



RISE OF HIGHER EDUCATIONAL INSTITUTIONS AND DISABLE STUDENTS: A STUDY IN ANDHRA PRADESH STATE

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ABSTRACT

Every society that values social justice, lays emphasis on access to educational opportunities for all sections of society, especially the poor and the marginalised. Education is not only an important social indicator of, but it is directly linked to economic and social development. It is one of the means for governments to ensure inclusive growth. Education and employability are intrinsically linked and the demand for education from all sections of society reflects people's aspirations to improve their children's future prospect. At this juncture a case study in Warangal district of Andhra Pradesh state has under taken for the present study. This paper is divided in two parts where the first part discusses about the rise of institutions and the second part analyses the status of disable students in higher education. The study used both primary and secondary data, where purposive sampling method was used for choosing the field area.

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Introduction

India's education system turns out millions of graduates each year, many skilled in IT and engineering. His manpower advantage underpins India's recent economic advances, but masks deep seated problems within India's education system. While India's demographics are generally perceived to give it an edge over other countries' economies (India will have a youthful population when other countries have ageing populations), if this advantage is restricted to small, highly educated elite, the domestic political ramifications could be severe. With 35 per cent of the population under the age of 15, India's education system faces numerous challenges. Successive governments have pledged to increase spending on education to 6 per cent of GDP, but actual spending has hovered around 4 per cent for the last few years. While, at the top end, India's business schools, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and universities produce globally competitive graduates, primary and secondary schools, particularly in rural areas, struggle to find staff. Indian governments have seen education as a crucial development tool.

A major force for change in higher education is the globalization of economic, cultural, political and intellectual institutions, along with the increasing interdependence of nations. The revolution in technological communications have accelerated this transformation by bringing about a real time, globally connected world. There has been an explosion of virtual or on line courses that reach across state and national borders.

The planning commission also felt that there is a need for expansion of higher education; where as when compared to other countries the existing enrolment is very small. Though it does not set a target, it



notes that the ratio in many developing countries is between 20 and 25 percent. The UGC (2006) in its draft proposals for the Eleventh Five-Year Plan proposed a target of reaching 15 percent enrolment ratio. The Planning Commission proposes to set up new colleges and universities and upgrading of at least 20 universities with the potential of excellence. At the same time, it recognises the problems of quality and standards in higher education and the difficulties faced by higher education institutions in attracting good faculty. While the need to expand higher education is being increasingly felt, it is important to note that increase in enrolments in higher education requires strengthening elementary and secondary education. The main argument of the paper is that, though the educational institutions have risen to a great extent, how far these institutions are being benefited for the disabled students and to what extent they have utilised the education facilities.

At this juncture a case study was carried out in Warangal district of Andhra Pradesh. With the help of purposive sampling method the field area was selected and snow ball sampling technique was used to find out the respondents across the district covering four revenue divisions (Jangon, Mulug, Warangal and Narsempet) which includes 8 mandal head quarters and 40 villages. The study used both qualitative and quantitative techniques in analysing the data. This paper is divided into two parts in which the first part brings out the expansion of education institutions in Andhra Pradesh and the second part discusses about the education of the disabled.

Part – I

Growth of Educational Institutions

There has been a rapid expansion in higher education, with student enrolments growing about 5 percent annually over the past two decades. This growth is about two and half times the population growth rate and results from both a population bulge in lower age cohorts as well as increased demand for higher education. However, even today's gross enrolment ratio of Indians in institutions of higher education is approximately 7 percent of the age of cohort, which is considerably higher than developing country averages, but lower than the average for Asia as a whole (11 percent). Enrolment ratios vary across Indian states, with the Southern and Western states faring better than their Eastern counterparts. Women now constitute about 40 percent of all student enrolments, varying from a low of 24 percent in Bihar to a high of 60 percent in Kerala. The bulk of students nearly two thirds are enrolled in arts and science, with another 18 percent in commerce management. This is of some importance because most "private investment" in higher education is concentrated in engineering, medicine and management and consequently does little for the majority of students. Notwithstanding the great hopes reposed by a spate of committee reports on alternative sources of funding for higher education (World Bank, 2000), the state will continue to have to occupy the commanding heights of at least this sector of the economy.

