (a) Leprosy cured person
- (b) Cerebral palsy
- (c) Dwarfism
- (d) Muscular dystrophy
- (e) Acid attack victims

(B). Visual impairment: it includes

- (a) Blindness i.e Total absence of sight
- (b) Low-vision i.e Limitation of the field of vision

(C). Hearing impairment

- (a) Deaf: person having 70 DB hearing loss in speech frequencies in both ears
- (b) Hard of hearing: person having 60 DB to 70 DB hearing loss in speech frequencies in both ears.

(D). Speech and language disability: a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

6.1.2. Intellectual disability, a condition which is characterised by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour and covers a range of every day, social and practical skills, including,

- a. Specific learning disabilities
- b. Autism spectrum disorder

6.1.3. Mental behaviour or mental illness means a disorder of thinking, mood, perception, orientation or memory that impairs judgment, behaviour, capacity to recognise reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of the mind of a person.

6.1.4. Disability due to

(a) Chronic neurological conditions, such as:

- i. Multiple sclerosis: diseases occur in the nervous system in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other.
- ii. Parkinson's disease: a progressive disease of the nervous system showing, tremor, muscular rigidity, and slow, imprecise movement, mainly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

(b) Blood disorder such as

- (i) Haemophilia.
- (ii) Thalassemia
- (iii) Sickle cell disease

6.1.5. Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have a combination of

hearing and visual impairments causing severe communication, developmental, and educational problems.

The Person with Disability Act (2016) has defined disability based on an evolving and dynamic concept. Earlier there were only seven disabilities but the number has been increased to twenty-one now, including acid attack victims, Parkinson's disease, haemophilia, thalassemia, sickle cell anaemia, muscular dystrophy etc

6.2. Changing terminology for differently abled individuals

Individual with disability are tagged with certain terms ranging from the most disrespectful language such as: crippled, handicapped, dumb, slow, crazy, insane etc. Earlier the visually impaired individuals were tagged as dumb but now they are called as blind/visually impaired/ person who is blind. Earlier hearing impaired individual were tagged as deaf and dumb, now they are called as deaf or hard of hearing/ person who is deaf or hard of hearing. Similarly individuals with speech and communication disability are called as a person with speech and communication disability. Individuals with mental health disability are called persons with psychiatric disability, persons with mental health disability. In a similar manner other disabilities are also now assigned with some decent and respectful words.

6.3 Policies for differently abled individuals

6.3.1 Policies at International level

i) United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Education for the Children with Disability

In 1994, UNESCO, the UN's Education Agency, published the declaration on the education of Children with disability. UNESCO's statement in the international community to endorse the approach of inclusive schooling: 'We call upon all Governments, and urge them to adopt as a matter of law or policy the principle of inclusive education, encouraging and facilitating the participation of parents, communities and organization of persons with disabilities in the planning and decision making process, enrolling all children in regular schools, teacher education programmes (both preservice and inservice) should address the provision of special needs education in inclusive school.'

ii) Education for All Handicapped Children Act (EFAHC) (1975), United States (US)

The EFAHC Act is now called as Individuals with Disabilities Education Act (IDEA, 2004), and also by Public Law (PL). The major features of the law are:

- To ensure that special education services are available to children who need them.
- To guarantee that decisions about services to students with disabilities are fair and appropriate
- To establish specific management and auditing requirements for special education
- To provide federal funds to help the states educate students with disabilities

iii) UN standard rules on the equalization of opportunities for Person with Disability (PwD) (1993) The UN Standard Rules standard rules on the equalization of opportunities for Persons with Disability (PwD) (1993) represent a strong moral for the Governments to take action to attain equalization of opportunities for persons with disabilities. The rules serve as a tool for policy-making and as a basis for technical and economic cooperation. UN standard rules consist of total 22 rules for improving the educational conditions of persons with disabilities.

6.3.2 Policies at National level

Pre-Independence Scenario

The main recommendations of the **Sargent Report (1944)** were:

There were mainly two main recommendations by Sargent Report for children with disabilities i) Provision for the disabled should form an essential part of a national system of education and to be administered by the education department. ii) 10% of the budget for basic and high schools had been set aside for the (education) services of the disable

ii) Post-Independence Scenario

The Education Commission, (1964-66) was the first to analyse that despite our constitution has given emphasis on universal compulsory education for all, including children with disabilities, but very little had been done with this regard.

According to this commission “the Cwd should be an inseparable part of the general education system”. The main recommendations of the commission were: inclusion of CwD into ordinary schools, new methods and technologies developed in advanced countries should be learnt and adopted in our country as well, there is an urgent requirement for experimentation with integrated programs.

The National Policy for Children (NPC, 1974) is a policy formulated by the Government of India for an integrated approach to child development. The main recommendations of the policy were:

- To suggest steps for the adoption of proper legislative measures for the education and training of PwD, publicity and action research
- To provide other form of education for those children who are not able to take full advantage of formal education system
- To formulate special programmes to spot, and encourage gifted students and to carry out detailed action plan on education for the PwD
- facilities for education, rehabilitation, special treatment and care of children who are physically, mentally challenged or emotionally disturbed.

National Policy on Education (NPE, 1986) made special emphasis on the removal of disparities and to ensure equalization of educational opportunity by integrating the physically and mentally handicapped individuals with the general community as equal partners.

The Program of Action (POA, 1992): According to POA,1992 necessary measures to be taken for the reorientation of the pre-service and in-service teacher training programs and proper orientation programs should be given to the administrators.

