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INTRIGUING RELATIONSHIP OF EDUCATION AND EMPLOYMENT: A GEOGRAPHICAL STUDY OF DISABLED POPULATION IN INDIA

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ABSTRACT:

India is the only country in Asia-Pacific to implement all the positive measures for the persons with disability and ratified the UNDP convention (UNCRPD) in 2007. Despite, major segment of disabled people in India are lack of education, skills and employment and hence, are living in unprecedented conditions of poverty and vulnerability. Within this background, this paper tries to study the spatial variation of levels of literacy and education among the persons with disabilities across states in India and to analyse the nexus between levels of education and employment of the disabled persons based on data from the Census of India, 2011. This paper employs Karl Pearson's correlation technique to evaluate the association between levels of education and employment. The results unearthed that the level of education among Person With Disability (PWD) are varied across states and higher in more urbanised states than less urbanized states. A positive correlation between higher levels of education and better profession or employment among the PWD has been evident and it is more in urbanized states where not only the literacy among the disabled are better than the rural areas but also the rate of participation in the decent employment is also high.

KEYWORDS: Disability, Education, Employment, Vocational Skill.

1. INTRODUCTION

Education is the basic block of human development and contributes directly to the development of nation. It is needed both as an end in itself to enable people to lead a cultured and more satisfying life as well as for developing human capabilities for earning higher income. Disabled people in India face multiple-discrimination and have very limited access to basic needs of life. Due to lack of access to different facility like education, health and other facilities they have limited access to employment market also. According to World Health Organization (WHO) disability is an umbrella term for any kind of impairment which creates activity limitation while performing tasks of day to day life and restrictions in participation in any event of life. Thus with problematic health condition of an individual an adverse situation often emerge while interacting with personal and environmental factors (WHO 2011). In India there are various legislative measures to address the problem of the Persons with Disabilities (PWD's. It started in 1987 through mental health act; in this year Project for Integrated Education of the Disabled children (PIED) was also launched. Thereafter in 1995 Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act has been introduced. With a broader agenda Sarva Siksha Abhiyan (2000-01) has been launched. In 2005 National Action Plan for Inclusion in Education of the Children and Persons with Disabilities and National Policy for PWD's have been introduced in 2006. It also ratified the UN Convention on the Rights of the Persons with Disability (CRPD) in 2006 and thereafter

Right to Education Act (2010) and lastly Rights of the Persons with Disabilities Bill in 2014 has been implemented. Despite these legislative measures, the situations of the disabled people are extremely poor and have very little scope for participation in developmental activities in India. The PWD are subjected to multiple-deprivations historically and faces limited opportunities in various dimensions in their everyday living in India (Menon et al., 2014). 'Decent quality of work' is the best way to break the 'vicious circle of marginalization, poverty and social exclusion' and the persons with disability (PWD) are mostly affected by this kind of trap (ILO, 2015). But the quality of work is solely depends on quality and levels of education and skills. World Bank report on disability (2007) clearly states that both the attainments and current attendance of disabled children are dismal in condition in India. It also states that despite notable progress in recent year's educational outcomes for children and adults remain poor and illiteracy rates for both all PWD's and school CWD remain in the margins in India. The PWD's belongs to the poorest section in every sphere of life. They often away from the formal system of education and even if get enrolled but they are also more likely to drop out. Singal (2009) has mentioned that the condition of the children with disabilities is very poor in terms of education, less likely to go for school and dropout from the schools much early when compared to other groups. She also points out that 'those children who attended school they rarely progress beyond the primary level, leading ultimately to lower employment chances and long-term income poverty'. There are various schemes for disabled children but those allowances and assistance provided under the scheme are very minimal. According to International Labour Organization (ILO) estimates almost 80 percentage disabled people in developing countries are unemployed who are able and willing to work (Groce and Bakhshi, 2011). In case of India almost two third of disabled are unemployed and still persons with disability are facing many challenges when they opt out to gain employable skills and go for decent and meaningful employment (Shenoy, 2011). Apart from Shrenoy, Lawson (2011) also in her paper has detailed the UK Equality act 2010, where in this context of employment she mentioned that full inclusion of disabled people in employment is depends on their access to education, to housing, transport, to healthcare etc. Roulstone and Warren (2006) further mentions about higher education as a factor for employment generation among the disabled. Dawn (2012) in Indian context as also mentioned education as the most important factor for labour market participation for the disabled. A base line report (DEOC, 2009) for employment of disabled in India has clearly shows the poor condition of PWD's employment in India and also states that it is correlated with different levels of education, awareness and access to basic facilities. In many cases it has been seen that modern information and communication technologies (ICT) has helped the disabled to join in the employment and education and those who used ICT measure, can perform better in terms of education and employment (Johnson, 2004). The importance of vocational education and special courses has been recognised for rehabilitative solution by government and non-governmental organisations but the percentage of disabled people attending vocational courses is very low (Pal, 2010). Within this background it is imperative to study the education and job scenario among PWD in India.

