

A STUDY ON EMPLOYMENT OPPORTUNITIES FOR DIFFERENTLY ABLED PERSONS IN INDIA

Submitted in partial fulfillment of the requirements for the award of

Bachelors of Business Administration

by

MALAKA SREEKANTH REDDY

Register No. (38280004)



SCHOOL OF BUSINESS ADMINISTRATION

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade “A” by NAAC | 12B Status by UGC | Approved by
AICTE**

Jeppiaar Nagar, RAJIV GANDHI SALAI, CHENNAI - 600 119

April – 2021



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SCHOOL OF BUSINESS ADMINISTRATION

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **MALAKA SREEKANTH REDDY (38280004)** who have done the Project work entitled **A STUDY ON EMPLOYMENT OPPORTUNITIES FOR DIFFERENTLY ABLED PERSONS IN INDIA** under my supervision from January 2021 to March 2021

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Submitted for Viva voce Examination held on _____.

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DECLARATION

I MALAKA SREEKANTH REDDY (38280004) hereby declare that the Project Report entitled A STUDY ON EMPLOYMENT OPPORTUNITIES FOR DIFFERENTLY ABLED PERSONS IN INDIA done by me under the guidance of Dr. M. THINESH KUMAR M.COM, M.B.A. M.Phil. Ph.D. is submitted in partial fulfillment of the requirements for the award of Bachelors of Business Administration degree.

DATE:

PLACE:

SIGNATURE OF THE CANDIDATE

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(MALAKA SREEKANTH REDDY)

ABSTRACT

The opportunity for productive self-employment, education program seeks to raise incentive for wage jobs in government agencies. Many trained rural young people move continuously to city and towns in pursuit of employment, which are not adequate to fulfill the demands of all the aspirants due to slow economic growth and rise in population. Particularly the differently abled people is difficult to get the entrepreneurial education from the existing schemes and some vocational programs. Hence this project made an attempt to explore the existing opportunities pertained to the entrepreneurial education and the various schemes that associated to develop the entrepreneurial skill of the disabled people in India. Education must be seen as a key factor in developing entrepreneurship skills of the people in a different way. Moreover, differently abled people need to undertake technical and professional skill in the competitive world. Currently, Indian government is concerning to amend the policies and procedures in order to strengthen the socio-economic profile of the differently abled people. In addition to that, the Government of India is framing new industrial policy to emphasis the special training programmes which allow the disabilities to begin their own business. This way will empower the disabled people's life.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

The challenges faced by the youth, particularly those belonging to the drawbacks of the community, have crippled many countries. Those who have implemented education approaches to encourage self-sufficiency among young people and they have the experience and skills required for successful employment. Many programs are ongoing throughout this direction, such as increasing professional training centers, delivering skilled opportunities, and incorporating job experience as an important part of the curriculum. The slow economic growth makes it possible for all of us who have left school systems not to get a reasonable compensatory job. The economy needs skilled young men and women with impairment who can face the pressures and risks of starting up a company and promoting national growth and development. In a scenario in which skilled unemployment remains rising in several countries worldwide, new solutions are created to boost the importance of the education system. There have been substantial studies in several countries in the area of teaching and the development of company competences.

In the world of digital transformations, employer expectations change, where required skills are lacking, it becomes ever more difficult for disabled people to gain a foothold in employment. The "new entrepreneurs with disabilities," together with weaker social networks and lesser knowledge, in the United States, highlight "actual economic disadvantage" as a major obstacle to successful startups. Now a days, enhancing knowledge and competence through entrepreneurship will generate new opportunities to develop technical knowledge and (business) skills through empowerment, encourage people with disables to carry out their own businesses and to play an equal part in the labor market. At first glance, this can look promising as self-employment can be a gateway to self-determined jobs. In that case, it would be more important than opportunities-driven (entrepreneurs of necessity). Although there

is still minimal or even incomplete data on entrepreneurs with disabilities' decision-making based on prior encounters with other drawbacks, pursuing education is believed to help circumvent need entrepreneurship and encourage entrepreneurial opportunities for individuals with disabilities. Entrepreneurial preparation for the younger generation in creating small enterprises, developing themselves and improving the global economy is of the utmost importance. Offer the pupils at school entrepreneurship training in order to help them grow their entrepreneurial talents.

Enhancing employment opportunities for people with disabilities is one of the main concerns of the disability sector in India. When one looks at the micro level, it may seem like there has been progress. There is increased awareness amongst Corporates and people with disabilities. There has been pressure on the Government to implement The Disability Act, 1995. Even though there was no law mandating the private sector to employ disabled people, some companies have taken proactive measures to employ disabled people. The picture seems positive!

However, the following finding of the World Bank Report 'People with Disabilities in India: From Commitments to Outcomes' released in 2007, tells a different story. The employment rate of disabled people has actually fallen from 42.7% in 1991 down to 37.6 % in 2002.

According to the employment projection given in the Eleventh Plan, in the Chapter 'Employment Perspective and Labour Policy', "58 million job opportunities will be created in the Eleventh Plan period leading to a reduction in the unemployment rate to below 5%. Over the longer period up to 2016–17, spanning the Eleventh and Twelfth Plan periods, the additional employment opportunities created are estimated at 116 million. The unemployment rate at the end of the Twelfth Plan period is projected to fall to a little over 1%."

There is a wide gap between the employment rate of people with and without disabilities in the country. Therefore, the above target for bringing down the unemployment rate cannot be achieved without addressing the employment issues of people with disabilities, who constitute about 5-6% of the population. It would require

proactive initiative on the part of all concerned to ensure that disability is included in the employment programs of the Government and the private sector.

The Ministries responsible for Employment at the Central level are (1) Ministry of Labour & Employment, (2) Ministry of Personnel, Public Grievances and Pensions, (3) Ministry of Housing & Urban Poverty Alleviation, (4) Ministry of Commerce & Industry, (5) Ministry of Micro, Small and Medium Enterprises; (6) Ministry of Rural Development. We also went through Ministry of Human.

Resource Development, as vocational, higher and technical education falls under them and the Ministry of Social Justice & Empowerment, which is the nodal Ministry for disability.

1. Ministry of Labour & Employment (ML&E)

The responsibility of the Ministry of Labour & Employment is to protect and safeguard the interests of workers in general and those who constitute the poor, deprived and disadvantaged sections of the society in particular, with due regard to creating a healthy work environment for higher production and productivity and to develop and coordinate vocational skill training and employment services.

The four attached offices are:

- i Directorate General of Employment & Training (DGET);
- ii Directorate General of factory advice service and labour institutes; and
- iii Labour Bureau: One of the responsibilities of DGET is to “evaluate residual capabilities of disabled people and provide them adjustment training in order to facilitate their economic rehabilitation”.
- iv Infrastructure under the Ministry of Labour & Employment
 - There are 947 Employment Exchanges including 43 Special Employment Exchanges for disabled people.
 - 38 Special Cells for disabled persons are functioning in regular Employment Exchanges in various States.
 - There are 20 ‘Vocational Rehabilitation Centers for Handicapped’, out of which one Centre at Vadodara has been set up exclusively for women with disability.
 - 22 coaching-cum-guidance centers for Scheduled Castes and Scheduled Tribes.

- Central Institute for Research and Training in Employment Service (CIRTES), New Delhi.
- 5465 Industrial Training Institutes (ITIs) - 1913 in Government sector and remaining 3552 in private sector, imparting training in 110 trades.

