Journal of Multi-Disciplinary Legal Research

Social Exclusion - Societal Attitudes Towards Differently Abled People

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ABSTRACT

This paper would clarify the social alienation and disadvantage faced by groups of people with disabilities from the standpoints of redistribution and acceptance. The emphasis of this paper will be on the social isolation that people with disabilities face in India. While there are several factors that contribute to social exclusion in the disabled community, this paper will focus on three new social exclusion issues that people with disabilities are facing, namely education, employment, family, relatives, culture, politics, and social assistance.

This paper will concentrate on a few important points. Second, in the education sector, recognition is stronger, but redistribution is unbalanced. Second, in India's labour market, a community of people with disabilities receives insufficient recognition and redistribution. Third, despite the fact that the community of people with disabilities receives affirmation of redistribution by social assistance services, social exclusion in poverty reduction continues. However, the lack of redistribution is due to a failure to consider the diverse perspectives that people with different disabilities have.

Redistribution and identity recognition are needed for social justice to be achieved. According to the following explanation, India's attempts to achieve social justice for people with disabilities are based on shattered efforts to incorporate redistribution and recognition into policy.

The legislation that safeguards the rights of people with disabilities has yet to be ratified, and the previous law did not contain the CRPD. As a result, India's disability scheme privileges are insufficient to provide them with adequate protection.

Nonetheless, a number of programmes have been introduced to accommodate the right-based approach while also supporting social inclusion. The application, however, is still in

shambles.

KEYWORDS: Social Exclusion, Disabled People, Society, Government, Legal, Constitution of India.

INTRODUCTION

Disabilities in India have been referred to as diffable in recent years. This concept is derived from the English word "difference-ability." The emergence of this concept is the result of a battle between activists concerned with disabilities and non-governmental organisations that campaign for disabled people's rights. Slowly, the government and the general public are beginning to recognise this concept. While the new language indicates that it would open the door to a new definition of disability as a human being with the same rights as anyone else but a different capability, it would not necessarily result in a more disabled-friendly policy. Similarly, there is a widespread belief in the world that people with disabilities are disadvantaged, unproductive, and flawed.

According to official government statistics, India's disabled population is estimated to be around 2.68 crores. This figure is small when compared to India's population, but due to India's inadequate data collection on disabilities, the real number of people with disabilities is likely to be much higher. The persistence of measles, leprosy, stroke, medical malpractice, a shortage of vitamin A, a high incidence of natural disasters, and the effects of armed conflicts in certain areas have all contributed to the high rate of disability.

Despite the fact that the government has approved some legislation and passed some laws, the government continues to use the terms "individual with disabilities" and "impairment," which exacerbates the negative stigma associated with this category of people.

Initiatives to eliminate social exclusion for people with disabilities are inextricably linked to international and non-governmental organisations' demands that the country begin to apply the CRPD's ideas and principles consistently. Initiatives can take the form of services and policies deemed capable of ensuring the protection of people with disabilities, promoting equality, and reducing stigma and prejudice against people with disabilities. In the last decade, the definition of inclusive education has gained popularity in the education sector, with people with disabilities who are in primary school getting equal access to high school classes. People with disabilities used to be required to attend special schools for people with disabilities, which were different from those that did not. In terms of employment, there are provisions of labour law that encourage employers to hire people with disabilities. People with serious disabilities receive special social assistance when it comes to poverty reduction.

The Ministry of Social Affairs is designated as a focal point for the management of disability problems, as mandated by legislation on the rights of persons with disabilities. The ministry

is also responsible for providing social support and ensuring social security for people with disabilities, according to the act. The ministry's paradigm, on the other hand, continues to view disability as a social issue. As a result, people with disabilities continue to be treated differently than other people, despite the appreciation of humanity's dignity. This is reflected in a number of government policies in education, employment, and social assistance that continue to fall short of promoting social justice through redistribution and recognition of disabled people's rights.

RESEARCH AIMS & OBJECTIVES:

- o To study the attitude of society towards people who are disabled.
- o To create awareness by discussing the legal rights given to disabled people.
- o To find out how social exclusion affects these people who are disabled.

