

## **CHAPTER - 2**

# **The Government Organizations and Programmes for Handicapped: The Promise**

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Independent India, as stated earlier, overwhelmingly choiced for a welfare state to improve the living conditions of its people who were struck with abject poverty, misery and deprivation at the time of independence. Indian constitution is not a mechanical arrangement for governance but a social document heavily weighed in favour of the weaker and the more helpless sections of the society. It covers a myriad of developmental and welfare schemes for every deprived individual in the country. The directive principles of state policy contains many provisions which make the Indian state a welfare state. Though these are not directly enforceable in the count of law, it is these principles which are nevertheless fundamental in the governance of the country as it envisages upon the state and its apparatus to enhance the space for the less privileged and strive for their well being and becoming.

Planning is yet another instrument where the Indian State attempts to achieve social justice - the principle feature of welfarism. Each and every plan has set forth on strategy for the achievement of these objectives planning process as a mode of optimum utilization of available resources aims at the best interest of the society at

large. Since modern state is not only a welfare state, but also a developmental state, it should provide the necessary facilities for the fuller development of people. In UN with the spirit of directive principles of state policy and also the efforts of the planning, Indian state has undertaken many public welfare programmes for benefit of concerned individual and certain sections in the society of the various other legislations and policies for the amelioration of the deprived segments, the welfare of the physically and mentally handicapped persons including the blind, deaf, mute, those permanently disabled or diseased, mentally retarded forms a part of the state policy. Assistance to the physically handicapped with emphasis on the blind formed one of the twenty point programme of Smt. Indira Ghandhi.

Of the total blind population of 20 millions of the world 6 to 7 millions live in India. The Government of India has accordingly initiated some specific programmes for all handicapped including visually handicapped persons. In 1949 a National Centre for Blind was started which gradually developed into National Institute for Visually Handicapped at Dehradun to cater to the diverse needs of the blind. Initially the services for the visually handicapped was stressed in the field of education only, then later services of the blind like, employment, vocational training was brought under the social welfare department. The central government has provided certain concessions for disabled persons in travel, communication, customs and provides allowances for conveyance and also for children education. There are

\* These organizations are meant for all the handicapped. There are no exclusive organizations for the handicapped.

certain reservations in jobs and provisions for economic assistance through scholarships. There is also a programme of integrated education to the disabled. There is also central assistance to voluntary organisations meant for the services of the disabled.

Since the study limits itself to the various public policy measures undertaken by the state of Andhra Pradesh, for the handicapped in general and the visually handicapped in particular, assigned to the Directorate for the Welfare of the Handicapped a wing of the social welfare department. The main, function of the Directorate for the welfare of the handicapped is to ensure effective and proper implementation of various schemes intended for the benefit and welfare of the handicapped visually handicapped and hearing handicapped, work relating to the homes and hostels for the welfare of handicapped is the basic function of the Directorate for the welfare of handicapped.

## **II**

### **Situating in Andhra Pradesh**

As far the Government of Andhra Pradesh is concerned it is carrying out some welfare programmes which have to be properly evaluated. The Government has established a corporation and subsequently created a Directorate for the smooth

execution of the programme for the welfare of the handicapped persons. The main function of the Directorate for the welfare of the handicapped is to ensure effective and proper implementation of various schemes intended for the benefit and welfare of the handicapped persons. These schemes include, scholarships, economic rehabilitation, financial assistance to unemployed, handicapped, supply of nationalized text books to pre-metric students, so on.

Maintenance of residential schools for Visually Handicapped and Hearing Handicapped, work relating to the homes and hostels for the welfare of handicapped is the basic function of the Directorate for the welfare of handicapped. At present, the Directorate for the welfare of handicapped is maintaining six residential schools. Out of six three are meant for the visually handicapped. The D.W.H. is also maintaining 52 homes and hostels for various categories of handicapped. As the homes and hostels for handicapped are most important to pursue their studies and undergo various trainings, we have undertaken a survey of two homes for males, one attached hostel for visually handicapped boys, one residential school hostel for girls and one hostel for handicapped girls, two homes of Orthopedically handicapped and two institutions for hearing handicapped. The purpose is to study the prevailing conditions and the available facilities.