Six Advanced Training institutes at Kolkata, Chennai, Kanpur, Hyderabad, Ludhiana and Mumbai; Central Training Institute for Instructors in Chennai; two advanced training institutes for electronics and process instrumentation at Hyderabad and Dehradun; Central Staff Training and Research Institute, Kolkata; six Regional Directorates of Apprenticeship training at Mumbai, Kanpur, Kolkata, Chennai, Hyderabad and Faridabad; National Vocational Training Institute for Women, Noida; ten Regional Vocational Training Institute for Women at Mumbai, Bangalore, Thiruvananthapuram, Hissar, Kolkata, Tura, Indore, Allahabad, Vadodara and Jaipur; two Foreman Training Institutes at Bangalore and

Jamshedpur; Three model Industrial Training Institutes at Haldane, Calicut, Chowder, Jodhpur; National Instructional Media Institute, Chennai and Apex Hi-tech Institute, Bengal. Machinery, Role and Structure

1. Ministry of Personnel, Public Grievances and Pensions (MPPP)

The Ministry of Personnel, Public Grievances and Pensions is a coordinating agency of the Central Government in personnel matters, especially in respect of issues concerning recruitment, training, career development, staff welfare and post retirement dispensation. The Ministry also works towards promotion of responsive, people-oriented and modern administration.

The Departments of the Ministry of Personnel, Public Grievances and Pensions are

- Department of Personnel and Training
- Department of Administrative Reforms and Public Grievances
- Department of Pensions and Pensioner's Welfare

Following are some of the initiatives that have relevance to people with disability:

- Two organizations through which the Department ensures recruitment of personnel for the Union/ Central Government are the Union Public Service Commission (UPSC) and the Staff Selection Commission (SSC). The UPSC is responsible for conducting examinations for appointments to the higher civil services and civil posts under the Union Government, including recruitment to the All India Services. The SSC is responsible for making recruitment of non-Gazetted staff in Group 'B' and 'C' categories.
- In order to provide speedy and inexpensive justice to the employees aggrieved by Government decisions, the Government set up the Central Administrative Tribunal (CAT) in 1985, which now deals with all cases relating to service matters.
- Two major training institutions directly under the administrative control of the Department are the Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie, and the Institute of Secretariat Training and Management (ISTM), New Delhi. The former is mainly responsible for providing induction training to the officers of the Indian Administrative Service and the latter for All India Services and Central Services. The Institute of Secretariat Training and Management provides induction as well as in-service training to members of the Central Secretariat Service.
- To make the 'placement system' more transparent and efficient, a software has been developed which generates panels of names, for vacancies under the Central Staffing Scheme, by matching the experience profile, educational qualifications and training profile of the officer with the job requirement of the post. For the purpose, an Online Application Form has been introduced for the Central Staffing Scheme from the year 2008. The officers can apply online, giving details of their experience, educational qualification, trainings, etc. which is later matched when placement to a particular Ministry is considered. Each officer can also give 3 preferences for his posting to the

- Ministries depending on his area of interest and experience. The software also takes into account the preferred Ministry/Department that the officer may like to work in.

2. The Ministry of Urban Employment & Poverty Alleviation

The Ministry is the apex authority at the national level to formulate policies, sponsor and support programs, coordinate the activities of various Central Ministries, State Governments and other nodal

Authorities and monitor the programs concerning all the issues of urban employment, poverty and housing in the country.

As per 2001 estimates, the slum population is estimated to be 61.8 million. With a view to provide gainful employment to the urban unemployed or underemployed through encouraging the setting up of self-employment ventures or provision of wage employment, urban poverty alleviation programme, namely, Swarna Jayanti Shahari Rojgar Yojana (SJSRY) was launched on 1st December, 1997.

SJSRY consists of two major components, namely –

- i The Urban Self Employment Programme (USEP) and
- ii The Urban Wage Employment Programme (UWEP).

USEP has three parts: (i) Assistance to individual urban poor beneficiaries for setting up gainful self-employment ventures. (ii) Assistance to groups of urban poor women for setting up gainful self-employment ventures. This sub-scheme has been titled as “The Scheme for Development of Women and Children in the Urban Areas (DWCUA)” and (iii) Training of beneficiaries, potential beneficiaries and other persons associated with the urban employment programs for up-gradation and acquisition of vocational and entrepreneurial skills.

UWEP seeks to provide wage employment to prospective beneficiaries living below the poverty line within the jurisdiction of urban local bodies by utilizing their labour for construction of socially and economically useful public assets.

3. Ministry of Commerce & Industry (MC&I)

The Ministry formulates and implements the Foreign Trade Policy, responsible for matters relating to multilateral and bilateral commercial relations, state trading, export promotion measures and development and regulation of certain export oriented industries and commodities.

1.2 NEED FOR STUDY

This project made an attempt to explore the existing opportunities pertained to the entrepreneurial education and the various schemes that associated to develop the entrepreneurial skill of the disabled people in India. Education must be seen as a key factor in developing entrepreneurship skills of the people in a different way. Moreover, differently abled people need to undertake technical and professional skill in the competitive world.

1.3 SCOPE OF THE STUDY

Now days, enhancing knowledge and competence through entrepreneurship will generate new opportunities to develop technical knowledge and (business) skills through empowerment, encourage people with disables to carry out their own businesses and to play an equal part in the labor market. At first glance, this can look promising as self-employment can be a gateway to self-determined jobs. In that case, it would be more important than opportunities-driven (entrepreneurs of necessity). Although there is still minimal or even incomplete data on entrepreneurs with disabilities' decision-making based on prior encounters with other drawbacks, pursuing education is believed to help circumvent need entrepreneurship and encourage entrepreneurial opportunities for individuals with disabilities. Entrepreneurial preparation for the younger generation in creating small enterprises, developing themselves and improving the global economy is of the utmost importance. Offer the pupils at school entrepreneurship training in order to help them grow their entrepreneurial talents.

1.4 OBJECTIVE OF THE STUDY

Primary objective: -

To find the for Employment Opportunities Differently Abled Persons in India.

Secondary objectives: -

1. To study the entrepreneurial educational practices and Employment Opportunities for Differently Abled Persons in India.
2. To identify the factors which influence on Employment Opportunities for Differently Abled Persons in India.
3. To explore the various programs offered to develop the skill of differently abled people in India.

Chapter 2

REVIEW OF LITERATURE

- **Ansari and Khan (2018)**, conducted a study on “Role of Education and Skill Development to Promote Employment in India”. The objectives of the study were to analyze and highlight the status of contemporary education with respect to skill development and to provide some suggestions based on the observations and analysis of the study. The study is based on secondary data collected from published reports, surveys, books, prominent sites, media reports etc. Looking into requirements of the objectives of the study the research design employed for the study is of descriptive type. It is concluded that to sum up skill development for India is critical from both the socio-economic and demographic points of view. It is an important tool for reducing poverty, enhancing competitiveness and employability and to promote the self-entrepreneurship among youths.
- **Gupta and Agarwal (2018)**, conducted a study on “Training Prospects in Power Sector in India”. The objectives of the study were to find out the various training activities going on in the power sector. It also focuses on the kind and level of trainings provided, kind of organization involved in imparting such kind of trainings and the duration of the training. The study will cover public and private players involved in imparting training in power sector. The study concluded that training programs in power sector are conducted for each level through various modes like short term, long term, and workshop, graduate and post-graduate programs. With the growing capacity of the sector the need for manpower requirement is already traced out and power sector skill council is working for imparting skills and increasing the employability ratio available for the direct consumption of people to the industry with new techniques and know-how.
- **Shrivastav and Jatav (2017)**, conducted a study entitled “An Analysis of Benefits and Challenges of Skilling India” The main aim of this paper was to study the prospects and challenges for skilling in India. The specific objectives of the study were to study and analyze the Indian experience of skill development in India and

analyze the challenges faced for skill development in India in terms of financial resources. Data has been gathered from the secondary sources for the study.