RESEARCH QUESTIONS:

- o To what degree do people with disabilities engage in social activities?
- o What can be done to ensure that people with disabilities are fully accepted in society?
- o What effect does social exclusion have on people with disabilities?

RESEARCH METHODOLOGY:

The researcher relied on the secondary source of data such as books, journals, e – sources, articles, newspapers and government websites. Primary source of interview couldn't be conducted which researcher unable to refer due to shortage of time. The study used qualitative methods like content analysis, document analysis, and comparative studies.

RESEARCH PROBLEMS:

Since a society is made up of individuals with a variety of characteristics, and no two people are identical in terms of personality and capacity, social exclusion is not an ideal. For decades, social isolation has been accompanied by a slew of problems and has been a source of concern. However, research and publications have had little impact on the exclusion of people with intellectual disabilities. People with intellectual disabilities are often treated insensitively by their non-disabled peers. Exclusionary attitudes toward people based on their tribe, colour, gender, sexual

preference, status, or disabilities have existed for centuries. Exclusion is a phase in and of itself, and I believe that reversing it would be as well. The likelihood of it being reversed would be determined by recent success. According to the existing state of affairs, the chances of people with intellectual disabilities achieving full social integration are slim.

LITERATURE REVIEW:

- *S. Venkatesan, Government Initiatives for persons with disabilities in India: Contemporary trends, problems and issues, Volume No.32, Social Change: September-December 2002*: - This paper looks at recent projects in India by the central and state governments to help people with disabilities. The government's programmes cover a wide range of policy formulations, programme plans, scheme implementation, and legal enactments affecting people with disabilities and impairments across the world. Apart from special provisions in regular schools for disabled students, the emphasis on alternatives to formal schooling for disabled children should be encouraged.

- *Fong Chan, Hanoch Livneh, Steven Pruett, Chia-Chiang Wang, Lisa Xi Zheng, Societal Attitudes toward Disability: Concepts, Measurements, and Interventions, January 2009*: - I gained a better understanding of the main domains of the literature on attitudes toward people with CID as a result of this journal. These topics included (a) the nature and roots of negative attitudes toward people with CID, (b) the various techniques and strategies commonly used to measure these attitudes, and (c) attitude change strategies that have the potential to combat negative attitudes toward people with CID. Negative attitudes toward people with CID can stem from a variety of personal, interpersonal, and environmental factors. The author of this journal emphasised some of the most frequently involved roots of these attitudes. Psychodynamic triggers, developmental experiences, sociocultural standards and norms, disability-related factors, and nondisabled-related demographic variables and personality traits of the observers were all included.

- *Umer Jan Sofi, Reeba Mariyam Cherian, Social Exclusion of Disabled Persons in India and their Attitude Towards Society: A study of locomotor disables of Pondicherry, 2014*: - In this journal, I learned that different people view disability in a variety of ways. In the family and society at large, the Person with Disability

(PWD) is seen as an object of pity, sympathy, isolation, or rejection. People keep a social distance from disabled people and regard them as outsiders. Disabled people's development is influenced by their personality as well as how society treats and motivates them. This will be determined by his or her attitude toward his or her own disability, as well as his or her attitude toward other disabled people and other members of society, as well as the society's attitude toward him or her. The researchers have addressed disability, mindset, and level of social exclusion. In the author's culture, the locomotor disabled face numerous challenges. They are experiencing difficulties in their social, economic, and marital lives. In this majority society, the excluded or those who are unable to perform the expected roles due to their inability have no place. Even though the government has made some special provisions in the form of reservations and welfare programmes to help these people, their situation is not much better; they still have to fight for survival. Through this study, I understood about the difficulties faced by locomotor disabled people in society, as well as the problems they face on a daily basis.