Role of Professional Institutions

The past two decades witnessed a phenomenal growth in the number of so called professional institutions offering course in engineering, management, pharmacy, medicine, law etc. these institutions are producing thousands of graduates every year, who don't have skills that can be gainfully employed for producing the kind of goods and services that India needs. In spite of the impressive economic growth over the past decades or so, educated unemployment is on the rise, as these graduates are not equipped to become wealth creators. In the southern states, institutions which offer professional courses such as engineering etc. are not able to fill their quota of seats, and yet new colleges are being allowed to be set up. On the other hand, there is a requirement for hundreds of thousands of new teachers, which is not being met. There is also a need for a large number of public health professionals and general physicians, which is unmet.

Table. 1 Number of Higher Institutions from 2001-02 to 2006-10 in Andhra Pradesh

Type of Institutions	2001-02	2002-03	2003-04	2004-05	2005-06	2006-10
Universities	16	18	18	18	18	36
Deemed Universities	4	5	5	5	5	9



Research Institutions	5	5	5	5	5	5
Colleges for General Edu	1080	1197	1330	1340	1603	1926
Engi., Tech Colleges	164	222	238	261	278	657
Medical Colleges/ Pharmacy	29	30	53	53	311	582

Source: Source: State Council of Higher Education, Andhra Pradesh

Table 1 shows the information related to the institutions from 2001 to 2010, there is a rapid growth of institutions in the state of Andhra Pradesh. Universities have been increased from 16 to 36 for the year of 2010. General colleges have been increased from 1080 to 1926, where the huge growth is in the year 2005-06. Like wise Engineering colleges rise from 164 to 657 for the year of 2010 and Medical and Pharmacy colleges increased from 29 to 582 for the year of 2010. As the congress government came in to power in 2004 in the state, it has given clear cut way for the establishment of new institutions and the education has become liberal for every sections of the society with the introducing of fees reimbursement for the marginalised people.

There are various types of private institutions in higher education in India. Some are affiliated or autonomous colleges, some are deemed Universities, and some are private Universities established by the state legislature. A few of them receive governmental support in one from or the other. Some of these are the minority institutions. These are generally and operated under provisions of charitable societies or trusts. There are many commercial institutions operating in higher education and training sector (Ananda Krishnan, 2006). In all, private higher education sector in India is large and complex. There are genuine not for profit private institutions, many of them are even funded by the government. There are some non-profit institutions that are financially independent and supported by income of the charitable and religious trusts. There are large numbers of private institutions that meet all their expenses from tuition revenue.

Table 2. Status of Professional Colleges in Andhra Pradesh according to region wise

STATUS REPORT ON PROF. AND DEGREE COLLEGES IN THE STATE OF A.P. AS ON 2009									
Region	District	Engineering	Pharmacy	MBA	MCA	B.Ed.	Law	M.Tech.,	M.Pharm.
		No. of Coll.	No. of Coll.	No. of Coll.	No. of Coll.	No. of Coll.	No. of Coll.	No. of Coll.	No. of Coll.
Andhra	Srikakulam	10	2	10	7	13	1	2	1
	Vizianagaram	13	5	10	14	18	1	3	0
	Visakhapatnam	28	10	29	28	21	5	7	1
	East Godavari	33	10	34	33	42	4	7	2
	West Godavari	28	9	41	35	23	1	8	3
	Krishna	37	9	41	32	21	2	6	2
	Guntur	46	22	47	46	40	3	5	7
	Prakasam	21	9	31	32	44	1	3	1
	Total	216	76	243	227	222	18	41	17
Telangana	Adilabad	2	0	1	0	4	0	0	0
	Hyderabad	48	22	114	83	23	11	18	6
	Ranga Reddy	122	43	181	145	47	1	35	7
	Khammam	24	9	38	29	15	1	5	2
	Karimnagar	18	10	28	15	20	0	4	3
	Mahabubnagar	7	7	12	14	38	0	3	1
	Medak	23	11	22	10	18	0	7	3
	Nalgonda	40	21	46	24	46	0	10	1
	Nizamabad	12	2	8	6	10	1	2	0



	Warangal	26	35	44	30	27	2	6	13
	Total	322	160	494	356	248	16	90	36
Rayalaseema	Ananthapur	17	2	24	17	25	2	2	3
	Chittoor	34	9	53	39	29	8	7	4
	Kadapa	24	7	25	18	27	2	4	1
	Kurnool	20	6	23	16	34	1	3	1
	Nellore	24	11	32	34	19	1	6	2
	Total	119	35	157	124	134	14	22	11
	Grand Total	657	271	894	707	604	48	153	64

