

Department of Social Work

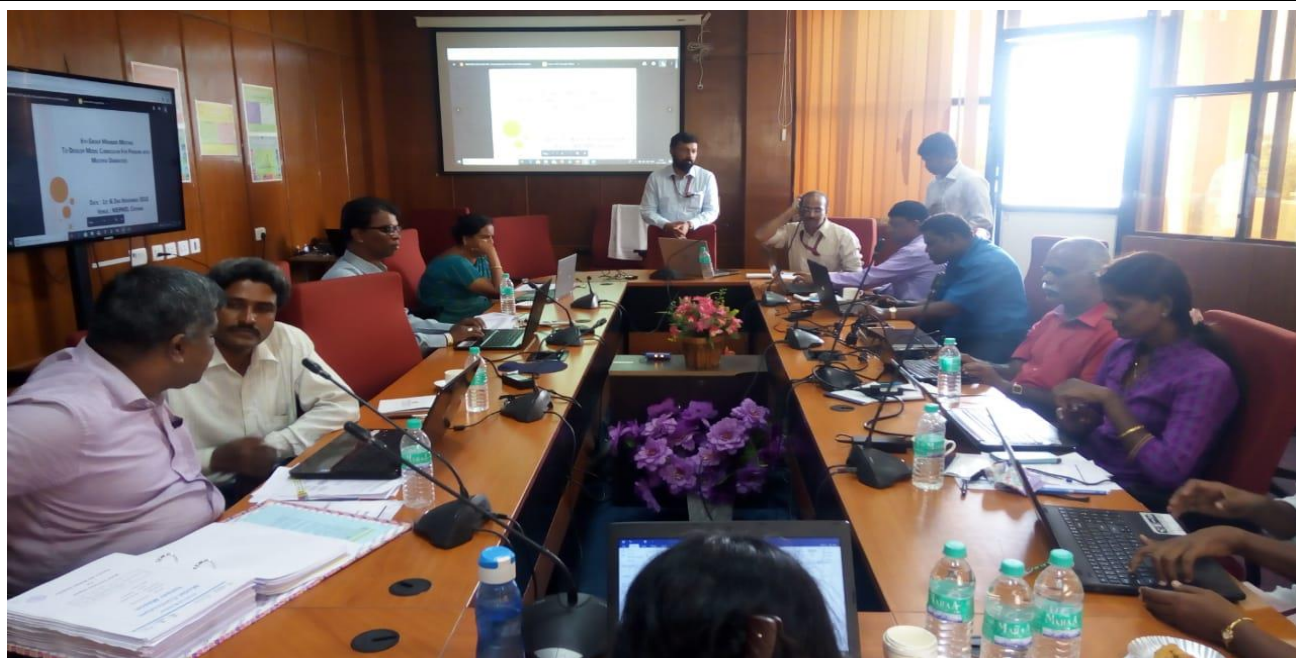
Activities for the month of November 2018



NIEPMD in relief work for the people affected by Cyclone Gaja



Seminar on Learning Disability by experts from University of Malta held at NIEPMD on 2nd & 3rd Nov 2018



Presentation and Discussion regarding the Transition Model developed under the Reeta Peshawaria Menon Fellowship Award 2018 on 2.11.2018 during the meeting of model curriculum development at NIEPMD



Meeting with regard to development of Training Manual on Autism – 9.11.18, NIEPMD



Mr. Himangshu Das at the inauguration function seen with Mr.S.Krishnan, Prof. P.Jeyachandran and Mrs. Jaya Krishnaswamy



**15th National Conference on Early Intervention for Children with Intellectual Disability and Associated Conditions,
15th & 16th Nov 2018**



**5th International Conference on Inclusive Education
NIEPMD session on Life Cycle approach on Inclusion: Multiple Disabilities**



Presentation on the Transition model being developed under Reeta Peshawaria Menon Fellowship Award 2018 on 30th November under the programme on SIPDA for Parents

PUBLICATIONS (Mr. Rajesh Ramachandran)



Dr. Mumtaz Begum has been working as Professor at the School of Education, Pondicherry University (A Central University), Pondicherry, India. She is a Commonwealth Academic Fellow (A 2013). She has presented technical papers on various facets of 'Inclusive Education' at World Class Universities like Oxford University, Cambridge University, Chester University and London University for her visiting services towards the cause of Special Needs Children, she has been bestowed with 'Life Time Achievement Award'. She is also an Associate of the University Grants Commission (UGC) - Inner University Consortium (IUC). She stood First in the M.Phil Examination of the Madras University and earned the General Proficiency Award for the Best outgoing M.Ed. student. She has travelled widely to render her Special Lectures. Her abroad visits include Thailand, Singapore, Malaysia, Sri Lanka, United Kingdom, Spain and other places.