MAIN CONTEXT

CHAPTER 1: CONCEPT OF SOCIAL EXCLUSION AND DISABILITIES

- **SOCIAL EXCLUSION:** Social exclusion is a type of discrimination. It arises when people are completely or partly excluded from participating in their community's economic, religious, and political life due to their social class, category, or their social groups. In India, caste, race, religion, gender, and *disability* are all factors that contribute to social exclusion.[1]

Three characteristics of social exclusion:

- ➢ It includes social categories that are culturally defined, as well as the cultural attitudes, values, and norms that shape social interaction.
- ➢ It is intertwined with social relationships.
- ➢ It affects people's rights and entitlements, preventing them from achieving and maintaining a generally acceptable standard of living and realising their full potential.

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[1] Duffy, K. (1998), The Human Dignity and Social Exclusion Project: Opportunity and Risk Trends of Social Exclusion in Europe, Strasbourg, Council of Europe.

Degrees of Social exclusion: To varying degrees, social exclusion exists. It may mean complete exclusion from social services, such as refusing to be treated in a hospital. Selective inclusion, on the other hand, is when socially excluded groups are given preferential treatment, such as having to pay different prices for goods and services.

Exclusion may be intentional and overt, such as when individuals from a particular social background are denied access to a facility. It can be unintentional and implicit at times, and is simply the result of people adhering to ingrained norms and values, as well as established social interaction patterns.

KEY TERM DEFINITIONS:

- **IMPAIRMENT**: Any loss or abnormality of psychological, physiological, or anatomical structure or function is referred to as impairment. Impairment is defined as a loss of function at the organ or system level.

- **DISABILITY:** According to the World Health Organization, disabilities can be physical, cognitive, psychiatric, auditory, emotional, developmental, or a combination of these. Disability is a broad term that encompasses impairments, activity restrictions, and participation limitations. An impairment is a problem with a person's body function or structure; an activity limitation is a problem with a person's ability to perform a task or action; and a participation restriction is a problem with a person's ability to participate in life situations. As a result, disability is a complex phenomenon that reflects the interaction between a person's body and the society in which he or she lives. A disability is any limitation or lack of ability (resulting from an impairment) to perform an activity in the way or within the range considered normal for a human being in the context of health experience.

- **HANDICAP:** A handicap is a disadvantage for a given individual that results from an impairment or disability that restricts or prevents that individual from fulfilling a role that is normal for that individual (depending on age, sex, social and cultural factors).

- **DISABLED PEOPLE:** A person is disabled if they suffer from the given criteria:
    - Either they suffer from a physical or mental disability, and

- The injury has a serious and long-term negative impact on the individual's ability to perform daily tasks.

- **ATTITUDE:** Attitude is the way he evaluates things is through his attitude toward a person, group, object, or concept. The term attitude must be included in any social definition of disability. Disability-related obstacles can be created or removed depending on one's attitude. Attitudes are learned predispositions to respond positively or negatively to a specific person, behaviour, belief, or object. An attitude refers to a shift in one's mental state of mind. It's important to remember that feelings are conveyed not only through words or actions, but also through facial expression and behaviour. The first reaction to a disabled person with a physical defect is that he is a different person who lacks something that every other normal person has.

TYPES OF DISABILITIES

Blindness, low vision, leprosy-cured, hearing impairment, locomotor disability, mental retardation, and mental illness are all described in the Person with Disability Act of 1996. Here, we'll go over the definition of locomotor disability in greater depth.

The term locomotor disability refers to individuals who have difficulty moving their limbs and trunk. This includes people with birth defects, brain damage at birth or later in life due to trauma, spinal cord diseases, and injury. Physical disabilities can be divided into two categories: 1. Musculoskeletal conditions, 2. Neuromotor impairments

Musculoskeletal Disabilities: Conditions affecting the muscles, bones, and joints are categorised as musculoskeletal conditions. The following are the requirements: a) Juvenile arthritis b) Muscular dystrophy c) Trauma and amputation d) Clubfoot a) Juvenile arthritis b) Muscular dystrophy c) Trauma and amputation d) Clubfoot.[2]

Neuromotor Disabilities: When the nervous system (the brain, spinal cord, or other nerves) is affected or damaged, the ability to move the body or limbs (depending on the structure damaged) is lost or reduced. Seizures, spinal cord disorders, polio, cerebral palsy, and cerebrovascular accidents are all included in the category of neuromotor impairments.