- **Prasad and Purohit (2017)**, conducted a study on “Skill Development, Employability and Entrepreneurship through Make in India: A Study”. The objectives of the study were to understand through the review of literature and the effect of Make in India initiative on employability, understand the present status of skill development in India. The paper is based on exploratory research based on the secondary data and information sourced from libraries, relevant books, journals, magazines, articles, media reports and Government portals of Make in India, Skill India, etc. Being looked into requirements of the objectives of the study the research design employed for the study is of descriptive type. The authors adopted to have greater accuracy and in depth analysis of the research study.
- **Singh and Sanjeev (2016)**, conducted a study on “Need for Re-Skill training towards Make in India Initiative” The purpose of the present study was to identify the factors affecting the employee’s attitude in an organization towards skill training. An empirical study is conducted in IT Companies located in Delhi and National Capital Region (NCR).
- **Hazarika (2016)**, conducted a study on “Skill Development for Rural Entrepreneurship: A study on State Institute of Rural Development (SIRD), Assam” The objectives of the study were to examine different skill development facilities provided by State Institute of Rural Development for rural entrepreneurship, to study the motivational role of training and its effect on starting an enterprises in rural areas and to suggest measures to improve entrepreneurship development through institutional support in rural areas of Assam.
- **Deka and Batra (2016)**, conducted a study entitled “The Scope of Skill Development, Employability of Indian Workforce in Context of Make in India: A Study” To understand through the review of literature the effect of “Make in India” initiative on employability, to analyze through the review of literature if the Skill Development measures will help to bridge the gap of existing skills and required skills of workforce and Labour force in India. The study is based on review of Secondary Data.

- **Pandey (2016)**, conducted a study on “Improvising Skill Development & Employability Potential through Higher Education, Research & Innovations in India” the objectives of the paper were to study policies framed for skill development and identifying the gap between the government and private programmes, discuss on the current scenario on skill development programme, vocational education and women, private and public sources of skill development, initiatives under ministry of skill development and entrepreneurship.
- **Chavda and Trivedi (2015)**, conducted a study on “Impact of Age on Skills Development in Different Groups of Students The objectives of the study were to study the impact of age on skills development in different groups of students, to study the effect of gender on the development of skills, to make aware the students about their skills, to aware the students about the key role of life skills in personality development. In the present study, Walker’s Life Skills Test (2009) was used. This test measures four types of life skills (1) Social etiquettes (2) Communication (3) Self-esteem and (4) Hygiene. 150 students were selected randomly from schools and colleges of Ahmedabad.
- **Amandeep (2015)**, conducted a study on “Skill Development in Higher Education: Trends and Issue” studied the present scenario of India on skill and education, examine opportunities available to learners, and suggested the future prospects of skill development.
- **Misra (2015)**, conducted a study on “Skill Development: A Way to Leverage the Demographic Dividend in India”. The objectives of the skill development mission were to upgrade skill, provide knowledge and recognized qualification to get the access of global labor market and increase the productivity in organized and unorganized sector and understand the present skill development policy initiatives in India and find out the ways and means to produce world-class skilled manpower domestically through effective use of skill development schemes of Government of India.
- **Kanchan and Sakshi (2015)**, conducted the study on “Skill development initiatives and strategies in India”. The objectives of the study were to understand the status, challenges and the skill development initiatives and strategies and its impact in India.

The data were collected from secondary sources like journals, magazines, articles and media reports. The study found that 80% of the workforce in India (rural and urban) doesn't possess any identifiable and marketable skills. Therefore, the study suggest that bridging this gap through various skill development initiatives could make India the global hub for skilled manpower, and also result in a surplus of skilled manpower of approximately 47 million 2020, Federation of Indian Chamber of Commerce and Industry (FICCI).

- **Abhishek and Aditya (2015)**, conducted an evaluative study on “Skill Development Programmes: A Project Management Perspective”. The objectives of the study were to analyze the challenges of implementing skill development programme and dropouts” data and subsequently evaluate the existing model of a skill training, development and placement programme. The study is based on analysis of secondary data obtained from public domains, as well as private confidential data obtained from the parent organization, Infrastructure Leasing & Financial Services (IL&FS) Skills after mutual consent to use it for academic purposes.
- **Kaptan (2014)**, conducted a study on “Skill Development and Capacity Building-Role of education Institution” the study discussed about the importance, role, and need of skill development and capacity building programme as the principal purpose of education. Paper discussed about the suitability of education to meet the requirement of industry and labour market, improving the quality and competency of labour through skill development programme as conventional education system lack synergy between industries and institutions. Paper finally concluded that there is a strong need of capacity building & skill development programmes and there should be strong active participation of educational institution to accomplish the mission.
- **Rupal R Patel (2000)**, has clearly explained about the Indian system of entrepreneurial education. It gives the clear knowledge of higher studies, schemes of entrepreneurial practices, area of entrepreneurial education, entrepreneurial motivation and so on.
- **Shahid and Irshad (2016)**, conducted a descriptive study on evaluating the role and contributions made by Pradhan Manthiri Mudra Yojana. The study evaluated the contributions made by this scheme through secondary data analysis. From the

analysis it was concluded that this scheme contributed to the welfare and progress of both urban and rural populations of our country. In specific the study found that significant contributions were made by self-employed units and small scale manufacturing units in both urban and rural areas.

- **Dr S Rajamohan and E. Saranya Devi (2019)**, have quantified nearby the (NHFDC) National Handicapped Finance and Development Corporation. The Ministry of Social Justice and Empowerment has established NHFDC as one the key concern, through delivering grants, managing aid, training and development initiatives, etc., the organization is helping to the disabled people. The authors presented schemes and laws, reviewed by the government that authorized the individuals of disabilities in India.
- **A.Sathish and S. Rajamohan (2019)** have evaluated the contributions made by medium and small scale industries in India. All these industries operate in low cost and they have very high potential for success. The study clearly stated the role of industrial agencies in economic development and progress of India. The study categorically stated that they play a vital role in removing disparities among various classes of society. The study concluded that there is a need for creating various training centers and provide training and developmental assistance to these entrepreneurs. The study has also evaluated the contributions made by various entrepreneurial development agencies established by the government in improving the standards of living of people through employment and economic development.

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CHAPTER 3

RESEARCH METHODOLOGY

In order to effectively conduct a valid analysis in the presentation and analysis of the data collected on the research field, the researcher used descriptive statistics such as tables and charts to depict the relevant data. Both the primary and secondary sources are used for this study.

1. Primary data

Data collected through questionnaires.

2. Secondary data

The secondary data is used such as websites, magazines, journals, financial reference book and other published sources

3.1 SAMPLING METHOD

The convenience sampling techniques is used to collect data.

3.2 POPULATION

Population of the study is unknown.

3.3 SAMPLE SIZE

Since it is difficult to cross examine all the beneficiaries, therefore sample size is confined to 111 respondents only.

3.4 PERIOD OF THE STUDY

The period of the study is from December 2020-February 2021

3.5 AREA OF THE STUDY

The research was conducted in Chennai

CHAPTER - 4

DATA ANALYSIS AND INTERPRETATION

TABLE 4.1 AGE

S. No.	Particulars	NO. of respondents	Percentage
1	18 TO 25	65	58.56
2	25 TO 30	21	18.92
3	30 TO 35	16	14.41
4	35 TO 40	5	4.50
5	40 TO 45	4	3.60
TOTAL		111	100%

