

Educational Status of Females with Disability: A Step Towards Recognition and Inclusion

Dr Farhana Khatoon¹

(Department of Geography, Vivekananda College, Kolkata)

Abstract: Disability is the physical impairment of any part of the body. The person with disabilities is the most marginalized and neglected section of the society. Since independence India has experienced a tremendous economic, social and political change which in turn has placed the country on the path of modernization and development, still, 2.21 percent of the total population is suffering from one or other types of disability. In this background, this paper tries to explore the educational status of a person with a disability. The main objective of the study is to present the educational status of females with disabilities across caste. Using the census 2011 data as the lens the study tries to explore the educational status of disabled across states, gender, castes, and types of disability. The result shows that different factors contribute to the educational status of persons with disability in rural and urban areas. It is found the education among disabled is very low in the states of Uttar Pradesh and Bihar. Residence, age, and types of disability have a positive relationship with low levels of education among female with disabilities.

Keywords: Disability, Education, Literacy, Marginalization

Date of Submission: 08-01-2022

Date of Acceptance: 23-01-2022

I. INTRODUCTION

Disability is a complex and multidimensional issue. There is different definition of disability like medical model and social model of disability. Medical model defines disability as individual physical condition, whether persons are able to perform normal function or not, while social model is based on societal perception and barrier which transform impairment into disability. According to United Nation Convention on Right of Person with Disabilities (UNCRPD), “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”. The person with disabilities is the most disadvantaged and marginalized section of society, because of the physical or mental impairment they are deprived of many fundamental, political, social and cultural rights. They are the victim of prejudice, exclusion, discrimination, rejection, and pity. In a society where disability is seen as the punishment for the past deed of the individual, disabled are seen as diseased body and lifelong burden for the family and society. Such negative attitude towards disability further aids in the marginalization and disempowerment of the person with disability. Since independence, India has made significant progress in the economic, social and political arenas of the society but most of these changes have not been percolated into all sections and strata of the population. Many backward castes, class, gender have been recognized as the victim of historical injustice and their claim has been recognized, though disabled continues to be marginalized. The degree of discrimination and social exclusion being faced by the disabled depends on age, sex, types, and severity of the disability. As rightly expressed by S. Thorat (2007), “...Discrimination is clearly a particular kind of exclusion and it can take on an active or a passive form. Active exclusion through discrimination will see agents systematically refusing to hire or accept the participation of members of a social group despite their formal qualifications (or even overqualification), while routinely favouring members of other groups who are equally or even less qualified”. India is the home of 2.21 percent of the disabled population (Census 2011) and according to the World Bank report (2007) even more than that, in spite of that, issues of differently-abled is a less researched aspect. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, was enacted in India in 1995.

¹ Dr Farhana Khatoon, Assistant Professor, Department of Geography Vivekananda College, Madhyamgram Kolkata

India also ratified the United Nation Convention on Right of Person with Disabilities (UNCRPD), though at ground level these measures have not been successful in ameliorating the disabled in the mainstream society.

Gender inequality in access to many socio-economic opportunities is prevalent in almost all section of the society, though women with disabilities is marginalized much more than the male. As rightly pointed out by Mehrotra (2004) that women with disabilities in India face double discrimination due to the prevalence of traditional gender role and expectations. Anita Ghai (2001) while portraying the social position of disabled women said that "...In a culture where being a daughter is considered a curse, being a disabled daughter is a fate worse than death". Disability itself is not disablement rather it is the society that makes opportunities inaccessible for people with impairment. In this background, it is pertinent to explore the educational status of disabled females in different states or in different geographical space. Different social space or spatial unit offers different opportunities or challenges for women with disabilities. Thus, we can say that "...A person's ability to function properly depends to a considerable extent on her/his social and physical environment" (Jeffery and Singal, 2008). Education is necessary for the social upliftment and development of marginalized community. It enhances their skills and provides avenues for them to get assimilated in the mainstream of the economy. Education contributes to human capital formation and is thus a key determinant of personal well-being and welfare (WHO, 2011). In the light of various government policies such as Universalisation of Elementary Education, Sarva Siksha Abhyan (2001) and Right to Education Act 2005 it is necessary to study the educational achievement of females with disability.

II. MATERIALS AND METHODS

Literature is the lens through which the researcher tries to see the issue at hand and find out the lacuna which could be filled from the new studies. The issue of disability has been studied by the scholars of different discipline who have highlighted issues pertaining to the definitional changes in measuring disability in different censuses and between the census and NSSO data. Renu Addlakha (2010) highlights the extent of marginalization of person with disabilities and asserted that there is need to make disability a legitimate category in the discourse of social exclusion at par with caste-based exclusion and discrimination. In another article Nandita Saikia et.al. (2016), tries to study the age standardized disability prevalence and concluded that it is higher among women, rural dwellers, member to scheduled castes and scheduled tribes. Using cross-sectional data from the state of Tamil Nadu a systematic attempt has been made by Mitra and Sambamoorthi (2006) to examine the disability outcome across disability in the agrarian economy. Differences in employment and wages between the person with and without disabilities being analyzed by using decomposition technique and they arrived at the conclusion that wages are not different between disabled and non-disabled person. Ramya Narahariseti (2016), attempts to examine the factors associated with employment of the person with disabilities and arrived at the conclusion that different factors contribute to the employment of the person with disabilities in both rural and urban areas. Besides this, some researcher tries to explore the relationship between poverty and disability. Surjit Dev (2016) examined the relationship between disability and poverty and found that there is a direct relationship between disability and poverty both in rural and urban areas. Thus, it is well accepted that disability perpetuates poverty and vice-versa. In other words, disability closely related to social exclusion, illiteracy, unemployment, and poverty which results in more exclusion and vulnerability and ultimately disability. Several studies have examined the nexus between disability and poverty, employment of a disabled person, though a systematic attempt to analyze the educational status of females with disability across castes and regional pattern therein is limited.