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[2] Washington Group (2010). The measurement of disability - Recommendations for the 2010 round of ensuses. Washington Group on Disability Statistics (WG). Available from: http:// www.cdc.gov/nchs/washington_group.htm. [Accessed on 19 March, 2021].

CHAPTER 2: SOCIETAL ATTITUDE TOWARDS THE DISABLED

PERSONS-: A person with a disability, like everyone else, is a product of his or her social environment. The nature and extent of his relationship with family members, neighbours, acquaintances, community members, workplace colleagues and employers, and so on, has a significant impact on his relationship, attitude, and behaviour patterns. Unfortunately, people with disabilities are more handicapped by social attitudes than by their own disabilities. Individuals with disabilities face more challenges with social attitudes and behaviour than they do with physical disabilities.

A disabled person, like everyone else, is a "social being," so they are no different than other people. However, it is ironic that he is not accepted by society as he is, since society invariably focuses on his disabilities rather than his skills. As victims of illness, injury, or negligence, they have been further affected by society's strange and irrational bias. For decades, social scientists have known that able-bodied people avoid interacting with people who have disabilities because they are unsure how to act in their presence.[3]

- Attitudes of Neighbours and Peer Groups: Peer groups have a significant impact on people's lives; they provide opportunities for children and adults to develop social skills such as leadership, sharing or teamwork, and empathy. However, most locomotor disabled children lack this due to mobility issues. Friends are generally very active and have participated in games that require physical assistance. Friends and neighbours, on the other hand, are very helpful; they play with them, but they can also misbehave and make harsh and rude remarks when they make mistakes.[4] Disabled people are treated as distinct species by their neighbours and peer groups, who regard them as inferior or unable human beings in physical, vocational, and social aspects, and attempt to isolate or segregate them as much as possible.

- Attitude of the Parent's or the Guardian's: Parents play an important role in their child's education and socialisation. When parents learn that their child has a disability,

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[3] Antonak, R. F., & Livneh, H. (1988). The measurement of attitudes toward people with disabilities: Methods, psychometrics, and scales. Springfield, IL: Charles C. Thomas.
[4] Chowdhry 1995. Child Welfare/Development. New Delhi: Atmaram.

they struggle to cope with the situation. Common reactive patterns include denials of reality, self-pity, guilt feelings, embarrassment, depression, and child rejection. The presence of the infant increases the family's stress level. Defensive reactions are common; they believe it is due to their sin. Parents often deny that their child has a disability. Because they are resentful, they dismiss the boy. As a result, the child is doing the same. But because he is unable to express his guilt, anxiety, and self-hatred, he becomes a victim of guilt, anxiety, and self-hatred. Out of sympathy, some parents began overprotecting their children. This would also harm the child's future prospects. Having a child with a disability adds to the family's financial burden. When parents are financially secure, they are more likely to have a positive attitude toward their children.

- Attitudes of relatives and siblings: Siblings play an important role in the growth of a child's personality in every family. Brothers and sisters have a strong impact on one another and play vital roles in one another's lives. Indeed, a child's first social network and the foundation for his or her interactions with people outside the family are sibling relationships. The personality and temperament of each child influence how they react to a sibling, including one with a disability. Although all sibling relationships contain both positive and negative emotions, these relationships tend to be more positive than negative in tone for school-aged children and young teenagers. Additionally, children with disabled siblings appear to have more positive and less negative behavioural interactions than children without disabled siblings. Higher levels of empathy and altruism, increased tolerance for differences, increased sense of maturity and responsibility, and pride in the achievements of the sibling are some of the positive characteristics. However, the attitudes of siblings are heavily influenced by their parents' attitudes. Relatives have generally positive attitudes toward the disabled child and express deep concern and pity for the family.

