CHAPTER – III

The Socially Disadvantaged and the Differently Abled Persons with Special Needs in the Education System

3.0 Introduction

At the national level, the National Policy on Education (NPE), 1986 and the Programme of Action (1992) gives the basic policy framework for education, emphasizing the need to correct prevailing inequalities. Karnataka state has framed a policy on disability in the year of 2007. As per this policy, the office of the commissioner for Person with disabilities will coordinate and monitor the programmes and schemes for persons with disabilities.

The department of Disability Affairs, ministry of Social Justice & Empowerment, government of India vide its dated 25-11-2014 has approved a Central Sector of “Support for establishment/modernization/capacity augmentation of Braille Presses”. Proposals along with relevant supporting documents have been invited from the State Govts / UT Administrations/ Registered Societies. The mandate of the Constitution is to ensure equality, freedom, justice and dignity of all individuals, which implies an inclusive society for all, especially the disadvantaged.

In Karnataka it is estimated grant is nearly 5 to 6% of the population comprises persons with disabilities under PWD Act 1995 the state is required to provide for rehabilitation, education economic opportunities, barrier free environment and other supporting services so as to facilitate the integration of persons with disabilities in the mainstream of society.

Indigenous original inhabitants people are the original inhabitants of a place and are often called as racial minorities, there are scheduled socially separate for example SC, ST etc., the original inhabitants were often put to oppression and deprived of their rights; racial, ethnic, linguistic, geographic and socioeconomic barriers isolated these communities from others and put them in a disadvantaged state.

The library and information world has great concern for the disadvantaged communities it recognizes the special needs of such communities and tries to reach
out to serve them in their own communities. In this scenario, the present study which analyze library facilities and services for the socially disadvantaged.

Now the government has taken a stern step to empower the disabled social groups and the physically challenged in education, where in library has a prominent role to bring these groups into the heart of education. Now a day’s education takes prominent function in bringing social awakening in society, where apparently library will play as a key role in this task.

3.1 Scheduled Caste/Scheduled Tribes

According to the Varna system-made by “manumaharaj” during the Vedic period, the schedule castes are those economically, socially, educationally and politically backward castes which are kept at a distance the caste as “untouchable”. They are also known as: Chamars, Jatavs, Mahars, Billavas, Dhobi, Edigas, Korama, michigars, Samagaras. And many more can to found on Government of India website. The total number of population of scheduled caste SC-166,635,700 accounting for 16.2%

➢ Social Restriction & Disabilities of the SC

1. Lowest status in the hierarchy

2. Education disabilities

3. Civic disabilities prevention from the use of the public places

   -Religious disabilities

   -Economic disabilities

   -Political disabilities

1. The Varna system which as existed during the Vedic period in course of time degenerated into the caste system. Since then the schedule caste who are known as “untouchables” have been suffering from various social, religious, legal, political economic, educational and other disabilities.

2. For centuries they were denied political representation, legal rights, and civic facilities. Educational privileges and economic opportunities.
3. During the British rule also nothing was done to uplift the SC/ST and to relieve them from their bondages.

4. Even today the Varna system is still exist in India, and still practicing.

➢ Role of Dr. B. R. Ambedkar

1. First man to make a scientific study of untouchability.

2. Self-respect movement.

3. Five -principles or “panch sutras” for the progress of Dalit.

4. Call to reform the style of life.

5. Call to destroy the caste system.


“Poona pact 1932” was an agreement between Dr. Ambedkar and M. K. Gandhi. When the British agreed with Ambedkar and announced the awarding of separate electorates, Gandhi began a fast while imprisoned in the Yerwada Central Jail of Pune in 1932 against the separate electorate for untouchables only. Gandhi’s fas provoked huge civil unrest across India and orthodox Hindu leaders, congress politicians and activists such as madanmohanmalaviya and palwankarbaloo organized joint meetings with Ambedkar and his supporters at Yeravada. Fearing a communal reprisal and genocide of untouchables, Ambedkar agreed under massive coercion from the supporters of Gandhi. This agreement, which saw Gandhi end his fast, was called the Poona pact.

➢ Scheduled Tribes

The tribal people were the earliest among the present inhabitants of India. They are still in primitive stages and are far from them impact of modern civilization. They live in forest areas, hill, mountainous places and deep valley. They are known by various names such as primitive tribes, animalists, jungle people, adivasi, aboriginals, original inhabitants of India and so on. Total population ST-84, 326,240 accounting for 8.2%

According to Gillin and Gillin- A tribe is a group of “local communities which lives in a common area, speaks a common dialect and follows a common culture”.

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3.2 Constitutional and Legislative Measures

The Government of India has incorporated some special provisions in its constitution for the removal of untouchability and to promote the welfare of SC/ST.

1. Articles 15, 16, 17, 38 and 46 guarantee that the state shall not discriminate between persons on account of their religion or region and caste or class.
2. Article – 15 prohibits discrimination on grounds of religion, caste, race, sex or place of birth.
3. Article – 17 abolishes untouchability. It is further provided that the enforcement of any disability arising out of untouchability shall can be an offence punishable in accordance with law.
4. Article – 46 promotes educational and economic interests of SC, St and other weaker section.
5. Article – 330 reserves representation for SC/ST in house of the people.
6. Article – 334 relates to reservation of seats and special representation to cease after fifty years.
7. Article- 335 mentions the claims of SC/ST to services commission for SC/ST.
8. Article- 338 empowers the central government to appoint a national the scheduled areas and the welfare of ST in the states.
9. Article – 339 empowers the president to appoint a commission to report on the administration of and posts.

➢ Other programmes

1. Appointment of a national commission for the welfare of SC.
2. Educational opportunities.
3. Expansion of economic opportunities.
4. Expansion of employment opportunities and reservation.
5. Upliftment of SC through five year plans.
6. Others programmes
There are Committees and commissions formed for growth and development of SC/ST in the area - Economic programmes and facility, Educational facilities, Medical facilities, Role of voluntary organizations.

