

## ENHANCEMENT OF EXPERTISE AMONGST THE DISABLED INDIVIDUALS

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### ABSTRACT

*Every individual irrespective of the category or status that he belongs to aims at acquiring education, training, employment opportunities and the development of his skills and expertise; this research paper has the main purpose of focusing upon the enhancement of expertise amongst the people with disabilities. Individuals suffering from disabilities encounter number of obstacles and impediments during the course of their development and acquisition of education and training but if they possess the strong determination and will power then they will be able to achieve their desired goals and objectives. Emphasis has been laid upon the problems and difficulties faced by the persons with disabilities in rural areas, in rural areas the system of education and training is not completely developed, therefore, children and people with disabilities are not able to attend educational institutions and centers. On the other hand, in urban areas, in well developed educational institutions and training centers there have been provisions of assistive devices that aim at facilitating the conditions of the people with disabilities. When looking at the enhancement of expertise amongst the disabled individuals, it is important to focus upon aspects such as information regarding disability, analysis of different types of disabilities and their access to education and employment, significance of talents and creativity, national policy on skill development, involvement of disabled people in rural programs and assistance and accommodation for skill development of persons with disabilities. In order to enhance their expertise and proficiency, attainment of educational qualifications and then making an entry in the area of employment; an individual is required to be strong-minded, determined, possess the required education, skills and training and adequately focus upon the achievement of his targets and objectives.*

**Keywords:** Disability, Expertise, Individuals, Education, Employment, Assistance, Rural Programs, Talent, Creativity

### INFORMATION REGARDING DISABILITY

People with disabilities encounter various obstacles during the course of their acquisition of education, employment, livelihood, family and day to day existence. Measures have been formulated that aim at eliminating the barriers that these people face during the course of their development and existence. It is vital for these people to improve their livelihoods, those of their families and take an active part in the economic development (Empowering People with Disabilities for Rural Development, 2011). As there have been prevalence of poverty in rural areas, the critical role of training and education in the enhancement of the expertise of people with disabilities to improve productivity, income, and equal access to employment opportunities seems particularly apparent and

uncomplicated; fundamental involvement in the skills and capacity building of the individuals is an essential requirement to eradicate the conditions of poverty and unemployment (Bennell, 1999).

The facts and figures have been stated as follows: (Empowering People with Disabilities for Rural Development, 2011).

1. There have been 650 million people worldwide with disability and in the developing countries four out of five people with disabilities reside in rural areas.
2. Disability is considered to be both cause and an effect of poverty; poverty gives rise to disability due to the problems and the scarcity of sources that the people suffer from and disability gives rise to the conditions of poverty due to the limited opportunities available for skills development and employment.
3. Disabled people are men as well as women, boys as well as girls, with a range of physical sensory, intellectual and psycho-social impairments, which may prove to be a hindrance in the participation of the people in various areas. These people possess different interests, skills and abilities but they may experience a social exclusion from the society as a result of their disability.
4. In rural areas, the educational and the training opportunities are difficult to access, therefore, the children who suffer from disabilities do not get the opportunity to attend schools and other training centers; on the other hand, disabled children belonging to wealthy families do get the opportunity to attend schools where disabled children are trained and their skills are improved.
5. Disability is a barrier and a major impediment in the life of the individual; the employment rate amongst the disabled individuals is low as compared to other people without disabilities. Research has indicated that disabled people in some cases are considered not capable for certain jobs, because every skilled job requires appropriate qualifications and expertise.
6. Exclusion of disabled people from any kind of employment or work costs the countries one to seven percent of gross domestic product.

## **ANALYSIS OF DIFFERENT TYPES OF DISABILITIES AND THEIR ACCESS TO EDUCATION AND EMPLOYMENT**

There is noticeably less information available regarding the employment of youth with disabilities; in some cases, extensive information on employment rates for disabled young people may be available through national censuses or large scale surveys, but this information is seldom disaggregated on the basis of gender, type of disability or geographical location. This makes assessment regarding the area that people with disabilities are also engaged in employment settings and they even attend educational institutions to enhance their learning and capability. Still less well documented are school achievement rates and the level of qualifications acquired by the individuals with disabilities. This makes it intricate to create a causal connection between young people with disabilities and their achievements and accomplishments at school, in the development of their skills and their transmission into the employment setting (Kett, 2012).