INSTITUTIONS ATTITUDE:

- Educational Institution: Education benefits a person's overall growth. As a result, schools play an important role in the lives of disabled people. However, they are often unable to complete their studies on time due to a variety of factors. Various reasons include architectural barriers, teasing from friends, and health-related issues. The

nature of a student's disability creates a stigma, which influences teachers' attitudes. Most of the time, they are unable to provide adequate care for disabled students. Some individuals have also made a concerted effort to encourage the mainstreaming of children with special needs.

- Culture: The majority of attitudes toward disabled people have been negative, and the intensity of beliefs and behaviours appears to vary by culture. Disabled individuals were naturally eliminated in prehistoric times because survival was based on the principle of "survival of the fittest," and there was no place for the weak and ill. Children born with disabilities were not protected and were allowed to die in infancy or at birth. The majority of primitive tribes will discard their disabled members due to their inability to fight off enemies and wild animals. Female infanticide was punished legally and socially in some cultures, but disabled children were protected. Others provided excellent care to war veterans. Physical deformities and mental disorders were thought to be the result of demon possession in some cases, and those who were afflicted were dismissed, punished, or murdered.

  Labelling disabled people with derogatory terms is likely to have a negative impact on their attitudes, causing them to shift in a negative direction. The language we use to talk about disability and impairment has an impact on how people with disabilities are viewed in society. It can be disempowering, embarrassing, and rude to use inappropriate language. Many commonly used terms also convey feelings of helplessness and dependency. The terms "victim," "abnormal," "defective," "infirm," "invalid," and "unsound" are frequently used by the general public.

- Religion Institution: Almost all of the study on disability in India has emphasised the importance of the notion of karma in attitudes toward disability, with disability seen as a punishment for misdeeds committed in previous lives by the person with disability or as a result of their parents' wrongdoing. The Bible says that a parent's sins will be visited upon their children up to the third or even fourth generation. A disabled person reaps the seeds of misdeeds that he sowed in a previous life, according to Manusmriti. In rural India today, a similar mindset appears to be prevalent.

CHAPTER 3: LEGAL RIGHTS AVAILABLE FOR DISABLED PEOPLE

PERSON WITH DISABILITIES ACT, 1995

The Act, which catalogues the rights of disabled persons in India, was passed by the Indian Parliament on December 12, 1995, and notified on February 7, 1996. For the first time, the Act claimed that persons with disabilities had the right to equal opportunities and full participation in society, and that these rights would be protected by the law. The Act goes into great detail about the duties of the government at various levels, as well as the other institutions under their control. It also offers helpful advice on the type and nature of measures that would equalise opportunities for the enjoyment of fundamental rights and freedoms.[5]

This Act is divided into 14 chapters, which are listed below. The first chapter of the Act's preliminary section deals with different terms and their meanings. The central coordination committee is the subject of Chapter 2. Its authority, performance, and operation are discussed. The third chapter, on the state coordination committee, discusses the committee's authority, achievement, and operation. The fourth chapter, Prevention and Early Detection of Disabilities, discusses how to avoid disability. The right to education of a person with a disability under the age of 18 is discussed in Chapter 5, as well as special education, special schools, and vocational training centres. Employment rights are covered in Chapter 6 of the Code of Federal Regulations. There is a 3% reservation for people with disabilities, as well as a relaxation in the upper age limit. Chapter seven, affirmative action, discusses the provision of aids and appliances, as well as preferential land allotment for people with disabilities. The eighth chapter, on non-discrimination, discusses how to exclude people with disabilities from society without discrimination. For that, a barrier-free and accessible environment should be created. The importance of research in various fields such as disability prevention and community-based rehabilitation is discussed in Chapter 9 research and manpower development. The importance of certification of institutions for people with disabilities is discussed in Chapter ten, "Recognition of Institutions for People with Disabilities." The government should create and maintain institutions for people with severe disabilities, according to Chapter 11 of the report. The role of the chief commissioner and commissioner for people with disabilities is explained in Chapter 12. Chapter thirteen, social security, recommends that the government and local governments provide financial assistance to

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[5] Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act. 1995. Part II Section One of the Extraordinary Gazette of India. New Delhi: Ministry of Law, Justice & Company Affairs, Government of India. (Website: http: www.nic.in/ccdisabilities/contentdis.htm).

nongovernmental organisations, and the final chapter fourteen, discusses the manner in which malpractices are punished and other related issues.