Educational status of females with and without disabilities is not well established. This paper tries to explore the educational status of disabled women in the 7 selected states where the proportion of the disabled population is more than the national average of 2.21 percent. Put in more simple term the paper attempts to present some empirical evidence to show how women with disabilities performing in terms of educational attainment. The paper is organized in the following sections. The first section presents the discussion on database and methodology while the second and third sections mainly devoted for discussion on educational attainment among women with disabilities across castes and gender. The fourth section of the paper draws some conclusions.

Objectives of the Study

The main objectives of the present study are

1. To estimate the prevalence of disability among women in India.
2. To study the status of education among females with disabilities in India

Database and Methodology

The present study uses mainly the secondary sources of data i.e. census 2011 table C-20. In Indian context issues of disability have been less explored aspect because of the dearth of data. The only source which provides information about the disability is the Census and National Sample Survey data. There is no universally accepted definition of disability. The definition of disability varies between two societies and within a same society between two points of time. It is not possible to make comparison between two Censuses. The study utilizes the age wise data to present the prevalence of disability among different age groups. Three age groups such 0-19, 20-50 and 60 and above have been taken into consideration in order to assess prevalence of disability among population of different age groups. For the analysis of proportion of disabled attending any educational institution population aged 5-19 years have been taken into consideration while presenting the literacy rate among disabled women age restriction is not included because this information was not available. Census has used eight categories of disability: (1) Seeing, (2) Hearing, (3) Speech, (4) Movement, (5) Mental Retardation (6) Mental Illness (7) Any other disability (8) Multiple disabilities. Wherever, necessary disability type wise educational status has also been studied. The main variable of interest is the proportion of educated and literate females with disabilities. Total number of literate females PWD as numerator and total female disabled as denominator.

III. RESULTS AND DISCUSSION

Disability Prevalence Rates in India

Different social strata of the society respond differently to the occurrence of disability or acceptance of disabled in the society. Disability affect the quality of life of the individual and prevalence of disability is very much related to the socio-economic status of the person. Here in this section an attempt has been made to study the proportion of disabled population among different social groups. Age is one of the crucial factors in the occurrence of disability. Disability prevalence rates are higher among males than females across states, castes and place of residence. Table 1 present the age and social status wise disability prevalence rates in the selected six states of India. The table indicates that among at the national level disability rates among Scheduled Castes females are higher than the general population and Scheduled Tribes. The lower proportion among Scheduled Tribes might be due to under enumeration of disability data as information about disability is self-reported and because of the stigmatization attached to the disability, there is possibility of underreporting of the information related to disability. In case of Scheduled caste females, state wise analysis reveals that disability rates were high in Odisha followed by the states of Maharashtra, Rajasthan, Bihar and Madhya Pradesh. It is more in rural areas than urban areas. Age related disabilities among females are the highest in India across social groups though there are rural urban differentials as it is more in rural areas than urban. Disability rate increased as age advanced, the highest rates of disability being observed among people aged 60 years and above. It is more among Scheduled Castes and in rural areas than the urban areas. This might be due to a greater number of older age people in rural areas.

As mention in UNDP report, as life expectancy in general increases, persons with disabilities who survive into old age can also be expected to contribute to the overall growth in the population of older persons with disabilities. The present analysis shows that prevalence of disability among females are more among marginalized community living in rural areas. Age is also one of the important contributors in this regard, greater proportion of older females living in rural areas are disabled. Thomas (2005) argues that poverty is one of the biggest causes and consequences of disability in India. People with disabilities in India are among the poorest, often live in rural areas, often are disabled at birth or before school age, are mostly uneducated and widely unemployed (as cited by Nidhiya Menon. 2012).

Table 1: Age-wise Disability Prevalence Rates among Females of Different Social Groups in India 2011

State	Age Groups	Total Population			Scheduled Castes			Scheduled Tribes		
		All Areas	Rural	Urban	All Areas	Rural	Urban	All Areas	Rural	Urban
India	All ages	2.01	2.03	1.98	2.20	2.22	2.14	1.92	1.92	1.87
	0-19	1.48	1.45	1.58	1.62	1.59	1.69	1.32	1.30	1.48
	20-59	1.89	1.87	1.92	2.10	2.10	2.10	1.76	1.75	1.83
	60+	4.96	5.38	3.97	5.70	5.94	4.77	6.42	6.56	4.81
Rajasthan	All ages	2.17	1.73	1.86	2.37	2.47	2.01	2.16	2.16	2.02
	0-19	1.03	1.07	1.24	1.15	1.10	1.33	1.02	1.00	1.44
	20-59	1.60	1.52	1.62	1.86	1.87	1.85	1.65	1.64	1.78
	60+	11.26	5.48	6.60	12.65	13.69	7.91	12.88	13.05	8.97
Uttar Pradesh	All ages	1.88	1.92	2.05	2.05	2.02	2.27	1.84	1.80	2.33
	0-19	1.55	1.25	1.75	1.65	1.61	1.92	1.54	1.51	1.94
	20-59	1.82	1.71	2.01	2.01	1.97	2.25	1.80	1.73	2.40
	60+	4.01	5.69	3.91	4.62	4.61	4.71	4.19	4.16	4.51
Bihar	All ages	1.98	2.27	2.20	2.23	2.22	2.34	1.89	1.85	2.55
	0-19	1.71	0.97	1.97	1.91	1.90	2.06	1.61	1.59	2.14
	20-59	1.96	1.58	2.19	2.27	2.26	2.37	1.89	1.85	2.53
	60+	3.85	12.62	3.68	4.52	4.53	4.41	3.88	3.79	5.75
West Bengal	All ages	2.00	1.83	2.05	2.07	2.04	2.18	1.95	1.92	2.25
	0-19	1.50	1.50	1.60	1.51	1.47	1.66	1.36	1.33	1.68
	20-59	1.93	1.75	1.99	2.01	1.97	2.13	1.92	1.88	2.30
	60+	4.57	4.03	3.87	5.09	5.19	4.70	5.36	5.40	4.89
Odisha	All ages	2.74	1.98	2.33	3.04	3.10	2.62	2.53	2.55	2.24
	0-19	1.85	1.46	1.81	2.01	2.03	1.90	1.71	1.71	1.66
	20-59	2.39	1.90	2.12	2.71	2.76	2.45	2.28	2.29	2.07
	60+	8.05	4.97	5.94	9.12	9.29	7.66	8.18	8.20	7.74
Madhya Pradesh	All ages	1.89	2.82	1.97	2.23	2.22	2.25	1.74	1.73	1.87
	0-19	1.34	1.85	1.60	1.52	1.43	1.78	1.25	1.23	1.48
	20-59	1.72	2.45	1.88	2.04	1.99	2.17	1.63	1.61	1.84
	60+	5.67	8.37	4.25	6.95	7.40	5.45	6.04	6.08	5.40
Maharashtra	All ages	2.35	1.87	2.30	2.70	2.89	2.45	1.85	1.80	2.16
	0-19	1.91	1.26	1.95	2.12	2.19	2.03	1.51	1.46	1.87
	20-59	2.26	1.66	2.29	2.59	2.72	2.44	1.74	1.68	2.11
	60+	4.15	6.19	3.70	5.13	5.51	4.33	4.17	4.19	3.98

