

**CHALLENGES FACED BY PERSONS WITH DIFFERENT  
ABILITIES IN SEEKING EDUCATION IN QUAID-I-AZAM  
UNIVERSITY, ISLAMABAD**



**By**

**Beenish Shehzadi**

Department of Sociology

Quaid-i-Azam University, Islamabad

2021

**CHALLENGES FACED BY PERSONS WITH DIFFERENT  
ABILITIES IN SEEKING EDUCATION IN QUAID-I-AZAM  
UNIVERSITY, ISLAMABAD**



**“Thesis submitted to the department of sociology, Quaid-e-Azam University,  
Islamabad, for the partial fulfillment of the degree of Master of science in Sociology”**

**By**

**Beenish Shehzadi**

Department of Sociology

Quaid-i-Azam University, Islamabad

2021

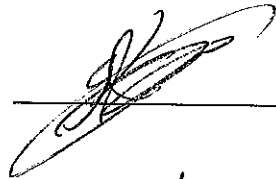
Quaid-i-Azam University, Islamabad  
(Department of Sociology)

**FINAL APPROVAL OF THESIS**

This is to certify that we have read the thesis submitted by Ms. Beenish Shehzadi, it is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of "MSC in Sociology".


Committee

1. Dr. Imran Sabir  
Supervisor



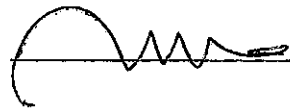
---

2 Dr. Huma Butt  
External Examiner



---

3 Dr. Muhammad Zaman  
Chairman Dept. of Sociology



---

## **Acknowledgement**

First of all, I would like to thank Allah Almighty who is the most merciful and gave me this opportunity to accomplish this task. Without Him it can't be possible as we humans are not able to explore any phenomenon. Secondly, I would be very thankful to my parents and especially my sisters who have supported and encouraged me in all spheres of life; without their moral support it won't be possible. However, it is an honor to have such a platform to study at one of the most prestigious universities of Pakistan. No doubt, I am proud to learn from the academic knowledge of the highly qualified teachers who encouraged me a lot in pursuing an academic career and enhanced the overall skills that entirely supported me in the completion of this research work. Besides, I am extremely grateful to my supervisor Dr. Imran Sabir; Assistant Professor at Department of Sociology, and his assistant Mr. Abdul Qadeer for their precious time, guidance and suggestions in the completion of my study. Lastly, I would like to express appreciation to my respectful respondents who cooperated with me in data collection.

**Beenish Shehzadi**

## **Abstract**

Persons with different abilities (PWDA) come across many obstacles in seeking education or during their academic career in inclusive educational settings. They have not proper facilities in accordance to their needs in these institutions. Furthermore, they have to face exclusion and discrimination from society in their paths of success towards education. That's why primary focus of this research was to explore the challenges experienced by persons with different abilities in Quaid-i-Azam university, Islamabad in Pakistan. The study was carried out in Quaid-i-Azam university, Islamabad in Pakistan. Major objective of the study is the exploration of academic barriers faced by persons with different abilities having visual impairments and physical disabilities. Besides, "Social Model of Disability" is used as a theoretical framework. Semi-structured interview guide was used as a source for data collection. Purposive sampling was used and 20 respondents were interviewed in which researcher has chosen 13 male respondents and 7 female respondents. Major findings revealed that the persons with different abilities confronted hurdles in transportation sector, infrastructure, orientation and mobility, information technology, attending lectures and note-taking and lastly in preparing assignments and taking examination. It was proposed that, persons with different abilities must be facilitated in accordance to their needs. Besides, training or awareness programs ought to be introduced on how to deal persons with different abilities effectively.

## Table of contents

### Chapter No. 1

INTRODUCTION.....	1
1.1 Introduction.....	2
1.2 Statement of the problem.....	4
1.3 Objectives of the study.....	4
1.4 Scope and significance of the study.....	5
1.5 Research question.....	5

### Chapter No. 2

REVIEW OF THE LITERATURE.....	6
2.1 Social Challenges.....	7
2.1.1 Transportation.....	7
2.1.2 Orientation and mobility.....	9
2.1.3 Attitude of society or isolation in society.....	11
2.2 Infrastructural Challenges.....	14
2.3 Educational Challenges.....	19
2.3.1 Dealing with information technology.....	19
2.3.2 Attending lectures.....	26
2.3.3 Taking examination.....	28
2.4 Communicational Challenges.....	30
2.4.1 Communication with clerical staff.....	30
2.4.2 Communication with fellows.....	31
2.4.3 Communication with teachers.....	32
2.5 Others.....	34

### Chapter No. 3

THEORITICAL FRAMWEORK.....	44
3.1 Social model of disability.....	45
3.2 Application of theory.....	45

### Chapter No. 4

CONCEPTUALIZATION AND OPERATIONALIZATION.....	47
4.1 Conceptualization.....	48
4.1.1 Visually impaired.....	48
4.1.2 Physically handicapped.....	48
4.2 Operationalization.....	49
4.2.1 Persons with different abilities.....	49
4.2.2 Visually impaired.....	49
4.2.3 Physically handicapped.....	49

### Chapter No. 5

RESEARCH METHODOLOGY.....	51
5.1 Research design.....	52
5.2 Unit of analysis.....	52
5.3 Sample size.....	52
5.4 Sampling technique.....	52
5.5 Tools for data collection.....	52
5.6 Techniques for data collection.....	53
5.7 Data analysis.....	53
5.8 Ethical considerations.....	53

5.9 Limitations of the study.....	53
Chapter No. 6	
ANALYSIS OF THE DATA.....	54
6.1 Demographic profile.....	55
6.1.1 Age.....	55
6.1.2 Gender.....	55
6.1.3 Disability.....	55
6.1.4 Education.....	56
6.1.5 Department.....	56
6.1.6 Residential status.....	56
6.1.7 Family system.....	57
6.2 Analysis of findings.....	57
6.2.1 Transportation.....	57
6.2.1.1 Time duration.....	57
6.2.1.2 Expected facilities.....	58
6.2.1.3 Real facilities.....	58
6.2.1.4 Satisfaction level.....	59
6.2.2 Infrastructure.....	59
6.2.2.1 Visits.....	60
6.2.2.2 Predictable provisions.....	60
6.2.2.3 Existing provisions.....	61
6.2.3 Orientation and mobility.....	61
6.2.3.1 Orientation in context of mobility.....	61
6.2.3.2 Behavior of students.....	62



6.2.3.3 Experiences of classroom environment.....	62
6.2.4 Information technology.....	63
6.2.4.1 Likely resources.....	63
6.2.4.2 Available resources.....	63
6.2.4.3 Class notes and reading material.....	64
6.2.5 Attending lectures and note taking.....	64
6.2.5.1 Modes of lecture delivery.....	64
6.2.5.2 Expected facilities regarding missed lectures.....	65
6.2.5.3 Major issues in framework of note taking.....	66
6.2.6 Making assignments.....	66
6.2.6.1 Difficulties in preparation of assignments.....	66
6.2.6.2 Evaluation of assignments.....	67
6.2.6.3 Leverages in assignments in terms of preparation and evaluation.....	67
6.2.7 Taking examination.....	68
6.2.7.1 Evaluation of examination.....	68
6.2.7.2 Patterns of examination.....	69
6.2.7.3 Major challenges in examination.....	69
Chapter No. 7	
DISCUSSIONS, CONCLUSION AND SUGGESTIONS.....	71
7.1 Discussions.....	72
7.2 Conclusions.....	74
7.3 Suggestions.....	75
References.....	77
Annexure.....	88

## **Chapter No. 1**

### **INTRODUCTION**

## **1.1 Introduction:**

As of the World Health Organization (2001), disability is defined as a person's inability to do certain activities of life apart from all activities. In other words, disability can be a limited movement from one place to another. Disability can be visual, physical, hearing, cognitive, psychological and mental. The researcher studied both visually impaired and physically handicapped persons with respect to the challenges they face while seeking education such as, mobility and orientation; understanding lectures; reading materials; and use of information technology.

Persons with different abilities PWDA, the researcher assumes. encounter numerous challenges in their social lives. Studies have revealed that the problems they have to face is, seeking education with disability (Fatima et al. 2013) It is pertinent to find as to what are the problems faced by persons with different abilities in seeking education, as Farooq (2012) states that the world community is moving towards inclusive education. Studies have found that these challenges are established by teachers, society, school authorities and parents of persons with different abilities (Saeed, 2016). Education is the progressive stepladder and all persons with different abilities have the right to climb up this ladder and attain their goals (Suleman et al. 2013). Education, as the studies have found, help to prevent, reduce or eliminate the problems of persons with different abilities in the field of academics; for example, in transportation, infrastructure, mobility, information technology attending lectures and examination (Hussain, 2011). The reason behind the hesitance of the persons with different abilities in seeking education is the negative attitude of public towards them (Farooq, 2012). If they are supported by their parents, relatives and peers, they would find encouragement to seek inclusion and to overcome these challenges and issues (Kiyuba and Tukur, 2014).

As per researcher's presumption, PWDA (persons with different abilities) face discrimination and exclusion from society and from educational institutions as well. Studies have proved these obstacles. Like, PWDA (persons with different abilities) are alienated by the society to get involved themselves in desired normal activities as they are unable to behave normally. They might develop sensitivity that others have a low opinion about them due to their imperfection.

In Pakistan, persons with different abilities endure attitudinal inequalities and discriminations in their family setting and schools. They are either neglected or over protected. Therefore, those people are timid, weak and they are dependent on others for their survival in society (Suleman et al. 2013).

The researcher claims that the previous studies have focused on the topic in a different mechanism and in different contexts in Pakistan. Research findings reveal that students with disabilities having visual impairments are more prone to challenges in seeking education (Fatima, et al. 2013). Another study has found that exceptional children have not been taught according to their needs. They were treated like normal students (Suleman et al. 2013). Study has discovered that the infrastructure was not constructed according to physically handicapped students (Hussain et al. 2011).

As stated earlier by the researcher that in comparison to Pakistan; great number of studies were carried out at global level not only on general issues but also on their hardships. For instance, research has explored that visually impaired students face numerous troubles which badly affect their academic achievements and daily life (Otyola, Kibanja, and Mugagga, 2017). Besides, regarding physically handicapped; a study has investigated that, for physically disabled infrastructure is not accessible which is the main hurdle in seeking education for them (Kabuta, 2014).

“Convention on the Rights of Persons with Disabilities” (CRPD) stated that people with disabilities should be welcomed and facilitated by higher education. Developments in higher education to facilitate persons with different abilities started taking place effectively in the recent decade. This is mainly due to the realization of the fact that people with special needs and disabilities can play a vital role for their economies. However, the progress in Pakistan is slow in this area. Higher Education Commission (HEC) has drafted a policy with regards to ease persons with different abilities in higher education. This policy aims to empower persons with different abilities at higher educational level by taking various steps i.e., providing a special allowance, removing physical and continuous barriers, provision of support, guidance or counselling and spreading awareness. The policy also mentions the provision of information with respect to disability-related amenities, quota in admission, required evaluation opportunity, availability of special teachers, adaptable yet reasonable curriculum and suitable method of examination. However, this policy is not implemented effectively as it should be (Zahid et al. 2018).

Though availability of support and facilities about persons with different abilities in higher educational institutions is lacking and it requires attention. If we talk about infrastructure of universities of Pakistan; they are deprived of required facilities for persons with different abilities. A number of necessary structures are missing in existing universities e.g., ramps,

elevators, lifts, wheel chair access to various locations within and between buildings and special washrooms etc. Moreover, appropriate signboards and directions for physically handicapped students is also missing. Some of the basic requirements are overlooked in higher educational institutions such as helplessness to approach classrooms, laboratories and libraries, difficulty in getting access to online books, inappropriate sound system in classrooms, restriction on recording lectures, getting reading material and in making assignments (Zahid et al. 2018).

### **1.2 Statement of the problem:**

Persons with different abilities and their problems are rising by each progressing day. One of the foremost problems they are experiencing is challenges in pursuing education. The researcher assumes that with the exploration of their challenges, special educational needs or educational rights are not provided to persons with different abilities in accordance to their disabilities that could help in both their mainstreaming and adaptation to the society. The present study tends to explore the challenges faced by persons with different abilities while seeking education in the higher education institution of Pakistan.

So as to propose if special educational needs or rights of PWDA are not fulfilled then they are excluded in the education institutions of Pakistan. The current study would endeavor to explore the issues and challenges faced by persons with different abilities in the higher educational institutions of Pakistan. Secondly, researcher wanted to inquire the different types of educational challenges they have to experience and what could be done at individual level to facilitate them.

### **1.3 Objectives of the study:**

- To explore the challenges encountered by persons with different abilities (specifically visually impaired and physically handicapped) during their educational career or seeking education in Quaid-I-Azam university Islamabad.
- To investigate the troubles in transportation sector experienced by PWDA (persons with different abilities) specifically having physical disabilities and visual impairments.
- To discover hurdles in infrastructure encountered by Persons with different abilities specifically physically disabled and visually impaired.

- To examine the obstacles regarding orientation and mobility experienced by PWDA of physical impairments and visual disabilities.
- To find the problems in information technology encountered by PWDA having difficulty with sightedness and movement.
- To study the academic barriers in of attending lectures and note taking confronted by PWDA having issues with vision and mobility.
- To learn the issues in making assignments faced by PWDA who are suffering from physical impairments and visual disabilities.
- To inspect the difficulties in taking examination experienced by PWDA having physical disabilities and visual impairments.

#### **1.4 Scope and significance of the study:**

According to the census of 2017 of Pakistan; the total number of disable's population is 0.48% (Bari and Kamran, 2019). According to the constitution of 1973; a great number of educational rights were given to PWDA (persons with different abilities). The government should provide them quality inclusive education and to prevent violation of their educational rights. The government should take necessary actions to establish special education centers as well as provision of facilities in both special education institutes and in inclusive educational settings in accordance to their needs. Lastly, the government shall ensure full access of persons with different abilities to all modes of education.

Each person with different abilities has a right to get education like normal persons. It is gives them an opportunity to achieve their full potential with their disabilities. Furthermore, through this they can live independently and contribute to their countries as they have special capabilities. The current study would examine the challenges encountered by PWDA (persons with different abilities) in higher educational institution named "Quaid-i-Azam University", Islamabad in Pakistan. This study will also create knowledge among persons with different abilities to overcome their hurdles and to demand their rights in academics. This research will also induce awareness among higher educational institutes regarding the violation of educational rights of PWDA and their amenities.

#### **1.5 Research question:**

What are the challenges faced by persons with different abilities in seeking education at Quaid-i-Azam University Islamabad?

**Chapter No. 2**

**REVIEW OF THE LITERATURE**

The researcher assumes that the persons with different abilities are confronted with various types of challenges. The following sections would endeavor to study the disabilities in terms of the major themes that includes; social challenges, infrastructural challenges, educational challenges and communication challenges:

## **2.1 Social Challenges:**

While dealing with the domain of challenges faced by society, persons with different abilities experienced a lot of troubles. Following studies have revealed that PWDA experienced challenges in, transportation, (Parveen, Yousaf, and Ajaib, 2020), (Morina and Morgado, 2016), (Ajayi et al. 2020), (Kett and Deluca, 2016), (Graham et al. 2014) and (Bascom, 2017), mobility (Cheong et al. 2012), (Andrew, 2015), (Lourens and Swartz, 2016), (Joseph, 2018) and (Altunay, Yalcin and Uysal Sarac, 2021) and attitude of society or isolation by society (Saeed, 2016), (Kiyuba and Tukur, 2014), (Otyola, Kibanja, and Mugagga, 2017), (Amin et al. 2021), (Zemba and Chipindi, 2020), (Seo and Chen, 2009), (Lane and Nagchoudhuri, 2015), (Girli et al. 2016), (Maingilore, 2016), (Gore, 2015) and (Idress and Ilyas, 2012).

### **2.1.1 Transportation:**

The research pointed out the difficulties and enhancing possibilities for PWDA having visual impairment's students in special centers. Findings revealed that, schools are lacking in accordance to the special needs of PWDA having visual impairments. Students face more difficulties because they are lacking in transportation facilities this is reason of drop out from the schools. They were having difficulty in movement from one place to another because they cannot easily move around. It was suggested that PWDA who are having visual disabilities should be provided with pre-planned classrooms so that they must give their time as much as possible to the studies (Parveen, Yousaf, and Ajaib, 2020).

The main theme of this article is architectural barriers and infrastructures as identified by university students with visual disabilities. Key findings portray that, sometimes it is difficult to use transport as there is no auditive signal to indicate each of the bus stops along the route. In many cases, the actual bus stop is not respected, in which case, it is impossible to know when they have reached the desired destination. When it comes to commuting in their own vehicle, these students pointed out the difficulties they encountered when parking their vehicles. The parking spaces reserved for drivers with disabilities are on more occasions than actual positions occupied by other users. The objective must therefore be to attain full



inclusion, using universal design as the reference and transforming the existing built environment so as to be less hostile to a wide range of users (Morina and Morgado, 2016).

This article investigates problems affecting the accessibility of physically-challenged individuals to intermediate public transport services in Oyo state, Nigeria. Key results revealed that three major factors affect the physically challenged individuals in accessing transport. These factors consist, driver's impatience or discrimination, waiting time and lack of assistance in accessing vehicles. Also, respondents identified factors such reading of signage and information, difficulties in boarding and lighting from vehicles and inconvenient location of bus stops. Therefore, access for all can only be achieved through improved transport infrastructure (Ajayi et al. 2020).

This paper explores some practical options for improving transport as part of providing inclusive education for children with disabilities in low-income countries, as well as applying concepts of transport-related social exclusion in such contexts. Moreover, this paper reviews a project designed to improve sustainable transportation to school for children with disabilities in four districts in Mashonaland West Province, Zimbabwe. In accordance to the outcomes of study, there were no means of transport to school. Most children have to travel by foot to school due to non-availability of transport. Students pointed that, indirect costs with transportation are a key issue. Students further reported that distance, cost and lack of accessible transportation have an impact on the availability and accessibility on using transport by the students (Kett and Deluca, 2016).

This qualitative study explored perspectives of the transportation difficulties students with disabilities experienced getting to and around the school. Students expressed concerns that inadequate transportation prevented them from participating in school-related activities. They missed activities of after-school programs, classes, field trips, and going off-campus for lunch. Students with disabilities often need adequate transportation to participate in academic and social opportunities that they consider valuable elements of education. They also suffer from disruptive bus scheduling. These includes long wait times and inconsistent pick-up and drop-off times. Addressing these scheduling issues needs to be a primary concern. Thus, this study demonstrates the potential of structured and district-supported forums to shed light on student's concerns, including the important issue of transportation. Creating opportunities to build school-student connections and responding in meaningful ways to student input have the potential to enhance student learning and overall school experiences (Graham et al. 2014).

The study specifically sought to examine how students with disabilities gain access to transportation and the interpersonal relationships that affect opportunities for social participation in the community. Analysis found that there were fewer vehicles available to students with disabilities as compared to normal students. They further expressed that there was a lack of a licensed drivers. The most common reason respondents reported that prevented their reaching their desired destination was weather, followed by inadequate public transportation, a lack of access to public transportation and a lack of specialized transportation. The results indicate the importance of school transportation providing community access for students with disabilities (Bascom, 2017).

### **2.1.2 Orientation and mobility:**

Major objective of the article was to discover the difficulties and obstacles confronted by visually impaired students of public university of Malaysia. Results showed that, students with visual impairment are placed in a particular residential college in the university that's why they depend on their friends for assistance in moving from one place to another. At a few places where the drains are not covered and holes in the ground as well as construction sites may pose a danger to them that is why they are unable to move freely. (Cheong et al. 2012).

