ISSUES OF DIFFERENTLY ABLE STUDENTS IN THE FIELD OF EDUCATION

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"Thesis submitted to the Department of Sociology, Quaid-i-Azam University, Islamabad, for the partial fulfillment of the degree of Master of Science in Sociology".

By

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Islamabad

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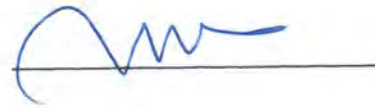## (Department of Sociology)

FINAL APPROVAL OF THESIS

This is to certify that we have read the thesis submitted by Mr. Bilawal, 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 "M.Sc in Sociology ".

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ACKNOWLEDGMENT

ABSTRACT

The major purpose of this study was to examine difficulties and barriers faced by students with special needs in the field of education who were enrolled in different programmes of a public sector university of Pakistan. This study is quantitative in nature the data for this study came form 32 students with differently abled students (males=24, female=08). The respondents were selected though snow ball sampling technique. The data was analyzed by using SPSS. The findings revealed that differently abled students were encounter problems in orientation, transportation, academic etc.

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Chapter No.1

INTRODUCTION

According to the World Health Organization (WHO), disability is a set of physical and mental disorders which keep a person from an independent individual and social life. Another definition of disability Sayed that Disability is a 'disease of social relations', adding "Social relations between the disabled and the able bodied are tense, awkward, and problematic. (Mishra K., Social stereotypes and attitudes towards disability, 2003)

In Pakistan total number of disabled persons is (3286630) Pakistan bureau of statistics. Types of disability/disorder are discussed in the present volume in the chapter

'Legal/Typological' and are considered more extensively elsewhere (Farrell.2008). They are as follows:

Profound Cognitive Impairment,

Moderate to Severe Cognitive Impairment,

Mild Cognitive Impairment,

Hearing Impairment,

Visual Impairment,

Deaf Blindness,

Orthopedic Impairment and Motor Disorder,

Health Impairment,

Traumatic Brain Injury,

Disruptive Behavior Disorders (Including Conduct Disorder),

Anxiety Disorders and Depressive Disorders,

Attention Deficit Hyperactivity Disorder,

Communication Disorders (Speech, Grammar, Comprehension, Semantics and Pragmatics),

Autism,

Developmental Coordination Disorder, Reading Disorder

Disorder of Written Expression,

Mathematics Disorder and many other.

Visual impairment

Visual Disability: Definition of Terms A visually limited student is one whose visual condition is such that it interferes with his or her efficient learning (Bishop.1971). There are various categories of blindness and medical terms to describe it. But throughout this study, blindness is subdivided in two categories.

It is a sensory disability rendering an individual partially or totally sightless. The term 'partially sighted' is used to describe those who are permanently handicapped by defective vision, caused by congenital defect, illness or injury (Evan.1995). It extends from those with relatively minor visual difficulties to those who are sometimes described as having low vision (Department for Education and Skills, DFES.2001). In this research 'partially sighted' students are also referred to as 'Visually Impaired'. The definition of blindness is used to describe individuals who have not vision and unable to perform any work for which eyesight's must (Khaw.1994).

How is Sight measured?

A person with normal eye sight can read the Snellen chart's biggest letter E from 200 feet distance. If the person's vision is very low that to see the Snellen chart's biggest

Letter E, he or she has to come about 20 feet or even nearer, then he or she is considered as legally blind/low vision and vision is rated as 20/200. This pair of numbers is called Visual Acuity.

This is not a fraction of anything. The first number is the distance from the eye chart. The second number is the distance from which a normal eye sees a letter on the chart clearly. Someone with a visual acuity of 20/200 only

sees letters at 20 feet that a normal eye identifies at 200 feet. The higher the second number of Visual Acuity, the worse vision will be (American Academy of Ophthalmology.2004). Typical Characteristics of persons with Visual Impairments:

Cognitively, the person with visual impairment cannot see objects in the environment beyond his or her grasp including those that are too large or too small or are moving (Agrawal.2004; American foundation for the Blind, AFB.2002; Chorniak.1977). The use of other senses enables the students to obtain information about their surroundings. A blind student needs to learn systematically what a sighted person can pick up incidentally from the society. If the visual sense is impaired concepts may be incompletely developed or missed entirely (AFB.2002). a blind person is limited in the range and variety of their experiences and educational measures are necessary to overcome this limitation (Agrawal.2004).

Socially, a person with a visual impairment is limited in interaction with the environment or society. He or she may not see facial expressions fully, may not be able to model social behaviors through imitation and sometimes is unaware of the presence of others unless a sound is made (AFB.2002).

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Legally Blind,

Totally Blind.

1. Partially Sighted:

There is some type of visual problem that has resulted for the child to need special education

2. Low Vision:

Refers to severe visual impairment (does not only include distance vision) would apply to people who are unable to read at a normal viewing distance even with glasses.

Use vision and other senses to learn May need accommodations such as larger print, more lighting and sometimes Braille

3.Legally Blind and Totally Blind:

Legally blind and Totally Blind When a person has less than 20/200 vision in their better eye.

Very limited field of vision.

Only 20 degrees at the widest point Learn by using Braille and other non-visual material.

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and professional life. As we saw in Pakistani society, in many cases the behavior of their parents is not good they think that it is a punishment by ALLAH of our sins that we have done in past, so we have a disable or visually impair child. They don't allow to their special children to go outside from home because they think that he or she cannot see maybe they feel in trable . even sum of parents don't allow to their visually impair child to get education outside of home.1 of kes were reported in Larkana few years ago a blind girl born in rich family when she was 5 years old she told to their father "baba I want get an education please allow me to go into CHANDKA SPECIAL EDUCATION CENTER for visually impair students to study" but the father do not allow her to get education outside of home. He told his dater "If you will go out from home and my relatives have seen you they will laugh on our family, you want to study I will appoint a blind teacher to teach you" (Hussan.2009). In schooling differently abled students face many challenges like;unawairness among the Teachers, unawairness among special students fellows, movement bareiars,belding structural problems, low motivation among the teachers of blind/low vision students, accessibility barriers, lake of information about brail and blind students, lake of trainings for blind students teachers, fainantial problems, unavailability of reading and writing material such as; Audio recorded lectors/books,brale printed books, brail machines, braille books printing prase, slate and stylish ect. Visually impair students face challenges during the completion of their assignments, midterms and exam period because visually impair student need a person to read for him or her in the exam time if a person is not available definitely it effect on special student preparations it also impact on their final result or performants. education is defined as, according to dictionary.com, "The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.". In other words "The action or process of teaching someone especially in a school, college, or university" (Merriam-webster.com). The basic component of a child's life is Education which must be fulfilled with easy

and accessible learning is the rite of every child (UNICEF, 2000) the right to education has been universally acknowledged since the Universal Declaration of Human Rights in (1948). A programmer adopted by UNESCO in1951 deals with the processes for valuing the right to free and compulsory education in the spirit of Article 26 of the Universal Declaration of Human Rights. Moreover, The Education for All (EFA) movement is a universal responsibility to provide quality basic education for all children, youth, and adults (A Human Rights-Based Approach to Education for All, 2007).

Pakistan has also committed to achieving the Sustainable Development Goal (SDG) for Education, committing that by 2030: "Children everywhere, boys and girls alike will have equal access to all levels of education." The 18th Amendment of the Constitution of Pakistan has included Article 25(A) according to that "The state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law" (The Constitution of Pakistan, 1973). As far as persons with special needs are concerned they have equal rights to education. Open and Distance Learning (ODL) or distance education plays an important role in making persons with disabilities able to use Information and Communication Technologies

Persons with disabilities can make their life easier through innovations in technology. With the help of computers, they can do tasks which seem to be impossible to be completed such as: writing letters, having communication with their family, friends, and teachers, etc.

Furthermore, now in this modern time period people with special needs can have the same livelihood as that of persons without any disability which is due to technology and digitalization of many public services such as education, library, banking, smartphones, computers, etc. They can live a self-made life and can achieve social acceptability (Williamson et.al, 2001), Kurubacak and Year (2004) have mentioned that for effective learning in distance education, the Enovation of technologies is of good importance.

Many developed and developing countries are resolving educational problems in distance education with help of innovations of modern technologies. All children, including children with disabilities according to their requiring special educational needs have a right to get an education that is appropriate to their needs. The purposes of education for students with special educational needs on the basis of their disabilities are the same as applying to all children. Special educational needs are related for supporting children to develop in all aspects of their life, spiritually, morally, emotionally, cognitively, socially, physically, and psychologically by addressing problems of the students with special needs in special schools. Special educational needs are identified in this act as a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health, or learning disability or any other condition which results in a person learning differently from a person without that condition (NCSE, 2014). The right of education of disabled people cannot be presented by any reason. Disabled children, youngsters, and adults are provided equal education with the non-disabled people and in inclusive environments by taking the special conditions and differences into consideration (Pakistan Disability Act, Article 15, (2005).

