

A query into socio-economic and educational status of the status of physically disabled students in India

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Abstract - Usually, a family would hide their offspring because they fear being outcast if the community finds out about them. They wouldn't consider them valuable members of society. That they, too, are intellectually disabled is a belief held by some. Most disabled youngsters are taught by their parents that they aren't worthy of having friends their own age. The kids do what they are told because they are afraid of their parents and God's punishment for them. Because schools don't place a high priority on accommodating students with disabilities, those with physical impairments are less likely to enjoy their time spent there. This is true for a wide range of educational factors, including but not limited to curriculum, instructional materials, infrastructure, special programming (such sports and games), environmental concerns, and overall quality of education, and it is particularly true in poor nations.

Keywords - Education, socio-economic status, physically handicapped

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INTRODUCTION

Education is a field of study that focuses on the techniques of teaching and learning that take place in schools or other settings that are analogous to schools, as opposed to the myriad other nonformal and informal modes of socialization.

The transmission of a society's norms and the building up of its collective wisdom is what we mean when we talk about education. In this respect, it is analogous to what social scientists refer to as socialisation or enculturation. Children are born culturally illiterate regardless of where they are regarded. Education is intended to help students acquire a culture, shape their behaviour to conform to the expectations of maturity, and point them in the direction of the role they will play in society when they grow up. In the most archaic societies, formal education, such as schools, classrooms, or instructors, does not exist for the most part. This means that people in these societies have limited access to educational opportunities. Instead, the whole setting and all of the activities are commonly perceived as school and courses, and many or all of the people take on the role of instructors. However, as societies get more complicated, the amount of information that must be handed on from one generation to the next grows more than what any one individual can know. As a result, there must develop into existence methods of cultural transmission that are more selective and effective. The end result is a formal education, which consists of the institution

known as a school and the trained professional known as a teacher.

LITERATURE REVIEW

According to the findings of a study conducted by Borland and James in 1999, which compiled the academic experiences of students with disabilities attending a university in the United Kingdom, the vast majority of students with disabilities indicate that moving away from home to attend university or college is a time when they are forced to confront their disabilities. Their handicap has been a private issue for as long as they have been able to keep it a secret by living at home with their family and friends, attending to a school that they have been going to for a significant amount of time, or coming from a small town or community in which they are accepted. Working with individuals with disabilities is something they are unfamiliar with, but this changes when they move to a new location or begin attending a new university.

Hofstede, (2001) noted that that long-term values, including persistence and the willingness to make sacrifices for long-term rewards, counteract the more transitory ones, such reputation preservation, social responsibility, and tradition. In the United States, for instance, a short-term perspective is often characterised by a disregard for principles like upholding one's good name, doing one's part in society, and honouring long-standing customs..

Because of this, it is easy to discern what individuals are concentrating on, and in particular, if they are more concerned with a short-term or long-term strategy for life. The cultural aspects proposed by Hofstede may be used to provide an explanation for the manners in which these attitudes exhibit themselves in a variety of nations and cultures.

According to Fred (1986), the contemporary idea of special education can be traced back to the 1700s, when institutions that concentrate in the implementing sustainable special education and in the emergence of program development for all types of special education were set in place. This was the start of the current concept of special education. By many years, these organisations came far before the present concept of special education. As a direct reaction, a number of countries have enacted laws that mandate specific minimum educational qualifications in order to safeguard the rights of children all over the world.

Jaiswal (2022) stated that the value of obtaining a higher education cannot be overstated when considering employment, political influence, and the growth of a country. "Higher Education, which is located at the pinnacle of the educational system, is a necessary input for satisfying the personnel needs of the highest calibre in the key sectors of national growth. It is also an essential contributing aspect to guaranteeing social justice by enabling vertical mobility to underprivileged sectors of society by making higher levels of knowledge available to them and, as a result of this, enhancing the quality of life across the country as a whole.

OBJECTIVE OF THE STUDY

- To examine the socio-economic and educational status of the status of physically disabled students in India.
- To study the descriptive parameters of the status of physically disabled students in INDIA.