2. OBJECTIVE

- a) To study the levels of literacy and education among the persons with disabilities across the states in India.
- b) To study the nexus between levels of education and employment of the disabled persons in India.

1. Data Source & Methodology

The study uses the data from the Census of India 2001 and 2011. Due to absence of data on disability in 1991 Census, the also explored other sources such as NSSO, NCPEDP, World Bank Report and others govt. Documents to understand nature and extent of problem in a temporal add spatial perspectives. Census data on different levels of education has not been released yet, thus it is the limitation of this study that it depends on 2001 census data on levels of education. Further addition depends on the availability of the 2011 census data. Simple percentages, choropleth mapping technique by using ARC GIS 10.3 have been used to show the level of education and participation in employments. Karl Pearson's correlation has been worked out to see the association between education and employment situation among PWD in India.

$$r = \frac{\sum xy}{\sqrt{\sum x^2 * \sum y^2}}$$

Where 'r' is the correlation coefficient x is educational level and y is employment rate. The value of 'r' ranges between -1 to +1. If the value of 'r' is negative, the variable x and y are negatively correlated and if the value is positive, they are positively correlated. The value -1 or +1 indicates perfectly negative or positive correlation.

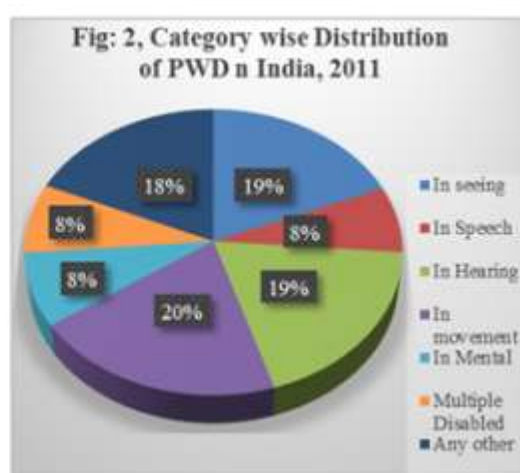
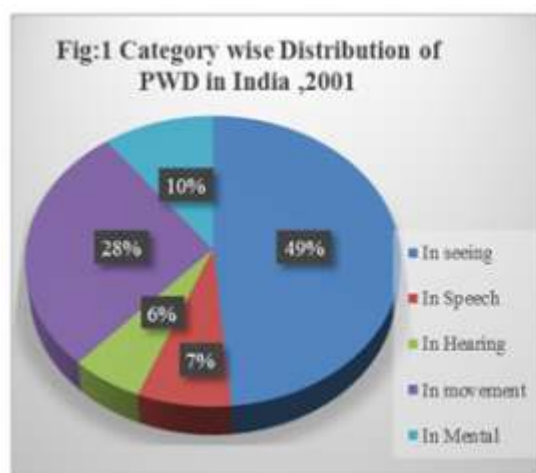
2. RESULTS AND DISCUSSIONS

4.1 Distribution of the Disabled in India (2001-2011): From the table: 2, it can be seen that there is an increase in population among the disabled in India from 21.9 million in 2001 to 26.3 million in 2011 encountered a growth rate of 20.09 percent as compared to overall growth rate of 17.64 of general population in India. Growth rate of urban population is significantly higher than the rural population. In case of Percentage share of disabled persons in various categories, due to definitional changes in 49 percent of disabled in seeing category has been reduced to 19 percent. Among the other categories share of locomotive disabled remains higher in both census year, followed by an increase in hearing impaired population (from 6 percent to 18 percent). Besides, 8 percent population are suffering from multiple disabilities, and 18 percent in others.