In 2005 Pakistan Disability Act, was passed by the Grand National Assembly of Pakistan, which regulates all practices with regards to disabled individuals in Pakistan. The Act legally protects the educational rights of all citizens of Pakistan. The special attention given to inclusive education in Article 15 of the Act was considered an important step forward to ensure that the equity principle applies to all members of the society (Akçamete, Kayhan, & Şen, 2012). However, inclusive education was not widely practiced in Pakistan schools and several problems have been sustained since the Act was passed in 2005, including the inadequate social and academic interactions of disabled students with non-disabled students, poorly-designed educational environments and insufficient preparation and

mental readiness of teachers to teach in inclusive classrooms (Özaydın & Çolak, 2011; Sadıoğlu, Bilgin, Bate, & Oksal, 2013).

1.1 Statement of Problem

The issue of disabled student's problems is a topic or subject of interest for many sociologists and educationalists. Many studies have been carried out on issues of disabled students in the field of education in higher education scamming literature from different previous researches researcher came to the conclusion that nowadays significantly increases the number of special students in higher education. There are many researches have been conducted on the problems faced by differently able students in higher education in the northern countries in the Pakistani context few studies are conducted but they have still gape in sum aspects, for example, a research was conducted in 2018 by Waseem tunaio this study highlights the problems of visually impaired students in primary level only in the case study of Larkana city. another study was conducted in 2013 by Fatma et al. this study highlights the problems of special students at higher education level such as educational problems, movability challenges, accessibility barriers. Also, another research was conducted in Allama Iqbal Open University Islamabad by Gulam Fatema et al. problems faced by visually impaired students in (AIOU) the data were collected from different cities of Panjab, KPK and AJAK. But in this study researcher highlights the challenges faced by special students in higher education their advises solutions, because this is a technological era and from time to time problems are changed so the researcher tries to found out new challenges face by differently able students in higher education at the case study of public sector University.

1.2 Objectives of the Study

i. To examine the policies and practices of higher education with reference to differently able students;

ii. To examine the challenges faced by differently able students in higher education;

iii. To study the impacts of these challenges on their academic performance.

1.3 Research Questions

The study was carried out with the following questions.

i. How do higher education institutions in Pakistan mainstream differently able students?

ii. What are the problems faced by disabled students in higher education?

iii. How do these challenges and experiences impact their educational performance?

1.4 Significance of the Study

This study is important in the sense that it highlights the challenges faced by disabled students in higher education. It also contributes in several ways, first; the provides an insider view of issues of disabled persons. Secondly, this study provides help for beginners to find out new ways to research this topic. Third, this study also provides help to understand the barriers faced by students with special needs. Forth we needed to have a close study on the issues of differently able students here we throw a glance at the researches made upon the experiences of students with special needs. Fifth. It also helps researchers, educational scholars, NGOs, and policymakers to understand the problems of special students and further carry research on the issues of students with special needs and make such policies and build an environment at colleges/universities that encourage the disabled students to go through the proper education and learning process.

Chapter No.2

REVIEW OF THE RELEVANT LITERATURE

Literature review is the main and basic part of the research; therefore, the researcher tries to make the readers familiar with the history of this topic. Also, he tries to give an idea of previous qualitative literature. In this chapter, the researcher discusses various issues of special students such as unawareness among teachers, lack of awareness among disabled students, movement barriers, building structural problems, challenges to physically challenged students to reach the classrooms located on the first or second floor, low motivation among the teachers of special students, accessibility barriers, lack of information about brail and blind students, lack of training for disabled students teachers, financial problems, unavailability of reading and writing material such as audio recorded lectures, visual learning mode, wheelchairs for physically handicapped students, hearing machine for hearing of impaired students, etc.

The special education is common as "when a young child is not able to get formal information via the basic human sensory. It led to both slowly and quickly to communicate his/her self to modify and adjust what he/she required. In some exceptional cases, children became responsible for regular education by following their teachers, counselor, psychologists, and other educational institutions as well as experts to guide them. It seemed that both family and society played a key role in the development and the growth of special children development. (Karl and Callagber, 1989)

Education is a strong accelerating agent that offers individuals with mental, physical, ideological, and moral training in order for them to be fully aware

of their mission, their life's purpose, and to equip them to realize that goal. It is a tool for human spiritual development as well as material fulfillment. In the eyes of the Islamic world, education is a tool for shaping people's views toward the value of justice in order to assist construct a stable Islamic community (Govt. of Pakistan, 1998).

In the last two decades, Pakistan has been increasingly aware of the need to educate its handicapped people (Miles, 1991). The UN Declaration of 1983-92 as the Decade of the Disabled has sparked interest in the subject of education for SWPD, as has the International Year for Disabled Persons (1981). In the 1980s, the Pakistani government embarked on a hasty expansion of special education services, increasing both the quantity and quality of existing services.

Because physically disabled students account for 10% of our overall population, the research study in this area would be beneficial in resolving their issues.

In Pakistan, research on the education of orthopedically challenged children has gotten little attention. It's only recently that people have begun to pay attention to it. The handicapped's education is equally important for the country; so, there is a need to offer them with education that is tailored to

their needs. It will aid in the prevention, reduction, or elimination of academic, communicative, locomotor, and adjustment issues in orthopedically impaired children.

Because orthopedically handicapped students are otherwise typical children with the exception of their physical deformity, extra facilities must be given in addition to those available to other students (Zaib & Alia, 2006).

The number of students with physical impairments who are enrolled in general education is on the rise. Understanding how they adjust to their educational surroundings and engage with their non-disabled peers has thus become critical.

Education also offers an environment for students with physical impairments and students without disabilities to engage and have positive social experiences. Students learn that they are more alike than they are different in such an environment (Nelsworth, 1982). School may give the opportunity and suitable setting for personal, interpersonal, and social growth and development for all, including adolescents with disabilities, to the utmost extent feasible, according to social scientists, child psychologists, and educators. In the regular classroom, educational institutions can help students with impairments change their views and improve their social

adjustment (Hallahan & Kauffman, 1991). There are two types of schools in Pakistan: ordinary schools/general education schools and special education schools. Ordinary schools are designed to accommodate all students, regardless of special requirements, whereas special schools focus only on the educational needs of children with disabilities. These unique schools are only found in major cities, although standard schools can be found in cities, suburbs, and rural locations. Due to the lack of special schools in the area, these institutions also educate pupils with special needs. Because of the large frequency of conventional schools, it was expected that the majority of children with special needs are accommodated by them. Despite all of the efforts made to meet the requirements of people with disabilities, the quantity and geographic distribution of special schools is insufficient to provide educational services at their doorstep. Because people with special needs are dispersed throughout the country, it is hard for authorities to create special education institutions in every hamlet and town. Children from the surrounding area or region approach the special education school, however most SWSN enrol at a local general education or ordinary school with their other siblings.

Disabled persons carry unique conduct of various members of society within the historical background and contemporary delivery model of educational services for students with special needs. When a disabled child is born into a family, the family feels humiliated, uneasy, and anxious. They believe it

is their bad luck. They have a sense of guilt. This implies that they have committed a past sin, as a result of which their social reputation and status are jeopardised. Disabled or visually impaired people are stigmatised in society; as a result of society's actions, parents feel humiliation and disdain when sending their disabled children to school. There are also no appropriate equipment or reading materials available in the classrooms for those students. They lack braille books, a braille slate, and a braille stylus. They don't have any totally accessible structures because they can move about. Some proverbs or quotations are created culturally in society. Those proverbs and phrases clearly show how disabled people are treated in society. For example, (Noor ta Noor Na ta jiari ai poverty) says that everyone may live if they consider themselves as ordinary people. And those who do not see are not able to live. That is an amazing incorrect quotation; it is natural to be alive; otherwise, a blind person cannot survive. Every person has a right to life based on their way of living. It is also a basic right since without normalcy and abnormality, no one can survive. People who are socially disabled are pushed to the margins. They are socially excluding others of equal rank and caring. They are regarded differently from the rest of the population. A blind child will not receive the same level of parental attention as a normal youngster. Equal care should be provided to both children.

Social exclusion is defined as the inability to actively engage in economic, social, political, and cultural life, as well as alienation and detachment from mainstream society. (K. Mishra, 2003)

Differently abled persons, according to that concept, are socially, politically, economically, and culturally excluded. A person with a different ability regards society as abnormal. People with disabilities are people who have long-term physical, mental, intellectual, or sensory impairments that, when combined with additional impediments, prevent them from fully participating in society on an equal footing with others. (United Nations Organization, 2006)

It is used to describe people who have been disabled for a long time due to physical, mental, or sensory disability. They see a barrier in everyday life. According to this definition, such are referred to as disable.