Her research publications include discussions on wide range of topics like 'Teacher Behaviour', 'Peace Education', 'Education Challenges', 'Neuro Linguistic Programming', 'Teacher Education', 'Vocational Education' apart from other segments. Her papers were published in Journals/Magazines of repute. Her published presentation materials in various forums have drawn the attention of the researchers leading to further research in the specific discipline.



Ratan Sarkar has graduated with English Honours from Siliguri College under The University of North Bengal, completed B.Ed. Spl. Edu. from Jadavpur University, M.Ed. and M.Phil. in Spl. Edu. from Ramakrishna Mission Vivekananda University. He is Master of Education and in English Language & Linguistics as well. His additional academic qualification includes a Post B.Ed. Diploma in School Administration, an Advanced Diploma in Computer Application and a Certificate Course on Research Methodology (Gold Medalist). He has passed UGC-NET (Education) in June, 2015 on the first attempt. He has received the 'Merit Scholarship' from the Govt. of West Bengal (2009), 'Sahachandran Sanku Madhu Bhaty' (2010) from the Udarbhanga Sanstha, Siliguri, and National Research Fellowship (JRF SRJ) from UGC (2018). He has also been honored with the Best Paper Presenter Award for his outstanding presentation by National Institute for Empowerment of Persons with Multiple Disabilities, Chennai and Pondicherry University in 2018. Presently he is pursuing his Ph.D. under the guidance and supervision of Prof. Mumtaz Begum at the School of Education, Pondicherry University (A Central University). His areas of research interest and specialisation include: Special Education, Disability, Inclusion and Educational Policies for PwDs. He has published and presented several research papers at his credit.

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Phone No. 011-22630518 & 011-2277156
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Website: www.adhyayanbooks.com



Disability and Inclusion

From Rationale to Reality

Dr. Mumtaz Begum
Ratan Sarkar

Disability and Inclusion
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This book discusses how the 'Disability' concept is constructed from various perspectives and how it is conceptualized by and projected through the lens of Indian Cinema. It describes the prevalence of disability, its latest definition, classifications and many fold challenges faced by persons with disabilities (PWDs) for full inclusion and the existing inequalities in the level of education and literacy across the States of India. It elucidates the discourse of 'Disability of State' to 'Recognition of Disabled group', discriminations made based on caste and religion against the PwDs, the association among disability, social exclusion, unemployment and poverty, stance of Transfer Payments as means to ensure social security for PwDs in India, various problems of persons with autism at workplace and proposes effective measures to address the same. Additionally, it explains the theoretical and conceptual framework of inclusive education, need of inclusive education to bring positive social change in the society, role of schools to play the cultural politics and maintain the status quo of PwDs, role of sports and assistive technologies to ensure empowerment and inclusion for PwDs, existing rights and entitlements of PwDs and the need of co-ordination between government agencies for implementation of inclusive education at all levels in an effective and radical manner.

Disability, Social Exclusion, Unemployment and Poverty: A Critical Viewpoint

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Mr. Rajesh Ramachandran

Abstract

The social institutions play a very important role in forming communities and sustaining society. It is corroborated that stigma, prejudices lead to social marginalization, lack of equal access to educational, vocational and social support mechanisms, and this in turn results profound poverty people with disabilities are dwelling in. This connection between disability, social exclusion and poverty is a vicious cycle as recognized by the World Bank. UNESCO spelt out the need to create inclusive social where learners can participate in and get maximum benefit from all events of life. Additionally, the Convention on the Rights of Persons with Disabilities (UNCPRD) recognizes the rights of persons with disabilities and calls on State Parties to reform and ensure an inclusive and enabling society with guaranteed access of PwDs to all services and provisions as enjoyed by nondisabled counterparts on equal basis at all level of life. The economic, political and social positions of people who have a disability in developing countries have not progressed at all for years long. We must try to understand the perception of the policy makers regarding disability and how the development policy, which these policy makers prepare, addresses disability. The policymakers need to understand that whatever initiatives are being laid down it should succeed in ensuring and enhancing employability, self-sufficiency, social

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security, full participation, protection of rights and independent living for persons with disabilities, and if the policies are not effective, what other alternative approaches can be adopted for success. The present article is an attempt to critically look into the issues like disability, social exclusion, unemployment, exclusion in labour market and poverty and propose remedial strategies for the same.