METHODOLOGY

Study is descriptive in nature, proportion analysis is applied to made to examine the socio-economic and educational status of the status of physically disabled students in INDIA.

DATA ANALYSIS AND DESCRIPTION

Population Disabled as a Whole

In India, 2.21% of the population is disabled in some way. This translates to 2.68 crore (26.8 million) handicapped individuals in India.

Male Disability Population

There are 1.5 crore (15 million) handicapped men in India out of the total 62.32 crore male residents.

Female Disability Population

There are 1.18 crore (11.8 million) handicapped women in India out of the total 58.76 crore female residents.

People with disabilities living in rural or urban areas

Rural regions are home to over 69% of India's total population with disabilities. According to this, 18.6 million (1.86 crore) handicapped individuals reside in rural regions.

Only 8.1 million (or around 0.81 crore) handicapped individuals reside in metropolitan areas.

Beginning with a summary of relevant information pertaining to what is known regarding the educational access and learning of children with disabilities in Southern settings, we next proceed to present our findings. This is followed by a review of the obstacles often encountered in measuring disability, especially childhood impairment, as well as current advancements to enhance the identification in large-scale surveys. Then, we discuss the project's data gathering and analysis methodology and the resulting conclusions. In conclusion, we examine the consequences of our results and methodological issues about our methodology.

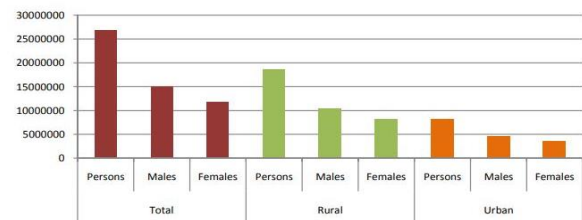


Figure-1: Source: disabled-population-India-data

Types of Disability in INDIA: DATA

The breakdown of the Indian population's disabilities by kind is shown below. Please be aware that only seven different forms of disability were acknowledged prior to the RPWD Act 2016. There are 21 different categories of disability recognized by the RPWD Act of 2016.

A disability connected to eyesight affects 19% of persons.

19% more persons have hearing-related impairments.

7% of persons struggle with speaking.

20% of persons have a locomotor impairment.

Mental retardation affects 6% of the population.

3% of persons experience mental illness.

18% of persons have additional impairments.

8% of persons are multi-disabled.

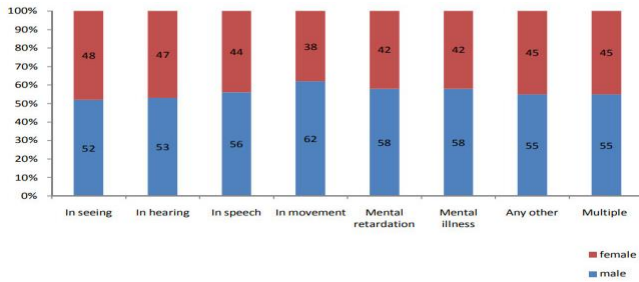


Figure-2: Category of disability

Table-1: Disable category and its gender distribution:

Disabled Type	Males	Females	Total
In Seeing	2639028	2394403	5033431
In Hearing	2678584	2394330	5072914
In Speech	1122987	875705	1998692
In Movement	3370501	2066325	5436826
Mental retardation	870898	635066	1505964
Mental Illness	415758	307122	722880
Multiple Disability	1162712	953986	2116698
Others	2728125	2199464	4927589

Population of People with Disabilities in India Broken Down by Age Group

5 percent of the world's impaired population is comprised of children aged 0 to 4 years old.

7 percent of impaired persons are between the ages of 5 and 9 years old.

17% of persons with disabilities are between the ages of 10 and 19 years old.

16% of persons with disabilities are in the age range of 20-29 years old.

13% of persons with disabilities are in the age range of 30-39 years old.

12 percent of persons with disabilities are in the age range of 40 to 49 years old.

9 percent of persons who are impaired are in the age range of 50 to 59 years old.