Table:1 Distribution of Disables by Sex & Place of Residence in India (In million), 2001-2011

| Census Year | Total | | Rural | | | Urban | | | |
|-------------|-------|--------|-------|------|--------|-------|------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 2001 | 12.6 | 9.3 | 21.9 | 9.4 | 6.9 | 16.3 | 3.1 | 2.3 | 5.5 |
| 2011 | 14.9 | 11.8 | 26.3 | 10.4 | 8.2 | 16.6 | 4.5 | 3.6 | 8.1 |

Sources: Census of India, 2001 and Census of India, 2011 , Table C30 , Table C20 respectively



4.2 Literacy & Levels of Education among Disabled Population in India (2001)

According to 2001 census, the literacy rate among the persons with disability is 49.3 percent.

In regarding to this, Map. 1 shows the state-wise total literacy among the disabled people in India in 2001. It reveals that most of the southern states like Kerala (67.0), Tamil Nadu (58.7), Maharashtra (57.7) and some states like West Bengal (52.7), Himachal Pradesh (52.1) having higher literacy while state like Bihar (37.3) and North-East states like Arunachal Pradesh (39.1) and Nagaland (30.4) having lower literacy as compare to all India average.

If one look at percentage share of different category in different class, (table:2) it discloses that share of most of the literates among disabled population in India concentrated up to middle class, whereas share above middle levels are significantly low (20.0 percent in secondary but below graduation and 6.0 percent at graduate and above level). Moreover, percentage share of different category in different class at state-wise also shown in the table which reveals that at the primary and middle level the percentage share of disabled literate population is higher in the almost all the states including few North-Eastern states like Mizoram, Tripura, Meghalaya while their percentage share are low at higher level of education (above Higher Secondary). However, very few states like Jammu & Kashmir, Punjab, Tamil Nadu, Manipur and Union Territories like Chandigarh and Delhi (except Lakshadweep) have shown higher percentage share at higher level of education compare to other states of India. The scenario of percentage share of disabled population can be easily understand that Chandigarh and Delhi are the most developed region which have more access to basic facilities for disabled population whereas, North-Eastern states have more barriers. In almost all the states literates below primary level is higher in India.



Map.1

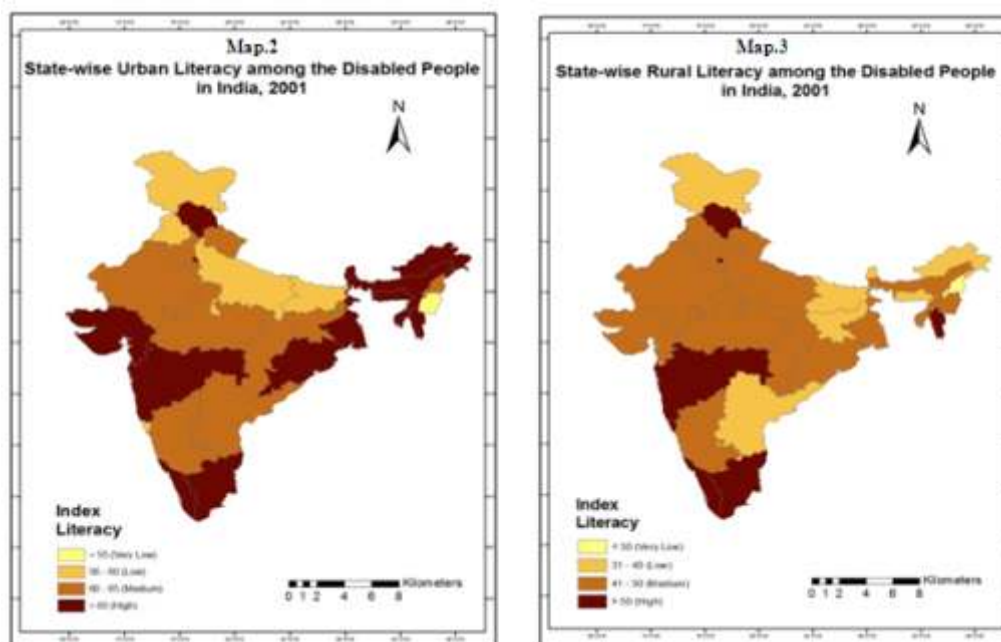
Table:2, levels of education among the persons with disability and percentage share of different category in different class: 2001