3.3 Directorate of Social Welfare Government of Karnataka

About Social Welfare Department, Karnataka: The Constitution of India provides certain special Constitutional safeguards for the welfare of Scheduled Castes and Scheduled Tribes and other weaker sections of the population, so that they could take their rightful place in community. The Government of Karnataka, through Social Welfare Department, Karnataka, formulated various programmes and schemes for the uplift of Scheduled Castes and Scheduled Tribes (hereafter mentioned as SC & ST) especially for their socio-economic and educational advancement from the year 1956 onwards. Prior to 1956, Social Welfare Department was earlier called the Depressed Classes Department. It was headed by the Commissioner for Depressed Classes along with an Additional Development Commissioner. He was in charge of schemes meant for the SC/ST people, Denotified Tribes, Nomadic and Semi-nomadic Tribes and economically backward people.

3.4 Centre for the Study of Social Exclusion and Inclusive Policy (CSSEIP)

The Centre for the Study of Social Exclusion and Inclusive Policy is a University Grants Commission (UGC) sponsored centre functioning in the University of Mysore (Karnataka) since 2008 to conduct research on the issue of social exclusion, which has hypothetical as well as policy importance. The focus of such research will be social exclusion and inclusion related to Women, Dalits, tribal, and religious minorities, etc., The Tenth Plan recognizes that marginalization, exclusion, persecution of people on account of social, religious, caste and gender adversely affect developmental outcomes. The State is committed to instituting a National Charter to ensure social justice to deprived communities like Scheduled Castes, Scheduled Tribes, other backward castes and minorities.

The primary space where ‘exclusion’ can be studied, understood, and first transcended, are our universities, which can and must act as a beacon for society. Since institutions of higher learning need to address this issue. The UGC has therefore decided to support research on the issue of social exclusion, which has theoretical as
well as policy importance. The focus of such research will be social exclusion related to dalits, tribals and religious minorities.

➢ Need for establishment of Centres

The institutions of higher learning need to address this issue. The focus of such research will be social exclusion related to dalits, tribals and religious minorities. The idea is to establish a number of teaching-cum-research Centres in Universities to pursue these themes.

➢ Objectives of the Centre

1. Conceptualizing discrimination, exclusion and inclusion based on caste/ethnicity and religion.

2. Developing understanding of the nature and dynamics of discrimination and exclusion.

3. Contextualizing and problematizing discrimination, exclusion and inclusion.

4. Developing an understanding of discrimination at an empirical level.

5. Formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.

➢ Functions of the centre

1. Collecting information on Social Exclusion and building up a data base and carrying out detailed analyses based on the socio-economic data generated by government agencies;

2. Organizing regular conferences, seminars and symposia and special lecture on the theme of Social Exclusion;

3. Establishing links with Civil Society Organizations engaged in combating Social Exclusion and Short-term Orientation courses for political leaders, Parliamentarians, government officials, trade unionists and media personalities.
3.5 Scholarship for Socially the Disadvantaged and the Physically Challenged

➢ Prize Money to Meritorious Students from Directorate of Social Welfare, Government of Karnataka:

The Government of Karnataka Directorate of Social Welfare, is offering a scholarship facility for SC/ST students, who secure first class in first attempt in public examinations like Degree/ P. G. courses scholarship of Rs 1000/- and 1250/- are given to S.S.L.C. / P.U.C./ Degree/ P.G./ Professional courses.

➢ State Post-Metric Scholarship (Government of Karnataka):

The Government of Karnataka is promoting empowerment of education to SC students by giving eligibility of The award of State Post-Metric scholarship to enable the students to continue the studies where he / she is not eligible for award of G.O.I. Scholarship. The Value of Scholarship is Rs. 400=00 per annum. Where He/she should belong to SC category and the parents income should not exceed Rs. 12,000.00 per annum. Students who fail once in degree courses are eligible for state Post-Metric scholarship. Even the 3rd or the 4th Male Children of the family are eligible for state Post-Metric scholars

➢ Post Metric Scholarships to the Students Belonging to Scheduled tribes for Studies in India:

The above mentioned scholarships are also given by Government of India the scholarship is awarded for students belonging to Scheduled Tribe. The students should score minimum 50% marks in qualifying exam and the annual income of the parent should not have exceeded 2.00 lakhs. The value of scholarship includes maintenance allowance, provision for students with disabilities, reimbursement of compulsory non-refundable fees, Study Tour Charges, thesis typing/printing charges and book allowance for students pursuing correspondence courses, for complete duration of the course. All other courses leading to a graduate degree e.g.BA/B Sc/B Com etc. will be paid Rs. 570=00 (Hosteller), Rs. 300=00 (Day Scholar) as maintenance allowance per month.
Ministry of Social Justice and Empowerment

Department of Social Justice and Empowerment, Department of Disabilities and Affairs has many schemes and programmes for empowerment of persons with disabilities. Some of them are listed below:

To facilitate delivery of various services to persons with disabilities by voluntary organizations, the Ministry of Social Justice and Empowerment is administering DDRS scheme and providing grants-in-aid to NGOs for the following projects:-

i. Vocational Training Centres
ii. Sheltered Workshops
iii. Special Schools for the Persons with Disabilities
iv. Project for Cerebral Palsied Children
v. Project for Pre-School and Early Intervention and Training
vi. Home based Rehabilitation Program / Home Management Programme
vii. Project for Rehabilitation of Leprosy Cured Persons (LCPs)
viii. Project relating to Survey, Identification, Awareness and Sensitization
ix. Project for Community Based Rehabilitation
x. Project for Human Resource Development
xi. Seminars / Workshops / Rural Camps
xii. Project for Legal Literacy, Including Legal Counseling, Legal Aid and Analysis and Evaluation of Existing Laws
xiii. Environment Friendly and Eco-Promotive Projects for the Handicapped
xiv. Grant for Purchase of Vehicle
xv. Construction of Building
xvi. Grant for Computer
xvii. Project for Low Vision Centres
xviii. Half Way Home for Psycho-Social Rehabilitation of Treated and Controlled Mentally Ill Persons
xix. District Disability Rehabilitation Centres (DDRCs)

The maximum level of support could be up to 90% of the eligible amount of grant for the project.
During the 10th Five Year Plan grant-in-aid to the extent of Rs. 335.4 cr. was released to NGOs under the scheme. For year wise and state wise details of expenditure on the scheme in the 10th Plan

3.6 UNESCO’s Role towards a Convention for Persons with Disabilities

UNESCO views inclusion as a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.