10% of the impaired population is comprised of those aged 60 to 69 years.

7 percent of persons who are impaired are in the age range of 70 to 79 years old.

80-89 year olds make for 3% of the handicapped population in the United States.

1% of those who are handicapped are in the age range of 90 years or older (or age not specified)

For both male and female impaired people, the proportion of disabled people is greatest in the age group 10-19 years, followed by the age group 20-29 years. This pattern holds true for both younger and older age groups of disabled people.

18% of handicapped men are elderly (defined as having a birthday that is more than 60 years old), while 23% of disabled females are senior.

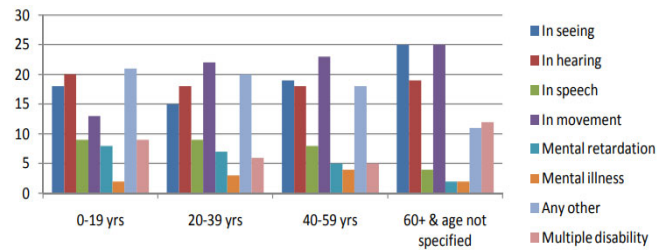


Figure-3: Age distribution of Indian disabled population

Indian disabled population education

Only 61% of impaired children aged 5 to 19 attended an educational institution in 2011. 27% had never attended an educational institution, whereas 12% had.

Only 43% of females aged 5 to 19 were enrolled in school or college.

According to data, more impaired children aged 5 to 19 who live in rural regions never attended school or stopped their education halfway.

According to the kind of handicap, the percentages of men and women who never attended an educational institution are shown in the graph below:

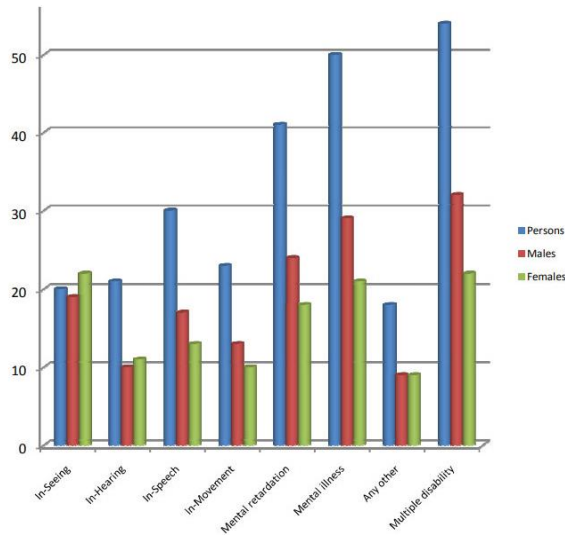


Figure-4: Different category of disability in gender and all over average

According to the graph, 54% of persons with various impairments have never attended school. Additionally, it is clear that numerous impairments and eyesight impairment influence female students' ability to learn practically equally.

Literacy Rates of India's Population Who Are Disabled

Literacy rates for the handicapped population as a whole are at close to 55 percent, or 1.46 crores (14.6 million) individuals.

Literacy rates for men are at 62%, but just 45% of females can read and write.

Literacy rates for people with disabilities range from 49% in rural regions to 67% in urban areas. The rural literacy rate is much lower than the urban literacy rate.

The Educational Standing of the Indian Population Who Are Disabled

In the population of male crippled people, 38 percent are illiterate. 16% of the male population of handicapped people has completed their matriculation or secondary education but did not go on to graduate school, whereas 6% of this group has completed graduate school or higher. There is a graduation rate of around 9 percent among males who are impaired and literate.

55% of women who are handicapped and are categorized as disabled are illiterate. 9 percent of women who are handicapped have completed their matriculation or secondary education but did not go on to graduate school, while 3 percent have completed graduate school or higher. There is a graduation percentage of around 7.7% among women who are impaired and literate.

