

# **Research Study on status of Education and Employment of persons with Intellectual and Multiple disabilities.**

**In**

**Assam, Bihar, Jharkhand, Madhya Pradesh, Meghalaya,  
Rajasthan, Uttar Pradesh and West Bengal**

**During  
October- December 2023**

**Conducted By  
Rahul Mehta**

**for**



**Jan Vikas Samiti**

At+PO.- Murdaha, Varanasi - 221 2002, U.P.

Phone number- 0542 2626022

[www.janvikassamiti.org](http://www.janvikassamiti.org)

Email: [mail@janvikassamiti.org](mailto:mail@janvikassamiti.org)

## **Jan Vikas Samiti (JVS)**

JVS is a community development organization based in Varanasi (UP), India, working for poor and marginalized sections of society since more than 25 years. Its mission is to assist persons with disabilities by building and strengthening community-based rehabilitation program. It is designed to improve the quality of life for “children and youngsters with disabilities” and their families by meeting their basic needs and promoting inclusion and integration. JVS had been serving over 6,000 children and youngsters with disabilities via its collaborative programme partner organisations in 14 states of the North and North-East India.

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has been conducted during October to December 2023 by  
Rehabilitation Consultant

### **Rahul Mehta**

rahulmehta205@gmail.com  
Ph: 91 8084086182

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## Abbreviations

BPL	Below Poverty Line
CBR	Community Based Rehabilitation
CSR	Corporate Social Responsibility
CSO	Civil Society Organizations
CWID	Children with Intellectual disability
CWMD	Children with Multiple disabilities
CWSN	Children with Special Needs
DEE	District Employment Exchange
DPO	Disabled People's Organization
DWW	Daily Wage Workers
ICT	Information Communication & Technological
ID	Intellectual Disability
ILO	International Labour Organisation
JVS	Jan Vikas Samiti
LF	Liliane Foundation
MP	Madhya Pradesh
NCPEDP	National Centre for Promotion of Employment for Disabled People
NCSC	National Career Service Centre
NHFDC	National Handicapped Finance and Development Corporation
NRLM	National Rural Livelihood Mission
NSDC	National Skills Development Corporation
OBC	Other Backward Cast
OPD	Organisations of persons with disabilities
PGSS	Purvanchal Gramin Seva Samiti
PWD	Persons with disability
PWID	Persons with intellectual disability
RMKM	Rajasthan Mahila Kalyan Mandal
RPWD Act	The Rights of Persons with Disabilities Act, 2016
SDG	Sustainable Development Goal
SC/ST	Schedule Caste/ Scheduled Tribes
TLM	Teaching and Learning Material
UNCRPD	United Nation Convention on the Rights of Persons with Disability
UP	Uttar Pradesh
WB	West Bengal.

# Research Study on status of Education and Employment of persons with Intellectual and Multiple disabilities

## 1. Introduction

### 1.1 Background of the Study

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG-4) and “Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all” (SDG-8) focuses on the education and employment for all including Persons with Disabilities.

In recent past, specifically after enactment of “The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 inclusive education and disability-inclusive employment has shown a growing area of interest for the development sector and organisations of persons with disabilities (OPDs). ‘Zero rejection Policy to ensure that no child is out of education system’ of Education for All Campaign emphasises that every child with special needs is provided meaningful and quality education. The Right to Free and Compulsory Education (RTE) Act, 2009 mandates free and compulsory elementary education to all children including Children with Special Needs (CWSN) to encourages equity-based inclusion in our society and inclusion of (CWSN) in regular schools while taking care of their special needs.

In spite the all-round efforts by Government and Civil Society Organizations Education and Employment status of Persons with disability is far behind the set targets under several action plans including SDG. Status of different categories of Persons with disabilities is not uniform. People with intellectual and multiple disabilities are among the most marginalised and have the lowest rate of participation in the Education and labour force as compared to other disability groups listed in RPWDs Act 2016. Due to different barriers Education of People with intellectual and multiple disabilities are still a big challenge. United Nations Convention on the Rights of Persons with Disabilities (CRPD) affirmed the right of all people with disabilities to access open, inclusive and accessible workplaces as outlined in its Article 27, this is not yet a reality for persons with intellectual and multiple disabilities. Despite different acts and laws, persons with intellectual and multiple disabilities continue to face several challenges when trying to access education and employment.

### 1.2 Need of the Study

There are little reliable data on the school completion and employment rates of people within intellectual and multiple disabilities in the country. People with intellectual and multiple disabilities are even less likely to have access to education. Apart from employment, people with intellectual and multiple disabilities are typically excluded from mainstream schools and are commonly either out of school or isolated in segregated

schools. Exclusion from the mainstream education system prevents them from accessing school certificates.

As per Census 2011 of India (Series C, Table 22), transition rate of CWSNs in the Government education sector is very poor: from 89 % in Grade 1, it drops to 2.3% in the Higher Secondary section. It is clearly indicating that while CWSNs are initially enrolling, the system is not able to retain them. Secondly, the above data further reveals that in terms of education for CWSNs, the most excluded are Persons with Intellectual Disabilities and Person with Multiple Disabilities. It also indicates, there is discrimination against certain disabilities even within the CWSN group as a whole. It stands to reason, that if certain sections of the population remain uneducated, their futures as wage earners, as economically independent adults, remain uncertain.

There is no particular data and information about the reasons of massive dropout of children with intellectual and multiple disabilities from secondary and higher secondary education. We need to identify reasons behind poor retention of children with intellectual and multiple disabilities at secondary and higher secondary school. We have to cross examine our current education system as per the need PwID and PwMD. Does our education system need curricular changes, either alternative or adapted to retain PwID and PWMD at secondary and higher secondary level? The factors could be multiple ones, including inflexible curriculum, disabled-unfriendly teaching methods, lack of structured capacity-building of teachers in inclusive education, lack of appropriate guidelines from school authorities and negative attitudes of teachers and non-teaching staff.

Overall, it is believed that it is “The System” that needs to change drastically in order to retain CWSNs. Without retaining them in the school, how can a child with intellectual and multiple disabilities be empowered and enabled to access and enter into the 1% reserved government sector job for PwID and PwMD within Sec 34, of the RPWD Act 2016.

To create a shift in the conversation about disability-inclusive education and employment, there is a need to ensure that voices of PwID and PwMD are reflected in research and writing about disability-inclusive education and employment from a cross-disability perspective. So, JVS has started the process to get more authentic data through short systematic research on the status of education of PwID and PwMD in the age group of 18 to 50 years. This study will also reveal the number of posts filled so far, in 34 (1.d) of the RPWD Act 2016 at state and central level.

### **1.3 Research Objectives**

This study attempts to study current status of education and employment persons with Intellectual and Multiple disabilities in eight states along with examining key barriers towards these; and provisions of Government, in the perspective of existing legal and social context. However Specific objectives of the study were:

- To study the status of educational status of PwID and PwMD at different levels.
- To study the status of PwID and PwMD employment in the perspective of provisions under RPWD Act 2016 section 34 (1.d).

- To study the reasons for the vacant posts, if any under provision of RPWD Act 2016 section 34 (1.d).
- To document possible ways through which the PwID-PwMD can become eligible for vacant posts under RPWD Act 2016 section 34 (1.d).
- To document the opinion of disability professionals and PWDs on making the curriculum flexible for PwID-PwMD, different criteria of assessment for PwID-PwMD in examinations to enable them to qualify in higher/higher secondary or upper levels of exams.
- To provide recommendations that will serve as input for JVS and its Donor organization for developing strategies for compliance of section 34(1.d) of RPwD Act 2016 and policy advocacy.

#### **1.4 Location of the Study:**

Jan Vikas Samiti have been implementing a project for Inclusive Development of children & Youngsters with Disabilities” in 14 states of India. The project focuses on Health, Education, Livelihood and Social Inclusion of the children & Youngsters with Disabilities. The Study was conducted in eight states where JVS has been implementing the Rehabilitation programmes. Though one of the major sources of data were partner of JVS, 160 Persons with disabilities and 40 service providers were also contacted for the specific data across the selected states. Disabled Cricket Control Board of India supported in collecting information from Gorakhpur district. The specific locations were as follows:

- i. Assam : Mrinaljyoti
- ii. Bihar : Fakirana Sisters Society, Bettiah
- iii. Jharkhand : Koderma Franciscan Clarist Society, Koderma
- iv. Madhya Pradesh : Samaritan Society, Satna
- v. Meghalaya : Bethany Society, Shilong
- vi. Rajasthan : Rajasthan Mahila Kalyan Mandal
- vii. Uttar Pradesh : Purvanchal Gramin Seva Samiti (PGSS), Gorakhpur
- viii. West Bengal : Palli Unnayan Samiti, Kolkata

#### **1.5 Methodology:**

It was mixed type of study. The integration of quantitative and qualitative data in the form of a mixed methods study were applied.

##### **Data Collection:**

The tools like structured questionnaire, focus group discussion, Review & analysis of literature, were be used for data collection. The secondary data were collected through reports, studied and records. Information from the local partners were also collected.

The major process was as follows: -

<b>Desk Study</b>	:-	Basic available information was gathered from the local partners of the JVS. It included available related to education and employment status of PwID and PwMD.
<b>Review of Literature</b>	:-	Available Government Data, Literature and secondary data were reviewed for the purpose of the study.
<b>Field visits</b>	:-	<ul style="list-style-type: none"> <li>• Two teams were formed for the Data Collection. Team one visited the partners while the other team collected data from State Headquarter.</li> <li>• During the field visit Semi structured Interview, FGD, Informant interview and Meetings were conducted with the selected purposive sample.</li> </ul>
<b>Analysis &amp; Report</b>	:-	Following the visits, the data/information was analysed. Inferences were drawn and a draft report was prepared.
<b>Report</b>	:-	Draft Report was prepared and shared with JVS. Their feedback was incorporated in the final report.