## **Establishment of Andhra Pradesh Vikalangula Cooperative Corporation**

The Government of Andhra Pradesh, as per the compendium of the government orders (GO Ms. No. 35, dated 23-03-1981, Social Welfare (GI Department) has decided to establish a separate corporation for physically handicapped to achieve the following objectives:

- 1) To establish and develop the facilities such as special or multi-category sheltered workshops, production centres and service stations for providing gainful employment to the various categories of the handicapped.
- 2) To formulate and assist the conduct of research on various aspects of education and rehabilitation of the handicapped - physical, vocational and social - and to disseminate the findings.
- 3) To collect or prepare or arrange for the collection or preparation of reports, blueprints, statistics and other information for the purpose of formulating the schemes for the benefit of the handicapped persons.

- 4) To establish workshops and production units of its own for providing employment opportunities to the handicapped and to manage such workshops and units.
- 5) To canvass and secure contract and subcontract work orders for the workshop and industrial units of the handicapped persons to execute such contracts through units owned by the corporation or by handicapped persons or groups of such persons.
- 6) To organize any development-intensive agricultural operations, including farming, animal husbandry and allied activities.
- 7) To run provision shops, shops for consumable articles, dry cleaning units for members or to lend money to such establishments owned by handicapped persons.
- 8) To advance loans to qualified handicapped persons who practice the professions of doctors, engineers, lawyers, architects, chartered accountants or such other useful professions.

- 9) To receive loans, advance grants or other money from the central government, cooperative societies, Andhra Pradesh Khadi and Village Industries Board, Khadi and Village Industries Commission, etc<sup>1</sup>

The APVCC attempt to formulate many schemes, projects and implement them for the overall development of handicapped persons in the State. It is not possible to discuss the entire working of the corporation as: here the specific schemes, projects and other benefits extended to handicapped persons through the corporation are highlighted.

- 1. Library:** The APVCC has set up a sound library to help the students of visually handicapped persons of all the college-going and private students who are interested in pursuing higher studies. The library is able to meet demands of 90% of the college-going students and 75% of the needs of the privately appearing candidates for higher studies. The sound library offers its services by recording the material, mostly from prescribed textbooks. Where there is a requirement, the cassettes are distributed. The corporation is providing a tape recorder at free of cost to the beneficiaries. From the year 1983 to 1990, the sound library of the APVCC has distributed approximately 643 tape recorders.

<sup>1</sup> A Compendium of Orders and Instructions on Welfare of Handicapped in A.P., APVCC, 1986, pp-1-5.

2. **Supply of Walking Sticks of the Handicapped Persons:** The corporation supplies walking sticks and foldable white canes in order to improve mobility, which is an essential part in the lives of handicapped persons. Moreover, the details of distribution of the above schemes are not available from the head offices of APVCC. It is true that most of the beneficiaries of this scheme were persons residing in twin cities of Hyderabad and Secunderabad. Most of the rural blind in the districts of the State are not aware of this scheme. Therefore, the scheme should be quantitatively improved so as to reach all these sections of the society.

3. **Braille Press Project:** This is a major project undertaken by the APVCC to help the handicapped persons to meet the study requirements such as textbooks, magazines, and so on. The Braille Press Project is a long-awaited demand by the blind friends of this State, which has finally fulfilled when this press started functioning from the month of June 1986. The training of the personnel began from 1<sup>st</sup> February 1986. The cost of the press was shared by both the State and the Central Governments equally.

According to the government, Braille Press now is meeting 90% of the requirements of textbooks to the students from 1<sup>st</sup> class to 10<sup>th</sup> class. It is benefiting nearly 12 hundred school-going students and 800 other readers of Braille. Books are supplied at free of cost to the school-going blind students. The APVCC sanctioned

about Rs. 6.0 lakh for the year 1991. The Directorate has sanctioned only Rs. 1.0 lakh, while the original printing cost was estimated to be at Rs. 9.0 lakh during the year 1991. Therefore, the press has stopped producing Telugu Magazines including Chandamama the popular monthly magazine.