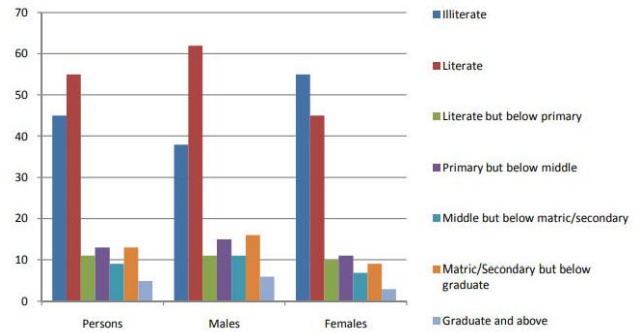


Figure-5: Literacy rates for people with disabilities

Marital status of disabled people in INDIA:

46.87% of all handicapped people are presently married, whereas 41.72% of disabled people have never been married and 10.29% of disabled people have been widowed.

Table-2: Marital status of disabled people in INDIA

Gender	Married	Unmarried	Widowed
Males	8266748	3648631	706626
Females	7289492	2037787	2047553

59% of all handicapped people in the age range of 15 or older are presently married, while 13% of them are widowed. While 54% of handicapped women are married, 62% of disabled men are married and 6% of disabled women are widowed, the equivalent numbers for disabled men and women are 62% and 6% respectively.

Disable population distribution in States of INDIA

According to the Census of 2011, the following states and UTs have more than 1% of the total handicapped individuals in their populations:

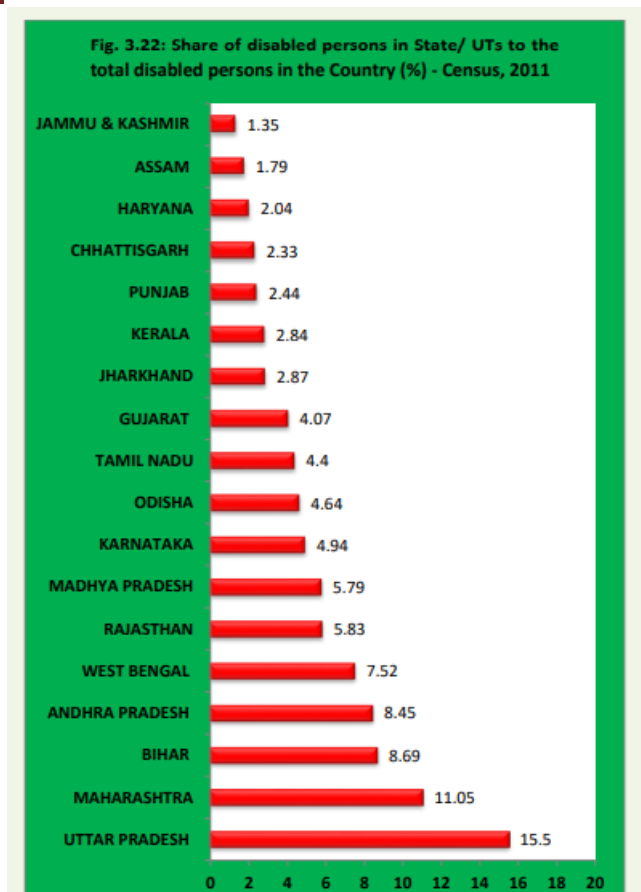


Figure-6: Disable population distribution in States of INDIA

Education Status of the disable person in INDIA as per census 2018:

Initiatives taken by the Indian government to improve the lives of people who have disabilities

The Department of Employment and Public Welfare for Persons with Disabilities (DEPWD) is the department in charge of putting many welfare programmes, schemes, and other initiatives into action. In the following paragraphs, some of the Central Sector Schemes that the Government of India has established for the purpose of providing for the welfare and rehabilitation of Persons with Disabilities (PwDs) will be discussed in detail.

The acronym "DDRS" refers to the "Deendayal Disabled Rehabilitation Scheme." The DEPWD's DDRS is a central sector scheme that awards grants-in-aid to non-governmental organisations (NGOs) for initiatives that are related to the rehabilitation of people who have disabilities. These efforts ultimately aim to make it possible for people with disabilities to achieve and sustain optimum levels of physical, sensory, intellectual, and psycho-sociofunctional functioning in their daily lives.