## 1.6 Sample

The sample were primarily purposive and selected from the projects supported by JVS. The planned sample size was 200 across all states including 160 PwID and PwMD. However, the actual sample size of PwID and PwMD was 176, thus making the total sample size 216. The details of the sample of the study are as follows:

Table-1: Details of the Sample

#	States	PwID/ PwMD	NGO Member	Dist. Disability Dept.	Education Dept.	Special School	Rehab. Professional	Total
1	Assam	20	1	1	1	1	1	25
2	Bihar	20	1	1	1	1	1	25
3	Jharkhand	20	1	1	1	1	1	25
4	Madhya Pradesh	30	1	1	1	1	1	35
5	Meghalaya	26	1	1	1	1	1	31
6	Rajasthan	20	1	1	1	1	1	25
7	Uttar Pradesh	20	1	1	1	1	1	25
8	West Bengal	20	1	1	1	1	1	25
	<b>Total</b>	<b>176</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>216</b>

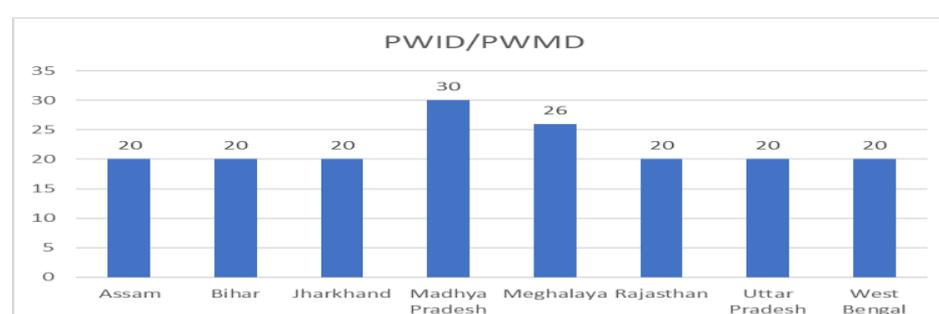


Table-2: Gender and Disability wise brief of sample

#	States	Male	Female	PwID	PwMD
1	Assam	13	07	14	06
2	Bihar	14	06	12	08
3	Jharkhand	13	07	09	11
4	Madhya Pradesh	26	04	8	22
5	Meghalaya	19	07	20	06
6	Rajasthan	14	06	13	07
7	Uttar Pradesh	14	06	15	05
8	West Bengal	10	10	16	04
	<b>Total</b>	<b>123</b>	<b>53</b>	<b>107</b>	<b>69</b>
	<b>Percentage</b>	<b>69.89</b>	<b>30.11</b>	<b>60.80</b>	<b>39.20</b>

Table 2 reflects that 69.89% respondents were male while 30.11% were female.

Out of total sample 60.80% were persons with Intellectual disabilities while 39.20% were person with Multiple Disabilities.

The graph below represents the number of different categories of selected sample.

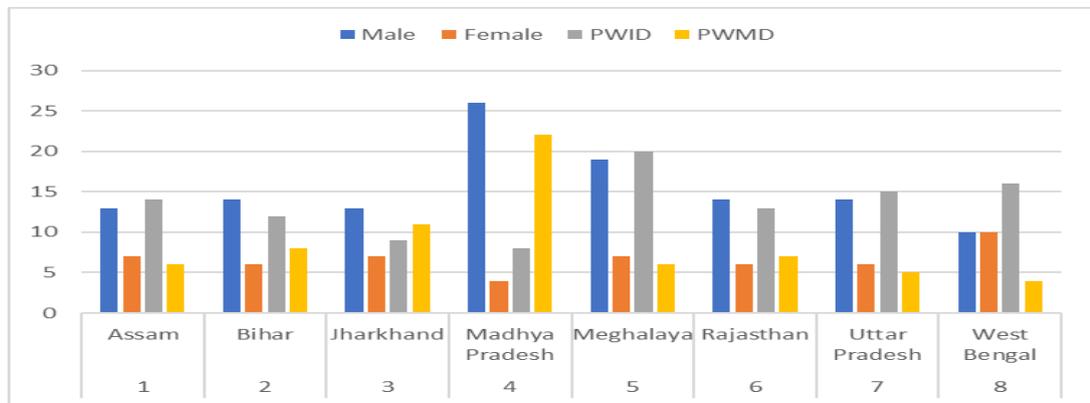


Table-3: Gendered details of PwID and PwMD Sample

#	State	Persons with Intellectual Disabilities			Persons with Multiple Disabilities			Total
		Male	Female	Sub Total	Male	Female	Sub Total	
1	Assam	09	05	14	04	02	06	20
2	Bihar	09	03	12	05	03	08	20
3	Jharkhand	06	03	09	07	04	11	20
4	Madhya Pradesh	07	01	08	19	03	22	30
5	Meghalaya	14	06	20	05	01	06	26
6	Rajasthan	09	04	13	05	02	07	20
7	Uttar Pradesh	11	04	15	03	02	05	20
8	West Bengal	08	08	16	02	02	04	20
	<b>Total</b>	<b>73</b>	<b>34</b>	<b>107</b>	<b>50</b>	<b>19</b>	<b>69</b>	<b>176</b>

Though all project covers around 60% male and 40% female, the project sample includes around 70% male and 30% female. The specific reason includes that due to a local festival participants of female respondents decreased significantly in Madhya Pradesh. The gender discrepancy in the number of adults with Multiple disabilities may be the other contributing reasons towards this.

## Age wise details of respondents: -

Table 4 reflects the age wise distribution of the selected Sample. 92.04% respondents are in the age range 18 to 30 years, while only 7.96% respondents are older than 30 years. In the category of Persons with Intellectual Disabilities 93.45% respondent are in the first age group while among the Persons with Multiple Disabilities 89.85% fall in this category.

Table- 4: Age wise details of respondents

#	State	PwID			PwMD			Total
		18-30 Yrs.	30+Yrs	Sub Total	18-30 Yrs.	30+Yrs	Sub Total	
1	Assam	14	00	14	06	00	06	20
2	Bihar	10	02	12	08	00	08	20
3	Jharkhand	09	00	09	11	00	11	20
4	MP	04	04	08	15	07	22	30
5	Meghalaya	19	01	20	06	00	06	26
6	Rajasthan	13	00	13	07	00	07	20
7	Uttar Pradesh	15	00	15	05	00	05	20
8	West Bengal	16	00	16	04	00	04	20
<b>Total</b>		<b>100</b>	<b>07</b>	<b>107</b>	<b>62</b>	<b>07</b>	<b>69</b>	<b>176</b>
Percentage		56.82	3.98	60.80	35.23	3.98	39.20	

### 1.7 Research tools:

Following tools were used for collection of information-

- Semi structured Interview with direct beneficiaries and key informants;
- Face to face small group discussion with the stakeholders;
- Face-to-Face Discussion with selected service providers;
- Review of reports, case studies;
- Observation and Questionnaire for the report.

### 1.8 Delimitation of the Study

For the study purposive sample was used. The data has been collected from 8 pockets across 08 selected states. The samples were collected from projects supported by JVS. The projects primarily include Persons with disability up to 18 years and follow up and handholding is done up to 26 years. As the study is based on employment Persons with Disability above 18 years and below 50 years were selected. In some areas PwD outside projects were selected. Thus, the study is not totally based on the project, rather on Project areas.

The sample size is small with only 176 Persons with intellectual and multiple disabilities and 40 service providers.

In the recent past Educational Status of the PwD has significantly improved. As the sample consists of adult with disability, the study may not truly present the educational scenario of this decade.

## Chapter -2

### Provision for Education and Employment of persons with Intellectual and Multiple disabilities

Intellectual disability is defined as a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of every day, social and practical skills, including Specific Learning disabilities and Autism spectrum disorder whereas Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe Communication, developmental, and educational problems.

The detailed definition of employment has been laid down in a resolution of the 13<sup>th</sup> ICLS (ILO 1982, para. 9) as “persons above a specific age who during a specified brief period (one week or one day) were in paid employment or self-employment”. Persons in paid employment may be either “at work” (perform some work for a wage or salary during the reference period) or “with a job but not at work” (had already worked in their present job, were temporarily not at work during the reference period and had a formal attachment to their job). Persons in self-employment may be either “at work” (perform some work for profit or family gain) or “with an enterprise but not at work” (for any specific reason). Specific provisions for Education and Employment of Persons with Intellectual and Multiple Disabilities are as follows-

#### 2.1 Provision for Education under RPWD Act, 2016:

The provision of education for PwID and PwMD has been specified in the definition itself. PwID and PwMD may be categorized as Persons with disability in need of High Support. High support is defined as-

*“high support” means an intensive support, physical, psychological and otherwise, which may be required by a person with benchmark disability for daily activities, to take independent and informed decision to access facilities and participating in all areas of life including education, employment, family and community life and treatment and therapy (2.1)*

Chapter III of RPWD Act focuses on Education. The major provisions are as follows:

Major provisions related to education of PwID and PwMD under Section 16 are as follows:

The appropriate Government and the local authorities shall endeavour that all educational institutions funded or recognised by them provide inclusive education to the children with disabilities and towards that end shall—

- i. admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others;
- ii. make building, campus and various facilities accessible;
- iii. provide reasonable accommodation according to the individual’s requirements;
- iv. provide necessary support individualized or otherwise in environments that maximize academic and social development consistent with the goal of full inclusion;
- v. ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication;

- vi. detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them;
- vii. monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability;
- viii. provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

Section 17 of the act advocates conducting survey of school going children in every five years for identifying children with disabilities, ascertaining their special needs and the extent to which these are being met. In other words, it is responsibility of the Government to enroll and provide education to the PwID and PwMD.

There is specific provision for suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses (RPWD Act, 17.i).

Besides these 'The appropriate Government and local authorities shall ensure that every child with benchmark disability has access to free education in an appropriate environment till he attains the age of eighteen years (31.2) and All Government institutions of higher education and other higher education institutions receiving aid from the Government shall reserve not less than five percent. Seats for persons with benchmark disabilities (32.1).

## 2.2 Legal framework for Employment of PwID and PwMD

The economic empowerment of persons with disabilities is the key to independent living and social participation. The right of persons with disabilities to work is laid out in several national and international instruments such as the Discrimination (Employment and Occupation) Convention, adopted by the International Labour Organization (ILO) in 1958 (No. 111) (1), the ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159) (2), United Nations Convention on the Rights of Persons with Disabilities (3). RPwD Act 2016. However, the right to work is often not respected and people with disabilities encounter many barriers in trying to find and keep work. In recent years disability issues have been more prominently featured internationally and nationally. Several specific provisions have been made for the promotion of employment of persons with disabilities

- a. The **United Nations** General Assembly established the foundation for the promotion and protection of human rights in 1948, when it proclaimed the Universal Declaration of Human Rights.

Article 23 (1) states that: "everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment".

Article 25 states that each person has "the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control".

- b. The UNCRPD**, adopted by the UN General Assembly in 2006, came into force in May 2008, and is a unique opportunity for making the rights of persons with disabilities a reality, and also for reminding governments of their responsibility to achieve these rights.

According to Article 27– Work and employment - States Parties recognize the right of persons with disabilities to work, on an equal basis with others. This includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and a work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment.

- c. Sustainable Development Goal (SDG), 2015** specifically delineates measures for employment of PwDs. Goal 8 states ‘Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all’ with specific indicator 8.5 as ‘By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.

- d. The Rights of Persons with Disabilities Act, 2016**, under Chapter IV has made specific provision for skill development and employment of PwDs. Different sections related to waged employment are as follows: -

22. (1) Every establishment shall maintain records of the persons with disabilities in relation to the matter of employment, facilities provided and other necessary information in compliance with the provisions of this Chapter in such form and manner as may be prescribed by the Central Government.

(2) Every employment exchange shall maintain records of persons with disabilities seeking employment.

(3) The records maintained under sub-section (1) shall be open to inspection at all reasonable hours by such persons as may be authorised in their behalf by the appropriate Government.

