

Educational Achievement, Age Distribution and the Disables

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Educational achievement and age correlatives may have significant bearings on generation, maintenance, and sustenance of environment to disseminate education for comprehensive development of learners as permeation of learning and its diffusion rate may vary depending upon different achievements on literacy scale for different age groups. More so, for disable learners as such learners need additional initiatives and assisting environment of even more literate fellow beings constituting surroundings. From this perspective, this paper makes a descriptive analytical effort to present census (2011) results in evaluating overall literacy position and that for disable ones alongwith environment availability through simple statistical tools.

Keywords: census, literacy, age composition, educational environment, disable learners

Introduction

Educational achievement is the best when a lit enlightens others, enlighten process becomes self-propelling and assists in sustaining foundation of society as well as smoothens pace of social advancement. All round development of existing learners is necessary for having social relevance; at the same time, similar degree of literacy needs to be implemented across different age groups for timely realisation. Different age groups representing generations of different decades and differently literate, and having dissimilar degree of literacy may work as an opposing force to ongoing acceleration of societal endeavour. For proper enlightenment, both existing learners and others to be learnt should be in sound condition, not like fragile candles. Without that, even after enlightenment, darkness may be regenerated. At the same time, educational enlightenment may become obstructed if the thread wobbling lumps of wax is not properly maintained since long time. When degree of literacy becomes very high in certain age group, a part of society starts moving at great pace if imparted education is in accordance with world advancement while other parts lag behind. Under such circumstances, pressure built up from within may give rise necessity of other types of education for adjustment, otherwise this may warrant social instability. As different generations have different habits, diversified lifestyles, and education stands for upliftment of all these tendencies, other aspects of literacy, like beliefs, values, attitudes, and well-being may loom large. Priority may be accorded to initiate lifestyle education when different parts of a society race at different rates on literacy standard. Psychological counselling may also uplift thought process and habit formation as well as may make adjustment process faster, and thus, may lead to increased probability of success in educational advancement (Culligan, 2005). Therefore, societies having different degree of educational achievements in relation to different age groups may internalise significance of diversified

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educational process than a society free from such variations, not experiencing any movement away from equilibrium arising from distended social cohesive force, may continue proceeding further with ongoing literacy drive. This is one perspective of this paper.

Another perspective is related to educational achievement of disables. Education for all gets completely reflected through arrangements for their education. Disability in learning can be of various types: in physical and mental attributes as well as in multiple disabilities. Like turning huge population of country into assets, disable learners can become social contributors through proper education, counselling, and building of societal outlooks in simultaneous moving forward with assisting behaviour for such laggards as customs, superstitions, and prejudices of existing social system may act as hindrance (Shapiro, 1994). Similar to able learners after being filtered through proper counselling proceed on strengths, not on basis of their weaknesses, in case of disable learners their deficiencies need to be omitted entirely from considerations and aspects concerning their abilities should be given the maximum focus and need to be nurtured with appropriate training and presence of required avenues so that their education and establishment enable them to contribute towards society at future. Norman, Caseau, and Stefanich (1998), from a survey based results, concluded that teachers and educators teaching science methods in general classroom often proceed with stereotypical views of what disable students can and cannot but they need to be additionally trained and consulted with special educators. Arrangements should be made to prepare their ability-based curriculum, vocational training, working outlets, and sectors built, and reserved for them to serve and to be served. From such a perspective, educational achievement and advancement will be moving in proper direction when degree of literacy is not found to be diverging between able learners and those disable ones to a great extent as well as disabilities not standing as hindrances in respect of their self-sufficiency. Disabilities cannot be considered as criteria for social exclusions whether these get revealed during stages of literacy or afterwards during establishment despite being literate (Reschly, 1996). Therefore, education of disables cannot be separated from efforts of building social outlook regarding thought for laggards.