The Braille Press has not produced any general books for improvement of general knowledge or dictionary and elementary grammar books in spite of the long-pending demands. The quality of the services of the Braille Press needs to be improved. The required funds should be provided by the APVCC or by the government. In the absence of such funds, the press would not be able to produce books to the blind readers, which is the only source for their personality development .

### **III**

#### **Directorate for the Welfare of Handicapped**

The government has decided to create a separate Directorate for the Welfare of the Physically Handicapped. (As per the GO Ms. No. 3, Department of Social Welfare, 12 January 1983. The Directorate for the Welfare of Handicapped started functioning from 1<sup>st</sup> February 1983.) The main functions of the Directorate for the Welfare of the Handicapped is to ensure effective and proper implementation of various schemes intended for the benefit and welfare of the handicapped persons,

<sup>2</sup> Information collected from APVCC.

viz. the Orthopedically handicapped, visually handicapped, the deaf and dumb and the mentally retarded. The Directorate looks after the work relating to homes, hostels, scholarships, unemployment allowance, grant for economic support schemes, etc. The implementation of various schemes by the Directorate for the Welfare of Handicapped is given below<sup>3</sup>.

- Nationalized textbooks are supplied free of cost to handicapped students and Braille type books are supplied to visually handicapped.

- The notebooks and Braille sheets are supplied to the inmates along with textbooks free of cost.

- A scheme of reimbursement of tuition fee to the pre-metric students is being implemented for the benefit of poor handicapped students. The rate of fees reimbursable is Rs. 25/- per month.

- Under this scheme, the handicapped students studying post-metric courses, whose parental income does not exceed Rs. 12,000/- per annum, are eligible for reimbursement of tuition fees. The rate of fee reimbursable is Rs. 50/- per annum.

<sup>3</sup> Information collected from Directorate of Welfare of Handicapped.

The mentally retarded children, even though are handicapped, they are not sanctioned scholarships along with other category of students for pursuing pre-metric courses, as they cannot be admitted into ordinary academic institutions for special. At present, there are certain special institutions functioning in the State for the cause of mentally retarded children. These institutions are charging tuition fee and boarding and lodging charges besides admission fee. If the required amount is sanctioned to the mentally retarded children, it would be a great relief and consolation to their parents. Hence, an amount of Rs. 1000/- per annum is sanctioned as scholarship to the mentally retarded children who are studying in the special schools meant for them and whose parents' annual income does not exceed Rs. 12,000/-.

### **Scholarships to Research Scholars**

Handicapped students who are pursuing their research studies like M. Phil, and Ph.D. are provided with scholarships. This is extended to those who are not in receipt of any assistance from any other sources. The amount of Rs. 400/- per month towards scholarships and Rs. 1000/- per annum towards contingency expenses is being sanctioned under this scheme. It is, however, confined to those whose parental income does not exceed Rs. 12,000/- per annum.

## **Books & Instruments to ITI and Polytechnic Students**

At present, under the scheme of Award of Government of India Scholarships, the Polytechnic and ITI q,35 students those not in a position to purchase books and instruments due to poverty are given scholarships @ Rs. 120/- per month. As this is a technical course, they have to purchase essential textbooks and instruments prescribed by the institution. Handicapped students are, therefore, supplied books and instruments to pursue ITI and Polytechnic courses, whose parents/guardian's annual income does not exceed Rs. 12,000/-.

## **Financial Assistance to Advocates**

Financial assistance is given to handicapped law graduates @ Rs. 700/- towards enrollment fee and Rs. 1000/- for purchase of law books, etc. to set up legal practice, whose annual income does not exceed Rs. 12,000/-.

## **Coaching for Competitive, Typewriting and Shorthand Examinations**

There are several educated unemployed handicapped youth who are idle. With a view to providing employment opportunities to the educated unemployed youth, whose parents'/guardians' annual income does not exceed Rs. 12,000/- are

given coaching in typewriting (lower/higher grade), stenography (lower/higher grade) and are also coached for other competitive examinations.