24.3.(h) unemployment allowance to persons with disabilities registered with Special Employment Exchange for more than two years and who could not be placed in any gainful occupation;

34. (1) Every appropriate Government shall appoint in every Government establishment, not less than 04% of the total number of vacancies in the cadre strength in each group of posts meant to be filled with persons with benchmark disabilities of which, one percent. each shall be reserved for persons with benchmark disabilities under clauses (a), (b) and (c) and one per cent. for persons with benchmark disabilities under clauses (d) and (e), namely: -

- a. blindness and low vision;
- b. deaf and hard of hearing;

- c. locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid attack victims and muscular dystrophy;
  - d. autism, intellectual disability, specific learning disability and mental illness;
  - e. multiple disabilities from amongst persons under clauses (a) to (d) including deaf-blindness in the posts identified for each disability:
36. The appropriate Government may, by notification, require that from such date, the employer in every establishment shall furnish such information or return as may be prescribed by the Central Government in relation to vacancies appointed for persons with benchmark disability that have occurred or are about to occur in that establishment to such special employment exchange as may be notified by the Central Government and the establishment shall thereupon comply with such requisition.
37. The appropriate Government and the local authorities shall, by notification, make schemes in favour of persons with benchmark disabilities, to provide -
- (a) 5% reservation in allotment of agricultural land and housing in all relevant schemes and development programmes, with appropriate priority to women with benchmark disabilities;
  - (b) 5% reservation in all poverty alleviation and various developmental schemes with priority to women with benchmark disabilities;
  - (c) 5% reservation in allotment of land on concessional rate, where such land is to be used for the purpose of promoting housing, shelter, setting up of occupation, business, enterprise, recreation centres and production centres.

**e. The CBR Guidelines- Towards Community-Based Inclusive Development (2010)** focus on five key development areas- health, education, livelihood, social and empowerment. The components of livelihood addressed under CBR matrix are Skills development, Self-employment, Wage employment, financial services and social protection.

### **2.3 National Education Policy and PwID-PwMD**

National Education Policy, 2020 also states that the education of all children with disabilities is the responsibility of the State. The Policy also recognizes the importance of creating enabling mechanisms for providing Children with Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child (Section 6.2.5).

There is also provision for resources to schools/school complexes for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities (section 6.11). NEP also emphasises on development of Curriculum with the support of NCERT and National Institutes, education in local

language, barrier free school environment, efforts for inclusion, development of training module in Indian Sign Language and ensuring that 50% learners of school have opportunity for Vocational training.

## **2.4 Historical background of Education and Employment of PwID and PwMD**

L. Govind Rao in his study 'Education of persons with intellectual disabilities in India, states that historically in India, persons with disabilities enjoyed co-existence, though at different times, the treatment and attitudes were at variance. Out of all the types of disabilities, an intellectual disability poses greater challenges than the other types. The families of persons with intellectual disabilities do also have needs different from others, which cannot be segregated from the needs of children with intellectual disability.

Though after enactment of Persons with Disability Act focus has shifted on Integrated and Inclusive education for PwID and PwMD unlike other disabilities, the history of special education for them has not been very encouraging. The first school for intellectual disability was established in 1940 as per the report of the expert group of the National Planning for the Mentally Handicapped held in New Delhi on 12-17 November 1979. After independence, there has been some growth of special education in our country and it has been seen that during 1960 and 1975, 81 schools were established. By 1979, the number of special education centers was 150. With the establishment of the National Institute for Empowerment of Persons with Intellectual Disabilities, Secunderabad (erstwhile National Institute for Mentally Handicapped) and National Institute for Empowerment of Persons with Multiple Disabilities, Chennai education and employment for PwID and PwMD got momentum.

For education of PWMD role of technology is important. However, a report reflects that "The parents of 86% children with disabilities don't not know how to use technology and around 81% of teachers said they did not have accessible educational material with them".

## Chapter -3

### Results and Discussion

#### 3.1 Status of Education of Persons with Intellectual and Multiple Disabilities:

Educational status of Persons with Intellectual disabilities (PwID) and Persons with multiple disabilities (PwMD) were collected across eight states. The details of are as follows-

##### a. Educational status of PwID

Table- 5: Educational status of PwID

State	Sex	No Education	I to VII	VIII to X	XI to XII	Total
Assam	Male	02	07	00	00	9
	Female	01	04	00	00	5
Sub total		03	11	00	00	14
Bihar	Male	04	05	00	00	9
	Female	00	01	02	00	3
Sub total		04	06	02	00	12
Jharkhand	Male	02	04	00	00	6
	Female	01	02	00	00	3
Sub total		03	06	00	00	9
Madhya Pradesh	Male	02	04	01	00	7
	Female	00	01	00	00	1
Sub total		02	05	01	00	8
Meghalaya	Male	07	06	01	00	14
	Female	04	01	01	00	6
Sub total		11	07	02	00	20
Rajasthan	Male	03	06	00	00	9
	Female	03	01	00	00	4
Sub total		06	07	00	00	13
Uttar Pradesh	Male	07	04	00	00	11
	Female	02	02	00	00	4
Sub total		09	06	00	00	15
West Bengal	Male	02	06	00	00	8
	Female	02	06	00	00	8
Sub total		04	12	00	00	16
<b>Total</b>		<b>42 (39.25%)</b>	<b>60 (56%)</b>	<b>05(4.6%)</b>	<b>00</b>	<b>107</b>

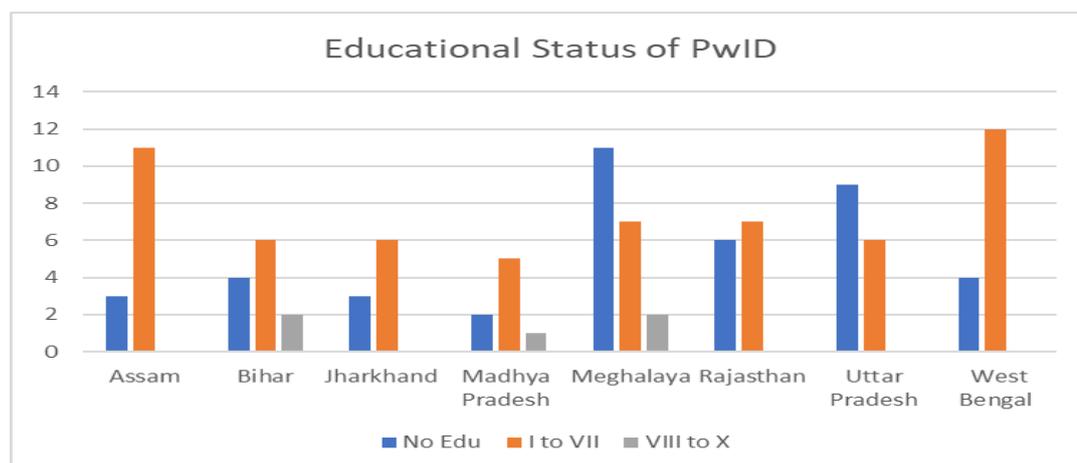


Table 5 reflects the educational status of respondents with intellectual disabilities. 56% selected PwID have educational qualification up to class VIII, while only 4.6% PwID have attended class VIII to X. 39.25% PwID have never gone to formal school.

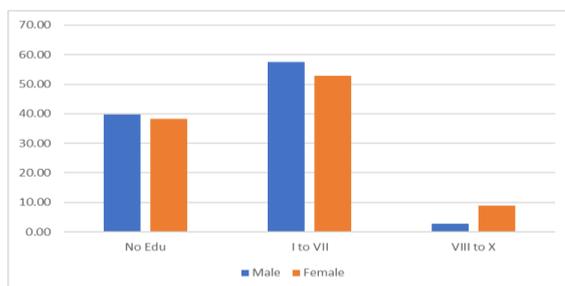


Table- 6: Gender wise educational status

Male	39.73	57.53	2.74	0.00
Female	38.24	52.94	8.82	0.00

Table 6 reflects that there is no significance difference between educational qualification of male and Female PwID. However, conversion rate from elementary to higher education is slightly better among female with intellectual disability.

## b. Educational status of PwMD

Table- 7: Educational status of PwMD

State	Sex	No Education	I to VII	VIII to X	XI to XII	Higher	Total
Assam	Male	2	2	0	0	0	4
	Female	1	1	0	0	0	2
Sub Total		3	3	0	0	0	6
Bihar	Male	2	3	0	0	0	5
	Female	2	1	0	0	0	3
Sub Total		4	4	0	0	0	8
Jharkhand	Male	2	5	0	0	0	7
	Female	2	2	0	0	0	4
Sub Total		4	7	0	0	0	11
Madhya Pradesh	Male	6	8	5	0	0	19
	Female		2	1	0	0	3
Sub Total		6	10	4	2	0	22
Meghalaya	Male	4	1	0	0	0	5
	Female	1	0	0	0	0	1
Sub Total		5	1	0	0	0	6
Rajasthan	Male	4	1	0	0	0	5
	Female	1	1	0	0	0	2
Sub Total		5	2	0	0	0	7
Uttar Pradesh	Male	2	1	0	0	0	3
	Female	2	0	0	0	0	2
Sub Total		4	1	0	0	0	5
West Bengal	Male	1	1	0	0	0	2
	Female	0	2	0	0	0	2
Sub Total		1	3	0	0	0	4
<b>Total</b>		<b>32 (46.37)</b>	<b>31(44.92)</b>	<b>4(5.8)</b>	<b>2(2.9)</b>	<b>0</b>	<b>69</b>

Table 7 reflects the educational status of respondents with multiple disabilities. 44.92% respondents of selected PwMD have educational qualification up to class VIII, while 5.8% PwMD have attended class VIII to X and Only 2 PwMD (2.9%) have acquired higher secondary education. 46.37% PwMD have never gone to formal school.

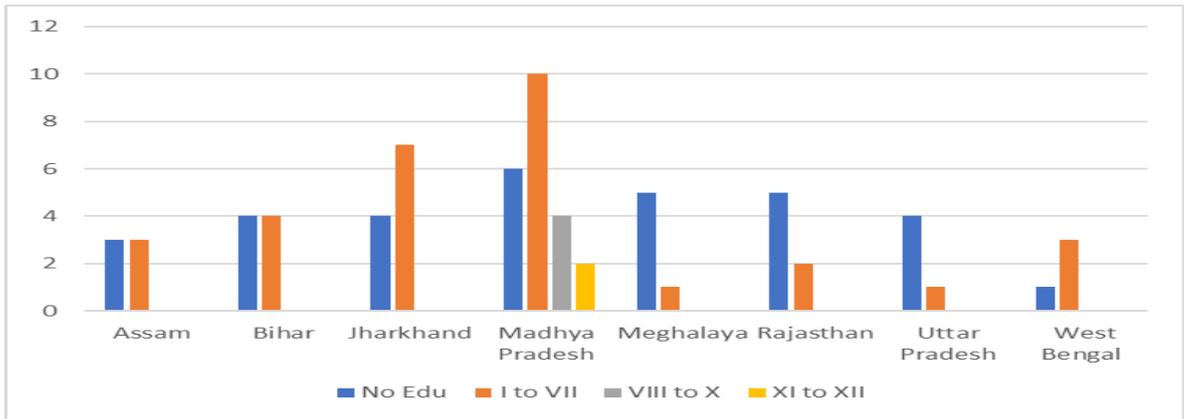


Table- 8: Gender wise educational status of PwMD

Gender	No Edu	I to VII	VIII to X	XI to XII
Male	31.51	30.14	4.11	2.74
Female	26.47	26.47	2.94	0.00

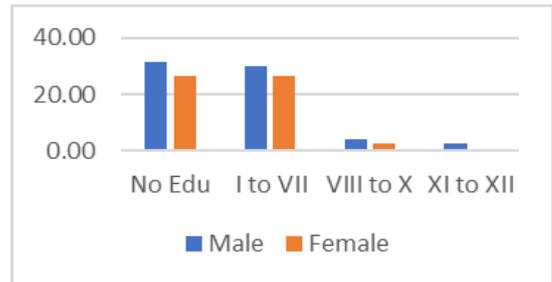


Table 8 reflects that educational qualification of Male with multiple disabilities is slightly better than the educational status of female with multiple disabilities.