Source: primary data

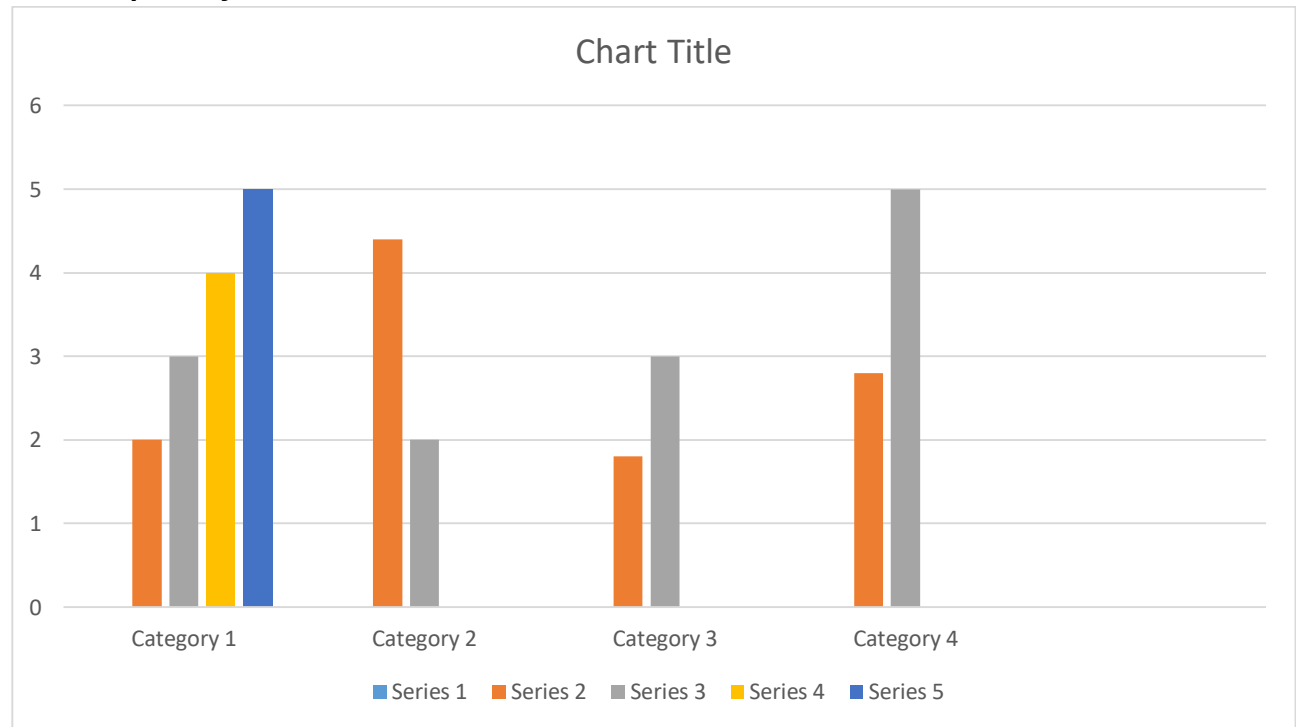


CHART 4.1 AGE

Interpretation

From the above table 4.1 it is interpreted that the number of respondents between 18 to 25 Age of respondents are 58.65 between 25 to 30 Age of respondents are 18.92 between 30 to 35 age of respondents are 14.41 between 35 to 40 Age of respondents are 4.50 between 40 to 45 Age of respondents are 3.60

Inference

Majority (58,65) of the respondents are age between 18 to 25

TABLE 4.2 GENDER

S NO	Particulars	No. of Respondents	Percentage
1	Male	83	74.77
2	Female	28	25.23
Total		111	100%

Source: primary data

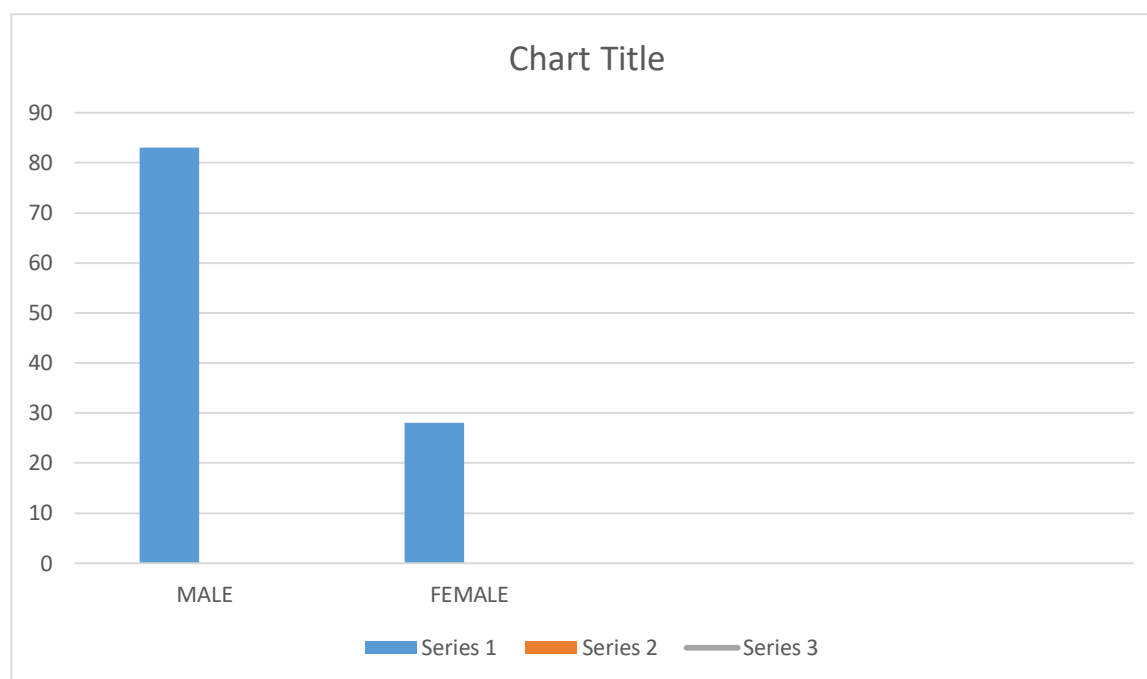


CHART 4.2 AGE

Interpretation

From the above table it is interpreted that the number of responses male 83 members 74.77% Female 28 members 25.23%

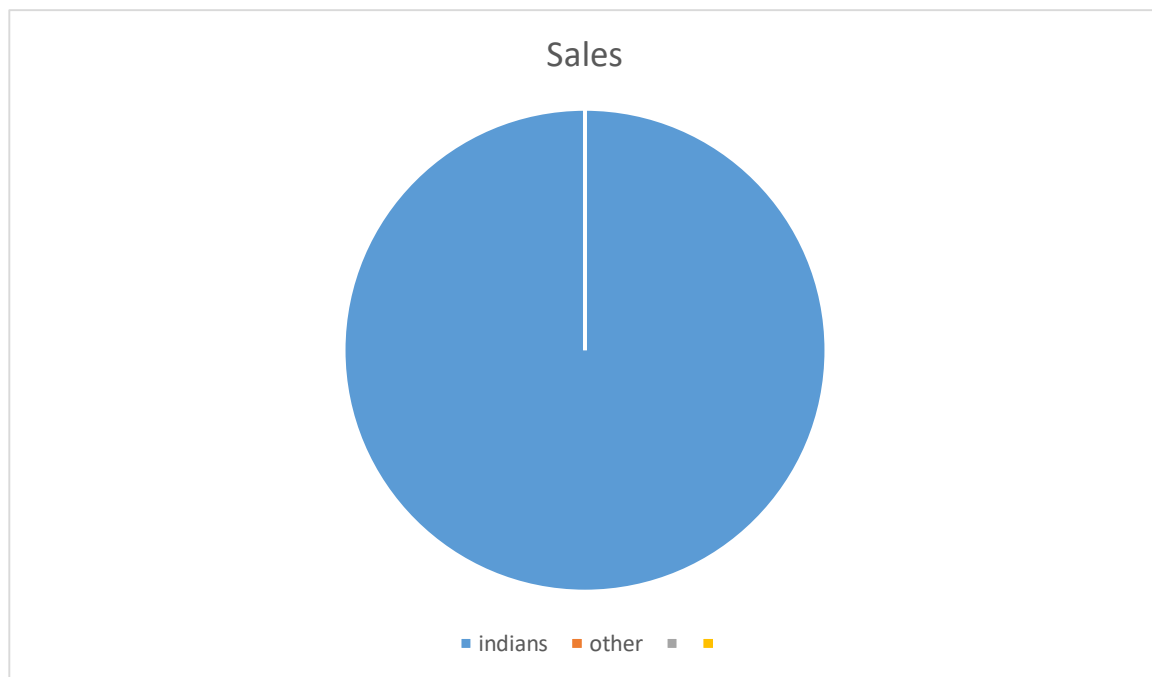
Inference

Majority male 83 members 74.77%

TABLE 4.3 COUNTRIES

S NO	Particulars	No. of Respondents	Percentage
1	Indians	111	100%
2	Other	0	0%
Total		111	100%