### **Supply of Musical Instruments to Professionals**

There are government music colleges in the State where a good number of handicapped persons, especially visually handicapped, are undergoing diploma courses in various types of instrumental music. They cannot afford instruments. Besides, there are professionals among handicapped who are idle and can earn their livelihood if they are provided musical instruments. Hence, poor handicapped students and professionals are provided musical instruments free of cost.

### **Incentive Awards for Marriage between Disabled and Normal Persons**

To encourage marriages between disabled and normal persons, it is proposed to sanction a sum of Rs. 3,000/- to either of the spouse if normal person marries a disabled person as an incentive.

## **Celebrations of World Day of the Disabled**

Every year the third Sunday in the month of March is observed as the World Day of the Disabled. On this occasion, sports and games are conducted and celebrations are organized at the State level in any of the districts.

## **Discretionary Grants**

Handicapped persons in general and the inmates of Government Homes and Hostels in particular have several needs, which cannot be met within the regular budget of the Homes/Hostels. Therefore, provision is made for discretionary grant of the Director to meet such unforeseen expenditure.

## **Sanction of Tuition Fees to Handicapped Students Studying Professional Courses**

It is proposed to sanction tuition fees to the handicapped students studying professional courses like engineering, medical, etc. This scheme is implemented from the year 1990-9.

These are some of the facilities extended to the handicapped in general. However, those who are visually handicapped, deserve special attention. One of the

most important programmes is the educational programme. A properly designed programme can go a long way in improving the overall conditions of the visually handicapped.

## IV

### **Education**

The first school for the blind in India was established in 1887 at Amritsar exactly after 103 years since establishment of the first school for the blind in the world at Paris in France in 1784. This lamp of education for the blind was kindled with the establishment of school for the blind by a missionary Alburch at Rentachintala of Guntur District in Andhra Pradesh in 1911. After 28 years, a school for the blind in Hyderabad was established on April 7, 1939. It is more than fifty years that education for the blind was launched. For the last 28 years, they are also permitted to improve through private schools.

Education in general seeks to enable the individuals to take their due place in the society both as a social product and as a participating member of the society. While considering some of the aspects of the education imparted to the blind children, the major objective of socializing the blind child or fitting him/her in the society to bring him/her on par with sighted members of the community cannot be ignored at all. It is in the larger perspective of the social value and utility that problems relevant to the education of the blind have to be dealt with. When the

systems of education, whether oriental or occidental, whether academic or professional, fail to satisfy the primary needs of socialization, which is the first and the final aim and objective of education, then no purpose is realized.

One of the dark spots of education in Andhra Pradesh is the total absence of technical education for the blind. It has been estimated that 70% of ITI and Polytechnic operations can conveniently be performed by blind persons if they are provided with an opportunity to undergo proper training in all those operations. It is evident that all the blind persons cannot go for higher education. So, there should be enough of opportunities for the blind students to undergo training in diversified courses. The blind in Andhra Pradesh are not able to take advantage of technical training centres in National Institute for the Visually Handicapped on account of the barriers of language, topography, food habits, etc. It is, therefore, essential to establish a polytechnic and a technical training centre for the blind on the lines of the polytechnic under the National Association for the Blind in Mumbai to impart and develop the requisite technical skills so as to enable them to perform and adopt technical professions of their choice for their livelihood<sup>4</sup>

The National Policy on Education (NPE) 1986, envisaged that the country witnessed phenomenal expansion of educational opportunities in the post-independence period. It is obvious that the disabled children, have not benefited

<sup>4</sup> B.V. Reddy, A Seminar Paper on 50 Years of Education of the Blind in A.P. Souvenir, 1991.

substantially from this growth in educational facilities. The policy has brought education of this group of children under the provision 'Equal Educational Opportunities'. The NPE recommended education of the children with locomotor handicaps and other mild handicaps in common schools. The objective of the policy is to integrate the handicapped with general community as equal partners to prepare them for normal growth and to enable them to face life with courage and confidence. The programme of action formulated for implementing by the NPE envisages expansion of educational provisions for the disabled children to achieve the goal of Universal Primary Education (UPE), (Ministry of Human Resource Development, vide Memo No. F-1-53/86, Desk (Sch. 3), IE, dated November 1987).