Ramamurthy Committee (1992) was set up on the basis of NPE/POA. The main recommendations of the committee were: CwD have to be early identified and some stimulation programmes shall be formulated for them, those Cwd who are not able to take general education for them other form of Education Shall be given, and some reinforcement pedagogies shall be assisted for special and general education.

The National Policy for Persons with Disabilities (NPPwD, 2006) According to NPPwD “PwD are valuable human resources for the country and seek to create an environment that provides them equal opportunities, protection of their rights and full participation in society.” The policy mainly focus on 11 aspects such as: prevention of disabilities, rehabilitation measures, women with disabilities, Children with Disabilities, barrier-free environment, issue of disability certificates, social security, promotion of Non-Governmental Organizations (NGOs), collection of regular information on Persons with Disabilities, research, Sports, recreation and cultural life.

Both at the national and international level the government has adopted several policies for the differently abled individuals. The government is encouraging the youth, communities, parents and various other organisations from several decades in order to create an inclusive environment. The government has also came up with several educational services to find out the differently abled individuals, to provide special care for the differently abled individuals, by provide accessible schools in order to provide maximum educational practises to the differently abled individuals, so that the differently abled individuals can't feel neglected from the mainstream society and they can equally contribute to the development of the nation.

6.4 Major legislative act for Person with Disability

6.4.1 Mental Health Act (1987)

This Act has made amendments in the laws relating to the treatment and care of mentally ill persons in order to make better provision for them.

This Act also states that the mentally ill persons should be treated like any other sick persons and the environment around them should be made as normal as possible, along with that admission to psychiatric hospitals or psychiatric nursing homes of mentally ill-persons should be given in order to protect society from the presence of mentally ill persons who have become or might become a danger to other.

6.4.2 Rehabilitation Council of India Act (1992)

Rehabilitation Council of India (RCI) was set up as a registered society in 1986 and was enacted by parliament and it became a statutory body in 1993. RCI Act is responsible for recognition of qualification granted by university in India for rehabilitation professionals, maintenance of a central rehabilitation register and providing training for all qualified professionals / personnel working in the field of rehabilitation and special education.

6.4.3 Persons with Disability Act (1995)

According to persons with Disability Act "Disability" means Blindness, Low vision, Leprosy-cured, Hearing impairment, Loco-motor disability, Mental retardation, Mental-illness.

- a. Blindness refers to a condition where a person is suffering from
 - Total absence of sight
 - Visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with correcting lenses
 - Limitation of the field of vision subtending an angle of 20 degree or worse.
- b. Low vision: person having impairment of visual functioning even after treatment but potentially capable of using vision for planning of a task with appropriate assistive device.
- c. Leprosy cured person: a person who has been cured by leprosy but is suffering from
 - Loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity
 - Manifest deformity and paresis; but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity
 - Extreme physical deformity as well as advanced age which prevent him from undertaking any gainful occupation, and the expression "leprosy cured" shall be construed accordingly.

- d. Hearing impairment: loss of sixty decibels or more in the better year in the conversational range of frequencies.
- e. Loco-motor disability: disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.
- f. Mental retardation: a condition of arrested or incomplete development of the mind of a person which is specially characterized by sub normality of intelligence.
- g. Mental illness means any mental disorder other than mental retardation.

6.4.4 National Trust Act (1999)

The National Trust works for the welfare of persons with Autism, Cerebral Palsy, Mental retardation, and Multiple Disabilities.

- Autism: a condition of uneven skill development primarily affecting the communication and social abilities of a person, marked by repetitive and ritualistic behaviour.
- Cerebral Palsy: a group of non-progressive conditions of a person characterised by abnormal motor control and posture resulting from brain insult or injuries occurring in the pre-natal, infant period of development.
- Mental Retardation: a condition of arrested or incomplete development of the mind of a person which is specially characterised by sub-normality of intelligence.
- Multiple Disabilities

The vision of the National Trust is to build an inclusive society, where human diversity is valued more, which enables and empowers full participation of Persons with Disability to live independently with dignity, equal rights and opportunities.

6.4.5 Right of Person with Disabilities Act (2016)

This Act replaces the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 and came into existence during December 2016. In this Act the types of disabilities have been increased from existing 7 to 21 and the Central Government has the power to add more types of disabilities. The ministry of

social justice and empowerment, department of empowerment of Persons with Disability has come up with a fullfleged document entitled as compendium of schemes of Persons with Disability 2018. This document consists of all the government schemes and programs which are mentioned above specially for the differently abled individual. The government has come with so many policies, legislative acts, schemes and programs with a vision to create an inclusive society and with a mission to empower Persons with Disability

6.5 Government schemes and programs for differently abled individual

6.5.1 Scheme of Integrated Education for the Disabled Children

It is a centrally sponsored scheme launched by the Department of Social Welfare in 1974 which was later transferred to the Department of Education in 1982. Under this scheme handicapped children are integrated in the normal school. With the help of aids, incentives and specially trained teachers assistance is provided to the children suffering from mild handicaps in common schools.

Allowances and facilities under this scheme are given for handicapped children such as: Books and stationery allowance, uniform allowance, transport allowance. If there is no scholarship to the hostellers (children with disability) by the state government, then those students whose parents income does not exceed Rs.3000/- per month, may be paid actual boarding and lodging charges..

6.5.2 Deendayal Disabled Rehabilitation Scheme (DDRS)

The scheme has been revised and implemented from 1st April 2018. The main objective of this scheme is

- To create an enabling environment to ensure equal opportunities, equity, social justice and empowerment of persons with disabilities.
- To encourage voluntary action for ensuring effective implementation of the Rights of Persons with Disability Act, 2016.