Age Distribution of Literacy

Different literacy rates across different age groups may influence pattern of social interaction, and thus, may determine duration for educational goal realisation. Interaction of various types takes place normally in any layer of today's society and a learner of particular literacy standard comes in front of others of various standards. When variations in literacy rates are higher over different age groups, probability is very high that interaction with literates of similar and different age groups as well as with that of semi-literates and illiterates will take place. From narrow perspective, educational advancement is said to take place when literate interactions probability becomes the maximum with very low values for other types, and then, it will take place at the earliest. Whereas very high probability of literate interaction with the semi-literate and illiterate ones will lead to partial fulfilment and not fulfilled at all, thereby educational advancement may become lingered and under extreme circumstances this may end up in standstill position. Since there are millions of people from wider perspective and their multiple such uncountable interactions that determine real educational achievement and advancement, large differences in literacy rates across different age groups may also be considered as a criterion for not realising potential target of literacy standards. Green and Riddell (2012) found declining literacy and related skills across age groups at top, bottom, and middle of population distribution for Canada, Norway, and U.S., respectively. In India, EFA goal of reducing illiteracy rate within 2015 to half of the 2001

level was estimated to achieve only if full campaign would be extended to older women in addition to that imparted to all women at age of 15 years, 25 years, and incoming cohorts (Lutz & Scherbov, 2006). Another study by Samir et al. (2010) on projection of populations by educational attainment showed that time-lag for diffusion of secondary education succeeding primary education was lower in Belize followed by that in Haiti and Maldives due to elimination of illiteracy at greater rate over various age groups respectively whereas owing to lower effort on this scale, African and Sub-Saharan African countries are likely to fall drastically behind rest of the world by 2050.

Literacy and Humanitarian Thought

Education is one of the foundations of democratic society and by literacy actually learners are imparted democratic thoughts as well as taught such life-styles. Learners learn to respect humanity and human beings alongwith their other considerations, like ethno-culture and gender. They learn to respect all those traits which lead to advancement of human civilisation with a helping hand for those lagging behind. Every strata of a society strives forward with this thought and corresponding activities (Meredith, Steele, & Kikušová, 2001). Its probability is the maximum when literacy standards variation is the minimum across different age groups and segmentarian considerations are most likely to be absent. If literacy rate varies among different age groups, then it is quite probable that in culture of a particular age group, societal motive force is pulled by one type of dominant thought and consequent activities while this becomes different for other age groups, and like literacy rates, thoughts, and activities may be found to be different among different age groups for achieving same objective. Particularly, for that age group with very high literacy rate, one may find presence of humanitarian thoughts acculturation in everyday life proceedings while for age group with very low literacy rate may find prevalence of dominant consideration of ethno-culture and gender (not human beings) over democratic thoughts and in between these two groups with moderate literacy rates, some combinations of democratic, and segmentarian thoughts and activities are expected to shape complexities of everyday incidences for living beings. This is another way through which literacy rate differences over different age groups may provide an indicator for measuring real educational achievement and advancement made possible by a society. Somehow relevance may be sought to empirical analysis of Merkel and Weiffen (2012) on the basis of World Development Indicators Online Database for concluding that highly heterogeneous gender literacy, low tertiary enrolment ratio, and adult literacy rate “do not fundamentally impede democratic transitions but are likely to hamper democratic consolidation and lead to failed or tenuous democratization instead”.

Education and Crime

Impact of different degree of literacy across different age groups may be also present on other sectors. Educational learning teaches living in harmony with all other beings, and thus, reduces criminal offences, making path smoother and easier to achieve crime free society. Its reflection can be observed on different age groups equipped with different degree of literacy. From such perspective, record of lower cognisable criminal activities may be found in that strata of population having higher literacy rate while these will be the most likely outcome in that age group of people lacking adequate educational achievement resulting in frequent criminal clashes. Therefore, intensity of variations in literacy rates across different age groups may also be a standard for measuring existing status of educational achievement in moving towards a crime free society. Also,

this can be a criterion for evaluating present status in nearing towards equitable social development as proper education teaches learners to respect people and other beings as living beings. Probability of reaching stage of equitable social development becomes the maximum, at least higher for that section of people advancing faster on literacy scale than others deprived from similar degree of educational enlightenment anyhow. Equitable social development and crime free society may be correlated further as criminals belong to that very society where others also inhabit and when social development takes place for all on same scale, the maximum probability will be there for disappearances of criminal offences. Therefore, earlier the variations in educational achievement across different age groups become the minimum for a society, faster will be the move for that society to reach both standard of equitable social development and crime free society. Then, question of human rights violation and gender offences may need not to be considered. Lochner and Moretti (2004) showed how schooling years significantly reduce criminal activity, increase opportunity cost of crime by raising earnings, and provide social return via externalities through applying OLS and 2SLS on U.S. 1960, 1970, and 1980 data related to crime, arrest, and incarceration. One advantageous economic perspective is also found from earlier research works that wage rate of literate people are higher than those lagging behind on literacy scale and the lowest for illiterates lacking awareness, disseminated information, and having immobility. Laggards often are involved in semi-skilled and unskilled works. So, income distribution is also expected to be approaching equality for population segment having lower variation in literacy than others having higher rate of illiteracy. As literacy both general and vocational is attributed to skilled works of different types, variation in literacy rates across different age groups may also provide a measurement of diversified job distribution pattern in relation to their inhabitation pattern.