- To encourage voluntary action for the purpose of ensuring effective implementation of the Rights of Persons with Disabilities Act, 2016;

- To create an enabling environment to ensure equal opportunities, equity, social justice, and empowerment of persons with disabilities;
- To create an enabling environment to ensure social justice;
- To encourage voluntary action for the purpose of ensuring effective implementation of the Rights of Persons with Disabilities Act, 2016;
- To create an enabling environment to ensure equal opportunities, equity, social justice, and empowerment of persons with disabilities;
- To create an enabling environment to ensure social justice;
- To create an enabling environment to ensure equal opportunities;
- To create an enabling environment to ensure social justice;
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Disability Rehabilitation Centers (also known as DDRCs) in Each District

The Department of People with Disabilities (DePWD) is providing financial support to the establishment of District Disability Rehabilitation Centers in all of the country's un-served districts in order to provide comprehensive services to people with disabilities. This is being done in order to facilitate the creation of infrastructure and capacity building at the district level for awareness generation, rehabilitation, training and guidance of rehabilitation professionals. In addition, the DePWD is doing this in order to build capacity at the district level.. These centres will aid in the training and guidance of rehabilitation professionals as well as the training and guidance of rehabilitation professionals. The concept of establishing DDRCs with the active participation of state governments was first conceived during the Ninth Five Year Plan and is now being carried through. In order for the District Disability Resource Centers (DDRCs) to be in a position to offer rehabilitation services to people with disabilities in the districts for which they are responsible, both the Central Government and the State Governments offer the DDRCs financial, administrative, technical, and infrastructure support.

Assistance to Disabled Persons for the Purchase and/or Installation of Appliances and/or Aids (ADIP):

In order to promote the physical, social, and psychological rehabilitation of Persons with Disabilities (PwDs) by reducing the effects of disabilities and at the same time enhancing their economic potential, the primary goal of the scheme is to provide financial assistance to disabled individuals who are in need of it so that they can purchase modern aids and appliances that are long-lasting, technologically advanced, and scientifically manufactured in accordance with industry standards.

PWDs are provided with assistive equipment with the goals of enhancing their capacity for independent functioning, halting the progression of their impairment, and preventing the development of secondary disabilities. All of the aids and appliances that are distributed under the Scheme are required to have the appropriate certification. The quality of outsourced aids and assistive devices, including individual components, that are to be bought by Implementing Agencies for distribution under the Scheme is to be assured by Government certifying agencies in accordance with the requirements set by DEPwD. The Scheme is put into action by the several agencies that are responsible for its implementation.

Methodology for Carrying Out the Provisions of the Persons with Disabilities Act, 2016

The Scheme for Implementation of Rights of Persons with Disabilities Act, 2016 (SIPDA) has been put into effect by the Ministry of Social Justice and Empowerment for the purpose of providing financial assistance for carrying out a variety of activities detailed in the Rights of Persons with Disabilities Act, 2016. (which endorses the rights of persons with disabilities for access to education, vocational training, and employment, public transport, built environment, information and communication and upholds their independence and dignity). The following is a summary of the details of the scheme:

1- Components of Skill Development Persons with Disabilities (PwDs) form a substantial part of the population in India; yet, they encounter several hurdles when attempting to acquire marketable skills and in getting meaningful work. Components of Skill Development They continue to have trouble finding work in the market. In comparison to the total population, the percentage of people with disabilities who live in rural regions is much greater. People living with disabilities in rural areas have a substantial separation from both skills and markets. However, enhancing the vocational training and employment opportunities available to people with disabilities is a critical component of improving the quality of life for people with disabilities and their families. In addition, there are substantial gains for the economy as a whole when this is accomplished. These unfavourable work results for people with impairments are connected with significant financial burdens for both the individuals involved and for society as a whole.

ii) In addition to the benefits for individuals and their families, Increasing people's engagement in the labour force is also strongly recommended from an economic point of view. This will assist to solve the scarcity of skilled labour force in the nation, and at the same time, it will help to reduce the budgetary constraints associated with welfare reliance. The current Skill Training and Employment Landscape for PwDs is governed by the following:

a. The National Action Plan (NAP) for skill development of people with disabilities under the Skill India Promotion and Development Act (SIPDA) of the Department of Empowerment of Persons with Disabilities.