| States | Below Primary | Primary but below Middle | Middle but below Secondary | Secondary but below graduation | Graduation and above |
|-------------------|---------------|--------------------------|----------------------------|--------------------------------|----------------------|
| Jammu & Kashmir | 16.8 | 21.9 | 22.2 | 24.5 | 7.2 |
| Himachal Pradesh | 22.7 | 29.3 | 16.4 | 24.4 | 4.4 |
| Punjab | 18.1 | 27.0 | 17.4 | 29.0 | 5.1 |
| Chandigarh | 13.6 | 19.3 | 14.4 | 31.1 | 19.8 |
| Uttaranchal | 23.3 | 27.0 | 19.2 | 20.1 | 7.2 |
| Haryana | 21.9 | 28.7 | 16.9 | 24.5 | 5.4 |
| Delhi | 15.6 | 21.5 | 16.4 | 27.8 | 17.0 |
| Rajasthan | 29.8 | 26.2 | 16.6 | 15.2 | 5.3 |
| Uttar Pradesh | 24.6 | 25.0 | 18.9 | 19.4 | 6.4 |
| Bihar | 24.4 | 26.5 | 14.1 | 21.6 | 6.6 |
| Sikkim | 38.0 | 24.6 | 13.3 | 15.3 | 4.2 |
| Arunachal Pradesh | 23.2 | 24.2 | 16.3 | 24.1 | 9.2 |
| Nagaland | 20.4 | 26.9 | 18.5 | 23.3 | 4.6 |
| Manipur | 17.2 | 19.9 | 23.3 | 24.3 | 9.3 |
| Mizoram | 46.8 | 23.9 | 13.3 | 8.5 | 2.1 |
| Tripura | 33.8 | 31.7 | 18.2 | 9.4 | 4.3 |
| Meghalaya | 39.7 | 21.4 | 12.4 | 15.9 | 5.3 |
| Assam | 32.7 | 23.3 | 17.2 | 19.4 | 3.9 |
| West Bengal | 34.7 | 22.9 | 17.4 | 15.5 | 6.5 |
| Jharkhand | 25.2 | 26.8 | 16.1 | 21.7 | 6.3 |
| Orissa | 31.0 | 29.0 | 13.6 | 17.7 | 5.4 |
| Chhattisgarh | 35.6 | 26.1 | 13.7 | 14.1 | 4.4 |
| Madhya Pradesh | 32.2 | 27.4 | 14.9 | 14.9 | 5.5 |
| Gujarat | 29.0 | 26.7 | 14.7 | 22.6 | 5.6 |
| Daman & Diu | 24.3 | 26.0 | 16.0 | 27.3 | 5.4 |
| D & N Haveli | 27.6 | 24.1 | 13.0 | 26.9 | 6.9 |
| Maharashtra | 28.3 | 24.6 | 14.8 | 23.2 | 6.2 |
| Andhra Pradesh | 24.2 | 31.2 | 10.0 | 22.7 | 6.8 |
| Karnataka | 26.4 | 27.9 | 12.5 | 23.9 | 6.6 |
| Goa | 28.9 | 21.7 | 14.8 | 25.5 | 6.4 |
| Lakshadweep | 35.1 | 25.4 | 16.4 | 12.3 | 1.1 |
| Kerala | 28.9 | 27.3 | 19.1 | 18.1 | 3.6 |
| Tamil Nadu | 14.6 | 29.0 | 17.2 | 21.8 | 5.1 |
| Pondicherry | 14.5 | 28.8 | 20.2 | 25.5 | 8.3 |
| A & N Islands | 22.3 | 28.8 | 23.0 | 20.3 | 4.6 |
| India | 26.5 | 26.4 | 16.0 | 20.0 | 6.0 |