SAFEGUARDS PROVIDED IN THE INDIAN CONSTITUTION

No one will be denied equality before the law, according to Article 14 of the Constitution. Articles 15, 16, 17 of the Fundamental Rights and Articles 38, 39, 39A, 41, 43, 43A, and 46 of the Directive Principles, all of which are concerned with various aspects of social, economic, and political justice, draw inspiration from Article 31(C) and thus contribute to society's transformation[6]. It is not hyperbole to say that "social justice" and "rule of law" are inextricably linked. In order to achieve justice, equality, and freedom, both must work together.

The Government of India passed "The Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act, 1995" under Article 253 of the Indian Constitution, read with item No.13 of the Union List! This endeavour aimed to ensure that people with disabilities are given equal opportunities and that their participation in nation-building is full and complete.

As mentioned above, the Indian Constitution contains a number of constitutional provisions, particularly those related to social justice and empowerment. For instance, the Constitution empowers Parliament to enact laws that people are required to follow in order to achieve the goals for which the legal provisions were enacted.[7] The role of both implementing agencies and ordinary citizens is critical in this regard. However, India has a diverse range of religions, castes, customs, and, most importantly, political parties. Enacting legislation is a difficult task in these situations. Parliament has the primary responsibility and authority to enact legislation in light of current and evolving economic and social conditions. First and primarily, it must consider the needs of the general public.

According to D.R. Jatava: "The traditional legal system based on religion, which dominated Indian society throughout the ages, has given way to a new legal system based on the Constitution. In the current situation, the divine origin of social theory has no meaning. From a legal standpoint, the importance of Varnashram Dharma has no weight, no relevance in today's world. However, other religions, such as Islam and Hinduism, have their own set of

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[6] Basu, D.D. 1994. Shorter Constitution of India. 11th Edition. New Delhi: Prentice Hall of India.
[7] Servai. H.M. 1993. Constitutional Law of India. 4th Edition. Mumbai: NM Tripathi Private Limited.

'personal laws.' Some of these laws go against the spirit of the Constitution and indirectly oppose equal protection under the law. As a result, the Indian legislatures have been entrusted with playing a critical role in bringing uniformity to our legal system."

Different Laws have been passed by the parliament with the goal of increasing reservation opportunities to some specific classes in order to promote equality in society or to provide social justice to people from various socioeconomic backgrounds.

LEGAL FRAMEWORK: Four legislations have been enacted specifically to protect, care for, rehabilitate, and improve people with disabilities. The Mental Health Act of 1987, the Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act of 1995, the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disability Act of 1999, and the Rehabilitation Council of India Act of 1992 are the laws that govern them.

In February 2006, the government announced a comprehensive National Policy for Persons with Disabilities, recognising that disabled persons are valuable human resources for the country. Policy focusing on disability prevention, early detection, and adequate interventions, physical and economic rehabilitation, inclusive education, public and private sector jobs, and self-employment, barrier-free environments, and rehabilitation professional development.[8]

In October 2007, India ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which requires India to ensure that all of the rights enshrined in the Constitution, existing laws, and UNCRPD are swiftly and effectively implemented. As a signatory to the UNCRPD, India is required to integrate the essence of the Convention into its planning, implementation, monitoring, and review processes in the 11th Plan.

CHAPTER 4: DIMENSIONS OF DISABILITY IN INDIA:

DISABLED PERSONS IN INDIA: A STATISTICAL PROFILE 2016

According to the Ministry of Statistics and Programme Implementation, Government of India[9], According to the 2011 census, 2.68 billion people in India are disabled, accounting for 2.21 percent of the total population.