While developing this new programme (4) within UNESCO, it is important that the needs of the developing countries are taken into consideration with an understanding that in these societies the level of access to information and use is still very low and that there is great need to establish balance between traditional information sources (libraries, archives and documentation centers) and new technologies. It is important that new technologies are seen as an extension and tools of information access rather than new medium which have no relation with traditional tools. Additionally, potentials of new technologies in improving organization and access to information should be clearly displayed so as to improve their acceptability in developing countries.

UNESCO has been working with its partners in the “Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion” on education Article 17. The proposed article includes provisions indicating that all persons with disabilities can choose inclusive and accessible education in their own community; provisions for specialized support including specialized training of teachers and other specialists and that accessible curriculum and teaching technologies be made to ensure the full participation of persons with disabilities; that no child be excluded from free and compulsory primary education on account of their disability; and that education be provided in a manner as to allow children with disabilities to participate in the general education system to the maximum extent possible.

This Convention, the newest human rights instrument, sends an undeniable message of inclusion to the international community of persons with disabilities. In addition to being an important normative instrument which places a high priority on accessibility and mainstreaming disability into the development agenda, it is also a
unique participatory process that has involved many NGOs, which have brought in their first-hand experience and expertise on disability issues. Some 500 representatives from disability organizations have been involved in the Ad Hoc Committee sessions.

This convention, once adopted, seeks to transform human society into a new community of stakeholders in disability rights, through the establishment of international legal standards. It would clarify the content of human rights principles and their application to persons with disabilities, provide an authoritative global reference point for domestic laws and policies, provide mechanisms for monitoring, establish a standard of assessment and achievement and provide a framework for international cooperation.

Furthermore, the work of the Committee in articulating the human rights of persons with disabilities as a “lived experience” in the lives of persons with disabilities could be an entry point for realization of a society that would value difference and respect the equality of all human beings, regardless of their “differences”.

Secretary-General Kofi Annan stated that the goal of this convention is to provide a building block for the development of truly inclusive societies, in which the voices of all are heard, including persons with disabilities.

The Disability, Literacy and Development Link

More than 130 million children are out of school and over 800 million adults are illiterate. A large portion of this illiterate population are also individuals with have various disabilities. We know that today more than 90% of all disabled children in Africa never come to school. For the part of the population that is older than 20 years of age this figure must be even more striking.

The World Bank, together with UNESCO and its partners recently called for strengthening global cooperation and partnerships to “unlock” opportunities for the more than 600 million disabled people worldwide, of whom 400 million live in developing countries. MrWolfensohn recently stated “If we are to achieve the Millennium Development Goals of halving poverty by 2015, dealing with education
for all, halving the rates of birth and child mortality, it is simply impossible to conceive of doing that without the inclusion of the disabled community.”

➢ **Information Professional Serving Disadvantaged Communities**

As it is said education university/institution is the soul of education, and library is the heart of institution. It can also be said library professionals are the nucleus in the library. The role of library and librarian or information professional is to investigate the limiting effect upon use of formalized information resources and structures including modern information and communication technologies (ICT).

Specially trained Information professional has the obligation of filling information and knowledge access gap among these disadvantaged communities who really suffer in all over the world. They have access to their own indigenous knowledge base (IKB) which they use to meet their information needs. But still they need to have access to external knowledge to address themselves for their developmental goals. ICT is the valuable tool to manage both types of knowledge for these disadvantaged communities. Many libraries like public library, learning centres etc., are the ways of ensuring the diffusion of ICT and dissemination of information for them nowadays academic libraries is in the process and progress of taking many initiatives for serving disadvantaged professional societies and educational resources need to fully incorporate into their vision, skills and social behavior, the requirements for an effective participation of all into society, it an information one or not.

➢ **Characteristics of Disadvantaged Communities**

Horowitz (1993, p.171) says “Third World” has different meaning different things to different people. It is said that in third world pattern of under development is common, he express very well in the following statement;

It is evident that developing countries suffer from problems and conditions that are strikingly similar and all too familiar, such as rapid population growth, enormous gaps between needs and the resources available to meet them, widespread illiteracy, lack of homogeneity, wide differences living standards between rural and urban sectors, and a rising tide of urbanization and industrialization, which brings about such far-reaching social changes as the disruption of cultural pattern. It has been
said that millions of people who live in the third world have only one thing in common; the pattern of underdevelopment.

The reality examination of disadvantaged community clearly reveals that there is a fourth world as well. As a matter of fact the concept of first, second and third world has to be radically revised. The fourth world was indeed coined in a first world country France, in 1965, by father Joseph Wresinski founder of the association ATD Quart Monde (2007) which struggles to help people hit by extreme poverty. Since the fourth world has steadily expanding in all continents and societies. It tries to concentrates on “social exclusion” in contemporary political promising correct language and this phenomenon deserves the attention of most governments and authorities.

Social exclusion shows a variety of features and intensity across times and places. The main characteristic of those affected is one of deprivation, socially and economically, that undermines even basic human dignity. It is nothing but disadvantaged people’s life is a struggle for daily survival.

➢ Information Needs, Resources, Literacy and the Community Knowledge Base

Information needs are quite extensive and there is information gap, level of information of information use literacy is often very low in disadvantaged communities. The number of illiterate people, who cannot read, let alone use computer, is still estimated today at about 25 percent of the adult population in third world countries and close to 40 percent in the low-income countries (World bank, 2003).

When considering this dilemma, the provision of library and ICT services to the disadvantaged communities is most important. However, still this awareness has not been comprehensively translated into effective support for education. To gain reorganization, and increase information technology awareness, information professionals have to wage an information literacy struggle in the society. Obviously, it is the promising job of information professionals to simplify efforts towards information literacy and provision of relevant information.

Special sections in library need to be established for disabilities or disadvantaged communities in academic and research libraries and the facilities and
services has to be as a donor driven process. But still it can be seen that most university, research and special libraries are urban based and directed at serving the elite rather than the disadvantaged communities.

The predicaments of rural disadvantaged and urban disadvantaged communities are totally different in approach to information provision and ICT use, because of the lack of awareness, training programme, poor infrastructure, inadequate power supply services, and shortage of relevant and appropriate information. Hence the reality of users in general and particularly disadvantaged communities from rural and from urban shanty townships (often populated by rural migrants) mean that they need special concern towards information literacy on using ICT, IT and of course library and they are radically different from those of the elite groups. Information professionals are dealing with groups which are more concerned with basic survival and problems of daily life, and the information professional should address these groups and their needs in an intelligible and usable form. Access to library facilities and services needs to be adjusted to the skills and social constraints of the various segments of the users, including the use ICT, Assistive technology and other media.