Keywords: Disability, Social Exclusion, Poverty, Development Policy.

Introduction

"Contemporary poverty is caused by the structure of inequality in class society and is experienced by those who suffer from chronic irregularity of work and low wages"

— Jayaram, 1987

If we look into the history, we will find that social exclusion is as old as our human history but the term 'Social Exclusion' came into existence and acquired popularity only during the late twentieth century (Oommen, 2014). Most of the children with disabilities of school age are denied to have access to basic amenities and left out of the periphery of mainstream schooling system. Children with disabilities and their families regularly experience barriers in accessing their fundamental human rights and to be a part of 'Full-inclusion' in the society. People with disabilities not only have physical, emotional, mental, cognitive or neurological difficulties but also they experience precarious difficulties in the society because the perception of the society, towards them, is highly adverse and disabling which pays least attention to their needs and calibre. The social institutions play a very important role in forming communities and sustaining society. They do have also a role in creating and sustaining patterns of inequality and exclusion. However, these inequalities and exclusion are to be turned into equality and inclusion. It is said that stigma and prejudices lead to social marginalization, lack of equal access to education, employment and social support mechanisms, which in turn is the basic reason for people with disabilities dwelling that in profound poverty. This connection between disability, social exclusion and poverty is a vicious cycle as recognized by the World Bank.

Special Session Inclusive Skilling of Multiple Disabilities

Dr. K. Balabaskar

Shri. Rajesh Ramachandran

Abstract: In the Indian context, Persons with Multiple Disabilities (PwMD) have traditionally formed a socially excluded minority. Challenges associated with social exclusion are many and complex. The resolution of these challenges is challenging and requires imaginative and multifaceted actions for both access and outcome. All individuals need the right tools and work environment to effectively perform their jobs. Similarly, PwMD also need training and workplace adjustments to maximize their productivity. In addition to various positive action measures, mainstreaming must also recognize the diversity between, PwMD and the need for an individualized approach to meet their vocational training needs for easy accessibility and acceptability.

The World Bank states that people with disability, left outside the economy, translates into foregone GDP of about 5% to 7%. According to the Census 2011, about 1.34 crores of persons with disabilities are in the employable age of 15 to 59 years. About 99 lakh persons with disabilities are in the employable age group, who are non-workers or are marginal workers.

Even though, individuals with multiple disabilities constitute a significant percentage, the need for skill training and employment is not merely to fulfill their needs but is also their fundamental right – endorsed by the United Nations Convention on the Rights of PwD (UNCRPD). Though the training, being offered through various non-government organizations, training centers, institutions / mechanisms is non-homogenous, lacks quality and is low on employable opportunities. There is an immediate need for Quality Skill Training with high employability. Homogenous training curriculum & methodology need to be adopted to meet the huge demand-supply gap in special reference to “Rights of Persons with Disabilities Act 2016”.

Keeping in the magnitude to skill 25 lakhs PwD's in next 7 years, every effort is being made by various agencies of Government and Public private sectors for successful inclusion. Due to provision of 4% reservation in jobs as per Rights of Persons with Disabilities Act – 2016 the role of National Skill Development Corporation (NSDC) is emphasized for providing a better skill training programme. Thus the National Action Plan (NAP) for Skilling the Persons with Disabilities has been prepared by the Department of Persons with Disabilities (DEPwD), wherein vocational / skill training would be provided by a network of Empanelled training providers in an inclusive society.

It was evident from research studies that there is need to skill, scale and speed up the process of employment opportunities; Society /community's attitudes towards the integration, the extent of restructure environment required and the extent of accessibility in the work place situation.

These "Skill India" campaign of Government of India, made a tremendous progress and gaining momentum in India to fulfil the theme of INCHEON Strategy by ***"Making the Rights Real for Persons with Disabilities that includes individuals with MD"***.

*Lecturer, NIEPMD, MSJE, GOI, ECR, Muttukadu, Kovalam Post, Chennai.

**Faculty, NIEPMD, MSJE, ECR, Muttukadu, Chennai.