Source: Calculated from Census of India, 2011

Literacy Rates among Females with Disabilities:

Women with disabilities are most marginalized section of the society. They are doubly discriminated as being a woman and a disabled, resulting from the cultural and social norms towards gender and disability. Inclusive growth of the society demands equally participation from each section of the society. As rightly, pointed out by Ban Ki Moon, “*Development can only be sustainable when it is equitable, inclusive and accessible for all. Persons with disabilities need therefore to be included at all stages of development processes, from inception to monitoring and evaluation*” (UNDP, 2011). A social barrier converts impairment into disability and creates differences in the participation of individual with and without disabilities in the different arenas of the society. Disability is the outcome of discriminatory social environment that caused exclusion and marginalization and creates hindrance in the effective participation of the person with disabilities. Inclusive development of the society demands equal participation from each section of the society, also demands social and attitudinal change towards disability to ensure equity and justice. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) recognizes the right of all children with disabilities both to be included in the general education systems and to receive the individual support they require (WHO, 2011). Keeping these contexts in mind, an attempt has been made to throw light on the literacy/educational status of the disabled women of different social groups. Literacy is the crude indicator for the assessment of the educational status of the individual though it is an important tool to know the social position of an individual in terms of knowledge and understanding. The following Table 2 shows the literacy statuses of females with and without disabilities. The data indicates that disabled women fare less well in literacy than their either male or non-disabled female counterparts. Male-female gap in literacy is more in rural areas highlighting the fact that females with disabilities with rural residence have lesser access to education.

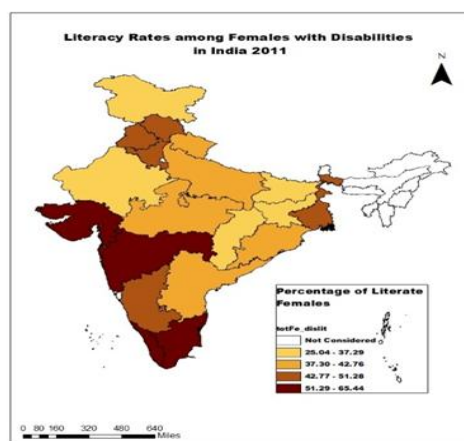
Table 2: Literacy Rates among Females with and Without Disability in India

		General Population			Disabled Population		
		Person	Male	Female	Person	Male	Female
India	Total	63.26	69.94	56.21	54.52	62.37	44.56
	Urban	74.63	78.62	70.36	67.35	72.45	60.86
	Rural	58.11	65.97	49.87	48.88	57.94	37.43
Rajasthan	Total	56.20	66.97	44.63	40.16	52.91	25.04
	Urban	69.45	76.32	61.96	58.81	68.14	46.89
	Rural	51.80	63.83	38.93	34.89	48.41	19.18
Uttar P.	Total	57.36	65.44	48.55	52.12	59.80	41.99
	Urban	65.53	70.10	60.43	61.14	65.84	55.03
	Rural	55.03	64.09	45.20	49.29	57.92	37.87
Bihar	Total	50.51	58.32	42.04	47.30	54.66	37.29
	Urban	65.51	70.47	59.99	62.05	66.96	55.55
	Rural	48.60	56.76	39.79	45.24	52.97	34.71
West Bengal	Total	67.65	72.45	62.61	57.34	63.97	48.94
	Urban	76.91	80.15	73.48	69.14	73.63	63.59
	Rural	63.32	68.83	57.55	51.75	59.47	41.87
Odisha	Total	64.03	71.38	56.57	53.17	63.84	40.52
	Urban	76.84	81.14	72.24	67.39	74.13	58.97
	Rural	61.46	69.35	53.51	50.81	62.09	37.57
Madhya P.	Total	59.14	67.06	50.68	52.54	61.68	40.28
	Urban	72.75	77.75	67.34	65.76	71.88	57.41
	Rural	53.95	62.95	44.39	47.21	57.53	33.46
Maharashtra	Total	72.71	77.82	67.24	67.64	73.84	59.39
	Urban	78.96	81.98	75.63	74.81	78.55	69.81
	Rural	67.54	74.29	60.49	62.07	70.17	51.29