Table 5 and table 7 reflect that as far as higher education among respondents is concerned status of PwMD (8.7%) is better than the PwID (4.6%).

### c. Educational status of PwID-PwMD

Table- 9: Educational status of PwMD

#	State	No Education	I to VII	VIII to X	XI to XII	Total
1	Assam	6	14	0	0	20
2	Bihar	8	10	2	0	20
3	Jharkhand	7	13	0	0	20
4	Madhya Pradesh	8	15	5	2	30
5	Meghalaya	16	8	2	0	26
6	Rajasthan	11	9	0	0	20
7	Uttar Pradesh	13	7	0	0	20
8	West Bengal	5	15	0	0	20
<b>Total</b>		<b>74</b>	<b>91</b>	<b>9</b>	<b>2</b>	<b>176</b>
Percentage		42.05	51.70	5.11	1.14	100.00

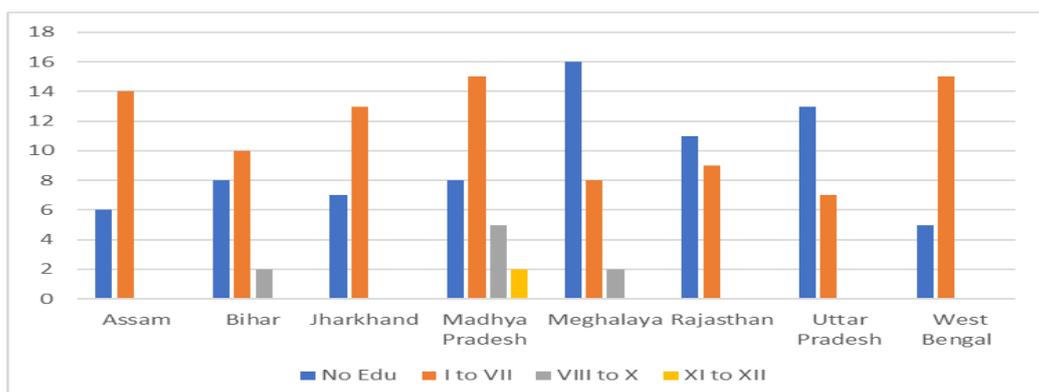


Table-9 reflects the educational status of all selected sample with PwID and PwMD. Most of the PwID-PwMD have dropped out after class VIII. Only 6.25% respondents have entered into secondary education. 51.70% respondents have received formal education up to class VIII, while 42.05% have never been to formal school. Only 1.14% PwID-PwMD have higher secondary qualification, the general qualification required for the open employment.

**d. Vocational training status of Respondents**

Table- 10: Vocational training of PwID-PwMD

#	State	Category	No Voc. Education	0-3 M	3+_ M	Total
1	Assam	PwID	11	3	0	14
		PwMD	6	0	0	6
2	Bihar	PwID	8	4	0	12
		PwMD	6	2	0	8
3	Jharkhand	PwID	5	4	0	9
		PwMD	9	2	0	11
4	MP	PwID	6	1	1	8
		PwMD	22	0	0	22
5	Meghalaya	PwID	15	3	2	20
		PwMD	6	0	0	6
6	Rajasthan	PwID	6	4	3	13
		PwMD	6	1	0	7
7	UP	PwID	7	8	0	15
		PwMD	4	1	0	5
8	WB	PwID	6	10	0	16
		PwMD	2	2	0	4
<b>Total</b>			<b>125(71)</b>	<b>45(25.56)</b>	<b>6(3.40)</b>	<b>176</b>

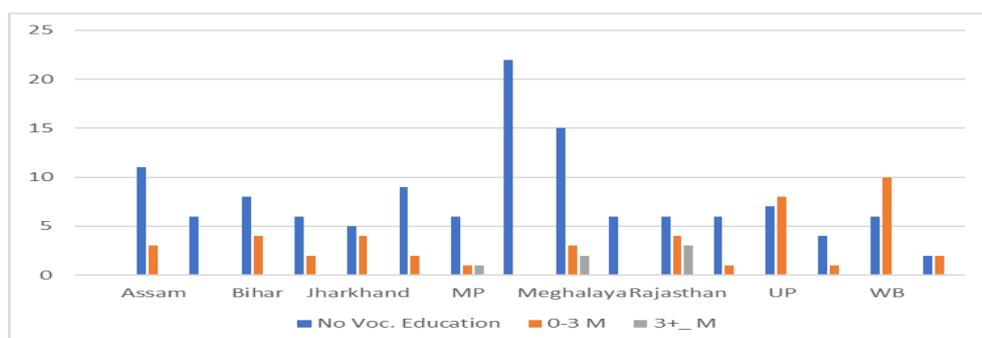
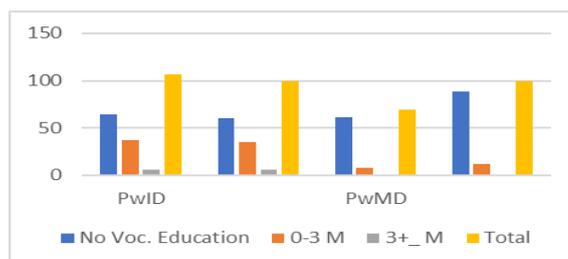


Table-10 reflects status of vocational training of persons with intellectual and multiple disabilities. Most (71%) respondents have not been imparted any formal vocational training. 25.56% PwID-PwMD have undergone through less than three months vocational training while 6 (3.40%) have been imparted more than 3 months training.

The status of vocational training of PwID- PwMD has been shown in Table-11. The status of vocational training among PwID is better than PwMD. 88.41% PwMD have not exposed to any formal vocational training while 59.81%PwID have not received any vocational training. 34.58% PwID have received up to three months training, while only 11.59% PwMD have undergone up to three months training. 6 PwID (5.61%) have been imparted vocational training for more than three months.

Table- 11: Summary of Vocational training

Category	No Voc. Education	0-3 M	3+_ M
PwID	64 (59.81)	37 (34.58)	6 (5.61)
PwMD	61 (88.41)	8 (11.59)	0 (0.00)



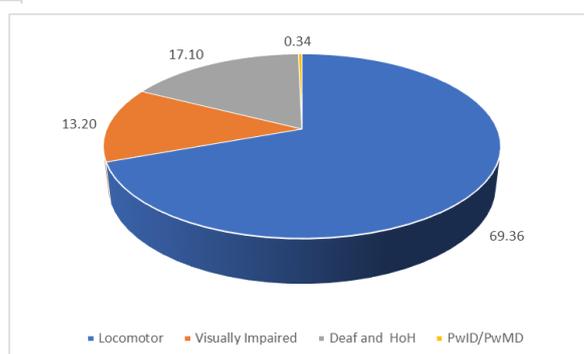
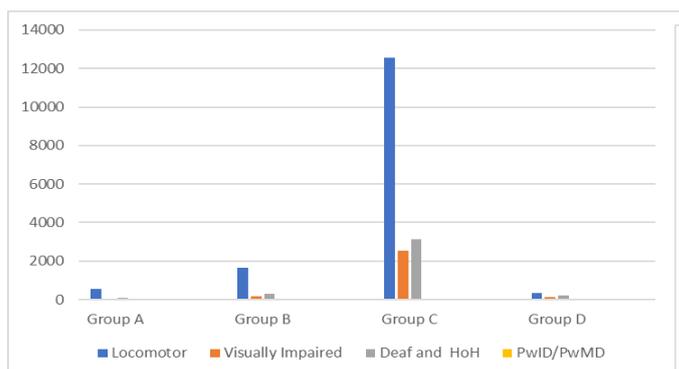
### 3.2 Status of Employment of Persons with Intellectual and Multiple Disabilities:

#### 3.2.1 At the Central Government level:

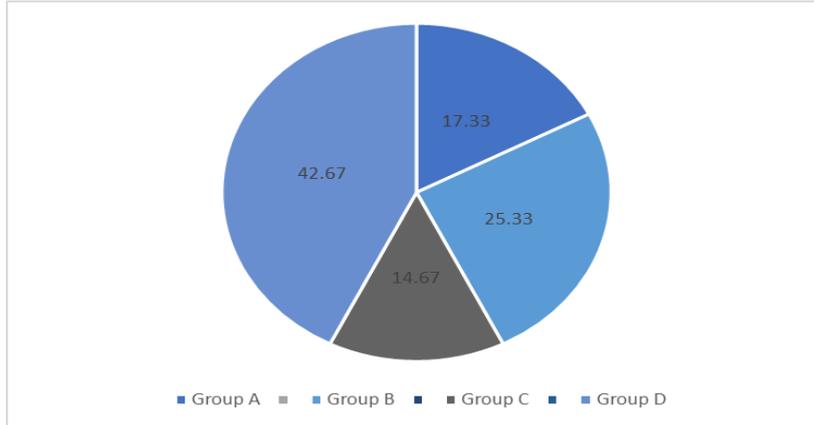
The study attempts to know the status of PwID and PwMD employment in the perspective of provisions under RPWD Act 2016 section 34 (1.d). Out of 176 selected samples no one has been employed. All 216 sample including representatives were not aware of any PwID or PwMD who has been employed.

Table- 12: Employment of PwD at National level

Group	Locomotor	Visually Impaired	Deaf and HoH	PwID/PwMD	Total
Group A	570	55	81	13	719
%	2.61	0.25	0.37	0.06	3.29
Group B	1665	178	296	19	2158
%	7.61	0.81	1.35	0.09	9.87
Group C	12574	2529	3130	11	18244
%	57.51	11.57	14.32	0.05	83.44
Group C+	356	124	232	32	744
%	1.63	0.57	1.06	0.15	3.40
Total	15165	2886	3739	75	21865
%	69.36	13.20	17.10	0.34	100.00



As per, data from 72 Ministries/Departments, updated information on representation of Persons with Benchmark Disabilities in the posts and services of the Central Government services, as on 01.01.2021, has been given in table 12. As per the provision of section 34 of the RPWD Act, 2016 total 21865 PwD were employed. Out of the 69.36% were persons with locomotor disabilities, 17.10% were persons with deaf and Hard of Hearing, 13.20% were persons with blindness and low vision, while only 0.34% were persons with intellectual or multiple disabilities. Major (83.44%) employment is in the C Group excluding Safai Karmchari (Group C+ indicated Safai Karmchari).