The International Labor Organization (ILO) has made an attempt to recognize the subjects and challenges that are faced by the persons with disabilities in acquiring decent employment. They have produced a number of accounts, details and principles on endorsement, sponsorship and training and employment opportunities for persons with disabilities, including those with academic and intellectual disabilities, although few are particularly centered upon youth. When the youth with disabilities are engaged in employment, they are regarded as providers, and not as legal responsibilities, challenging many negative observations the family and community may possess. However, there is often still a difference between skills development and labor market requirements, as persons with disabilities are often trained regarding the skills thought to be appropriate for them, such as craft work, with limited scope for business expansion, rather than those skills that are connected to the explicit labor market requirements (Kett, 2012).

## **SIGNIFICANCE OF TALENTS AND CREATIVITY**

Development of talents and creativity within the human beings are considered to be imperative concepts; in rural areas in India, people are mostly engaged in agricultural labor, it is their job and main source of livelihood, but besides labor and other kinds of minority jobs, individuals adopt means to nurture their creative skills and generate some kind of talents amongst them. For example, in rural areas in Bihar, individuals are even working as jewelers, they make and sell jewelry, in other words, they are self-employed on the basis of their creative skills. When importance was laid upon the development of basic literacy skills of 3 Rs, reading, writing and arithmetic, then it became vital to understand the significance of creativity and how basic literacy skills also contribute in honing the talents of the individuals; basic literacy skills and education makes the wholehearted contribution to other areas of learning. Through curriculum and instructional methods that are loaded with creative and imaginative opportunities, individuals than at an early age are able to sharpen their skills, knowledge, creativity, talents and wisdom; this will prove to be beneficial to them in all areas of learning and development.

The significance of talents and creativity is recognized via academic learning and from the abilities and aptitudes that are imbibed within the human beings; an individual develops his talents and generates creative skills within him, when he possesses that curiosity and interest in learning, for example, in rural areas, adult individuals, who are 18 or above get enrolled into evening classes to enhance their literacy skills, on the other hand, if they have an interest in pottery making, doing painting and other kinds of attractive decorations on the pots for selling purposes, then they will certainly get involved into pottery making and that is considered to be creativity, similarly if an individual has an interest in dance, he will learn dancing to hone his talent. Creativity and imagination comes from human ability to participate and evolution rests on this ability. It is essential to cultivate the human capacity for creativity and play. Recognition of talents and creativity is fundamental in life (Indian Educational Review, 2011).

## NATIONAL POLICY ON SKILL DEVELOPMENT

In order to provide adequate training to the youth the government formulated the national skill development policy that laid an outline for skill development, ensuring that the youth of the country get better access to skills and knowledge. Key features of the National Skill Development policy have been stated in the following paragraphs (Knowledge paper, 2012).

Institution-based skill development - This includes vocational schools, technical schools, polytechnics, professional colleges, etc; learning initiatives of skill development organized by different ministries and departments; formal and informal apprenticeships and other types of training by enterprises; training for self-employment and entrepreneurial development; adult education, retraining of retired or retiring employees and lifelong learning; non-formal training, including training by civil society organizations and E-learning, web-based learning and distance learning (Knowledge paper, 2012).

Institutional framework - The policy lays down three institutional frameworks comprising of Prime Minister's National Council on Skill Development, National Skill Development Co-ordination Board, National Skill Development Corporation (NSDC) and National Council for Vocational Training (NCVT). The policy conditions the roles and responsibilities of stakeholders, which include the government, industry, trade unions, local governments, civil society institutions, skill providers and resource persons. Promotes the expansion of outreach, equity and access under the skill development plan; the skill development plan requires that there is a significant amount of capacity building, innovative delivery approaches and managerial aptitude. The policy provides equal access of skill development for women, disadvantaged groups (SC, ST and OBCs), minorities, disabled persons and economically weaker sections of the society (Knowledge paper, 2012).