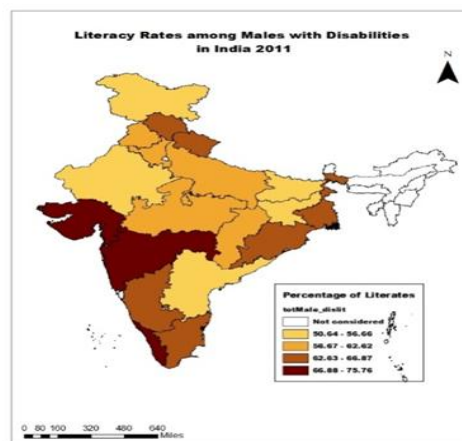
Source: Calculated from Census of India, 2011

Literacy rates for women with disabilities are significantly lower than men with disabilities in India (Map 1 and 2) and also in the seven selected states. In rural India literacy rate for men with disabilities are 20 point higher than the rate for females with disabilities also in rural areas male-female disparity in literacy is higher than the urban areas. It is also observed that the states which are backward in terms of many social indicators, literacy rate of females with disabilities are abysmally low. In Rajasthan 25 percent of females with disabilities are literate followed by Bihar (37 percent) and Orissa (41 percent).

Rural-urban break up of data shows very grim picture, female with disabilities with rural residence have very low level of literacy in all the states in comparison to males and urban residence females. Females with disabilities are victim of vicious circle of poverty and disability. Poor living condition due to poverty results in disease and ultimately disability, while disabled because of exclusion and marginalization deprived of educational and employment opportunities, results in poverty. Poor performances of female with disabilities support this assumption.



Map 1



Map 2

Disability restrained the individual participation in the social, economic and political sphere of the society. As mention by Pooja Singh (2014), “According to Stiglitz (2012), unequal distribution of resources and opportunities among various social groups resulted in the vulnerable section of society being denied from accessing quality education, good health care facilities and suitable environment so on and so forth”. Biased socio-cultural milieu towards disability affects greatly the participation of females with different types of disability in the educational attainment. In terms of different disabilities, the highest literacy rates are found among females having Speech disability followed by hearing disability and the lowest among females with mental illness and multiple disabilities, highlighting inability of educational system to cater the needs of these groups. The table 3 clearly depicts the abysmally low participation of females with Mental retardation, mental illness and multiple disability shares in literacy. In all social categories literacy rates among females with disabilities are less than the males, the worst performer is Scheduled Tribe females and those with rural residence. Among Scheduled Castes and Scheduled Tribes, majority of them are mainly poor, females with seeing, hearing, movement, mental illness, has significantly low proportion of literacy. The data shows significant differences in literacy status of females according to the types of impairment.

Table 3: Literacy Rates among Different Social Groups according to Types of disability

Disability Types	Areas	Total Disabled		Scheduled Castes		Scheduled Tribes	
		Male	Female	Male	Female	Male	Female
Total disabled	All	62.37	44.56	56.00	37.38	49.53	30.39
	Urban	72.45	60.86	66.41	50.70	65.48	50.47
	Rural	53.26	37.43	53.26	33.41	47.73	28.23
In-Seeing	All	62.37	42.17	54.00	33.52	47.70	27.36
	Urban	75.63	62.02	67.84	49.66	67.74	50.01
	Rural	56.41	33.77	50.38	28.86	45.54	25.05
In-Hearing	All	65.41	47.46	58.00	39.05	50.22	31.81
	Urban	76.82	64.79	69.59	53.35	68.77	52.94
	Rural	59.70	39.01	54.33	34.41	48.08	29.46
In-Speech	All	62.86	52.42	54.00	42.98	46.59	35.87
	Urban	74.23	67.83	66.40	57.63	69.59	60.14
	Rural	56.86	44.11	49.53	37.36	42.11	30.76
In-Movement	All	69.00	45.83	63.00	39.78	55.64	31.06
	Urban	77.95	61.85	71.54	51.44	68.55	48.48
	Rural	65.90	40.24	60.52	36.69	54.45	29.62
Mental Retard.	All	45.25	35.92	43.00	32.65	41.73	30.89
	Urban	49.10	42.88	46.39	38.41	48.74	42.18
	Rural	43.43	32.70	41.75	30.91	40.88	29.62
Mental illness	All	56.13	38.81	51.00	31.31	46.47	25.93
	Urban	61.10	49.59	56.69	41.84	56.99	43.26
	Rural	53.81	34.00	49.16	28.16	45.29	24.23
Any other	All	66.73	51.70	61.00	43.77	55.78	39.27
	Urban	75.32	65.54	69.58	55.79	68.77	55.88
	Rural	62.50	44.77	57.76	39.98	54.04	37.10
Multiple disability	All	40.49	24.47	36.00	19.88	30.07	15.05
	Urban	50.60	37.97	45.44	29.90	43.65	29.84
	Rural	36.99	20.11	33.10	17.57	28.82	13.88

Source: Calculated from Census of India, 2011

Educational Status of Person with Disabilities

Education is considered as panacea for the upliftment of the individual status in the society. Since independence Indian government has taken number of initiatives to address the socio-economic position of the disabled. The notable steps were the scheme for Integrated Education for Disabled Children and Person with Disabilities Act 1995. The main purpose of these schemes was to bring back the disabled youth into the mainstream of the society. In this background it is pertinent to study the educational status of disabled in general and disabled women in particular. Education has an instrumental effect on the social and economic upliftment of

the individual. The central argument is to what extent various educational policies such as Sarva Shiksha Abhyan (SSS, 2001) and Right to Education Act benefits has reached to the disabled women and reflected in their performance in terms of educational attainment. The following table 4 shows the educational status of disabled females in India.