➢ Information Centers and Libraries as Change Catalysts

Libraries and information services of whatever kind are generally speaking scarce and ill served in most disadvantaged communities. The main limitations are the lack of appropriate reading material, disadvantaged community with poor communication, unfortunately access to ICT is itself very deficient, especially among rural disadvantaged. The baseline data on use of ICT worldwide indicates that they have been left far behind, according to one International Labor Office (ILO, 2001) report for instance. Academic libraries, in particular for rural disadvantaged are an essential instrument for the provision of information provided their services and collections are adapted to them. Disadvantaged communities have to be provided with infrastructure and they can be also provided with an access to ICT and the information resources available on the internet. But also to play their role regularly without any barrier they should be granted regular funding and support; generally maintenance and operation, including staff training, are omitted. Information professional staff should be adequate in number and very often require special training programs to develop skills, and skilled staff should be in a position to conduct literacy programs, assist
users and act as intermediaries, that is to say play a more active role and develop stronger ties with the disadvantaged user groups than they usually do. A good example of such an effort can be found in the “open your world” (Abretumundo) program in Chile (available at: www.biblioredes.cl), whose presentation stresses.

➢ **Turning Information Professionals into Change Managers**

Partridge (1988, p. 22) quotes an Australian aborigine, Maisie Wilson’s, address to New South Wales librarians saying: Librarians in their training have to learn how to be human. They have to learn how to work with people, and that the most important thing is not books but people. It is people who use books.

The librarians or information professional today should be keenly desirous to serve the disadvantaged and became socially useful. The librarians should seek to be strengthened to gain more self-confidence as it emphasizes technical excellence and helps heavily – oriented towards technological updates, this might be useful to gain knowledge of information and society, management and marketing. This will make information professionals balance the emphasis upon professional performance and turn the majority into change management system.

The main objectives of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1996 enacted by the Government of India on January 1, 1996 are to create barrier free environment for persons with disabilities and to make special provisions for the integration of persons with disabilities into the social mainstream.

3.7 Special Needs for the Persons with Disabilities:-

With regard to the design guidelines the special needs of the persons with disabilities for construction of built environment are as follows.

A. **Those with Non-Ambulatory Disabilities**

Wheelchair-A wheelchair may be operated by the user alone or with a helper’s assistance. However, wheelchair design must assume that the user should be able to operate the wheelchair without help.

B. **Those with Semi-Ambulatory Disabilities**
Semi-ambulatory disabilities are Persons with impaired walking persons in this category who use walking aids such as crutches or canes, who are amputees, who have chest ailments or heart disease. The persons in this category include those who cannot walk without a cane and those who have some trouble in their upper or lower limbs although they can walk unassisted.

C. Those with Sight Disabilities Persons with Impaired Vision

Persons with impaired vision Persons in this category are totally blind or with impaired vision. Visually impaired persons make use of other senses such as hearing or touch to compensate for the lack of vision. It is necessary to give instructions accessible through the sense of touch (hands, fingers or legs).

While walking with a white cane to spot their feet near the tip of the cane the person may bump his or her head or shoulder against protruding objects. Persons with limited vision may be able to discriminate between dark and bright shades and difference in primary colors.

3.8 Strategies for Promoting Social Inclusion of People with Mental Health Problems

- Strengthen communication and interaction between the health and social sector and ensure more integrated actions.
- Involvement and participation of people with mental health problems and their families in policy and decision making.
- Complement the de-institutionalization process with increased development of alternative solutions for health and social services in the community.
- Promote early prevention of mental disorders in schools and develop specific education policies targeting pupils with mental health problems.
- Increase (financial) support for NGOs and other providers of vocational training and rehabilitation people with mental health problems.
- Raise awareness among employers of the employment potentials of people with mental health problems.
- A decent minimum income for people with mental health problems as well as a fair regulation of the compatibility between work and social benefits.

- Prevent homelessness of people with mental health problems by supporting the development of affordable and adequate housing. Provide people with mental health problems, who rely on social assistance, with price reductions and support for access to public transport.

- Supporting the establishment and sustainability of self-help groups and social clubs for people with mental health problems as well initiatives aimed at bringing together people with mental health problems with other people who live in the community.

- People with mental health problems should be informed about their rights.

- The involvement of people with mental health problems and their families in relevant policy and decision making as well as in ongoing monitoring and evaluation of services.

- Seek partnership with NGOs and other grass-roots providers of services in mental health to ensure adequacy, flexibility and provide an adequate financial frame for the development of sustainable community-based mental health services. Support NGOs and other voluntary providers of mental health and social services.

- Adopting a gender-based approach in mental health and social support services.

- Investing in mental health promotion and early prevention of mental disorders and drug abuse in children and young people.

- Adopting the principles of person-centeredness, independence, empowerment and community orientation.

- Investing in social activities in the community as well as in initiatives promoting labor market integration of people with mental health problems.

- Fight stigma and prejudice in society through realistic messages in the media.
- Include people with mental health problems in the framework for the National Action Plans on Social Inclusion in all countries as a separate group from people with other disabilities.

3.9 WHO’s Definition

Disability in the WHO’s classification system denotes the “consequences of impairment in terms of functional performance and activity by the individual”. Impairment is defined as “any loss or abnormality of psychological, physiological or anatomical structure of function”.

- Categories of Disabled
  1. Visually impaired
  2. Hearing impaired
  3. Physically disabled/Orthopedic impairment
  4. Mentally retarded
  5. Emotionally disturbed
  6. Multiple/Various disability
  7. Deaf-Blindness/Deafness
  8. Autism
  9. Behavioural disorders
  10. Other Health impaired
  11. Specific learning disability
  12. Speech/Languages impairment
  13. Traumatic brain injury

The Reality: Education of Children with Special Needs in India

- The article 45 of the Constitution of India assures better services to disabled in the country.
- The contribution of the International Non-Government Organization (INGOS) and the missionaries in developing services for the disabled in India is noteworthy.