Literacy and Equilibrium

Another interpretation of literacy is given in terms of awareness about requirements of self as well as that of others in society. Also, educational learning provides awareness about historical platform, present time incidences not only about residing society but also regarding other parts of the world, its coordination and upcoming future times as well as possible hazards, building potentials to live and face that respectively. From this perspective economic, social, commercial, and other types of equilibrium and stability are expected to be present with greater probability in that age group of population getting proper infrastructure for higher achievement in terms of literacy rate than that of other sections moving with lower standards as lacunae of various sorts of aforesaid awareness among major part of population may work as a force to generate ever sustaining divergences between what they need and what may be available. According to Prilleltensky and Fox (2007), disequilibrium of satisfaction in personal and collective needs due to unbalanced wellness and justice resulting from polarized, acquired, and invested cultural distortions may be countered through intensifying dissemination of literacy in practical touch of psychology with politics and this needs to be initiated from youth in order to get rid of sufferings of false beliefs and misconceptions.

Biological Disability

Disability is a biological aspect of life, not such a learner can be accounted for lack of ability in way similar to able ones who lack performance due to own faults, abnormal brought up, and training curriculum as well as not being properly counselled (Groce, 1999). This aspect of counselling should be given the top most priority for disable learners to search a life for themselves as well as for making substantial contribution to

society wherever residing. For that to happen society should first extend helping hand towards disables and it is better than having consideration for instinct wrongdoers and criminals making negative addition for the world from lack of literacy. Their upbringing and education need more care, observations, and counselling than counterparts. For able learners, weaknesses are there but these are of highly dominant types and one sided nature for disables, implying there is no scope for further improvement what is possible for able ones. Therefore, proper counselling of strengths and weaknesses of disable learners is of utmost necessity and since for them weakness means weakness forever not improvable through training, and otherwise, their full literacy and training process should centre around their powerful traits of character. In order to take more care greater number of educational institutions need to exist for each such learner with adequate provision of effective counselling system and required outlets for corresponding activities than those for able ones, at least at per as well as parental responsibility also need to be more for their disable siblings in upbringing, education, and self-sufficiency, thus on totality enhancing certainty of positive contribution that would be possibly made to family, society, country, and the world later on by disables (Barnes, 2012).

Learning takes place for an able learner through coordination between cognitive thoughts and corresponding activities with simultaneous involvement of all active body parts and sense organs. Education also teaches adaptability to changing environment bringing up flexibility in character and able learners find it easier to adjust to changing circumstances. From this perspective, for disable learners suffering from deficiency of unifying body parts movement and sense organs activation, it would be better to keep their surrounding literacy and work environment away from being dynamically changed. Very little contribution and more time consumption may take place when disable learners would be involved in such literacy resulting into marginalisation and casualisation, leading to wastage of efforts, time, and scarce resources instead more fruitful outcomes that might have been possibly generated from preparing them through such literacy that would make ready for mainstream educational standards and main works outlets suitable to their ability. Level of difficulty may be in increasing order for those disables grown up in normal households, institutional places, and homeless environments as degree of required flexibility in accomplishing day to day activities gets higher respectively. Therefore, care system should be arranged accordingly in their upbringing, literacy, and self-sufficiency (Healey, Jenkins, Leach, & Roberts, 2001).