Table 4: Proportion of Disabled Population Attending Educational Institution Aged 5-19

States	Education	All Areas		Urban		Rural	
		Male	Female	Male	Female	Male	Female
India	Attending	61.7	60.5	64.50	64.87	60.65	58.65
	Attended Earlier	12.34	11.89	11.53	11.43	12.66	12.08
	Never Attended	25.92	27.66	23.97	23.71	26.69	29.27
Rajasthan	Attending	58.0	53.2	60.41	59.34	57.20	51.02
	Attended Earlier	12.43	12.70	10.07	10.51	13.20	13.47
	Never Attended	29.58	34.10	29.52	30.15	29.60	35.50
Uttar Pradesh	Attending	59.0	59.5	57.67	59.13	59.34	59.56
	Attended Earlier	12.41	10.95	11.35	10.52	12.71	11.07
	Never Attended	28.62	29.59	30.98	30.35	27.95	29.37
Bihar	Attending	59.2	57.5	63.46	63.96	58.67	56.60
	Attended Earlier	8.54	6.64	8.48	8.11	8.54	6.44
	Never Attended	32.25	35.88	28.06	27.93	32.79	36.97
West Bengal	Attending	56.9	57.5	59.83	61.61	55.72	55.86
	Attended Earlier	14.79	13.63	14.59	14.20	14.87	13.40
	Never Attended	28.35	28.86	25.58	24.18	29.41	30.74
Odisha	Attending	59.9	56.4	65.34	63.56	58.97	55.21
	Attended Earlier	16.42	16.58	13.87	14.67	16.88	16.90
	Never Attended	23.65	27.00	20.78	21.77	24.15	27.89
Madhya Prad.	Attending	63.7	64.4	64.03	65.86	63.50	63.86
	Attended Earlier	13.57	12.00	12.04	11.35	14.18	12.27
	Never Attended	22.78	23.56	23.93	22.79	22.32	23.87
Maharashtra	Attending	71.1	69.3	70.55	70.55	71.52	68.28
	Attended Earlier	12.27	12.92	12.08	11.88	12.41	13.70
	Never Attended	16.61	17.82	17.38	17.57	16.07	18.01

Source: Calculated from Census of India, 2011

The table 4 reveals that 60 per cent of disabled females in the age group of 5-19 years are attending any educational institution in India, while 40 per cent have never attended any educational institution. There are marginal male-female disparities, while rural-urban disparities are significantly high. State-wise data depicts that among all selected states Rajasthan (53 per cent) is most backward in terms of participation of disabled females in educational institution; almost 47 per cent of the females with disabilities are out of educational sphere. The rural urban break up is 59 per cent and 51 per cent respectively. More or less the same situation is observed in the states of Uttar Pradesh, Bihar, West Bengal and Orissa. In the states of Maharashtra (69 per cent) and Madhya Pradesh (64 per cent) the situation is comparatively better. Thus, one can infer that significantly higher proportion of the disabled females aged 5-19 years are out of education system and are illiterate. This also suggest that disability affect male and female differently, due to the patriarchal social structure, poor families prefer to send disabled son to school than to daughter with disability. In contrast to the gender disparities, rural-urban differentials are very high in case of disabled females 'never attended' educational institution. While 29.27 per cent of the females with disability in rural areas never attended schools, it is only 23.71 per cent in urban areas. State level break up shows that almost half of the females with disability are out of education system in Bihar and Rajasthan. Disabled females with rural residence are more vulnerable than females with urban residence in terms of their participation in educational institution. Despite improvements in recent decades the females with disability are less likely to attend school than males and females without disability. According to UNDP Report (2012) entitled 'Livelihood Opportunities for Person with Disabilities', "Women are subjected to social, cultural and economic disadvantages, which impede their access to, for example, health care, education, vocational training and employment. If, in addition, they are physically or mentally disabled, their chances of overcoming their disablement are diminished, which makes it

all the more difficult for them to take part in community life".Types of disability (Fig. 1) also affect the participation in the education, person with mental retardation, seeing and mental illness disability required special assistive devices to attend schools which a poor family cannot afford additionally schools are also not equipped with such facilities.

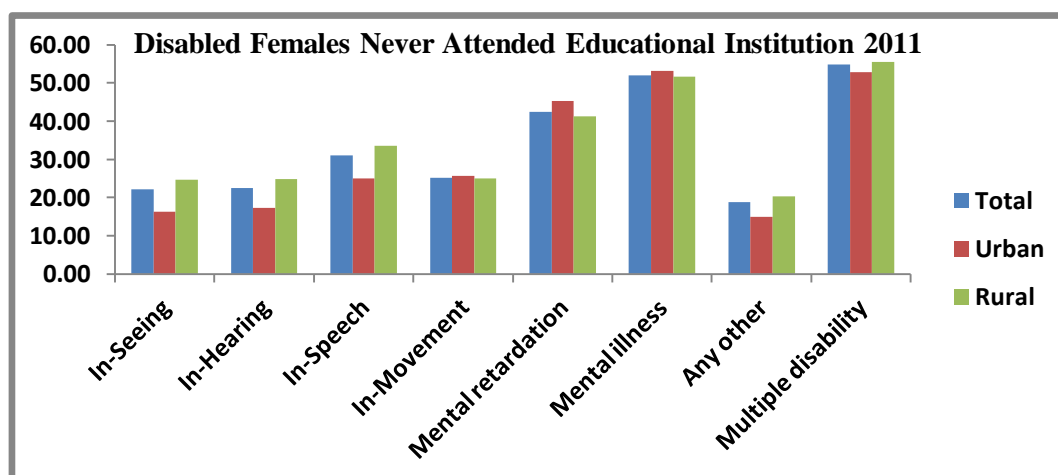


Fig 1

The table 5 clearly depicts the participation of women with disability in the education according to different types of disability. A greater proportion of females with seeing (67 per cent) and hearing (66 per cent) disabilities are enrolled in any educational institution. In Speech (57 per cent), Movement (57 per cent), Mental retardation (46 per cent) and Mental illness (33 per cent) disabilities proportion of female attending educational institution are low. Poor participation of females with disabilities in the educational institution highlighted the fact that disabled with poor socio-economic background cannot afford to bear the added cost of disability such as cost of medical care, transportation, assistive devices also safety issue in case of female. Thus, disability affect both the male and female but it is the females who has to suffer more because of poverty, patriarchal structure of the society and social stigmatization attached to disability.