The real thrust to education of children with special needs was made towards the beginning of 1981 (IYDP)


In 1983, the NCERT included education of children with special needs too as an area of service under its teacher education programme.

In 1985 the UGC, which is concerned about higher education in India, encouraged university departments and colleges of education in the country to start teacher preparation programme in education of children with special needs.

In 1999, the UGC came out with a scheme by name TEPSE (Teacher Preparation in Special Education) where in assistance is given to universities to start B. Ed. & M.Ed. special education programmes to prepare special teachers.

The UGC is also operating a scheme to provide facilities for the promotion of higher education of persons with special needs.

The distance learning system is extended to persons with disabilities too by the National Open School (NOS) and the Indira Gandhi National Open University (IGNOU).

The institutes for excellence for the handicapped in India namely the National Institute for the Visually Handicapped (NIVH), Dehradun, The All India Institute of Speech and Hearing (AIISH) The Ali Yavar National Institute for the Hearing Handicapped (AYNIHH) Bombay, the National Institute for the Orthopedically Handicapped (NIOH) Calcutta. The National Institute for the Mentally Handicapped (NIMH), Secunderbad contributed towards the realization of Education For All (EFA) in the case of children with special needs.

By the year 2000 A. D special and integrated schools can never achieve the goal of the world declaration on “Education For All” by the year 2005.
3.10 IFLA Helping Students with Visual Impairments and the Resources, Tools and Technology to Foster Education Success

IFLA is addressing each need of students with visual impairments and improving overall accessibility is vital to their academic success. This IFLA guide explains how colleges are creating more welcoming and inclusive learning environments, with a sharp focus on assistive technology, campus resources that provide assistive services and tools, information about scholarships for students with visual impairments, and online resources they can access to facilitate academic and career success.

3.11 Assistive Technology: Top Tools by Impairment Level

Students with visual impairments may require special tools to access information both inside and outside of the classroom. This assistive technology ranges from low-tech devices such as reading magnifiers to complex high-tech Braille printers. “No matter the terms that may be used to describe a student’s visual disability,” notes Chester Goad, “there are tools to meet the needs of a variety of levels of vision impairment.” The table below outlines example assistive technology by level:
<table>
<thead>
<tr>
<th>Impairment Type</th>
<th>Tool</th>
<th>What It Does</th>
<th>Where to Get It</th>
<th>How Much Does It Cost?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Visual Impairment</td>
<td>Accessible calculator</td>
<td>Accessible calculators offer features from larger buttons and Braille displays to adjustable displays and speech output functions. Different types of accessible calculators are available including standard function, scientific, and graphing.</td>
<td>Accessible calculators can be found in office supply stores and online through specialty suppliers such as Radio Shack, Amazon.com, Blazie Engineering, Orbit Research, and Casio.</td>
<td>Prices vary from $6.95 for a large button calculator to upwards of $600 for a talking graphing calculator.</td>
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<tr>
<td>Pocket magnifier</td>
<td>Pocket magnifiers are compact, handheld lenses that allow individuals to magnify reading materials. Some are illuminated, while others can be converted from handheld to a stand magnifier.</td>
<td>Pocket magnifiers are available online through Amazon.com and specialty suppliers such as IndependentLiving.com.</td>
<td>Prices range from under $2 to $200, depending on the features of the device.</td>
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<tr>
<td>Legally Blind</td>
<td>CCTV magnification systems</td>
<td>A closed-circuit TV (CCTV) magnification system allows visually impaired individuals to project magnified images of any print material onto a video monitor or television screen using a hand-held or stand-mounted camera.</td>
<td>CCTV magnification systems are typically available directly from the manufacturer, medical equipment distributors, or online from suppliers such as Enhanced Vision, Amazon.com, or The Chicago Lighthouse.</td>
<td>Prices vary from approximately $150 to $600 for a hand-held CCTV to $3,000 or more for color, stand-mounted CCTV systems.</td>
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<td></td>
<td>Braille translation software</td>
<td>Braille translation software is used to convert any document into a Braille file that can then be sent to a personal reading device or Braille display.</td>
<td>Braille translation software is generally available from the manufacturers and their distributors such as Duxbury Systems, Optek Systems, Robotron Group, and SensAbility.</td>
<td>Prices typically range between $200 and $500, but can reach upwards of $1,000, depending on the software.</td>
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<tr>
<td>Total Blindness</td>
<td>Braille printer</td>
<td>Screen readers</td>
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<tr>
<td>Braille printers connect to computers and allow users to print information in Braille via embossing pins onto heavyweight paper.</td>
<td>Braille printers are available from manufacturers, such as Enabling Technologies Company, via online distributors such as EnableMart.com, and some refurbished models can be found on EBay.</td>
<td>Prices vary and are dependent on the type of Braille printer with prices ranging from $1,800 to more than $80,000 for a high-volume printer.</td>
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<tr>
<td>Screen readers are a form of software that allow visually impaired or blind individuals to read the text on a computer screen through a braille display or speech synthesizer.</td>
<td>Screen readers are sold by medical supply companies, online through Amazon.com, vision loss organizations such as The Chicago Lighthouse, through Amazon, EBay and other retailers, and directly from software companies, such as Freedom Scientific—creators of the popular JAWS program.</td>
<td>Prices range from under $100 to more than $1,000, depending on the software.</td>
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Academic institutions are taking a number of steps to create more accommodative learning environments for students with visual impairments. Accommodations generally center on increasing accessibility and contributing to a more welcoming campus culture and community in general. According to Greg Sullivan, Director of the Access Center at Metropolitan State University of Denver, colleges and universities often focus their efforts on seven key things:

### 3.12 Staff and Instructor Training

Students with visual impairment succeed educationally when instruction and services are provided appropriately and are tailored to each student’s unique needs. Training staff and instructors in inclusive teaching strategies geared toward students with visual disabilities contributes to a better learning experience.

### 3.13 Incorporating Assistive Technology

There is a gap when looking at the depth of technology training around the use of access technology for youth who are blind or visually impaired. Many youth go on to postsecondary with inadequate access technology skills, and this can often create issues to their ultimate success and the number of years toward completion.

### 3.14 Tape Recording of Lectures

Visually impaired students can tape record lectures and, if necessary, transcribe the lecture into Braille. Access to lecture information is a reasonable accommodation that disability offices can support and students should work with that office and faculty members on a policy for tape-recorded lectures.