6.5.3 Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances (ADIP)

In order to promote physical, social, psychological rehabilitation of Persons with Disabilities ADIP Scheme help the disabled persons in obtaining durable, sophisticated and scientifically manufactured, modern, standard aids and appliances by reducing the effects of disabilities and at the same time enhancing their economic potential. Assistive devices are given to PwDs with an aim to improve their independent functioning.

6.5.4 Scheme for Implementation of Persons with Disabilities Act, 2016 (SIPDA)

SIPDA assists the various implementing agencies for effective implementation of various provisions of the Right of Person with Disability (RPwD) Act. The financial assistance is given to the implementing Agencies for various activities such as

- To provide a barrier free environment for PwDs which include access to build environment in schools, colleges, training institutes, public buildings, health centres etc.
- To make government websites at the centre/ state and district levels accessible to PwDs
- Skill development programs for PwDs
- To support Composite Regional Centres (CRCs)/ Regional Centres/ Outreach Centres and District Disability Rehabilitation Centres (DDRCs)
- To assist the state government to organise camps for issuance of disability certificates etc. (Ministry of social justice and empowerment, 2014)

6.5.5 Scholarship Schemes

(a) Pre-matric scholarship and post-matric scholarship for students with disabilities

The objective of the scheme is to provide financial assistance to the students with disabilities for studying in the pre-matric level (class IX and X) and post-matric level (Classes XI, XII and upto post graduate degree/diploma level) including scholarship, book grant, escort/reader allowance, etc.

(b) Scholarship for top class education for students with disabilities

This Scheme aims at recognizing and promoting quality education amongst Students with Disabilities by providing financial support on the basis of their merit.

(c) National Overseas Scholarship for students with disabilities

It has been launched with the objectives for providing financial assistance to the students with disabilities for pursuing studies abroad at Master Degree and Ph.D level.

(d) National Fellowship for Persons with Disabilities (NFPwD)

Under this scheme, 200 Fellowships (Junior Research Fellows, JRF) per year are granted to students with disabilities.

(e) Central Sector Plan Scheme of Free Coaching for Students with Disabilities

The objective of the Scheme is to provide coaching for economically disadvantaged students with disabilities, having 40% or more disability to enable them to appear in competitive examinations and to succeed in obtaining an appropriate job in Government/Public/Private sector (Ministry of social justice and empowerment, 2018).

(f). National Handicapped Finance and Development Corporation (NHFDC).

It provides financial support for education, employment and entrepreneurship of the persons with disabilities through the State Channelizing Agencies (SCAs) which is nominated by the State Government.

6.5.6 Few other schemes

(a) Assistance for Skills and Entrepreneurial Development Programmes

For imparting training to the disabled persons, financial assistance in the form of grants is given to the State Channelizing Agencies/reputed institutions in order to make them capable and self-dependent.

(b) Hand holding support to registered institutions for PwDs

The registered institutions can get a support of upto Rs.1,000/- per PwD for extending information, support, guidance for procedural/documentation formalities to PwDs in obtaining loans or admission in training institutes.

(c) Scheme for awareness generation and publicity

To promote awareness and to sensitize society with focus on remote and rural areas, on causes leading to disability and prevention through early detection, to spread awareness through social networking, Conducting seminars, workshops, cultural activities, fairs, exhibitions etc. either directly or through socially active groups /organizations.

(d) Central sector scheme of support for establishment/ modernisation/ capacity augmentation of braille presses

All students with visual impairment will be provided free of cost special books printed in the Braille presses established/modernized/capacity augmented under the Scheme.

(e) Central sector scheme on research on disability related technology, products and issues

The main objective of the scheme is to promote research of service models and programmes on the basis of needs individuals and their families and creating an enabling environment for the empowerment of the PwDs, to initiate and sustain innovative applied and action research to improve the quality of life, to evolve strong linkages between research findings and policy and planning and practice (Ministry of social justice and empowerment, 2018).

6.5.7 New initiatives and Schemes in progress

(a) Indian Sign Language Research and Training Centre (ISLRTC)

The establishment of ISLRTC has been approved by the government. The main objective of the centre will be to develop manpower, teaching and conducting research in Indian Sign Language.

(b) Unique Disability Identity Card (UDID)

The Department of Empowerment of Person with Disability is in the process of implementing Unique Disability Identity Card for creating a National Database for Persons with disabilities.

(c) Direct Benefit Transfer (DBT)

The aim of DBT scheme is to ensure that benefits (in terms of cash) can go directly to individual's bank accounts electronically, by reducing delay in payment, ensuring accurate targeting of the beneficiary and curbing duplication or any kind of discrepancies (Ministry of social justice and empowerment, 2018).

(d) The Department for Empowerment of Persons with Disabilities in the Ministry of Social Justice and Empowerment is establishing a Centre for Disabilities Sports to develop and encourage disabled sports persons.

(e) Modernisation of 10 existing and establishment of 15 new Braille presses to augment production of Braille presses.

(f) The Department in collaboration with TIFAC, an autonomous body of the Department of Science & Technology, has launched a dedicated web portal for meeting the accessible needs relating to aids & appliances for persons with disabilities.

(g) National Institute of Mental Health Rehabilitation – The Department is in the process of establishing National Institute of Mental Health Rehabilitation at Bhopal.