Accessibility

States must make it possible for people with disabilities to live independently and actively engage in all aspects of life. Parties shall take appropriate measures to ensure that persons with disabilities have equal access to the physical environment, transportation, information and

communications, including information and communications technologies and systems, and other open or provided to the public facilities and services, both in urban and rural areas. These steps, which include identifying and removing impediments and barriers to accessibility, will apply to, among other things, Information, communications, and other services, such as electronic services and emergency services, are provided via buildings, roads, transit, and other indoor and outdoor facilities, such as schools, homes, medical facilities, and workplaces. Make public signs available in Braille and in easy-to-understand formats. To give live help and mediators, such as guides, readers, and professional sign language interpreters, to make buildings and other public facilities more accessible. (United Nations Organization, 2006)

Article 9 of the UN Convention on the Rights of Persons with Disabilities Accessibility allows people with disabilities to be self-sufficient and participate in all aspects of society. Roads, public transportation, and public spaces should all be accessible to the visually impaired. Differently abled people should have access to media information centres, educational institutions, and information technologies. Disabled people are given with a physical environment and all types of access in both urban and rural settings. On a public board, post a sigh age and braille form written board. Accessibility refers to a simple method that makes any task simple for those with disabilities. Whatever accessible equipment, technology, or

methodological approaches are used, they make life easier for the visually impaired. Assistive technology is the name given to this type of accessible technology.

Personal mobility

States Parties shall take effective measures to ensure personal mobility with the least possible reliance for persons with disabilities, including: Facilitating personal mobility of persons with disabilities in the manner and at the time of their choice, and at an affordable cost; Facilitating access by persons with disabilities to quality mobility aids, devices, assistive technologies, and forms of live assistance and intermediaries, including by making them available; and Facilitating access by persons with disabilities to quality mobility aids, devices, assistive technologies, and forms of live assistance and intermediaries, including by Providing mobility skills training to people with impairments and professional workers who deal with people with disabilities; Encouraging companies who make mobility aids, gadgets, and assistive technology to think about all elements of mobility for disabled people. (United Nations Organization, 2006)

According to Article 20, the government would give mobility help to disabled people in the caste and manner that they are entitled to. The

countryside will organise mobility and provide device assistance. The government and rehabilitation institutions will offer mobility training for disabled people on a regular basis. Mobility is essential for living a self-sufficient existence. A person who is differently able can participate in mobility training several times throughout their lives. Because as society evolves, so do the systems that allow people with varied abilities to preserve their independence. Along with mobility equipment, an accessible building is critical for mobility. Both of these items make it simple for people with disabilities to move about.

Disable right of education

The right to education for people with disabilities is recognised by all States Parties. States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to: the full development of human potential and a sense of dignity and self-worth, as well as the strengthening of respect for human rights, fundamental freedoms, and human diversity; the development by persons with disabilities of their personality, talents, and creativity, as well as thei development by persons with disabilities of their personality, talents, and creativity, as well as thei development by persons with disabilities of their personality, talents, and creativity. States Parties shall ensure that persons with disabilities are not excluded from the general education system based on disability, and that children with disabilities are

not excluded from free and compulsory primary or secondary education based on disability; States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of society; States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of society. States Parties must adopt adequate steps to achieve this, such as promoting the learning of Braille, alternative script, augmentative and alternative modes, methods and formats of communication, and orientation and mobility skills, as well as facilitating peer assistance and mentorship. Facilitating the acquisition of sign language and promoting the deaf community's linguistic identity; Ensuring that education is offered in the most suitable languages, modes, and ways of communication for people who are blind, deaf, or deaf blind. Disability awareness, as well as the use of suitable augmentative and alternative modes, means, and formats of communication, educational strategies, and resources to help individuals with disabilities, are all part of this training. (United Nations Organization, 2006)

Disabled people have the right to educate on an equal basis with others. They are unable to separate from regular schooling due to their condition. The government will take steps to encourage deaf students to learn sign language, including braille and signs. Differently abled instructors who are

qualified in that field will be appointed by the government as sign language specialists. For disabled children, the government will provide free elementary and secondary education. Disabled children are given vocational and tertiary education. They have had access to educational opportunities that are both generic and inclusive.

Habilitation and rehabilitation

States Parties must adopt effective and appropriate measures, including peer support, to allow people with disabilities to achieve and retain maximum independence, full physical, mental, social, and vocational capacities, as well as full inclusion and involvement in all aspects of life. To that end, States Parties shall organise, strengthen, and expand comprehensive habilitation and rehabilitation services and programmes, particularly in the areas of health, employment, education, and social services, so that these services and programmes: Begin as soon as possible and are based on a multidisciplinary assessment of individual needs and strengths; Support for community involvement and inclusion in all elements of society is optional and offered to people with disabilities as near as feasible to their homes, particularly in remote locations. States Parties must encourage the establishment of initial and ongoing training for professionals and personnel working in the field of habilitation and rehabilitation. As it relates to habilitation and rehabilitation, States Parties must encourage the

availability, awareness, and use of assistive equipment and technology tailored for people with disabilities. (2006, organisations)

The government will take active and appropriate measures, including peer support, to empower persons with disabilities to achieve and maintain maximum independence, full physical, mental, social, and vocational ability, and full inclusion and participation in all aspects of life, as described in the article Habilitation and Rehabilitation. To that purpose, the government must organise, enhance, and disseminate comprehensive rehabilitation and habilitation services and programmes, notably in the areas of health, employment, education, and social services, so that these services and programmes are widely available. Begin as soon as feasible and are based on a multidisciplinary evaluation of an individual's requirements and strengths. Support for community involvement and inclusion in all elements of society is optional and offered to people with disabilities as near as feasible to their homes, particularly in remote locations. The government would encourage the creation of initial and ongoing training for professionals and personnel that operate in the field of habilitation and rehabilitation. As it relates to habilitation and rehabilitation, the government should encourage the availability, knowledge, and usage of assistive equipment and technology tailored for people with disabilities. For those students who have visual impairments such as acuity or efficiency, the usage of Information Communication Technology (ICT) is required. When these

pupils do not have access to assistive technology, their limitations are exacerbated. During the previous decade, the most frequent practise in terms of ICT use was to utilise the internet as a tool to create knowledge, information, and social interaction within a community. In general, pupils with visual impairments in Pakistan do not have access to these technologies, resulting in a denial of the right to access available information (NTIA, 2002-2004, Kubichk, 2004). The use of computer technology and the internet has also been shown to improve the independence of persons with impairments. "Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age, or sexual orientation shall be prohibited," according to the European Union's Charter of Fundamental Rights (2007).

The Pakistani Government took serious measures for resolving the issues or solutions and the betterment of persons who are in need of special attention by establishing different special educational institutes and make such policies for the differently abled students. Instantly, different public sector institutes were established to manage the issues for the improvement and financial support of special students in Pakistan at the government level by the Directorate General of Special Education, then this program was transferred to improve at provincial level for delivering the proper services for the disabled students according to their inabilities in special schools. Government and non-government institutes were established in the field for

providing this divine duty. In 1980s key progress was found in Pakistan for delivering legal cover and continuity in this field for the person who is in need of special educational needs according to his/her disabilities. In 1985 Policy development was initiate to start. Eventually, first National policy for disabled persons was constructed to improve in 2002. National Plan of Action (NPA) was conducted to implement this policy into action at state level in 2006. The policy is connected on wide area of services like education, health care assessment, vocational training, rehabilitation and, job security, advocacy and early intervention research, betterment of development, provision of financial support, designing architectures and other public spaces to meet the needs of persons who are demanding special needs. 2002 policy of the government was a major achievement for persons with disabilities in the history of special education in Pakistan. Special education centers were established in all areas of Punjab province for providing resources of special needs for disabled persons (i.e.) hearing impaired, visually impaired children, physical impaired and mentally retarded children. Government of Pakistan took bold steps and provided the double salaries to special teachers than general teachers for the motivation of special teachers in this field. Different researches were conducted under the umbrella of Directorate General of Special Education at state level for assessment of the needs and provision of services, financial resources, and facilities for persons with special need of acre on the bases of their disabilities. Firstly to NPA, only four institutions; Institute for Blind Sheranwala Gate; Lahore (1906), IDARIEU School for the Deaf and Blind;

Karachi (1920), Mental Health Mission School; Peshawar (1940), and School for Blind ,Bahawalpur(1943) were giving the services for the persons with special educational requirements according to their disabilities in special schools. Special education was designed individually and arranged, supervised systematically its way of implantation, like special equipment's, reading materials, and physical surroundings to reduce the mobility challenges the infrastructural barriers, and the way of teaching methodology. (Suleman, 2013) on the other hand, such intervened designed to help and facilitate exceptional children to attain the maximum goals and academic achievements. (William and Michel, 1984)

Every literate person made provision of education to all people according to their requirements and abilities. Multi-dimensional ways of education made educational system in accordance to the needy students as per their spatial surrounding to provide them proper classes in school as their ordinal ways. According to their spatial provision for the appropriate regular classes without any racial or ethical discrimination and welcome all the students for inclusive education pursuits with zeal and zest (Forman, 2002).

elaborated that the education system needed more improvement for the exceptional children how to teach them by their spatial provisions and trained the teachers how to deals and convinces the students for the achieving their education along with the aspect life, socially, academic, emotional and physical activities. (Powers, 2002)

According to UNICEF (2000), the inclusive rendered of education services to get more attention. Therefore, It depended on that to provide and access all the necessary inclusive education services to all those who suffered from human sensory. Ethiopia and some other countries had accepted the UN's various international conventions, where they saw the rate of the participation of disabilities of the children was insignificant and didn't tickle downed the diversified desires of the children.