### 3.15 Additional Time to Complete Work and Exams

The process of reading, studying, and completing assignments requires more time for students with visual impairments than a sighted student. Students can arrange accommodations that allows for additional time to complete assignments, extended time to complete in-class examinations, or opportunities to take tests in separate settings.
3.16 Free Use of Note Takers and Readers

Taking notes during class lectures is an important part of being able to study and learn the required material. Students can secure the services of an assigned note taker through their college’s disability office. Note takers are other students who take notes during each class, which can then be converted to Braille or large print for reading. Some institutions may also provide free access to a laptop computer or Braille note taking device that allows students to take their own notes during class.

3.17 Listening Enhancers and Computer-Aided Transcription Devices

Students with visual impairments have different levels of hearing ability and may request specialized services that fit their needs. Some students may require speech amplification services in class, while others may need computer assisted real-time transcription (CART). Speech amplification uses an FM transmitter and receiver unit that wirelessly amplifies speech through a microphone worn by the speaker in the class and a listening device worn by the student.

CART is a service where trained professionals attend class and use a steno machine and specialized software to create a word-by-word script of the class proceedings. Those materials are then transcribed into a document a student can use as notes.

3.18 Moving Curriculum Online

Online learning can create new access opportunities for students, but remain a barrier for students with visual disabilities. “Accessibility of instructional materials, particular online content, can be a major challenge for students,” says Sullivan. According to Sullivan, online learning components, such as a learning management system and textbooks, are usually visually based and rely on the student’s ability to see the screen and navigate the system using the mouse. Universities are making efforts to improve the accessibility of online learning labs and learning management systems (such as Blackboard) for students with visual impairments.

“Establishing a campus culture of accessibility for students with disabilities shows the institution’s commitment to creating a welcoming environment for all students.”
Greg Sullivan Interview with Expert Cyral Miller, Texas School for the Blind and Visually Impaired

➢ What Should Students with Visual Impairments Consider when Selecting a College?

Students researching their college options should do all the same things that sighted students do: determine what they want to study; understand their financial options and limitations; make sure they take the required tests and stay on top of the many deadlines; and also explore what disability access services each college offers. A college with a commitment to diversity and support for alternative instructional strategies can help smooth some of the inevitable bumps in the road, although ultimately it will be up to each student to use their self-advocacy skills to make their needs known.

➢ What are the Most Important Skills Students with Visual Impairments Should Possess before Enrolling in College?

Students who enter college must be self-advocates. They must be able to talk with their professors about their needed accommodation. They must be good problem solvers to ensure that they get the classes they need, overcome barriers that may come up, make friends, and succeed. They must be ready navigate college life with considerably less support. In addition, they must have skills directly impacted by a visual impairment, including:

- Mobility skills to be able to travel independently or find travel assistance
- Skills for independent living to eat, dress, and groom appropriately
- Good social and communication skills

➢ What are the Biggest Challenges Students with Visual Impairment Face in the Classroom?

Access to information is the first hurdle. Once accessible materials are made available, management of information can take more time for a student with visual impairment. It can take longer to use alternative access techniques to, for example, do research online, write a paper and then create the proper final format. Many students
in academically challenging programs find themselves studying long hours to keep up.

➢ What Steps can Students with Visual Impairments Take to Find Success in the Classroom?

Staying organized, being proactive about communicating with teachers to be clear on the expectations of the class, not procrastinating on assignments and working hard are recipes for success. Time management is a hugely important skill, not just for school but very critical to get through classes successfully. Students often have to learn how to work with teachers who may be less flexible in providing instruction in their preferred alternate formats.

➢ Finding the Right College

For students with visual impairments, it’s important to vet a college library thoroughly before making a decision. According to Chester Goad, students should shop around and find a university or college that provides the type of support they need. “Many colleges have a variety of services available to students with disabilities,” says Goad, “but every college is different.” Goad notes that, while most colleges offer similar disability accommodations, the approach, process and documentation requirements may vary at each university. It is paramount that students familiarize themselves with the campus, staff and disability resources office, and gain an understanding of what services are available, how to request those services, and avenues for recourse if their learning needs are not being met. Sullivan recommends students set information appointments with disability resources officers prior to applying, asking about assistive technology available on campus and exploring the campus to evaluate its physical layout and overall accessibility.

➢ Do they have the Proper Accommodations for you?

Under federal disability law in the USA universities are only required to provide reasonable accommodations to students, which could differ at each institution. Students should review the list of accommodations for blind and low vision students and ensure they match their learning needs. For example, some universities may offer to convert course materials into accessible formats (e.g. Braille
texts, audio recordings), provide Braille signs on campus, or offer free assistive
technology devices, such as screen readers.

Easy to Request?

As noted, the process for requesting disability accommodations is different at
each college. The ease of that process could influence the decision of whether or not
to attend a particular institution. Most colleges require students to register with the
disability services officer, meet with a department representative on an individual
basis to determine the appropriate accommodations, and provide a written request for
services. Students should understand it is typically their responsibility to discuss and
arrange approved accommodations with faculty and staff.

Committed to Accessibility?

Students with disabilities are protected by Section 504 of the Rehabilitation
Act and the Americans Disability Act of 1990. Under these policies, all postsecondary
institutions must provide equal access both to academic and extracurricular activities
and programs. Under Section 508 of the Rehabilitation Act, universities must make
their electronic and information technology systems—including online learning
materials—accessible to students with disabilities. Sullivan suggests that students
review the colleges’ websites for accessibility and usability. Doing so gives them
insight into the institution’s commitment to accessibility.

Grievance Policy?

As a student it is important to understand your rights as a college student with
a disability. If students qualify for academic accommodations, they should review the
college’s polices and regulations regarding those accommodations. Before selecting
an institution, become familiar with the complaint filing process. Speak with disability
rights coordinators and disability service representatives at the campus to learn about
student rights and the university’s grievance policy.

3.19 Quick Tips for Student with Disabilities

Be proactive. Sullivan says “students should be proactive in seeking out
accommodations, beginning the process of registering for accommodations as soon as
they are admitted so that their specific needs can be arranged prior to the start of
classes. Students may need to consider mobility training to learn to navigate the physical campus.”