Table 5: Proportion of Disabled Population Attending Educational Institution

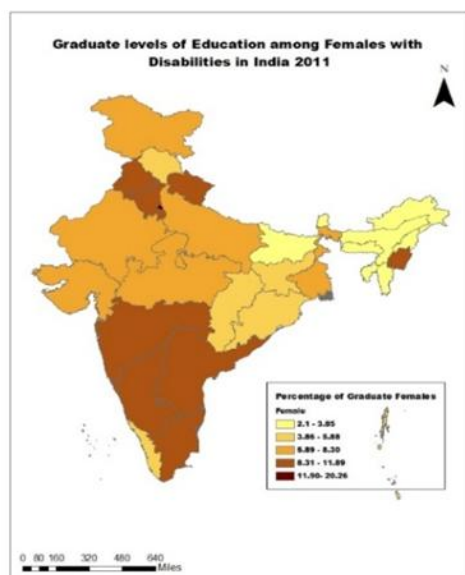
Types of Disability	Education	All Areas		Urban		Rural	
		Male	Female	Male	Female	Male	Female
Total Disabled	Attending	61.7	60.5	64.50	64.87	60.65	58.65
	Attended Earlier	12.34	11.89	11.53	11.43	12.66	12.08
	Never Attended	25.92	27.66	23.97	23.71	26.69	29.27
In-Seeing	Attending	69.2	66.7	73.39	72.37	67.35	64.13
	Attended Earlier	11.72	11.19	11.43	11.36	11.86	11.11
	Never Attended	19.06	22.15	15.18	16.27	20.80	24.76
In-Hearing	Attending	68.0	65.8	71.51	70.80	66.45	63.49
	Attended Earlier	12.21	11.71	12.00	11.87	12.31	11.64
	Never Attended	19.75	22.50	16.49	17.33	21.23	24.87
In-Speech	Attending	59.9	57.6	63.89	63.64	58.37	55.09
	Attended Earlier	10.85	11.36	11.01	11.38	10.79	11.36
	Never Attended	29.21	31.02	25.09	24.98	30.84	33.55
In-Movement	Attending	60.8	57.7	58.97	58.10	61.35	57.59
	Attended Earlier	18.00	17.17	17.21	16.24	18.23	17.43
	Never Attended	21.16	25.13	23.82	25.66	20.43	24.98
Mental Retardation	Attending	48.3	45.7	47.05	44.73	48.83	46.07
	Attended Earlier	11.39	11.87	9.31	10.00	12.24	12.62
	Never Attended	40.30	42.44	43.63	45.27	38.92	41.31
Mental illness	Attending	35.1	32.8	34.15	32.81	35.49	32.79
	Attended Earlier	15.75	15.17	13.95	14.08	16.47	15.59

	Never Attended	49.15	52.04	51.90	53.10	48.05	51.63
Any Other	Attending	71.9	70.5	74.32	74.34	70.84	68.77
	Attended Earlier	11.32	10.80	10.83	10.66	11.53	10.86
	Never Attended	16.79	18.75	14.85	15.00	17.63	20.38
Multiple Disability	Attending	37.6	36.6	40.29	39.68	36.68	35.45
	Attended Earlier	8.24	8.65	6.95	7.45	8.70	9.09
	Never Attended	54.13	54.78	52.76	52.88	54.61	55.47

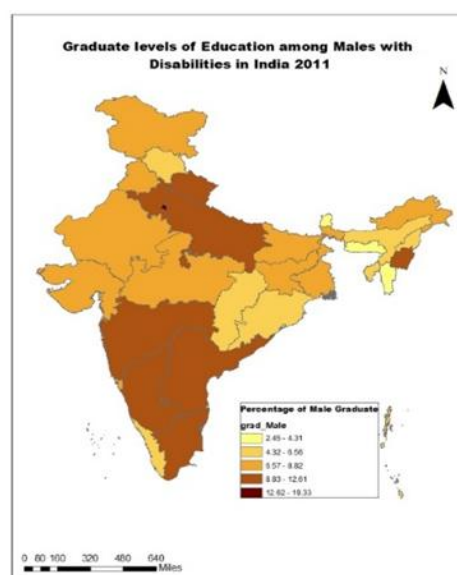
Source: Calculated from Census of India, 2011

Levels of Education among Disabled

Education helps an individual and the families of poor socio-economic background to move up on the ladder of social and economic hierarchy. It provides opportunities to get access to the better paid jobs and considered as a vital instrument in pushing up the families from the world of despair, poverty and deprivation to the world of well-being, prosperity and development. As rightly mentioned in, WHO report (2011), “Education contributes to human capital formation and is thus a key determinant of personal well-being and welfare. Excluding children with disabilities from educational and employment opportunities has high social and economic costs”. Table 6 indicates that 21.52 per cent of females with disabilities have received below primary level of education. Their share in Primary (25.79 per cent), Middle (15.78 per cent) and Graduate (7.73 per cent) levels of education is lower than their males’ counterparts. Almost 47 per cent of the females with disabilities have below Primary and Primary levels of educational attainment. The table also indicates that the proportion of disabled females with graduate levels of education is lowest in Bihar (3.71 per cent) and Orissa (4.41 per cent). In West Bengal, Bihar and Orissa significantly higher proportion of females have only below primary levels of educational attainment. Up to below primary and primary levels of educational attainment their no disparity between males and females, while at the secondary and higher secondary levels it is widened (Map). These also suggest that dropout rates among disabled females are the highest and go up beyond Middle, secondary and graduate levels of education.