Probable Economic Factor

Biological aspect of disability may be further investigated in terms of availability of adequate nutrition and pre- and post- natal mother care for new born. As economically laggard female beings remain over-burdened by various works apart from domestic chores and lack required nutrition, children in womb suffer from improper development of body organs and sensual fascicles. From this perspective, disability expressed in terms of underdeveloped body and sensory organs may be found to be prevalent among those households engaged in professions where they find fulfilling two square meals a day very difficult (Kandasamy Smarandache, & Prakash, 2012). This correlation between economic backwardness and under nutrition may give birth to various disabilities particularly in rural poverty stricken areas, semi-urban, and urban pockets where operation of vicious circle of poverty, underdevelopment, absence of alternative employment opportunities, widespread disguised, and seasonal unemployment problems make average income level very low, for some at subsistence and under subsistence level (Islam, 2015). Moreover, lack of awareness about family planning often causes an economic burden of supporting unplanned large family and associated

lower effort for fulfilling responsibilities even towards able child with care for disable being receded furthermore.

Disables Difficulties

Among disables of seeing, hearing, movement, mental retardation, mental illness, and multiple disabilities, leaving the first two types, other disables may face insurmountable difficulties in uncertain dynamicity of today's world, even if it is presumed that rural areas are lagging behind urban part in keeping pace under globalisation. Literacy of disable does not mean that they would just know about how to read and write; it also implies like able ones they would effectively apply in real life, would become self-sufficient and contribute to society over long time horizon. Then, their literacy programmes, training process, and self-sufficiency system must take changed circumstances into consideration so that relevance is not lost due to disability. It would be better for learners suffering from movement disability, mental retardation, mental illness, and multiple disabilities to arrange learning material according to environment of their self-sufficiency where change in dynamicity is lower like that of rural areas as well as to develop reserved sectors where they may provide life time contribution. Giulio, Philipov, and Jaschinski (2014) in the report entitled "Families with disabled children in different European countries" made recommendation to provide favourable environment for generating sense of safety and protection in order to cope up problem of their inflexibility. Learners with disability in seeing and hearing may be trained better adaptability to surrounding environment under assistance and reservation. For effective implementation of all these considerations, arrangement for proper counselling is absolutely essential just from the day of their outwomb and during initial stage of literacy, even IQ test may be performed.

Evaluation of disable learners age and gender distribution on literacy scale may provide a direction about existing status of educational achievements in catering to needs of biological laggards and somehow related economically weaker section of population. Particularly, their age, gender, and spatial distribution may be a measuring criterion to find out relative size for which there is need to arrange intense care system, effective counselling, different environment, its typology (0-18 years old), avenues for contributory activities (18-60 years old), and rehabilitation efforts for the rest (60+ years old). For first and last disable age groups, it is society which needs to put much more effort for identification, care, and psychological counselling as an act of responsibility of socialised human being to capable them for possible contribution to themselves and society on long term basis. It may also provide details about literacy potentials and possible future contributions that may emerge from their spatial redistribution of activities. Furthermore, gender and spatial distribution of disable learners in working age, their participation in mainline activities, and casual and marginal works may also provide an indicator for evaluating degree of success realised in bringing consistency between their educational achievements and self-sufficiency arrangements afterwards as casual and marginal works are even tough for able learners, naturally tougher for disables due to biological deficiencies and associated inflexibilities.

Empirical Findings

Census data (2011) on literacy of sex and residence for given age is regrouped into 10 years classes of 1-10, 11-20, 21-30, ..., 91-100. Then, literacy rates of these classes are estimated at aggregate, genderwise, and residencewise. For evaluation, skewness and coefficient of variation are estimated. Skewness provides indirect measurement of variation in literacy rates across different age groups, and coefficients of variation provide direct estimations in comparative evaluations. Positive skewness implies negative differences of initial classes

resulting from same average pattern are outweighed by the later positive larger differences and this denotes higher proportional frequency in final classes. Greater such positive values will be generated from higher positive differences of even greater proportionate share of later classes relative to average literacy share while lower or negative values point towards smaller positive differences of later class shares and consequent less variability. Skewness estimates show that in India such value is 0.81 and it is higher for Indian females and negative for Indian males. Same order of sequence is observed in coefficient of variation with values of 5.94, 10.57, and 3.91 respectively. In rural India, skewness values are all positive, relatively higher at aggregate, and disaggregate considerations while in urban India negative skewness values are estimated for all persons and males with lower positive value for females. These statistics are depicted for scheduled castes and scheduled tribes in Figures 1 and 2 respectively.