This paper focused on the encounters in educating the visually disabled students and modes for ensuring quality assurance in tertiary institutions of learning in Nigeria. It examined the global challenges in the higher educational system. Locations of many secondary institutions of learning in Nigeria are not freely accessible to the visually impaired with hindrances comprises, architectural barriers, negative attitude of public, inadequate materials or equipment, cost of education and personal development (Andrew, 2015).

This research discussed the experiences of visually impaired students in higher education and bodily perspectives on inclusive education. The students experienced the wide-open spaces of an unfamiliar university campus. Some students made an attempt to prepare themselves for the physical challenges of walking alone. They visited the campus beforehand and paid for an orientation and mobility instructor to teach them the routes to class. Even though these preparations were somewhat helpful, it did not prepare them sufficiently for the day-to-day challenges of walking the campus. Simply getting around campus was therefore a very challenging task for the students. Disturbingly, some of the students also found the physical environment to be potentially dangerous. There were obstructions in the environment included holes in sidewalks, hanging branches and road works. It was very difficult for the visually

impaired students to familiarize themselves with a new environment. They often experienced emotional distress as they walked through large crowds of students. The relief of getting to know the university campus was also sometimes disrupted when the environment became unfamiliar through factors such as road constructions. Thus, it was suggested that an orientation program; specifically directed to teaching visually impaired students for the physical lay-out of the campus may be very useful. It might help to alleviate the emotional distress associated with first few weeks on campus (Lourens and Swartz, 2016).

This study is about the mobility experiences of students with visual impairments in Makerere University. Students with visual impairments encounter a variety of challenges such as traffic, busy spots, noise, rough surfaces, blockages like poles, poorly parked vehicles, drains and channels. Some of the hindrances they confront when covering long distance include the physical appearance of the roads that are not good as the roads are runways but the differentiations are not clear and even new things are being introduced and some parts of the roads have no walk ways. Adjusting to a new environment is very challenging and most of them take time to cope up. Lack of knowledge about the existence or location of a place requires time for orientation. Much of the signposts are relevant to the students without visual impairment so SWVI (students with visual impairments) find them pointless. Time after time, they have to seek assistance from someone in order to affirm that they are in the right place or to seek for the right directions. However, there is need to avoid putting in place new features along the walk ways without informing the students with visual impairment since they are unable to notify any new change without either being told or first hitting into the change. As well the ramps should be installed along the stairs for easy movement (Joseph, 2018).

This research aims to identify the main problems experienced by students with visual impairments regarding the use and accessibility of orientation and mobility skills and offer solutions for these problems. Students said that they frequently had an accident or injury and experienced many problems. They pointed that they frequently encountered architectural or environmental problems and obstacles in dangerous situations. They also had problems with obstacles such as cars parked on the pavement, items placed in front of walls and items hanging on walls that caused them to change their direction. In the study, the participants also stated that they had problems in various situations such as the physical structure of the buses and finding a seat. Some participants stated that they used navigation to determine the location of the stops but they also had problems with this. Some suggestions were made in line with the findings obtained from the study. Orientation and mobility programs can be developed for

students that include various indoor and outdoor routes and using transport (Altunay, Yalcin and Uysal Sarac, 2021).

### **2.1.3 Attitude of society or isolation in society:**

The main purpose of the research was to discover troubles of disabled students having special needs in special school as perceived by special needs students and their parents and teachers. The problems faced by special needs students include, lack of proper understanding of the concept of inclusion, attitude of society, poverty, insufficient government leadership on availability of human and material resources, lack of building structural facilities for special needs children with disabilities. Furthermore, it was discussed that teachers can bring the better change in the attitude of people towards the special needs of persons with different abilities (PWDA). Problems can be solved by providing facilities to PWDA (Saeed, 2016).

PWDA have same rights as other children when it comes to education, but this was not the case in Uganda. In Uganda, there are a variety of factors that is justification for the presence of violation of rights of students with disabilities. The subsequent cursing, isolation and misunderstandings about these children and their disabilities constrains the insufficient effort to attain education as required. Despite the challenges institutions experience in delivering special education to PWDA, still PWDA have the opportunity to attend special schools. Outcomes of the study revealed that teachers training in handling PWDA is an important part of inclusiveness because without teachers having the necessary skills needed to handle PWDA, this group of children will always experience exclusion from the mainstream schools. The study also revealed that the curriculum used in schools is not friendly to PWDA. The results of study revealed that existing facilities at the schools e.g., toilets, classrooms, hostels were not user friendly (Kiyuba and Tukur, 2014).

This research intended at investigating the hurdles faced by visually impaired students in Makerere and Kyambogo Universities. Results showed that, these students have a lot of challenges in university atmospheres which they encounter during lectures, availability, movement, daily routine activities and it ultimately affects their academic achievements such as lack of braille machines and textbooks in braille form. Socially they have a number of difficulties such as, under looked by their fellow students and lecturers as incompetent and hence getting isolated by these people. Some of the fellow students have negative attitudes towards them making it difficult to ask for any help or assistance to them (Otyola, Kibanja, and Mugagga, 2017).

This article discovers how students with visual disabilities observe their life at a higher education institution in Malaysia. The discoveries of the research display that there are five main challenges met by the majority of students, namely financial challenges, social disgrace, openness, peer acknowledgement; conjointly trouble in studying at university. It was recommended that; university management also needs to be more active in identifying issues and challenges faced by PWDA in their institutions. Additionally, they ought to be work with administrative and academic staff to formulate action plans that support the needs of PWDA ((Amin et al. 2021).

The study aimed to examine the encounters confronted by students with disabilities in getting primary education at two particular inclusive education directing primary schools in Livingstone district of Southern Province. The conclusions of this article show a lack of acceptance in mainstream school for PWDA (persons with different abilities). Several exclusionary barriers were highlighted. These included economic challenges or financial and difficulties with movements from school for PWDA. There was also a lack of teaching and learning materials. An important finding worth pointing out is the negative attitudes towards PWDA observed in surrounding nearby non-inclusive schools during the transfer process of PWDA to the two pilot schools (Zemba and Chipindi, 2020).

The current study sought to measure attitudes of college students pointing to people with disabilities. Key findings portray that, attitudinal barriers, products of fear, and negative societal perceptions of disability hinder full integration of PWDA (persons with different abilities) into their communities. Improvement in the worth of life for PWDA will not be easy unless society is free of prejudice and discrimination has been discussed. Therefore, it has been discussed that, until society stop to attach negative labels bestowed on PWDA, they can't live a quality life (Seo and Chen, 2009).

This paper is about teacher's attitudes toward students with disability in higher education. Attitudes are deep-rooted in cultural assumptions and values of societies. Attitudes towards PWDA (persons with different abilities) reflect a deep distrust and questioning of PWDA rights to participate in higher education. Fear of being not accepted, lack of confidence are two reasons why PWDA do not disclose their disability. Neither, teacher's attitude is not good with them nor they facilitate them. Study concludes that, it is the society's attitude towards PWDA who make them disable. Hence, this attitude isolates them and stop them to continue their educational career (Lane and Nagchoudhuri, 2015).

Article's purpose is to investigate the attitudes displayed by students without disabilities studying in Dokuz Eylul University towards people with disabilities and their perceptions and observations regarding the types of discrimination experienced by students with impairments. Outcomes portray that, persons with different abilities are discriminated more than other members of society. The majority of the students were not knowledgeable about legislative regulations regarding persons with different abilities and did not know that discrimination against persons with different abilities is a crime under the "Turkish Penal Code". They suffered a lot due to lack of this knowledge as normal students repeatedly discriminate them. If they know about legislation they must report to the university's authorities. Attitude of normal students is too bad that they appreciated the existence of discrimination against people with disabilities and thought that other types of prejudice are more common (Girli et al. 2016).

The purpose of this study therefore is to find out factors influencing the academic performance of students with special needs in middle level colleges in Machakos Country. The research found out that the students with special needs sometimes felt isolated from the rest of society. The research also found out that students feels that society treated them in a different way due to their disability. Different stereotypes are attached to the students with disabilities that are prevalent in the society. They think society behaves in a strange way to them. Thus, it was proposed that guidance and counseling services must be introduced for the students with special needs in order to develop a positive attitude and confidence in themselves and their abilities (Maingilore, 2016).

The purpose of this study was to determine the attitudes between students with disabilities and typically developing children as well as factors that may influence them. Results showed that students with disabilities and typically developing children are isolated from each other in the school environment despite the efforts of inclusion. Responses indicated that two student groups are not offered enough opportunities. In conclusion, despite the efforts of inclusion in public schools, students with disabilities are still isolated from the general school population. However, if students with disabilities were able to participate in some way in extra-curricular activities, they may be able to form friendships with typically developing children. This would in turn provide typically developing student's opportunities to interact with students with disabilities so that they could form a more informed attitude. Thus, it was suggested that different training programs need to develop to increase opportunities for the student to interact (Gore, 2015).

This study explores the educational environment of students with physical disability. It addresses the experiences of discrimination and stigmatization with physically disabled students and the impact of discrimination and stigmatization on their self-perception. Key results show that, community attitude had always been stigmatizing and discriminating towards disabled students. Discriminatory attitude was reported by majority of the respondents. It also resulted in social exclusion of these students. They reported that teacher and students often directly and indirectly discriminate and stigmatize them due to lack of knowledge about needs of disabled students. They said that their classmates and teachers underestimated them and do not prefer them for any activity in institution. Mostly respondents reported negative attitude of peers at basic education level, where usually children look towards them astonishingly. Bottomline of this article is that, stigmatization and discrimination attitude was existed in general education system. Different type of discriminatory attitude was reported by majority of the respondents. No special services like special games, physiotherapy and specially designed toilets were there for disable students (Idrees and Ilyas, 2012).

## **2.2 Infrastructural Challenges:**

When dealing with challenges related to infrastructure PWDA encountered various difficulties. Studies have discovered these obstacles (Hussain, Shehzadi, and khan, 2011), (Kabuta, 2014), (Nelson et al, 2015), (Nene, 2019), (Bakari, 2017), (Sulaj et al. 2021), (Buthelezi, 2014), (Limaye, 2016), (Lelan, Rono and Sang, 2019), (Temesgen, 2018), (Morley and croft, 2011), (Weston, 2017), (Egilson, 2009) and (Ambati, 2018).

The goal of the study was to discover the problems faced by PWDA in normal educational institutions and to find solutions to the problems faced by them. Major outcomes showed that, there is no specific path for PWDA while coming to school and then to the class room, the schools are lacking wheel chairs and sign boards for PWDA, the majority of school buildings were not large enough provision of facilities to them, in most of the schools, teachers were not specially trained to teach them and the majority of the teachers gave special attention to them but they do not have specific aids in the class room to teach them (Hussain, Shehzadi, and khan, 2011).

Key focus of the research was to inspect problems confronting PWDA in higher learning institutions in Tanzania. Based on the results of this study, it was concluded that; infrastructures at higher learning institutions such as classrooms, halls, library and ICT facilities as well as science and language laboratories were available but highly inadequate to suit the needs of

students with physical disabilities. Teaching and learning methods or approaches used by teachers were not inclusive to PWDA. Libraries and necessary texts were not adequate to students specifically those with physical disabilities who were highly affected academically by being unable to access necessary learning materials which are not corresponding to number of students (Kabuta, 2014).

The research is a qualitative investigation into the challenges experienced by PWDA (persons with different abilities) at the University of Limpopo. Outcomes portray that, that there is inadequate physical infrastructure which restricts their physical access within the institution. The poor infrastructure at the university contributes to many worries and barriers to the disabled student in terms of being able to move about freely, which at times, leads them to staying in their rooms thus increasing their isolation (Nelson et al. 2015).

This article discovers accessibility issues and challenges facing students living with disabilities in institutions of higher education and training in the university of Kwa-Zulu Natal at Pietermaritzburg campus. Main outcomes show that, students living with disabilities have accessibility challenges are those students who have physical disabilities. Most of these students have a huge problem when they have to attend classes where the venues are not on the ground floor and where there are not working elevators. Subsequently, these students arrived late for their lectures. There were rare elevators and those that were available were not functioning. The main cause of frustration for students having physical impairments is the absence of working elevators. Library was not accessible to students with disabilities, especially the visually impaired students and students who use wheelchairs (Nene, 2019).

This research is expected at evaluating the state of accessibility of infrastructures for students with disabilities and how they influence educational accomplishments and emotional reactions in government secondary schools at “Ilala Municipality”. Results have shown that, there is inadequate infrastructures for students with disabilities and those available are not in faultless condition. Furthermore, lack of acceptable and quality infrastructures had contributed to bad educational attainments to students with disabilities. Bad conditioned and insufficient infrastructural services in a straight line contributed to negative emotional responses. From the study results, it is proposed that government ought to re-examine on building plan that might oblige the needs of students with disabilities instead of implementing special education system in schools that were not basically built for students with disabilities (Bakari, 2017).



This study was carried in the academic year 2018-2019, targeting at evaluating the situation of infrastructure and social care for disabled students in public universities in Albania. This evaluation is expected to accommodate capacities as well as unique learning needs designed to recognize problems and difficulties faced by universities and the community of disabled students. The goal of this survey was to contribute toward providing effective academic services and upgrading the infrastructure access for disabled students and to help them to get access and mobility in university settings. Key results portray that, there were major physical barriers such as not having ramps, lifts, or other infrastructure facilities. there were no elevators, special equipment, separate entrances or signs indicating the location of mobility vehicles of persons with disabilities. Many of the building were reported to be old and consequently difficult to modify. The study concluded that disabled students in Albanian universities encounter different forms of exclusion related to inappropriate infrastructure, lack of university services and social care in university campuses as well as limited participation in student's organizations (Sulaj et al. 2021).

The emphasis of this investigation was on discovering obstacles experienced by physically challenged students at “Mango’s Further Education and Training College” in KwaZulu-Natal Province. That investigation was conducted in terms of the accessibility of assets for physically challenged students at further education and training colleges, the usage of learner support services and accessibility of buildings for these students. Results from the current research study specified that unapproachability of buildings, lack of assets for physically challenged students, inadequate support from student support services and the college represented major barriers to the success of the physically challenged students at “Mango’s Further Education and Training College” in KwaZulu-Natal Province (Buthelezi, 2014).

This paper explores the larger barriers in the current education system with regards to the issues of quality of education and drop-out rates of primary students with disabilities. Within the school premises, persons with different abilities face many difficulties in accessing washroom, libraries, classrooms, and playgrounds. School buildings in India are predominantly not accessible to people with disabilities. However, all schools are not the same in terms of their physical infrastructure or in the quality of teaching. There are differences between rural and urban schools; public and private schools and even within public and private schools regarding their infrastructure (Limaye, 2016).

The objective of the study was to interrogate the infrastructural access challenges and their impacts on enrollment of physically challenged learners combined in public primary schools in Uasin Gishu County. Major findings revealed that learning institution had inadequate or total lack of infrastructure that directly support learners with physical impairments. The infrastructure was accessible but with difficulty to learners with physical disabilities and were in average and poor conditions. These findings have a great implication on enrolment rates of these learners. The study recommends that the ministry of education should enforce the relevant policies and impose rigid penalties for stakeholders who do not provide for accessibility freedom for all as they do constructions. Existing school infrastructural facilities should be re inspected and evaluated with the aim of promoting access for learners with physical challenges (Lelan, Rono and Sang, 2019).

The purpose of this article was to identify troubles that students with visual disabilities met in the primary schools of Weldeya town in Ethiopia. Students with visual disabilities have reported the presence of environmental barriers in order to move from classroom to classrooms as well as from playgrounds to buildings safely. For them, carelessly created poles and uncovered channels are the main obstacles for free movement of students with visual disabilities. Hips of stone which are leftover during the previous constructions were barriers in two schools out of the three primary schools. Most of school areas were covered with loads of stone, wood and broken chairs. Carelessly erected poles and open ditches were the other threats for free movement of students with visual disabilities. (Temesgen, 2018).

In this research, links between higher education access, equalities and disability are being explored by scholars of the sociology of higher education. Furthermore, this article is based on a review of the global literature on disability in higher education and interview findings from the project “Widening Participation in Higher Education” in Ghana and Tanzania. One of the central findings from the study states that, built environment was designed only for non-disabled people. This created the obvious access barriers and obstructed independence, as disabled students had to rely on peer support. The library, science laboratories and many classrooms were only accessible by stairs. Students faced issues due to overcrowded classrooms and poor sound quality. Problems with the built environment and regulating traditions about physical mobility involved residential as well as teaching places. Powerlessness and frustration were expressed by several disabled students. It was concluded that, globally participation rates in HE (higher education) is rising, but a range of social groups is still excluded in many national locations, including Ghana and Tanzania. While awareness

about exclusion and equalities is developing, disability is a structure of inequality that has received little policy or research attention in HE (higher education) in low-income countries (Morley and Croft, 2011).

This article is about assessment of university infrastructure and its impact on the safety of individuals with physical disabilities at the university of Texas at Austin. Results state that, pavement quality is horrific and will cause slowness with wheelchair students. Railings on the giant number of stairs were missing. There are so many holes and the social work building is completely inaccessible. There is only one ramp into the building and the elevator is often nonfunctional. For some locations, handicapped parking is very limited. During an emergency there is no way for a person to get down from the third floor if they have a physical disability (Weston, 2017).

Major concern of this research is to investigate the factors that facilitate or hinder school participation of students with physical disabilities and explored the interaction of those factors. Most school buildings were only partly accessible to students with physical disabilities. Distances within school premises complicated the situation and disorderly hallways and classrooms were often a challenge. Some of the hindrances in the physical environment were related to school traditions and routines which had an influence on the organization of operations. It has been discussed that; physical accessibility had a major influence on whether students were able to fully participate in the school environment. If a places like, gym or playground which is not physically accessible, the student had limited use of strengths that were a great asset in other circumstances. Such situations occurred most notably in open spaces with limited structures, such as during breaks and in the gym. Setting structures to promote participation were generally limited (Egilson, 2009).

The paper aims to understand the barriers encountered by students with disabilities and their impact on the learning experiences of these students at higher education institutions. Students faced problems related to accessibility, as there was no facility for accessing computer centers, libraries and attending classes on the first or the second floor. There were no minimal support of lifts, elevators and transport facility to and from classrooms, restrooms and hostels. All three institutions did not have good facilities relating to transportation and accessibility. For a student's active participation in educational institutions, there are various aspects that need to be addressed in natural and constructed educational environments. All three university buildings were only partly accessible to students with disabilities. Accessibility in these

institutions was poor not only because the buildings or their parts were old and no modifications had been made to make them suitable for disabled students. But also, because the new buildings were inaccessible as no lifts or elevators were in place. For some respondents, the distance between classrooms and restrooms was substantial, which added to their inaccessibility. As the universities had huge premises, so hostels, academic buildings and libraries were located in different parts of the campus (Ambati, 2018).