Lays down standards for quality and relevance - The policy also makes provision for quality standards to achieve global competitiveness. It lays down standards for quality assurance which is based on legalization of qualifications for ensuring that they reflect market requirements, substantiation of training process, accreditation of training providers and institutions, research and information. Quality of infrastructure, trainers, national vocational qualification framework, labor market factors and HR planning mechanisms are some of the aspects that have been reflected under the policy agenda (Knowledge paper, 2012).

Emphasizes on skill development for the unorganized sector - The policy lays down special importance on skill development for the unorganized sector. The policy provides for having a separate institutional method to arrange, execute and scrutinize the skill development for the unorganized sector. It focuses on having target groups within the unorganized sector, literacy and soft skills, recognition of prior learning, and skill development for self-employed individuals (Knowledge paper, 2012).

## INVOLVEMENT OF DISABLED PEOPLE IN RURAL PROGRAMS

The people with disabilities do have access to the physical environment, transportation, information and communications and to other facilities and services that are available to the public. There have been involvements of people with disabilities in rural programs which have been classified as follows: (Empowering People with Disabilities for Rural Development, 2011).

1. In the different kinds of policies, procedures, programs, and services, the people with disabilities should also be provided with the opportunities to render their participation in their implementation for the development of the rural areas.
2. There have been formulation of strategies and programs to include people with disabilities; these people have rendered their contribution in the designing of the programs and strategies to allow them to define their precedence. They are provided with the opportunities to collaborate with national institutions, international agencies, scholars and practitioners that are skilled in disability issues.
3. Reasonable accommodations have to be made so that the people with disabilities can effectively participate in program planning and implementation and in training and development.
4. Collaboration with organizations such as the Disabled Persons Organizations (DPOs), Non-Government Organizations (NGOs), and rehabilitation centers and Community Based Rehabilitation (CBR) programs are there to increase the awareness and to make possible the participation of the disabled people.
5. There has been expansion of access of people with disabilities in rural areas to Information Communications Technologies (ICT), such as mobile phones and computers. In rural areas, people with disabilities make use of mobile phones and computers to increase awareness and to communicate with other people and they take interest in watching television and listening to radio.
6. It is vital to build new facilities and infrastructure for the disabled people, or making existing facilities accessible to people with disabilities through bringing about changes in public places, medical centers, educational institutions and other offices by installing an entrance ramp, improving signage and so forth.
7. In education and training, it is vital to make use of flexible training methods in order to include different learning methods and disabilities. For example, use learning by doing approach, on the job training and other practical methods. There is development of flexible delivery systems such as mobile training units, extension systems, and distance learning using mobile phones, radio and internet for reaching to remote locations; these methods of teaching and training have proved beneficial to the persons with disabilities who have difficulties in commuting to distance locations and institutions.
8. There should be development of employment and wage earning opportunities for the people with disabilities, they should be provided with more room to become self-sufficient. Finding a job, involves communicating with the employers, trade unions and employment service

providers; acquisition of skills and abilities is necessary that are required for performance of ones job duties, it is vital to conduct the analysis of the job and the work place that aim at providing employment to the people with disabilities. The employers that are recruiting people with disabilities should possess this viewpoint that working with people with disabilities is going to prove beneficial for their organization.

## **ASSISTANCE AND ACCOMMODATION FOR SKILL DEVELOPMENT OF PERSONS WITH DISABILITIES**

Enhancement of vocational training and employment opportunities for people with disability is an important factor for improving the value of life for the individuals with disabilities, their families, but there are also considerable achievements for the wider economy. There are considerable expenditures to individuals and to society associated with these deprived employment results for people with disability. The World Bank believes that leaving people with disability, external to the economy, interprets into an inevitable GDP of about five percent to seven percent. In addition to the individual and family benefits, there is also a strong economic initiative to lead to an increase in the labor force involvement which will assist in dealing with the country's scarcity of skillfulness amongst the labor force, while at the same time causing a reduction in fiscal pressures that are linked with wellbeing and interests of the individuals (Financial Assistance for Skill Training of Persons with Disabilities, 2014).