Source: Table C-29, Census of India, 2001

4.3 Literacy & Levels of Education among Disabled Population in Urban and Rural Areas

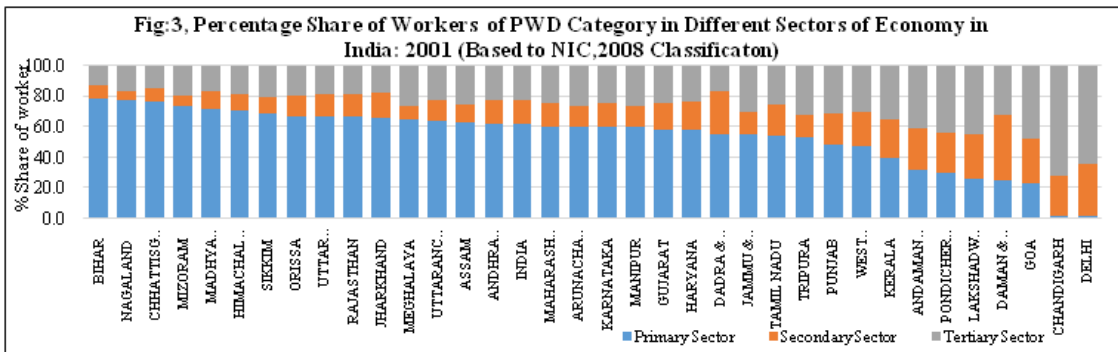
It has been seen from 2001 census that the literacy rate for the urban areas is 63.9 percent whereas in rural areas it is 44.4 percent. Thus it can be seen that there is wide gap between urban and rural literacy rates. Map: 2 shows the state-wise urban literacy among the disabled people in India in 2001. It disclose that most of the North-East states and states like Kerala (70.5), Tamil Nadu (69.1), Maharashtra (66.7) have high literacy among disabled whereas, states like Manipur (51.2), Uttar Pradesh (56.9), Jammu and Kashmir (57.2) and Punjab (58.7) have low literacy among the disabled population as compared to India's average literacy (63.9). Moreover, the percentage share of different categories in different classes in urban areas, disabled people have variations but the overall percentage of literates having higher education is higher in urban areas than the rural areas.



Map: 3 displays the state-wise rural literacy rate (in percent) among the disabled people in India in 2001. It shows the states like Kerala (65.9), Delhi (59.8), Maharashtra (52.9), Mizoram (51.6) and Tamil Nadu (51.0) have more literacy as compared to India's rural literacy (44.4) among disabled whereas, most of the North East states (except Mizoram) and states like Jammu and Kashmir (34.6), Andhra Pradesh (39.4), Bihar (50.6) have vice versa. Moreover, the percentage share of different category in different class in rural disabled people are more in Primary and Middle levels while their share at higher level education are insignificant (3.3).

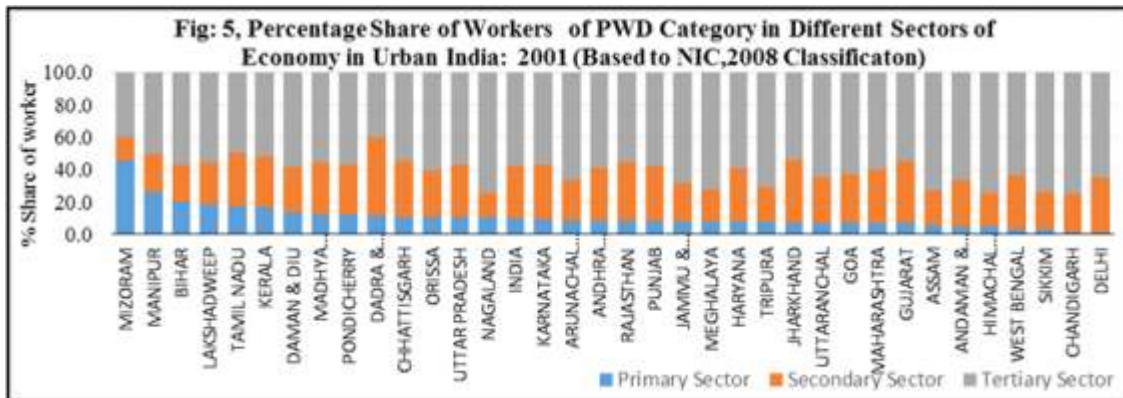
4.4 Sectorial Distribution of Total Disabled Workforce in India, 2001 (based on NIC Classification, 2008)

From the above bar graph (Fig. 3), it can be easily seen that the disabled population in workforce are mostly engaged in the primary sector among the all states in India. Moreover, in the case of primary sector, highest participation is seen in the Bihar followed by Nagaland, Chhattisgarh, Mizoram and Madhya Pradesh and so on. However, the engagement in tertiary sector is mostly concentrated in union territories of Delhi, Chandigarh, Daman & Diu and Lakshadweep etc. Among the states Kerala state have the highest tertiary and secondary workforce participation among the disabled which have also high literacy rate.