### **2.3 Educational Challenges:**

While dealing with the challenges in the domain of education, persons with different abilities are encountered with various challenges. Studies have found that the students with different abilities encounter challenges in, dealing with information technology (Fatima et al, 2013), (Fatima et al. 2014), (Majoni and Mashatise, 2017), (Athanasios et al. 2009), (Majeed, 2020) (Sahasrabudhe and Palvia, 2013), (Annonciatte, 2016), (Kisanga and Kisanga, 2020), (Ampratwum, Offei and Ntoaduro, 2016), (Senjam, Foster and Bascaran, 2020), (Philemon and Michael, 2021), (Eligi and Mwantimwa, 2017) and (Nanjwan et al. 2019), (Bano and Qureshi, 2017), (Mahfuz, Saqib and Husain, 2021), (Bharhwaj, 2018), (Bharadwaj, 2021) and (Ahmad and Naveed, 2020), attending lectures (Kapur, 2018), (kendall, 2016), (Gilson and Dymond, 2012), (Belay and Yihun, 2020), (Mahanya, 2019), (Nasiforo, 2015) and (Khowaja, 2021) and taking examination (Bano, Akhtar, and Anjum, 2013), (Al-qaryouti, 2010), (Mutasa, Goronga and Afangombe, 2013), (Majoko, 2018), (Khalid, Muhammad and Masood, 2021) and (Kunaath and Mathew, 2019).

#### **2.3.1 Dealing with information technology:**

The focus of that was on recognizing problems being met by students with visual impairment in inclusive education at higher education institutions. Moreover, it has been discoursed that person with visual impairment experience many challenges and barriers in society. Visual impairment cause isolation and create hurdle in acquisition of degrees leading towards unemployment. Major findings of study included unavailability of services of counselling and supervision, deficiency of braille printed books and visual readers, problem in modification with university environment, teacher's ignorant behavior towards disabilities, troubles in taking exams and issues in transportation etc. (Fatima et al. 2013).

The major purpose of the survey study was to find out complications and barriers met by students with visual loss who were enrolled in different programs of Allama Iqbal Open University (AIOU) Islamabad. In nut shell, the students with visual impairment are

encountering great barriers in distance education. The study centers are inaccessible, the allied material, handouts, text books and other documents are not available in braille, soft and recorded form. The students are dependent on others for preparing course assignments in hand written form as AIOU has not allowed these students to prepare their assignments on computer with the help of screen reader software named “JAWS”. They have to endure great hardships in taking exams only through writers which has enhanced their dependency on others (Fatima et al. 2014).

The study sought to find out the problems faced by blind students studying through open and Distance Learning (ODL). A case study of a blind student enrolled in 2014 at Mashonaland central regional campus of the Zimbabwe Open University was the focus of the research. That blind student in ODL faced the problem of accessing resources and accessing information. She fails to access e-resources and have little access to computers gargets or software. The study concluded that student with blindness face various challenges which open and distance learning institutions need to take into consideration when supporting students with special needs (Majoni and Mashatise, 2017).

The objective of the study is to investigate the worries that students with visual impairments face during their studies in Higher Education Institutes. In particular, this study investigates a number of aspects which constitutes, reasons that lead students who are visually impaired to continue or drop out from their studies in higher education, the accessibility of the buildings, difficulties that they face during the lectures, provision of books or handouts from the universities and the libraries in a suitable form, possibility to use supportive technology and the satisfaction that comes from the quality of the studies (Athanasios et al. 2009).

The foremost objective of the study was to gather the statistics or data on issues, difficulties, challenges and support in accessing technologies for individual with disabilities. The second objective of the study was about the delivery of content, not friendly educational technology that is open source in open and distance education and instructional design. Major outcomes revealed that, persons with different abilities in distance education and formal education system were not satisfied with the provisions or facilities provided for them. Persons with different abilities in formal education highlighted more issues and challenges as compare to distance education. The issues of hardware were emphasized by physically handicapped students in distance and formal education, that most of the computers and input devices are their physical or functional disabilities. The students with visually disabled faced issuance of software and

licensing of these softwares. The software of JAWS or screen readers is mostly reproduced and students without special needs always created problems with the settings. PWDA proposed that, accessibility centers must be developed in distance education as well as in formal universities. They suggested that universities must arranged trainings for course developers and students for the usage of assistive technologies (Majeed, 2020).

This paper takes on a qualitative and following quantitative inquiry to understand the academic challenges faced by visually impaired students and specifically blind; in high school and college, their resolution strategies and the use of technology to resolve their problems. Results show that, during high school, the use of technology was limited to audio recording, braille slate, taylor arithmetic frame and magnifying glass. It was observed that the students with partial sightedness tend to rely on their available eye sight up to the extent possible. It is suggestive of the need of considering the extent of visual disability in conducting blind and visually impaired's research and while designing the study materials and assistive technology. It was also evident that, some of the students did not use any special techniques and tried to learn with the help of the instructor's description and with the help of the peers. This may point to a lower awareness about the available technological solutions. The choice of the resolution strategy was determined by multiple factors that were, extent of visual disability, knowledge of braille, availability of material in braille, availability of alternative formats such as tactile models, availability of assistance or reader, affordability of the solution. Study concludes that blind and visually impaired students faced challenges in four academic activities includes, reading, writing, learning maths, and learning science (Sahasrabudhe and Palvia, 2013).

The purpose of this research was to investigate access and use of information for visually impaired students (VIS) at the University of Rwanda (UR) libraries with a view to develop strategies that can be used to improve access and use of information by these students. The findings show that most of the respondents in the study were in agreement that there are no adequate information sources at the University of Rwanda libraries for the visually impaired students. The findings conclude that there are no alternative information resources for students with visual impairments in University of Rwanda libraries and therefore students with visual impairments use normal print information resources for which the University of Rwanda employ readers who read for them. These readers are either only a few in numbers or completely lacking in all academic libraries. The study conclude that majority of the respondents agreed that the visually impaired students had low levels of access and use of information materials at the University of Rwanda libraries. The three campuses of University

of Rwanda have few JAWS, scanners and magnetic glasses but deficient in braille equipments, audio books, computer programs, screen magnification monitors, screen readers, digital audio book, braille software, large print and special rooms (Annonciatte, 2016).

This article reports the challenges students with visual impairment experience in accessing assistive technology and their coping mechanisms in Tanzania's higher educational institutions. The two key difficulties established by this study are lack of knowledge and lack of infrastructure. The first challenge of lack of knowledge on how to access assistive technologies among students with VI (visually impaired) appears to be prevalent and need an urgent solution. The second has to do with related to ICT (information communication and technology) infrastructure mostly in terms of internet connectivity continues mainly due to the use of outdated digital devices and irregular power supply (Kisanga and Kisanga, 2020).

The study intended at exploring barriers to the use of computer technology among students with visual impairment at "Akropong School for the Blind". Students indicated their unique challenges in using keyboard. The students found it troublesome to distinguish few of the keys on time particularly due to arrangement of keys, especially the alphabetic keys. Specifically, they were un-impressed with the arrangement of these keys on the keyboard which deviates them in the flow of alphabetic check. The students argued that the location of the keys on the keyboard is so near that this affects their competence within speed and precision of creating sentences. Another challenge that was raised on keyboarding skills was the difficulty in remembering shortcuts. students at the Akropong School for the Blind have challenges in using the JAWS software as computer assistive technology. It was as found that, there is always malfunctioning and sometimes sudden failure of the JAWS application as it is being used and the students believed this retards progress in their studies. type of JAWS that is being used in the school is unlicensed and is thus limited in some of its applications or functions. The students are subsequently constrained to have access to other uses of JAWS because they utilize the "cracked version" coupled with it inefficient functioning. Some of the students had the challenge of adjusting from the use of mouse to the use of shortcuts (Ampratwum, Offei and Ntoaduro, 2016).

The focus of this research is to understand the barriers faced in using AT (assistive technology) by students who have heard of AT and reported needing them but were not using by schools for the blind in Delhi. The three most requested sound-based were talking watch, braille typewriter and audio format. The three most requested vision-based AT were optical

magnifiers, electronic magnifiers and huge keyboard for computer. Non-availability of AT in schools was the foremost common seeming barrier followed by economic constraints. Study concludes that, Students with visual disability confront numerous worries in accessing in getting to assistive innovation for their learning particularly in low middle-income nations. It was recommended that; school authorities must recognize their responsibility to ensure assistive technology to made accessible for their students with adequate quantity (Senjam, Foster and Bascaran, 2020).

The purpose of the study was to find out the challenges of visually impaired students in the use of virtual learning platforms at Wesley College of Education. The results show that student with visual loss faced challenges in the use of virtual learning platform. These include, virtual platform not providing for individual learning styles, students have problem with clarifications and explanations of concepts, lack of braille version of online instructions, inadequate resources or services to access online instructions and poor internet access. These may affect the performance of student since the quizzes and assignment were done online. It may also implicate tutors for inappropriately using the virtual platform in teaching. It was recommended that tutors should provide students with braille version of their lecture notes online to compensate for those who have difficulty to access the system, make sure interfaces of virtual learning for visually disabled friendly with minimal graphics that could hinder access and teachers should change their mode of lecture delivery to meet the learning styles of learners (Philemon and Michael, 2021).

The chief purpose of this study was to evaluate the user-friendliness and usability of information and communication and technology facilities to facilitate learning among visually-impaired students at the University of Dar-es-Salaam (UDSM). The information collected appear that there are inadequate ICT facilities, lack of effective ICTs training provision, six power cut off, four outdated ICT facilities, shortage of technicians for repairing ICT facilities and poor internet connectivity. As the study findings prove, there is a need to continue not only providing learning opportunities for the visually-impaired students but also in the provision of assistive technologies that add value to their learning activities and outcomes (Eligi and Mwantimwa, 2017).

The paper discussed problems of utilization of information and communication technology devices for the education of persons with visual disabilities. The result of the article exposed that the devices were very few in number and the available ones were outdated. The result



further revealed that the available devices were also breakable which makes the devices to be very costly. Moreover, the results revealed that skills of usage were not easy for visually impaired students and there were no trained instructors to equip students with the needed skills. The result also showed that there was no training class on how to use each of the devices and some students with visual impairment do not have interest in making use of the devices. It was concluded that the role of ICT can help in reducing the challenges confronted by students with visual impairment in skills acquisition of information and communication and technology devices (Nanjwan et al. 2019).

The research is designed to explore the actual role of information communication technologies in imparting information to students with visual impairment. Economic constraint was one of the major reasons for VI (visually impaired) students to purchase, access or use ICT and unawareness about the sale points of the relevant software and accessories. Also, there is lack of skill and non-availability of trainings to use the available or required assistive technology and girls were not given equal importance or encouragement to use the ICT equipments and in rural areas, the problem of availability, accessibility and use of ICT was severe. Furthermore, female students were facing more constraints to access information for seeking and improving as compared to male students with visual impairment. It was concluded that mobile phones were the most used and easily assessed technology to seek information by the students with visual impairment. Navigation and screen reading are the main constraints while using internet. (Bano and Qureshi, 2017).

This article problematizes the status of the visually impaired students in Bangladesh under the covid-19 global pandemic. Findings show that, most of the student suffer from a poor internet connection. As a result, buffering was constant problem for most of them. Many students had to use zoom app for the first time to attend classes. In the zoom classes, the slides shown were not accessible for visually impaired students. By chance, if a graph or image is displayed, the screen reader software cannot translate them. Sometimes the teacher forgets to explain what is in that particular slide. In addition, frequently, teachers provide pdfs to visually impaired students which is a collection of images. The screen reader software cannot read any image file. Students who are within the towns confront issues with accessing uninterrupted electricity; sometimes it is infrequent (Mahfuz, Sakib and Husain, 2021).

The present study identified information access mechanisms for visually impaired students in select universities in Delhi, India. It was found that none of the institutions in Delhi provides

all equipment like, laptop, smart phone, talking book device, lecture recorder, hard disk and portal scanner. It was found that Ambedkar University Delhi and Indira Gandhi National Open University provide the minimum ICT infrastructure personally to visually impaired students. These two universities provide only talking book device and 'Internet through Wi-Fi to visually impaired students. It was also found college websites are not designed according to the accessibility standards. Thus, it is burdensome to access information for visually challenged students. Students pointed out that academic library do not have suitable assistive technologies to assist visually challenged students specially to convert print to braille and recorder to create audio corrections. Students also pointed out the case of students with visual impairment facing barriers in using the information resources in alternative format such as, large text, braille books and audio books (Bhardwaj, 2018).

This study aims to comprehend the perceptions of visually impaired users in development of information systems in Indian universities. Majority of respondents revealed that there is lack of content availability in dialect language, poor information resources of access mechanism and less volume of course content are major barriers. Additionally, poor maintenance of assistive softwares and devices and non-standardized e-resources compatible with the assistive softwares are some major obstructs they faced. Majority of respondents revealed that they prefer writer in examinations because use of assistive technology (AT) is time-consuming. Lack of training and confidence in using AT (assistive technology) is another reason for preferring writers in examinations (Bhardwaj, 2021).

This research aimed to explore the actual situation of information accessibility for university students with visual impairment at higher academic institutions of Lahore, Pakistan. The visually impaired students identified the barriers they faced while accessing needed information namely, format barriers and navigational barriers. Some participants expressed their discomfort with JAWS as this speaking software is not configured with Urdu and Arabic languages. The students indicated that they felt lost while navigating websites and databases on the internet. Blind students experience navigational issues while accessing digital content on the internet. These navigational issues have a negative effect on the searching behavior of blind students as they leave their search on a specific database or website (Ahmed and Naveed, 2020).

### **2.3.2 Attending lectures:**

The main areas that have been taken into consideration in this research paper were, visual disability and its effects on learning, adaptive teaching methods for students with visual impairments, challenges experienced by students with visual impairments and instructors in working with visually impaired students, characteristics of learning of visually impaired students and resolution strategies. As the results portray, the students in educational institutions experience numerous challenges and problems as a result of visual impairments and these adversely affect their academic performance (Kapur, 2018).

It investigates to elicit the voice of persons with different abilities seeking to identify their experiences of any inclusive practice and any barriers. Study has identified a number of issues that continue to create barriers within (higher education) HE for students who have a disability. Training around disability awareness for all lecturers was highlighted as a key factor which should help in ensuring inclusive practice. This practice should ensure that lecture notes and relevant materials are available to students in advance of sessions. Consideration should be given to different modes of academic delivery and different forms of inclusive assessment was suggested (Kendall, 2016).

A qualitative study was conducted to examine the barriers to postsecondary education experienced by students with disabilities in Hong Kong and the impact of those barriers. Main results showed that, teachers sometimes forget to continue to alter their content delivery or materials throughout the semester. Teachers don't verbalize what they have written on the board. They have to be reminded to explain the concepts verbally. Very few attempts were made by instructors to adapt their teaching styles to the special needs of students with disabilities. Some instructors neglected to provide electronic versions of any handouts or slides for class. Mostly they provide hard copies of reading material which is only suitable for having low vision or partially sightedness. Since they can use magnifying glasses or other tools like that (Gilson and Dymond, 2012).

This paper describes the challenges and opportunities in an inclusive education of a visually impaired student, "Bedlu". The findings also indicated that teachers did not try to slow their speed while presenting the lessons in order to help the students. Teachers did not give extra time for students with special needs to complete their notes during deliverance of lectures. Students with visual impairment complete their work very slowly due to the nature of their impairment. Therefore, extra time allowance is extremely important for them to process visual

information, and complete their work. As a recommendation, strong collaboration among stakeholders, training offered for professional teachers in special needs education and appropriate budget allocation in order to realize the practical execution of inclusive education were advised (Belay and Yihun, 2020).

This research is based on assessing inclusive educational teachings for students with visual impairment in Zimbabwean universities and challenges encountered in implementation. The results showed that students with visual impairment could not understand most of the abstract concepts that were taught using traditional methods. The opinions show that lecturers make use of ordinary traditional lecturing methods. Traditional methods of teaching and learning do not adequately cater for the learning needs and characteristics of students with visual impairments. The responses show that the use of pictures and diagrams seems to have a negative impact on knowledge acquisition by students with visual impairment. Most of the lecturers demonstrate on chalkboards. In contrast, most students with visual impairment find it difficult to grasp content and skills demonstrated on chalkboards, thereby benefiting very little in terms of learning. The study shows that visually impaired student's failure to academically achieve originates from poor teaching techniques employed by some lecturers. The participants raised the issue of negative attitudes as a basis for poor choice of pedagogies that can be used by lecturers to teach an inclusive class with students with visual impairment. Most of the participants confirmed that poor choice of pedagogy originates from negative attitudes (Mahanya, 2019).

The Purpose of this research was to investigate academic impediments students with visual impairments encounter in the colleges of the University of Rwanda. The findings presented that the use of power point by the lecturers in teaching made students with VI (visual impairments) uncomfortable because they were not able to read what is on the screen. They only depended on the few verbal explanations that the lecturers gave. They felt that the lecturers should do more of talking to allow recording and less use of power point projections and to slow down while talking to allow these students with visual impairment to get what was being taught. The findings also revealed that majority of lecturers did not adapt teaching or learning resources to suit the needs of students with VI. This was because most of the lecturers were not trained in the area of special needs education (Nasiforo, 2015).

This paper presents challenges and problems faced by students with visual impairment in tertiary education in Karachi, Pakistan, from an emic perspective. This research discusses

various external barriers experienced by students pursuing their bachelors or master degree (aiming to finish sixteen years of education) in tertiary education institutes in Karachi. The findings were also corroborated by disability experts and those students with visual impairment who have finished their sixteen years of education. Respondents in this study claimed that their teachers were not responsive enough to their needs in planning lessons and activities for class. Almost all of them mentioned that teachers used whiteboards as part of their teaching pedagogy, which is not particularly helpful for a person who cannot see or who may have severely limited vision. Their participation in class discussion and activities is further hampered due to visually impaired student's inability to follow and respond to visual signs and gestures, such as referring unclearly to figures on a black or whiteboard. Students criticized the pedagogy of teachers who used demonstrative pronouns and phrases without thinking while referring to the whiteboard in class. They also shared that some instructors even refused to their record the class lectures which caused difficulties for them to study. It was suggested that, books can be made accessible in the desired format which could be braille, pdf or audio recording. Problems regarding access to education and participation in class can be resolved with the installation of computers and access to Wi-Fi, which allow students to access information more readily and efficiently (Khowaja, 2021).

### **2.3.3 Taking examination:**

This study has been conducted to analyze various educational opportunities and facilities for the special needs of students at University of the Punjab. If relevant facilities and assistance is provided at higher education students with special needs can complete their education with relevant academic skills and methods has been discussed. Besides, the most important pillar of universities is not only the general understanding of education as quality but to develop student's acquisition of competencies relevant to market job. The findings of the study revealed that, the experience of academic failure affects severely to the PWDA and they feel very disturbed and shocked. It was also found that 30 students left school after failure in annual examination without taking school leaving certificate. In this way, they dropped out from education system. Most of these students leave school in order to avoid expected insult by peers and teachers in the repeated year (Bano, Akhtar, and Anjum, 2013).

The purpose of this study was to investigate the problems related to inclusion with special needs for students in higher education at Sultan Qaboos University (SQU) in Oman. In addition, it was difficult for regular teachers to read in the Braille method. This made the

situation more complicated especially when the handicapped students needed some help from their classmates during the exam period. This might be difficult because their normal peers would be also involved in their own revision for the exams. So, it was advised that teachers should adopt other modes for lecture delivery (Al-qaryouti, 2010).

The purpose of this study was to found the challenges that students with disabilities confront as they undertook studies with Zimbabwe Open University (ZOU). Outcomes show that, students had a challenge in responding to some questions that required them to make some drawings. The invigilator, who was a student advisor ended up drawing on behalf of the student while following instructions on what to draw. The student's own writing overlapped and intruded into other lines hence making it unreadable in exam writing. Hence, teachers must make paper according to the comfort of students with disabilities (Mutasa, Goronga and Afangombe, 2013).