CHART 4.3



Interpretation

From the above table it is interpreted that the number of responses Indians 111 members 100%, Other 0members s 0%

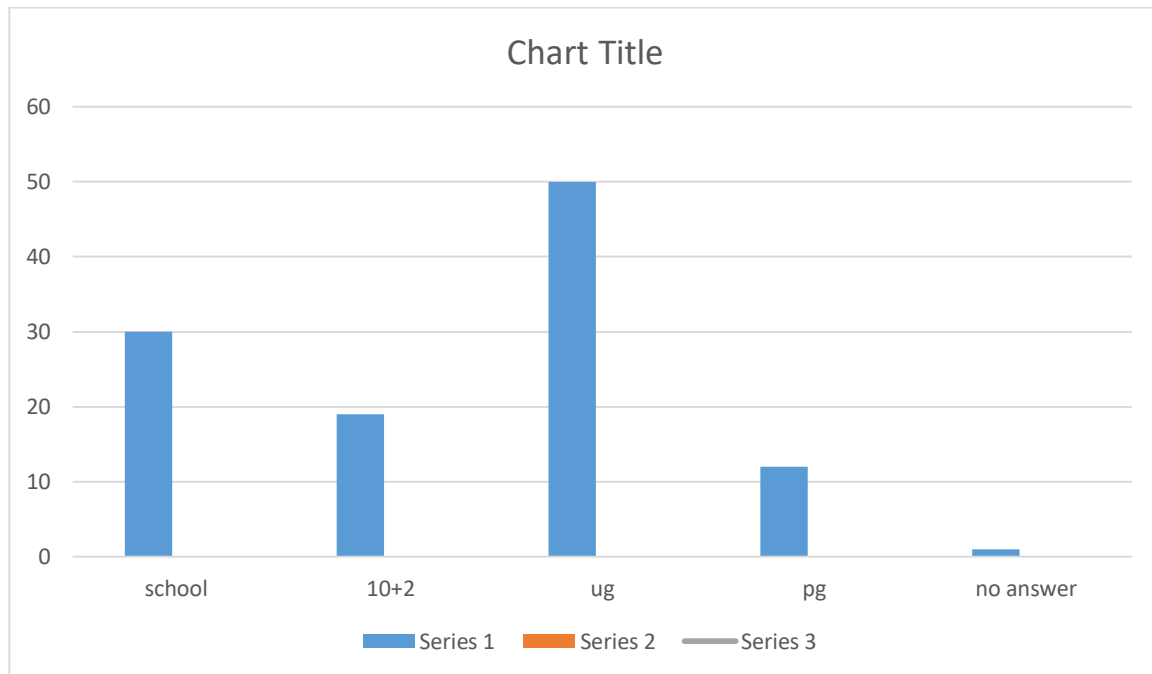
Inference

Majority Indians 111 members 100%

TABLE 4.4 WHAT IS THE EDUCATIONAL QUALIFICATION FOR RESPONDENT

S NO	Particulars	No. of Respondents	Percentage
1	School	30	27.03%
2	Intermediate	19	16.22%
3	U.G	50	45.05%
4	P.G.	12	10.81%
5	No answer	1	0.90%
Total		111	100%

CHART 4.4 EDUCATIONAL QUALIFICATION



Interpretation

From the above table it is interpreted that the number of responses school 30 members 27.03%, Intermediate 18 members 16.22 %, UG 50 members 45.05%, PG 12 members 10.81 %, No answer 1 member 0.90%

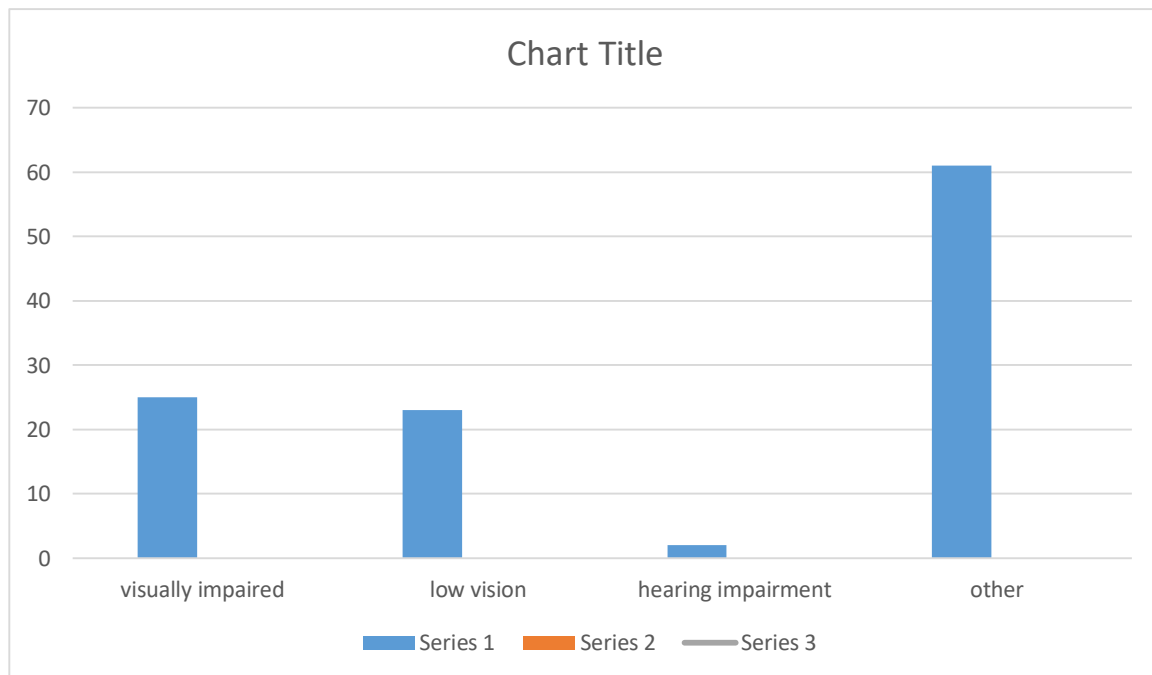
Inference

Majority UG 50 members s 45.05%

TABLE 4.5 WHICH TYPES OF DISABILITY YOU ARE BELONG TO

S NO	Particulars	No. of Respondents	Percentage
1	visually impaired	25	22.52
2	low vision	23	20.72
3	hearing impairment	2	1.80%
4	Other	61	54.95%
Total		111	100%

CHART 4.5 TYPES OF DISABILITY



Interpretation

From the above table it is interpreted that the number of responses visually impaired 25 members 22.52% low vision 23 members 20.72% hearing impairment 2 members 1.80 % other 61 members 54.95 %