(h) National Awards for the Empowerment of Persons with Disabilities, 2014 : Every year on the occasion of the International day for the disabled persons i.e. 3rd December, the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice

and Empowerment confers National Awards on individuals, institutions, districts etc for outstanding work done by them in the field of empowerment of persons with disabilities. National awards are given under 14 categories.

6.5.8 University Grant Commission Schemes for PwD

The University Grant Commission (UGC) supports the universities and colleges in the country to empower PwD. From the ninth five year plan the UGC had started the schemes of assistance to universities/colleges for Higher Education for Persons with Special Needs (HEPSN) in order to enrich higher education learning experiences of differently-abled persons.

The HEPSN scheme has three components. They are:

- (i) Establishment of enabling units for differently-abled persons
- (ii) Providing access to differently-abled persons
- (iii) Providing special equipment to augment educational services for differently-abled persons.

In the XII five year plan (2012-2017), the University Grant Commission came up with guidelines for Persons with Disabilities schemes for university. The main focus of the document was on which kind of teacher preparation in special education do we require, what will be their specific objectives and their eligibility, which kind of facilities is needed in higher Education for persons with special needs, how the visually challenged teachers can be benefited for further teaching and research in order to support all the university.

6.6 Implications of the study

From the review of related literature, the researcher found that most of the studies were either for the faculty awareness (Bagget, 1994) i.e for awareness of primary school teachers and preservice teachers (Omamaezzat, Amelabdelazim and Ahmed, 2018) (Pingle and Garg, 2015) (Sawhneya and Bansal, 2014) or for the awareness of local body secretaries on disability (Ajesh, 2012) very few studies were there for the awareness of the differently abled students (Ngao, 2012), (Williamson, 2014) out of which few studies

only focus on higher education provision for students with disabilities (Hadjikakou and Hartas, 2008)

Bagget (1994) Omainaezzat, Amelabdelazim and Ahmed (2018) found that faculty members had limited experience in teaching SwD and were able to teach only those students who have learning disabilities. Even the faculty members were not aware of the service which was provided by the University.

Here the researcher found that it is necessary to give proper orientation to the faculty members, so that they can direct the SwD and can assist them with the new aids/appliances.

Mistry (2005) found that the enrolment of SwD is very less in the University and 51% SwD had problems with their subjects. It was found by the researcher that SwD are finding difficulty in understanding their subject, they were not able to make proper connection with respect to their subject, the unavailability of the skilled teachers and not adequate resources in the University for SwD may be the reason behind.

Yadav (2006) found that only 10% of the SwD got support from the school process. Ngao (2012) found that CwD has very less awareness regarding AIDS/HIV and for providing AIDS/HIV education only video and counselling was done. Goli, Noroozi and Salehi (2019) found that there is need to give sexual health program for intellectual disabled girls in order to reduce the sexual abuse and harassment of girls. Ajesh (2014) and Jyoti (2015) found that local body secretaries have high awareness of disability but the students have low level of awareness before the intervention program, showed significantly positive impact after the intervention program.

Thus researchers found that students are not much aware of disability either may be because their faculty members are not aware, lack of proper orientations, lack of support services given to them, few intervention programmes. Hence this made the investigator to study the awareness of students now with regard to schemes and programs for the differently abled.

6.7 Rationale of the study

Persons with Disabilities (PwD) have come a long way from different periods of time. In ancient times, in Indian society children born with disability were said to be the curse of god due to which they segregated from the society. The rights to which they were entitled were denied to them. But after independence many policies and legislative Act were made by the government in order to make the individuals with disability a part of society and free from inhumane treatment. It took a very long time but the awakening towards the rights of the PwDs has come to be reflected in the UNs integrated, comprehensive right based convention on the rights of the PwD.

PwD Act indicates that differently abled individuals have access to education at all levels but still they are not properly getting access either because of non-availability of resources, lack of infrastructure, problem with their discipline, lack of support from the family and many more. The state as well as the central government has brought some policies listing out the important steps with regard to health, education, training, rehabilitation, societal security etc. The government of India has allotted 3% of the sectoral budget to the disabled. But these schemes and programs are not reaching to many of the individuals with disability and if reaching then not in a proper form (Punarbhav, 2019). CwD reveals that despite quantitative expansion of facilities and the introduction of various provisions and programmes, the SwD have benefited the least. Perhaps the main reason for this can be lack of awareness among them and guardians regarding the facilities available and unavailability of the proper facilities that are meant for them (Mistry,)2005 Hence efforts should be made to increase the awareness and understanding of the individual for different reasons. There were many studies such as Bagget (1994), Ngao (2012), Ajesh (2014), Jyoti (2015), Yadav (2006) with regard to disability but the researcher was unable to find studies regarding the schemes and programs for the differently abled. Hence the researcher is planning to conduct a study for the awareness of the students with regard to schemes and programs for differently abled.

6.8 Statement of the problem

A study of awareness of differently abled University students regarding Government schemes and programmes.

6.9 Objectives of the study

1. To study the awareness of differently abled students regarding disability.
2. To study the awareness of differently abled students with respect to government schemes and programs for disability.
3. To study the problems faced by the differently abled students in availing the facilities provided by the university.

6.10 Explanation of the term

Awareness: For the proposed study awareness denotes knowledge about disability.

Schemes: For the proposed study schemes are the large scale systematic plan made by the government of India for attaining some particular goal into effect.

Programs: For the proposed study programs means a set of related activities with a particular long term aim.