The invigilators refuse to extend time for completion of exam for students with disabilities. These types of challenges hampered their participation in learning. This was because they could not meet the time for the completion of exam; they need an extra time as they are giving exams with disability. Examinations are presented in printed form only; oral presentations can be a solution to grammatical and spelling mistakes in writing. The lack of use of alternative forms of assessments in examination hindered the participation of students with disabilities in learning. The written form of assessment used in examinations was not appropriate with the capabilities of these students. It was advised that teachers can use an alternative way for evaluation like, oral viva, presentation or assignment as a substitute to exam (Majoko, 2018).

The study's main purpose was to identify the challenges faced by the students with low vision in preparing for their exams. Results show that, students with low vision depend on others in taking exams due to their disability. Most of the participants stated that often they are victims of insufficient policies. Always, students with low vision are dependent on others owing to unfavorable school or examination centers environment. Furthermore, teachers must provide all necessary resources and materials to them for their exams. It was also found that there is a dire need to frame policies that bind the school management and other concerned departments to provide required facilities and to establish such environments that support low vision students in their learnings and exam preparation (Khalid, Muhammad and Masood, 2021).

This research is about higher education for students with disabilities in India. This study conducted through focus group discussions; analytically explores the examination challenges,

existing facilities and needed accommodations in a higher education set-up for the benefit of students with disability (SWD). Many students with cerebral palsy reported that it was difficult to sit in examinations for three-hour duration. Students with cerebral palsy further claimed their difficulty in writing long examinations. It was reported that teachers insisted on handwritten examinations and were not ready to take typed examinations. Hence, most of them opted for writer services for exams. But it was reported that getting a writer was difficult in many cases. The provisions for special facilities such as extra time and services of the writer varied across universities and sometimes absence of specific rules regarding availing writer services intensified the situation especially during the exams. Study summarizes that there is a need to facilitate SWD by reforming examination procedures, assistive technology devices and training of teachers (Kunnath and Mathew, 2019).

## **2.4 Communicational Challenges:**

Persons with different abilities faced various hurdles regarding communication. Studies have explored these hurdles in, dealing with clerical staff (Korir, 2015) and (Adra, 2016), communication with fellows (Malik, Manaf, and Ahmad, 2019), (Asamoah, 2018) and (Sbunmugam, 2002) and communication with teachers (Suleman et al. 2013) and Farooq, 2012), (Mushome and Monobe, 2013), (Edna, 2016), (Oluremi, 2015) and (Hong, 2015).

### **2.4.1 Dealing with clerical staff:**

The paper sought to establish the challenges encountered by students and teachers in the integrated education program for students with visual impairments. Most schools do not have specially trained teachers to handle students with visual impairment. The study cited a number of challenges that are experienced by the visually impaired students such as; the administration views them as a burden to school and many times they do not meet their needs like giving the essential learning materials in spite of the fact that they pay expenses. Also, their academic performance significantly indicated the nature of evaluation that was opposite in accordance to their needs in those secondary schools (Korir, 2015).

The present study deals with administrative, academic, environmental and social difficulties faced by students with disabilities at the University of Jordan, as well as to classify the overall characteristics of those students enrolled at the university for the academic year 2014-2015. The results of the current study point out that students with disabilities encounter many administrative difficulties in registration procedures due to the lack of academic guidance and inadequate procedures, in addition to learning difficulties such as competing with non-disabled

students, performance during examinations and difficulties in understanding the educational material. Social difficulties are also present in the form of failure to get teacher's assistant concerning their circumstances and the negative attitudes of their non-disabled classmates. The study proposed a number of endorsements including, work more on accessibility issues at the university environment to accommodate students with disabilities and to amend certain laws and regulations at the university to meets their needs (Adra, 2016).

#### **2.4.2 Communication with fellows:**

The primary purpose of the study was to describe a detailed review of the capabilities of visually impaired learners at tertiary level. The findings of the investigation uncover the main issues which were encountered by the visually impaired learners at tertiary level. Further, they clarified their instructive approaches which were utilized by their institutes to overcome their difficulties. Regardless their feelings of less importance; they were facing educational atmosphere unfriendly but experiences and feelings of the visually impaired learners are much emphasized on the opinions of approval by their friends which appeared quite important to them (Malik, Manaf, and Ahmad, 2019).

The purpose of this study is to investigate the perception of visually impaired students, their peers without disabilities and teachers about inclusive education; focusing on a second cycle educational institution in the eastern region of Ghana. Key results portray that, visually impaired student's fellows did not show respect to them because they could not defend themselves when they were exploited. Students without disabilities behave negatively toward them and this can have negative implications on how they form social relationships with their peers. Visually impaired students are not treated fairly in school by their fellows without disabilities, they may view the larger society as holding negative perceptions about them (Asamoah et al. 2018).

This study is about an exploration of the barriers as experienced by visually impaired students studying at the university of Natal. Results showed that there is ignorance amongst the student population on the capabilities, potential and independence of visually impaired students. They are perceived as students with deficiencies or incomplete people. The reluctance or fear as expressed by their fellows to interact with visually impaired students contributes to the isolation and marginalization of students with visual impairments. Some students experience very negative things like, their fellows laugh at them, try to attempt to trip them as they moved around the campus and another more deliberately brutal attack. Another problem was that,



there are stereotype attitudes and perceptions of their fellows that students with visual impairment are in need of help. However, it has also led to difficulties of mainstream students in interacting with those who are impaired because they have no experience and are ignorant regarding the true potential and capabilities of these students. It is recommended that awareness or training programs must be introduced to improve the attitudes of their fellows. This approach will correct the current feelings and experiences of separation, marginalization and isolation (Sbunmugam, 2002).

#### **2.4.3 Communication with teachers:**

The focus of the study was to identify the problems faced by exceptional children at primary level. All the government institutions for persons with different abilities in Khyber Pakhtunkhwa Pakistan constituted the population of the study. The study revealed that curriculum was not designed according to the needs of special children. Basic educational facilities, physiotherapy facility, transport facility, well equipped library and mobility aids were not available. Different cautionary signboards were not displayed. Teachers were not trained for teaching to physically handicapped children. There is lack of communication between teachers and students and lack of institutions for special children. Special children were not given special attention according to their needs (Suleman et al. 2013).

The key objective of the research was to explore the problems faced by persons with different abilities studying in ordinary schools in Pakistan as perceived by them, their parents and teachers. Teacher working in such schools have not been trained to address the needs of special schools. Lack of awareness and psychological impressions parents and teachers prefer the children without a disability over the person with different abilities because they feel that PWDA could not participate in common activities. Educational problems can be handled with the help of teachers by providing them proper training. The problems in inclusion of PWDA in ordinary schools can be eradicated by developing positive attitude of teachers and society towards PWDA, making curriculum relevant and flexible to respond the needs of PWDA, adopting success-oriented assessment systems (Farooq, 2012).

This article presents the attitude of lecturers towards the visually impaired students in one of the universities in the Limpopo province. Teachers perceive students with disabilities as a burden in terms of teaching and feel that it is not their responsibility as they were never trained to teach the visually impaired students in their training at the university. Most lecturers do not consider where the visually impaired students sit during lectures and very few consider the

circumstances of the visually impaired students. Thus, it was recommended that lecturers need to be trained in the teaching of the visually impaired students. This could be done by formal training in the teaching of the visually impaired students and also by in-service education (Mushome and Monobe, 2013).

This paper reviews the literature regarding attitudes toward students with disabilities and focuses especially on attitudes of teacher trainers in teaching colleges. The paper offers evidence of more negative attitudes towards students with disabilities including teacher college students, but no evidence of acceptance of comprehensive inclusion. This paper contributes to the existing body of knowledge and emphasizes the need for strategic interventions and policy in order to improve inclusion of students with disabilities in all aspects of life. Inclusion of students with disabilities and impairments in higher education in many countries is on the rise, teaching training faculties appear to have both official and unofficial policies of excluding students with learning and other disabilities. The success of students with disabilities in higher education is mostly influence by the attitudes of the faculties and their willingness to grant accommodations. Most of the professors think negatively about integrating people with disabilities in higher education. Professors limited experience or interactions with people with disabilities affected their willingness to give accommodations. Hence, it was proposed that, teachers need to improve their attitudes toward students with disabilities. Also, institutions need to create joint interactions on campus and make available formations on various disabilities, relevant legislature, accommodations in teaching methods and institutional policy to professors. (Edna, 2016).

The study investigated the attitude of regular and special teachers to students with special needs in mainstreamed public secondary schools in Southwestern Nigeria. Besides, it examined the qualifications of teachers teaching in mainstreamed public schools; and compared the academic performance of students with special needs in relation to regular students. Outcomes portray that, teachers had negative attitudes to students with special needs which needed to be tackled in order that, students with special needs could learn in the atmosphere of education. The study showed there was a significant difference between the attitude of regular teachers and special education teachers to integration. The results implied that special teachers had positive attitude to integration than regular teachers. It was concluded that, mainstreaming programs for students with special needs can be fruitful there is a positive change of attitude by teachers to them. This positive attitude of teachers will lead to acceptance of students with special needs by regular students, positive self- concept of students with special needs, and also increase in

their academic performances in integrated setting. Government and other stake holders of education should be concerned with identifying all forms of challenges and barriers to mainstreaming within national policies, educational institutions and communities with a view to eliminate them. Thus, teachers' attitudes undoubtedly had a great influence on the school achievement and social behaviors of the special needs children (Oluremi, 2015).

It is a qualitative analysis of the barriers that college students with disabilities experience in higher education. Barriers that were identified by participants was their negative encounters with faculty members. Despite the written instructions on the facilitation letter requesting that faculty be thoughtful about making adjustments, students did not feel professors were sensitive to keeping their disability confidential. They saw their professors as mocking and doubtful adults who did not trust them when they claimed they had a disability and needed academic adjustments. Some students perceived their professors as deliberately lowering expectations and embarrassing them in front of the class. Findings from this study demonstrated that many college students with disabilities struggle with the social threat of being judged or treated differently by their peers and their instructors. The study gives an insight to both the internal and external factors on how students with disabilities experience their daily lives. it is worthwhile to start paying careful attention on how to support and keep in mind students with disabilities as they continue to be admitted into higher education and need support from faculty and student affairs (Hong, 2015).

## **2.5 Others:**

While dealing with domain of social, infrastructural, educational and communicational challenges following are the studies that are different to these domains but related with education. Studies have proved this statement like (Williams et al. 2019), (McCarthy and Shelvin, 2017), (Jameel, 2011), (Zahid, khan and, Kashif, 2018), (Wray, 2011), (Safer, Farmer, and Song 2020), (Croft, 2020), (Wehbi, 2014), (Wisdom, Michael and Isaac, 2015), (Konecki, Lovrencic and Jervis, 2016), (Al-shurman, Al-Khateeb and Ihsan, 2021), (Mutugi, 2018), (Zabeli, Kacaniku and Koliqi, 2021), (Mosia, 2017), (Francis et al. 2019), (Obiozor, Onu and Ugwoegbu, 2010), (Devi and Saxena, 2019), (Hussain, Munir and Ibrar, 2020), (Lamichhane, 2012), (Christianah and Tolu, 2014) and (Saxena and Sharma, 2014).

This report presents findings from the second phase of a study to review models of support for disabled students in higher education (HE) in England. Phase one was undertaken in 2016-17 established a baseline of provision. Phase two was the center of this report that reviews progress

by higher education providers (HEPs) over the subsequent two years to implement new models of support which reflect a more comprehensive approach. It also assesses the impact of increased government funding to support these changes. Supporting disabled students and moving to an inclusive approach is not a short-term fix but a long journey. Across the sector providers are at various stages on this journey. However, HE providers feel they are moving closer to being fully inclusive and offering an inclusive model of support covering all students. Training and staff development needs to be flexible and ongoing to enable colleagues to acquire role and knowledge specific to the issue (Williams et al. 2019).

Article explores the themes of how the post-primary school curriculum was experienced by PWDA (persons with different abilities) and their future expectations and aspirations. The research identified changes to teaching and learning methods. The investigation recognized mathematics curriculum was particularly difficult. Later changes to the mathematics curriculum have not improved these troubles and may in fact have made access to the mathematics curriculum even harder for PWDA. Findings from this research showed that when thinking about post-primary transition pathways for PWDA, it is necessary to use an individual approach to transition planning (McCarthy and Shelvin, 2017).

An attempt was made to get an overview of disability in the context of higher education particularly in India. The paper discussed the policies and provisions of amenities being made available for the students with disabilities in higher education predominantly in India. It also deliberates the facts of a study directed to uncover the major issues of students with disabilities in higher education in India. The context of disability becomes different in the higher education system. Most importantly it was suggested that there is need for opening up of equal opportunity cells in the universities so that there is a place in every university which becomes a platform for every student with disability to upgrade their skills (Jameel, 2011).

The study is about the support and services given to the students with disabilities in higher education of Pakistan. The study found that support for PWDA can be improved in multiple ways. PWDA should be welcomed with disability-friendly infrastructure like ramps, lifts, specific toilets, easy entry and exit points. Additionally, support can be enriched by offering audio-visual aids, extra time for exams and assignments, flexible assessments, volunteer students as writers and on-campus guides, learning materials in soft form, practicing inclusive teaching styles etc. to promote an independent life for PWDA at the campus. Supportive policies leading to practical measures are ultimately very necessary. Complete mainstreaming

is a solution which can be attained phase-wise approach by working on physical aspects and support for students with psychological and learning disabilities (Zahid, Khan and, Kashif, 2018).

This report describes a research project which sought to examine the barriers and enablers that disabled learners observe during their journey towards and into higher education. Specifically, it inspects barriers to success in education as well as empowering factors and compares the disabled learners with groups of non-disabled students. Barriers with higher education includes, issues of before entering into higher education, physical access, access to the teaching and learning environment including teacher's attitudes and access to library or learning support facilities (Wray, 2011).

This research project aimed to identify the specific factors that are predictive of reduced school retention and graduation rates in PWDA (persons with different abilities). The researchers identified predictive factors for academic success as well as enrollment risk factors for students with reported disabilities. All students including PWDA who are admitted into a postsecondary institution constitute an investment by that institution in those individual's path of success. Therefore, it was proposed that in such institutions there is need to provide a comprehensive and organized system of services based on student's needs (Safer, Farmer, and Song 2020).

This paper explores the experiences of visually impaired and particularly, blind students regarding their access and cooperation of inclusion within United Kingdom's (UK) higher education. For visually impaired and blind students to access specific equipment to engage with a system that positions them as experts in their own lives is crucial to their experiences and expectations (Croft, 2020).

The focus of the study is on a discussion of the barriers that people with disabilities face in pursuing their education. Difficulties that were encountered by persons with different abilities (PWDA) in pursuing their education are educational system barriers, not enough finances, health issues, transportation problems and family pressures. The article concludes with a debate of current and strategic community responses such as the progress of a collaborative community action network like "The Inclusion Network", the provision of knowledge courses and an experimental project to foster the inclusion of children with disabilities in ordinary schools in Lebanon (Wehbi, 2014).

The aim of the study was to identify shortfalls in support services for students with special needs and to find ways of mitigating challenges they encounter. The findings from the study

suggest that children with differential learning needs were not getting adequate support to participate in the general schools. This was as a result of lack of appropriate resources in the school creating problems for the implementation of inclusive education in the study area. Therefore, it was suggested that, efforts should be made to increase the supply of resources to the schools and also step-up public awareness on education for children with disabilities. This study is therefore providing enough grounds for policy makers to commission more studies to ascertain how far the program has gone in addressing the educational needs of children with disabilities in the country Ghana (Wisdom, Michael and Isaac, 2015).

In this article an overview of disabilities, problems and barriers that students with different disabilities encounter in their higher education has been discussed. Models of disability and methods for aiding students with disabilities are also specified and elaborated. Persons with different abilities encounter many different obstacles in getting accessible education includes, inadequate funding, physical inaccessibility, negative attitudes and stereotypes, lack of available options, insufficient equipment, technological aiding means and other devices and lack of proper training and support from teachers (Konecki, Lovrencic and Jervis, 2016).

The study is designed to examine the availability level of services and facilities provided for students with disabilities at Al-Bayt University in Jordan from their own perceptions. Results indicated that the availability of services and accommodations provided for persons with different abilities were categorized as; facilitations regarding information resources, social services, administrative facilitation, academic services and accommodations, physical accommodations and finally library services and accommodations. Also, few qualified and trained administrative and technical staff is available in dealing with students with disabilities at the university. There was also a lack of following- up by the relevant authorities to ensure services quality, effectiveness, and availability through evaluating such services and accommodations regularly, and benefitting from the results of the evaluation in developing such services and accommodations. Therefore, it was recommended that, The Ministry of Higher Education's systems should establish a service center for students with disabilities in Jordan's public and private universities. Their purpose ought to provide training and qualified staff to deal with persons with different abilities and to ensure the necessary tools to facilitate them (Al-shurman, Al-Khateeb and Ihsan, 2021).

The purpose of this study was to identify learning challenges faced by special need education learners in public primary schools in Mivita division, Mombasa Country. From the findings of

the study, it can be concluded that teachers lack necessary skills and knowledge to implement inclusion of learners with special needs. The findings also originate out that schools lacked essential facilities that support learning of special need education students, for example ramps for learners who are physically challenged, hearing aids for hearing impaired and visual aids for having visual disabilities. Teaching or learning materials were also found to be inadequate and in other schools they were unavailable. Learners with disabilities face challenges in learning; the community discriminates them and some perceive them as a curse that needs to be cleansed from the community. There is need to sensitize the community on the importance of inclusion of all and discrimination of none. The study further showed the need for the curriculum content to be revised to accommodate learners with disabilities (Mutugi, 2018).

The purpose of this study, thus, was to investigate the challenges and prospects that students with special needs experience in Kosovo's higher education. This study contributes to the shortage of literature by showing that values which are behind an inclusive higher education and formal efforts towards an inclusive higher education which interact as push and pull factors that hinder the inclusive revolutions in higher education. Hence, findings mention strong combined efforts between policy, institutional management and teaching and learning variables; together with positive values and attitudes to ensure the successful inclusion of students with special needs towards an inclusive higher education environment (Zabeli, Kacaniku and Koliqi, 2021).

This article examines the access to higher education for students with disabilities in Lesotho. Findings reveal that still admission at the university is considered un-biased but it is on merit bases. Despite this, Students with disabilities have limited choice of courses or programs due to poor administration of concessions, lack of educational resources, inflexible teaching methods and curriculum. Further, disability data is not used to secure either the academic or social support services for the students at the institution. Students with disabilities are eliminated from the social and extra-curricular activities of the university and bullying by staff and peers. Finally, the support provided is lacking and does not have enough financial chances for students with disabilities to take part in the university's academic and social programs on equal basis. The study concludes that access to institutions of higher education for students with disabilities in Lesotho is problematic. They remained ignored and underserved. There is a need for fundamental transformation of policies, practices and programs to afford all students opportunities to gain admission, participate, and succeed in education (Mosia, 2017).

The purpose of this qualitative study was to explore the perceptions and experiences of college students with disabilities. Students with disabilities experience demoralization in which they focused on both positive and negative aspects of receiving a disability related service. It includes experiencing self-doubt and confusion as well as a service providing relief and serving as a way to demand their needs. This finding contributes to an understanding of both the positive and negative aspects of receiving services can have on students and how professionals may support individuals to mitigate negative experiences and facilitate positive outcomes. Participants also reported that many educational professionals were either unsure or unwilling to provide appropriate accommodations. However, these findings contribute to the literature by presenting unique perspectives of students with disabilities with varied educational experiences and providing recommendations for professionals to better support students. Therefore, it was recommended that educational professionals should introduce special platforms to prepare students with disabilities more effectively to demand their needs. Additionally, educational institutions ought to make different policies regarding disability related facilities (Francis et al. 2019).