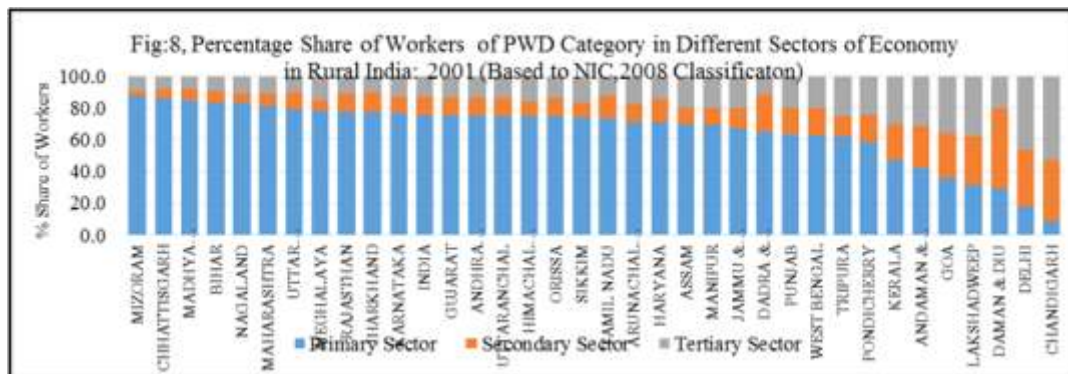


4.5 Urban-Rural Comparison of the Sectorial Distribution of Disabled Workers in India, 2001 (Based on NIC-2008 classification)

If we see the rural urban scenario of workforce participation of the disabled people in India and the states, it can be seen that in case of urban areas most of the disabled people are engaged in tertiary and secondary activities. The higher participation of these sectors has been seen in union territory of Delhi followed by Chandigarh whereas states like Himachal Pradesh, Nagaland, Sikkim and Meghalaya have highest tertiary workforce.

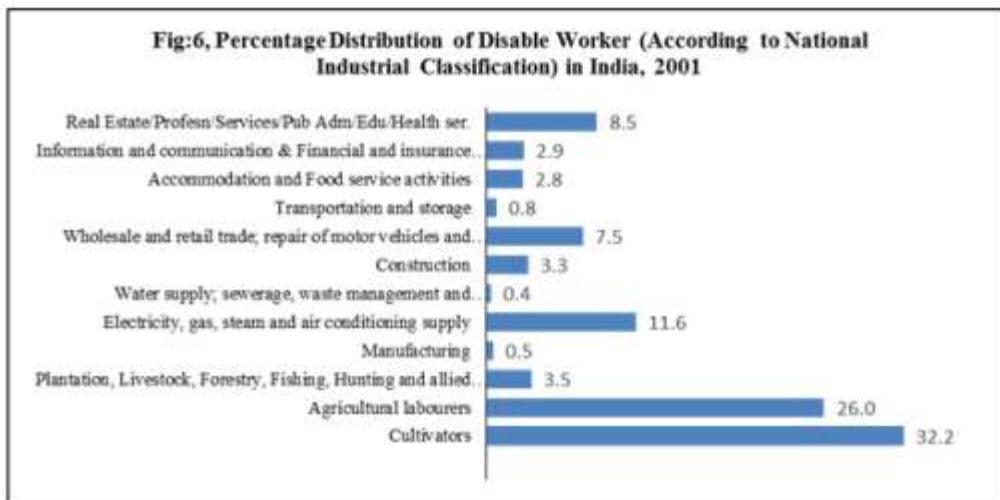


In case of rural areas (fig: 5), most of the disabled are engaged in primary sector. Primary workforce participation is highest in the Mizoram followed by Chhattisgarh, Madhya Pradesh, Bihar and Nagaland whereas lowest primary workforce has been seen in the union territories. In can be said that the areas which are mostly urban, most of the disabled are educated and engaged in secondary and tertiary activities whereas in rural areas most of the disabled people are illiterate and have low level of literacy, they are mainly engaged in primary sector of economy.



It has been seen that in 2001, about 61.7 percent disabled workers were engaged in primary activities, 15.7 percent in secondary activities and 22.5 in tertiary activities in India. Now if we see fig: 6, it is clear that, out

of 61.7 percent primary sector worker 32.2 per cent were engaged in cultivating, 26 percent as Agricultural labourers, and 3.5 percent were engaged in other agricultural activities. Out of total 15 percent secondary worker largest (11.6) percentage were engaged in electricity, gas steam and air condition supply and others were engaged in construction, manufacturing and other supply services. In case of tertiary sector, largest percentage were engaged in real state/profession/services/public administrative/ education/health services (8.5) followed by wholesale and retail trade and communication & repair of motor vehicles and motorcycles (7.5 percent), IT and finance (2.9 percent) etc.