The centrally-sponsored scheme of Integrated Education for the Disabled Children (IEDC) supports and provides educational opportunities for the disabled children in common schools. In addition to the children with locomotor and other handicaps, the POA recommends that the other disabled children who are placed in special schools should also be encouraged for integration in the common schools once they acquire the communication and daily living skills at functional level<sup>5</sup>.

According to the report of the Directorate, education is the basic prerequisite for an all-round development of a person. This is truer for the handicapped. The

<sup>5</sup> Govt, of India National Policy on Education (revised) (vide Memo No. F-1-53/86, Desk (Sch. 3), IE, dated November 4, 1987), New Delhi, 1987.

handicapped persons are deprived of many opportunities in life. Education is, therefore, very essential for their rehabilitation so as to enable them to join the society as equal partners. As there are no residential schools for handicapped in the State of Andhra Pradesh, the Directorate proposed to open residential schools for handicapped persons in phased manner and the Directorate's aims at ensuring that there is at least one residential school for each category of handicapped in every district in the long run. As the study deals specifically with visually handicapped persons, the residential schools for visually handicapped are taken up for discussion. The residential schools for visually handicapped are located at the following places.

- i.) Visakhapatnam for girls.
- ii.) Hindupur, Anantapur District, for co-education.
- iii.) Mahaboobnagar, for boys.

## V

### **Training**

Apart from education to the visually handicapped, more emphasis is being laid on training so as to enable proper rehabilitation and employment of this group. The NIVH is imparting training in traditional skills apart from the light engineering

and other trades at the national level. These schemes are there in Andhra Pradesh too<sup>6</sup>.

In Andhra, the visually handicapped are being trained along with their sighted counterparts in teacher training institutes and B. Ed. colleges<sup>7</sup>. Besides these training facilities, the Directorate for Welfare of Handicapped (DWH) in collaboration with the NIVH is running a temporary Teacher Training Institute in Braille Diploma<sup>8</sup>. With the special assistance of the UGC, the Andhra University has started a special education training, which is equivalent to B. Ed. cum Braille Diploma. This is the first of its kind in Asia. It aims at catering to the growing demand of the special teachers for the visually handicapped students<sup>9</sup>. The APVCC also introduced training-cum-production centres to make the blind persons economically independent.

The operations that are imparted to the blind are mostly the traditional skills like cane weaving, chalk making, candle making, envelop making and so on. Training in modern technical operations have to be undertaken by these training-cum-production centres so as to enable the blind persons to arm themselves with

<sup>6</sup> Information collected from NIVH.

<sup>7</sup> Government Memo No. 298/Lib.-IV/71-3, dated 02-03-1972.

<sup>8</sup> Information obtained from Teacher Training Institute, Ashok Nagar, Hyderabad.

<sup>9</sup> Information collected from Special Education Centre, Visakhapatnam, Hyderabad.

their skills and adopt themselves to economically viable professions. The quality and quantity of these training-cum-production centres have to be improved so as to cover the needs of most of the blind people, including the blind in rural areas<sup>9</sup>.

The vocational rehabilitation has been imparting training skills to the handicapped persons. So far as the visually handicapped is concerned, the centre is offering training in only canning.

### **Employment for the Handicapped**

As a result of the declaration of 1981 of the 'International Year of the Disabled Persons', the need for more employment opportunities is being widely recognized by most of the countries, including India. In his introductory address on workshop for visually handicapped conducted in 1982 in memory of Durgabai Deshmukh, Sri B. Venkatappaiah has rightly observed that "as for 'place of jobs', one complaint that has been voiced is that, today, there is more displacement than placement". He added that the "official agencies for securing employment for the blind must opt for sympathy and flexibility in place of apathy and red tape"<sup>10</sup>.

<sup>10</sup> B.V. Reddy, Durgabai Deshmukh Memorial Programme Workshop on Integrated Education, Vocational Training and Job Placement of the Disabled with Special Reference to the Blind, published by Council for Social Development, October 21-22, p. 12.