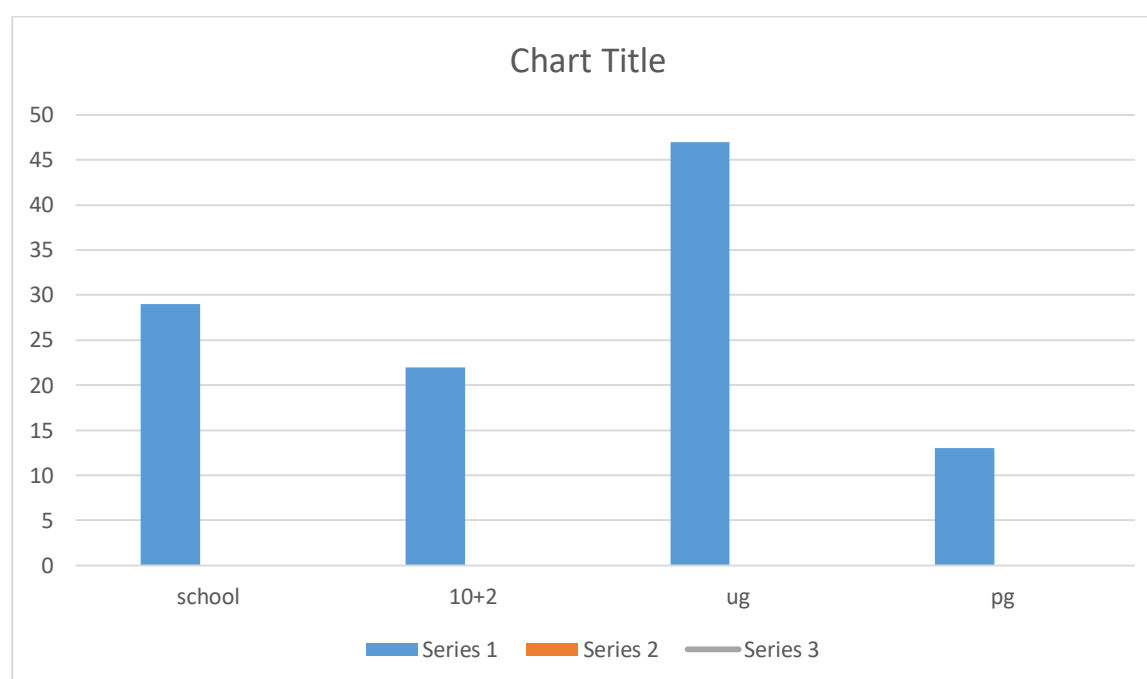
Inference

Majority other 61 members 54.95 %

TABLE 4.6

S NO	Particulars	No. of Respondents	Percentage
1	School	29	26.13%
2	10+2	22	19.82%
3	UG	47	42.34%
4	PG	13	11.71
Total		111	100%

CHART 4.6



Interpretation

From the above table it is interpreted that the number school 29 members 28.13% 10+2 22members 19.82 %, UG 47 members 42.34%, PG 13 members 11.71 %

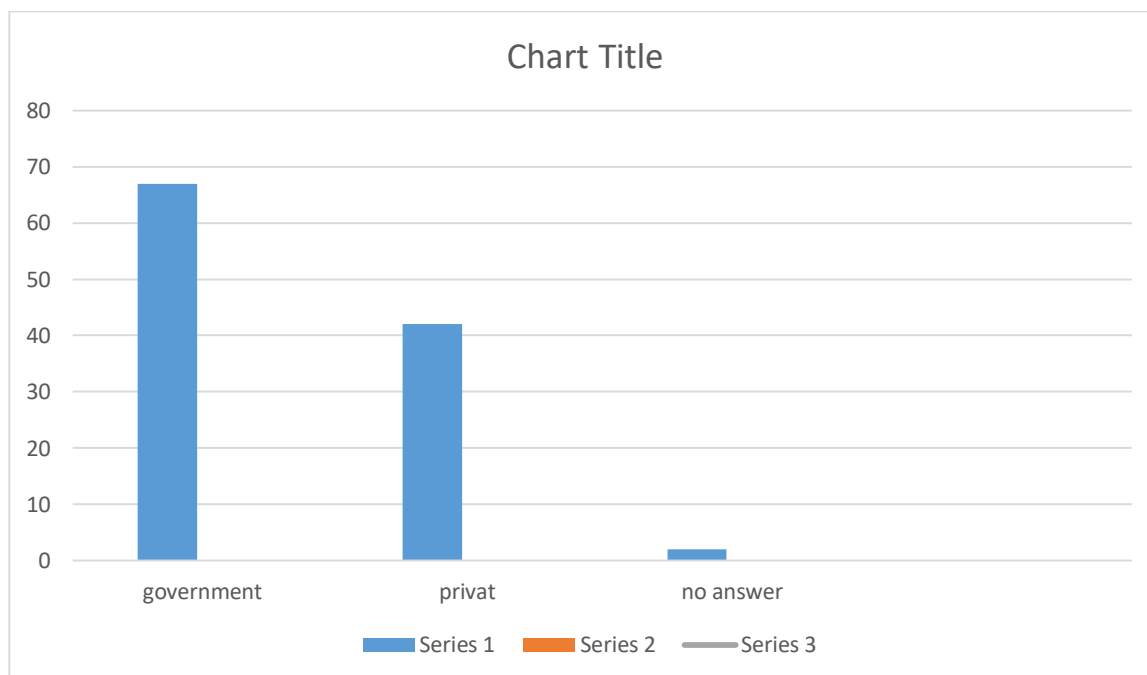
Inference

Majority UG 47 members 42.34

TABLES 4.7 WHICH TYPES OF SECTOR DO YOU HAVE

S NO	Particulars	No. of Respondents	Percentage
1	Government sector	67	60.36%
2	Private sector	42	37.84
3	No answer	2	1.80
Total		111	100%

CHART 4.8 TYPES OF SECTOR



Interpretation `

From the above table it is interpreted that the number government sector 67 members 60.36%, Private sector 42, members 37.84%, No answer 2 members 1.80 %,

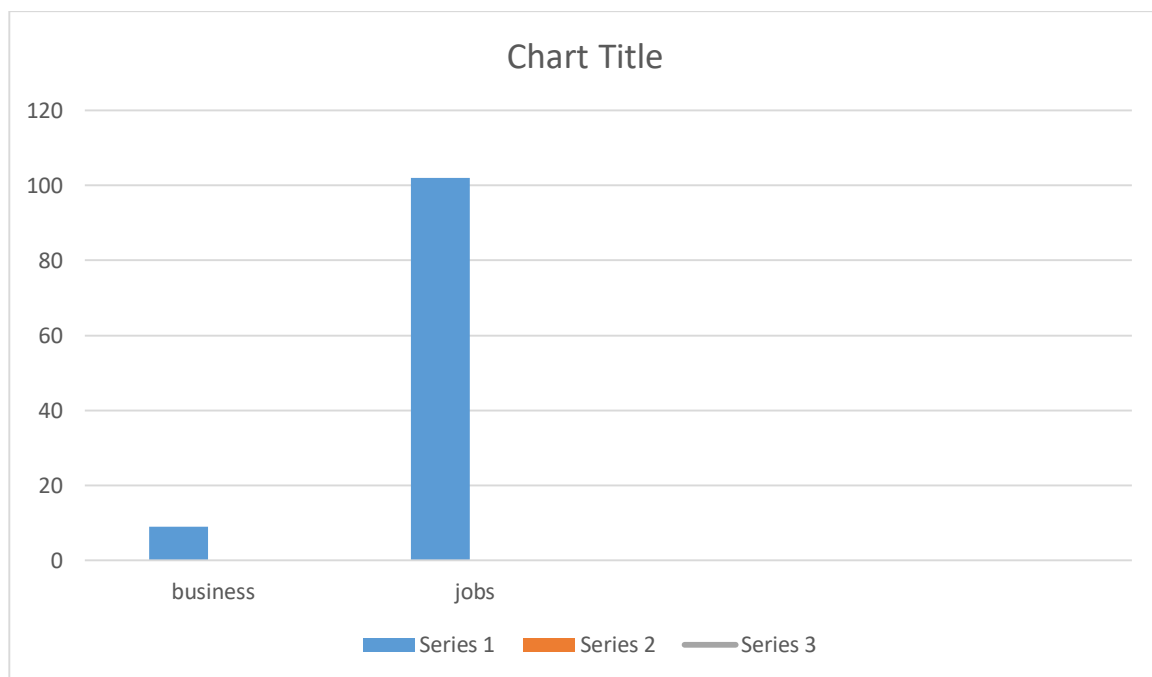
Inference

Majority government sector 67members 60.36%

TABLE 4.9 WHICH IS YOUR CAREER PLAN

S NO	Particulars	No. of Respondents	Percentage
1	Business	9	8.11
2	Jobs	102	91.89
Total		111	100%

CHART 4.9 CAREER PLAN



Interpretation

From the above table it is interpreted that the number business 9 members 8.11%
Jobs 102 members 91.89%