4.6 Relation among the Levels of Education and Employment:

From the above discussion it has been seen that there is a relation between literacy, levels of education and employment participation. Now here an attempt has been made to see the correlation among these factors by Pearson Correlation method.

Table: 3, Pearson’s correlation among the literacy, different levels of education and employment of PWD’s (2001)

| Levels of Education | Sectors of Economy, 2001 | | | Sectors of Economy, 2011 | |
|-----------------------------|--------------------------|-----------|----------|--------------------------|--------------------|
| | Primary | Secondary | Tertiary | Primary | Other than Primary |
| Literate | -0.72* | 0.61* | 0.68* | -0.72* | 0.72* |
| Literate but below Primary | 0.39* | -0.34* | -0.37* | 0.34* | -0.34* |
| Primary but below Middle | 0.31 | -0.12 | -0.39* | 0.46* | -0.46* |
| Middle but below Matric | -0.19 | 0.15 | 0.19 | 0.07 | -0.07 |
| Matric but below Graduation | -0.43* | 0.44* | 0.36* | -0.50* | 0.50* |
| Graduation & above. | -0.56* | 0.31 | 0.64* | -0.39* | 0.39* |

Note: * indicates significance level alpha=0.05; For the 2011 Census detailed NIC classification of the workers has not been published till date, so depend on the available data primary and other than primary sector have been calculated.

From the above table, it can be clearly seen that for both the census year 2001 and 2011, there is a clear relation between literacy, levels of education and employment in different sectors across the states.

i. There is high positive correlation between total literacy rate and secondary and tertiary sectors of economy and high negative correlation between primary sector and total literacy. That means those states which are performing better in terms of literacy, there more the percentage of workers are engaged in secondary and tertiary sectors.

ii. In case of relation between levels of education and employment, it has been highly correlated. As it can be seen that with increasing levels of education the values of correlation coefficients has been increased in a positive

fashion. Primary sector of economy has been positively correlated with below primary level of education whereas secondary but below graduate and graduate and above class has been significantly correlated with secondary and tertiary sectors of economy.

Table: 4, Pearson's Correlation among the Literacy, Levels of Education and Employment of Different Categories of PWD's (2001)

| Variables | In Seeing | | | In Speech | | | In Hearing | | | In Movement | | | In Mental | | |
|----------------------------|-----------|-------|--------|-----------|--------|-------|------------|--------|--------|-------------|--------|--------|-----------|-------|-------|
| | P | S | T | P | S | T | P | S | T | P | S | T | P | S | T |
| Literacy | -0.73* | 0.50* | 0.72* | -0.69* | 0.71* | 0.62* | -0.64* | 0.61* | 0.61* | -0.64* | 0.55* | 0.64* | -0.38* | 0.30 | 0.40* |
| Literate but below Primary | 0.41* | -0.30 | -0.39* | 0.34* | -0.37* | -0.30 | 0.39* | -0.36* | -0.38* | 0.48* | -0.52* | -0.42* | 0.21 | -0.22 | -0.19 |
| Primary but below Middle | 0.39* | -0.15 | -0.46* | 0.15 | 0.08 | -0.27 | -0.12 | 0.27 | 0.01 | 0.38* | -0.28 | -0.40* | 0.07 | 0.06 | -0.13 |
| Middle but below Matric | -0.16 | 0.06 | 0.19 | -0.41* | 0.40* | 0.38* | -0.30 | 0.29 | 0.29 | -0.15 | 0.16 | 0.13 | -0.20 | 0.19 | 0.19 |
| Matric but below Grad. | -0.44* | 0.40* | 0.37* | -0.56* | 0.40* | 0.61* | -0.63* | 0.56* | 0.64* | -0.52* | 0.60* | 0.44* | -0.08 | 0.13 | 0.06 |
| Grad. and Above | -0.58* | 0.30 | 0.64* | -0.43* | 0.40* | 0.41* | -0.46* | 0.29 | 0.54* | -0.57* | 0.34* | 0.64* | -0.36* | 0.24 | 0.40* |

Note: * indicated significance level $\alpha=0.05$; P= Primary Sector, S= Secondary Sector, and T= Tertiary Sector.