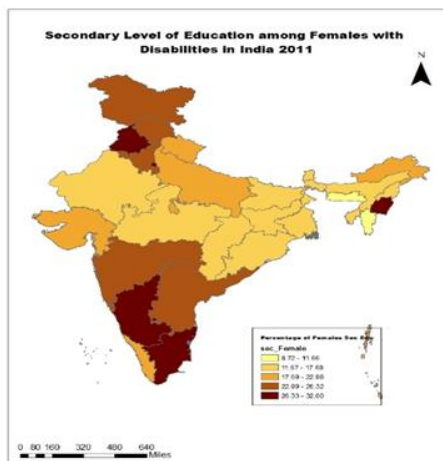
Map3



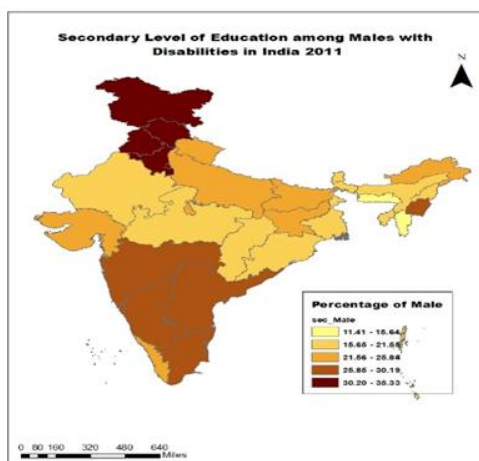
Map4

It is evident from the above map(3 and 4) that there is a sharp divide in terms of graduation levels of educational attainment among females with disabilities. The northern state of Bihar and almost all the north-eastern states have significantly low proportion (2.1 to 3.38 per cent) of females with graduation level of educational attainment, in the case of males the proportion ranges between 2.45 to 6.56 per cent. Orissa, Jharkhand, Chattisgarh and Kerala have disabled graduate females in the proportion ranges between 3.85 to 5.85 per cent. An intriguing fact which emerges from the table is that Kerala which housed the highest proportion of literate in India, the graduation completion rates among disabled females are not at par with the social development of the state. The four contiguous southern states such as Maharashtra, Andhra Pradesh, Karnataka and Tamil Nadu and the northern states of Uttarakhand, Punjab and Haryana have relatively high (in the range of 8.3 to 11.9 per cent) graduation completion rates among females with disabilities. In the BIMARU states where higher proportion of poor lived, graduation completion rates among females with disabilities are in the range of

5 to 8 per cent. The same is true in case of disabled males. Thus one can infer that disabled and especially disabled females of north Indian states are at most disadvantageous position in terms of graduation completion rates, while in southern Indian states the condition is slightly better. The state level analysis hides many intra-state variation, though the pattern revealed in the above map is adequate to present the broad generalisation about the performance of disabled women in the higher levels of education.

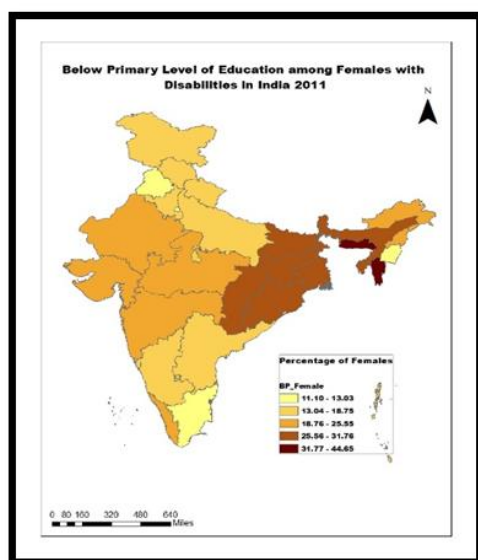


Map 5

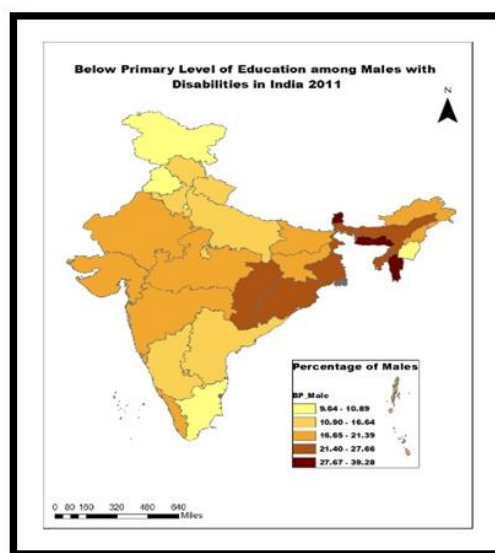


Map 6

The map (3 and 4) presents the interesting regional pattern in terms of secondary level of educational attainment among females with disabilities. In the states of Karnataka and Tamil Nadu significantly higher proportion of disabled females have secondary levels of educational attainment. This also highlighted the fact that out of total literate females almost 50 per cent have primary and secondary levels of education in these two states. In almost all the northern and north-eastern states disabled females have low proportion of secondary education completion rates. Thus, one can infer that majority of the disabled females have educational attainment below primary and primary levels (Map 5 and 6).



Map 7



Map 8

To get insight into the educational status of disabled females, types of impairment have been taken into consideration. Females with mental and multiple disabilities have below primary level of education, while their shares in middle and secondary levels of education are pathetic. Low participation of person with disabilities in higher education is mainly because of lack of any specific policy on education of children with disabilities, limited resources with schools and shortages of teacher specifically trained to teach children with special needs. In many instances inaccessible school spaces such as toilets specially designed according to the needs of differently abled person are the main hindrance for females attending educational institution.