This paper discusses the academic and social challenges facing students with developmental and learning disabilities in higher institutions; including available services in institutions of higher learning for such individuals. This paper noted the challenges which developmental and learning disabilities pose to students in general; as well as recognize the potentials, talents and individual abilities of such students in contemporary institutions of higher learning which could be applicable to African universities and colleges. Another purpose of this research was to identify students with developmental and learning disabilities, and supporting them in the classroom in order to achieve success on campus which is a commitment for the leadership, the instructors, professors, entire faculty and staff of every higher institution. Instructors do not always have the ability to alter course designs to accommodate students with learning and developmental disabilities. The institutions must strive to provide diverse students and individuals with different disabilities support services, and effective accommodations to ensure equal access to different college programs. It was suggested that, the governments should provide funds, resources and enact effective legislation and policy on disability issues and special education programs which would help the development of the African students and higher institutions. Instructors should be alert and attentive to student behaviors in classrooms like, negative comments, giggles, questions and facial expressions. This could be a sign of some social or learning problems or disability. As for the exceptional student, teachers can



access assistance from the appropriate offices on campus so that they can receive uninterrupted education and succeed in class. African institutions should develop an open-door policy whereby exceptional students would be free to meet with them on or off office hours to discuss their academic needs. Exceptional students should take advantage of such opportunities to meet with their teachers to discuss academic or learning difficulties (Obiozor, Onu and Ugwoegbu, 2010).

The current study focused on the lived experiences of visually impaired student in the one central University of India. This study was conducted by personal interviews of ten visually impairment students. Major outcomes of a study revealed that, students faced economic problems, educational problems and infrastructural problems. It was concluded that, economic problems can be resolved through creating a special fund by the higher authorities as HOD, dean or director via interacting with helping government and non-governmental agencies who wants to helps the visual impaired students in higher education. For education equipment for the visually impaired students is not enough, it's necessary to provide proper equipments to the students. So, it is necessary to make a proper arrangement by which students perceived education smoothly. Lastly, infrastructure must be designed to make mobility of these students effectively and smoothly (Devi and Saxena, 2019).

This article focused the problems and challenges faced by children with disabilities in Pakistan that hampers the integration of such children into the mainstream society. They faced different socio-cultural, economic and psychological problems i.e., poor health facilities, lower education attainment, less involvement in economic activities, attitudinal and physical barriers, transportation problems, depression and higher rates of poverty than people having no disability. Due to illiteracy and ignorance children with disabilities are considered a shame and are kept hidden from the people. On the other side of the coin, such children are absent from the government agenda and are deprived of their basic rights. Due to the discriminatory policies, they are segregated from the society. As a result, they lose self-respect, worth, dignity and confidence on their capabilities. It was proposed that, the government should take up problems of such children on main agenda of the welfare and provide them with facilities for fulfilling their needs as well as their rehabilitation. The educational institutions for the children with disabilities should be established in areas easily accessible for this marginalized section of society. In educational institutions, stairs/pathway should be constructed so that they can easily reach the class. The teachers of regular schools should be trained in the art of imparting

education to children with disabilities. The instructional material should be provided to students and teachers should be trained (Hussain, Munir and Ibrar, 2020).

In this article, barriers faced by Nepalese students with disabilities in obtaining a school education are discussed. Students with visual and hearing impairments largely cited the inadequacy of support systems in schools such as sign language facilities and books in braille, whereas participants with physical impairments primarily faced difficulties caused by physical barriers, such as inaccessible school infrastructures, distance and the lack of safe and accessible roads by which to commute. The issue of distance was a problem for both participants with hearing and visual impairments for a different reason. Results indicate that students with hearing impairments seem to be the most vulnerable to being deprived of education. The large number of respondents with hearing impairments states that there are significant institutional barriers weakening their education in Nepal. Challenges students with hearing and visual impairments face includes, sign language facilities and appropriate teaching methods. The results of this research suggest a number of possible strategies and areas of focus. First and foremost, the government of Nepal should broaden the educational opportunities for people with disabilities. New programs should be implemented targeting all school-going people; so that every individual with disabilities can benefit. The government should provide adequate scholarships and educational materials to people with disabilities and to schools where they are educated. More integrated educational programs should be offered to people with visual and hearing impairments, whereas, to address accessibility issues, school infrastructure should be built up to facilitate accessible buildings and adequate transport (Lamichhane, 2012).

The study explored the factors which represent barriers and enablers to participation in higher education for students who are visually impaired. Four key predominant factors were identified that hinders the full participation of visually impaired students into higher education at UK. These includes, student's attitude (i.e., self-identity, positive aspects of being visually impaired and engagement with support system), institutional provision (i.e., campus navigability, central services support and school-level support system), external support (i.e., travelling to and from campus and external financial support system) and other's attitudes (i.e., parental attitudes, staff attitudes). However, there is a need to improve communication to relevant third parties, both internally and externally, facilitate transportation to and from campus; which is something that may also be a meaningful approach to recruit students, to enhance visually impaired student's awareness of available assistive technologies and to make HE better. But the greatest barrier of all may be the ingrained and resistant attitudes of individuals, both within and outside

of HE. But the greatest barrier of all may be the ingrained and resistant attitudes of individuals, both within and outside of HE (Bishop and Rhind, 2011).

The purpose of this preliminary study was to explore the barriers and facilitators for a selected group of individuals with severe physical disabilities who had been afforded a comprehensive set of strategies and services aimed at meeting their basic personal as well as academic needs. Physical barriers were present in both building interiors and exteriors, although this was more notable in older buildings. Traveling around campus in a wheelchair could also be a problem due to inaccessible pathways or the sheer size of the campus. While most alumni had not encountered attitudinal barriers, some reported that, on occasion, some students without disabilities and professors displayed negative attitudes. Few of the study participants reported financial barriers, largely because they received funding for their education from state departments of vocational rehabilitation or from family members. A number of alumni reported social barriers, often resulting from inaccessibility or from negative attitudes (Stumbo et al. 2010).

This paper takes a look into the barriers that have been experienced and encountered by persons with special needs in accessing higher education. Results of data revealed that social and environmental factors affect the access to higher education by students with special needs. The attitude of the other students and teachers are generally unfriendly and bad towards persons with special needs. Family and society frequently perceived that student with special needs do not need higher education and are limited to primary and secondary education. Feelings of isolation and loneliness prevent persons with special needs from having access to higher education because they are not readily accepted into the society. Communication barriers are also elements of experienced barriers to higher education by persons with special needs. The lack of ability to communicate effectively has negative impact on the access to higher education by persons with special needs. This inability to communicate which is the basis for social and cognitive being leads to being isolated in the society. This could be a major barrier to access to higher education. The attitude of parents towards supporting their children with disabilities to higher institution has been negative as revealed in this study. Academic barriers also determine the access to higher education by persons with special needs. The study revealed that many students with special needs could not make it to higher institutions due to their poor performance, lack of awareness of available courses, lack of parent's involvement due to their poor performance, inadequate and experienced teaching staffs. Lack of materials and support

from teachers in their academic work in their secondary school are also contributory factors to academic barriers (Christianah and Tolu, 2014).

This empirical study is conducted to highlight the kinds of barriers faced by students with disabilities enrolled in different undergraduate colleges of University of Delhi and their role in determining the level of academic engagement of such students. Neither, college provide facilities for better access within its premises for the visually impaired students, nor have specific facilities for the students on wheelchairs. SWD (students with disabilities) face negative attitudes and stereotypes in the education system. Lack of knowledge about sensitivity to disability issues on the part of some teachers, staff and students can make it difficult for SWD to access educational services equally. It is imperative for teachers and non-teaching staff to hold equal attitudes towards all students and avoid any social discrimination in classrooms and college campus. This highlights the need for work on generating more awareness and sensitizing teaching and non-teaching staff. By raising faculty awareness about disability issues, many academic barriers can be eliminated (Saksena and Sharma, 2014).

**Chapter No. 3**  
**THEORITICAL FRAMEWORK**

### **3.1 Social Model of Disability:**

It was founded by Michael James Hoiles in 1970's. "Social Model of Disability" states that disability is a social construct; not a consequence of impairment. The social difficulties experienced by disabled people is caused by the physical, institutional and behavioral environment which fails to meet the needs of impaired people and lastly the physical, institutional and behavioral environment must change to enable people living with impairments to participate in society on equal basis with others. However, it challenges the physical, institutional and behavioral environment as problem lies in society not in people. The social model not only identifies society as the cause of disability; it provides a way of explaining how society treat disabling people with impairments. The social model provides a route map that recognizes both the barriers that disable people face with impairments and how these obstacles can be removed, reduced or overcome by support. In other words, these barriers make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice and control. However, it suggests that if societies are set up and constructed in a way that is accessible for people with disabilities, those individuals would not be restricted from full participation in the world around them.

### **3.2 Application of a model on "challenges faced by persons with different abilities in seeking education":**

Firstly, social model of disability defines disabled persons as the persons who are disabled by the barriers created by society and are not disabled by their inherent biological abnormal condition. The researcher tends to investigate whether it is their disability that accounts for the challenges in attaining education or the social reaction to disability that is responsible for the hindrances faced by persons with different abilities in pursuing education. Secondly, according to this model the troubles encountered by disabled people are created by physical, institutional and behavioral environments that fails to meet their needs. The researcher wants to find out whether persons with different abilities confront troubles in getting education because their requirements are not met due to their disability or they face worries in education due to failure of their needs by the physical, institutional and behavioral environment. Lastly, social model of disability claims that physical, institutional and behavioral environment ought to change for the sake of participation of persons with different abilities in society on the basis of equality with others. The researcher wanted to discover that whether the persons with different abilities

are provided with equal opportunities in society or are they treated distinctly from layman which obstructs their performance in societal matters.

## **Chapter No. 4**

# **CONCEPTUALIZATION AND OPERATIONALIZATION**



## **4.1 Conceptualization:**

It is a process of specifying what a researcher meant when he uses particular terms in research. In other words, conceptualization is the description of indicators that is used to measure the major concepts in the research.

Persons with disabilities are divided into two main categories i.e., visually impaired and physically handicapped.

### **4.1.1 Visually Impaired:**

Visual disabilities refer to the damage of sightedness even when a person makes use of curative lenses. Visual disabilities are the decreased visualization caused by eye ailments, accidents or eye disorders present from birth (Kapur, 2018).

The visually impaired are those with some quantity of visual difficulties which could be cured either by surgical operation or by optical alterations. This includes those who are partially sighted, low vision and the blind as the case may be (Andrew, 2015).

Blindness may be defined as a visual sharp-sightedness which is much more severe than 20/400 or severe with the possible improvements or a visual field of 10 degrees or less (Majoni and Mashatise, 2017).

Those persons who have very weak vision and are unable to get educated in ordinary schools; require devices and special training to get educated can be called persons with visual impairments (Suleman et. al, 2013).

### **4.1.2 Physically Handicapped:**

Physical disability may be described as restrictions in one's physical abilities, mobility, skills or energy (Kabuta, 2014).

A physically disabled child can be defined as one suffering from any ongoing disability of body, intellect or personality which likely affects his normal growth, development and capacity to learn. The majority of disability constitutes of physical, mental and emotional (Suleman et. al, 2013).

A physically challenged is a person who has an imperfection or ailment which prevents his or her body to move normally in certain happenings (Al-qaryouti, 2010).

Physically challenged is a person who is incapable to move freely and may use special devices for his or mobility (Mutugi, 2018).

#### **4.2 Operationalization:**

It is a process in which a researcher systematically explains the major concepts in his/her own key words or it is based on researcher's understanding.

Researcher divided persons with different abilities (PWDA) into two main categories i.e., visually impaired and physically handicapped.

##### **4.2.1 Persons with different abilities:**

Persons with different abilities are those persons who are disable either by birth or due to an accident later in life at any time. They face difficulties in performing daily routine activities. They need some other person to help them at some type of disability. If disability of persons with different abilities is not severe then they can get their tasks done by themselves. Those persons who are disable by birth can be a consequence of incomplete development in any part of body. Furthermore, those persons with different abilities who are having impairment as a consequence of an accident is an effect of damage in structure of any part of body. Persons with different abilities are disable due to result of physical disabilities (impairments in any part of body), visual impairments (impairments in eye) and hearing impairments (impairments in the ear).

##### **4.2.2 Visually Impaired:**

In accordance to the researcher visually impaired are those who have lost their eyesight due to premature birth or due to an accident later in life. Those who have lost their sightedness since birth due to incomplete development of eye and loss of vision as a result of an accident that damaged the structure of eye. Moreover, it impacts many aspects of sightedness. Visually impaired need some other person to guide them if their loss of vision is not severe. Mostly visually impaired who are blind use assistive devices like white canes. For educational purposes, they use special softwares. Persons with different abilities (PWDA) who are visually disabled includes, blind (who have completely lost their vision), low vision (who have weak eye sight) and partially sighted (who can see from one eye either from right or left).

### **4.2.3 Physically Handicapped:**

As per researcher, physically handicapped are those who have difficulties in movement. They are physically disabled as a result of premature birth or due to an accident afterward in life. They have troubles in doing their daily routine activities. A physically handicapped mostly rely upon mobility devices such as wheelchairs, crutches and artificial limbs. They are dependent for locomotion if their disability is severe. PWDA who are physically impaired comprises of those having cerebral palsy (a leg and hand impairment), having polio (viral disease that paralyzes lower limbs) and one or both arms, hands, legs or feet disable (it can be the reason of an accident).

**Chapter No. 5**  
**RESEARCH METHODOLOGY**

### **5.1 Research design:**

The study is based on qualitative research. This procedure is very useful in gathering data. Hence, through this method data was easily interpreted and analyzed in order to find out the major challenges in a precise and systematic manner. This methodology was chosen because it fulfils the main objective systematically and analytically.

### **5.2 Unit of analysis:**

Unit of analysis are the cases that are recruited for the purpose of data collection. Persons with different abilities specifically visually impaired and physically handicapped individuals were recruited as the potential units of analysis who as the researcher postulates are potential sample for the purposed data collection on the challenges faced by persons with different abilities in higher education institutions of Pakistan.

### **5.3 Sample size:**

The total sample size was 20 respondents that were interviewed; 13 were male and 7 were female belonging to different academic programs ranging from BS to M. Phil. They were from different age groups i.e., 19 to 23 years. Additionally, respondents were from different fields of sciences. The reason for selecting this sample is that in Quaid-i-azam University; dominantly male students are seeking education while female students are in minority. Another reason is this that male students are easily accessible and more willing to give interviews.

### **5.4 Sampling technique:**

Sampling is an important tool in data. Whenever sample is selected it must be representative of whole population (Neuman, 2014). Sample is just a small group from whole population. Sampling technique was purposive sampling. Researcher has chosen this type of sampling because the researcher was of the view that the persons with different abilities can better and more inclusively respond to the questions related to the challenges of PWDA in seeking education because it is a part of their lived experience.

### **5.5 Tools for data collection:**

The tool of data collection was interview guide. It comprises of semi-structured questions that were categorized into different sections according to the nature of the study. Researcher has selected interview guide with semi-structured questions in order to gain a more detailed understanding of the phenomenon and to document the lived experiences of the respondents.

### **5.6 Technique of data collection:**

In this research phone interviews were taken for collecting data. The questions were asked from the respondents according to the interview guide. The researcher records the responses in cell phone and later on those interviews were transcribed. Due to third wave of covid-19, all educational institutes were closed at that time that's why researcher had taken interviews on cell phone.

### **5.7 Data analysis:**

Researcher has used thematic analysis to investigate data to identify common ideas and meanings that comes repeatedly. Secondly, it is powerful method to know the lived experiences, thoughts and behaviors of respondents.

### **5.8 Ethical considerations:**

Researcher has taken consent from respondents before conducting interviews. They were not forced to give interview against their will. In fact, that type of questions were not asked which make them feel anxious or uncomfortable. Furthermore, researcher has only explored the challenges of PWDA (persons with different abilities) in accordance to their disability. That's why researcher has asked solely about their disabilities. The researcher has tried not to let them down by highlighting their disability/mocking them/ behaving very harshly or making them feel inferior.

### **5.9 Limitations of the study:**

Firstly, researcher has chosen only PWDA who are visually impaired and physically disabled. Secondly, physically disabled included only those who have movement issues like problems of arms, hands, legs and feet. Reason of choosing physically handicapped with mobility complications is that the university from which researcher has collected sample constituted of only those who have locomotion problems while sample of visually impaired has all categories. Thirdly, the study was conducted only in Quaid-i-Azam university, Islamabad and it cannot be generalized to the students in other universities except for the model that can be replicated to other universities.

**Chapter No. 6**  
**ANALYSIS OF THE DATA**

## **6.1 Demographic Profile:**

### **6.1.1 Age:**

The researcher is aimed to determine the age of persons with different abilities on the basis of experiences. Researcher finds that the majority of respondents fall under the age of 22 years so it is assumed that they experience lesser challenges as they know how to cope or deal with their problems. On the contrary the minority of the respondents are of 19 and 20 years so in accordance with the assumption of researcher they are not much mature or can't handle their issues effectively due to young age. The researcher concludes that maturity comes with an increasing age but at young age the person is not that much mature. So, the more the person is mature the more he/she effectively cope with problems and vice versa.

### **6.1.2 Gender:**

Researcher studies gender according to social treatment. The respondents interviewed are dominantly male. They were 13 and according to the researcher's supposition they are not treated well by the society. On the contrary, female students are in minority. They were 7 and from researcher's point of view the female students are given much better treatment by the society due to respect and being female gender. But this is not the case with male students. The collected data shows that the female students are given more importance than male students and in case of disability female students are given more leverages as compared to male students. While interviewing the respondents, a male student who is blind said, "Some students ask that if you are blind then why are you studying and wasting money."

### **6.1.3 Disability:**

Researcher analyzes disability based on the level and intensity of hardships. The respondents interviewed are of both disabilities i. e. physical and visual impairment and are equal in number. The researcher assumes that person with different abilities who are wheelchair users or complete blind face greater challenges than those having other disabilities or other forms of visual impairments. The rationale behind this is that mostly there are not proper pavements for wheelchair users and blind persons are completely dependent on some other person to guide/assist them in mobility. The data highlights that persons with different abilities who are not having severe disability can manage their tasks by themselves and persons with different abilities having visual impairments except blind can take help from various tools. While interviewing a respondent researcher came across a male PWDA (person with different



abilities) who said, “One strange thing that can disturb persons with different abilities especially the visually impaired is that the departments have a diagonal structure so while walking through sides and classrooms there could be difficulty that’s why sometimes I lose balance because of diagonal stairs.”

#### **6.1.4 Education:**

Researcher investigates education in terms of understanding problems of PWDA (persons with different abilities) and the way in which they should be dealt. The 12 respondents are enrolled in BS program so researcher assumes that less qualified students don’t have much understanding or knowledge of dealing effectively with their problems. In contrast, minority of the students who are enrolled in M. Sc and M. Phil program have better comprehension and knowledge of successfully coping with their issues as they are highly qualified individuals.

#### **6.1.5 Department:**

Researcher observes departments on the basis of categorization of subjects in which respondent are studying. The mainstream students are pursuing education in social sciences so in accordance to researcher’s perspective PWDA who are in social sciences can better respond and talk about their challenges as their field of study directly corresponds to the society in which they are living and the topic of the researcher is also from social sciences. On the other hand, very rare students are enrolled in biological, natural and management sciences so it is supposed that they can’t respond efficiently as their field of study is not directly connected with society.