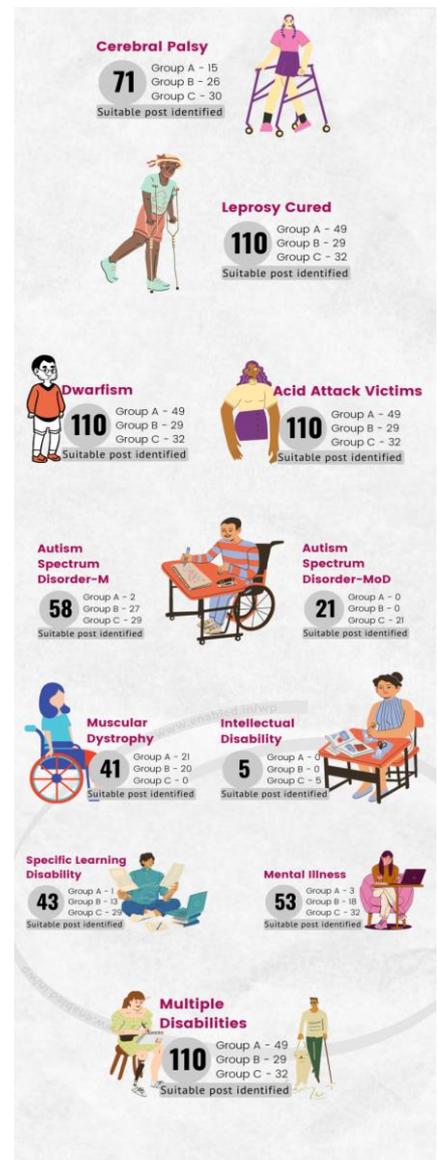
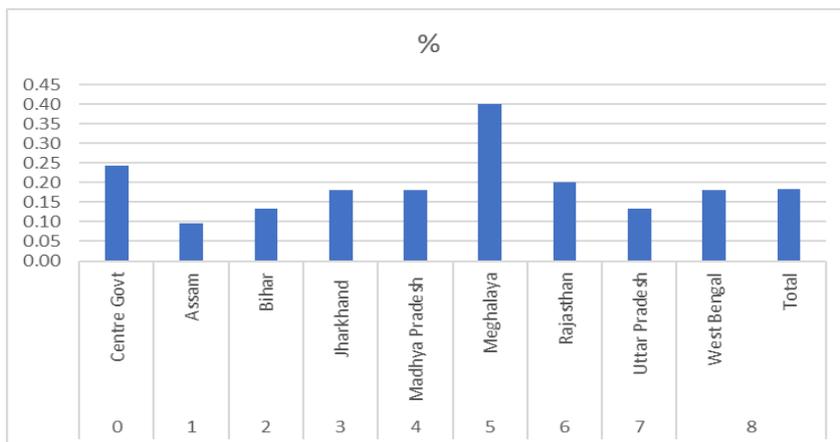


All over India 75 Persons with intellectual or multiple disabilities were employed. Most of them 42.67% were employed as Safai Karmchhari followed by group B job by 25.33% and Group A job by 17.33%. Persons with Multiple Disabilities got the job under Group A

### 3.2.2 At the State Government level:

Table- 13: Employment of PwD at National and state level

#	State	Estimated post for PWID/PWMD	Employed	%
0	Centre Govt	30870	75	0.24
1	Assam	11400	11	0.10
2	Bihar	4500	6	0.13
3	Jharkhand	1100	2	0.18
4	Madhya Pradesh	6610	12	0.18
5	Meghalaya	500	2	0.40
6	Rajasthan	8000	16	0.20
7	Uttar Pradesh	16350	22	0.13
8	West Bengal	10000	18	0.18
	<b>Total</b>	<b>89330</b>	<b>164</b>	<b>0.18</b>



The table 13 reflects the status of employment of PwID and PwMD in the different selected states. As per section 34(1) of RPWD Act 2016 “Every appropriate Government shall appoint in every Government establishment, not less than four percent of the total number of vacancies in the cadre strength. Audit and Finance Departments of Central Government has identified the vacant posts for different categories of PwDs. All selected states have notified for it, but no state has identified the number of posts.

It is estimated that in the centre and selected states 89330 posts should be reserved for PwID and PwMD as per the cadre strength in 2021. However, till December 2022 only 164 PwID-PwMD have been employed under section 34(1.D) of the RPWD Act. This is only 0.18% of the estimated vacant posts for the of PwID and PwMD.

**Related Notification by State Governments:**

**Assam:** Govt. of Assam has been released an office memorandum regarding reservation of Post for Persons with Benchmark Disabilities and other Concessions vide letter No: BP.180/2017/105 dated 7th January 2019.

**Bihar:** The State Government (GAD) issued a Resolution no-13062 dated-12.10.2017 permitting 4 % reservation. General Administrative Department, Bihar Govt., vide its resolution no. 962, dated: 22.01.2021 notified category wise reservation for each category of PwDs.

**Jharkhand:** Letter has been issued to Department of Personnel, Administrative Reforms & Rajbhasa, Govt. of Jharkhand vide letter no-100, dated 05.08.2022

**Madhya Pradesh** Government General Administration Department Reservation Cell's order number F8/4/2001/Ap/A (Part), dated 01/06/2022 there is a reservation of 6 percent for Divyangjan in short ecruitment.

**Meghalaya:** Reservation of 4% of posts for persons with disabilities was notified by Personnel Department vide OM No.PER(AR)150/88/534 Dt 07.08.2017.

**Rajasthan:** The circular issued dated 29.08.2019 and dated 18.09.2019 by the Secretary, Personnel (A-2) Department, Rajasthan Jaipur and a letter dated 25.09.2019 by the Secretary Social Justice and Empowerment Department issued guidelines regarding implementation of 4% reservation in govt appointments for persons with disabilities under the Rajasthan Rights of Persons with disabilities Rules, 2018.

**Uttar Pradesh:** GoUP has already notified 4% horizontal reservation for PWBDs in appointment in every establishment vide notification No. 1868(2)/LXXIX-V-1-18-1(ka)15-18dated 01.09.2018.

**West Bengal:** As per Notification No.Labr/280/Emp Dated Kolkata. 8th July 2019 of Labour Department, Govt. of West Bengal, 12<sup>th</sup>, 32<sup>nd</sup>, 42<sup>nd</sup> and 72<sup>nd</sup> vacancies under Model 100 – point Roster are to be filled up by Persons with Disabilities. This notification is in compliance of Sec.34 of the RPwD Act, 2016.

**Reasons for underemployment articulated by Professionals:**

The reasons for underemployment for PwID and PwMD are as follows:

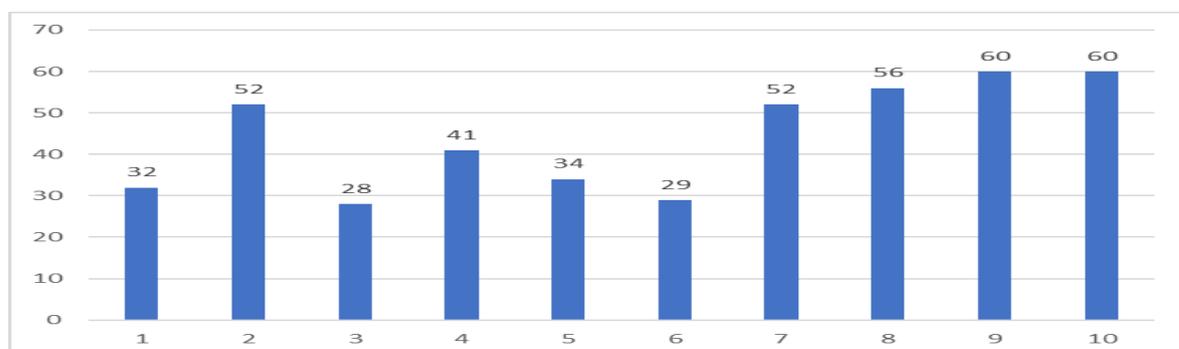
- Calculation of the vacant posts on vacancy instead of Cadre strength,
- Non identification of vacancy for PwDs as per Cadre strength,
- Non inclusion of PwDs in small rooster (recruitment up to 50 personnel)
- PwID- PwMD fall under 72<sup>nd</sup> to 76<sup>th</sup> position in 100-point roster. It means their turn will come after recruitment of 71 -75 posts by the concerned department.
- Limited preparation/training of PwID- PwMD for open employment.

### 3.3 Reasons for underemployment by PwID and PwMD:

Efforts were made to understand the perceptions of the service providers (40), and Parents (20) for the under employment of the PwID and PwMD.

Table- 14: Reasons of underemployment by PwID-PwMD

#	Reasons	No	Percentage
1	Poor educational qualification	32	53.33
2	Limited knowledge and skills	52	86.67
3	Low self-esteem and Confidence	28	46.67
4	Health issues and poor adaptability	41	68.33
5	Attitude of the family members and Community	34	56.67
6	Poor Support System	29	48.33
7	Attitude of the Employers	52	86.67
8	Limited knowledge of the Acts and Provisions	56	93.33
9	Poor implementation of the Acts and Provisions	60	100.00
10	Non compliances of the provisions of RPWD Act	60	100.00



The table 14 reflects the reasons of under employment of PwID- PwMD. All selected service providers and Parents perceive that Poor implementation of the Acts and Provisions specifically non-compliances of the provisions of RPWD Act are the major reasons for under employment. While for 93% respondents limited knowledge of the Acts & Provisions and Limited knowledge and skills are the main reasons. 86.67 % respondents perceive attitude of the Employers and Limited knowledge and skills barriers for employment followed by Health issues and poor adaptability (68.33%). Attitude of the family members and Community (56.67%) and Poor educational qualification (53.33%) were also perceived as reasons for under employment.

### 3.4 Specific Efforts made by the State Governments for Education of PwID-PwMD:

After enactment of Right to Education Act and RPWD Act, 2016 specific efforts have been made by the state Governments to improve the status of Education of PwID and PwMD. Major initiative in last three years are as follows: -

- Samagra Shiksha- the Integrated Scheme on School Education of all children including Children with Special Needs (CWSN), in a continuum from pre nursery to Class XII.
- The Inclusive component provides support for various student oriented activities which include identification and assessment of CWSN, provision of aids, appliances,

corrective surgeries, Braille books, and uniforms, therapeutic services, development of teaching learning material (TLM), assistive devices & equipment, environment building and orientation programme to create positive attitude and awareness about nature and needs of CWSN, purchase/development of instructional materials, in-service training of special educators and general teachers on curriculum adaptation, stipend for girls with special needs etc.

- SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero exclusion policy. This means that no child (including Children with Intellectual or Multiple disabilities) having special needs should be deprived of the right to education and taught in an environment, which is best, suited to his/her learning needs. These include school readiness programmes for CWSN, home-based education for the severely disabled CWSN. The ultimate aim, however, is to mainstream all CWSN in neighbourhood schools.
- The major thrust of SSA is on inclusion or mainstreaming CWSN into the fabric of formal elementary schooling.
- Architectural barriers in schools have been removed for easy access and to promote inclusion of CWSN as far as possible. Efforts have been made to provide all kinds of disabled-friendly facilities in schools and educational institutions. Development of innovative- designs for schools to provide an enabling environment for children with Intellectual or Multiple disabilities is also a part of the programme.
- Schools are designed using an inclusive lens to create barrier-free environments and addressing Equity Issues in accessible buildings have been incorporated not only through ramps, but also through accessible classrooms, toilets, playgrounds, TLM etc.
- The resource rooms /day care centers provide the adequate support therapeutically and motivates for the academic activities. These inventories take a prime role in moulding different types of children with special needs including Children with Intellectual or Multiple disabilities in all round development by providing academic support to them.
- Different categories of special educators are involved in the advancement of different categories of Children with Special needs. Provision for Home Based Education for Severe-profound Children with Intellectual or Multiple disabilities is also there.
- Curriculum has been adopted for the children with Visual Impairment. The adaptation and transcription have been carried out from class I to VIII in collaboration SCERT. Braille Books are provided to Visually Impaired children from class I to VIII.
- Teams have been constituted at the block/ cluster level to carry out this assessment. The extent and type of the disability, the developmental level of the child, the nature of support services required, assistive devices required by the child and the most appropriate form of special training to be given to the child etc are ascertained by the assessment team.
- There is a provision for providing Transport Allowances and Escort

- CWSN who are blind and deaf both, they are being taught in most appropriate language by the resource teachers who are well trained in the said field. Besides all working special educators are being imparted in service training in cross disabilities to support different categories of CWSN.
- Identification camps are organized by district unit to detect specific learning disabilities to make them available aids & appliances, assistive devices, need for surgical correction etc. Detected CWSN with specific learning disabilities get support of special educators.
- CBSE and ICSE have directed that all schools affiliated with CBSE or ICSE have mandatorily appoint Special Educators and they have to follow “Zero rejection Policy.” This has also increased Availability of sign language interpreter and brail trainer in these schools. At the block level at least four “Resource Teachers have been recruited mainly with any specialization in dealing Children with Intellectual disability, Visual Impairment, Hearing impairment or locomotor disabilities.
- These Resource Teachers have to visit the identified CWSN at least once in a week, but it depends on the number of the schools with CWSN in that Block and their proximity. Across all selected states weekly visits are limited to the Schools nearby the Block or district headquarters. In the remote villages one or two visits per month are made.

### **3.5 Possible ways for making PwID-PwMD eligible for job under RPWD Act, 2016 (section 34 -1.d).**

There is provision for 1% reservation for Persons with intellectual and multiple disabilities. But it has been hardly utilized. The Indian government has over 40 lakh sanctioned posts, with more than 30 lakh employees and over 9.64 lakh posts currently vacant. This information was revealed in the Rajya Sabha and Lok Sabha during the monsoon session of 2023. 1% of 9.64 lakh is 9640, which may be counted as vacant posts for PwID-PwMD at the central Government level (though all posts are not available for PwID-PwMD). Besides these there are posts of State Governments.

For advocacy of the employment of PwID-PwMD understanding of Roster, Knowledge of the identified posts reserved for benchmark disabilities, identifications of backlog posts by different Govt. departments are necessary. However, parents/siblings and service providers have limited knowledge about these.

In the roster of 50 employees 11 rows-column roster is used to identified reserve posts for different categories. In the roster Schedule Tribes, Schedule Casts, Backward Casts, economically weaker sections have been included but there is no provision for reservation for person with disability. Thus, PwDs are deprived of their rights at the identification of post level.

The barriers for underemployment may be categorized as internal and external barriers. By addressing these barriers status of employment under section 34 of the RPWD Act can be improved. Some of the possible ways suggested by the respondents for this are as follows: -

Addressing Internal barriers	<ul style="list-style-type: none"> <li>• Improving educational status by providing need-based support including Parents counselling, Orientation of Parents-Siblings for handholding at home, developing community support systems (e.g. a parent can drop other child at school, if his/her parents are unable to do so due to any reason, on specific day)</li> <li>• Imparting focused vocational training keeping in mind the identified jobs for PwID-PwMD.</li> <li>• Improving self-esteem and confidence through supported employment or virtual work situation.</li> <li>• Improving adaptability, work behaviour,</li> </ul>
Addressing External barriers	<ul style="list-style-type: none"> <li>• Proper implementation of the RPWD act,</li> <li>• Identification of the backlog vacancies</li> <li>• Providing relaxation in work hours,</li> <li>• Pre and on the job training.</li> <li>• Removing attitudinal barriers of the employer, community.</li> <li>• Improving support system.</li> <li>• Training of the PwDs, DPOs, Parents, Service providers on the rights of the PwID-PwMD with specific emphasis of employment.</li> </ul>

### **3.6 Opinion of disability professionals and PwDs on making the curriculum flexible for PwID-PwMD, different criteria of assessment in examinations to enable them to qualify in higher/higher secondary or upper levels of exams.**

Besides the Professional of each selected Partner organizations members of “Divyangjan Adhikar Manch”, “Jharkhand Viklangjan Forum”, “Global Forum of Rehabilitation Professional” provided their additional inputs through Webinar or Whats App Chat. Key professional providing valuable inputs include Vivek Kumar Singh (VI, PG in CBR), Powel Kumar (Resource Teacher), Nisheeth Verma (MSED, BMR, Consultant Department of Education, GOI), Lanu Aimol (BRS), Malay Mandal (DSED), Ajit Kumar (VI, Coordinator Saksham), Koril Kushwaha (Rashtreeya Divyang Andolan Sangh).

A flexible curriculum allows students to explore their classes more freely without being restricted to taking certain requirements. Since students are not required to make a decision about their major until the end of their sophomore year, there is a lot of time for exploration. For this curriculum adaptation is required. Curriculum adaptation involves differentiation to meet the needs of all students. The content, the teaching process, assessment and evaluation, and the physical environment may be modified to help students to achieve success in the classroom. Generally, there are eight ways for this:

1. Adaptation of the environment;
2. Adaptation of the presentation;
3. Change in the pace;

4. Alternate mode for material;
5. Adaptation of the material;
6. Adaptation in the assessment;
7. Substitute curriculum;
8. Communication with the students.

Students with mild intellectual disabilities benefit from being part of a heterogeneous group of students their own age. As the curriculum becomes increasingly more conceptual, however, and as the pace of the introduction of new concepts increases, these students may experience considerable failure or show high levels of frustration. To support the building of self-esteem in these students, teachers should ensure that they are provided with and use material that look similar to what the rest of the class is using. In addition, classroom resources and materials should reflect the chronological age of the student, regardless of the expectations set out in them or being addressed. Some students, in addition to their cognitive disabilities, have physical and sensory disabilities that further challenge their abilities to learn and to exercise control in their environment.

During the study Rehabilitation Professional quoted the Rehabilitation Consultant Dr. Simran Randhawa's suggestions for adaptation in assessment in examinations and emphasized on following her suggestions towards this.

#### **Strategies and Suggestions Related to Assessment:**

- Students with intellectual and multiple disabilities require frequent opportunities to demonstrate their learning using methods that reflect their strengths.
- The teacher could use alternative forms of assessment (e.g., oral tests, demonstrations, tape recording) and extend the time allowed to the student for completion of assignments or tests.
- Wherever possible these students may be provided with word processors, calculators, and other learning aids during tests. These students should be allowed to answer orally; use pictorial cues for instructions; highlight key words in questions.
- PwID and PwMD may be provided extra time, facility of scribe, exemption from second language etc.

SSA- Rajasthan in collaboration with State Institute for the Education Research and Training (SIERT), Udaipur has developed "Curriculum Adaptation and Relaxation in Evaluation System Guideline" which is applicable to all children with special needs. The following are some highlights of documents:

1. If Government certification of disability is currently not available for conditions such as autism and learning disability, the diagnostic assessment report from an expert shall be considered.
2. A "compensatory time" 20 minutes per hour will be given during examination for CWSN.

3. The CWSN must be given the option of choosing the mode for taking the examinations i.e. in Braille, computer or in large print or even by oral /recording the answers as the examining bodies can easily make use of technology to convert question paper in large prints, e-text, or Braille and can also convert Braille text in English or regional languages.
4. School/examination authority shall provide for the use of assistive devices (e.g. talking calculator, Taylor`s frame, Braille slate, abacus, geometry kit, Braille measuring tape); low-tech augmentative communication devices (e.g. communication chart, sign systems, alphabet boards, help cards, white boards, bold markers) as well as high-tech communicators (e.g. I-pads and computers) or anything else as required by the student.
5. Evaluation system will accommodate at least 20% marks for plus curriculum activities like daily living, orientation and mobility, physiotherapy, social and behavioral and home science, improvement in functional skills as these children require to invest more efforts in these areas.
6. In language paper, relaxation of 10% in passing marks will be allowed in case of children having difficulties with languages and communication as in case of Autism, mental retardation, cerebral palsy, hearing impairment or with multiple disabilities.
7. Bonus marks of maximum of 20% will be added to final grade for those children who are involved in co-curricular activities like music, sports, arts and crafts, paintings etc. Following criteria will be adopted

In addition to above alternative provisions shall be adopted to meet specific needs of different children having intellectual and multiple disabilities. These are given below:

Category	Alternate options	Adaptation required
Intellectually Challenged	Complex wordings of question, descriptive, geography, geometry, drawing maps, graphs, paintings, measurements etc should be avoided.	<ul style="list-style-type: none"> <li>• There should be provision of supplementary questions/ or relaxation in word limits, answer should not exceed 100 words per question.</li> <li>• Evaluation system must have more objective based question, fill in the blanks, short answers type (one-word answers) e.g. while answering essay type questions, and marks should be given if answered in key points not on the length of the answer.</li> <li>• Tactile material must be used. Evaluation techniques must involve methods of touch, showing, pointing, and use of multi-sensorial Teaching learning materials such as flash cards, pictures and 3D objects.</li> <li>• Marks should not be cut for punctuation, spellings and grammatical errors.</li> <li>• Marks should not be cut for incomplete drawings or graphs; decimal values concept or child should be allowed to point out required area instead of writing</li> </ul>