Table 7: Levels of Education among disabled Population and Disability Types 2011

Disability Types	Below Primary		Primary		Middle		Secondary		Grad& above	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Seeing	19.51	22.90	23.76	25.99	16.70	15.53	24.56	20.76	9.48	7.87
Hearing	17.81	20.66	22.67	25.34	16.55	15.62	26.06	22.04	9.82	8.52
Speech	20.02	22.01	22.64	25.15	15.38	14.72	24.86	21.67	9.80	8.46
Movement	15.53	18.14	23.99	26.17	19.30	17.47	26.44	23.40	8.90	7.82
Mental Retardation	26.47	30.85	26.30	27.98	15.49	13.30	16.74	13.70	4.88	4.14
Mental illness	17.13	22.73	24.50	27.87	19.85	16.93	23.69	17.99	6.23	4.47
Any other	16.67	20.00	22.31	24.89	17.34	16.07	26.02	22.24	9.92	8.43
Multiple Disability	26.12	30.09	26.14	27.94	15.14	13.22	17.80	13.62	4.51	3.17

Source: Census of India 2011

IV. CONCLUSIONS:

Assessing the status of literacy/education among disabled are highly desirable, as it helps in measuring the quality of life of the disabled and helps in policy formulation especially targeting person with disabilities. The present analysis is an attempt to show the scenario of education among females with disability. For any meaningful conclusion about the status of education among disabled, state level analysis does not reveal the true picture. The foregoing analysis of disability prevalence by age, gender and residence types reveals very high disparity. Disability rates among Scheduled Castes females are higher than the general population and Scheduled Tribes. Disability affect both males and females equally but females suffers more because of discriminatory social structure towards females in general and disabled females in particular. Since person with disabilities lack the access to education, employment and health facilities which lands them in the vicious cycle of poverty. Disability is the cause and consequences of poor access to many social amenities. Education is vital for all females and specially for females with disability for inclusive development of the country. Education, particularly inclusive education, is able to reduce discrimination through enabling children with and without disabilities to grow up together (World Bank, 2004). In this study females with disability has been identified as most backward in terms of literacy and higher education attainment rates. Females with disability belong to rural areas are most deprived than males and females with urban residence. Discriminatory policy actually segregates children with disabilities and prevents them from attending school or professional training, including teaching (World Bank, 2004).

REFERENCES:

- [1]. Addlakha, Renu (2010), "From Invalidation and Segregation to Recognition and Integration: Contemporary State Response to Disability in India", Occasional Paper, Centre for Women's Studies, Delhi.
- [2]. Census of India (2011). Data on Disability. Available at <http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/disabilityinindia2011data.pdf>.
- [3]. Groce, N. Kembhavi, Gayatri et. al (2011), "*Poverty and Disability-A critical Review of the Literature in Low and Middle-Income Countries*" Leonard Cheshire Disability and Inclusive Development Centre, working paper series: No 16., pp. 1-31.
- [4]. Mitra, S. and Sambamoorthi, U. (2006), "Disability and the Rural Labor Market in India: Evidence for Males in Tamil Nadu", Elsevier Publishing, Vol. 36(5), pp. 934-952.
- [5]. Mitra, Sophie, and Sambamoorthii, Usha (2006), "Disability Estimates in India What the Census and NSS Tell Us", Economic and Political Weekly, Vol. 41, No. 38, pp. 4022-4026.
- [6]. Nidhiya Menon, Susan L. Parish & Roderick A. Rose (2014) The "State of Persons with Disabilities in India", Journal of Human Development and Capabilities, 15:4, 391-412, DOI: 10.1080/19452829.2014.938729.
- [7]. Reddy, C. Raghav (2011)," From Impairment to Disability and Beyond: Critical Explorations in Disability Studies", Sociological Bulletin, Vol., 60, No. 2, pp. 287-306.
- [8]. S.N Gajendragadkar (1983), "Disabled in India", Somaiya Publications, Mumbai.
- [9]. Saikia, Nandita and Bora Jayanta Kumar (2016), "Does Increasing Longevity Lead Increasing Disability? Evidence from Indian States", Social Change and Development, Vol. XIII, pp 35-45.

- [10]. Saikia, Nandita et.al. (2016), “Disability Divides in India: Evidence from the 2011 Census”, PLOS One 11(8).
- [11]. Shenoy, Meera (2011), “Persons with Disability & The India Labour Market: Challenges and Opportunities”, International Labour Organisation.
- [12]. Singh Pooja (2014), “Person with Disabilities and Economic Inequalities in India”, Indian Anthropologist, Vol. 44, No. 2, pp. 65-80.
- [13]. Singal Nidhi and Jeffery Roger (2008), “Measuring Disability in India”, Economic and Political Weekly, Vol, 43, No, 12.
- [14]. Singhal N. et. al (2011), “The enabling role of education in the lives of young people with disabilities in India: achieved and desired outcomes”, International Journal of Inclusive Education, Vol. 15, No. 10, pp. 1205-1218.
- [15]. Thorat, Sukhdev (2007), “Caste and Economic Discrimination: Causes, Consequences and Remedies”, Economic and Political Weekly, Vol. 42, No. 41.
- [16]. UNDP (2012), “Livelihood Opportunities for Person With Disabilities”, accessed at <https://www.in.undp.org/content/india/en/home/library/search.html?tagid=publications:reports> .
- [17]. World Health Organisation (2011), World Report on Disability, available at https://www.who.int/disabilities/world_report/2011/report.pdf.
- [18]. World Bank (2004). Inclusive Education: an EFA Strategy for All Children http://siteresources.worldbank.org/EDUCATION/Resources/2782001099079877269/547664-1099079993288/InclusiveEdu_efa_strategy_for_children.pdf
- [19]. Zutshi, Bhupinder (2011), “Definitional and Enumeration Inconsistencies: A Case FOR Review Differently abled Population”, in Ramesh Ruchi and Singh S.K(Eds), “Disability towards Inclusive India”, Pentagon Press, New Delhi, pp. 27-71.

Dr Farhana Khatoor. “Educational Status of Females with Disability: A Step Towards Recognition and Inclusion.” *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 27(01), 2022, pp. 13-24.