Source: State Council of Higher Education, Andhra Pradesh

Table 2 shows that Andhra Pradesh has seen an unprecedented growth in the number of professional colleges since 1996 the number of engineering colleges grew from 37 in 1996 to 657 in 2009-10. the number of pharmacy colleges increased from 6 to 333 in 2009-10 the number of MBA colleges increased from 57 in 1996 to 894 in 2009-10 the number of MCA colleges saw an increase form 44 in 1996 to 707 in 2009-10 and the number of teacher training colleges increased to 604 in 2009-10. Due to the explosive growth in so-called professional colleges offering courses in Engineering, Sciences even Medicine, the shortage of qualified faculty is acute. In fact many of these colleges straightaway appoint a graduating student as a teaching assistant/lecturer in the same institute. Many of the Medical colleges are resorting to the unscrupulous practice of renting faculty for a day or two to pass the MCI (Medical Council of India) inspection.

Much of the education that is provided in the private sector is of an indifferent and poor quality and the students, for no mistake of theirs are paying a steep price. The students are ambitious, and working and smart; their parents are incurring significant expenditure and yet when they graduate, they don't have a solid skill set that they can be put to productive use. There is no independent mechanism for either evaluating the quality of education or the quality of output from both the public and private educational institutions.

Table 3. Status of enrolment in various courses from 2001- 2005

Course	Course Enrolment During the Year									
	2001-02	%	2002-03	%	2003-04	%	2004-05	%	2005-06	%
PhD/ D.Sc/D.Phil	6815	0.98	7168	0.83	4939	0.62	4752	0.45	6129	0.43
M.A	13647	1.97	15066	1.74	14312	1.79	14477	1.37	18777	1.33
M.Sc	15982	2.30	24425	2.83	16613	2.08	17053	1.61	21129	1.50
M.Com	5241	0.76	5727	0.66	6079	0.76	6375	0.60	7567	0.54
B.A	167774	24.18	172237	19.94	171323	21.47	171808	16.26	171808	12.18
B.Sc	209832	30.24	214438	24.83	224149	28.09	219501	20.77	243961	17.29
B.Com	161388	23.26	166039	19.23	170169	21.33	178655	16.91	184486	13.07
B.E	74272	10.70	126078	14.60	148160	18.57	194793	18.43	330086	23.39
Medicine	12962	1.87	14088	1.63	12553	1.57	15671	1.48	23019	1.63
B.Ed	10298	1.48	104399	12.09	11448	1.43	12221	1.16	36332	2.57
Open University	---		---		---		---		97083	6.88
Polytechnic	---		---		---		---		49320	3.50
Others	15668	2.26	13972	1.62	18112	2.27	221413	20.95	221413	15.69
Total	693879	100	863637	100	797857	100	1056719	100	1411110	100

Source: State Council of Higher Education, Andhra Pradesh



The above table indicates a clear picture that year wise enrolment status has been increased. The growth of enrolment in graduation levels in B.Sc, B.Com and B.A has increased year wise but when coming to the Post Graduation the number has been declined, and in case of M.Phil and PhD courses it is more in the year 2002-2003 and very less enrolment in 2003-04 and gradually increased again from 2004 to 2006. When we see the enrolment in M.Sc it is very high in 2002-03 and very less enrolment in 2003-04. The over all enrolment in 2003-04 is very less when compared to 2002-03. by the above table we can understand that the enrolment ratio has been increased gradually and it is very high in the year 2004-05.

Part II

To make the education system more effective, government has promised to include disabled children in all its educational programs, including the Sarva Shiksha Abhiyan and the Integrated Child Development Scheme (ICDS). Today there are more than three thousand special schools in India; nine hundred are schools for the hearing impaired, four hundred for children with visual impairment, seven hundred for those with locomotor disabilities, and one thousand for the mentally disabled. Very few schools have resource rooms and employ special education teachers to help keep children with special needs in their system. Sadly, these amenities are found in very few cities.

Census of India identified five types of disabilities; number of disabled in each type disabilities is depicted in table below, which shows total number of disabled in India at 21,906,769 which constitute more than 2 percent of total population.