**Get to know your teachers.** Once registered, students should contact their instructors as soon as possible to introduce themselves, discuss potential learning accommodations and get a copy of the syllabus. Receiving class information in advance affords students the time to get accessible formats of the learning material, have time to arrange for note takers, secure other classroom accommodations, and establish a relationship with instructors.

**Get connected.** Students with visual impairments may feel like it is difficult to gain acceptance on campus or become part of the student community. Students should seek out similar students on campus through the various aspects of college life including social clubs, student government, special interest groups, and campus-based divisions of national organizations, such as the National Federation of the Blind.

“Start early. Do your research on schools, connect with the disability resources office, ask questions about the institution’s’ commitment to electronic and information technology accessibility and develop self-advocacy and technology skills.”

**Greg Sullivan Interview Student with a Visual Impairment Tracy Bettencourt,**
**Graduate Student at Vanderbilt University**

➢ **What's the Most Challenging Part of Attending College and Dealing with a Visual Impairment?**

The most challenging thing is meeting the deadlines for assignments because of my assistive technology and the length of time it takes to complete a task. It can be very frustrating at times, but it's something we have to deal with on a daily basis and put the time in for it. Constant communication is key and very important especially for a person with a disability and when communication is not there between the student and professor, and then things can be misconstrued.
What Types of Assistive Technology and Resources do you Use on-Campus?

I do the best to use all the resources that I have and with the ones the university lets me have. I use the screen reader called Job Access (JAWS) with speech for my desktop and laptop as well as voiceover on my iPhone and iPad. I also use resources in college such as a scribe, a proctor for exams, note takers, recorders, and others assistive technology the school makes available, such as a scanner to read technology documents.

What words of Advice or Support would you want to Share with Other Students with Visual Impairments Preparing to Pursue a College Education?

My advice to those that will be attending college is to become a self-advocate for themselves and advocate for others. Seek out the resources you will need in order to succeed in your college education.

What are the biggest misconceptions about students with visual impairments?

The biggest misconception that many people have is the blind and visually impaired are not self-sufficient or independent. In reality, we work very hard for what we want to achieve in life. Every blind and visually impaired person has a variety of goals and objectives—just like a sighted person.

Scholarships for Students with Visual Impairments

Scholarships can help defray the total cost of attending college. There are thousands of different scholarships available to student, including those specially designed to support students who are legally blind or have visual impairments. The list below includes a range of scholarship options open only to college students or soon-to-be college students with visual disabilities.
3.20 American Council for the Blind

ACB Scholarship – Between $1,000 and $3,500

➤ Requirements:

Applicants must be college students (vocational, entering freshman undergraduate, graduate) who are legally blind, have a 3.3 GPA, and demonstrate community or school volunteer efforts.

➤ Description:

Each year, the American Council for the Blind awards approximately 20 scholarships to college students to financially support their postsecondary education.

3.21 Blinded Veterans Association

Kathern F. Gruber Scholarship and Thomas H. Miller Awards – Between $1,000 and $2,000

➤ Requirements:

Applicant must be a spouse, dependent child, or grandchild of either a blinded veteran or Active Duty servicemember of the US Armed Forces. At the time of application, the candidate must be accepted to or attending an accredited postsecondary institution (including vocational, business, and secretarial school) as a full-time student.

➤ Description:

The Blinded Veterans Association sponsors two scholarship programs, The Kathern F. Gruber Scholarship and the Thomas H. Miller Awards. The Kathern F. Gruber Scholarship awards 6 scholarships for $2,000 each, while the Thomas H. Miller Awards disperses a single scholarship of $1,000.

Christian Record Services for the Blind

CSRB Scholarships – Amount Varies

➤ Requirements:

Applicants must be legally blind (20/200) with correction and be planning to attend a postsecondary institution as a full-time undergraduate student.
Description:

The Christian Record Services for the Blind offers partial academic scholarships to financially support college students who are blind, with the funding level determined proportionally by the total amount of funding available.

Council of Citizens with Low Vision International

Fred Scheigert Scholarship – $3,000

Requirements:

Candidates must be a student attending a college, vocational or trade program full-time, be registered either for 12 undergraduate or 9 graduate credits, maintain a 3.2 GPA, and demonstrate low vision (no greater than 20/70 in the better eye).

Description:

The Fred Scheigert Scholarship program awards 3 scholarships of $3,000 each to full-time college students with low vision to support their educational endeavors at both technical and four-year universities.

Foundation for Sight and Sound

Help America See Low Vision Scholarship – $500

Requirements:

The scholarship is open nationally to high school students who are visually impaired, have low vision or are legally blind. Candidates must submit an essay, application, and supporting documents in order to be eligible for selection.

Description:

The scholarship is designed to defray the cost of a student’s college or vocational education and the recipient is selected by a group of independent judges selected by the Foundation for Sight and Sound.

Georgia Council of the Blind

Al Camp Memorial Scholarship – $1,000

Requirements:

Students must be legally blind or sighted students who are financially dependent on parent(s) who are legally blind. They must be accepted to an accredited
program of study at a vocational or technical school, community college, or four-year university. Applicants must be residents of Georgia and must submit an application and supporting documents to be eligible.

- **Description:**

  The Al Camp Memorial Scholarship is designed to support the postsecondary academic endeavors of students with visual impairments or those with parents who are legally blind.

- **Lavelle Fund for the Blind**

- **Brother James Kearney Scholarship Program for the Blind – Up to $15,000**

  - **Requirements:**

    To be eligible, candidates must be a legal resident of the US, be legally blind or have a recognized visual impairment, demonstrate financial need, and be a full-time student in good standing at one of the 11 approved and participating colleges.

  - **Description:**

    The Brother James Kearney Scholarship Program was designed to help students who are legally blind attend an approved private college in Northeastern New Jersey and New York.

- **Lighthouse Guild**

- **Lighthouse Bound Scholarship – $10,000**

  - **Requirements:**

    Applicants must be a US citizen, provide proof of blindness, submit transcripts and standardized test scores, provide three letters or recommendations and write two personal statements.