United States Agency for International Development (USAID,2011) reported that due to limited access to the educational discriminated and diversified attached to various backgrounds of the disability. In the same way, out of 691,765 children with disabilities in Ethiopia, only about 2,300 are admitted in schools, with a high risk of dropping out of school. Lewis (2009) (However, a survey was conducted in the cluster schools to see the ratio of the disabled students in Ethiopia, the reports had shown that 93.5% of the students in Ethiopia facing many problems to get support from their teachers, peer-groups, and parents (Dagnew, 2013).

Furthermore, the Researcher had found a gap in giving to access the students to get inclusive education and equal opportunities of employment and now it's the task of the government to provide quality education as per their needs. According to UNESCO. 2008. The organization had identified several issues due to lack of information about the inflexibility of the curriculum, diverse ethnic background and inadequately prepared of the

staff and other educational leaders, and the way of teaching method outdated and inconvenient learning environment.

several physical activities were not suitable for the exceptional children to play or enhance his physical activities due to playgrounds were full of the stones-grass and other pieces of the mirror which hurts those students. (Belay M A V Yihun S G,2020) explained that inadequate learning resources and lack of government incentives to render their good textbooks and other related material so that they can easily pursue their academic activities. (Eunice, Nyangia, and Orodho, 2015) an essential barrier facing by the students were a lack of reading material and being disable visually in many parts of the world. (UNESCO, 2009) Similarly, indicated that the main problem was facing to implemented of the inclusive education systems, also identified many issues due to this such implemented had never been accomplished like, lack of trained and skilled staff, inappropriate curriculum and scarcity of resources, lack of the incentives to special education training at college and university levels. (Demisew, 2014) some under-developed and developing countries were mainly concentrated over the budget to train their staff to provide quality education and well-designed arrangement for that (Belay, M, A,V,Yihun, 2020)

Furthermore, there had a great number of blind low vision people transition from the consist third level to an entire low number in Ireland by accessing the Higher Education and Disability (2008), identified, 50% of youngsters less like to resume their third level of the education. According to the

Association for Higher Education Access and Disability 2015, reported that low-level of after secondary education didn't get access need not to their ability but it's all about the dearth of support and lack of learning opportunities were rendered them to pursue their post-secondary education. for blind students hard for them to pass the mathematic examinations due to lo vision particularly a major problem for them. (Karshmer and Bledsoe 2002; McCarthy, 2013)

graphical and spatial mathematical topics, which disturb the students to include major challenges for them to create or draw the tables and graphics, because of the inadequate for the mathematics notations. (Cahill et.al, 1996) Several researchers had identified that many disabled didn't provide formal career guidance, and lack of limited advice related to providing them equal opportunities (Kim and Williams, 2012). frequently lack the inaccessibility problems and initially concentrated amongst those who had suffered from the human sensory. (Patricia & Michael, 2017)

the geometry didn't come because of the blind person, may it affect the spatial content. (Jackson, 1968) Some students were suffered from the ability to successfully defended the mathematician based, some groups merely suffered the visually impaired which damaged particular activities in the classroom to draw the problems of the tables and graphics. In addition, the teacher followed the easy and comfortable way to access them to understand the aims and objectivities of the classroom and the lecture, the people who were depended based on the visual impairment and other senses

to gain the education. The accessibility is a major problem for the learner to get and understand the environment. (Kempac et.al, 2020)

the major issue was the way of interaction methods and accessibility issues in e-learning systems. It had found that the major barrier was facing to all those who suffered from disabilities/visual impairment and the lack of use of the e-learning applications. It also found that the tool for educating the students was not designed properly to ensure the visually impaired students who excluded from the environment learning. It had said that advancing the technology growth made it possible and offered opportunities for the blind person to make their lives more productive. (Linahlis et.al, 2009) discussed that Automatic Speech Recognition had provided the universal support to access communication and involved in the text synthesize with the speech. Visual impairment had also been considered as several problem to adopt such behavior. American Foundation for the Blind. 2010, founded that adaptive behavior had opportunities to expand Core Curriculum for those learners with the impairment.

Hill and Blasch, (1980), identified that 85% had shown that visual impairment was serious limitation of social learning through vision. The researcher indicated that all the parties had to ensure the cooperation and efforts of school, administrators, and parents have to arrange the level of social skills among students with visual impairment. Furthermore, it had found who failed to gain the social skill and demonstrated a social behavior was suffered and isolated and detached from the sighted/visual peer groups.

Schools played a vital role to teach them how to adopt visual impairment and also necessary to learns social and behavioral skills from the peer-groups (Mohamad et al, 2010).

Explained that the new wave of technological development made it possible for the blind to easily access the use of diagrams and graphs. (Crazes at. al, 2014) Furthermore, it had said by many that blind persons or students usually get information by hearing and touching material objects. The way data was input by many sources to represents on the screen interfaces and synthesized into use for the user to understand. Therefore, it was as same the instructional methods and strategies curriculum, these ways were the primary sources of interaction to the disabilities to come across all the needs students were facing (Carnine, 1997; McCarthy 2005). The science teaching staff didn't have enough experience to teach the students through the visually impaired.

Without social, physical, and emotional training, which includes conceptual development, local understanding, braille, listening and speaking skills, and adaptations, students with visual impairment are courageous to have faced several problems in accessing the proper co-curriculum and many more other activities, such as essential skills which are required for independent and self-determined adults (Opie, 2018) some have a few sights and other didn't have any sights avenues present to them to get access in science process and content (Jones et.al, 2006). However, there were several studies were associated with students with visual impairment However, It had said

that such experiences were resulted due to the material use of the technology which made it possible to cope with the major problems and it's also affected their academic performances. Therefore, the heterogeneous groups were varied in learning the visual impairment problems and hurdles to fulfill their proper attention for the enforcement of the curriculum and system of instructions to work smoothly and show their academic activities.

Kapur, 2018, pointed out that academic visually impaired were the stated of deprivation, they were prepared for several problems not only understanding of the academic internalization but also facing many problems to appear in the examination and assignments.

The issues and problems were experienced by such students requires more teachers in school of special education, who have skills and fluent in the enforcement of their jobs (Agesa, 2014). The instructors who are working with the visually impaired and who are planning the environmental situations based on the following reasons (Mwakyeja, 2013). learning material must be well organized and reading material must be provided the visually impaired students. The use of technology material should be given to the students. If the necessary equipment not be provided then the performance of special students will be low. (Kapur, 2018) assessment of learner's need quality teaching can only effective manners. qualitative and background knowledge

Individualized Education Plan (IEP), it is a plan of studies, taken from the general curriculum of the study, which is prepared specifically to gate the

needs of such pupils. This plan of studies comprising a list of goals to be met, and the methods to be used to fulfill those goals. instructors and Parents are meant to work in cooperation to regulate these specific goals and academic needs of the students to enable a teacher to plan and implement the teaching. (Kapur, 2018) The adaptive teaching modules that instructors are needed to use in order to facilitate education among pupils who require special needs have been stated as follows (Mwakyeja, 2013) verbal communication and giving answers toto the queries, and delivered a lecture

Orally also provide students their answers in audio recording form is a way to make the visually impaired student clear (Kapur, 2018) the voice of the teacher should be pleasant or clear, he or she must allow visually impaired students to speak and read in the class. the visually impair/blind students are slow in the completion of their work or assignment because they take longer time to read than they are able to write their work or assignments so that extra time allows the blind students to complete work. Language challenges to the blind/low vision students due to unavailability of 2nd language material blind students feel troubles during his or her academic life. (Kapur, 2018) Reading and writing challenges blind students must read to

In Hans their knowledge does to reading he or she are able to write efficiently, There is a gap of teaching and learning sources which are required for the students who require special needs (Mwakyeja, 2013) Lack of materialistic sources and low Participation of Parents The visually impaired students, who belong to underprivileged, marginalized and socio-

economically backward areas of the society often are not able to make use of resources and materials for their selves, as they do not have a proper source of income and facilities. The parents, who belong to these societies are usually not educated and they do not have the proper skills and abilities to promote learning and education for their visually impaired Youngs. When they will not be able to provide devices which can assist, technology, and other resources for reading and writing, then the students shall not be able to improve their learning and academic concepts (Mwakyeja, 2013) the students with visual impairment are not evaluated on the basis of their unique capability and specific educational requirements, but they evaluated based on their performance in-class activities. A normal kind of assessment seems to make dominance in such classes (Kapur, 2018) challenges faced by teachers working with low vision students, teacher who is not familiar with bril system and he or she did not gate training how to teach the blind students may feel in hindrances gaining experience of visually impaired students may be different compared to other students visually impair students are usefully dependent upon others in the school in there learning time, they are also dependent upon their parents 'and they need assistants at home to perform various activities such as eating, reading text, writing, using toilets and more. (Kapur, 2018).

