



# Skill Development Programs: Implications for Disabled Youth

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## Abstract

*This paper shows an awareness of key challenges and opportunities regarding skills development for youth with disabilities. Persons with disability in India face many challenges when looking to develop employable skills and in gaining meaningful employment. While India has ratified the United Nations Convention on the Rights of People with disability (UNCRPD), persons with disability continue to face many difficulties in the labour market. The purpose of this study is to explore the skills gained by adolescents with disabilities who have completed their graduation and post graduation in addition to their vocational courses. According to census 2011, there are 2.68 crore Persons with Disabilities (PWDs) in India (1.50 crore male and 1.18 crore female PWDs). Even though, disabled people constitute a significant percentage of the population of India, their need for meaningful employment largely remains unmet, in spite of implementation of "The Persons with Disability Act, 1995". In the overall population, the number of disabled is proportionately higher in rural areas, accentuated by general poverty considerations and poor access to health services. The rural disabled are significantly disconnected from skills and markets. Improving vocational training and employment opportunities for people with disability and is a critical element for enhancing the quality of life for individual with disability, their families, but there are also substantial gains for the broader economy. There are substantial costs to individuals and to society associated with these poor employment outcomes for people with disability. It was decided in the discussions held during the presentation made by the Department of Persons with Disabilities to Hon'ble Prime Minister on 24.10.2014 that the Department will collaborate with Skill Development Mission to work out new skill development initiatives for people with disability. An awareness all the programmes of skill development programmes especially for disabled youth will enlighten and highlight how adolescents with disabilities developed several practical, social and communication skills, and self-confidence over the course of an employment-training program. Despite personal gains, youth reported*

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## HUMANISTIC TEACHING STRATEGIES AND APPROACHES FOR DISABLED CHILDREN'S AND THEIR EDUCATIONAL NEEDS

Narsimulu

### ABSTRACT

This presentation provides an overview of teaching strategies and approaches for pupils with special educational needs, the theoretical underpinnings of these strategies and approaches, and the role of specialist knowledge in teaching these pupils. The report also considers how the findings of the scoping study might become embedded in every day teaching practice. Humanistic Approach in DLT is an attempt to respond to these needs. Its basic principle is in shifting the focus in education from teaching to learning, so that the teacher is no longer the focal point in class but someone who facilitates the process of education. The aim of this presentation is to call the attention of the audience to what is known today as humanistic Approach to disabled children's and their educational Needs.

The new role of the learner brings about some psychological problems related to his performance in the classroom. It is quite natural that if the burden of what is happening in class is shifted to the learner, while the teacher only facilitates the process creating the appropriate psychological climate, the performance of the learner will most likely involve psychological stress. Or more stress than before. In the new context, being in a group, with the teacher who only coordinates and facilitates the process, the learner, more than before, faces such challenges of psychological nature as: self-assertion, self-determination and self-esteem. He must demonstrate the ability to cooperate with the teacher and compete with his fellow-students, he has to learn to cope with success and failure. The learner has to be very sensitive to how his fellow-students feel in relation to himself and to each other. As was said above, the new approach implies more psychological stress on the learner. But I dare suggest that this stress is stimulating and creative. It stimulates the learner's intelligence and curiosity which work for his benefit. Let us now view humanistic Approach as applied to a Russian learner. It seems it has special meaning to us, since the lesson, especially at our schools, revolves around the authoritative role of the teacher.

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