With regard to the definition of employment, Jagadesh K. Patil, in his paper on Employment of the Blind - A New Perspective, published in DDMP, quoting Swedish Report, stated that "work satisfies fundamental human needs of developing and enriching life". He also advocated that the employment for the blind should be seen not in the light of his/her disability but to keep up his/her abilities and talents".

The situation with regard to the placement of the blind is not only unsatisfactory but grave, as observed by no less a person than the then Prime Minister of India, Mrs. Indira Gandhi (refer her letter No. 976-PMO/80, dated 14-06-1980). It is regrettable that the situation continues to be deplorable. In the letter, the Prime Minister had observed that when properly trained, the blind are excellent in a number of jobs. She had also ordered a comprehensive survey of jobs in the Ministry and all attached/subordinate offices. She advised that Public Sector Undertaking and various other bodies to take up the responsibility and offer the jobs, which can be entrusted to the blind. Accordingly, a survey was made and job identification was done <sup>12</sup>.

<sup>11</sup> Jagadish, K. Patel, Durgabai Deshmukh Memorial Programme Workshop on Integrated Education, Employment of the Blind - A New Perspective, published by Council for Social Development, October 21-22, 1982, p. 150.

<sup>12</sup> R.L. Sethi, Durgabi Deshmukh Memorial Programme Workshop on Integrated Education, A Paper on the Placement of the Blind, published by Council for Social Development, October 21-22, pp. 133-134.

Government of Andhra Pradesh has issued instructions to all the departments to undertake a special recruitment drive to clear the backlog vacancies reserved for physically handicapped in a stipulated time. The outcome is yet to be seen<sup>13</sup>.

## VI

### **Homes and Hostels: The Scenario**

Homes and hostels maintenance is one of the important functions of the Directorate of Welfare of the Handicapped. Basically, the hostels are attached to the schools. The homes are for aged and disabled.

The DWH is maintaining 42 homes and hostels for the handicapped in Andhra Pradesh. Out of 42, ten are meant for visually handicapped. It includes the following:

1. Hyderabad and Secunderabad
  - i.) Government Home for the Blind - 3
  - ii.) Hostel for Blind Girls - 2
  - iii.) Hostels for Blind Boys - 1
  
2. Hostel attached to the School for Blind Boys, Cuddapah. -1

<sup>13</sup> GO Ms. No. 145, WECD, dated 29<sup>th</sup> September 1992.

3. Home for the Blind at Tirupati -1
4. Clinic Workshop-cum-School for Deaf and Blind, Karimnagar. -1
5. Hostel attached to Luthern High School for Blind, Narsaraopet. -1

In reality, the future of the visually handicapped is mostly dependent on the government homes and hostels. Since there are no educational institutions in rural areas for the visually handicapped, almost all the blind children and adults are joining the hostels and homes to pursue their academic courses and other training programmes. We wanted to examine the welfare component of the State and the policies through the government hostels and homes for the visually handicapped. Whether the welfare state really has had its influence in the working of the institutions that are meant for the visually handicapped and other handicapped?

Government of Andhra Pradesh in 1961 opened a home for the aged and disabled as a measure of social security in Yakathpura at Hyderabad. Gradually, the number of homes has been increased. The main distinctions between the homes and hostels are that while the homes are kept open throughout the year, the hostels are closed during vacation: the second difference is that while home inmates can be from the students, trainees, adults or orphans, the hostel inmates must be the bonified students of schools or attached schools, the third difference is that while there is no duration of stay limitation to the home inmates, the hostel students are permitted

only during the study period. All the remaining features and functions of the homes and hostels are similar.

An examination of nine institutions - homes and hostels - indicates a 'pathetic' state. Of the five institutions only one is housed in a permanent building. The general conditions of all the hostels/homes indicate lack of hygiene, absence of playgrounds, inadequate accommodation, no library facilities, no indoor games for mental relaxation, or any type of recreational facilities in the homes/hostels. This further indicates that government is paying no attention to the provision and maintenance of these institutions?

#### **Government home for the blind at Nanalnagar, Hyderabad**

It has 75 inmates and they live in fourteen rooms. Of these, two are very small. Though cots are given to nearly 40 residents, most of them are not in proper condition, and no efforts are made to provide cots for all and replace the damaged ones. There are only two tables and two stools for the entire home. The only silver lining is that the home has one TV set.