Problems faced by differently-abled students: For the proposed study problems faced by differently abled students mainly focuses on the difficulties faced by the students in availing the facilities within the university campus i.e weather they are getting support from the department/faculty, weather they are getting equal respect from the university, weather the university campus is easily accessible for PwD, weather rails, ramps, special toilets are properly constructed in every department, weather proper connection between theory and practise is maintained for Students with Disabilities etc.

6.11 Delimitation of the study

The present study is delimited to the differently abled students (Undergraduate, postgraduate and diploma) studying in the year 2019-2020 in The Maharaja Sayajirao University of Baroda.

6.12 Research Methodology

Methodology is the systematic and theoretical analysis of the methods used for a study. It gives an outline, a direction, or the way in which the research is to be undertaken. A proper planning is required for the implementation and effective execution of a study, hence a proper emphasis is required in its research methodology. The present study will follow descriptive research methodology.

6.13 Research Design of the study

The study is descriptive in nature. The researcher has made a questionnaire for the students with disabilities. The design of the present study can be presented as follows.

6.14 The data

The present study deals with awareness of differently abled university students regarding government schemes and programs and for this the needed data is: to know the awareness of differently abled students regarding disability, the awareness of differently abled students with respect to government schemes and programs for disability, and the problems faced by the differently abled students in availing the facilities provided by the university.

6.15 Sources of data

For the present study the source of data was the Students with Disability studying in the Maharaja Sayajirao University Baroda in the academic year 2019-2020.

6.16 Target population

For the present study the target population was all the differently abled students studying in various faculties of various programs including undergraduate courses, postgraduate courses and diploma courses in the academic year 2019-2020 and the number could not be specified.

6.17 Accessible population

For the present study in order to get the accessible population the researcher has personally met all the deans of the 14 faculties, principle of Polytechnic College, and to

the principle of Baroda Sanskrit Mahavidyalaya of the Maharaja Sayajirao University, Baroda by taking the request letter from the guide and even the guide has also made several attempts to obtain the data. The obtained list of accessible population consists of 81 Students with Disabilities (Table 2).

6.18 Sample used for data collection

The accessible population for the present study was 81 Students with Disabilities as per the data given by the respective offices of the various faculties, but the researcher was not able to meet all the Students with Disabilities because either the Students with Disabilities were not regular to the university or their contact information was not updated. So for the present study the sample used for data collection consists of 67 Students with Disabilities from various faculties, and colleges studying in the academic year 2019-2020 of the Maharaja Sayajirao University, Baroda. The faculty wise list of the sample consists of 67 Students with Disabilities (Table 3).

6.19 Tools for data collection

For data collection a questionnaire was prepared by the researcher as per the three objectives of the study. The questionnaire was also validated by the experts in the field of education. The questionnaire consists of four parts- Part A- Bio data, Part B- Knowledge about disability, Part C- Awareness of the differently abled students with respect to government schemes and programmes, Part D- Problems faced by the differently abled students in availing the facilities.

6.20 Data collection

For the purpose of data collection the researcher has taken prior permission from the dean of Faculty of Education and Psychology and has written separate permission letters for data collection, addressing to the respective deans of all the 13 faculties of the Maharaja Sayajirao University, Baroda.

After getting the permission, the researcher has collected the name and contact information of the students with disabilities from the respective office of the faculties. Then the researcher has individually approached the Students with Disabilities for data

collection. The researcher has started the process of data collection in the first week of October 2019 and the whole process of data collection i.e. starting from meeting the dean/principal of various faculties for taking permission, meeting the respective office staff for getting the name and contact details of Students With Disabilities, and approaching almost all the students individually for data collection was completed in the last week of February 2020. It took almost five months to complete the whole process of data collection by the researcher.

6.21 Data analysis

Data collected by the questionnaire was analyzed by using frequency and percentage.

6.22 Major findings of the study

- From the present study it was observed that 70.15% of Students with Disabilities have heard about rights of Persons with Disabilities (2016).
- 58.21% of Students with Disabilities are also aware of different types of disability under Persons with Disabilities 2016. They were also aware of which category (type and subtype) of disability they belonged to.
- It was observed that very few students i.e. 29.85% of Students with Disabilities have not heard about rights of Persons with Disabilities and 41.79% of students are not aware in which category (type and subtype) of disability do they belong to.
- Further the researcher found that the maximum percentage of Students with Disabilities are of physically differently abled students i.e. 58.2%. And within physical disability the percentage of loco-motor differently abled students is more. Whereas very few students with intellectual and chronic neurological conditions students are found.
- Further the research found that since the percentage of loco-motor differently abled students is more, the walking aid device is used by Students with Disabilities in greater percentage i.e. 20.89% with respect to other aids/appliances.
- The Students with Disabilities are also aware of the reason for their disability. It was observed that 86.56% of students are disabled since birth.

- The Students with Disabilities are facing problems in walking or doing any other physical work that restrict their movement. The reason for their condition is because of bone deformities, limited use of leg/feet, limited use of arms/fingers, muscular spasm, not uniform size of leg etc.
- Further the researcher found that earlier Students with Disabilities were not aware of different terminology used for them. Only 17.91% of students have knowledge about it.
- It was observed that the majority of Students with Disabilities have heard about rights of Persons with Disabilities (2016). The students have not only heard but also 64.18% of Students with Disabilities are also aware of the rights of Persons with Disabilities (2016).
- Further the researcher found that 52.24% of Students with Disabilities have awareness regarding government schemes such as Integrated Education for Disable Children, Deendayal Disabled Rehabilitation Scheme etc.
- It was also found that only 34.33% of Students with Disabilities are getting allowances and facilities under the scheme of Integrated Education for Disable Children.
- Only 17.91% of Students with Disabilities are getting modern assistive devices by the government and only 13.43% of Students with Disabilities are getting financial assistance instead of assistive devices.
- The researcher also observed that not only modern assistive devices but also 50.74% of Students with Disabilities are not getting any kind of aids/appliances from the government.
- 64.18% of Students with Disabilities can easily access the government websites specially meant for Persons with Disability.
- Further the researcher also found that only 14.93% of Students with Disabilities are getting scholarships from the government.
- It was found that the majority of Students with Disabilities i.e 62.68% of students agreed that students with disability are getting equal respect as that of other students in The Maharaja Sayajirao University.