The current Skill Employment and Training Landscape for PwDs is governed by the following:

iii) Courses in vocational training provided by the Department of Employment and Public Welfare for the Disabled (DEPwD) and other organisations affiliated with it, such as the National Institutions, the National Handicapped Finance and Development Corporation (NHFD), and the National Trust, among others. c. The Ministry of Skill Development and Entrepreneurship, in collaboration with the National Skill Development Corporation (NSDC), under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY).

iv) The Ministry of Labor and Employment is in charge of supervising twenty-four Vocational Rehabilitation Centers for the Handicapped (VRCHs), which are now known as National Career Service Centers (NCSCs), v) There are more than ten thousand ITIs, and there are approximately one thousand employment exchanges.

vi) Courses in Technical and Vocational Studies that are provided by the Ministry of Human Resources Development and are made available via associated institutions, IITs, and universities.

vii) The Ministry of Rural Development's National Rural Livelihood Mission

viii) The Ministry of Housing and Urban Affairs' National Urban Livelihood Mission

ix) Programs of many other Central Government Ministries and State Governments that provide vocational training and livelihood opportunities.

x) Nongovernmental organisations that put their attention on professional development and skill enhancement Organizations for training in the private sector: A great number of firms of this kind have shown excellent performance in the context of the CSR programme.

ix) Additionally, Public Sector Undertakings have made significant contributions to the vocational training of individuals with disabilities.

CONCLUSION

In India's total population of 58.76 crore women, there are 1.18 crore (11.8 million) disabled women. People with impairments who live in rural or urban locations. More than 69 percent of India's crippled population lives in rural areas. It is estimated that

1.86 crore (18.6 million) disabled people reside in rural areas.

Only 8.1 million people with disabilities, or around 0.81 crore, reside in cities. In the next section, we will provide a summary of the most important facts on the universal education and learning of children with disabilities in settings in the South, followed by our results. Literacy rates for the disabled population as a whole are close to 55%, equal to around 1.46 crores (14.6 million) persons. Men have a literacy rate of 62%, whereas women have a literacy rate of just 45%. Literacy rates among disabled individuals vary from 49 percent in rural areas to 67 percent in metropolitan areas. Rural areas have a far lower percentage of illiterate people than urban areas. The Educational Levels attained by Disabled Native American Population Members

DEPwD, or the Department of Employment and Public Welfare for Persons with Disabilities, is in responsible of administering various welfare programmes, schemes, and other initiatives. In the following sections, we will look at some of the Central Sector Schemes established by the Government of India to provide for the welfare and rehabilitation of People with Disabilities (PwDs). These programmes were created to help persons with impairments with their welfare and rehabilitation.

Skill Development Process Components Persons with Disabilities (PwDs) make up a significant fraction of the Indian population; nonetheless, they face a number of challenges in acquiring in-demand skills and obtaining meaningful job. As part of an endeavour named "Scholarships for Students with Disabilities," the Department of Empowerment of Persons with Disabilities is now putting in place an umbrella programme called "Scholarships for Students with Disabilities."

As a consequence, the cultures' collective norms and beliefs impact people's behaviour in these nations to some extent. This point of view, for example, has the ability to influence how people see other people's attitudes toward them as individuals with distinct needs in life. People in Western countries have a strong awareness of human rights, which has resulted in the development of human rights, conventions, and laws to protect special-needs children. All of these are intended to keep youngsters safe. One factor might be that they have an individualistic viewpoint.

Politics has a tremendous influence on people's lives as well as the society in which they live. It has the potential to have a significant impact on economic circumstances, including the operation of markets and commerce, as well as the provision of public services. It may also have an influence on the country's economic status.

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