#### **6.1.6 Residential status:**

Researcher examines the residential status on the basis of mode of conveyance. Most of the interviewers are hostellites. They are 12 in number. The researcher undertakes that hostellites can come for class at eleventh hour because they live in university’s hostel and they can avail conveyance from university. The findings state that if by chance the teacher doesn’t take class according to schedule or if he/she informs about the lecture at the last moment then it can be difficult for day scholars to catchup with the class within the stipulated time period. The day scholars are 7 in number. The researcher adopts that it is cumbersome for day scholars to come from home at eleventh hour as sometimes transport source might not available to them or they might get late. While interviewing, a researcher came across a female person with different abilities who is suffering from frozen right knee joint; she said, “Once it happened that CR

informed us that the class will be at 09:00 am and then later on texted that ma'am will not take the class. So, I slept and when I woke up, I read a message that ma'am has arrived so come immediately." In that case it becomes troublesome for day scholars to manage with fluctuating timings of lectures.

### **6.1.7 Family system:**

Researcher inspects about family system in accordance with dependency on others. The researcher finds that usually the interviewees live in nuclear family. They are 9 in number. It is suspected that those who live in nuclear family are aware that they have to manage their tasks by themselves so in this way they face less troubles as they are more exposed to dealing with hurdles and also less dependent on others. Most of the students are living in joint family so their scenario is different from the ones who live in a nuclear family as they are habitual of getting their chores done by others. They are reliable on others and are more prone to hardships if someone doesn't cooperate with them.

## **6.2 Analysis of findings:**

### **6.2.1 Transportation:**

Researcher explores obstacles in transportation on the following themes.

#### **6.2.1.1 Time duration:**

Time duration is being calculated in accordance with academic performance. Researcher assumes that if bus timings are not compatible with class schedule or if class is missed due to change in bus timings or bus route by persons with different abilities (PWDA) then it directly affects their academic excellence. This issue is faced by only 2-3 respondents out of 20. The data portrays that bus timings are directly inter related with educational abilities because due to fluctuating timings PWDA might miss a lecture. If they don't attend lecture or get late then they can't perform effectively in their studies like their other class mates as they are lagged behind due to lack of punctuality. Similarly, if there is an exam and they experience the same situation then their paper will be incomplete if they are not given any sort of relaxation like an extra time and due to unjust evaluation, their GPA or grading is affected.

While interviewing one of the male PWDA who was suffering from cerebral palsy claims that, "If I talk about the main obstacles, I have to wait for the bus to come at my point. Due to this, I get late for the class and once it happened that I missed a lecture."

Another female respondent who was blind told researcher that, “There are daily new schedule for which bus go on which route on notice board. Once it happened that, I reached in the class and missed a one topic and question came from same topic in quiz. So, I have got poor marks in that quiz.”

#### **6.2.1.2 Expected facilities:**

In compliance to the researcher’s speculation there ought to be reserved seats for persons with different abilities PWDA in buses. Its major reason is that when there are separate seats for such individuals then they don’t have to face any kind of difficulty while travelling. The bus driver and conductor will also take this matter into consideration by not allowing ordinary students to occupy that allocated seats. Secondly, university can hire a separate bus or shuttle service for them. The outcome of the research shows that majority of the respondents out of the total sample are in favor of the afore mentioned statement.

While interviewing; one of the female PWDA who is blind is of the view that, “Seats should be reserved for PWDA so that drivers, conductors and normal students know that seats are already booked.”

Another male respondent who is suffering from cerebral palsy was of the view that, “In my opinion 2-3 seats ought to be reserved for persons with different abilities because there is so much crowd and we cannot ask someone for help.”

Another female interviewee who was also blind said that, “First of all, seats ought to be reserve and driver and conductor must know that which student is PWDA.”

#### **6.2.1.3 Real facilities:**

Researcher postulates that there are no separate seats for PWDA and buses don’t stop properly at their respective bus stops. Due to absence of these services PWDA face a lot of problems that’s why they prefer to use other modes of transportation. But it is not much convenient for blind students and wheelchair users as they are dependent on other persons to assist them. Moreover, ordinary students sit on the reserved seats and do not let them to sit as well. So, bus driver and conductor must ensure this. Out of 20, majority of the respondents experience this issue.

When researcher was conducting interviews, he or she met a male PWDA whose right hand is impaired and was of the opinion that, “Seats have been reserved for us but normal students sit

on seats and we have not been given a place to sit. So, university ought to make sure of availability of seats otherwise they should improve their transport system.”

A male respondent who was partially blind was of the view that, “There are no reserved seats so, it is the duty of the driver to strictly ensure that a special person will have a reserve seat or there must have an assistant for a special person.”

Another female respondent who was blind said, “Seats ought to be reserved for PWDA so that drivers, conductors and normal students know that seats are reserved. Secondly, most students complain that buses go in speed and don’t stop properly. So, buses must reduce their speed and stop properly because PWDA takes more time than normal student.”

#### **6.2.1.4 Satisfaction level:**

In conformity with the researcher’s proposition, majority of the respondents out of total sample of 20 are not much satisfied with university’s transport system. It is because there are not proper facilities for PWDA in transportation sector. Besides, university have two options either, they should improve their transport system or must provide proper facilities to PWDA. In this way PWDA can use university’s transport easily. No doubt PWDA use university’s buses but they encounter a lot of challenges that’s why buses are only used by those who cannot afford a local transport. Those who have enough resources usually prefer to travel through local transport other than university’s conveyance.

A male interviewee whose right hand is impaired claims that, “University’s transport ought to make sure of availability of seats otherwise they should improve their transport system. Besides, they must take care of persons with different abilities in buses and transport sector.”

A male respondent who was victim of polio was of that opinion that, “There are some PWDA (persons with different abilities) who even can’t sit in the university bus due to the absence of facilities. If university could arrange small bus or van, it would be much better as transport is the main issue for special persons.”

#### **6.2.2 Infrastructure:**

Hurdles in infrastructure are being analyzed on the basis of following parameters by the researcher.

### **6.2.2.1 Visits:**

Visits are being examined according to disability by the researcher. It is deduced that a blind PWDA (person with different abilities) cannot move independently as they need guide to assist them so their visits are also dependent on someone else. They are not even aware of some of the areas of university. Mostly, blind students use devices for their mobility in case of no other option as mentioned before. The results highlight that out of the total sample of 20 respondents; majority said that they need a person to guide and if their friends are accompanying them then it is fine. On the contrary, persons with different abilities PWDA who are having other visual impairments like low vision or one eye disable can manage by moving themselves so they are somewhat able to go to few places by their own.

While conducting interviews a female PWDA who was blind said, “I use to go with my comrades or if someone come from home, I go with them whether, brother or sister.”

Another male respondent who was blind told researcher that, “I think one strange thing that can disturb persons with different abilities especially the visually impaired is that, the departments have a diagonal structure so when walking through sides and classrooms there could be difficulty.”

Another male respondent who was partially blind had the opinion that, “I need a person to hold my hand and assist me. As I am partial sighted, I sometimes move independently but I need guide for mobility. My friends or class fellows perform this duty.”

### **6.2.2.2 Predictable provisions:**

In following researcher’s postulation there should be more developments for PWDA regarding improvement in infrastructure. They should be facilitated regarding infrastructure. The data illustrates that out of the total sample of 20 interviewees majority of them are in favor of enhancements in structure. If ramps are made or elevators are installed in buildings it can be very feasible in mobility. Besides, there can be proper or balanced pavements.

A male PWDA who was suffering from polio said, “Some departments have no ramps so ramps should be made for the convenience of special persons.”

Another male respondent who was blind said that, “Improvements in infrastructure need to be done. Firstly, buildings would not be made diagonal because person with different abilities is going in his or her speed and suddenly, he or she is hit by wall while walking. Secondly, we

suddenly fall down by walking through a path so a small boundary of at least 2-2.5 feet ought to be made because one can be hurt or get fracture by falling down.”

A female interviewee who had retinal disease said that, “There are steps in some classes so they must be removed. Ramps ought to be made in alternative to stairs. Structure must be compatible for every type of student.”

### **6.2.2.3 Existing provisions:**

Researcher undertakes that no special benefits have been granted to PWDA to attend classes on 2<sup>nd</sup> or 3<sup>rd</sup> floor. Secondly, PWDA who have to take upstairs classes face a lot of difficulties and need someone else to take them to their classes as the structure is not quite comfortable. Teachers don't cooperate with them as well. The data reveals that out of the total sample of interviewees; most of them complaint that there are no different amenities for PWDA if they have to attend upstairs classes. According to them there must be classes on 1<sup>st</sup> floor.

One of the male respondents who had his left arm disable told that, “Usually in university there are staircases for going up but in this scenario classes of PWDA ought to be either arranged on ground floor or elevators should be installed for their convenience.”

One more male respondent who was victim of cerebral palsy claimed that, “If we look at infrastructure lifts cannot be fixed. But you should place their classes on first floor. In case of non-placement, second alternative is that you can provide them ramps so that wheelchairs can be used which is possible in current infrastructure.”

Another male respondent whose left arm is handicapped had opinion that, “My classes are on 3<sup>rd</sup> floor; only class of one subject is on 2<sup>nd</sup> floor. Usually in university there are staircases for going up floors so in this scenario, classes of PWDA ought to be arrange on 1<sup>st</sup> floor or lifts must be installed.”

### **6.2.3 Orientation and mobility:**

This section is evaluated on following framework:

#### **6.2.3.1 Orientation in context of mobility:**

Researcher theorizes that PWDA who have spent greater time in university have more orientation in comparison to those who have spent less time. According to the findings, 50% interviewees are much aware out of 20 respondents while other half of them have low orientation. Those who have better sense of direction and mobility don't encounter much

hurdles as they have visited most of the university areas. If any trouble comes then they can handle it efficiently as they are much prone to hardships. On the contrary, those who have less orientation is due to negative attitude of others towards them; hence they get isolated in this scenario.

#### **6.2.3.2 Behavior of students:**

According to researcher's anticipation the behavior of students is moderate with PWDA (persons with different abilities). In accordance to the findings majority of the respondents are of the opinion that some students cooperate with us while others don't. Some students collaborate due to sympathy and on humanitarian grounds and have positive attitude towards PWDA while others don't support us as there are different stereotypes about disable persons that are prevalent in society.

A male respondent who was suffering from cerebral palsy said that, "I suffer from negative social behavior. Some students behave extraordinary. Behavior of all students are not equal and behavior of some students is hurting. Negative social behavior is also present till now. I also suffer from demoralizing acts."

Another male interviewee who was also suffering from cerebral palsy told that, "Student's behavior is very good and when I need to hold a hand or support then they cooperate with me."

A female respondent who was blind told that, "Student's behavior is moderate as there are all types of students. Furthermore, there is a stereotype attached that if someone is disable then people perceive them as strange and they take time in developing friendship with them."

#### **6.2.3.3 Experiences of classroom environment:**

In accordance to the researcher's theorization, there are different experiences of PWDA (persons with different abilities) regarding class room environment. As some student's behavior is moderate; some behave nicely while others don't. Likewise, teacher's behavior is also moderate, some behave good although others behave rude. In case of mobility, respondents don't encounter any challenge in classroom. Their exposures are good in this context.

A male interviewee who was blind told that, "In case of mobility, structure is good and I can move easily. In context of class and teacher's behavior; their behavior is normal and I do not feel that I am special. I always sit on front row and do not need to sit at back."

Another male respondent who was suffering from line blank discrepancy in which his upside bone of soul is bent claims that, “Class room environment is good but teacher’s behavior is so rude. They treat persons with different abilities like normal students.”

#### **6.2.4 Information technology:**

Information technology is reviewed on the following grounds.

##### **6.2.4.1 Likely resources:**

Following the researcher’s theorization, there must be special technological facilities for assignments and projects of persons with different abilities PWDA. According to the outcomes of the study, large number of respondents out of the total sample of 20 claimed that no different technological assistance has been given to us for our assignments and projects. If teachers support them in this context; they will excel academically. Moreover, if teachers provide them with this opportunity, they will also be able to compete with their class mates.

A female respondent who was blind gave some suggestions during an interview as, “First of all, notes ought to be provided in soft form instead of hard. Secondly, there shouldn’t be any compulsion for submission of assignments in hard copy. Thirdly, in departmental library there must be computers in which there ought to be screen reading softwares for visually impaired persons according to their requirement.”

One of the male interviews whose right hand is impaired said that, “New technology must be introduced that we can easily use. Likewise, they ought to bring technology for hand impairment as we have to face difficulty in making assignments.”

One more male respondent who was partially blind had opinion that, “Technological gadgets should be made available because persons with visual impairment mostly work with softwares. Audio books should be made available for blind persons that they can listen to these books.”

##### **6.2.4.2 Available resources:**

According to the presumption of researcher, teachers don’t assign assignments or projects to PWDA in correspondence to their feasibility and disability. The results represent that 15 respondent’s complaint about this problem out of 20. For instance, if teachers give book review it can be difficult for them as they have problem with vision and additionally, they consume more time in making assignments as compared to normal students because they make



assignments with their disability. Teachers ought to take into consideration the comfort of persons with different abilities (PWDA).

One of the respondents who was male and blind opinionated that if teacher give book review it is easy for normal students but it is difficult for us because at first, I have to listen the whole book prior its review. So, teachers must not give these types of assignments.”

#### **6.2.4.3 Class notes and reading material:**

Researcher proposed that teachers should provide class notes and reading material in soft form to PWDA especially visually impaired. 15 respondents were in favor of researcher’s assumed statement out of the total sample of 20 interviewees. If teachers give notes and reading material in soft form to PWDA then they can easily read them. Visually impaired have limited options as they can’t visualize. Teachers should provide notes in book form or pdf. Secondly, it is also feasible for persons with different abilities having physical impairments if their impairment is severe.

A blind female PWDA told researcher during interview that, “I think for complete visually impaired there are more problems because they can’t read in large print and need screen reading software. In screen reader if full soft copy is available online then it can be sent via e-mail attachment. If hard copy is provided to them; it is not feasible at any cost. But it is not possible for us as we have to ask someone to get it photocopied.”

A blind male interviewee opinionated that, “They must provide in soft. If they provide in soft it is easy to read but if they provide in hard it becomes tough and we have to scan it.”

#### **6.2.5 Attending lectures and note taking:**

This section is inspected on following categories.

##### **6.2.5.1 Modes of lecture delivery:**

Researcher conjectures that teacher must adopt different modes of lecture delivery for blind students. The data depicts 5 blind respondents out of total sample of 20. All of them have consensus on that statement. If teachers explain while writing on the board or showing slides on multimedia it is fine but if they don’t explain anything at all then it is difficult for them to attend lectures in normal method as they can’t see. In this scenario, either they can record the lecture or take notes from their friends. Recordings are not much feasible for them as all

teachers don't allow to record lectures. So, teachers must explain verbally while deliverance of lecture.

A male person with different abilities (PWDA) who was blind said that, "Obviously we can't understand visual presentation or the ones written on the board and mostly teachers are habitual of not speaking while writing on the board. They say that we write this and you see. In this scenario visually impaired can't ask from someone; if they ask then how he/she will write his/her own. It is better that teacher must explain orally to all students so that the persons with different abilities do not have to ask from someone."

A partially blind male respondent told that, "Sometimes teachers show slides and ask to read by yourself or sometimes read two or three lines and leave the rest of the slide material. Teachers should also orally deliver the lecture and should make the people listen their lectures. With regards to eye problem, students mostly depend on hearing, so lectures should be orally delivered."

"Teachers write something on slides or board but they don't properly read it. They read one line and skip next; so, if things on slides are not read out then visually impaired can't know what is written on it; as they depend only on hearing. Teachers ought to verbally explain side by side things that are written on slides or white board. If they are showing pictures, they should describe it."

#### **6.2.5.2 Expected facilities regarding missed lectures:**

Researcher has a supposition that teachers don't cooperate if lecture is missed by any PWDA by chance due to any reason. Moreover, they don't give time for discussion of that lecture to compensate it. Apart from that university has not given any facility in this regard as well. According to the results of data, 17 respondents discussed this issue out of 20. Students have to do something by their own to cover up a missed lecture. Either they have to take notes from their friends or to discuss with teachers if they are willing. In online system, there are no problems as recordings are available in microsoft teams but in physical classes it creates problems.

One of the female respondents who had low vision said that, "Lectures ought to be recorded not for only persons with different abilities also for normal students as well as it can create problem. It is better if teacher record lectures themselves."

A male respondent whose right eye was impaired opined that, “Teacher must discuss that topic in free time with person with different abilities.”

A male interviewee whose left arm was handicapped told researcher that, “Either I discuss with my friends or I take notes of lectures from my friends.”

### **6.2.5.3 Major issues in framework of note taking:**

As per researcher’s generalization, teachers don’t give photocopy directly to persons with different abilities (PWDA) i.e., those having barrier in movement and in soft form to blind students. Only 2-3 students have objection about this problem out of 20; majority don’t encounter this challenge. So physically disabled have to get photocopy by themselves and blind students have to scan it.

One of the male PWDA who was suffering from line blank discrepancy in which his spine is bent said that, “There is a photocopier shop in basement of my department. It is difficult for me to go down from the staircase and if there is crowd, I have to wait. My problem is muscle contraction and if I stand for long time my muscle aches. In this case I can’t ask for help so I have to tolerate.”

A male partially blind interviewee said that, “With respect to the availability of notes, soft copies should be provided. Sometimes teachers ask to go through that particular book for discussion and that book was not available in softcopy.”

Another female PWDA who was blind claimed that, “Teachers don’t give us pdf documents and online reading material. I have to ask someone to get photocopy for me and then I have to scan it through OCR scanner.”

### **6.2.6 Making assignments:**

Researcher investigates this section grounded on following main points.

#### **6.2.6.1 Difficulties in preparation of assignments:**

In researcher’s supposition teachers don’t give extra time for making assignments. Results of data shows that 18 students raised objection about this matter. No doubt they can make assignments by themselves but they require more time than ordinary students because they make their assignments with disability. If they hire someone else there might be a spelling and grammatical mistake as everyone is not well educated. If they prepare it by their own then they have to encounter various challenges as someone is having problem with hands or arms.

One of the male persons with different abilities (PWDA) whose left arm was disabled stated, “For me trouble in writing is a main issue. I have trouble in writing and it takes more time that’s why except timing and typing issues I have faced no other issue.”

A respondent who was victim of polio told that, “It is time taking and I need more time but teachers don’t cooperate with me.”

A female visually impaired told that, “Time is too short in terms of assignment’s preparation for the reason that sighted person can read main points and make assignment but I need to do excessive literature review for assignment. Time allotted is same and I need more time.”

#### **6.2.6.2 Evaluation of assignments:**

As claimed by researcher’s assumption, PWDA ought to be given leniency in evaluation. They prepare assignments having disability which is challenging for them. Majority of the interviewees out of 20 are against this statement. In addition, majority of the interviewees said teachers must give an extra time instead of doing leniency in evaluation. If they give an extra time, it is enough. Even though students don’t ask for it but teachers should take this matter into consideration by themselves.

A male PWDA who was suffering from cerebral palsy mentioned, “They should evaluate our assignments normally by providing us other amenities depending on our disability. If not then marking must be lenient otherwise provision of special facilities should be mandatory. For instance, if a person with different abilities say that he/she can’t submit hand written assignment because of trouble then teacher would not insist them for hand written assignment.”

A blind male respondent mentioned that, “Teachers should evaluate our assignments or projects normally because we can normally work and no margin should be given.”