The resolution tactics give contribution to help out visually impaired students to improve their educational skills and knowledge. utilizing the Braille, magnifying glasses, a human reader, audio cassettes, scanning, and software of reading can be used when one has problems in reading the

material printed on paper. Teachers or peer tutors should be available to help such students learn when they are not able to read the information written on the board. Visually impaired students are usually to sit close to the whiteboard so that they can understand by listening with focus to the teacher. When the students are not able to have class notes, then a laptop or computer is used with screen reading software. When such students are not able to write the exam paper, then a human writer should be available to provide help, and a magnifying glass is also used (Sahasrabudhe, & Palvia, 2013).

(ECC) The Expanded Core Curriculum for the youth and children who are visually impaired at school level workplace and community has to pay attention to 9 following areas: compulsory Skills, Career counseling, Living Skills with independence, Orientation and Mobility (O&M), Recreation and Leisure, Self-Determination, Social Interaction, using the helpful Technology, and Efficient sensory students with visual impairment who had attended special schools for 1 or 2 grades they had got experience on the other hand from the starting student with visual impairment who had to learn with normal children's they feel more troubles in society education the priority should be given to visually impaired people to create a positive attitude in the field of professional education and training in using the assisting devices (Soleimani et. al,2016). The infrastructure of public places in Iran is not in accordance with the required standards for the persons with disabilities. But on the other hand, architecture of special Schools for

persons with visual impairment was compatible to the required standard. (Soleimani et.al, 2016)

Using assistive technology visually impaired people can operate technology. They can do their work. Screen reading software help visually impaired person He or she can use a computer Which data come on screen the screen reading software (text to speech, JAWS, NVDA, and narrator) can read that text for a visually impaired person. Visually impaired can operate computer/laptop by the using keyboard. As time passed, the services were improved for the disables. Pakistan also celebrated International Year of Disabled Persons in 1981.

Because rapid increase in the organizations serving for the special people, the education and training of SWSN became a serious issue for the experts, makers of policies, and the field staff. Apart from the question of 'How to teach?' the focus was shifted to the question 'Where to teach?' such questions led experts to new sides of balance in the field of education for children with special needs. The step from the marginalized to mainstream and then to inclusive education settings is going on with the mission to provide educational services to this important part of the society to make them useful and independent citizens of Pakistan. (Ainscow, 2005; Ali, Mustapha & Jelas, 2006; Mason, 2005) Instructors working in an ordinary and special schools of children with special needs have a different opinion about the meaning of the education and mode of training for the children with special requirements (Dupoux, Hammond & Ingalls, 2006; Sarwar & Asgher,

2005). There are many hindrances to the inclusion of SWSN in ordinary schools like attitudes with negativity of society towards the education of SWSN, practical problems causing the inaccessibility to the students with physical and visual disabilities, harsh, not flexible, and curriculum designed from a single center, abilities, and behaviors of teachers, barrier of second language as a mode of learning , socioeconomic issues, lack of resources for the buildings and learning material for instructors and policies for education of the country in practical (Torreno, 2011; UNESCO, 2011). School policy, teacher's ability to handle SWSN, resource availability and help if they are not provided them will cause a lot of problem. (Hodkinson, 2006; Miles.2000).

usually, teachers in Pakistan working in an ordinary school do not possess any experience with SWSN. They are unaware of their requirements, problems, and potential abilities. This factor is creating barriers for the students with special needs. (Atique & Mushtaq, 2005; Bashir, 2005; Hameed, 2002; Shakir, 2003).

Such problems are caused by a special person's mother and father, society, authorities of school, and instructors. (Clough & Garner, 2003; Foster, Long & Snell, 1999; Pivik, McComas & Laflamme, 2002; Stanviloff, 2002). teachers prefer the normal children over the disable students because they feel that special students are not able to participate in common activities as found by (Advani, 2002) Apart from it, it is also found that the colleagues of special students in normal schools usually have a good attitude it is a good

sign for the especially abled students. (Farooq, 2012) instructors can be the best level to make change in the behavior towards the students requiring special needs it can be done by teachers' training programs. (Destefano, Shriner & Lloyd, 2001). Media can play an important role in the advocacy and solutions of the problems faced by special students. (Farooq, 2012) inclusive and separate classrooms be alloted to students with special needs when they do not derive general/normal (schoolinfulfillingwon, 2008). The Pakistani Government is committed to provide the needs of all children irrespective of any partiality and will continue to update its policies and plans to take all children into mainstream with special needs having small level of spatiality (Government of Pakistan, 2008). To enforce the National Policy for differently abled Persons 2002, National Action Plan was charted in 2006. The major recommendation of this plan gives special attention on paying attention to all areas (social, educational, physical and emotional, physiological, etc.) of a child's growth without being one sided towards multiple needs, abilities, inabilities and families. Curriculum, assessment and evaluation procedures for children with special needs should be malleable to motivate rather than creating difficulties to learning, improvement and involvement (Government of Pakistan, 2006). Persons having visual impairment face many problems and barriers in society. Visually impaired persons may face isolation, may create hurdle in achievement of degrees leading to unemployment. A research indicates that visual impairment in itself does not create problems but illiteracy and low moral makes it harder for blind persons to find jobs (Fatma et.al, 2013)

(Rodney, nd). Haugann (1987) conducted a research to find out the problems of visually impaired students in higher education institutions of the country. Major findings of study were unavailability of services of counselling and guidance, shortage of Braille printed books and visual readers at universities, adjustment problems in the environment of university, ignorant behavior of teachers towards disabilities, challenges in taking exams, and transportation problems. (Fatma et.al, 2013).

A unique individual faces so many problems and challenges in his or her proper adjustment due to his or her physical and visual impairment. As he/she is incapable to get involved herself/himself in normal activities, this inability creates social barriers i.e., lack of confidence, shyness, and social isolation (Suleman, 2013) special children should be familiarized with the location of schools, its infrastructure surroundings, pathways, classrooms, corridors, playgrounds, toilets, etc. unique children especially visually challenged children must be get aware about the dangers and hazards in the school stairs, ditches, water channels, sewerages , and main wholes and all dangerous spots within the premises. It is the responsibility of the mobility teachers and class instructors to familiarize the visually impaired students to the schools' premises (Awan, 2000).

Higher education policy for differently abled students

This is the purely HEC policy for the differently abled students, is quoted as it as for the readers which will be helpful to understand the rights and

problems of the differently abled students. There is no addition in this by researcher.

"Policy For Students With Disabilities"

At Higher Education Institutions In Pakistan
Introduction

1. Higher Education Commission (HEC) is committed to its founding objective that no one should be denied access to higher education in Pakistan, and this includes making possible equal opportunities of higher education for students with disabilities.

2. This Policy aims to enable an environment in the Higher Education Sector which not only motivates students with disabilities to undertake higher education, but also facilitates their participation in all academic and extra-curricular aspects of a university education.

3. The Policy recognizes that disability covers a wide range of impairments and different disabilities can have varying impacts on study, work and other aspects of life, warranting special considerations in the Higher Education Institutions (HEIs) for persons with disabilities to successfully acquire higher education.

4. This policy is an extension of the "Disabled Persons (Employment and Rehabilitation) Ordinance, 1981", "Disabled Persons (Employment and Rehabilitation) (Amendment) Act 2012", "Sindh Differently Abled Persons (Employment, Rehabilitation and Welfare) Act, 2014", and "Government of the Punjab Higher Education Department Notification No. S.O. (A-II) 1-83/2012, dated November 7th, 2013". The policy further elaborates and regulates the directions given in the abovementioned legislations to higher education sector of Pakistan.

5 Moreover, Pakistan is a partner in the global movement for the socio-economic well-being of persons with disabilities by signing and ratifying the UN Convention on the Rights of Persons with Disabilities and through adoption of the SDGs 2030 agenda. The Sustainable Development Goal 10, *Reduce inequality within and among countries,* includes empowerment and promotion of social, economic and political inclusion of all irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

Definition Of Persons With Disabilities

6 Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

1. United Nations Convention on the Rights of Persons with Disabilities (2006)

Declaration Of Persons With Disabilities

A person certified as a disabled person from the National/Provincial Council for the Rehabilitation of Disabled Persons or carrying a Computerized National Identity Card (CNIC) with the disability logo. Version 1.0.

Higher Education Commission's Mandate

7 HEC recognizes that persons with disabilities are valuable members of the country, and it is its obligation to undertake all judicious actions to enable persons with disabilities to avail the opportunities for higher education available to other students.

8 Through this policy HEC endeavors to eliminate regulatory, physical, organizational, academic and social obstacles at HEIs that might hamper academic and career pursuits of persons with disabilities. And seeks to create an environment that provides them equal economic opportunities,

recognition of their inherent dignity, protection of their rights and full participation at the Higher Education Institutions of Pakistan.