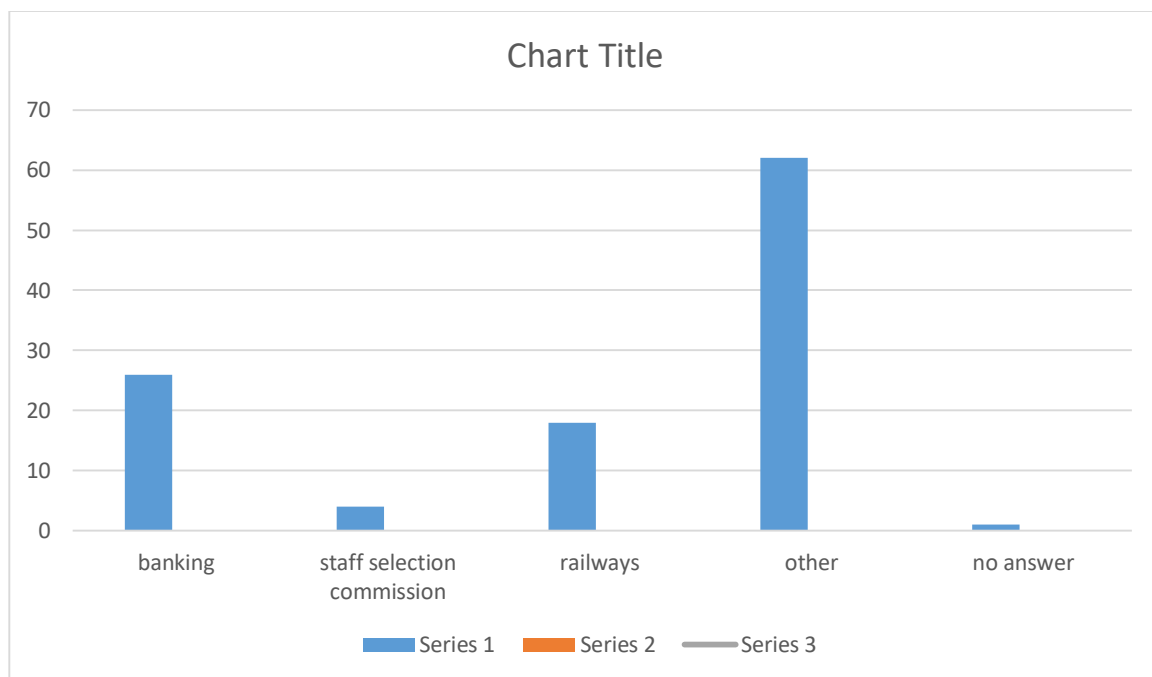
Inference

Majority Jobs 102 members 91.89%

TABLE 4.10 WHICH FIELD INTEREST IN GOVERNMENT

S NO	Particulars	No. of Respondents	Percentage
1	Banking	16	23.42%
2	Staff selection commission	4	3.60%
3	Railway's	18	16.22%
4	other	62	55.86%
5	No answer	1	0.90
Total		111	100%

CHART 4.10 FIELD INTEREST IN GOVERNMENT



Interpretation `

From the above table it is interpreted that the number banking 26 members 23.42% Staff selection commission 4 member 3.60%, Railways 18 members 16.22% Other 62 members 55.86 %,No answer 1 member 0.90 %

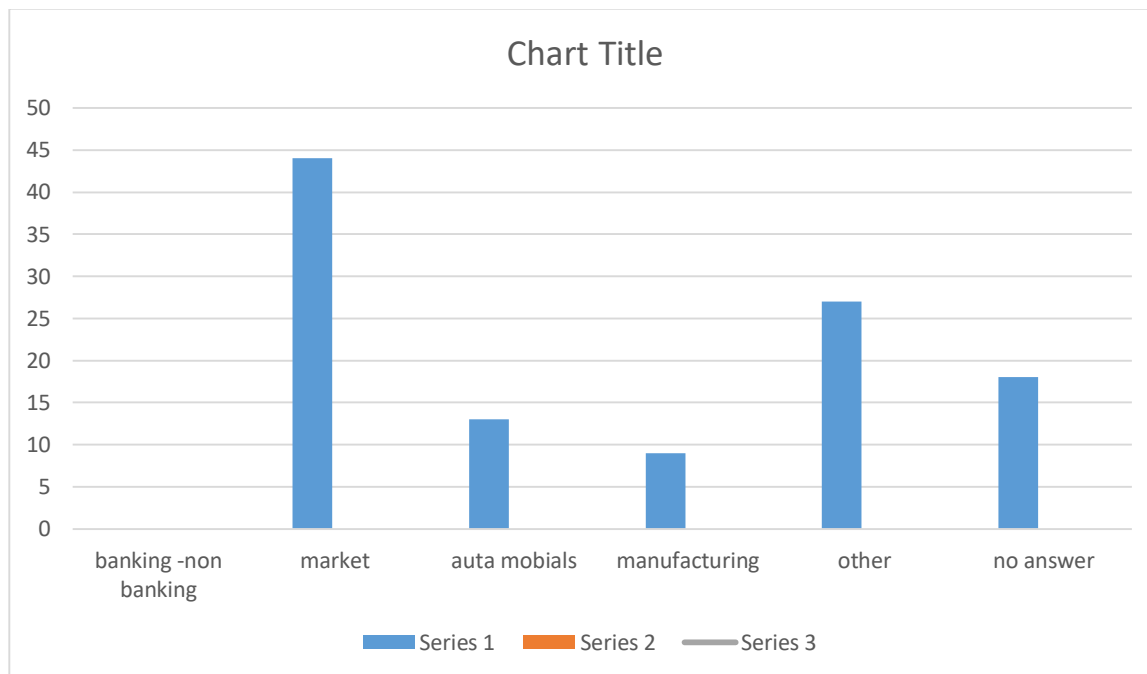
Interference

Majority Other 62 members 55.86

TABLE 4.11 INTEREST IN PRIVATE

S. NO	Particulars	No. of Respondents	Percentage
1	Banking – non banking	0	0.00%
2	Market	44	39.64%
3	Auto mobiles	13	11.71%
4	Manufacturing	9	8.11%
5	Other	27	24.32%
6	No answer	18	16.22%
Total		111	100%

CHART 4.11 INTEREST IN PRIVATE



Interpretation

From the above table it is interpreted that the number Interpretation banking –non banking 0 members 0 %, Market 44 members 39.64%,Auto mobile 13 members 11.71%,Manufacturing members 8.11%,Other 27 members 24.32 %,No answer 18 members 16.22%

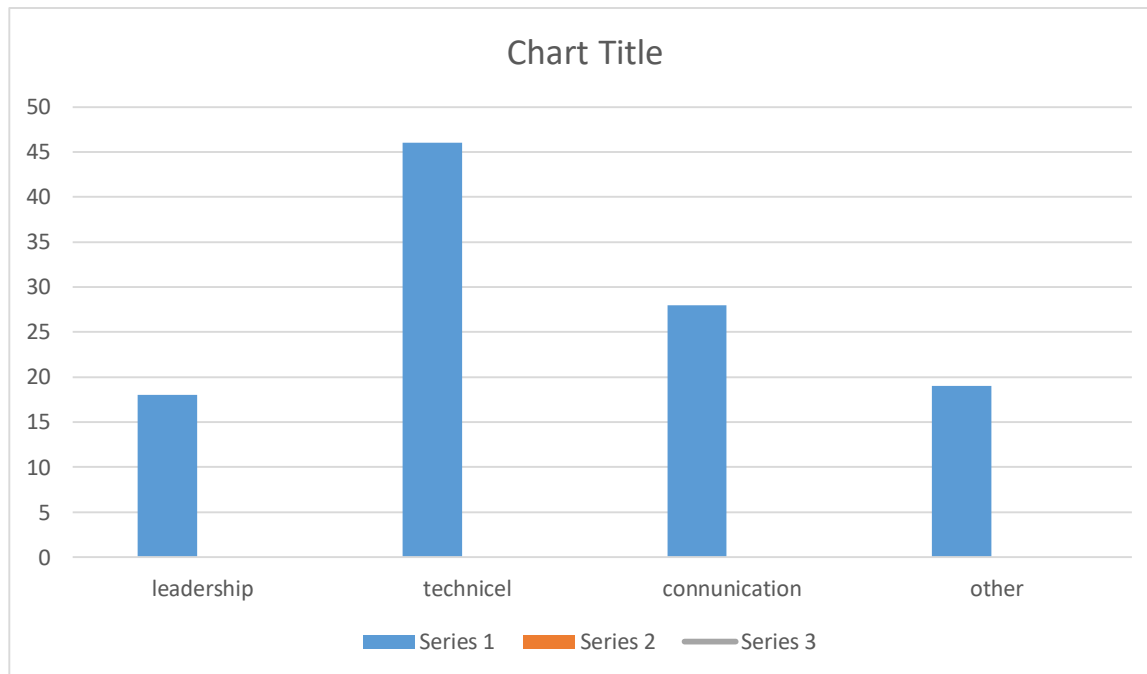
Interference

Majority Market 44 members 39.64%

TABLE 4.12 WHAT TYPES OF SKILLS DO YOU HAVE

S NO	Particulars	No. of Respondents	Percentage
1	Leadership	18	16.22%
2	Technical	46	41.44%
3	Communication	28	25.23
4	Other	19	17.12%
	Total	111	100%