A male respondent having cerebral palsy mentioned that, ““I think teachers should normally evaluate our assignments. In our university teachers evaluate normally. I think there should be some sort of relaxation for visually impaired persons. Teachers should provide extra time to students who use writer to attempt their assignments.”

#### **6.2.6.3 Leverages in assignments in terms of preparation and evaluation:**

In line with researcher’s postulation leverages can be accorded to PWDA by offering them alternatives. If the student is facing trouble in preparing assignments due to non-availability of reading material in soft copy or if it is some simulation activity then teachers can ease them by

taking presentation, viva, sessional exam or giving them an extra assignment or presentation. Results of data indicates that only 4-5 interviewees are in favor of the above statement.

A female PWDA who had retinal disease stated, “One of my teachers facilitate me by assigning me theoretical analysis instead of numerical analysis. Only one teacher facilitates me on my request. It is first time that I have requested for alternative way otherwise I don’t request for anything.”

A male interview having one eye disable had view that, “Teachers should assign the topic of assignment to persons with different abilities according to their disability. They must assign to persons with different abilities in accordance to their comfort. They must ask from PWDA (Persons with different abilities) that which topic they can easily do.”

Another male respondent having his foot disable opinionated that, “For special persons oral test or viva can be taken as a substitute of assignment.”

### **6.2.7 Taking examination:**

Examination is probed on the foundation of underlying parameters.

#### **6.2.7.1 Evaluation of examination:**

On the basis of researcher’s interpretation evaluation must be in accordance with the mode of taking examination. If someone is giving paper through writer whose hand or arm is impaired or if someone is blind then they should be evaluated accordingly. Most of the sample out of 20 was in favor of this statement. PWDA with other physical and visual disabilities can give paper by writing themselves because they can see and write on their own. But PWDA having severe physical disabilities and blind students mostly rely on others for their examination as they face difficulty in attempting papers.

A male PWDA who was blind was of the perspective that, “It must be kept in mind that as we give final papers through writer so it is only dictated by us but written by someone else so there might be spelling mistakes or careless hand writing.”

A male PWDA having left arm handicapped were of the view that, “Marking should not be strict and their exams must be taken in a separate room. Besides, oral exam or viva ought to be taken for PWDA who cannot write.”

A respondent having partial blindness said, “Any person who is not writing by himself should be relaxed for spelling, punctuation and timings.”

### **6.2.7.2 Patterns of examination:**

According to researcher's study university is following a normal pattern for all PWD (persons with different abilities) but for blind they are only following writer mode. Outcomes express those 10 respondents are physically handicapped while other 10 have visual impairments. A PWDA having physical disability can easily give paper as they can see and write by themselves except those having problems with arms or hands. Apart from that blind student need different assistance for taking examination like writer as they can't see but unfortunately university don't cooperate much with them. They have to face challenges with writer. Besides, they have to find writer for them by themselves. They are not allowed to give examination through laptop.

A male PWDA who was suffering from line blank discrepancy said, "Now they are following regular pattern for persons with different abilities whether physically unfit or normal but for blind students they are following a writer mode. University is not concerned about our difficulties."

A respondent having cerebral palsy told that, "The pattern that is following is uniform. In this pattern no special facilities are provided."

A female respondent who was full visually impaired said that, "Now university is only following writer mode. Apart from writer we should be given permission to type on laptop."

### **6.2.7.3 Major challenges in examination:**

In researcher's presumption visually impaired students who are full blind experience greater challenges in contrast to physically disabled. Likewise, one of the foremost troubles they have to encounter is taking examination through writer. As per statistics of data, 5 respondents are blind out of 20 and all of them have this challenge. University has a rule of bringing writer junior to a candidate. Besides, university don't provide writer by themselves. That is why PWDA have to encounter troubles with writer i.e., having a lot of spelling and grammatical mistakes, bad and slow hand writing. Eventually there is a bad impression on their paper with regards to paper presentation. Due to this, their evaluation is entirely at risk.

While interviewing, a researcher came across a male PWDA who was blind said, "It is not necessary that writer has written what we have dictated. We cannot see so it is possible that he/she has not written whatever is dictated by us because there is no one to keep an eye on the writer and maybe he/she has done a lot of mistakes and is junior as well. Due to this our evaluation is entirely at risk."

A female respondent who was full visually impaired said that, “First of all, arranging writer is a main trouble; after that mostly writer is junior due to which there is a problem of bad hand writing. Due to this evaluation is at risk of mark cutting and there is no neatness in paper. Furthermore, there are a lot of mistakes includes, spelling and grammar.”

On more female respondent who was full visually impaired said that, “First, before starting paper everyone has tension regarding their paper and all are revising their readings. For PWDA there is a problem that who arrange writer no one has time to find writer for you. Teacher ought to take responsibility of writer otherwise university should provide permission of giving paper on laptop. So, university must provide writer by themselves or give choice to us. There should be relaxation on type of writer.”

## **Chapter No. 7**

### **DISCUSSION, CONCLUSION AND SUGGESTIONS**



## 7.1 Discussions:

The foremost and key outcome of the current study portrays the absence of amenities in transportation sector. Results show that PWDA (persons with different abilities) have problems while traveling in university's buses. They are not given a place to sit; some students cooperate with them while others don't. That's why PWDA suggested that university ought to reserve seats in buses. But other studies don't reflect these findings. However, "Social Model of Disability" supports these findings as this is a social barrier created by institutions which fails to meet their needs that's why this difficulty made persons with different abilities disable.

Major outcomes of this study shows that infrastructure in Quaid-i-Azam University is not accessible for persons with different abilities. Furthermore, there are no ramps or lifts built or installed in infrastructure of university. This problem is also highlighted in other studies. For instance, infrastructures at higher learning institutions such as classrooms and residences were not accessible for physically disabled students (Kabuta, 2014). A study conducted in Pakistan also mentions this issue. There is no specific pavement for the handicapped students while coming to school and then to the class room. The schools are lacking wheel chairs and sign boards for the physically handicapped students as well. Majority of the school buildings were not spacious enough (Hussain et al. 2011). Another study conducted in higher educational institutions of Pakistan claims that a number of necessary structures were found missing in the existing campuses like ramps, elevators, lifts, wheel-chair access to various locations within and between buildings and special washrooms (Zahid, Khan and, Kashif, 2018). This finding complements with the "Social Model of Disability" as well. According to this model absence of required infrastructure for persons with different abilities is an also social barrier that makes persons with different abilities disable and create hurdles for them.

A number of studies has thrown light on communicational challenges but according to the results of the current study there is no issue in this perspective. A study states that regardless of the fact that persons with different abilities have feelings of less importance; they were perceiving educational atmosphere as unfriendly but experiences and feelings of the visually impaired learners are much emphasized on the opinions of approval by their friends which appeared quite important to them (Malik, Manaf, and Ahmad, 2019). According to another study there is lack of communication between teachers and students. Special children were not given special attention based on their needs (Suleman et al. 2013). A study conducted in Uganda states that special students were being under looked by their fellow students and

lecturers as non-achievers and hence getting isolated by these people. Some of the fellow students have negative attitudes towards them which makes it difficult to render any help or assistance to them (Otyola, Kibanji and, Mugagga, 2017). These findings are also paralleled with the “Social Model of Disability” which states that these difficulties which are experienced by persons with different abilities creates behavioral environment.

Different researches have proved the absence of required technological facilities but major outcome in a study conducted by the researcher does not reflect this problem. There are technological facilities for persons with different abilities (PWDA). They didn't face any trouble regarding technology. Following are the studies in which this issue is consistently found. Likewise, a study conducted in Zimbabwe claims that blind students in open and distant learning (ODL) faced the problem of navigation of accessing resources and accessing information. Besides, they fail to access e-resources and have little access to computers or software (Majoni and Mashatise, 2017). Another study asserts that there is lack of Braille machines and visual readers for blind students (Otyola, Kibanja and, Mugagga, 2017). Research conducted on this issue in Pakistan proved that students with visual impairment are encountering barriers in acquisition of reading material in braille, in soft and recorded form. Furthermore, the allied material, handouts, text books and other documents are not available in braille, soft and recorded form (Fatima et al. 2014). But “Social Model of Disability” does not consider this problem.

The research shows that the teachers in Quaid-i-azam University use normal mode for delivering lectures. They don't use any special method for PWDA (persons with different abilities) due to which PWDA have problem in note-taking during deliverance of lectures. Teachers don't allow to record the lectures to blind students as well. Additionally, these results are consistent with results of other studies. During lectures they face challenges in dictation of notes, reading and writing problems (Otyola, Kibanja and, Mugagga, 2017). According to another research, teachers did not allow PWDA to get their lecture recorded on audio tape (Fatima et al. 2014). Various devices used during the course like multimedia make it inaccessible for blind students as they can't see. The most frequent problems encountered during the deliverance of lecture through power point slides is this that they cannot understand until teacher explains verbally (Athanasios et al. 2009).

The assembled data highlights that in Quad-i-azam University PWDA don't encounter any obstacles in terms of assignments preparation and evaluation. Besides, they are against

leverages in evaluation. But other studies indicate the existence of hurdles in assignments. For instance, persons with different abilities are unable to meet deadlines as they consume more time in making assignments than normal students. They need extra time due to their disability (Majoni and Mashatise, 2017). Another study states that a significant number of students with visual impairment face great difficulty in seeking help from others in their course assignments. The students are also dependent on others for preparing course assignments in hand written form as AIOU (Allama Iqbal Open University) has not allowed blind students to prepare their assignments on computer with the help of screen reader software named JAWS (Fatima et al. 2014). “Social Model of Disability” also supports this assumption since this is a societal barrier created by educational institutions.

Lastly, the most unique outcome of the current study is challenges experienced by blind students in taking examination through amanuensis. They face a lot of troubles in giving paper through writer because university has a tough criterion for hiring a writer. Besides, all PWDA are unable to meet this criterion. Additionally, teachers don't give extra time for paper and the writer might do a lot of spelling and grammatical mistakes since university has a criterion that writer must be junior. Teachers evaluate their papers normally as well despite of the fact that they have given paper through writer. So, all PWDA suggested that the university must arrange a writer for PWDA by themselves. This finding is unique in the sense that other studies have not touched this domain and it is also not connected with theory.

## **7.2 Conclusions:**

The researcher concludes the study on the basis of parameters about the nature of challenges that PWDA (persons with different abilities) confront as mentioned below:

Firstly, the researcher wants to know the barriers in transportation sector regarding facilities. There are no facilities for them like they have not given a place to sit on reserved seats; normal students sit on them. That's why they are not very satisfied with university's transport. After gathering and analyzing the data, researcher arrives at a conclusion that drivers and conductors must ensure the availability of reserved seats or separate buses ought to be arranged for them. Additionally, researcher want to discover the troubles in infrastructure. There are no ramps and lifts in departments of Quaid-i-azam University. Some departments have more than one floor. They face a lot of hindrances to attend upstairs classes as no special facility has been given to them in this context. After analysis of results, researcher concludes that developments must be made in infrastructure like ramps should be made and lifts ought to be installed. Moreover,

researcher wants to explore the difficulties in context of orientation and mobility. PWDA who have spent greater time in university have more orientation in comparison to those who have spent less time. Furthermore, behavior of students is moderate towards them in terms of mobility; some students collaborate while some don't. After examination of results, researcher came to a decision that university ought to arrange training programs for normal students to make them aware regarding the treatment of PWDA. Furthermore, the researcher wants to inspect the obstacles regarding information technology. No special technological facilities have been given to PWDA for their academic purposes. Not all teachers provide class notes and reading material to them in soft form. Researcher comes to a resolution after inspection of data that the teachers should provide different technological services to PWDA in academics. In fact, teachers should give notes and reading material in soft form as it is feasible for them. Besides, the researcher aims to explore the challenges in attending lectures and note taking. Teachers use normal mode for lecture delivery; they don't adopt any special method. They don't facilitate them if they missed any lecture by chance. To conclude by researcher after accumulation and analysis of data, teachers must adopt special method for PWDA. If they deliver lecture through multimedia or by writing on board then they must explain verbally. Teachers should also allow blind students to record lectures as this is the best way for them. They ought to facilitate PWDA if they miss any lecture by chance. Also, the researcher intends to chalk out the problems in assignments. Teachers don't give extra time as persons with different abilities acquire more time in preparation of assignments because of their disability. If they are given extra time then they can submit their work on time and can correct mistakes in case if it is written by some other person. In a nutshell, teachers must give extra time for assignments. There is no need to give relaxation in evaluation; only extra time is enough. Lastly, researcher is interested in finding out the hurdles in taking examination. Blind students have encountered a lot of troubles in taking examination through writer. Neither, teachers cooperate with them nor they facilitate them in this scenario. To sum up by the researcher, after collection and analysis of outcomes the university must provide a writer to blind students by themselves or at least bring flexibility in criteria for hiring a writer.

### **7.3 Suggestions:**

- At the time of admission university ought to provide a form to PWDA (persons with different abilities) in which university should ask about their educational requirements. If their educational demands are known they can be easily facilitated.

- There should be developments in infrastructure of Quaid-i-azam university such as the construction of ramps and elevators because PWDA experience hurdles especially those who have to attend upstairs classes. In this scenario, they must be given special amenities.
- There should be training programs for teachers in which university must provide training on how to deal with PWDA or how to teach them.
- Teachers should allow blind students to use an examination mode according to their feasibility. Secondly, leniency must be given in examination if they give paper through writer. This population suffers a lot regarding writer.

## **REFERENCES**

- Adra, I.A. (2016). “Challenges facing students with disabilities at the University of Jordan: A field study”, published by ResearchGate, 1-5.
- Ahmed, Maleeha Rafiq, Muhammad Asif Naveed. (2020). “Information accessibility for visually impaired students”. *Pakistan Journal of Information Management & Libraries (PJIM&L)*, Vol 22, 16- 27-28 and 30-32.
- Ajayi, Julius et al. (2020). “Problems affecting the accessibility of physically-challenged individuals to intermediate public transport services in Oyo state, Nigeria”. *Logistics & Sustainable Transport*, Vol 11(1), 114, 117 and 119.
- Altunay, Banu, Gulistan Yalcin and Menekse Uysal Sarac. (2021). “Orientation and mobility problems of adults with visual impairment and suggestions for solutions”. *Journal of Qualitative Research in Education*, Vol 28, 300 and 322-325.
- Ambati, Nageswara Rao. (2017). “Impact of barriers encountered by students with disabilities on their learning experiences in higher education institutions”. *Journal Of Indian Education*, Vol 42(4), 130, 134-136 and 141.
- Al-qaryouti, Ibrahim Amin. (2010). “Inclusion the Disabled Students in Higher Education in Oman”. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, Volume 1(4), 216 and 220-221.
- Al-shurman, Wael, Akef Al-Khateeb and Al-Saree Ihsan, (2021). “The availability of services and facilities provided for students with disabilities at Al-Bayt university in Jordan from their own perspective”. *Academic Journal of Interdisciplinary Studies*, Vol 10(4), 174, 179-182 and 184.
- Amin, Aizan Sofia et al. (2021). “Main Challenges of Students with Visual Impairment at Higher Education Institutions”. *International Journal of Academic Research in Business and Social Sciences*, Vol 10(1), published by Human Resource Management Academic Research Society, 735-736 and 744-745.
- Ampratwum, Joseph, Yaw Nyadu Offei and Afua Ntoaduro. (2016). “Barriers to the use of computer assistive technology among students with visual impairment in Ghana: the case of Akropong school for the blind”. *Journal of Education and Practice*, Vol 7(29), 58-61.

- Andrew A, Omede. (2015). “The challenges of educating the visually impaired and quality assurance in tertiary institutions of learning in Nigeria”. *International Journal of Educational Administration and Policy Studies*, Vol 7(7), 129-130 and 131-132.
- Annonciatte, Umutesi. (2016). “Access and use of information by visually impaired students at the university of Rawanda libraries”. 1, 89-91.
- Asamoah, Edward et al. (2018). “Inclusive education: perception of visually impaired students, students without disability, and teachers in Ghana”. *SAGE and Open Access pages*, 1 and 8-9.
- Athanasios, Koutsoklenis et al. (2015). “Students with Visual Impairments in Higher Education Institutes”. 1 and 5-6.
- Bakari, Mohamed Mohamed. (2017). “Accessibility of infrastructure for students with disabilities on performance and psychology in government secondary schools: a case study of Ilala municipality” published by University of Dodoma Institutional Repository, 5, 39-40, 42-45 and 60-63.
- Bano, Humara Bano, Nasreen Akhter and Naila Anjum. (2013). “Analysis of Educational Facilities and Opportunities for Students with Special Needs at University of the Punjab”. *Journal of educational research*, Vol 16(1) 1 and 10-11.
- Bano, Humara, Maria Sohaib Qureshi. (2017). “Utilization of ICT by students with visual impairment”. *Journal of Inclusive Education*, Vol 1, 53.
- Bascom, Graydon W. (2017). “Transportation related challenges for persons with disabilities”, 3-4 and 16-18.
- Belay, Mulat Alebachew, Sileshi Goshu Yihun. (2020). “The challenges and opportunities of visually impaired students in inclusive education: The case of Bedlu”. *Journal of Pedagogical Research*, Vol 4(2), 112 and 121-122.
- Bhardwaj, Raj Kumar. (2018). “Information Access Mechanism for Visually Impaired Students in Higher Educational Institutions: A Study”. *Journal of Library & Information Technology*, Vol 38(6), 387, 389 and 391-392.
- Bhardwaj, Raj Kumar. (2021). “Information system for visually impaired in Indian universities: a user’s perspectives”, published by Emerald Publishing Limited, 1 and 10.



- Bishop, Daniel, Daniel J. A. Rhind. (2011). "Barriers and enablers for visually impaired students at a UK higher education institution". *The British Journal of Visual Impairment*, Vol 29(3), 177, 191 and 194.
- B.S, Natalie Weston. (2017). "Assessment of university infrastructure impact on the safety of individuals with physical disabilities at the university of Texas at Austin". 1 and 44-46.
- Buthelezi, Michael Mbongiseni. (2014). "Exploring challenges experienced by physically challenged students at a further education and training college in KwaZulu-Natal province", 2, 63 and 69-70.
- Cheong, Loh Sau and et al. (2012). "Challenges among individuals with visual impairment in an institution of higher learning in Malaysia". 2 (99), 99-103, 101 and 105-107.
- Christianah, Dada Olubukola, Eni-Olorunda, Tolu. (2014). "Experienced barriers by persons with special needs on access to higher institutions". *International Journal of Education Learning and Development*, Vol 2(3), 44 and 55-57.
- Croft, Emma. (2020). 'Experiences of Visually Impaired and Blind Students in UK Higher Education: An Exploration of Access and Participation'. *Scandinavian journal of disability search*, Vol. 22(1), 1-4.
- Devi, Bharati, Deepa Rani Saxena. (2019). "A phenomenological study exploring the educational problems in higher education of visually impairment students of the one central university of India". *European Journal of Physical Education and Sport Science*, Vol 5(6), 96 and 103.
- Edna, Zafrir. (2016). "Attitudes towards student with disabilities in higher education, is there any change?" *The european proceedings of social and behavioral sciences*. Published by Future Academy, 640 and 645-646.
- Egilson, Snaefridur. (2009). "Participation of students with physical disabilities in the school environment". *American Journal of Occupational Therapy*, Vol 63(3), 264 and 267-270.
- Eligi, Innosencia, Kelefa Mwantimwa. (2017). "ICT accessibility and usability to support learning of visually-impaired students in Tanzania". *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, Vol 13(2), 87, 97 and 99.