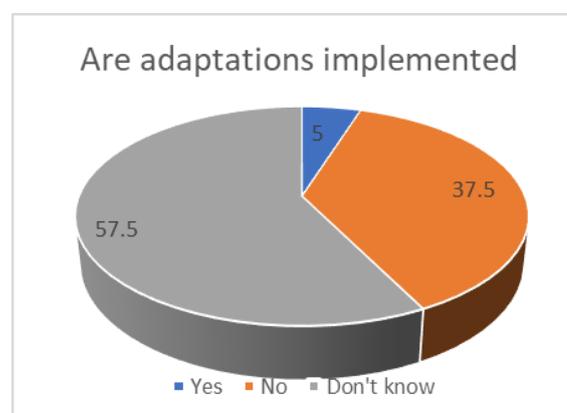
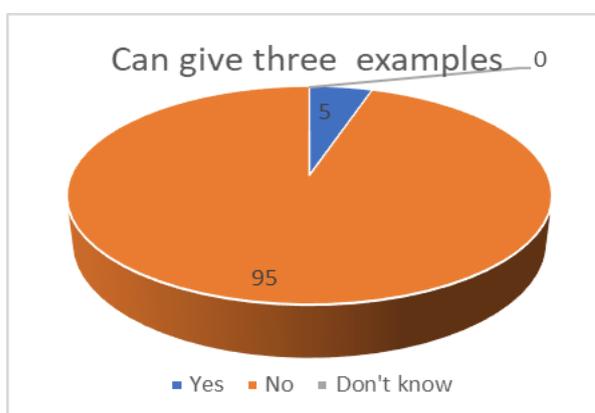
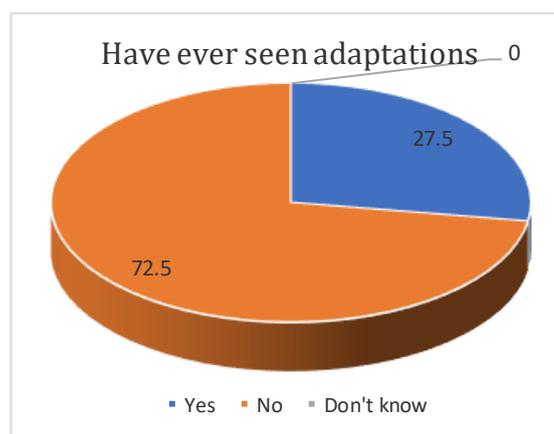
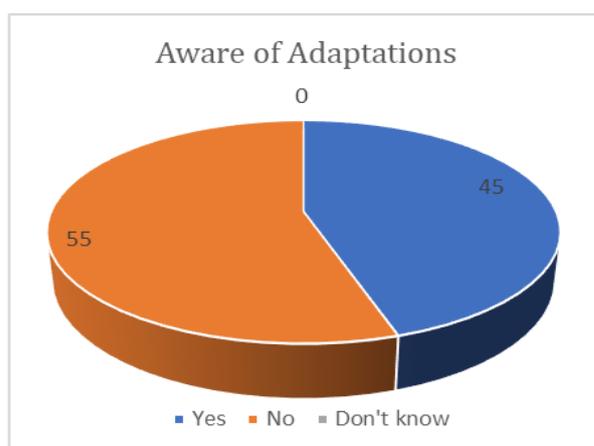
		<p>or leveling of legends.</p> <ul style="list-style-type: none"> <li>• Alternate evaluation techniques should be applied for different children e.g. if a child does colouring of maps instead of writing should be considered.</li> <li>• There could be some children who can't be educated, they should be evaluated for their functional abilities.</li> </ul>
Autism	Complex wording of questions framing, multiple instruction, descriptive or abstract language type. Drawing maps, graphs, or question requiring multiple sensory questions. Assignments requiring 'reading aloud' may be avoided.	<ul style="list-style-type: none"> <li>• There should be provision of supplementary question/ or relaxation in words limits, answer should not exceed 100 word per question.</li> <li>• Tactile material must be used. Evaluation techniques must involve methods of touch, showing, pointing, and use of multi-sensorial Teaching learning materials such as flashcards, pictures and 3D objects.</li> <li>• Flexibility to exempt from oral examination on case-to-case basis.</li> <li>• CCE format should have provision to record such responses for future reference.</li> <li>• Marks should not be cut for punctuation, spellings and grammatical errors.</li> <li>• Marks should not be cut for incomplete drawings or graphs, decimal values, concepts or child should be allowed to point out required area instead of writing or levelling of legends.</li> </ul>
Multi-Sensory Impairment		<ul style="list-style-type: none"> <li>• Evaluation techniques must take into account the multiple impairments of a child and should include appropriate and suitable combinations of exemptions as stated above.</li> <li>• Evaluation techniques must involve methods of touch, showing, pointing, use of multi-sensorial Teaching learning materials such as flashcards, pictures and 3D objects, adapted TLMs like grippers, slanting boards, and modified stencils.</li> <li>• Depending upon the need, children should be allowed for multiple attempts to face exams for a particular subject.</li> </ul>

### 3.7 Awareness about Curriculum adaptations (N=40)

At the National level with the efforts of NCERT "Curriculum Adaptation and Relaxation in Evaluation System Guideline" were developed which is applicable to all children with special needs across the country. Efforts were made to understand the awareness of about status of these adaptations.

Table- 15: Awareness about Curriculum Adaptations

Status of Adaptations	Yes	No	Don't know
Aware of Adaptations	18	22	0
Percentage	45	55	0
Have ever seen adaptations	11	29	0
Percentage	27.5	72.5	0
Can give three examples	2	38	0
Percentage	5	95	0
Are adaptations implemented	2	15	23
Percentage	5	37.5	57.5



### 3.8 Vertical reservation and horizontal reservation

Disability falls under Horizontal reservation. For proper advocacy for employment under section 34 of RPWD Act, 2016 knowledge of vertical and horizontal reservation is important.

Reservation for backward classes of citizens (SCs, STs and OBCs) is called vertical reservation and the reservation for categories such as persons with disabilities and ex-servicemen is called horizontal reservation. Horizontal reservation cuts across vertical reservation (in what is called inter-locking reservation) and persons selected against the quota for persons with disabilities have to be placed in the appropriate category viz.

SC/ST/OBC/General candidates depending upon the category to which they belong in the roster meant for reservation of SCs/STs/OBCs. To illustrate, if in a given year there are two vacancies reserved for the persons with disabilities and out of two persons with disabilities appointed, one belongs to a Scheduled Caste and the other to general category then the disabled SC candidate shall be adjusted against the SC point in the reservation roster and the general candidate against unreserved point in the relevant reservation roster. In case none of the vacancies falls on point reserved for the SCs, the disabled candidate belonging to SC shall be adjusted in future against the next available vacancy reserved for SCs.

Since the persons with disabilities have to be placed in the appropriate reservation of SCs/STs/OBCs, General in the roster meant for SCs/STs/OBCs, the application form for the post should require the candidates applying under the quota reserved for persons with disabilities to indicate whether they belong to SC/ST/OBC or General category.

### **Process for Computing reservation for Persons with Disabilities**

Reservation for persons with disabilities in case of Group C and Group D posts shall be computed on the basis of total number of vacancies occurring in all Group C or Group D posts, as the case may be, in the establishment, although the recruitment of the persons with disabilities would only be in the posts identified suitable for them. The number of vacancies to be reserved for the persons with disabilities in case of direct recruitment to Group 'C' posts in an establishment shall be computed by taking into account the total number of vacancies arising in Group 'C' posts for being filled by direct recruitment in a recruitment year both in the identified and non-identified posts under the establishment. The same procedure shall apply for Group 'D' posts. Similarly, all vacancies in promotion quota shall be taken into account while computing reservation in promotion in Group 'C' and Group 'D' posts.

Since reservation is limited to identified posts only and number of vacancies reserved is computed on the basis of total vacancies (in identified posts as well as unidentified posts), it is possible that number of persons appointed by reservation in an identified post may exceed 4 per cent.

Reservation for persons with disabilities in Group 'A' posts shall be computed on the basis of vacancies occurring in direct recruitment quota in all the identified Group 'A' posts in the establishment. The same method of computation applies for Group 'B' posts.

All establishments shall maintain separate 100 point reservation roster registers for determining effecting reservation for the PwD one each for Group A, B, C, D posts filled by direct recruitment and Group 'D' posts filled by promotion.

Each register shall have cycles of 100 points and each cycle of 100 points shall be divided into four blocks, comprising the following points:

- 1<sup>st</sup> Block - point No.1 to point No.25
- 2<sup>nd</sup> Block - point No. 26 to point No.50
- 3<sup>rd</sup> Block - point No.51 to point No.75
- 4<sup>th</sup> Block- point No.76 to point No.100

Points 1, 26, 51 and 76 of the rosters shall be earmarked reserved for persons with disabilities - one point for each of the four categories of disabilities. The head of the establishment shall decide the categories of disabilities for which the points 1, 26, 51 and 76 will be reserved. As per general order point 76 is reserved for PwID or PwMD.

All the vacancies in Group C posts falling in direct recruitment quota shall be entered in the roster register. If the post falling at point no. 1 is not identified for PwD or the head of the establishment considers it desirable not to fill it up by a PwD or it not possible to fill up that post by the PwD for any other reason, one of the vacancies falling at any of the points from 2 to 25 shall be treated as reserved for the PwD and filled as such. Likewise, a vacancy falling at any of the points from 26 to 50, 51 to 75 or from 76 to 100 shall be filled by the PwD. The purpose of keeping points 1, 26, 51 and 76 as reserved is to fill up the first available suitable vacancy from 1 to 25, first available suitable vacancy from 26 to 50 and first available suitable vacancy from 51 to 75 or from 76 to 100 by PwD.

In case none of the vacancies from 1 to 25 is suitable for any category of the PwD. In that case two vacancies from 26 to 50 shall be filled as reserved for persons with disabilities. If the vacancies from 26 to 50 are also not suitable for any category, three vacancies shall be filled as reserved. from the third block containing points from 51 to 75 or 76 to 100. Thus, if no vacancy can be reserved in a particular block, it shall be carried into the next block. If all the 100 points of the roster are covered, a fresh cycle of 100 points shall start.

A separate roster shall be maintained for group C posts filled by promotion and procedure as explained above shall be followed for giving reservation to persons with disabilities. Likewise, two separate rosters shall be maintained for Group D posts, one for the posts filled by direct recruitment and another for posts filled by promotion.

Reservation in group A and group B posts is determined on the basis of vacancies in the identified posts only. Separate rosters for Group A posts and Group B posts in the establishment shall be maintained. In the rosters maintained for Group A and Group B posts, all vacancies of direct recruitment arising in identified posts shall be entered and reservation shall be affected the same ways as explained above.

# Chapter -4

## Conclusion and Recommendations

### 4. 1 Discussion and Conclusions

Several Studies have noted a large and persisting employment gap between persons with and without disabilities. Starting from the premise that not all jobs are created equal – and that having any job is not the same as having a good quality job – this study moves this literature forward by examining whether analogous gaps exist between the employment of persons with disabilities and Persons with intellectual- multiple disabilities along with studying the correlation of education and employment. We are among the first to address this question using an explicitly multidimensional approach. The findings point to the presence of widespread inequalities in the education and employment of PwID and PwMD. These findings have implications for research, workplace practices, and policy in the areas of disability and employment.

There are several national and international Declarations, Policies, Acts and Schemes for promotion of Education and Employment of the PwID-PwMD but these are not adequately implemented. The ‘SYSTEM’ implements these only for the sake of implementation, as a result the benefits don’t reach to most of the beneficiaries, specially in the rural areas. Much has been done but much remains to be done.