Table. 5 Population of Disabled

Disabled in India by types of Disabilities		
Types of Disabilities	Number of Disabled	Percentage
Seeing	10634881	48.55
Speech	1640868	7.49
Hearing	1261722	5.76
Movement	6105477	27.87
Mental	2263821	10.33
Total	21906769	100

Andhra Pradesh is the first state in the country, to establish a separate department for the Disabled Welfare in 1983. The ex-chief minister N. T. Rama Rao has introduced the scheme for the disabled in the state. Andhra Pradesh is also the first state in the country to establish a separate and independent Corporation namely "Andhra Pradesh Vikalanguka Co-op Corporation" in 1981. The Warangal district disabled welfare has started in 1985 in the month of August. According to 2001 Census the population of the Disabled is about 67,032 in the district in which a home for Disabled boys and a hostel for the Disabled girls with the sanction strength of 100 each are functioning to promote the education of the disabled.

Table 5. Details of the Scholar ships provided for the students

	Class	Amount	Duration
Pre-Metric	I- V	700	Per year
	VI-VIII	1000	Per year
	IX-X	1820	Per year
Post-Metric	Intermediate	1820	Per year
	Graduation	2400	Per year
	Post Graduation	4290	Per year
	Professional Courses	4290	Per year

Source: Disable welfare office, Warangal.

The department of disable welfare is providing the scholar ships for the educated students for their upliftment in the society. The scholar ships are provided for the pre-metric and post-metric courses. Where 700 rupees is paid for the pre-metric and 4290 is paid for the post-metric per year according to the course wise.



Table 5. Details of the disable student's enrolment at various stages from 2001-2009

Year	SSC		Intermediate		Graduation		Post Graduation	
	M	F	M	F	M	F	M	F
2001-02	3.65	3.37	3.24	1.27	1.27	1.27	4.11	1.03
2002-03	5.23	4.59	4.15	2.71	2.71	2.71	6.86	3.79
2003-04	6.54	5.69	4.97	3.65	3.65	3.65	5.24	6.21
2004-05	7.98	9.45	7.14	5.41	5.41	5.41	4.86	7.24
2005-06	10.49	12.76	9.32	8.07	8.07	8.07	8.10	11.72
2006-07	13.33	11.66	15.85	7.35	7.35	7.35	9.48	16.21
2007-08	14.91	14.14	18.51	10	10.00	10.00	14.84	14.14
2008-09	17.96	16.63	17.08	11.71	11.71	11.71	20.57	18.28
2009-10	19.91	21.71	19.75	16.24	16.24	16.24	25.94	21.38
Percentage	100	100	100	100	100	100	100	100
Total	4299	1810	2463	1810	1278	535	802	290

Source: Disable welfare office, Warangal.

Table 5 gives brief information about the status of the disable students who have passed out at various levels of courses. If we see year wise pass outs from 2001-2009 it around 4299 from male category and 1810 from female category. In intermediate from 2001-2009 it are 2463 males and 1810 females who have passed out. In the same way if we see in the graduation there are 1278 males and 535 females who have enrolled from 2001-2009, and in post graduation it is 802 from males 290 from females who have enrolled from 2001-2009. By this it can be noticed that there is a gradual decrease in the enrolment in the year wise. Though the population of the disable is increasing day by day but the enrolment in the higher education is reducing. However from the above table we can notice that in SSC the pass outs is more in number and when it comes to post graduation the number is very less.

Table 6. Social Status of the Disable Students

Category	Men	Women	Total	%
SC	47	28	75	46.88
ST	14	9	23	14.38
BC	29	19	48	30.00
OC	10	4	14	8.75
Total	100	60	160	100

Source: Field work in Warangal District

A survey has done to know the views of the students and the problems that they are facing in the daily life in access to the higher education. With the help of snow ball sampling around 160 respondents were identified among which 100 respondents are from male category and 60 from female category. Table 7 gives the brief indication related to the social status of the respondents. In regard to the social status it is found that 46.88% belongs to the Schedule Caste, 14.38% of the students are from Schedule Tribes, 30% belongs to the Backward Castes, and 8.75% belongs to Other Castes. Among 160 respondents the majority of the respondents belong to Schedule Caste and the followed by Backward Caste and Schedule Tribes and very less percentage of the respondents from Other Castes. By this is can be understand that majority of the Disable students are from the marginalised sections of the society.