Source: primary data CHART 4.12



Interpretation

From the above table it is interpreted that the number leadership 18 members

16.22%, Technical 46 members 41.23%

Communication 28 members 25.23

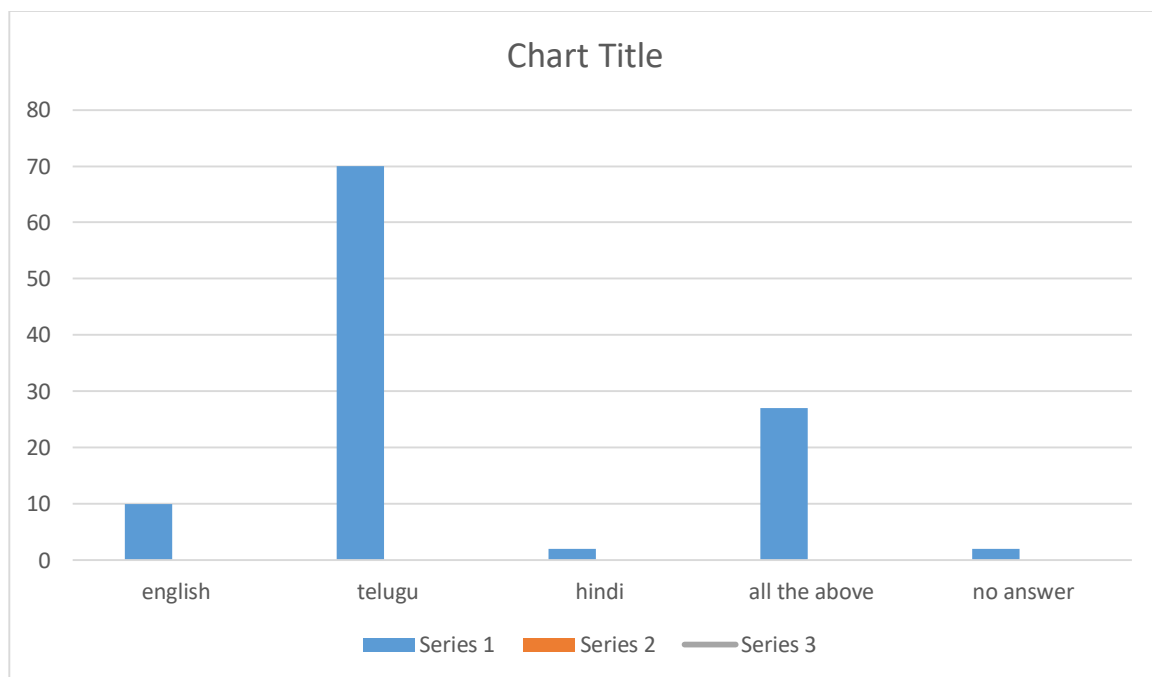
Other 19 members 17.12%

Interference Majority Technical 46 members 41.23%.

TABLE 4.13 HOW MANY LANGUAGE DO YOU KNOW

S NO	Particulars	No. of Respondents	Percentage
1	English	10	9.01 %
2	Telugu	70	63.06%
3	Hindi	2	1.80%
4	All the above	27	24.32%
5	No answer	2	1.80%
	Total	111	100%

CHART 4.13 LANGUAGE KNOWN



Interpretation

From the above table it is interpreted that the number English 10 members 9.01% Telugu 70 members 63.06%, Hindi 2 members 1.80%, All the above 27 members 24.32% No answer 2 members 1.80%

Interference

Majority Telugu 70 members 63.0

CHAPTER 5

5.1 FINDING

Majority (58, 65) of the respondents are age between 18 to 25

Majority male 83 members 74.77%

Indians 111 members 100%

Majority Ug 50members s 45.05%

Majority other 61members 54.95 %

Majority Ug 47 members 42.34

Majority government sector 67members 60 .36%

Majority Jobs 102 members 91.89%

Majority Other 62 members 55.86 %

Majority Market 44 members 39.64%

Majority Technical 46 members 41.23%

Majority Telugu 70 members 63.06

5.2 CONCLUSION

Education must be seen as a key factor in developing entrepreneurship skills of the people in a different way. Moreover, differently abled people need to undertake technical and professional skill in the competitive world. Currently, Indian government is concerning to amend the policies and procedures in order to strengthen the socio-economic profile of the differently abled people. In addition to that, the Government of India is framing new industrial policy to emphasis the special training programmes which allow the disabilities to begin their own business.

Among those problems frequently observed are - insufficient or inappropriate education and training or experience, transportation problems in reaching the place of work, demands or constraints imposed by family members, unrealistic job aspirations, social and cultural problems, and personality complications. In short, people with disabilities are liable to all of the problems that affect everyone. We will not solve the problems of employment for disabled people in an acceptable fashion, unless and until we find ways to create significantly large numbers of work opportunities that are accessible to them and that are socially and economically viable. This way will empower the disabled people's life

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APPENDIX
(Questionnaire)

1. NAME
2. AGE
 - a) 18/25
 - b) 25/30
 - c) 30/35
 - d) 35/40
 - e) 40/45
3. GENDER
 - a) MALE
 - b) FEMALE
4. MAIL I'D _____
5. COUNTRY
 - a) INDIA
 - b) OTHER
6. STATE _____
7. CITY _____
8. WHICH FIELD ARE YOU IN CURRENTLY
 - a) SCHOOL
 - b) INTERMEDIATE
 - c) GRADUATE
 - d) POST GRADUATE

9. WHICH TYPES OF DISABILITY YOU ARE

- a) VISUALLY IMPAIRED
- b) LOW VISION
- c) HEARING IMPAIRMENT
- d) OTHER

10. WHICH FIELD ARE YOU IN

- a) SCHOOL
- b) INTERMEDIATE
- c) GRADUAT
- d) POST GRADUAT

11 .WHICH SECTOR DO YOU HAVE

- a) GOVERNMENT SECTOR
- b) PRIVATE SECTOR

12. WHICH IS YOUR CAREER PLAN

- a) ESTABLISH BUSINESS
- b) JOBS

13 WHICH QUALIFICATION OF CAREER

- a) 10 CLASS
- b) 10+2
- c) UG
- d) PG

14 WHICH FIELD INTEREST IN GOVERNMENT

- a) BANKING
- b) STAFF SELECTION COMMISSION
- c) RAILWAYS

15 INFIELD INTEREST IN PRIVATE

- a) BANKING - NON BANKING
- b) MARKET
- c) AUTOMOBILES
- d) MANUFACTURING

16 WHAT TYPES OF SKILLS DO YOU HAVE

- a) TECHNICAL
- b) COMMUNICATION

17 HOW MANY LANGUAGES DO YOU HAVE

- a) ENGLISH
- b) TELUGU
- c) HINDI
- d) ALL THE ABOVE