States have made specific efforts for promotion of Education and Employment including Inclusive education, skill training, setting special employment exchange, 21 National Career Service Centre for Differently Abled (NCSC-DA) erstwhile Vocational Rehabilitation Centres (VRCs), Soft Loan at low rate for self-employment and other economic work by National Handicapped, Finance and Development Corporation, loans for cottage industries at a low rate Under the Pradhan Mantri Mudra Yojana, Training and employment under Deen Dayal Upadhyay-Gramin Koushal vikas Yojna (Rural Skill Development Scheme), (DDUGKY), Training and employment under National Skill Development Corporation, 5% reservation to Physically Challenged persons in the allocation of petrol pumps etc. but at the grassroot level service providers, parents and persons with disabilities have limited knowledge about these. The SSA guideline has delineated detailed curriculum adaptations, but these are hardly implemented at the grassroot level schools.

Government has also identified suitable jobs for PwID and PwMD but in spite of all efforts only 75 PwID-PwMD (Group A-13, Group B-19, Group C, excluding Safai Karmchari- and Group C-Safai Karmchari-32) have got the benefit of provision of section 34 of RPWD Act, 2016 at the central level. Though the State governments are liable to maintain the data but no data related to employment of PwID-PwMD is available at state level.

Enrolment of PwID- PwMD has increased in the recent past. But 91% of these don’t continue after the primary level. Due to policy of no retention in the classes education after class VIII becomes important. Limited higher education also limits the chances of employment. The results indicate that there is direct correlation between educational qualification and employment. There is specific provision for suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as

extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses (RPWD Act, 17.i).

Open employment is one of the options for livelihood for PwID-PwMD and most of the researchers advocates for “Shelter” and “Supported” employment as the preferable models for livelihood of PwID and PwMD, the opportunity under section 34 of RPWD Act can't be ignored. As there is provision, implementation issues may be resolved by addressing the barriers.

The barriers in employment include both personal as well as environmental barriers. Personal factors include mainly types of disability, intensity of disability, poor literacy level, poor pre vocational and daily living skills, limited knowledge and skills, low self-esteem, poor confidence, health issues and ignorance of provisions. While external and environmental barriers include mainly poor implementation of the provisions including section 34 of RPWD Act; attitude of the family, community, employer; poor support system; dearth of accessible information and the mindset of implementing for the sake of only fulfilling compliances not for improvement in the situation or bringing the change.

Some of the major findings of the study are as follows: -

- 56% selected PwID have educational qualification up to class VIII, while only 4.6% PwID have higher educational qualification. 39.25% PwID have never gone to formal school (table-5).
- There is no significance difference between educational qualification of male and Female PwID. However, conversion rate from elementary to higher education is slightly better among female with intellectual disability.
- 44.92% selected PwMD have educational qualification up to class VIII, while 5.8% PwMD have higher educational qualification. Only 2 PwMD have acquired higher secondary education. 46.37% PwMD have never went to formal school(table-7).
- As far as higher education is concerned status of PwMD is better than the PwID.
- Around 91% of the PwID-PwMD have dropped out after class VIII. Only 9.25% respondents have entered into secondary education.
- (71%) respondents have not been imparted any formal vocational training. 25.56% PwID-PwMD have undergone short term vocational training (up to 3 months) while 6 (3.40%) have acquired more than 3 months training.
- The status of vocational training among PwID is better than PwMD. 88.41% PwMD have not exposed to any formal vocational training while 59.81%PwID have not received any vocational training.
- 34.58% PwID have received up to three months training, while only 11.59% PwMD have undergone up to three months training. 6 PwID (5.61%) have been imparted vocational training for more than three months.
- As per the provision of section 34 of the RPWD Act, 2016 total 21865 PwD were employed by the Central Government till 2021. Out of the 69.36% were persons with locomotor disabilities, 17.10% were persons with deaf and Hard of Hearing, 13.20%

were persons with blindness and low vision, while only 0.34% were persons with intellectual or multiple disabilities.

- Major (83.44%) employment is in the C, Group excluding Safai Karmchari. (Group C+ indicated Safai Karmchari)
- All over India 75 PwID or PwMD were employed. Most of them 42.67% were employed as Safai Karmchari followed by group B job by 25.33% and Group A job by 17.33%. Persons with Multiple Disabilities got the job under Group A.
- It is estimated that in the centre and selected states 89330 posts should be reserved for PwID and PwMD as per the cadre strength in 2021. However, till December 2022 only 164 PwID-PwMD have been employed under section 34(1.D) of the RPWD Act. This is only 0.18% of the estimated vacant posts for the of PwID and PwMD.
- The reasons for underemployment for PwID and PwMD include Calculation of the vacant posts on vacancy instead of Cadre strength, Non identification of vacancy for PwDs as per Cadre strength, Non-inclusion of PwDs in small roster (recruitment up to 50 personnel), PwID- PwMD fall under 72<sup>nd</sup> to 76<sup>th</sup> position in 100-point roster. It means their turn will come after recruitment of 71 -75 posts by the concerned department, Limited preparation/training of PwID- PwMD for open employment.
- The table 14 reflects that all service providers and Parents perceive that Poor implementation of the Acts and Provisions specifically non compliances of the provisions of RPWD Act are the major reasons of under employment of PwID- PwMD.
- 93% respondents perceive limited knowledge of the Acts & Provisions and Limited knowledge and skills as main barriers, while 86.67 % perceive attitude of the Employers and Limited knowledge and skills as reasons for underemployment followed by Health issues and poor adaptability (68.33%), Attitude of the family members and Community (56.67%) and Poor educational qualification (53.33%).
- After enactment of RTE Act and RPWD Act, 2016 specific efforts have been made by the state Governments to improve the status of Education of PwID and PwMD.
- States in collaboration with State Institute for the Education Research and Training (SIERT) have developed “Curriculum Adaptation and Relaxation in Evaluation System Guideline”. The document is widely shared with SSA.
- 55% service providers are aware of the adaptations made for PwID and PwMD. But only 27.5% have seen any adaptations. They are aware of adaptations made for persons with locomotor disabilities but only 5% service providers could give three examples of adaptations made for PwID or PwMD. Only 5% respondents stated that these adaptations are being implemented, while 37.5% denied the implementation and 57.5% said that they don’t have any idea about implementation of these adaptations.
- A flexible curriculum allows students to explore their classes more freely without being restricted to taking certain requirements. Curriculum adaptation involves differentiation to meet the needs of all students. The content, the teaching process, assessment and evaluation, and the physical environment may be modified to help

students to achieve success in the classroom. Generally, there are eight ways for this including: Adaptation of the environment, Adaptation of the presentation, Change in the pace, Alternate mode for material, Adaptation of the material, Adaptation in the assessment, Substitute curriculum, and Communication with the students.

## 4.2 Recommendations

- At this stage instead of focusing of further Curriculum adaptations advocacy with government may be done for proper implementation of the curriculum adaptations.
- Advocacy with Government for identification of backlog posts for Persons with intellectual and multiple disabilities.
- Widespread awareness on the identified posts for the PwID and PwMD. A booklet of the same may be published and disseminated. Documenting the success stories and its dissemination.
- While developing rehabilitation plan and Individualized Educational Plan (IEPs) also considering the identified posts and prioritizing the needs.
- Do focus on different livelihood options but not ignoring the open employment under section 34 of RPWD Act, 2016.
- Focus on formal vocational education and starting special coaching for open employment. Sponsoring selected PwID or PwMD for special coaching who are trying for the open employment.
- Advocacy for including PwD in the small roster up to 50 employees. Convergence with Service Providers/ administration, State Nodal Agency Centre (SNAC).
- Specific training of the PwID, PwMD, their parents, siblings, their organizations on the rights, provision and schemes related to employment. Convergence with Disability Rights Group, Parents Organizations like “PARIWAR”.
- More efforts for linkages of PwDs with the existing government programmes and schemes for the employment. A compendium on the same may be developed for ready reference. Related Government Circulars may be also compiled.
- Scaling up of the efforts for the employment. It may be done through “Community Career Guidance Centr (CCG). ” The CCG may be run by partner NGO. Its basic service shall include – information on Related Acts, Schemes, Services, Process, application formats, support for online applications, registration on Special Employment Exchange etc.
- Advocacy for the implementation of Suggestions by Professional for Curriculum Adaptations, Strategies and suggestions related to Assessment and alternative provisions to meet specific needs of different children with intellectual and multiple disabilities mentioned in section 3.6 should be done.

**Rahul Mehta**  
Rehabilitation Consultant

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# Research Study on status of Education and Employment of persons with intellectual and multiple disabilities

(Data Collection and Compilation Tool)

Name of the Organization:

State:

Block:

Place:

Date:

Total Respondents:

## 1. Sample details

#	States	PwID/ PwMD	NGO Member	Dist. Disability Dept.	Education Dept.	Special School	Rehab. Professional	Total
	<b>Target</b>	<b>20</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>25</b>
1	Assam							
2	Bihar							
3	Jharkhand							
4	Madhya Pradesh							
5	Meghalaya							
6	Rajasthan							
7	Uttar Pradesh							
8	West Bengal							

#	State	PwID			PwMD			Total
		Male	Female	Sub Total	Male	Female	Sub Total	
1	Assam							
2	Bihar							
3	Jharkhand							
4	Madhya Pradesh							
5	Meghalaya							
6	Rajasthan							
7	Uttar Pradesh							
8	West Bengal							

## 2. Sample details

### a General information

Name	Age	Sex	Education	Applied for Job (yes /No)	In the Job (yes /No)	If yes, Post

### 3 Educational Status

Formal Education Yes No

Left Education Yes No

Education Ongoing Yes No

Maximum Education level

4 Vocational Education received Yes No

if yes, Duration

5 Reasons for unemployment

6 Suggestions for improving employment

## Service Provider Data Collection Tool

State

Category

Date

1. What are the possible reasons of unemployment, please tick in the suitable boxes

#	Reasons	Tick if you agree
1	Poor educational qualification	
2	Limited knowledge and skills	
3	Low self-esteem and Confidence	
4	Health issues and poor adaptability	
5	Attitude of the family members and Community	
6	Poor Support System	
7	Attitude of the Employers	
8	Limited knowledge of the Acts and Provisions	
9	Poor implementation of the Acts and Provisions	
10	Non compliances of the provisions of RPWD Act	
11	Any other, please specify	

2. Possible ways through which the CWSNs can become eligible for vacant posts

3. Have you ever heard about roster?

4. Have you ever seen Roster plan format

5. Are you aware of Curriculum adaptations for PwID-PwMD?

6. Have ever seen adaptations?

7. Can you give at least examples of Curriculum adaptations for PwID-PwMD.

8. Are Curriculum adaptations for PwID-PwMD implemented in the schools?

### Specific information

9. From Rehabilitation professional

Suggestions for making the curriculum flexible for CWSNs, different criteria of assessment for CWSNs in examinations to enable them to qualify in higher/higher secondary or upper levels of exams.

### Data to be collected from State Department

10. Employment Status under reservation provision (section 34 of RPWD Act)

#	Particular	Male	Female	Total
1	Total Employment in 01.04.21 to 31.03.23			
2	Total PWD employed during 01.04.21 to 31.03.23			
3	Total persons with ID employed during 01.04.21 to 31.03.23			
4	Total persons with MD employed during 01.04.21 to 31.03.23			

11. Observation and any other information