- Farooq, M.S. (2012). "Problems faced by students with special needs in ordinary Pakistani schools". *Journal of Quality and Technology Management*, Vol 8(1), 13-18 and 23-24.
- Fatima, Ghulam, Akhter and Muhammad Saeed. (2013). "Difficulties Encountered by Students with Visual Impairment in Inclusive Education at Higher Education Level". *The Journal of Educational Research*, 1-2.
- Fatima, Ghulam and et al. (2014). "Difficulties Faced by Students with Visual Impairment Registered in Open and Distance Learning Programs of AIOU, Islamabad, Pakistan." *Academic Research International*, Vol. 5(3), 214-216 and 219-221.
- Francis, Grace L et al. (2019). "It's a Constant Fight: Experiences of College Students with Disabilities". *Journal of Postsecondary Education and Disability*, Vol 32(3), 247 and 254-257.
- Gilson, Christie L, Stacy K. Dymond. (2012). "Barriers Impacting Students with Disabilities at a Hong Kong University". *Journal of Postsecondary Education and Disability*, Vol 25(2), 103, 109 and 111-112.
- Girli, Alev et al. (2016). "University student's attitudes towards disability and their views on discrimination". *International Journal of Developmental Disabilities*, Vol 0(0), 1 and 6-9.
- Gore, Kristina. (2015). "Attitudes between Students with Disabilities and Typically Developing Students", 2 and 29-31.
- Graham, Benjamin C et al. (2014). "Transportation challenges for urban students with disabilities: student perspectives". *Journal of Prevention & Intervention in the Community*, Vol 42(1), 45, 50-51 and 55-56.
- Hong, Barbara S.S. (2015). "Qualitative analysis of the barriers to college students with disabilities experience in higher education". *Journal of College Student Development*, Vol 56(3), published by John's Hopkin university press, 209
- Hussain, Sajjad, Uzma Shahzadi and Itbar Khan. (2020). "Challenges to Learners with Disabilities in the Higher Education Institutions in Pakistan: A Review". *Research Journal of Social Sciences & Economics Review*, Vol. 1(3), 12-13 and 15-16.
- Hussain, Sajjad, Akhtar Munir and Muhammad Ibrar. (2020). "Children with disability: problems and challenges in Pakistan". *The Journal of Humanities & Social Sciences*, Vol 28(1), 87 and 95-96.

- Hussain, Ishtiaq et al. (2011). "Problems Faced by Physical Handicapped Students in Educational Institutions in District Kohat". *Contemporary Issues in Education Research*, Volume 4(2), 23-25.
- Idrees, Balal, Rehan Ilyas. (2012). "Discrimination and stigmatization of physically disabled student in a general educational environment in Pakistan: a case study". *Academic Research International*, Vol 2(2), 622 and 624-625.
- Jameel, Syed Salma. (2011). "Disability in the Context of Higher Education: Issues and Concerns in India". *Electronic Journal for Inclusive Education*, Volume 2(7), 1-3, 7-9 and 18.
- J. D, Nanjwan et al. (2019). "Problems of utilization of information and communication technology devices for education of students with visual impairment in university of calabar cross river state". *International Journal of Innovative Science and Research Technology*, Vol 4(10), 781 784-785.
- Joseph, Odana. (2018). "Mobility experiences of students with visual impairments in Makerere university", 1, 22-26 and 40-41.
- Kabuta, Lydia G. (2014). "Problems facing students with physical disabilities in higher learning institutions in Tanzania". 1-5 and 89-91.
- Kapur Radhika. (2018). "Challenges Experienced by Visually Impaired Students in Education". 1 and 6-8.
- Kendall, Lynne. (2016). "Higher education and disability: Exploring student experiences". *Journal of cogent education*. Vol 3(1), 1, 3 and 5-10.
- Kett, Maria, Marcella Deluca. (2016). "Transport and access to inclusive education in Mashonaland west province, Zimbabwe". *Social Inclusion*, Vol 4(3), 61, 65-66 and 69-70.
- Khalid, Afshan, Yaar Muhammad and Sajid Masood. (2021). "Challenges faced by students with low vision in preparing for their public exams: a qualitative study". *Global Educational Studies Review*, Vol 6(3), 1, 45-47.
- Khowaja, Shanil. (2021). "Visual impairment and tertiary education in Karachi", published by fourth international conference on education at Barcelona in Spain, 1 and 9-11.

- Kisanga, Dalton H, Sarah E, Kisanga. (2020). "Access to assistive technology among students with visual impairment in higher education institutions in Tanzania: challenges and coping mechanisms". *University of Dar es Salaam Library Journal*, Vol 15(2), 137, 140-142 and 149.
- Kiyuba, James and Sani Yusuf Tukur. (2014). "Challenges of providing special education to children with disabilities". 1-2 and 33.
- Konecki, Mario, Sandra Lovrencic and Keith Jervis. (2016). "Overview of problems that students with disabilities encounter in their higher education". *International Journal of Management and Applied Science*, Volume 2(11), 156, 158-160.
- Korir, Bornes Chepngetich. (2015). "Challenges Encountered by Students with Visual Impairments and Teachers in An Integrated School Environment: A Case of Integrated Secondary Schools in Kericho District, Ainamoi Division, Kenya". *International Journal of Education, Learning and Development*, Vol 3(8), 28-33 and 38-39.
- Kunnath, Suja Kurian, Samuel N. Mathew. (2019). "Higher education for students with disabilities in India: insights from a focus group study". *Sage publications*, Vol 6(2), 171, 179-180 and 185-186.
- Lamichhane, Kamal. (2013). "Disability and barriers to education: evidence from Nepal". *Scandinavian Journal of Disability Research*, Vol 15(4), 311 and 321-324.
- Lane, Linda, Madhura Nagchoudhuri. (2015). "Teachers attitudes toward students with disability in higher education", published by ResearchGate, 1 and 7-8.
- Lelan, Joseph Kiprono, Yagan Kibet Rono and James Kimeli Sang. (2019). "Infrastructural access challenges and their effects on enrolment of physically challenged learners integrated into public primary schools in Uasin Gishu county, Kenya". *International Journal of Research and Innovation in Social Science (IJRISS)*, Volume 3(5), 145, 150-155.
- Limaye, Sandhya. (2016). "Factors influencing the accessibility of education for children with disabilities in India". *Global Education Review*, Vol 3(3), 43 and 55.
- Lourens, Heidi, Leslie Swartz. (2016). "Experiences of visually impaired students in higher education: Bodily perspectives on inclusive education." *Disability and Society*, Vol 31(2), 1, 5-7 and 10-12.

- Mahanya, Phillimon. (2019). "Assessing inclusive education pedagogies for students with visual impairment in Zimbabwean universities: challenges encountered in implementation". *Journal of New Vision in Educational Research*, Vol 1(1), 118, 125-127 and 131.
- Mahfuz, Saifullah, Md Nazmus Sakib and MM Husain. (2021). "A preliminary study on visually impaired students in Bangladesh during the COVID-19 pandemic". *Policy Futures in Education*, Vol 0(0), 1, 10-11 and 13.
- Maingilore, Mary. (2016). "Factors influencing academic performance of students with special needs in institutions of higher learning. The case of middle level colleges in Machakos country", 9, 39-40, 55-56 and 58.
- Majeed, Zahid. (2020). "Issues, challenges and support in accessing distance education technologies for individuals with disabilities". *Pakistan Journal of Distance & Online Learning*, Vol 6(1), 167 and 173-175.
- Majoko, Tawanda. (2018). "Participation in higher education: voices of students with disabilities". *Cogent Education*, Vol 5(1), 1, 5 and 15.
- Majoni, Cuthbert, Julieth Mashatise. (2017). "Challenges faced by students with blindness studying through open and distance learning". *European Journal of Research in Social Sciences*, Vol. 5(2), 37, 39 and 40-41.
- Malik, Shazia et al. (2019). "Provision of educational facilities for visually impaired learners at tertiary level in Pakistan; a review study". *International Journal Social Sciences and Education*, Vol 9(1), 1-2.
- McCarthy, Patricia and Michael Shevlin. (2017). "Opportunities and challenges in secondary education for blind/vision-impaired people in the Republic of Ireland". *Disability and Society*, Vol, 32(7), 1007-1008 and 1023.
- Mushome, Avhasei Merium, Ratau John Monobe. (2013). "The attitude of lecturers towards visually impaired students: a case study of one of the universities in the Limpopo province in South Africa". *US-China Education Review*, Vol 3(2), published by David Publishing, 108 and 111-112.

- Morina, Anabel, Beatriz Morgado. (2016). “University surroundings and infrastructures that are accessible and inclusive for all: listening to students with disabilities”. *Journal of Further and Higher Education*, Vol 42(1), 13, 17 and 20.
- Morley, Louise, Alison Croft. (2011). “Agency and advocacy: disabled students in higher education in Ghana and Tanzania”. *Research in Comparative and International Education*, Vol 6(4), 338, 388-390 and 393.
- Mosia, Paseka Andrew. (2017). “Access to Higher Education for Students with Disabilities in Lesotho”. 7, 245-250 and 254-255.
- Mutasa, Jane, Pedzisai Goronga and Judith Tafangombe. (2013). “Challenges experienced by students with disabilities when pursuing programs with Zimbabwe open university (ZOU)”. *SAVAP International*, Vol 4(4) 513, 520-521.
- Mutugi, Lilian Wanja. (2018). “Learning challenges faced by special needs education learners in public primary schools in Mivita division, Mombasa County”, 8 and 52-54.
- Nasiforo, Beth Mukarwego. (2015). “Academic impediments students with visual impairments encounter in the colleges of university of Rwanda”.1, 97-99 and 122-123.
- Nel, K et al. (2015). “The challenges experienced by students with a physical disability (SWPD) at a higher education institution in South Africa”. *African Journal for Physical Health Education, Recreation and Dance*, Vol 1(4), 801-803 and 810.
- Nene, Nompilo Nonzuzo. (2019). “Accessibility issues and challenges facing students living with disabilities in institutions of higher education and training: The case of the University of Kwa-Zulu Natal’s Pietermaritzburg campus”. 1, 54-56 and 73.
- Obiozor, Williams Emeka, Onu and Ifeanyi Ugwoegbu. (2010). “Academic and social challenges facing students with developmental and learning disabilities in higher institutions: implications to African colleges and universities”. *African journal of teacher education*, Vol 1(1), 126 and 136-137.
- Oluremi, Fareo Dorcas. (2015). “Attitude of teachers to students with special needs in mainstreamed public secondary schools in southwestern Nigeria: the need for a change”. *European Scientific Journal*, Vol11(10), 194 and 203-204 and 206.

- Otyola, Wandera Roberts, Grace Milly Kibanja and Anthony M. Mugagga. (2017). “Challenges Faced by Visually Impaired Students at Makerere and Kyambogo Universities”. *Makerere Journal of Higher Education*, Vol. 9(1), 75-77 and 83-85.
- Parveen, Nazia, Muhammad Imran Yousuf and Ammara Ajaib. (2020). “Learning Opportunities and Challenges Faced by Visually Impaired Students in Special Schools of District Rawalpindi”. *Pakistan Social Sciences Review*, Vol. 4(2), 978-980.
- Philemon, Amaniampong, Nyavor Michael. (2021). “Challenges of visually impaired students in the use of virtual learning platforms at Wesley college of education in Ghana”. *International Journal of Research Studies in Education*, Volume 10(6), 21 and 27-30.
- Saeed, Samavia. (2016). “Identify problems of special needs students with disabilities in special schools”. *Asian Journal of Educational Research*, Vol. 4(4), 60-62 and 66.
- Safer, Alan, Lesley Farmer and Brian Song. (2020). “Quantifying Difficulties of University Students with Disabilities”. *Journal of Postsecondary Education and Disability*, 33(1), 5-7 and 8-11.
- Sahasrabudhe, Shrirang, Prashant Palvia. (2013). “Academic Challenges of Blind Students and Their Mitigation Strategies”. *Academic Challenges of Blind Students*, 1, 6-10.
- Saksena, Shalini, Rashmi Sharma. (2014). “Deconstructing barriers to access higher education: a case study of students with disabilities in university of Delhi”. *Journal of Undergraduate Research and Innovation*, Vol 1(2), 316, 325-327 and 334-335.
- Senjam, Suraj Singh, Allen Foster and Covadonga Bascaran. (2020). “Barriers to using assistive technology among students with visual disability in schools for the blind in Delhi, India”. *Disability Rehabilitation and Assistive Technology*, 1-5.
- Seo, Wonsun S, Roy K. Chen. (2009). “Attitudes of college students toward people with disabilities”. *Journal of Applied Rehabilitation Counseling*, Vol 40(4), 3 and 7.
- Sbunmugam, Mutbukrisbnan. (2002). “An exploration of the barriers, as experienced by visually impaired students studying at the university of natal”, 5, 55-56 and 64.
- Stumbo, Norma J et al. (2010). “An exploration into the barriers and facilitators experienced by university graduates with disabilities requiring personal assistance services”. *Journal of Science Education for Students with Disabilities*, Vol 14(1), 1 and 10-12.

- Sulaj, Anila et al. (2021). "Assessment of accessibility of disabled students in the public university infrastructure in Albania". *Journal of Educational and Social Research*, Vol 11(3), 214, 220-221 and 223-224.
- Suleman, Qaisar et al. (2013). "Identification of the Problems Faced by Exceptional Children at Primary level in Khyber Pakhtunkhwa, Pakistan". *International Journal of Human Resource Studies*, Vol. 3(1), 175-177 and 192-193.
- Temesgen, Zelalem. (2018). "School challenges of students with visual disabilities". *International journal of special education*, Vol 33(3), 510, 519 and 522.
- Wehbi, Samantha. (2014). "Barriers to Education for People with Disabilities in Bekaa, Lebanon". *The Review of Disability Studies: An International Journal*, Vol 3(41), 8-10 and 13.
- Williams, Matthew et al. (2019). Review of Support for Disabled Students in Higher Education in England. 1-2 and 137-138.
- Wisdom, Mprah Kwadwo, Amponteng Michael and Owusu Isaac. (2015). "Barriers to inclusion of children with disabilities in inclusive schools in Ghana". *Journal Of Disability Studies*, Vol 1(1), 2 and 9.
- Wray, Mike. (2011). "Disabled learners and higher education; barriers and enablers to success". *Journal of Coventry and Warwickshire Aimhigher*, 5-6, 16-18 and 43-45.
- Zabeli, Naser, Fjolla Kaçaniku and Donika Koliqi. (2021). "Towards the inclusion of students with special needs in higher education: challenges and prospects in Kosovo". *Cogent Education*, Vol 8(1), 1, 16 and 18.
- Zahid, Gulnaz, Aamna Saleem Khan and Zehra Kashif. (2018). "Services for students with disabilities at higher education of Pakistan". *European Journal of Education Studies*, Volume 5(5), 260-263, 265-266 and 268-270.
- Zemba, Benson, Ferdinand M. Chipindi. (2020). "Challenges faced BY pupils WITH disabilities in accessing primary education in two selected inclusive education piloting schools in Livingstone district". *International Journal of Research and Scientific Innovation (IJRSI)*, Volume 7(12), 116, 124-125.



## **ANNEXURE**

## Consent form

I \_\_\_\_\_ willingly agree to participate in study titled, “**Challenges faced by Persons with Different Abilities in Seeking Education: A Case Study of Quaid-i-Azam University Islamabad**” and carried out by **Miss. Beenish Shehzadi** who is a student of MSc Sociology in the Department of sociology Quaid-i-Azam university Islamabad. I agree to my interview being audio-recorded and will be treated privately. I understand that in any report on the results of this research my identity will remain anonymous. I understand that signed consent forms and original audio recordings will be retained in [the university library and researcher’s department] until [partial fulfilment of degree; after confirmation of the results of the researches of the researchers by their departments]. I understand that I am free to contact any of the people associated in the research to seek further clarification and information.

For contact: beenish\_shehzadi302@yahoo.com

**Signature of research participant:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

**Signature of researcher:**

\_\_\_\_\_

## Demographic Profile

**Name (optional):**

**Age:**

**Gender:** (a) Male (b) Female (c) Other

**Type of disability:** (a) Visually Impaired (b) Physically Handicapped  
(c) Other \_\_\_\_\_

**Education:** (a) BS (b) Masters (c) M. Phil (d) Others \_\_\_\_\_

**Department:** (a) Social Sciences (b) Natural Sciences  
(c) Biological Sciences (d) Environmental Sciences

**Residential Status:** (a) Hostellite (b) Day Scholar

**Family System:** (a) Nuclear (b) Joint

**This section is regarding to challenges in transportation.**

1. How do you manage to come to university for attending lectures/classes?
2. How often do you travel on QAU transport e.g., daily, weekly, monthly or yearly?
3. What is the timing of travel hours that you choose to travel?
4. How do you think persons with different abilities should be treated in the transportation sector?
5. How is the behavior of transport staff of QAU with you?
6. How do the common commuters treat you when you are in the bus of QAU?

**This section deals with challenges in infrastructure.**

1. What sites of the university do you visit the most?
2. Are your classes upstairs? *If yes*, what facilities do you think there should be for persons with different abilities if their classes are upstairs?
3. Is there any special facility for the persons with different abilities to move upstairs for attending their lectures?
4. What such facilities are available to you at QAU?
5. Are buildings of QAU large enough to provide ease to persons with different abilities or there should be more developments in infrastructure in QAU?

**This section is about challenges in orientation and mobility.**

1. Are you fully oriented with QAU and its surroundings?
2. How do you manage to move around in campus?
3. How do you manage when you need to go to washroom?
4. What is the behavior of your class fellows or other staff with you regarding orientation and mobility?
5. When you go on food huts, what is the behavior of their staff with you?
6. What do you think about class room environment?

**This section is relevant to challenges in information technology.**

1. What technological facilities, do you think, should be provided to persons with different abilities for doing their assignments, projects, or quizzes?
2. What such facilities are provided to you in the university?
3. What challenges are you confronted with during the utilization of existing technological facilities that are available to you?

4. How do you think class notes and readings should be provided to persons with different abilities? What form of readings/notes are provided to you?
5. What else facilities should be provided to persons with different abilities to fill the gap?

**This section is related to challenges in attending lectures and note taking.**

1. What sort of lecture delivery mechanism should be adopted to make it work for persons with different abilities?
2. What difficulties do you face provided the existing lecture delivery mechanism?
3. What special facilities do you think should be provided to persons with different abilities if they missed a class lecture?
4. How do you manage to take the class if you missed that by any chance?
5. What is the most feasible way of taking notes from the lectures delivered in the class?
6. How do you manage to take notes?
7. Is there any special assistance provided to you for taking lecture notes?
8. What are the major issues that you encounter in context of note taking?

**This section is concerned with challenges in making assignments.**

1. How do you think projects/assignments should be assigned to the persons with different abilities?
2. How are projects/assignments are assigned to you?
3. What difficulties do you face in the preparation of projects/assignments?
4. How do you think should the assignments/projects of persons with different abilities should be evaluated?
5. How are your assignments/projects evaluated?
6. What special leverages do you think should persons with different abilities be provided?
7. Are you provided any such leverages in terms of your assignment's preparation and evaluation?
8. What are the key issues you face related to making your course assignments?

**This section is about challenges in taking examination.**

1. How do you think persons with different abilities be evaluated for their academic strengths?
2. How are you evaluated for your academic strengths?

3. What examination pattern should be followed to evaluate the persons with different abilities?
4. What examination pattern is followed at QAU for persons with different abilities?
5. What special leverages do you think should persons with different abilities be provided for their examination purposes?
6. What special leverages are you accorded during examination?
7. What are the key difficulties do you face in taking examination?