Table 7. Age Category of the Respondents

Group	Age Category and percentage		
	M	F	Total
16-20	9.37	5.63	15
21-24	28.13	20.63	48.76
25-28	17.5	8.12	25.62



29-32	7.5	3.12	10.62
Total	62.5	37.5	100

Source: Field work in Warangal District

Table 7 gives the clear picture of the respondents of related to their age status. According to the above data 15% of the respondents belongs to the age category of 16-20, 48.76% of the respondents belong to the age group of 21-24, 25.62% respondents fall under the age category of 25-28 and 10.62% of the respondents belongs to the category of 29-32. From the above table we can see that respondents between 21-24 age categories are more in the education field.

Table 8 showing particulars of Groups and Category

Particulars of the Groups			
Group	Category		
	Seeing	Movement	Total
Social Science	14.37	70.63	85
Science	-	10	10
Professional	-	5	5
Total	14.37	85.63	100

Source: Field work in Warangal District

The study tried to identify how many respondents are engaged in various courses during their study. It is found that the respondents who belong to seeing category are about 14.37% who are pursuing in social science and the respondents who belong to the movement category are more in social science with 70.63% and 10% in science group and 5% in professional courses. By the above table it is understood that the respondents who belongs to the category of movement are about 85.63% who are studying in various groups and the respondents who belong to seeing category are not seen in science and professional groups.

Table 9. Showing the Distance to their Colleges

Sector	Distance (d) nearest to the colleges						Total
	d<10km	10k ≤d<20km	20k ≤d<30km	30k ≤d<40km	d≥50km	%	
Rural	8.75	10.62	31.88	17.5	11.88	80.63	129
Urban	13.75	5.62	-	-	-	19.37	31
Percentage	22.5	16.24	31.88	17.5	11.88	100	100

Source: Field work in Warangal District

Table 9 explains the details of the respondents and the distance that they have to travel to their respective colleges regularly. From the above table it is found that 80.63% are from rural areas and 19.37% are from urban areas. Regularly they have to travel at least 50 Km to their respective colleges for their education. It is found that 8.75% of respondents have to travel below 10 km, 10.62% of the respondents have to travel between 10-20 km, 31.88% of the respondents have to travel between 20-30, 17.5% of the respondents have to travel between 30-40 km and 11.88% of the respondents have to travel at least 50 km in rural areas and in the urban area 13.75% of the respondents have to travel below 10 km and 5.62% of the respondents have travel less than 20 km. by this it is understood that the respondents from the rural areas has to travel in more kilometres and in urban areas it is very less when compared to rural.

Table.10 Economic Statuses of the Disable Students

Annual Income	distribution of Annual Income according to category wise					
	SC	ST	BC	OC	Total	%
0-15000	61	4	12	---	77	48.13
16000-25000	8	9	16	---	33	20.63
26000-35000	6	10	18	9	43	26.88
36000-45000	---	---	2	5	7	4.38



Total	75	23	48	14	160	100.
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Source: Field work in Warangal District

Table 10 shows the economic conditions of the disable students. It is found that 48.13% of the respondents fall under the annual income of below 15000, 20.63% possess the annual income of 16000- 25000 and 26.88% fall under the annual income of below 35 thousand and only 4.38% possess the annual income between 36-45 thousands. It is clear that most of the respondents who belong to the low economic status are from the marginalised sections and only few of the other caste respondents are having good economic conditions with in their family.

Discussion:

As the population is growing enormously, and according to the needs of the people the education facilities has come up in to the main stream society. In India there is a rapid growth of educational institutions, where as in Andhra Pradesh also it is seen in the same way. Due to the globalization there are many cultural and social changes in the society, in the same way the changes has occurred in the field of education. With in a span of 10 years the private institutions have come up enormously in number and the growth of public institutions are very less when compared to the private institutions. Due to the impact of the information technology in the state, utmost importance was given to the courses like B.Tech and M.Tech etc. due to this most of the students in the intermediate level has given priority to the M.P.C streams rather than social sciences. This is the reason why the engineering colleges have come up. And even the government has also given permission for the technical institutions in the state.

We can also see that there is growth in the enrolment in technical education rather than the social sciences. It is due to the interest that the students and parents have shown to the technology education. One interesting point to note is that the government of Andhra Pradesh has given a liberal education for all sections of the society from last six years in the state providing fee reimbursement to all SC/ST/OBC students of the state. This type of education is not seen in any state in India. Due to this most of the marginalised students have shown their interest to the field of technical and management education.