### **Government home for the blind, Salarjung Colony, Hyderabad**

The house has 80 inmates. There are fifteen rooms, but all these rooms are so small that they cannot accommodate not more than three persons. But presently six persons are hurdled in each room. All the inmates are not provided with cots and the last time that the inmates got the bedding materials was six years back.

### **Government school for the blind boys at Dar-ul-Shifa**

It has highest number of inmates on its rolls - 195 - but it has only 12 rooms. Pitiably, the same rooms are utilized for 'teaching and sleeping'. The state of the school looks like a "crowded Bus Stand".

### **Government hostel for handicapped girls at Malakpet, Hyderabad**

It has 100 inmates. The hostel consists of 14 small rooms. There is no furniture worth in the hostel. What is pathetic is that they do not have proper water facilities. Imagine blind girls going to the ground floor for water! It should be remembered that out of the 100 inmates, 30 are blind. The hostel does not have a TV or radio set.

**Government Hostel for Visually Handicapped Girls, Vizag.**

It has 75 girls on its rolls. The entire hostel inmates are kept in a single hall in the hostel. The hostel has neither tables, chairs or cots. It has donated TV and Radio.

**Hostels for Hearing Impaired (boys), Government Residential School, Amberpet, Hyderabad.**

The strength of this hostel is one hundred and twenty. It is a rented building which is under-furnished and congested. Libraries, play ground and other recreational arrangements are not available. Television is the only means of recreation.

**Government Hostel for the Hearing Impaired (Girls), Malakpet, Hyderabad.**

The strength of this hostel is seventy five. Basic furniture like tables, chairs, cots are not provided. This is a government building accommodating more than its capacity. This like the other hostels neither has library nor other infrastructure needed for students.

**Government Home for Orthopedically Handicapped (Boys), Malakpet, Saleemnagar, Hyderabad.**

The total inmates of this home is seventy five, rented building, it no proper ventilation, leaking roofs, worn-out electric wires and acute shortage of water and congested space - not sufficient even to place a tri-wheeler and clutches. There are no library and playground.

**Government Hostel for Orthopedically Handicapped (Girls), Chambapet, Hyderabad.**

The number of inmates in this are fifty. This is a rented building which is too small for its strength. Furniture like table, cots, chairs and fans are not provided. Library and playgrounds are not seen, television is the only means of recreation.

**Summing up**

The historical evolution of the welfare of the handicapped could be traced to the school of the blind that was established in the year 1887 at Amritsar. This lamp of education for the blind was lit in Guntur District in Andhra Pradesh in 1911 by a missionary Alburch at Rentachintala. Gradually, the number of schools for the blind started increasing in Andhra Pradesh as well as in other states.

The department of Social Welfare was looking after the welfare of the blind till 1980s. The main task of the department include looking after the homes for aged and disabled, maintenance of hostel for the handicapped students, release of

scholarships to the handicapped and so on. The declaration of 1981 as IYDP year, most of the countries were required to expand their services. The Government of India also instructed its welfare agencies to offer meaningful services to the handicapped. In 1981, the Government of Andhra Pradesh established a corporation, and in 1983, created a Directorate for the Welfare of Handicapped for their overall development. The main objective of these agencies is to look after the release of scholarships and maintenance of homes and hostels. The DWH has district offices in all the 23 district to look after welfare of the handicapped. The DWH implements schemes such as supply of nationalized textbooks to pre-metric students, supply of notebooks to the hostel inmates, scholarships to mentally retarded children and so on. These activities are being carried out by the department's special agencies.

The most depressive performance is in the case of homes and hostels. As the handicapped heavily depend on these facilities, the policy programme in this regard should have been far more imaginative: and effective. In real terms, these homes and hostels present a pathetic picture. These places are all private houses which have not been designed keeping the needs of the handicapped in view. The rooms are too congested and the space is too scarce. The inmates are literally huddled like cattle. They do not have many of the facilities that should go normally with any home or hostel. This is the reason why in this study the perception of inmates considered important. The next three chapters deal with these aspects in detail