Necessary and proper modifications and adjustments are required in areas where people with disabilities are required to attend on a regular basis; the purpose of reasonable accommodation is to ensure that people with disabilities take pleasure in and in exercising equal rights and freedoms as other people. The main assistance devices that are available are, making provision of a sign language interpreter for people who suffer from hearing impairment at a community meeting, or in the case of transportation of a disabled beneficiary in the case of the rural development project or any work or employment. For the individuals who are visually impaired for them speaking software is required so that they are able to effectively communicate with the other people, provision of adjusting and modifying equipment during the training or a class session, such as chairs that can be raised or lowered. There are other assistive devices available such as wheelchairs, hearing aids, white canes and tape recorders, these devices assist the persons with disabilities in performing a particular task or in moving from one place to another. Financial assistance can be made available to people with disabilities by connecting them to enterprise development services, micro-finance, by making available loans and establishment of savings circles (Empowering People with Disabilities for Rural Development, 2011).

## **DISCUSSION**

There are people with disabilities on a worldwide scale, persons with disabilities do aim at accomplishing something for themselves, and they formulate their desired goals and objectives. The

persons with disabilities no matter which category they belong to whether they are from socio-economic backward groups or disadvantaged groups or wealthy, affluent families, aim at acquiring education, enhance their expertise and then acquire employment. In places and institutes there have been provision of assistive devices for the disabled people in order to facilitate their presence and the purpose of their work such as wheelchairs, canes, hearing aids, restroom facilities, tape recorders, computers, mobile phones and other technological devices so that the people with disabilities are able to transfer, communicate and smooth the progress of their task in a manageable way.

Research has indicated that persons with disabilities have accomplished numerous goals and targets and when they are achievement oriented they do not consider their disability to be an impediment during the path of their achievement. There has been a case of a 25 year old athlete who while travelling in a train was pushed off when she tried to resist the attackers who were attempting to snatch her gold chain and during this unfortunate incident one of her legs had to be amputated, this athlete was extremely determined and she made an effort and attained success in climbing the Mount Everest. Another important incident is reported of a young woman who was probably in her 30s, she was visually impaired and used to work in a travel agency; she never let her disability become an obstacle during the course of her job duties, some of her job duties included booking the tickets, maintenance of the records, communicating with the clients, and so forth. There have been number of persons with disabilities who participate in sports activities, extra curricular activities such as artworks, crafts, dance, music, singing, in different kinds of employment settings, jobs and so forth. In educational institutions, there have been enrollment of people with disabilities; they have even achieved high educational qualifications such as Masters and Doctorate, on the basis of their determination, hard work and dedication.

Persons with disabilities do encounter barriers and obstacles, their disability factors make them depressed and frustrated and they face hurdles in their attainment of their goals and objectives. For instance, there have been students mainly from the disadvantaged groups who experience learning disabilities; their conditions of poverty and backwardness prove to be impediments during the course of their education and learning. Financial problems are the main difficulties that people face during the course of their enhancement of expertise and development, especially in rural areas. Most of the disabled people in rural areas are engaged in income generating activities as subsistence farmers or small scale entrepreneurs in the informal economy. The development of technology, infrastructure, assistive devices, educational and training institutions, employment and income generating opportunities, micro-finance, proper accommodating services, radio and internet, television, industries and agricultural areas, livelihood opportunities, promotion, machinery development, distribution of proper procedures and methods and country level operational tasks and practices have enabled the persons with disabilities to overcome all the impediments that may arise during the course of their enhancement of expertise, achievement of their desired aims and objectives and in earning a better livelihood.

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