Coming to the field study in Warangal district of Andhra Pradesh it is found that, there is an impact of the growth of institutions in the district. Even we can see that the enrolment is also very high when compared to earlier days. When coming to study on the disable students in the district it is found that there is a disable welfare office which in service for welfare of the students in the district. It provides the facilities from the state government to the disable people. There are two hostels one for men and one for women to provide accommodation for the development of the students. It is found that majority of the disabled students belongs to the marginalised sections. In which 85% of the disable students belongs to the poor section. 90% of the students who live in the hostels are orphans and 80% of the students are the landless owners.

The pass outs in the SSC has been gradually increasing from year to year. Where it is found that there is awareness towards the field of education and every disable student is showing much more interest for their higher education. But in the field of technical, professional and higher education it is found that the enrolment is very less when compared to other students. There is a gradual decrease in the enrolments in the higher education. It is found that most of the students are offering social science rather than science and technical education. Most of the students argued that though they are interested to study science, technical and professional courses they are not allowed to take such courses. It is also found that most of the private companies are refusing to give job opportunity for the disable students though they are having skills in their respective fields.

One of the respondents told that as he can not stand and he can not do practical experiments he is not eligible to study science courses. At the time of admission in the college the management advices the disable students not to take science courses. Though they are interested to study medicine course it is found that no reservation seats are meant for the disable students. Even we can see one case of Kerala state student where



he went to court and filed a case against the medical department for not giving a medicine seat though he was eligible for the seat.

In the field it is found that the disable students are suffering from many problems which can not be stated. For their higher education most of the disable students from the rural areas are migrated to the urban areas. As there is no hostel facility for many students in the hostels most of the students are depending on the private room rents in the town. As they are disable students it is found that most of the owners are not given priority to stay in the rooms. It has become a big hurdle for them to search a room to stay. It is found that the students who are economically sound prefer to stay in the rooms and study.

One of the major arguments that found in the field is that the students with 100% disable are not being benefited in the field of education. The persons with less percentage of disable are benefited than the eligible students. It is found that the persons with less than 30% disable are entering to the field of higher education. Actually the persons with 40% disable are eligible for the reservation in any field but due to the fake certificate that they are acquiring from the medical department the actual students are losing the reservations.

It is found that travelling has become a problem for them in the daily life, where they have to travel in the government run transport only. It is found that they don't find transport in time and they can not depend on the private transport facility like other people. It is found that there is no free travel facility in the government run transport. As the state like Tamil Nadu is providing with 100% concession for the disable students to travel, Andhra Pradesh state is giving only 50% concession. It is found that to the rural villages the government run transport is very rare when compared to private transport. It is found that though they are having concession in the central railways it is mandate for the orthopaedic challenged people carry with his assistant other wise the concession is not considered. They argue that though they are able to travel alone how it is possible to assist other person.

In the district it is found that most of the facilities are utilised by the orthopaedic challenged people rather than other challenged people. In the case of admissions in the educational institutions most of the enrolment is seen by the orthopaedic students only. As they can see and move here and there they are utilizing more opportunities rather than other challenged students.

Conclusion

In the era of globalisation every field has given more importance, like that education field has become an important tool for the development of every individual in the society. With due respect the higher educational institutions have come up, with the rise of the population of the disable the present 3 percent reservation is not even sufficient it should be raised to 10 percent according to the population. The government should take proper steps for the better enrolment of the disable students in all courses with respect to the growth of the population. For the better development of the education of the disabled students the government has to introduce separate hostels with educational facilities as they are providing for the Schedule Caste and Schedule Tribe students. Eamcet and Special coaching centres should be provided for the competitive exams and the examination centres should be available at the easiest place. Reservations in the private sector should be implemented and awareness should be created in the institutions. The technical and management institutions should encourage the disable students in academics. The institutions should also encourage them to take admissions in the science courses. Ramps should be constructed as soon as possible in all the institutions where the disable students are studying. There is a need for immediate construction of ramps according to the Supreme Court orders. The budget allocations for the disable welfare should be increased in order to provide proper facilities. The government should provide free motor vehicles for the students who are pursuing higher education and even the mess charges should be increased up to two thousand. Awareness should be created in the society to receive the disable people in a good manner. Though the Andhra Pradesh government is providing pensions to the disables it should be increased to some more extent. There is a need for the disable welfare department to provide all statistical reports related to the disable people in all aspects in the state.



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