  - **Description:**

    The Lighthouse Guild supports 20 annual scholarships up to $10,000 each to support the college education of legally blind students, regardless of financial need. One additional $10,000 scholarship is made available to a legally blind student attending or applying to graduate school.
3.22 National Federation of the Blind

NFB Scholarship Program – Between $3,000 and $12,000

➢ Requirements:

Applicants must be legally blind (20/200 less) corrected, a legal resident of the United States or Puerto Rico, must participate in the National Federation for the Blind national convention, must be enrolled as or planning to be a full-time student in a postsecondary institution in the United States, and attend all NFB scholarship activities.

➢ Description:

The National Federation of the Blind offers 30 competitive, merit-based scholarships for legally blind college students. The scholarships include the following:

- Kenneth Jernigan Scholarship: 1 scholarship – $12,000
- Charles and Melva T. Owen Scholarship: 1 scholarship – $10,000
- The Oracle Scholarship for Excellence in Computer Science: 1 scholarship – $8,000
- The Oracle Scholarship for Excellence in a STEM Field: 1 scholarship – $8,000
- Larry Streeter Memorial Scholarship: 4 scholarships – $5,000
- National Federation of the Blind Scholarships: 3 scholarships – $5,000
- Charles and Melva T. Owen Memorial Scholarship: 1 scholarship – $3,000
- Pearson Scholarship: 1 scholarship – $3,000
- Adrienne Asch Memorial Scholarship: 1 scholarship – $3,000
- E.U. and Gene Parker Scholarship: 1 scholarship – $3,000
- National Federation of the Blind Scholarship: 18 scholarships – $3,000

3.23 United States Association of Blind Athletes

I CU Foundation Valor Achievement Award – $500

➢ Requirements:

Applicants must be legally blind, a current member of the USABA, be enrolled in a two- or four-year college program, and maintain a cumulative GPA of at least 2.5.
➤ **Description:**

The ICU Foundation Valor Achievement Award is awarded to a legally blind athlete and candidates must submit a short cover letter and personal essay along with their application.

➤ **Resources for Students with Visual Disabilities**

There are numerous resources available to students with visual disabilities outside of the student services office at their university. The list below includes nonprofit organizations, university-sponsored agencies, and other groups that provide a range of services to students with visual impairments.

➤ **American Council for the Blind**

The American Council for the Blind is a membership organization that advances legislative policy—at the state and national levels—to help those with visual impairments.

➤ **American Foundation for the Blind**

The American Foundation for the Blind is a national nonprofit organization that offers a variety of service and support to individuals with visual impairments, such as online learning programs, product evaluations, and family and community resources.

➤ **American Printing House for the Blind**

The American Printing House for the Blind is a nonprofit organization that produces and prints educational and workplace support materials for people that are visually impaired.

➤ **Associated Services for the Blind and Visually Impaired**

The Associated Services for the Blind and Visually Impaired is a nonprofit organization located in Philadelphia, Pennsylvania and offers services such as training and education materials to support those with visual impairments.
3.24 Association for Higher Education and Disability (AHEAD)

AHEAD is a professional organization with 2,800 members throughout the world that supports individuals in higher education through training, workshops and consultations.

- **Blinded Veterans Association**

  The Blinded Veterans Association connects blinded veterans to local services, including employment training and job placement services, to help them overcome the challenges of living with sight loss.

- **CANnect**

  CANnect is an online learning consortium created by the Carroll Center for the Blind, The Gibney Family Foundation, and the Washington State School for the Blind and offers online learning courses, help with accessibility and professional training opportunities.

- **Center for Parent Information and Resources**

  The Center for Parent Information and Resources is an online hub of information and resources for parents of children with disabilities, including visual impairments.

- **HEATH Resource Center at the National Youth Transitions Center**

  At George Washington University, HEATH is an online resource hub about postsecondary education for individuals with disabilities.

- **Learn Ally**

  Learning Ally is a nonprofit organization that supports students with visual impairments to succeed in education and offers a range of services, such as one of the largest collections of audio textbooks and literature.

- **National Association of Blind Students**

  Developed by the National Federation of the Blind, the National Association of Blind Students has state offices throughout the country, offers networking opportunities, and advocates on the behalf of students with visual impairments.
➢ **National Center for Blind Youth in Science**

Created by the National Federation of the Blind, the National Center for Blind Youth in Science provides opportunities for students with visual impairments to participate in science through programs, access to learning materials and curriculum, and a national mentoring program.

➢ **National Federation of the Blind**

The National Federation of the Blind has over 50,000 members and works to integrate those with visual impairments into society on an equal basis through scholarship programs, public education efforts, referral service, and employment assistance.

➢ **National Science Teachers Association**

The NSTA offers a range of resources to make science learning more accessible to students with disabilities, including those with visual impairments.

➢ **Perkins Scout**

Developed by the Perkins School for the Blind, Perkins Scout is an online clearinghouse with information about a variety of items related to visual impairments, including assistive technology, independent living, and literacy and braille.

➢ **The Carroll Center for the Blind**

The Carroll Center for the Blind was founded in 1936 and offers a variety of programs, including workplace development, assistive technology training, and vocational programs to support individuals with visual impairments.

➢ **The Hadley School for the Blind**

Founded nearly 100 years ago, The Hadley School for the Blind is a nonprofit organization that provides tuition-free courses, including online classes, to individuals with visual impairments.
3.25 Summary

In India, the major cause of disability is poverty. The libraries of the world have great concern for the disadvantaged communities. The library recognizes the special needs of such communities and tries to reach out to serve them in their own communities. In this scenario, the chapter attempts to bring together in convenient form the diverse views and experiences of several deprived groups so called in differently expression, for e.g., social groups, socially disadvantaged, depressed class, socially disadvantaged, underprivileged class, disabled, differently able, physically challenged with an interest in the role of any type of library in society. Here the contributors will be the library professionals who promote the development of academic career among these special groups. One main aspect for overall development of this special group is a closer involvement of librarians with the problems of service to the disadvantaged and disabled. The realization of development in education of these a special groups is now being taken up all over the world. Librarian must have special consciousness of his/her social role and social commitment, which ought to be the keynote of the work.
3.26 References


**URL address:**


- http://socialjustice.nic.in/sclist.php

- http://www.accreditedschoolsonline.org/resources/helping-students-with-visual-impairments/

- http://www.uni-mysore.ac.in/centre-study-social-exclusion-and-inclusive-policy

- http://cpwd.gov.in/Publication/aged&disabled.PDF