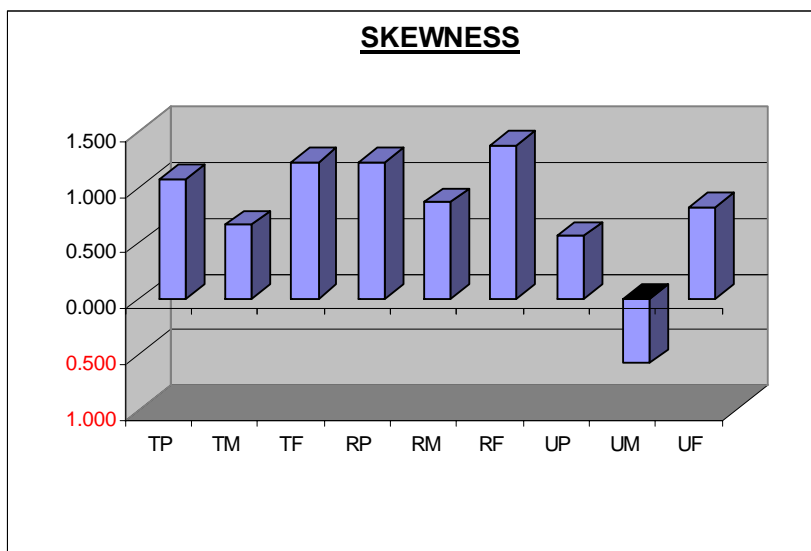


Figure 1. SC. Note. TP for total population, TM for total male, TF for total female, R for rural, and U for urban.

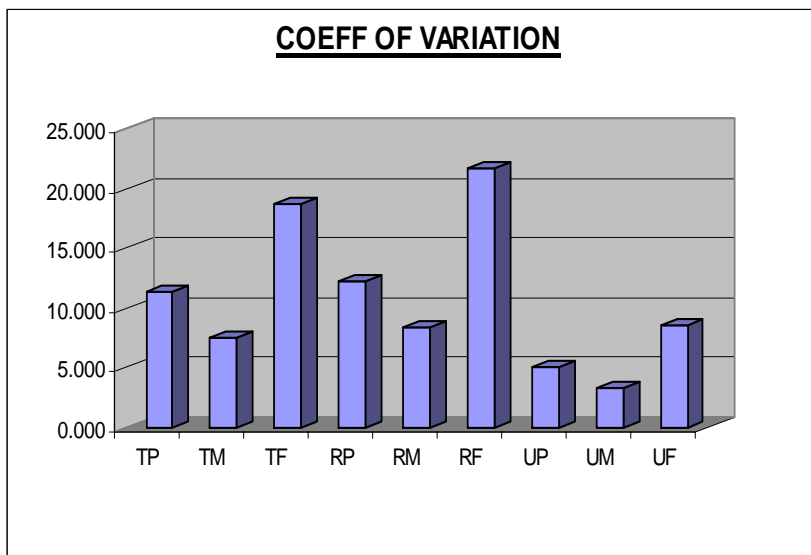


Figure 2. ST.

Overall, literacy position for persons aged seven and above shows 72.98% literacy with comparatively lower achievement at rural India both in general and reserved category. For attainment of graduate standard and above by people aged 15 and above, even though similar pattern can be observed, literacy rate is very low in decreasing order for general, SC and ST. Divergence between these two considerations gets probably explained by this fact that only one fourth of Indian people are found to be attending educational institutions of various types.

Statistics on disability shows that in India about 2.2% people are disables and it is near 2.4% and 2% for male and female population respectively while among literate people this is around 1.9%, 2.2%, and 1.6% respectively. In Table 1, it is depicted that over 60% disable people and such literates live in rural India. Among disaggregate disabilities, more people are not able in movement, hearing, seeing than those in speech problem, multiple disability, mental retardation, and mental illness. Comparatively, greater male statistics exists and in female category as exception to that of males, more disables are found in seeing and hearing than in movement. Disables of SC and ST people and their literacy are recorded with similar pattern. Relative presence of disable people is mainly in 20-59 age group followed by nearly 30% and 20% for 0-19 and 60⁺ age groups respectively. Two fifth disable people are found to have movement and other problems closely followed by those suffering mainly from seeing and hearing disabilities while one of every five disables is found to be in multiple disability, speech impairment, mental retardation, and mental illness for general and SC category. For ST category, more than one fifth disable people are having hearing impairments. In respect of population attending educational institutions, divergence for disable learners becomes very distinct as out of hundred such people, only two in general and about five in reserved category approach different learning institutions compared to that of 25 persons for overall Indians. Work pattern of disable persons shows their involvement at 36.3%, 37.6%, and 33.5% for India, its rural, and urban areas respectively. Greater participation is made by speech, other types, hearing, seeing, movement category of disabilities while this is around 20% for people suffering from mental retardation, mental illness, and multiple disabilities. Relatively, higher work participation rate are found in rural areas.