[8] Ministry of Health & Family Welfare. 1982. National Health Policy. New Delhi: Government of India.
[9] Disabled Persons in India, Report No 485 (58/26/1), National Sample Survey Organization, Ministry of Statistics and Program Implementation Govt. of India, http://www.mospi.gov.in

➢ The majority of the disabled population (69%) lived in rural areas (1.86 Cr disabled persons in rural areas and 0.81 Cr in urban areas). Similarly, 69 percent of the total population hails from rural areas, with the remaining 31 percent residing in urban areas.

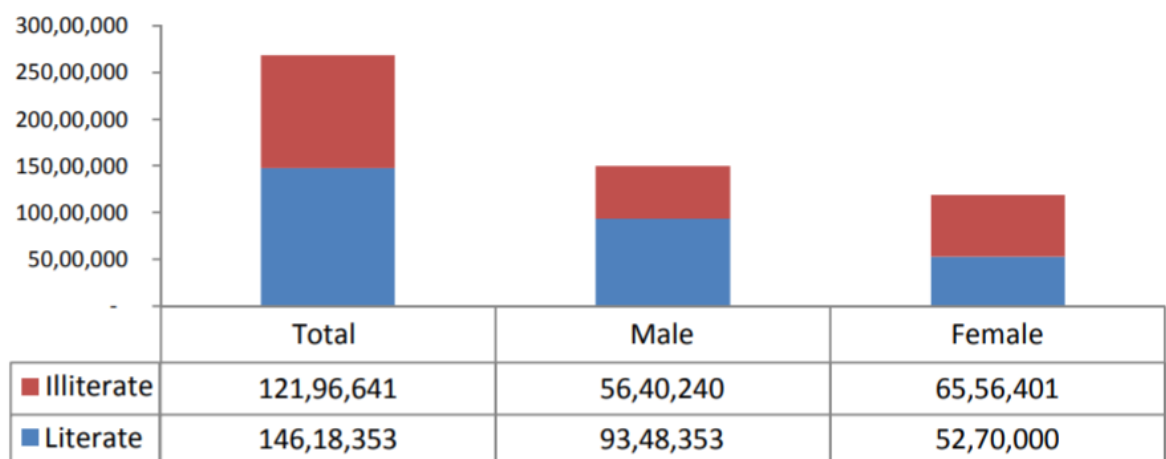**Fig.3.1: Disabled Population in India - Census 2011**

➢ According to the 2011 Census, 20 percent of disabled people in India have movement disabilities, 19 percent have vision disabilities, and another 19 percent have hearing disabilities. 8% of the population has multiple disabilities.
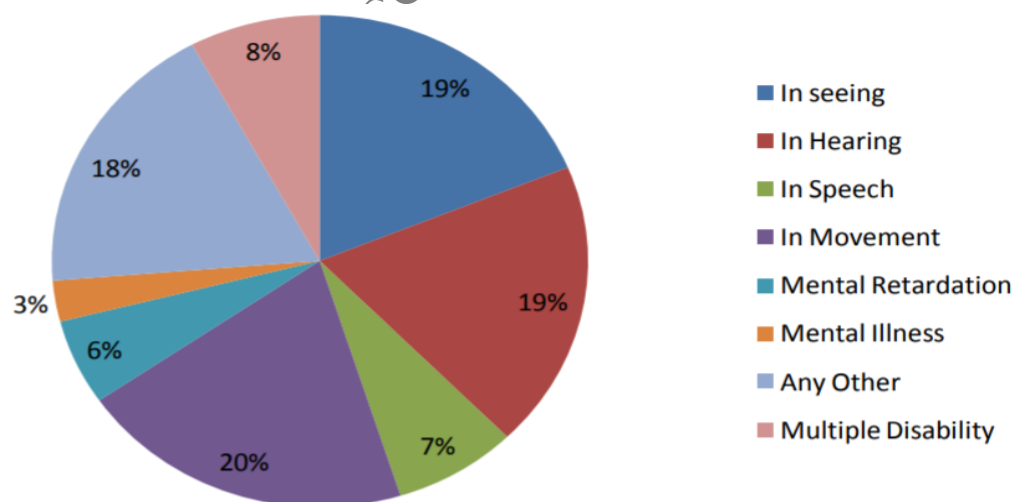
➢ According to Census 2011, nearly 55 percent (1.46 million) of the disabled population is literate. The male disabled population has a literacy rate of 62 percent, and the

female disabled population has a literacy rate of 45 percent.