9 All Higher Education Institutions of Pakistan - including universities, affiliated colleges and degree awarding institutions - are to comply with their statutory obligations as well as the constituents of this Policy in a manner that is progressive and facilitative for the persons with disabilities.

Scope Of the Policy

10 This policy applies to all public and private sector Higher Education Institutions of Pakistan. HEC expects all Higher Education Institutions to be aware of this policy and the related code of conduct.

11 Through this policy it is stipulated that persons with disabilities at the HEIs including students, faculty and staff will be treated fairly, with respect and will not be subjected to discrimination2 at any stage during their academic or professional pursuits.

2 United Nations Convention on the Rights of Persons with Disabilities defines **Discrimination on the basis of disability** as:
"any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of *reasonable accommodation."*
"***Reasonable accommodation***" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms."

12 The main focus of this policy are all students with disabilities that engage with Higher Education Institutions; including enrolled students, prospective students and students that acquired disability during their course of study.

13 **Accessibility Committee**

(i) Each Higher Education Institution will establish a Standing Accessibility Committee comprising of 3-5 members from faculty, administration and student body. This Committee will be responsible for ensuring that this policy is communicated to

students, faculty and staff effectively and is being implemented at their Institution in its entirety.

(ii) The members of the Accessibility Committee will be designated by the Vice Chancellor/Rector/Head of HEI.

(iii) The responsibilities of the Accessibility Committee are detailed below:

a. Promoting awareness of different disabilities and disability related issues, and emphasizing the need to protect and promote rights of persons with disabilities, at the HEI through dedicated seminars, fundraising events, discussions, workshops and community engagement activities.

b. Providing information and advice on facilities and support for persons with disabilities to students, parents, staff and faculty.

c. Determining access requirements of students with disabilities that enroll/are enrolled at the HEI.

d. Arrange assessment of the extent of disability and access requirements of students with disabilities by a professional, whenever necessitated.

e. Raise funds for provision or development of facilities for students with disabilities at their institution, whenever necessitated.

f. Arrange counseling by a psychiatrist for students with disabilities whenever needed, especially in situations beyond the expertise of the Accessibility Committee.

g. Arrange and oversee the provision of academic support, specialized equipment and facilities for the students with disabilities across the HEI.

h. Provide advice to their institution on admissions, examinations, dissertations and other affairs of the institution for improving access for students with disabilities.

i. Advise the faculty on the policies and procedures relevant to students with disabilities.

j. Liaise with national NGOs and philanthropic organizations working for persons with disabilities to enhance capacity of their institution to engage with persons with disabilities and improve the facilities available for them at the HEI.

k. Advise the University on the implementation of the Disabled Persons (Employment and Rehabilitation) Ordinance, 1981 and other relevant legislations.

14 Focal Person for Persons with Disabilities

(i) One member - staff or faculty of BPS-19 or equivalent - from the Accessibility Committee will be designated by the Vice Chancellor/Rector as the Focal Person at the HEI for persons with disabilities.

(ii) The name and contact details of the Focal Person will be displayed on the website, prospectus, brochures, and student handbooks of the HEI and outside the Offices of Vice Chancellor/Rector and Registrar.

(iii) The Focal Person for persons with disabilities will be responsible to ensure the following:

a. Be a point of liaison between Accessibility Committee and students with disabilities.

b. Advise students with disabilities interested in seeking admission at the HEI in broader choice of academic discipline.

c. Guide students with disabilities interested in seeking admission at the HEI on the facilities available and arrangeable at the HEI for persons with disabilities.

d. Seek and record information on access requirements of individual student with disability enrolled at the HEI.

e. Arrange regular meetings with students with disabilities and maintain records of interactions. This practice should be used to assess any emerging needs the students and decide appropriate course of action to facilitate the student.

f. Advise and facilitate students with disabilities in fulfilling administrative requirements of the institution, and benefiting from other services such as accommodation, transport, library, career counselling, extra-curricular opportunities etc. during the course of their studies.

g. Advice the students with disabilities before commencement of each semester/academic year on their courses selection and learning activities entailed.

h. Refer students with disabilities to the Accessibility Committee for determination of their access requirements.

i. Refer students with disabilities to the Accessibility Committee for arrangement of psychiatric counseling; if a student requests or whenever substantial need is established.

j. Ensure that the students' access requirements are identified and made known to relevant faculty well ahead of commencement of classes.

k. Arrange academic coaching for students with disabilities whenever needed.

l. Widely communicate his role to students, staff and faculty at the HEI.

15 Services for Students with Disabilities

(i) The HEIs shall provide reasonable services to students with disabilities and make reasonable accommodations2 whenever required to encourage their participation in higher education.

(ii) Accessibility Committee will provide advice and support to the HEI on improving accessibility and enhancing other services for students with disabilities. These services include:

a. Arrangement of medical assistance (including psychiatric counseling) and non-medical assistance such as note-takers/scribes, readers, lecture recordings and enablers.

b. Provision of Laptops, high-tech computers capable to run heavy screen reading software, special softwares, Braille, headphone, video cameras, video conferencing, computers, scanners, braille embosser, Braille Magazines, Audio

Books/Tutorials, Books-Scanning, laser printers, speakers, tape recorders, class printed notes, and wheelchairs at the institution as per requirement and policy.

c. Some textbooks are also available in other formats -- such as large print versions, e-books, or media with closed captioning, audio versions -- that may be more accessible for students with disabilities. University's library should be equipped with standard textbooks in alternate formats, or should make them available on request.

d. Specialized Trainings on using learning aids for students with disabilities and staff/faculty, when needed.

e. Access and assistance in libraries, laboratories, cafeterias and sports centers.

f. Full Tuition Fee waivers, and 50 % concessions on other fee components such as Admission Fee, Registration Fee, Library Security Fee, Examination Fee etc.

g. Age relaxation in admission requirements, quota as per the national and provincial legislation and alternate suitable entrance test arrangements for students with disabilities.

h. HEIs shall establish a special fund to support services for students with disabilities, and annually contribute sufficient funds therein through exclusive budgetary provision. Moreover, all funds and contributions raised through philanthropy should accrue in this fund.

i. Whenever, HEI's or students own financial resources are deficient in meeting an accessibility requirement pertaining to his studies, i.e. teaching, learning, examination, assessment etc., the HEI will provide necessary funds or remedy in the form of scholarships or financial aid, after thorough evaluation of each case.

j. The website of the HEI and other web-based services such as student portals, LMS etc. shall conform to level AA of Web Content Accessibility Guidelines (WCAG)3.

k. Physical infrastructure in HEIs such as footpaths, road crossings, signage etc. shall be developed by observing the recommended accessibility standards for persons with disabilities.

l. Provision of ramp/special pathways and dedicated washrooms shall be ensured in all future constructions of public HEIs.

m. Where access is currently limited in the existing buildings, the HEI will provide reasonable alternative arrangements.

n. Students with disabilities shall be encouraged to suggest improvements in accessibility services available at the HEI.

(iii) Accessibility Committee will submit its recommendations in regard to provision of above services for students with disabilities to the competent governing body for consideration and approval.

16 Admissions

(i) HEI will clearly provide contact details of focal person and information on facilities available for students with disabilities on their prospectus, website, and advertisement for admission.

(ii) The website and prospectus will clearly mention the designated quota for persons with disabilities at undergraduate and post graduate level, age relaxation, variation in entry tests, details regarding application procedure, and available fee waivers and concessions.

(iii) Accessibility Committee will be involved in admission, interview, and entrance test processes for students with disabilities.

(iv) Applicants should be made aware that if they disclose their disability, the information provided on their application will be retained on the HEI's records and made available to all involved in the admissions process and those concerned with student welfare

(v) The University will ensure that applicants declaring a disability have full information about the support available, so that they may make an informed choice regarding the suitable place for their studies.

(vi) Students with disabilities will be advised to visit the University before application to assess the suitability of the premises and their surroundings.

(vii) Applicants who have declared a disability on their application form will be consulted about their needs and given advice on how the HEI will manage their accessibility requirements.

(viii) Upon admission students with disabilities will be offered an opportunity to provide additional information and documentation about their accessibility needs.

(ix) Admission application forms will include a portion through which students can convey information on their disability. They will be required to provide attested copies of the disability certificate issued for persons with disabilities from the National/Provincial Council for the Rehabilitation of Disabled Persons or a CNIC with disability logo.

(x) The admission application form shall include a questionnaire for students with disabilities to inform their accessibility requirements for undertaking their studies and taking the entrance exam. They will be encouraged to arrange an information visit of the HEI.

Version 1.0

(xi) The students with disabilities can request special arrangements for entrance test or interview as per their needs. Where applicable they may be considered for similar alternate arrangements as they had for their higher secondary examinations.