Table 1

Disability Statistics in India

	TLPTDP	ULPUDP	RLP	RP	TLTD	RLTD	ULTD	TTD	RTD	UTD
TD	54.5	67.3	62.3	69.5						
IS	52.8	69.3	60.1	69.6	18.2	17.5	19.2	18.8	18.8	18.7
IH	56.9	71.2	58.6	66.9	19.8	18.6	21.7	18.9	18.2	20.5
ISP	58.3	71.4	57.4	65.2	8.0	7.3	9.0	7.5	7.0	8.5
IM	60.2	71.8	69.3	74.2	22.4	24.9	18.3	20.3	21.7	17.1
MR	41.3	46.5	64.1	68.1	4.3	4.4	4.1	5.6	5.5	5.9
MI	48.8	56.3	63.8	68.6	2.4	2.5	2.3	2.7	2.7	2.8
AO	60.0	70.9	60.8	66.8	20.2	19.7	21.0	18.4	17.7	20.0
MD	33.3	45.1	65.9	74.9	4.8	5.1	4.4	7.9	8.5	6.5

Notes. TD: Total disability; IS: In seeing; IH: In hearing; ISP: In speech; IM: In movement; MR: Mental retardness; MI: Mental illness; AO: Any other; MD: Multiple disability; TLPTDP: Total literacy percentage of total disable population; ULPUDP: Urban literacy percentage of urban disable population; RLP: Rural literacy percentage of literate disable population; RP: Rural percentage of disable population; TLTD: Literacy percentage in total literate disables; RLTD: Literacy percentage in rural literate disables; ULTD: Literacy percentage in urban literate disables; TTD: Percentage of total disables; RTD: Percentage of rural disables; and UTD: Percentage of urban disables. Source: Census (2011).

Age distribution shows that over half of disable people in 15-59 age group are in some type of work whereas this stands nearly 4% and 30% for the 0-14 and 60+ age groups respectively. Their involvement in marginal work is 10.3%, 12.3%, and 5.7% respectively with greater rate found for hearing impaired, seeing, and other types than that for rest categories. In 60+ age group category, greater participation in marginal work is also found for speech disables. Out of working disables, higher ratio is found for mentally ill, multiply disabled, mentally retarded, and hearing and seeing impaired with lower such participation for rest categories. Like marginal work disable people are also involved in casual works. 23.4% disable workers in India are casual workers.

Casualisation intensity is higher for people with multiple disabilities, mental illness, mental retardation, and seeing problems relative to others as well as this work culture is more intense in rural India than in urban counterpart. In reserved category, degree of casualisation is lower for SCs than ST disables. Further distressing fact for biological laggards is that occupation being beggar, vagrants, etc. Census estimation (2011) showed that out of every 1,000 non-workers, four people are doing these. This plight is widespread among disables of mental illness and movement problems followed by that of multiply disables and mentally retarded while relatively lower problem is found for rest categories. Problem of houselessness is also prevalent as 2.6 disables in every 1,000 such people are passing day and night under open sky. The maximum proportion of disables lacking roof above head is estimated for mental ill group followed by that of hearing impaired, mentally retarded, and seeing disables while lower such problem exists for speech, movement, and multiple disables. Contrary to rural-urban distribution of disable people in favour of rural India, over 60% of houseless disables are located in urban areas.

Literacy rate of different age groups averages around 66% while this counts approximately to 55% for various categories of disable section. Category-wise as shown in the Figures 3 and 4; literacy rate is found to register downward trend. In general, this denotes inter-generational disparity to achieve similar literacy standard while for disable people vulnerability of illiteracy gets higher from vision category to that of multiple disability in ascending sequence.