Table: 5, Pearson's Correlation among the Literacy, Levels of Education and Employment of Different Categories of PWD's (2011)

| Educational Level | In Hearing | | In Movement | | In Seeing | | In Speech | | In Mental-Illness | | Mental Retardation | | Multiple Disability | | Any other | |
|--------------------------------|------------|-------|-------------|-------|-----------|-------|-----------|-------|-------------------|-------|--------------------|-------|---------------------|-------|-----------|-------|
| | P | O | P | O | P | O | P | O | P | O | P | O | P | O | P | O |
| Literacy | 0.78* | 0.97* | 0.80* | 0.97* | 0.59* | 0.98* | 0.86* | 0.98* | 0.55* | 0.86* | 0.73* | 0.82* | 0.45* | 0.82* | 0.82* | 0.94* |
| Literate but below Primary | 0.83* | 0.92* | 0.66* | 0.88* | 0.70* | 0.92* | 0.81* | 0.84* | 0.43* | 0.75* | 0.33 | 0.02 | 0.41* | 0.68* | 0.86* | 0.87* |
| Primary but below Middle | 0.82* | 0.91* | 0.85* | 0.93* | 0.51* | 0.96* | 0.85* | 0.96* | 0.51* | 0.80* | 0.31 | 0.67* | 0.43* | 0.69* | 0.81* | 0.90* |
| Middle but below Secondary | 0.69* | 0.88* | 0.76* | 0.93* | 0.55* | 0.95* | 0.84* | 0.96* | 0.68* | 0.81* | 0.62* | 0.80* | 0.15 | 0.71* | 0.69* | 0.91* |
| Secondary but below Graduation | 0.67* | 0.92* | 0.78* | 0.95* | 0.52* | 0.96* | 0.80* | 0.98* | 0.48* | 0.77* | 0.70* | 0.75* | 0.22 | 0.64* | 0.61* | 0.82* |
| Graduation and above | 0.64* | 0.81* | 0.75* | 0.92* | 0.21* | 0.90* | 0.80* | 0.93* | 0.24 | 0.76* | 0.65* | 0.70* | 0.22 | 0.64* | 0.49* | 0.69* |

Note: * indicates significance level $\alpha=0.05$; P= Primary Sector, and O= Other than Primary Sector. For the 2011 Census detailed NIC classification of the workers has not been published till date, so depend on the available data primary and other than primary sector have been calculated.

iii. From the table: 4 and 5, it can be seen that for both the census years across different categories of PWD population, the total literacy rate has been positively correlated with sectorial distribution of workforce participation among the disabled. The correlation coefficient for visually impaired people and speech is the highest among all types of PWD.

iv. In case of levels of education and sectorial distribution of workers among PWD's, the correlation coefficient is positive. With increasing levels of education, high significant correlation has been found with different sectors of economy. In every category of PWD's, primary sector has been correlated with below primary and below middle class of education whereas graduates and graduates and above levels has been correlated with secondary and tertiary sectors of workforce among the disabled.

3. CONCLUSIONS

From the above discussion, it is clear that according to census of India 2001, across all the states disabled people are mostly engaged in primary sectors of economy except few union territories and urban centres like Delhi, Chandigarh etc. In case primary workers major percentage of them are agricultural labours and other elementary occupation. Among the secondary workers they are mostly engaged in lower level of services.

It has been seen that the level of education among the disabled are very low. Major percent of PWD's are illiterate across all the states and UT's. Very low percent of the disabled people have completed graduate and post graduate education. Different studies also confirm that their participation in vocational courses is also very low across India. The level of education varies across states which is high in urban areas as compared to rural

areas.

From the correlation, it is also clear that educational levels has also significantly correlated with different sectors of employment and workforce participation is affected by levels of education among the disabled. Those persons with disabilities having higher qualification in terms of educational levels have significant chance to participate in secondary and tertiary sectors of economy but those who are illiterate, due to lack of skills and knowledge they are engaged in primary sectors and elementary occupation. Most of the disabled persons who are illiterate or have low level of educational background they are mostly engaged in elementary occupation. Thus there is a positive correlation between higher levels of education and higher level of profession among the disabled. In urban areas literacy among the disabled are better than the rural areas where the rate of participation in the decent skilled employment is also high. Proper intervention must be needed to solve the disparities in disability education across the states and overall in India. Barriers in access to education must be eradicated for enabling the disabled. Adequate aid and appliances must be ensured to all. ICT can help to reduce the barriers in disability education. Besides there needs a proper programme for vocational training, skill development and practical policy to include PWD's equally in all public and private domains.

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