(xii) The HEI will ensure the provision of appropriate facilities for students with disabilities during their entrance exam:

☐ Modified exam materials including Braille papers (Grade 1/un-contracted or Grade 2/contracted), large print: either A4 size (18pt bold font) or A3 size (15.5pt font), listening materials such as special needs CD or lip-reading test, speaking materials such as Braille or large print written prompt or large print visual prompt

☐ Other administrative arrangements such as extra time (25-100 per cent extra time depending on student's need), supervised breaks during the examination, use of a computer, an amanuensis/note-taker (a person who will write down students answers), a reader, a scribe/copier (verbatim transcript), speaking test, separate invigilation, a private area to take tests with a note taker.

(xiii) The students with disabilities will be informed well in advance about the arrangements being provided for them to undertake the entrance exam.

(xiv) In some cases, students with disabilities may be exempted from a part of an examination because of a disability or difficulty. The HEI may decide to use an alternate assessment tool to ascertain suitability of the student for the degree program. This will be decided by the Academic Council of the HEI.

(xv) In case the entrance exam is administered by a third party (such as GAT/GRE or NAT/SAT), if the designated test administrator does not provide appropriate facilities for the students with disabilities to suitably take the test, the HEI will arrange alternate entrance exam for the students with disabilities.

(xvi) In case, the HEI is unable to provide appropriate facilities or make reasonable adjustments for students with disabilities to study at their institution on legitimate grounds, they may refuse admission to the student only through decision of the senate/syndicate/highest governing body. This decision will be communicated to the student via the Office of the Vice Chancellor/Rector.

17 **Assessment of Need**

(i) All students with disabilities will be offered an assessment of their study and support needs at the earliest opportunity, preferably before they enroll, or shortly after the commencement of their program.

(ii) The views of disabled students will be taken into consideration at all times during an assessment of their needs and the content of the assessment report will be discussed with them prior to the release of the report. The report, containing detailed version 10.

recommendations, will be shared with the student, the focal person and Dean/HOD/Vice Principal of their faculty. The Accessibility Committee will monitor the implementation of academic support arrangements.

18 Teaching and Learning

(i) During the orientation session and at the commencement of each course, staff and faculty shall clearly inform the students that any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor or the Focal Person for students with disabilities as soon as possible so that requisite arrangements can be made.

(ii) The instructor, focal person and the student may mutually discuss and decide the alternate special requirements (including those needed for mid-term or final examination) at the start of the course, and share with the Accessibility Committee if their support is needed.

(iii) The University will take all reasonable steps to ensure that all study components are organized to offer the best possible opportunities of participation for all students including students with disabilities.

(iv) Where a student with disability is placed at a substantial disadvantage, the University will make reasonable accommodations to help alleviate this. Reasonable accommodations will depend upon the needs and difficulties experienced by the student. Accessibility Committee will be responsible for determining the students' accessibility requirements and the extent of reasonable accommodations needed on part of HEI.

(v) It is important to remember that accommodations are not advantages but are a means of providing each student with full access to study programs.

(vi) Standards for academic credit should not be modified for students with disabilities. They may need accommodations in testing, but the content should not be changed.

(vii) Faculty are encouraged to use textbooks that are available in alternate format. It is not necessary to rewrite a course to accommodate students with disabilities; simply modifying the presentation of materials may make it fully accessible.

(viii) If one student with a particular type of disability had difficulty with a specific task, the faculty and the focal person may not assume that the next student with the same type of disability will experience similar problems. Students with disabilities are frequently sensitive about their disabilities, so faculty, focal persons and staff should make every effort to treat these issues sensitively and confidentially.
Version 1.0

(ix) Some examples of reasonable accommodations are: ☐ Provision of copies of lecture slides or typed lecture notes ☐ Permission to tape-record lectures or seminars ☐ Improving accessibility of lecture rooms used by students who use a wheelchair, or equipping them with an induction loop for students with a hearing impairment ☐ Faculty to wear a lapel microphone (to carry the voice of the lecturer to the student using an assistive listening device) ☐ Stenographers to transcribe lectures etc.

(x) All of these accommodations take a great deal of time, so students should be informed of their course requirements, course components and reading materials well before the commencement of a course and advised on their accessibility requirements at the start of the course.

(xi) HEIs should also focus on offering academic programs or undertaking research on topics related to issues pertaining to persons with disabilities in Pakistan.

19 Examinations and Assessment

(i) At the commencement of each course appropriate arrangements for examination and assessment will be determined through mutual consultation between faculty, focal persona and the student. Alternate arrangements will be made with the view that students are able to demonstrate their learning appropriately and suitably meet the criteria for progression or the conferment of an award.

(ii) Alternate arrangements for examination (for example, extra time) must be approved by the Accessibility Committee in advance.

(iii) Where needed, students with disabilities can choose whether or not to have their disability declared on their exam booklet so an external examiner is alerted to their disability.

(iv) Section 17(xii) details some examples of alternate arrangements for examination.

20 Students Who Aquire Disabilities During Studies

The University will ensure provision of the same level of services and support to students who acquire disability/s (or becomes aware of their disability) during the course of their study. Every reasonable opportunity will be provided to them to complete their studies successfully.

21 ACCOMMODATIONS

(i) Applicants with disabilities will be given suitable advice about accommodation facilities before enrollment.

(ii) The HEI will ensures provision of on campus residential facilities/hostel to students with disabilities if they require. In case of large universities with numerous hostel facilities, it is advised that a wing of purpose built rooms with wash rooms, privacy and other necessary arrangements may be dedicated for students with disabilities.

(iii) The HEI shall facilitate transformation of existing hostel facility into a more accessible accommodation for a student with disability as per their needs. In case the student cannot afford these arrangements on their own, the HEI will make these arrangements through their designated fund for students with disabilities or through philanthropy.

(iv) In case a student with disability requests for single accommodation, their request should be given precedence over other students.

22 Grievances

(i) Any grievances pertaining to disability services available at the HEI or mistreatment of students with disabilities will be submitted to the Focal Person. If they are unable to resolve the concern, Accessibility Committee may be approached. The matter may be referred to the Vice Chancellor if the issue is not appropriately resolved by the Accessibility Committee.

(ii) The Accessibility Committee may recommend removal of the designated focal person or one of its members to the Vice Chancellor, if substantial grounds are established such as harassment, discrimination, indolence etc.

23 Staff Development

(i) HEIs shall encourage its staff, faculty and students to participate in development opportunities related to provision of education to persons with disabilities.

(ii) HEI is encouraged to organize special trainings for members of Accessibility Committee and other faculty through collaboration with organizations working for advancement of persons with disabilities.

24 Convocation

The University shall make every effort to ensure that students with disabilities are able to participate fully in their convocations and enjoy this day along with all their fellow graduates.

25 Award of Degree

After successful completion of the degree program, students with disabilities will be provided fee waivers for the issuance of degree, transcripts/Detailed Mark Certificate, degree attestation or equivalence certificate. Version 1.0

26 Responsibilities of The Higher Education Commission

(i) HEC will assign a weightage to compliance of international accessibility standards and implementation of this Policy in the recurring grant formula; the ranking criteria and the Institutional Performance Evaluation (IPE).

(ii) Students with disabilities will be assisted by HEC's staff during the degree attestation/equivalence process, including the submission of application for degree attestation/equivalence.

(iii) Proposals for infrastructure development at HEIs that are submitted to HEC will be reviewed to ensure that any new building infrastructure

complied with the recommended international accessibility codes for persons with disabilities.

(iv) HEC will build collaborations with international and national organizations working for advancement of persons with disabilities.

(v) HEC will designate a disability officer who will provide guidance on the matters pertaining to this policy, and act as a focal person for persons with disabilities interacting with HEC.

27 Further Advice And Guidance

(i) The HEC may be consulted for clarification and advice in regard to implementation of this policy.

(ii) In case of any difference of opinion regarding the interpretation of this policy, the HEC's judgment shall be considered final".

Chapter No. 03

RESEARCH METHODOLOGY

This chapter describes the tools and techniques used in this research process. These are research design, the population/universe to be studied, sample, sample technique; research tools for data collection, data analysis process are discussed, these tools and techniques are suitable and workable for the researcher apply quantitative method for this research.

3.1 Research Design

The quantitative research methods were chosen to study the views of special students about their educational problems. Quantitative research method was chosen as the appropriate tool.

3.2 Universe of the Study

This research has been carried out in a public sector university of Pakistan which enroll students from across Pakistan. The total number of the students in the university is almost thirteen thousand. So regarding experiences, challenges and impacts of these over the special students researcher preferred this place as number of differently considerable students from all parts of the country are studying here.

3.3 Target population

All differently able/special students of university were the target population for this research. Data were collected from those who were present at the campus, hostels in the month of August 2021.

3.4 Sampling techniques

Snowball sampling technique was used for the selection of the respondents. Respondents were traced and interviewed through their friends and class fellows.

3.5 Sample size

The sample size was limited to 32 respondents. Males were 24 and females were 08.