Logit model was attempted to apply on these statistics for deriving an idea about the relationship between achievement on literacy standard in terms of literacy rate (LT) and its impact on the possibility of getting absorbed into main work avenues in terms of main work participation rate (MW). This is estimated as below:

$$PMW = 0.568 * LT + 0.09 SW + 0.59 \quad (1)$$

(with standardisation, weighted least square, and low significance)

$$PMW_D = 0.0427 - 3.395 SW \quad (2)$$

where PMW is probability of main work participation, SW is weighted square root, and PMW_D is probability of main work participation for disable people.

Probability estimation from the derived logits of equations (1) and (2) show that upon enhancing literacy rate by one pct, probability of main work participation rate increases by 77% in general and only by 4% in disables respectively, implying need of further expansion in main work avenues for laggards.

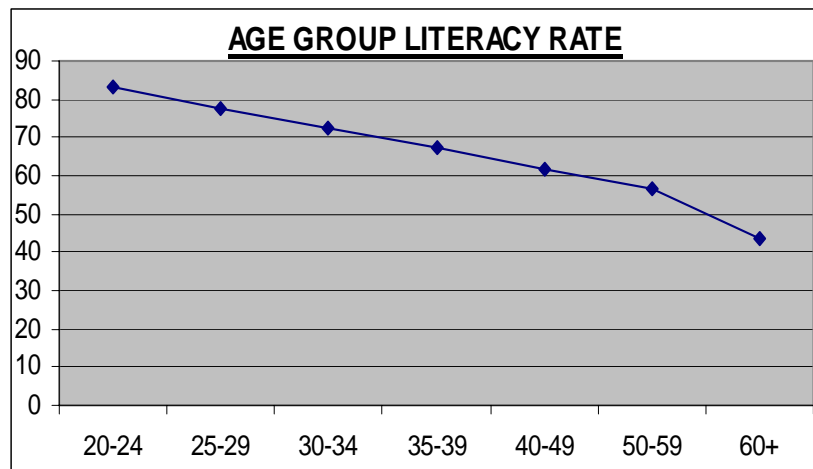


Figure 3. General literacy.

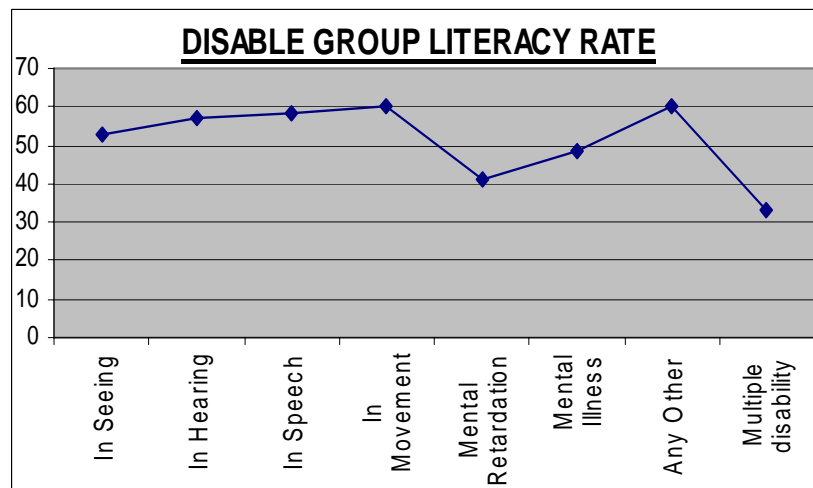


Figure 4. Disabled literacy.

Conclusion

Literacy keeps human being above fragmented considerations to respect humanity, weeps off any tear of sufferings flowing from differentiation and is the strongest foundation for unity in diversity. Confinement of its variation over different age groups near zero bound may provide rationale for keeping momentum in bond tightening to emerge perpetuation thrust for that. Disables are parts of society. Justification of this nomenclature and dignity of pre-existing literates entail inevitable responsibilities on various social entities to arrange for their proper care, counselling, environment and improved literacy rate as well as building social attitude, mainstream job prospects and reserved arena for them in order to culminate hurdles attached to casualisation, houselessness, and begging.

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