- 19.40% Students with Disabilities strongly agreed and 52.24% Students with Disabilities agreed that The Maharaja Sayajirao University campus is easily accessible for persons with disability.
- 25.37% of Students with Disabilities disagree, 17.91% of Students with Disabilities strongly disagree and 14.93% of Students with Disabilities stand undecided that the ramps, rails, and special toilets are constructed in the department in a proper way.
- Only 7.46% of Students with Disabilities agreed that for visually impaired students-braille slate and stylus, braille abacus, braille papers and textbooks are provided by the university.
- 1.49% of Students with Disabilities agreed that for hearing impaired students-individual hearing aids, voice trainers, audiometer are provided by the university.
- 17.91% of Students with Disabilities agreed that proper guidance and counselling is given to persons with disability at a particular time interval by the university.
- 40.3% of Students with Disabilities agreed that sufficient equipment is given to facilitate learning for students with disabilities by the university.
- 56.72% of Students with Disabilities agreed that the connection between theory and practical is maintained for Students with disability by the university.
- 17.91% of Students with Disabilities agreed modifications in the Department/Faculty/University is done in order to meet the needs of the students with disability.

6.23 Implications of the present study

These are some of the implications from the study:

- To the head of the institution, to know how many Students with Disabilities are there within their department.
- To the head of the institution, to check how much awareness to the Students with Disabilities have.
- To the head of the institution, to check how many students are availing the facilities.

- To the head of the institution, to know what is the need of Students with Disabilities and how it can be fulfilled.
- To the head of the institution, to know where the institution is lacking in providing the facilities to Students with Disabilities.
- To the head of the institution, to ensure the quality of inclusive education within their department.
- To the teachers, to come up with some innovative pedagogy to facilitate learning of Students with Disabilities.
- To the policy maker to know the percentage of students who have awareness and are benefited from the government schemes and programs.

6.24 Suggestion for further research

These are some of the suggestion for further research:

- The same study can be expanded in other universities of Gujarat.
- A study on awareness of teachers with regard to disability can be conducted.
- A study on perception of teachers and students towards disability can be conducted.
- To study the problems faced by university students in availing the facility can be conducted.
- To study the different programs, workshops, and facilities given by various universities to the Students with Disabilities can be conducted.

6.25 Conclusion

In today's scenario, where we are talking about inclusive education, everyone should have some awareness about disability. Because the way we introduce disability, is the way we perceive things and we want others to perceive. Hence it can be concluded that awareness of disability is very much important to Students with Disability but it should not only be restricted to Students with Disabilities only but for everyone to develop an inclusive culture and inclusive values among everyone. Each and every university should have a university manual for Students with Disabilities in order to enhance their knowledge. The university should carry out some certificate courses, workshops, orientation programs, guidance and counselling sessions in order to increase the students

and teachers' awareness with regard to disability, awareness regarding the norms and facilities they should get from the government schemes and programs.

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APPENDICES

APPENDIX - I

23rd August, 2019

To,
Prof. _____
Dean, Faculty of _____
The Maharaja Sayajirao University of Baroda
Vadodara, Gujarat

Subject: Permission for Data Collection for M.Ed. Dissertation

Sir,

With due respect, I Preeti Pal, M.Ed. IInd year student (2018-2020), Department of Education, would like to seek your permission to collect data in regard to my study entitled **“A study of awareness of differently abled University students regarding Government schemes and programmes”** as a compulsory requirement of M.Ed. dissertation under the guidance of **Prof. R. C. Patel [Head, Department of Education and Dean, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda]**.

I request you to permit me to collect data from your Faculty and provide the information about the number of differently-abled students in your Faculty for the dissertation purpose. Your cooperation will be highly appreciated.

No.	Name of the students	Course/Program	Year	Contact No.

Thank YOU!

Preeti Pal
M.Ed. Scholar

Prof. R.C. Patel
Head, Department of Education
Dean, Faculty of Education and Psychology

APPENDIX - II

Dear student,

I am Preeti Pal, M.Ed IIInd year student,(2018-2020), from Department of Education, of The Maharaja Sayajirao University of Baroda, doing research on “ A study of awareness of differently- abled University students regarding Government schemes and programs”. The purpose of this survey is to obtain information about the awareness of differently abled students with regard to government schemes and programs. All information will be kept confidential, please feel free to fill this questionnaire.

Your cooperation will be highly appreciated.

Thank you for your time.

PREETI PAL

[9873122975]

Questionnaire for Students with Disability

PART A: BIO DATA

1. Name:
2. Gender: Male () Female ()
3. Indicate your
Department:
Class:
Year:
4. Age in years:
5. Whom do you live with at home ?