	Total	Male	Female
Illiterate	121,96,641	56,40,240	65,56,401
Literate	146,18,353	93,48,353	52,70,000

CONCLUSION

Disabled people are among the most disadvantaged individuals to poverty, and policies that address this need to be implemented. The findings of this study back up previous evidence that disability is one of the factors that contributes to social exclusion. Disabled people face social exclusion in areas such as taxation, jobs, education, goods and services, and the social environment. It is necessary to design measures that address all aspects of social exclusion in order to combat it.

Discrimination and social exclusion are inextricably linked. Discrimination and human rights violations result in social exclusion and poverty. A decent income, education and training, jobs, housing, healthcare, and a social and cultural life are all rights that every Indian citizen has. Isolation occurs when a person's rights are taken away. In order to combat social exclusion, it is also necessary to combat discrimination faced by disabled people and their families in their daily lives. Depending on their impairment, disabled people face a variety of challenges in their daily lives. Families of disabled people are also financially strained because family members are forced to leave their jobs in order to care for a disabled person, resulting in a reduction in income.

It is addressed in a number of government policies in education, jobs, and social assistance that continue to fall short of promoting social justice through redistribution and recognition of disabled people's rights. In both areas, the government has implemented special policies for persons with disabilities in order to correct inequitable social relations.

Furthermore, social justice policy correction is only effective in the dimension of recognition, and it does not always have an impact on problems of redistribution. Then there's the issue of social exclusion and discrimination that people with disabilities face.

To summarise, multiculturalism projects in education will increase recognition through inclusive schools. When the redistribution element is not reinforced, however, it is still unable to achieve social justice. Policies that sought to address social exclusion problems faced by people with disabilities without paying attention to recognition and redistribution have failed to improve people with disabilities' access to social justice. That affirmative action policies exacerbate their predicament.

In order to have a real effect, it is also critical to include disabled people themselves, through their representative organisations, in the design and evaluation of policies and measures.

People with disabilities are more likely to be misunderstood as a result of social exclusion. This usually results in negative attitudes and unequal treatment of people with disabilities.

TAKEAWAY:

- How was your experience?

  In the last decade, the problem of citizens' access to the social rights has grown significantly. Persons with disabilities are a special group that requires extra engagement and special attention in all social-policy systems because of their unique features. *In schools, employment sectors we can clearly see that in most of the places, there is not any facility available for disabled people at all.* Despite numerous solutions in national and international law, as well as numerous special programmes, most countries need extra attention to ensure that people with disabilities have access to various social rights. While India has made significant progress in ensuring social rights for people with disabilities, many other activities and areas remain to be improved or developed.

- How did it effect you as a person?

  I became more sensitive, studying about this topic or social problem was very difficult for me because earlier I was not aware about the legal or social rights given to the disabled people besides the fact that they still have to face social problems and the problems in living their life.

- How did it change your mentality?

  After reading this study, my mentality has been altered a little because in my day-to-day life, I use to respect each and every citizen of the society irrespective of their cast, sex, age and *disability* also and I do not use to avoid anyone at all. It is just that through this study, I came to know about the problems faced by the disabled persons by the society.

- What new information did you learn?

  After reading this study and researching on this social problem, I understood the following things: **1.** The problems faced by the disabled people cause of the social exclusion of them by the society. **2.** Very rude behaviour/attitude of the people or the society towards the disabled persons in the society. **3.** The legal rights given to the disabled group of the society by the government. **4.** The census and the surveys conducted by our respected Indian government for the disabled society and the challenges faced by the disabled persons.

- What were the hiccups you faced while making this project?

  I had to face many difficulties because I was not getting the data for my project easily. To overcome this problem, I thought that I should interact with someone who is disabled and I contacted my friend who is disabled. With his help, I get to know what exactly he and other disabled people have to face and the difficulties in living this society where most of the people do not respect them.

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