3.6 Tools for Data collection

In the present research, the researcher used 2 self-administered questionnaires for collection of data from the field. In the base of indicators, the first questionnaire was design for the university administration, and the 2nd questionnaire was divided in to two parts. The first part consisted of a socio-demographic profile and the second part included questions related to problems faced by students with special needs. The responses were filled by the respondents on the structured closed-ended and open-ended questionnaire.

3.7 Data analysis

Univariate analysis was carried out on the collected data. The data was coded and processed through SPSS. Qualitative data was processed and analyzed as per the rules and procedure of qualitative data technique. The data was analyzed through descriptive statistics i.e. percentages and frequencies.

3.8 Ethical concern

In the research study for researcher maintenance of ethical protocols is important, researcher obeyed all the ethical standards of research ethics got data from respondents in the friendly manner and   researcher has built the trust of all respondents that these data used for only academic purpose, hence without any immoral behavior researcher deal their respondents.

Chapter No.4

RESULTS

This chapter presents the field data. The data was analyzed in line with the quantitative and qualitative data analyzing technique. The analyzed data is presented in tabular form.

4.1 Part One

Table 4.1.1 Questions from University Administration about Differently Able Students

1.	Does QAU have facilitations center for disabled persons?		No
2.	Does QAU have policy document for disabled students?	Yes	
3.	Does QAU have Focal person for the issue of disabled persons?		No
4.	Does QAU allot separate room to a disabled student?		No
5.	Does QAU have facilitations of disabled students to classroom and library?	Yes	

The questions were asked related to the facilitations whether provided in QAU or not. The related authority responded that there is not any facilitation Centre for disabled persons in QAU. While the related authority in question No.2 responded in yes and agreed that QAU have a policy document for the disable students. The related authority in question no 3. said that there is not any focal person for the issues of disabled persons. In question No 4. The

related authority said that there is no any separate room allotted to a disable student in QAU. While the authority related to last question agreed that facilitations for the disabled students in classroom and library is proved.

Table 4.1.2 Distribution of the respondents by gender

Category	Frequency	Percent
Male	22	68.8
Female	10	31.3
Total	**32**	**100.0**

This table shows that 68.8 % participants are male and 31.1 % are female. It can be infer from the data that differently able male are more motivated to study than female.

Table 4.1.3 Distribution of the respondents by age

Category	Frequency	Percent
18-24	27	84.4
25-34	5	15.6
Total	**32**	**100.0**

This table shows that 84.4% students who are between the age category of 18-24 are facing issues during their study. However, a small number of respondents comprising of 15.6 % aged between 25-34 is facing issues during their studies.

Table 4.1.4 Education of the Respondents

Category	Frequency	Percent
BS	23	71.9
MSc	3	9.4
MPhil	5	15.6
PhD	1	3.1
Total	**32**	**100.0**

This table shows that most of the students are studying in BS. BS students 71.9% followed by MPhil students which are 15.6%. The students who are enrolled in MSC is only 9.4% and 3.1 % enrolled in PhD. This shows that differently able students rarely enroll in post graduate studies.

Table 4.1.5 Residence of the Respondents

Category	Frequency	Percent
Hosteller	24	75.0
Day Scholar	8	25.0
Total	**32**	**100.0**

The table shows that 75% students are living is hostel while only 25 % students are day scholar. According to the data mostly Hosteller students are facing issues with compare to the day scholar.

Table 4.1.6 Nature of Disability

Category	Frequency	Percent
Physically Handicapped	21	65.6
Visually Impaired	8	25.0
Polio	3	9.4
Total	**32**	**100.0**

Table No: describes the nature of disability, where 21 were physically handicapped, 8 were visually impaired and 3 were having Polio issue. The table describes that majority of respondents were Physically Handicapped.

4.2 Part two

Part two of the study presents findings of qualitative analysis.

4.2.1 Physically Handicapped

- Many of the respondents showed that they had good facilities from teaching staff and administration, regarding their studies as like fee concession of 50%.

- Teachers gave them more cooperative response.

- However, they also face difficulties in the university such as they cannot use transport due to rush.

- Building structure of the university is more difficult for them to go in classrooms because there is no any lift and trail while going through wheel chair.

- The roads are not good in the university, ramp and foot paths are not made for the special persons.

- some of the respondents stated that canteens and huts are fully accessible for physically impaired students,
- In hostel most of the students are not provided room on ground flore they are not provided single room in university hostiles.

4.2.2 Visually Impaired

- Most of the visually impaired respondents said that they got facilities of soft books by teachers.

- Teaching staff was cooperative, and they got extra time in examination.

- Fees concession of 50% in hostel and academics.

- Some of them argued that some teachers do not provide notes in soft and don't get extra time in exams as per the policy for disabled students according to which there will be 30 minutes extra in exams for special students.

- The respondent said that they face many difficulties in classroom as teachers' more concentration is on other students.

- Also, they had difficulties from multimedia presentations because many of the teachers do not explain well as a special student can understand it.

- Blind students also face difficulties in some subjects such as Mathematics and statistics, as these mostly have numerical data and the screen reading software of visually impaired students which is used in mobile phones and computers/laptops is not compatible with charts, table, diagrams and graphics,

- A BS visually impaired student Sayed told that the special section of library is not fully accessible and not having complete equipment of reading.

- Another female respondent argued that "It is very hard for me to reach the points area without any bodies help".

- A BS student Sayed stated that it is very difficult to find a writer who write for him in exams.

4.2.3 Polio affected

- The respondents showed that they had facilities regarding fees concession.

- They also faced difficulties in availing admissions in MPhil and PhD as there are no reserved seats for special person to get admission in these programs.

Chapter No. 5

SUMMARY AND CONCLUSION

This chapter concludes the study. It gives the crux of the study's findings and suggests recommendations for further study.

5.1 Summary of the arguments:

A majority (68 percent) of the respondents were male students. The majority of the respondents (71.9 percent) of the respondents were from the undergraduate programmed as they are admitted on the basis of disability differently able people quota. There is no quota for differently able people in M. Phil and Ph.D., Therefore, the number in these programmes is limited. Similarly, the majority (65.6 percent) of the respondents were physically disabled. The study findings show that they are facilitated by universities. However, they face some problems such as coping with Maths and reaching to the top floor for classes.

5.2 Conclusion

Some normal students do show up with relatively higher mental and physical abilities, so it is comparatively easy for them to adopt those changes that the university environment offers. However, there is a number of disabled students at university who face different kinds of problems while trying to adjust to this new environment. The main purpose of the study was to explore problems of differently abled students in higher education. Students can beneficial in the society when they are free from physical, psychological, behavioral barriers and socio-economic threats. Teachers play a vital role to ensure the equitable learning experiences to the children with disabilities in higher education.

Every special student who enters in college/university bears a different personality, relatively different social background than many, and holds a distinct set of experiences, norms and values.

All of them experience a pretty much, if not totally, new social setting. As having different personalities and backgrounds, special students face different kinds of problems in performing educational activities such as looking for a sighted person to write for them in the exams, travelling from

one place to another place specially for girls who are visually impaired. Graphical, statistical and mathematical challenges and other such assignments which are challenging for special persons. Such other issues which are faced by physically handicapped students like reaching the top floor, building structural problem and unavailability of ramp. Some of the teachers and students are found cooperative in for the differently abled students they help them providing reading material in the soft and helping in reaching the hostel room. Some members of the administration of the public sector university are found cooperative with the differently abled students. There are many other challenges faced by differently abled students in their educational performance which needs to be addressed while making policies for special persons.

This study is helpful and guidance for researchers, teachers, parents, educationalists, and policy makers by addressing problems of differently abled students in the field of education.

5.3 Study Implication

This research is conducted with a small sample size. The finding of this research is good reading material for classroom teaching and discussion. The study finding is a great source of reference for other researchers. Information collected and analyzed from the differently abled student through the interview process passed on to educators and parents. The findings can be used by educators to create programs that stimulates interest and achievement for disabled students. This research is helpful for researchers, educational scholars, and policy makers to identify or set up development plans or policies to improve differently abled student's representations in higher education.

5.4 Recommendations for further study

The study was conducted in a public sector university of Pakistan following recommendation are given on the basis of the study is findings.

- The issues of differently able students in the field of higher education need to be explored in multiple universities as the current study was restricted to one Public Sector University.

- Based on the research studies more facilities in higher education should be provided to differently-abled students.

- Universities should have well-outlined policies for mainstreaming differently able students.

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ANNEXURE

Questionnaire

I am the student of MSc from the Department of Sociology, Quaid-i-Azam University, Islamabad. The topic of the research is "Issues of Special Students in the Field of Education in Quaid-i-Azam University, Islamabad." I will be very grateful to you, for your response.

Gender

- Male
- Female
- Other_____

Age

- 16-24
- 25-35
- 35 Above

Program In Which You Are Enrolled.

- BS
- M.Sc.
- M.Phil.
- Ph.D.

Tick One of the Following

- Hosteler
- Day Scholar

Section 2

- Nature of Disability?
- Facilities that you get in your studies at QAU?
- Issues that you experienced during your studies at QAU?