Father () Mother () Both Parents () Grandparents ()

Guardian () Brother/sister ()
6. Who is answering the questionnaire ?
(a) Person with Disability ()
(b) Caregiver of Person with Disability ()
(c) The researcher itself on his/her behalf ()
7. Marital status
(a) Single ()
(b) Married ()
(c) Divorced ()
(d) Widowed ()
8. Do you (or PwD) have difficulty in any of the following areas?
(a) Impairment related to vision ()
(b) Impairment related to hearing loss or hard of hearing ()
(c) Communication ()
(d) Movement activity ()
(e) Moving around ()
(f) Daily life activities ()
(g) Difficulty in understanding ()
(h) Learning difficulties ()
(i) Mental illness ()
(j) If any other, then specify _____

9. Indicate the type of disability
 - (a) Physical disability ☐
 - Loco-motor disability ☐
 - Visual disability ☐
 - Hearing impairment ☐
 - Speech and language ☐
 - (b) Intellectual disability ☐
 - Specific learning disability ☐
 - Autism spectrum disorder ☐
 - (c) Mental behavior/ illness ☐
 - (d) Disability caused due to ☐
 - Chronic neurological conditions ☐
 - Blood disorder ☐
 - (e) Multiple disabilities ☐

PART B: KNOWLEDGE ABOUT DISABILITY.

Mark your answer as YES(✓) or NO (X). You can choose multiple options at a time

1. Have you heard about the Rights of Person with Disability Act (2016). ☐
2. Are you aware of different types of disabilities under the Person with Disability Act. ☐

If yes then indicate yours

- (a) Physical disability ☐
 - Loco-motor disability ☐
 - Cerebral palsy ☐
 - Dwarfism ☐
 - Muscular dystrophy ☐
 - Acid attack victim ☐
- (b) Visual impairment ☐
 - Blindness ☐
 - Low vision ☐
- (c) Hearing impairment ☐
 - Deaf ☐
 - Hard of hearing ☐
- (d) Speech and language disability ☐
- (e) Intellectual disability ☐
 - Specific learning disability ☐

- Autism spectrum disorder ()
 - (f) Mental behavior/ illness ()
 - (g) Chronic neurological conditions ()
 - Multiple sclerosis ()
 - Parkinson's disease ()
 - (h) Blood disorder ()
 - Haemophilia ()
 - Thalassemia ()
 - Sickle cell anemia ()
 - (i) Multiple disabilities ()
3. Do you use any kind of aids/appliances ?
- (a) Wheelchair ()
 - (b) Walking aid device ()
 - (c) Hearing aid ()
 - (d) A mobility handicap and no device ()
 - (e) Any low vision optical devices ()
 - (f) Any kind of cognitive devices ()
 - (k) If any other, then specify _____
4. Reason for your disability
- (a) Accident ()
 - (b) Disease ()
 - (c) Disabled since birth ()
 - (d) Poliomyelitis. ()
 - (e) If any other reason then specify _____
5. Does your department/faculty support you with your disability?
- (a) Yes, always ()
 - (b) Yes, mostly ()
 - (c) No, mostly not ()
 - (d) Never ()
6. Do you have any of these conditions?
- Sight problems not corrected by glasses or contact lenses ()
 - Severe sudden eye pain. ()
 - Hazy, blurred or doubled vision. ()
 - Seeing flashes of light or sudden bright floating spots. ()
 - Seeing rainbows/halos around light ()

- Seeing a curtain coming down over one eye. ()
- Swollen red eyes. ()
- Changes in the color of the iris ()
- White areas in the pupil of the eye ()
- Sudden development of persistent floaters. ()
- Heavy discharge from the eyes. ()
- Squinting or tilting the head to the side to focus on an object. ()
- Having difficulty in identifying faces/objects. ()
- Having trouble in identifying colors. ()
- Having trouble in writing on a line ()
- Hearing problems ()
 - Having 70DB hearing loss in speech frequencies ()
 - Having 60DB to 70DB hearing loss in speech frequencies ()
 - Loss in speech frequencies ()
 - Ringing in ears. ()
 - Sensitive to sounds. ()
 - Trouble in understanding speech, especially in noisy environment ()
 - Can't localize sound ()
- Speech problem ()
- Delay in speech and language development ()
- Difficulty in thinking and understanding ()
- Difficulty in remembering things ()
- Inability to connect actions with consequences ()
- Difficulty in problem solving or logical thinking ()
- Difficulty in comprehending ()
- Confused thinking ()
- Reduced ability to concentrate ()
- Extreme mood changes of high and lows ()
- Detachment from reality (delusion or hallucination) ()
- Excessive anger ()
- Suicidal thinking ()
- Distorted sense of smell or loss of smell ()
- Abnormality of taste ()
- Reduced sense of touch ()
- Reduced facial expression ()
- Uncomfortable tickling and burning sensation ()
- Sexual dys-functioning ()
- Black-outs ()

- fits or loss of consciousness ()
- Dizziness ()
- Fatigue ()
- Heat intolerance ()
- Poor balance ()
- Daytime sleepiness ()
- Early awakening ()
- Restless sleep ()
- Confusion in sleeping hours ()
- General feeling of being unwell ()
- Fast heartbeat. ()
- Hyperactivity. ()
- Impulsivity ()
- Limited use of arms/fingers ()
- Difficulty in gripping things ()
- Limited use of legs or feet ()
- Walking on tip/toe ()
- Bow legs ()
- Any conditions that restricts
physical activity or physical work ()
- Any disfigurement or deformity ()
- Dental problems ()
- Bone deformities ()
- Enlarged head ()
- Hunched back ()
- Difficulty in swallowing ()
- Shallow breathing ()
- Any mental illness for which help or
supervision is required ()
- Diseases occurring in nervous system ()
- Muscular spasm/weakness ()
- Permanent shortening of muscle ()
- Problems with muscle coordination ()
- Slow growth/delayed development ()
- Delayed puberty ()
- Trouble in concentrating the lack
of oxygenated blood in the brain ()
- Abnormal haemoglobin molecules ()
- Blood that doesn't clot after an injury ()

- Skin that bruises easily ()
- Nose bleeding ()
- Bleeding from the gums ()
- If any other, then specify _____

7. Do you have difficulty in ()
- (a) Doing everyday activities such as eating, showering ()
 - (b) Talking to or hearing other people? ()
 - (c) Learning or remembering things? ()
 - (d) Reading or understanding things? ()
 - (e) Walking, keeling or climbing stairs? ()
 - (f) Living in independent housing without help from other people? ()
 - (g) Having difficulty in doing any other things as that of people of the same age usually do? ()
8. Are you aware of the different terminology used for people with disability? ()

PART–C AWARENESS OF THE DIFFERENTLY ABLED STUDENTS WITH RESPECT TO GOVERNMENT SCHEMES AND PROGRAMS

Mark your answer as YES(✓) or NO (X). You can choose multiple options at a time.

1. Do you know the Rights of Persons with Disability Act 2016 ()
2. Are you aware of any government schemes launched for differently-abled persons ()
3. Do you have any disability certificate? ()
4. Are you getting any kind of allowances and facilities under the scheme of integrated education for disable children? ()
If yes, then which
 - Book and stationary allowances per annum ()
 - Uniform allowances ()
 - Transport allowances ()
 - Scholarship for the hostellers ()
5. Are you provided with any kind of modern assistive device by the government? ()
If yes then which
 - Daisy book players ()
 - Other talking devices ()
 - Net book laptop ()

- Digital magnifiers ()
 - Assisting listening devices such as hearing loops ()
- If No, then are you getting any financial support instead of that? ()
6. Have you attended any skilled based programs related to your disability? ()
If yes then what you have learned from the program. _____
7. Are you getting equal justice in your ()
class,? ()
college,? ()
community.? ()
8. Is there any kind of following aids/appliances given to you by the government ? ()
- All prosthetic and orthotic devices ()
 - Mobility aids ()
 - Surgical foot wears ()
 - Microcellular chappals ()
 - Motorized tricycles ()
 - Wheelchairs ()
 - Devices for daily living activities ()
 - Speech generating devices ()
 - Alerting or alarm devices ()
 - Cognitive devices ()
 - Software application ()
 - Automatic pager ()
 - Book holders ()
 - Adapted pencil grips ()
 - Arithmetic frames ()
 - Abacus ()
 - Dictaphone ()
 - Science learning equipment ()
 - Communication equipment for visually impaired and hearing ()
impaired students
 - Light weight, high performance mobility devices ()
 - hand-held stand ()
 - lighted and unlighted magnifiers ()
 - speech synthesizers or Braille attachments in computer ()
 - Educational kits like tape recorders / CD players ()
 - portable speech synthesizer ()

- If any other, then specify _____

For visually disabled students

- Laptop ()
- Brailers ()
- Braille shorthand machine ()
- Talking calculators ()
- Typewriters ()
- Note taker ()
- Braille writing equipment ()
- If any other, then specify _____

9. Do you find the building of your department accessible? ()
10. Can you easily access the government websites for persons with disability? ()
11. Are you getting any kind of scholarships from the government ? ()

If yes, which one

- Pre –matric scholarships and post matric scholarships for students with disability ()
- Scholarships for top class education for students with disability ()
- National overseas scholarships for students with disability ()
- National fellowship for person with disability ()
- Central sector plan for free coaching for students with disability ()
- National handicapped finance and development corporation ()
- 12. Is there any kind of guidance and counseling given in your department/faculty/university for Students with Disability ()

PART-D PROBLEMS FACED BY THE DIFFERENTLY ABLED STUDENTS IN AVAILING THE FACILITIES

Choose from the following options- 1 Strongly disagree, 2. Disagree, 3.Undecided, 4. Agree, 5. Strongly agree, (StD=Strongly disagree, D=Disagree, U=Undecided, A=Agree, StA=Strongly agree)

1. Students with Disabilities are getting equal respect as that of other students in The Maharaja Sayajirao University. [StD, D, U, A, StA]

2. The Maharaja Sayajirao University campus is easily accessible for Person with Disability
[StD, D, U, A, StA]
3. The ramps, rails, and special toilets are constructed in the department in a proper way.
[StD, D, U, A, StA]
4. The library consists of ample amounts of books for Persons with Disability.
[StD, D, U, A, StA]
5. For visually impaired students -braille slate and stylus, braille abacus, braille papers and textbooks are provided. [StD, D, U, A, StA]
For hearing impaired students- individual hearing aids, voice trainer, audiometer are provided. [StD, D, U, A, StA]
For mentally retarded students-sense related equipment, Maria-Montessori kit or NCERT's prepared ECCE kit are provided. [StD, D, U, A, StA]
6. Proper guidance and counselling is given to Persons with Disability at a particular time interval. [StD, D, U, A, StA]
7. Sufficient equipment is given to facilitate learning for Students with Disabilities.
[StD, D, U, A, StA]
8. The connection between theory and practice is maintained for Student with Disability
[StD, D, U, A, StA]
9. Modifications in the department/faculty/university is done in order to meet the needs of the Students with Disabilities. [StD, D, U, A, StA]